

**HUMBOLDT**  
**COURSE DESCRIPTIONS**  
**2022 - 2023**



# High School Registration Guide

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### MISSION STATEMENT

Inspire students to think critically, pursue their dreams and change the world.

### OUR GUIDING VALUES

**ACHIEVEMENT:** Fostering academic success by taking action to increase student achievement through challenging and collaborative learning.

**COMMUNICATION:** Engaging with sincerity and honesty by using language that can be understood by all.

**CONTINUOUS IMPROVEMENT:** Pursuing excellence by identifying and strengthening what is working well and being flexible to change what is not.

**COLLABORATION:** Working together in a respectful manner that values and honors families, staff, students and the community.

**ACCOUNTABILITY:** Holding ourselves to high standards for the outcomes of student achievement and operational, instructional and fiscal performance.

**INCLUSIVE CULTURE:** Embracing each individual's culture, race,

## **Humboldt High School**

**Our mission is to educate a global community to be active learners who are environmentally aware and college prepared.**

**Our students and staff will explore, experience, and engage in the built, natural, and social world through multiple perspectives.**

# Registration Guidelines

## Student Registration and Scheduling Steps

There are two major steps for students in planning their next year's program of studies: (1) registration and (2) scheduling. During the spring, students register for elective courses for the following school year, while teachers will submit their recommendations for core academic courses. Based on student registration data, the school administration will determine courses/sections to be offered, staff needed and a master schedule of classes for the next year. **Therefore, students should register with care and after consultation with their teachers, counselor, and parents.**

After students' registration plans have been approved by parents and counselors, classes are then scheduled for the fall and spring semesters for the following school year. Following scheduling, schedule change requests that meet pre-set criteria will be granted during schedule review week. Once a semester begins, **no schedule changes will be approved**, except in an emergency. Petitions for emergency changes are not accepted after the first week of the semester.

## Grading

### Grade Reporting

1. Students earn credit and receive grades based upon the quarter / standards-based grading system.
2. Students are required to attend, each day, all registered classes.
3. After a student has passed a given course, the student may not repeat that course for credit toward graduation.

### Grading System and Honor Roll

Saint Paul Public Schools uses both a 4.0 unweighted grading system for standard classes and a 5.0 weighted grading system for Honor classes. Standard classes use a 12-point grading scale:

A+ = 4.0;	A = 4.0;	A- = 3.7;
B+ = 3.3;	B = 3.0;	B- = 2.7;
C+ = 2.3;	C = 2.0;	C- = 1.7;
D+ = 1.3;	D = 1.0;	D- = 0.7;
N = 0.		

Advanced, Accelerated, College Credit granting, and PSEO courses earn Honors points, used in the weighted grading system: 1.25 times the standard Grade Point Average (GPA): e.g., the GPA for an "A" mark is  $4.0 \times 1.25 = 5.0$  a "B" mark is  $3.0 \times 1.25 = 3.75$ , etc.

### Failures/Incompletes

When a student is having academic difficulty in a class, the teacher should be consulted for assistance. Incomplete grades are only assigned to students who are passing a course but who were not able to complete a course due to circumstances out of their control (i.e. hospitalization). When students receive an incomplete grade, they should contact their teacher as soon as possible to arrange for needed make up work. Incomplete grades that are not made up will result in failure of the course and loss of credit. Incomplete required courses that are not made up will jeopardize a student's graduation. The advice of the school counselor must be sought in deciding which classes are to be repeated and where substitute credits are acceptable.

Summer school and/or the Area Learning Center may be used to make up credit deficiencies. Students should check with their counselor ahead of time to enroll in these additional opportunities.

### Parent Conferences

Formal parent/teacher conferences are held several times a year. If parents are unable to attend, they should contact the school to talk individually with teachers. A parent/guardian, teacher, school counselor, school administrator or student may request a school conference to deal with academic and/or behavioral concerns.

### **Parent Portal (Link – <http://www.spps.org>)**

The Parent Portal allows parents to access their children's attendance, discipline, schedule, and assignments via a computer connected to the internet. Before you begin, you will need to:

- Be listed as a parent or guardian of a student that is currently enrolled in a Saint Paul Schools.
- Have access to a computer connected to the Internet.
- Click on *Parent Portal* (One Stop) to access your account.

### **Transcripts**

The transcript is a legal and technical document that records a student's grades and credits earned. Transcripts received from an accredited program will be accepted and data recorded on the student's Saint Paul Public Schools (SPPS) transcript. Grades and credits cannot be changed unless a revised transcript is received from the original accredited program.

PSEO (Post-Secondary Enrollment Options), advanced academic credit, home school, and out-of-district transfers are examples of appropriate documents. When considering a transfer document, all grades and credits that can be applied to a student's record will be included without exception.

### **Testing**

Students are encouraged to take a selected exam used for college entry or career planning. The ACT exam is offered to all juniors. Taking the SAT, Accuplacer, or ASVAB are also options for students but these exams are not usually arranged by the school and students must sign up for them on their own or by requesting assistance from our College and Career Center.

# Athletic Regulations

The Saint Paul City Conference will follow the code of rules and regulations governing athletics as prescribed by the Minnesota State High School League "Official Handbook." The League permits school districts to make regulations and interpretations deemed advisable to promote a harmonious athletic program within the district. Under this provision, the Saint Paul City Conference will adhere to the following regulations in addition to the State regulations. The Saint Paul School District passed eligibility rules for all students who participate in extracurricular activities. The implementation of this policy is another expression of the District's commitment to improve the instructional program.

## Athletic Eligibility

Credit Eligibility Table

Grade	Start of the year	After Quarter 1	After Quarter 2	After Quarter 3
Freshman	0	5	10	15
Sophomore	29	34	39	44
Junior	58	63	68	73
Senior	87	92	97	102



## **SAINT PAUL QUARTER CREDITS**

### **GRADUATION REQUIREMENTS**

<b><i>State Requirements</i></b>	<b><i>SPPS Baseline Requirement</i></b>	<b><i>Notes</i></b>
Language Arts: 16 credits	Language Arts: 16 credits	4 credits required in each grade level, 9 – 12.
Math: 12 credits	Math: 12 credits	Students must have taken and passed Algebra, Geometry, and Algebra 2. A minimum of 12 math credits must be earned in grades 9 -12.
Science: 12 credits	Science: 12 credits	Four Science credits must be Biology and four credits in Chemistry <b>or</b> Physics.
Social Studies: 14 credits	Social Studies: 16 credits	Must include four credits in U.S. History, two in Government, two in Economics, four in Geography, and four in World History.
Arts: 4 credits	Arts: 4 credits	Arts credits may include any combination of visual or performing arts.
Health & Wellness: Credits required, but undefined.	Health & Wellness: 2 credits	Health, Individual & Community
Fitness & PE: Credits required, but undefined.	Fitness & PE: 2 credits	Students must take Phy Ed 9 or Phy Ed 10 to meet this requirement. All other Phy Ed courses will count as general elective credits only.
Career & Technical Education No requirement	Career & Technical Ed: 2 credits	Credits from Family Consumer Science, Industrial Technology, Agriculture, Business, and Careers will meet this requirement.
World Language: No requirement	World Language: No Requirement	SPPS strongly recommends that all students complete credits encompassing at least Level 3 in a single World Language.
Electives: 20 Credits	Electives: 44 credits	Any and all courses not counted or exceeding any of the above course requirements will be counted in this area.
Education Plan: Required	Personal Learning Plan required.	Student work on their personal learning plan through advisory lessons, School Counseling lessons, and with the use of XELLO.

# Testing

There are no testing requirements for graduation. The following tests provide career planning information. Test results are used by school counselors and staff to assist students in making decisions about skill development and post-high school plans.

Grade	Test	Purpose	Fee	Offered
11 & 12	ACT/SAT (American College Test/Scholastic Aptitude Test)	To estimate ability to perform college-level tasks. There are five divisions: English, math, reading, science reasoning, and an optional writing component. Required for admission to many Minnesota colleges and out-of-state colleges.	Yes, Fee Waiver Available	Several times during the school year. See your school counselor for test dates.
11 & 12	Accuplacer	To provide students with useful information about their academic skills in math, reading and English for post-secondary course placement.	No	Local high school sites and community college sites.
10, 11, & 12	AP (Advanced Placement Exams)	To provide college-level exams in several subject areas. Students who do well may earn college credit and/or advanced standing.	Yes, Fee Waiver Available	May Only

# College & Career Planning

## High School College & Career Center

The High School College & Career Center offers a wide variety of assistance and resources for students and parents. College & Career Center staff are available to help answer questions and offer a range of presentations throughout the school year.

The following services and resources are available at High School College & Career Centers: career and college planning resources, college admissions and testing information, financial aid, college guides, on-line college test preparation, Web site addresses, college applications, scholarship information, college tour information, local job postings and employment hints.

Your counselor can help you decide which options are best suited to your needs, interests, and abilities, and what opportunities are available to further your education or employment. Remember that they can give you information, but YOU, with the aid of your parents, must make the final decision about your future.

The chart and paragraph below identify common entrance exam and college admission recommendations.

What is your goal?	Career and Technical: Certificate, Diploma, Associate Degree	Community College: Associate Degree	Traditional (4 year) Col- lege/University: Bachelor's Degree	Selective (4 year) Col- lege/University: Bachelor's Degree
Example:	Century College, Saint Paul College, Dunwoody	Saint Paul College, Inver Hills	U. of MN, Saint Cloud State, U. of WI-River Falls	Macalester, Carleton, College of St. Catherine
<b>English</b>	4 Years	4 Years	4 Years	4 Years (advanced courses)
<b>Social Studies</b>	3 Years	3 Years	3 or more years	4 Years (advanced)
<b>Mathematics</b>	3 Years	3 Years	3 Years	4 Years or more
<b>Science</b>	2 or more years	2 or more years	3 or more years	4 or more years (advanced levels)
<b>Physical Education</b>	2 Quarters (1 Semester)	2 Quarters (1 Semester)	2 Quarters (1 Semester)	2 Quarters (1 Semester)
<b>Health</b>	2 Quarters (1 Semester)	2 Quarters (1 Semester)	2 Quarters (1 Semester)	2 Quarters (1 Semester)
<b>Fine Arts</b>	1 Year	1 Year	1 Year	1 Year
<b>World Languages</b>	Not Specified Recommendation	Not Specified Recommendation	2 or more years of a single language	3-4 years of a single language
<b>Electives</b>	Choose electives that will prepare you for a career or broaden your interests	Choose electives that will prepare you for a career or broaden your interests	Choose electives that will prepare you for a career or broaden your interests.	Choose as many AP and other advanced courses as possible.

Four-year college bound students should consider the importance of taking the ACT (American College Testing) and/or SAT (Scholastic Aptitude Test) in the spring of their junior year or early in their senior year. See your school counselor for additional information about testing and/or other state college and university requirements.

The following information serves only as an example of high school course selection recommendations. It is strongly recommended that once a student has a specific college or university in mind, they inquire directly to the college regarding any specific high school course requirements.

## **Career Planning**

Career planning is the process of helping students acquire and use aptitudes, skills, and knowledge needed to develop and manage a purposeful life plan in relation to work of whatever kind. A student's career planning in high school includes obtaining the needed knowledge and skills in subject areas; learning about decision-making; and identifying aptitudes, interests, and achievements. During the high school years, students will meet with their school counselor for post-high school planning. Some of the options that will be discussed are:

- XELLO and Personal Learning Plan: Student developed education plan for high school and beyond.
- Academic planning and advising beyond high school (four-year college; two-year college; business, trade, vocational, or technical school)
- Training while working (apprenticeship, industry training and education, military service),
- Employment.

## **Athletics Beyond High School**

National Collegiate Athletic Association (NCAA) Eligibility Standards for All Division I and II Scholarship Prospects: All students/athletes must register with the NCAA Initial-Eligibility Clearinghouse.

## **NCAA Academic Eligibility**

If you plan to compete in athletics at the college level, you need to start researching the NCAA Eligibility Requirements. As a prospective student-athlete, you are responsible for finding out if you are on track to meet the NCAA Eligibility Requirements and NCAA Core-Course Requirements. The place to start is the NCAA Clearinghouse website - [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net). Once you access the website, click on *Prospective Student-Athletes*. You can view the complete NCAA guide and Eligibility Requirements and you can access a list of all of our high school courses that fulfill NCAA's Core-Course Requirements.

\*\*NCAA would like all prospective student-athletes to register online. You can access the online registration at the above web address. If you are not comfortable registering online, you can print out the application and send it via the mail.

To be certified by the Clearinghouse, students must earn a grade-point average of at least 2.3 (on a 4.0 scale) in a core curriculum successfully completed during Grades 9 through 12. Only courses that satisfy the NCAA definition of a core course can be used to calculate your NCAA GPA. No special values are allowed for "plus" or "minus" grades. The chart below shows the minimum requirements for eligibility.

	<b>Division I*</b>	<b>Division II*</b>
English	4 years	3 years
Math (Algebra 1 or higher)	3 years	2 years
Science	2 years	2 years
Social Science	2 years	2 years
More from English, Math, or Science	1 year	3 years
Additional (English, Math, Social Science, World Language, Philosophy, Non-doctrinal Religion)	4 years	4 years
<b>Total Course Units Required</b>	<b>16</b>	<b>16</b>

## **Course Units Required for NCAA Certification**

Check with your school counselor for more information on NCAA approved courses.

\*Verify with NCAA Initial-Eligibility Clearinghouse: <http://www.ncaa.org>

# Academic Enrichment Opportunities

## **College in the Schools (CIS)**

College in the Schools is a partnership between the University of Minnesota and area high schools. CIS delivers regular university introductory level courses to advanced high school juniors and seniors. The content, pedagogy, and assessment of CIS courses are the same as the on-campus courses. Students successfully completing a CIS course receive University of Minnesota academic credit.

## **Post-Secondary Enrollment Options**

Postsecondary Enrollment Options (PSEO) is a program that allows public and nonpublic students in 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades to earn college credit while still in high school, through enrollment in and successful completion of college nonsectarian courses at eligible postsecondary institutions. Students generate both college credit and high school credit by successful completion of the course. Most PSEO courses are offered on the campus of the postsecondary institution; some courses are offered online. Each participating college or university sets its own admissions requirements for enrollment into the PSEO courses. Eleventh and 12<sup>th</sup> grade students may take PSEO courses on a full- or part-time basis; 10<sup>th</sup> graders are eligible to enroll in PSEO on a more limited basis (see note below). Students must meet the PSEO residency and eligibility requirements and abide by participation limits specified in Minnesota Statutes, section 124D.09.

## **Saint Paul Career Pathways Academy**

Saint Paul Career Pathways Academy is a high school program located at Saint Paul College where students can explore careers, take Career and Technical Education courses and have the opportunity to earn high school and college credit. Saint Paul Career Pathways Academy is an option for:

- Students in grades 11 or 12 who are on track for graduation;
- Students who learn best in “hands-on” activities;
- Students who want to explore advanced career and technical education and certification possibilities;
- Students who are ready to prepare for highly skilled technical workplaces.

# AVID Pathway

## (Advancement Via Individual Determination)

**AVID** is a program for students designed to support students for success in a college-preparatory path. The AVID program began in 1980 and now exist in 30 states and in 17 countries. The program helps to prepare students in being college-ready by the time they graduate. AVID helps students gain admittance to college after high school and to be prepared enough to be fully successful in college. AVID is an academic, regularly scheduled elective class based on writing as a tool of learning, inquiry method and collaboration. AVID is a seven-year program at Humboldt High School. AVID is now active in many Saint Paul Schools.

### **AVID 6-8**

**Prerequisite:** Application and Interview

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Course Description:** This course focuses on preparing students in the academic middle for academic success and college readiness through teaching students Cornell note-taking, critical thinking skills, developing students' college level reading and writing ability, and exposing students to a variety of college and career possibilities. Tutors work with students twice per week to help them grow into their academic potential.

### **AVID 9**

**Prerequisite:** Application and Interview

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Course Description:** This course is a college preparatory program designed to prepare students in the academic middle (2.0 – 3.5 GPA) with the tools necessary to succeed in high school and beyond. Students are supported by tutoring sessions twice weekly with trained tutors. The AVID elective class addresses all aspects of academic achievement, including organizational skills, time management, study skills, Cornell note taking, and a variety of writing processes. The AVID elective class will also provide opportunities in team building, college visits, and much more.

### **AVID 10**

**Prerequisite:** Application and Interview

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Course Description:** This course is a college preparatory program designed to prepare students in the academic middle (2.0 – 3.5 GPA) with the tools necessary to succeed in high school and beyond. Students are supported by tutoring sessions twice weekly with trained tutors. The AVID elective class will address all aspects of academic achievement focusing on: Cornell note taking, Writing, Inquiry, and Collaboration. The AVID elective class will also provide opportunities in self exploration, team building, networking, college visits, exploration of college entrance requirements, and much more.

### **AVID 11**

**Prerequisite:** Application and Interview

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Course Description:** This course is a college preparatory program designed to prepare students with the tools necessary to succeed in high school and earn entrance to a four-year college or university. Students are supported by tutoring sessions twice weekly with trained tutors. The AVID elective class will address all aspects of academic achievement focusing on Writing, Inquiry, Collaboration and Reading as well as the research process. The AVID elective class will also provide opportunities for college entrance and essay exam preparation, college visits, as well as practice for filling out college and scholarship applications.

## **AVID 12**

**Prerequisite:** Application and Interview

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Course Description:** This course is a college preparatory program designed to prepare students with the tools necessary to earn entrance to a four-year college or university. Students are supported by tutoring sessions twice weekly with trained tutors. The AVID elective class will address all aspects of academic achievement focusing on Writing, Inquiry, Collaboration and Reading as well as the research process. The AVID elective class will also provide continued opportunities for college entrance and essay exam preparation, college visits, as well as guidance for filling out college and scholarship applications

## **AVID for English Language Learners**

**Prerequisite:** Application and Interview

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Course Description:** This course is a college preparatory program designed to prepare students with the tools necessary to succeed in high school and beyond. Students are supported by tutoring sessions once weekly with trained tutors. The AVID elective class will address all aspects of academic achievement focusing on Writing, Inquiry, Collaboration, and Reading.

## **AVID for Students with Active IEPs**

**Prerequisite:** Application and Interview

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Course Description:** This course is a college preparatory program designed to prepare students with the tools necessary to succeed in high school and beyond. Students are supported by tutoring sessions once weekly with trained tutors. The AVID elective class will address all aspects of academic achievement focusing on Writing, Inquiry, Collaboration, and Reading High School College Access Programs

Within each high school there exist programs to assist students in the college planning process. Many of these programs have specific criteria for participation; please see the school counseling office for more information on any of these programs.

## **Breakthrough Twin Cities**

Breakthrough Twin Cities provides a six-year college access program to support highly motivated, yet under-resourced students and families in the Twin Cities. In middle school academic enrichment programming is provided during the summer in which college and high-school students become Teaching Fellows and inspire youth to grow and reach their goals. During the school-year and throughout high school, Breakthrough students attend monthly Saturday programming and work on preparing for and applying to college.

## **College Possible**

College Possible is a nonprofit organization in the Twin Cities that is dedicated to helping low-income high school students prepare for and earn admission to college. College Possible identifies students with the motivation and potential for college, then provides them with (1) ACT/SAT test preparation; (2) intensive guidance in preparing college applications; (3) help in obtaining financial aid, and (4) guidance in transition to college.

## **Educational Talent Search**

Talent Search identifies qualified students with potential for higher education and encourages them to complete secondary school and undertake a program of post-secondary education. The program publicizes the availability of student financial assistance and provides support in the areas of personal/social development, educational achievement, and career exploration.

## **Mentoring Excellence Program (MEP)**

MEP is focused on supporting African American, American Indian, Asian and Latino males to become college and career ready through small group mentoring. Once a month, students meet with a mentor during the school day to participate in activities and discussions related to college and career readiness. <http://mep.spps.org>

## **Upward Bound**

The Upward Bound/TRIO Program is designed to assist high school students who have the ability to go to college. This is a year-round program providing enrichment to prepare students for college through academic tutoring, social and cultural activities, personal and academic advising. Students accepted into this program must be from limited income families or whose parents have not completed four-year college degrees.

# Student Assistance

## **Individual Education Plan (IEP)**

The Individualized Education Plan (IEP) team shall identify needed accommodations to facilitate student participation in mainstream curriculum requirements for graduation. Students with disabilities will participate in statewide and district-wide assessment. If the IEP team determines that the state and/or district assessments are not appropriate, the student will participate in the alternative assessment designed by the state.

Students with significant disabilities for whom the IEP Team determines the regular curriculum is not appropriate will have a modified or alternative curriculum. Students with significant disabilities who are unable to participate in statewide and district wide assessment are granted reasonable accommodations and shall have an assessment designed by the IEP team which will measure student's progress toward graduation. A multi-disciplinary team that includes the parent(s) or guardian(s) of the student will develop an IEP inclusive of transition planning. The IEP will define each student's educational program and graduation requirements. The IEP will be reviewed and revised annually. The amount and type of support will be based upon the student's educational needs as defined by the IEP team.

## **Pupil Support Services**

The Saint Paul Public School District provides educational programming to students with disabilities from birth to age 22. State and federal law define categories of disabilities as follows:

- Autism Spectrum Disorders;
- Physically Impaired;
- Blind/Visually Impaired;
- Emotional or Behavioral Disorders;
- Specific Learning Disability;
- Developmental Cognitive Disability;
- Deaf - Hard of Hearing Speech or Language Impaired;
- Severely Multiply Impaired;
- Other Health Disability;
- Traumatic Brain Impairment.

## **Section 504 Accommodation**

Students who demonstrate a substantial limitation in a major life function, such as talking, learning or socialization are eligible for an Accommodation Plan. Parents are invited to participate in identification and development of the plan for their child. The plan will describe accommodations which the team has determined to be necessary to allow the student to access instruction, such as modified assignments, untimed tests, adaptive equipment, assigned seating, or adjusted schedule. Students who are placed on an Accommodation Plan will participate in state and local assessments. The Accommodation Plan must identify accommodations necessary for the student's participation in the state and district wide assessment.

## **English Language Learner (ELL)**

The Saint Paul School District provides educational programming for students in grades K through 12 who demonstrate limited English proficiency. The ELL programs provided by the Saint Paul School District promote students' growth in English language proficiency, enhance cognitive growth, facilitate academic achievement, and encourage cultural and social adjustment. English Language Learners must complete the Saint Paul School District graduation course requirements. They must also participate in accountability testing which includes all Minnesota Comprehensive Assessments (MCA). Accommodations are permitted in the areas of setting, scheduling, presentation format, and response format. These accommodations do not alter the test's content. If you have questions, consult your school counselor or ELL teaching staff.



# English Language Arts

## **Readers & Writers Workshop 6**

Prerequisite: None

Course Length: Year Long (4 Quarters/2 Semesters)

Grade Level: 6

Course Description: ELA 6 focuses on the grade 6 MN English Language Arts benchmarks, provides advanced reading instruction, and establishes a foundation in the habits and skills for the critical thinking, analysis, and text types that will be expected of students during their middle school years. Students will read a variety of genres, participate in literature discussions and book clubs, develop written responses to literature, select books to read independently, and set reading goals based on their strengths, needs, and interests. ELA 6 also focuses on the grade 6 MN English Language Arts benchmarks; provides advanced writing, media literacy, and language instruction; and establishes a foundation for the habits and skills for research, argumentation, speaking, and writing types that will be expected of students during their middle school years. Students will read, write, and evaluate memoirs, literary essays, feature articles, personal essays, research papers, and poetry.

## **ELA Workshop 7 + Literacy Lab**

Prerequisite: ELA 6

Course Length: Year Long (4 Quarters/2 Semesters)

Grade Level: 7

Course Description: ELA Workshop 7 focuses on the grade 7 MN English Language Arts benchmarks; provides advanced reading, writing, media literacy, and language instruction; and deepens the habits and skills for the critical thinking, analysis, text types, research, and writing types expected of students at the end of their middle school years. Students will read, write, and evaluate a variety of genres and digital texts; participate in literature discussions, writing groups, and book clubs; select books to read independently and select topics for writing; and set reading and writing goals based on their strengths, needs, and interests.

English 7, Accelerated + Literacy Lab Prerequisite: ELA 6 & Teacher Recommendation Course Length: Year Long (4 Quarters/2 Semesters) Grade Level: 7

Course Description: English 7 Accelerated focuses on the grade 7 MN English Language Arts benchmarks for reading, writing, speaking, listening, media literacy, and language. This course establishes a foundation in the habits and skills for the critical thinking, analysis, argumentation, research, and writing types and processes that will be expected of students throughout middle school. Students will study collections of texts and write texts for a variety of purposes and audiences. This course is marked by an expectation for a greater degree of outside reading and writing. Self-directed learning, and overall academic leadership.

## **ELA Workshop 8 + Literacy Lab**

Prerequisite: ELA 7

Course Length: Year Long (4 Quarters/2 Semesters)

Grade Level: 8

Course Description: ELA Workshop 8 focuses on the grade 8 MN English Language Arts benchmarks; provides advanced reading, writing, media literacy, and language instruction; and establishes a foundation in the habits and skills for critical thinking, analysis, text types, research, and writing types expected of during their high school years. Students will read, write, and evaluate a variety of genres, digital texts, position papers, and speeches; participate in literature discussions, writing groups, and book clubs; select books to read independently and select topics for writing; and set reading and writing goals based on their strengths, needs, and interests.

### **English 8, Accelerated + Literacy Lab**

Prerequisite: ELA 7 + Teacher Recommendation or English 7, Accelerated

Course Length: Year Long (4 Quarters/2 Semesters)

Grade Level: 8

Course Description: English 8 Accelerated focuses on the grade 8 MN Language Arts benchmarks for reading, writing, speaking, listening, media literacy, and language. This course establishes a foundation in the habits and skills for the critical thinking, analysis, argumentation, research, and writing types and processes that will be expected of students in their high school years. Students will study collections of texts and write texts for a variety of purposes and audiences. This course is marked by an expectation for a greater degree of outside reading and writing, self-directed learning, and overall academic leadership.

### **English 9 + Literacy Lab**

Prerequisite: ELA 8

Course Length: Year Long (4 Quarters/2 Semesters)

Grade Level: 9

Course Description: English 9 introduces students to the MN English Language Arts gr. 9-10 benchmarks for reading, writing, speaking, listening, media literacy, and language. This course establishes a foundation in the habits and skills for the critical thinking, analysis, argumentation, research, and writing types that will be expected of students throughout their high school years. Students will study collections of literature and informational texts, including voices from within and outside of the U.S. and MN American Indian perspectives, and write texts for a variety of purposes and audiences.

### **English 9, Accelerated + Literacy Lab**

Prerequisite: ELA 8 + Teacher Recommendation or English 8, Accelerated

Course Length: Year Long (4 Quarters/2 Semesters)

Grade Level: 9

Course Description: English 9 Accelerated introduces students to the MN English Language Arts gr. 9-10 benchmarks for reading, writing, speaking, listening, media literacy, and language. This course establishes a foundation in the habits and skills for the critical thinking, analysis, argumentation, research, and writing types that will be expected of students throughout their high school years. Students will study collections of texts, including voices from within and outside of the U.S. and MN American Indian perspectives, and write texts for a variety of purposes and audiences. This honors course is distinguished by an expectation for a greater degree of outside reading, self-directed learning, student participation, and overall academic leadership.

### **English 10 + Literacy Lab**

Prerequisite: English 9

Course Length: Year Long (4 Quarters/2 Semesters)

Grade Level: 10

Course Description: English 10 focuses on mastery of the MN English Language Arts gr. 9-10 benchmarks for reading, writing, speaking, listening, media literacy, and language. Students will refine their habits and skills for the critical thinking, analysis, argumentation, research, and writing types required in the upper grades of high school. Students will study collections of literature and informational texts, including voices from within and outside of the U.S. and MN American Indian perspectives, and write texts for a variety of purposes and audiences.

### **English 10, Accelerated + Literacy Lab**

Prerequisite: English 9 + Teacher Recommendation or English 9, Accelerated

Course Length: Year Long (4 Quarters/2 Semesters)

Grade Level: 10

Course Description: English 10 Accelerated focuses on the mastery of the MN English Language Arts gr. 9-10 benchmarks for reading, writing, speaking, listening, media literacy, and language. Students will refine their habits and skills for the critical thinking, analysis, argumentation, research, and writing types and processes required in the upper grades of high school.

Students will study collections of literature and informational texts, including voices from within and outside of the U.S. and MN American Indian perspectives, and write texts for a variety of purposes and audiences. This honors course is distinguished by an expectation for a greater degree of outside reading, self-directed learning, student participation, and overall academic leadership.

### **English 11 + Literacy Lab**

Prerequisite: English 10

Course Length: Year Long (4 Quarters/2 Semesters)

Grade Level: 11

Course Description: English 11 introduces students to the MN English Language Arts gr. 11-12 benchmarks for reading, writing, speaking, listening, media literacy, and language. Students will practice the critical thinking, analysis, argumentation, research, and writing types required for college and career level reading and writing. Students will study collections of seventeenth-, eighteenth-, nineteenth-, and early-twentieth-century seminal U.S. documents and foundational works of American literature including those by American Indians and other diverse cultures.

### **AP English Language & Composition**

Prerequisite: English 10 or 11 & Teacher Recommendation

Course Length: Year Long (4 Quarters/2 Semesters)

Grade Level: 11 or 12

Course Description: In this rigorous and fast-paced college-level course, students perform close readings of selected texts, through which they deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students read works from several genres and periods from the 16th to the 21st centuries, representing a variety of cultures, but focus primarily on American writers. In writing assignments, students learn to explain clearly, persuasively, even elegantly what they understand about literary works and why they interpret them as they do. Students focus on the critical analysis of literature and write expository, analytical, and argumentative essays. Students develop and organize ideas in clear, coherent, and persuasive written language, and are attentive to the elements of style. In their writing, students learn to use extensive vocabulary, demonstrate effective use of rhetoric and tone, and maintain a consistent voice. Students will take the AP Language and Composition exam in May.

### **AP English Literature & Composition**

Prerequisite: English 10 or 11 & Teacher Recommendation

Course Length: Year Long (4 Quarters/2 Semesters)

Grade Level: 11 or 12

Course Description: This AP course engages students in the careful reading and critical analysis of literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. Students will take the AP Literature and Composition exam in May.

## **English 12**

Prerequisite: English 11

Course Length: Year Long (4 Quarters/2 Semesters)

Grade Level: 12

Course Description: English 12 focuses on mastery of the MN English Language Arts gr. 11-12 benchmarks for reading, writing, speaking, listening, media literacy, and language. Students will deepen their critical thinking, analysis, argumentation, research, and writing skills in preparation for college and career level reading and writing. Students will study collections of more complex texts from seventeenth-, eighteenth-, nineteenth-, and early-twentieth-century seminal U.S. documents and foundational works of American literature including those by American Indians and other diverse cultures.

### **College in the Schools: Introduction to Literature: Poetry, Drama, Narrative**

Prerequisite: Recommendation from 11th grade English teacher. Participation and success in AP English classes during 11th grade is suggested, but not required. Enrollment preference is given to seniors in the top 20% of their class.

Course Length: 2 Quarters (1 Semester) required sequence

Grade Level: 12

Course Description: This is a University of Minnesota course that is intended to prepare students for college literature classes. Over the semester, students will read and discuss six books of the 20th and 21st centuries, ranging from conventional to unconventional. This course is different from other English courses offered in high school in that the literature is multicultural, the writing is mainly informal, and the learning is active and based on discussion.

Classroom sessions will consist largely of discussion and projects focused on literary analysis and interpretation. Students will be expected to keep reader's notebooks and compose short analysis essays.

### **College in the Schools (CIS) University Writing 1301**

Prerequisite: Recommendation from 11th grade English teacher. Participation and success in AP English classes during 11th grade is suggested, but not required. Enrollment preference is given to seniors in the top 20% of their class.

Course Length: 2 Quarters (1 Semester) required sequence.

Grade Level: 12

Course Description: In this college course, students experience a foundational college writing class. Students develop and complete four major writing assignments: personal experiences essay, review/critique essay, research essay, and ethnography essay. Students will focus on the composing process and product: brainstorming, inventing, planning, drafting, revising, assessing, and editing. Students will additionally engage in peer editing and discussions around writing along with conferences with the instructor around each essay.

### **College in the Schools (CIS) WRIT 1201**

Prerequisite: None

Course Length: Year Long, 4 Quarters, 2 Semesters)

Grade Level: 11 - 12

Course Description: This course introduces students to general writing strategies encountered at the college level. Through frequent practice and feedback, students learn to see writing as a tool for learning and a vehicle for the expression of ideas and informed views. Students also learn a working vocabulary for discussing writing. Typical assignments include informal writing derived from personal experience, response to readings, analysis and evaluation of sources on the web and in print, and formal papers that increasingly make use of sources as well as close reading of texts. The course emphasizes the active practice of writing, from gathering ideas for a paper, through the drafting of papers, to careful editing.

#### Other Considerations

Participation in the student field day is required for WRIT 1201. Student field days provide access to University of Minnesota facilities, resources, and individuals that students would not normally be exposed to at their high school. Exposure to these resources is designed to provide students with a deeper understanding of the content knowledge required to be successful in the course.

### **Hybrid – English 12/ENG 101: Foundations of Writing & Rhetoric – 37 (Minnesota State University, Mankato) (New for second semester 2022)**

[LINK TO SYLLABUS](#)

Prerequisite: None

Course Length: Year Long, 4 Quarters, 2 Semesters)

Grade Level: 11 - 12

First-Year Writing (ENG 101) or "Foundations of Writing & Rhetoric" is a process writing course. Students in this course approach writing as a subject of study by investigating how writing works across a variety of contexts. Most Minnesota State Mankato students take this course during their first two years of college. As a matter of best practice,

we strongly encourage students to take ENG 101 during their first two semesters. In this course, students will investigate how writing works by:

1. Increasing genre awareness, rhetorical knowledge, and use of multimodalities,
2. Exploring language variation and multi-literacies by context,
3. Developing information literacy through primary and secondary research,
4. Reflecting on writing processes and labor, and
5. Collaborating to create and revise texts.

# English Language Arts General Elective Credits

## **Public Speaking 102 (MNSU, Mankato)**

Prerequisite: none

Course Length: 2 Quarters (1 Semester)

Grade Level: 10 - 12 and grade 9 with teacher referral

Course Description: This course is an introduction to speech communication which emphasizes the practical skill of public speaking, including techniques to lessen speaker anxiety, and the use of visual aids to enhance speaker presentations. Civility and ethical speech-making are the foundations of this course. Its goal is to prepare you for success in typical public speaking situations and to provide you with the basic principles of organization and research needed for effective speeches. Because life in postmodern America requires coping skills from all of us, we should not overlook “the role of speech in public settings,” according to J. Michael Sproule (*The Heritage of Rhetorical Theory*, New York: McGraw Hill, 1997), who states: “In fact, Americans today seem to have only two real alternatives in coping with the challenges of the era – better speech or sullen silence.” The goal of this course is the former.

## **Introduction to Journalism**

Prerequisite: none

Course Length: 2 Quarters (1 Semester)

Grade Level: 9 - 12

Course Description: In this course, students will learn to produce compelling stories through various digital mediums, gaining experience and practice in key areas. The course is intended to give students the confidence to tell stories in any medium and that they can, in effect, “learn how to learn” any new technology or medium, should the student need to use it for their journalism. Finally, we will interrogate what “digital journalism” really means: Is it distinctive from traditional, “offline” journalism? What are the enduring values? What changes? What does digitally native storytelling require, and what are its promises and perils?

# Mathematics

## **ELL Math Foundations I**

**Grade Level:** 6 - 8

**Standards Covered:** Elementary School Standards

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Course Description:** This transitional math course focuses on basic math skills (number sense & operations) and prepares students for ELL Pre-Algebra / ELL Math Foundations II. It is offered for one year only for ELL level 1 and 2 students.

**Topics Covered:** Basic Geometry (Naming Shapes, Area of Rectangles/Squares, Perimeter), Number Operations (Operations, Order of Operations, Place Value, Decimal Operations), Basic Fraction Operations (Understanding Part-to-Whole, Fraction Addition and Subtraction).

## **ELL Math Foundations II & ELL Math 6 / Pre-Algebra**

**Grade Level:** 6 - 8

**Standards Covered:** 6th and 7th Grade Standards

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Course Description:** This transitional math course focuses on the four strands of mathematics (Number Sense & Operation, Algebra, Geometry, and Data Analysis and Probability) and prepares students for ELL Algebra 1 or mainstream Pre-Algebra or Algebra 1 in English. It is offered for one year only for ELL level 1 and 2 students.

**Topics Covered:** Integer Operations, Number Lines, Fractions, Decimals, Percentages, Rates and Ratios, Basic Proportions, Coordinate Grid, Five Representations of a Relationship, Expressions, Equations, Basic Area, Surface Area, and Volume, Pi and Area and Circumference of a Circle, Basic Data Analysis.

## **ELL Math Foundations & ELL Pre-Algebra**

**Grade Level:** 9

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Course Description:** This transitional math course focuses on the four strands of mathematics (Number Sense & Operation, Algebra, Geometry, and Data Analysis and Probability) and prepares students for ELL Algebra 1 or mainstream Algebra 1 in English. It is offered for one year only for ELL level 1 and 2 students.

**Topics Covered:** Integer Operations, Number Lines, Fractions, Decimals, Percentages, Rates and Ratios, Basic Proportions, Coordinate Grid, Five Representations, Expressions, Equations, Basic Area, Surface Area, and Volume, Pi and Area and Circumference of a Circle, Basic Data Analysis.

## **ELL Algebra I**

**Grade Level:** 9 - 10

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Course Description:** This transitional math course focuses on basic math skills, reviews Pre-Algebra skills and extends through linear functions, linear inequalities, and systems of linear equations in English. It is offered for one year only for ELL level 1 and 2 students. This course is the only ELL math course that counts for high school math credits.

**Topics Covered:** Rational and Irrational Numbers, Real Number Properties, Radicals and Absolute Values, Pythagorean Theorem, Proportions, Slope, Functions, Linear Functions, Linear Inequalities, Systems of Linear Equations, Solving Multi-Step Equations, Scatter Plots, Interpreting Graphs, Volume and Surface Area of Prisms.

## **Math 6\* + Math Lab**

**Prerequisite:** None

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 6

**Course Description:** This course is the introduction to algebraic concepts with a strong emphasis placed on computations with fractions, decimals, and percentages. Students will engage in an in-depth study of number theory, positive rational number computation, two and three-dimensional geometry and measurement, probability and statistics, and apply this learning to solve real-world mathematical problems. This course prepares students to be mathematically literate, as well as prepare them for future math courses, the 6th grade MN Math Standards, and MN standardized math tests.



### **Pre-Algebra (Reg. 7) + Math Lab**

**Prerequisite:** None

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 7

**Course Description:** This course prepares students for Algebra 1 or Algebra 1A. The objective of this course is for students to learn all content standards as given by the State of Minnesota for grade 7. The four mathematics strands covered in this course are: Number and Operation, Algebra, Geometry, and Data Analysis and Probability.

### **Algebra 1 (Reg. 8)\* + Math Lab**

**Prerequisite:** Pre-Algebra

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 8

**Course Description:** This course covers the first half of a traditional Algebra 1 course. It reviews Pre-algebra skills and extends through linear functions, linear inequalities, and systems of linear equations.

### **Intermediate Algebra + Math Lab**

**Prerequisite:** Algebra 1 (Reg. 8)

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 9

**Course Description:** This course is the second half of a two-part Algebra course focused on linear and quadratic relationships. Students will learn to represent linear and quadratic functions as verbal descriptions, equations, tables, and graphs, as well as solve linear and quadratic equations with real numbers. Students will perform basic polynomial operations, factor polynomials, and use statistics and probability to describe data sets and make predictions. Students will apply this learning to solve real-world mathematical problems. This course prepares students to be mathematically literate, as well as prepare them for future math courses, the high school MN Math Standards, and MN standardized math tests.

### **Geometry + Math Lab**

**Prerequisite:** Intermediate Algebra

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 9 - 12

**Course Description:** This course is a foundational course focused on the geometry of shapes, planes and space. Emphasis is placed on understanding, applying, justifying, and developing geometric properties in two and three dimensions. Students will engage in an in depth study of geometric reasoning, coordinate geometry, parallel and perpendicular lines, triangle congruence, properties of polygons and circles, similarity, right triangle trigonometry, area, and volume. Students will apply this learning to solve real-world mathematical problems. This course prepares students to be mathematically literate, as well as prepare them for future math courses, the high school MN Math Standards, and MN standardized math tests.

### **Algebra 2 + Math Lab**

**Prerequisite:** Geometry and Intermediate Algebra 1 or Advanced Algebra 1

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 10 - 12

**Course Description:** This course is organized around the study of families of functions. Emphasis is placed on linear, quadratic and exponential functions, as well as translating these functions between graphs, tables, symbolic representations and real-life context. Students will solve equations; use trigonometric ratios; describe, analyze and evaluate data in various contexts; and use counting principles to calculate probabilities. Students will apply these concepts using a variety of technologies and apply this learning to solve real-world mathematical problems. This course prepares students for future math courses, the high school MN Math Standards, and MN standardized math tests.

### **Analysis**

**Prerequisite:** Algebra 2

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 10 - 12

**Course Description:** This course is designed to illuminate connections from the high school math curriculum to the real world of business, economy, personal finance, and politics. Students will revisit and/or explore more deeply topics like basic probability and statistics, as well as polynomial, exponential, and logarithmic functions. An emphasis will be placed on translating between multiple representations (e.g. graphs, tables, equations, etc.) of these concepts. By analyzing their connections with the aforementioned social sciences, students will gain a broader and deeper understanding of high-level mathematics' place in today's society.

### **CIS College Algebra through Modeling**

**Prerequisite:** Successful completion of Algebra 2

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 11 - 12

**Course Description:** This course will introduce students to the art of mathematical prediction through algebraic modeling and elementary probability theory. The class will cover techniques of representing the behavior of real-world data with algebraic equations, including linear, polynomial, exponential and logarithmic functions. Students will also learn basic probability theory including counting methods and conditional probability.

### **Pre-Calculus**

**Prerequisite:** Successful completion of Algebra 2

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 11 - 12

**Course Description:** This course is for students who have a strong interest in math. This course can be used as a prerequisite course to IB Mathematics SL/HL or AP Calculus AB. Students will engage in an in depth study of graphs, solutions, and applications of polynomial, rational, exponential, trigonometric and logarithmic functions. The distinction between this course and Pre-Calculus is the pacing at which the above content is covered.

### **AP Calculus AB**

**Prerequisite:** Successful completion of Pre-Calculus

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 11 - 12

**Course Description:** This course introduces differential and integral calculus of functions of a single real variable, including trigonometry, exponential and logarithmic functions. Derivatives and integrals are explored graphically, symbolically and numerically. Applications of derivatives are also included.

### **AP Statistics (BUS) (CJE)**

**Prerequisite:** Successful completion of Algebra 2

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 11 - 12

**Course Description:** The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) Exploring Data, 2) Sampling & Experimentation, 3) Anticipating Patterns, and 4) Statistical Inference. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course.

### **AP Computer Science Principles.**

**Course Length:** 4 Quarters (1 year)

**Grade Level:** 10-12

**Prerequisite:** None

**Course Description:** This class is an introduction into computer science literacy and programming. The course culminates with the Advanced Placement exam, which allows students to earn college credit if they score a 3 or higher.

**\*Credit by Assessment:** Accelerated math interventions are available upon request. Students and families are encouraged to talk with their math teacher/counselor about taking the successive course assessment to determine different course placement.

# Science

## Earth Science 6

**Prerequisite:** None

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 6

**Course Description:** Earth Science 6 is a year-long earth science course that covers basic middle school earth and space concepts. Students learn about weather, history of the earth, earth's systems, and space systems. Students use observations, laboratory investigations, and problem solving to analyze and understand the science of everyday earth and space phenomena. The laboratory course prepares students for Life Science 7 or Accelerated Science 7. This course follows the 2019 Minnesota state science standards for middle school Earth Science.

## Life Science 7

**Prerequisite:** None

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 7

**Course Description:** Life Science 7 introduces students to basic life science concepts such as cells, genetics, ecology, evolution and the human body. Students will also develop skills in scientific inquiry and laboratory investigations.

## Science 7, Accelerated

**Prerequisite:** None

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 7

**Course Description:** Accelerated Life Science 7 is a similar course to Life Science 7, but will cover the life science concepts in more depth. Some activities will be more challenging. In addition, the topics of structure and properties of matter and chemical reactions (8th grade level concepts) will also be covered.

## Earth Science 8

**Prerequisite:** Life Science 7 Course

**Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 8

**Course Description:** Earth Science 8 is a year long Earth science course that introduces students to scientific concepts through a phenomenon-based inquiry lens. Students will develop and use models, apply scientific evidence-based problem solving and plan and carry out hands-on investigations. Students will learn about basic concepts in Earth science with a focus on Earth's systems and processes, Earth's place in the universe, weather and climate and human impacts/sustainability in earth's systems.

\*NOTE: Both 6th and 8th grade will be taking Earth Science for the next two years. In 2024-25 8th grade will switch to Physical Science

## Science 8, Accelerated

**Prerequisite:** Accelerated Life Science 7 or Passed Life Science 7 with an A or B. A teacher can also recommend placement in this course.

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 8

**Course Description:** Course Description: Accelerated Science 8 is a similar course to Earth Science 8, but will cover the topics in more depth and at a faster pace. Some activities will be more challenging. In addition, the topics of Earth's history, Earth's systems and systems in space (high school level concepts) will be covered.

## Physical Science

**Prerequisite:** none

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 9

**Course Description:** This class immerses students in the physical, chemical, and earth system sciences that shape our environment. Through an environmental lens, students learn about atomic structure, chemical reactions, types of energy transformations, forces, motion, and earth science. Scientific concepts, principles and modern science practices allow students to analyze environmental issues, both natural and human induced, and engage in evidence-based decision making in real world contexts.

### **College Environmental Science (SE)**

**Prerequisite:** Biology (Taken at the same time as Chemistry if Chemistry has not been taken)

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 10 - 12

**Course Description:** College Environmental Science is equivalent to an introductory college course in environmental science. It is a lab-based, interdisciplinary course designed to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. The laboratory component consists of “hands on learning” including field observations and analysis.

### **Biology**

**Prerequisite:** Physical Science

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 10

**Course Description:** This laboratory course studies living things and how they interact with each other. Students will learn about the chemistry of life, cells, genetics/DNA, evolution, ecology, and disease and human body systems while learning the skills of science and engineering. Students will participate in laboratory activities that promote scientific thinking. Successful completion of this course fulfills the state graduation requirement for biology and prepares students for future science courses.

### **Biology, Accelerated**

**Prerequisite:** Accelerated Earth Science 8 -or- Passed Physical Science with an A or B, or teacher recommended

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 9 - 10

**Course Description:** This laboratory course is a detailed study of living systems. Students will learn about the chemistry of life, cells, genetics/DNA, evolution, ecology, and disease and human body systems while learning the skills of science and engineering. This course emphasizes investigative learning through laboratory experiences, with thorough record keeping, written analysis and presentation of results. The content and pace of the course are enhanced to be consistent with the IB/AP program and prepare students for further science courses. Successful completion of this course fulfills the state graduation requirement for biology and prepares students for future science courses.

### **Saint Paul College Biology (MED)**

**Prerequisite:** Accelerated Biology and Accelerated Chemistry is strongly recommended -or- Biology and Chemistry with an A or B with teacher recommendation

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 11 - 12

**Course Description:** Saint Paul College biology is a challenging course in which you can earn both high school and college credit. The 5 college biology credits are given through Saint Paul College and can be transferred to other colleges. This course is a study of biological processes including cell chemistry, metabolism, reproduction, genetics, and complex cell physiology.

### **Physics**

**Prerequisite:** Biology or Accelerated Biology

**Course Length:** Year Long (4 Quarters/2

Semesters) **Grade Level:** 11 - 12

**Course Description:** This laboratory course focuses on a scientific understanding of physics by promoting a deeper understanding of its applications in everyday situations. Students will investigate motion, forces, heat, waves, light, magnetism and electricity while learning the skills of science and engineering. Critical thinking, mathematical problem solving, group projects and laboratory work are integral parts of this course. Successful completion of this course fulfills the state graduation requirement for chemistry/physics and prepares students for future science courses.

### **CIS Physics by Inquiry (CJE)**

**Prerequisite:** Accelerated Biology or Passed Biology with an A, B, or teacher recommended

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 11 - 12

**Course Description:** This physics course will focus on the scientific process while studying electric circuits and lights and optics through an inquiry-based approach. Students will need to be able to collaborate with other students as the majority of the class is in a group work setting. Students will need to be able to think critically, keep a detailed journal, and express their observations in writing.

## **Chemistry**

**Prerequisite:** Biology or Accelerated Biology AND Algebra I

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 11 - 12

**Course Description:** This laboratory course covers basic high school chemistry concepts that help students understand how the universe works at the micro-level. Students will learn about chemical and physical properties, atomic structure, periodicity, bonding, chemical reactions, the Mole, stoichiometry, solutions, and kinetic molecular theory while learning the skills of science and engineering. Class discussions, hands-on activities, group projects and laboratory work are an integral part of this course. Successful completion of this course fulfills the state graduation requirement for chemistry/physics and prepares students for future science courses.

## **Chemistry, Accelerated**

**Prerequisite:** Accelerated Biology or Passed Biology with an A, B, or teacher recommended

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 10 - 12

**Course Description:** This rigorous laboratory course is designed to prepare students for the rigors of advanced chemistry courses. Students will learn about chemical and physical properties, atomic structure, periodicity, bonding, chemical reactions, the Mole, stoichiometry, solutions, and kinetic molecular theory while learning the skills of science and engineering. This course emphasizes investigative learning through laboratory experiences, with thorough record keeping, written analysis and presentation of results. The content and pace of the course are enhanced to be consistent with the IB/AP program and prepare students for further science courses. Successful completion of this course fulfills the state graduation requirement for chemistry/physics and prepares students for future science courses.

# Social Studies

## **Minnesota Studies 6**

**Prerequisite:** None

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 6

**Course Description:** Minnesota Studies is a Year Long (4 Quarters/2 Semesters) course that focuses on the government, economics, geography and history of Minnesota. Students will deepen their understanding of the growth of the state through multiple perspectives and where it is today.

## **American Studies 7**

**Prerequisite:** None

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 7

**Course Description:** Students will study American History from the 1803 to the Civil Rights Movement. Students will actively engage in the work of a historian using primary documents and analysis to form conclusions about events in history.

## **American Studies, Accelerated** Prerequisite:

Recommendation for Challenge **Course Length:**

Year Long (4 Quarters/2 Semesters) **Grade Level:** 7

**Course Description:** Students will study American History from the 1803 to the Civil Rights Movement. Students will actively engage in the work of a historian using primary documents and analysis to form conclusions about events in history.

## **Global Studies 8**

**Prerequisite:** None

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 8

**Course Description:** Global Studies 8 is the course where students learn about global issues from multiple perspectives.

## **Global Studies, Accelerated**

**Prerequisite:** Recommendation for Challenge

**Course Length:** Year Long (4 Quarters/2

Semesters) **Grade Level:** 8

**Course Description:** Global Studies, Accelerated is the course where students learn about global issues from multiple perspectives.

## **World History**

**Prerequisite:** None

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 9

**Course Description:** World History is a full year course that may be learned chronologically or thematically. In World History, students will use historical thinking skills to study themes, eras and societies from pre-history to modern times from a global perspective. SPPS students will complete an Informative/Explanatory writing product aligned to Common Core Standards for Content Writing and MN State Standards for Social Studies.

## **AP World History: Modern**

**Prerequisite:** Teacher Recommendation

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 9

**Course Description:** In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

### **Human Geography**

**Prerequisite:** World History

**Course Length:** (2 Quarters/1 Semesters)

**Grade Level:** 10

**Course Description:** Human Geography is a full year course where students will learn about local, national and global issues from a global perspective. These themes will build geo-spatial skills and understanding of places, regions and human systems. SPPS students will complete an Argument writing product aligned to Common Core Standards for Content Writing and MN State Standards for Social Studies.

### **AP Human Geography**

**Prerequisite:** Advanced World History or teacher recommendation

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 10

**Course Description:** Content will draw upon major themes of location, place, human-environment interaction, movement, and place to examine regions of the world. Geographic concepts such as population, political geography, cultural geography, population, development, resource allocation, and urbanization will be explored in significant depth. This class is a college-level course with expectations that significantly exceed the requirements for regular Human Geography. Students study the nature and perspectives of geography, population, migration, agriculture, industrial and economic development, cultural geography, political geography and urbanization. Students are required to study a sizable amount of written material, statistical data, charts, graphs, and geological documents. This course develops methods for learning facts, making inferences, debating ideas, and evaluating concepts and provides practice in researching and discussing global issues.

### **U.S. History Survey**

**Prerequisite:** Human Geography

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 11

**Course Description:** U.S. History Survey is a full year course that may be learned chronologically or thematically. Students will use historical thinking skills and multiple perspectives to study people, events and places in U.S. History. While in this course, students can expect to participate in History Day, which can be used to fulfill the required Research writing product. The Research product is aligned to Common Core Standards for Content Writing and MN State Standards for Social Studies.

### **AP United States History**

**Prerequisite:** AP Human Geography or teacher recommendation.

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 11

**Course Description:** This class is a college-level course with expectations that exceed the requirements for regular U.S. History. This survey course covers the American time frame from the colonial times to the 21st century and examines historical issues from a variety of viewpoints, including political, economic, and social contexts. Students study the principal themes in United States History, analyze historical evidence, and express that understanding and analysis through writing. This course places a heavy emphasis on reading, writing, and communication of ideas.

### **US Government**

**Prerequisite:** US History

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 12

**Course Description:** Government is a semester-long course where students learn civic skills, civic values and principles of democracy, rights and responsibilities, governmental institutions and political processes to equip them with the knowledge and skills required for participation in civic life. While in this course, students can expect to complete an Argument writing product aligned to Common Core Standards for Content Writing and MN State Standards.

### **Economics**

**Prerequisite:** US History

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 12

**Course Description:** Economics is a semester long course where students use economic reasoning skills and learn personal finance, fundamental economics concepts and microeconomic concepts. While in this course, students can expect to complete an Analysis writing product aligned to Common Core Standards for Content Writing and MN State Standards.

### **CIS Macroeconomics (BUS)**

**Prerequisite:** AP US History or teacher recommendation

**Course Length:** 1 Semester (2 Quarters)

**Grade Level:** 12

**Course Description:** College-in-the-Schools Macroeconomics is a semester-long college-level course that will earn students high school and college credit concurrently. Students who pass this course earn 3 University of Minnesota college credits. Basic macroeconomics concepts are studied in this course, including markets, macroeconomic indicators such as the unemployment rate and gross domestic product, fiscal policy, monetary policy, and international trade.

### **AP US Government & Politics**

**Prerequisite:** AP US History or teacher recommendation

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 12

**Course Description:** AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

### **CIS Government**

**Prerequisite:** AP US History or Teacher Recommendation

**Course Length:** Semester Long (2 Quarters/1 Semesters)

**Grade Level:** 12

**Course Description:** Concurrent Enrollment Government is a semester-long college-level course that will earn students high school and college credit concurrently. Students who pass this course earn 3 college credits. Introduction to politics and government in the United States. Constitutional origins and development, major institutions, parties, interest groups, elections, participation, public opinion. Ways of explaining politics and the nature of political science. Recent trends emphasized. Become informed enough to play your part in governing the United States. Start by learning about the Constitution, our rights and freedoms, how the national government works and the opportunities and challenges of citizen influence. Political Science methods, and the challenges of citizenship are emphasized.



# Social Studies General Elective Credits

## *African American Studies*

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester), offered every other school year, school years starting on an even numbered year.

**Grade Level** 9 - 12

**Course Description:** The African American History courses focus on the African American experience as an American experience. The course builds on understanding the social construction of race, visibility of African Americans in American history and current events. Students can expect to use materials from multiple voices, art, literature and history.

## *Indigenous (Native American) Studies*

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester), offered every other school year, school years starting on an odd numbered year.

**Grade Level** 9 - 12

**Course Description:** The Indigenous Studies course focuses on the Indigenous experience as an American experience. The course builds on understanding the social construction of race, visibility of Indigenous peoples in American history and current events. Students can expect to use materials from multiple voices, art, literature and history to learn identity, systems of power, resistance and resilience and transformation, continuity and change.

## *Latinx Studies*

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester), offered every other school year, school years starting on an odd numbered year.

**Grade Level** 9 - 12

**Course Description:** This course builds on understanding the social construction of race/gender/ability, visibility in American history and current events. Students can expect to use materials from multiple voices, art, literature, and history.

## *Asian American Studies*

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester), offered every other school year, school years starting on an even numbered year.

**Grade Level** 9 - 12

**Course Description:** This course builds on understanding the social construction of race/gender/ability, visibility in American history and current events. Students can expect to use materials from multiple voices, art, literature, and history.

## *Psychology (CJE)*

**Prerequisite:** None

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level** 11 - 12

**Course Description:** This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. It introduces the psychological facts, principles and phenomena associated with each of the major subfields. Topics covered include: research methods used in psychology, sensation and perception, states of consciousness, learning and memory, motivation and emotion, developmental psychology, theories of personality, and abnormal psychology.

## *AP Psychology (CJE)*

**Prerequisite:** None

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level** 11 - 12

**Course Description:** This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. It introduces the psychological facts, principles and phenomena associated with each of the major subfields. Topics covered include: research methods used in psychology, sensation and perception, states of consciousness, learning and memory, motivation and emotion, developmental psychology, theories of personality, and abnormal psychology. Students will use observation and theory to study human interaction, learning, or development; including theories of human behavior, learning or development; methods and techniques of primary research; and legal and ethical procedures related to research. Students will refine a topic into a research problem and will create a plan for data collection and for gathering and analyzing data. They will compare the findings to theories of human interaction, develop conclusions based on the findings, and identify implications for further study. This course will offer the opportunity to satisfy the Minnesota Graduation Standard for Inquiry and Research, Case Study.

### **Street Law (CJE)**

**Prerequisite:** None

**Course Length:** Semester Long (2 Quarters/1 Semesters)

**Grade Level** 11 - 12

Course Description: Street Law is a semester-long social studies elective that serves as an introductory course to law and legal systems in the United States. Students can expect to learn about criminal law, juvenile justice and the role race plays in our legal systems.

## Critical Ethnic Studies

### **Critical Ethnic Studies**

**Course Number:** U404101

**Length:** 1 Semester (2 credits)

**Prerequisites:** None

**Grade:** 10

Critical Ethnic Studies is an interdisciplinary course that examines students' identity, heritage, culture and communities in relation to various power structures, forms of oppression and inequalities that have an impact on their lives. With an emphasis on stories and lived experiences of people of color in the United States, the course explores the collective struggles, resilience, and triumphs of their communities. A major goal of this course is to help cultivate students' knowledge of self while appreciating the differences around them, build a sense of pride in their shared communities, learn about the importance of advocacy for change and healing, and develop critical thinking skills to empower them to be agents of positive change in a more equitable future.

# English Learners

Humboldt High School offers content based English language instructional programs and services to meet the varied needs of English learners. The program is designed to develop language skills through rigorous content as students work toward state content and English language proficiency standards. The Language Academy provides early intensive social and academic language instruction to level 1 and 2 ELs in a traditional middle school or high school setting

## **Language & Literacy Development 1L**

**Grade Level:** 6 - 9

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Course Description:** Students will learn basic English language mechanics, grammar and vocabulary to develop the four modalities of English: speaking, listening, reading and writing. Students work toward building reading strategies for fiction and nonfiction and create oral and written presentations.

## **Language through Geography 1H**

**Grade Level:** 6 - 9

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Course Description:** This course focuses on introductory geography concepts. Students will explore and learn how to read, use, and interpret maps for different purposes using absolute and relative location. Students will investigate key features of a map, be able to interpret spatial information and map symbols. They will explore regions in both a global and US context to describe location and compare and contrast physical features.

## **Language through Science 1S**

**Grade Level:** 6 - 9

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Course Description:** This course is designed to allow level 1 English learners to access grade-level standards in life science, physical science, and earth science. Students develop English proficiency as they practice speaking, reading, listening, and writing about scientific concepts. Learners use a hands-on approach to learn about the natural world and begin to explore through scientific inquiry.

## **Oral Language and Literacy Development**

**Grade Level:** Grades 6 - 9

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Course Description:** Level 1 students will learn basic language skills that will help them communicate in English. This class is taught to English learners to increase their growth in language and literacy. We work on decoding words, broadening vocabularies, comprehending text, and learning strategies for reading. Students will build a broad vocabulary through speaking, listening, reading, and writing.

## **Language through Social Studies 1.5H**

**Grade Level:** 6 - 9

**Course Length:** Year Long (4 quarters/2 semesters)

**Course Description:** This course focuses on the human and cultural characteristics of geography. Students will explore and learn how the physical and environmental features affect human populations in different regions of the world. Students will start to develop historical thinking skills as they explore ancient civilizations in 3 different regions of the world.

## **Language through Science 1.5S**

**Grade Level:** 6 - 9

**Course Length:** Year Long (4 quarters/2 semesters)

**Course Description:** This course expands on many of the ideas and concepts in level 1 and allows English learners to access grade-level standards in life science, physical science, and earth science. As students build broader understanding of scientific concepts, special attention is given to the development of vocabulary and language structure. Learners continue to use a hands-on approach to learn about the natural world and develop scientific inquiry skills.

### **Language and Literacy 1.5L**

**Grade Level:** 6 - 9

**Course Length:** Year Long (4 quarters/2 semesters)

**Course Description:** This course focuses students on developing knowledge of word structure and phonics, through lessons that teach all of the common phonics patterns in the most commonly accepted sequence. Students also practice Daily Independent Reading in school and at home, and expand their thinking and knowledge of genres of literature and purposes for reading. Students work to expand their knowledge of comprehension strategies for reading both fiction and nonfiction texts. They develop oral and written English that is used to respond to both narrative and expository texts at their own reading level, which they read and share with their peers.

### **English Language Development 1.5**

**Grade Level:** 6 - 9

**Course Length:** Year Long (4 quarters/2 semesters)

**Course Description:** Students enrolled in English Now! Reading uses vocabulary and language building routines that focus on learning families of nouns and verbs within rich contexts that enable students to make meaningful associations. Students develop some of their first grammatical constructions by manipulating a variety of word objects, commands, and forms of request. Students develop competency with listening to commands in order to understand verb-noun combinations, and to respond to them with non-verbal gestures and actions. They develop written composition skills, first through oral composition practice. By talking through familiar topics that they have done extensive word studies on, which they are further supported with by viewing related detailed photographs, students are able to write group compositions, then each of their own individual compositions. This process is repeated throughout the duration of this course.

### **Language & Literacy 2L**

**Grade Level:** 6 - 8

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Course Description:** Level 2 students take four basic language arts courses during the day as well as an ELL math and an ELL elective. The course is designed for students to make progress toward the Common Core Language Arts Standards in Reading, Writing, Speaking and Listening.

### **ELA 9 with Language Development**

**Grade Level:** 9

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Course Description:** Level 2 students take four basic language arts courses during the day as well as an ELL math and an ELL elective. The course is designed for students to make progress toward the Common Core Language Arts Standards in Reading, Writing, Speaking and Listening.

### **Language Arts through Social Studies 2H**

**Grade Level:** 6 - 8

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Course Description:** Students build English language development while learning about American History. There is emphasis on basic social studies vocabulary, reading strategies and note-taking skills. Students will also receive instruction to develop their oral and written English abilities. This history course targets students that have emerging English language skills at approximately a WIDA level 2

### **World History with Language Development**

**Grade Level:** 9

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Course Description:** Students in World History with Language Development pursue in-depth study of historical thinking skills and world history to equip them with the knowledge and skills required for success in postsecondary education (i.e., freshman level courses), the skilled workplace and civic life. Students will also receive instruction to develop their oral and written English abilities. This history course targets students that have emerging English language skills at approximately a WIDA level 2.

## **Language through Science 2S**

**Grade Level:** 6 - 8

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Course Description:** This course is designed to allow level 2 English learners to access grade-level standards in life science, physical science, and earth science. In addition to learning about a range of scientific concepts, students will develop the English language skills needed to succeed in high school science courses. Learners use a hands-on approach to learn about the natural world and work to gain proficiency in scientific methods, procedures, and inquiry.

## **Physical Science with Language Development**

**Grade Level:** 9

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Course Description:** Physical Science with Language Development is a year-long, four-credit (1 credit per quarter) laboratory course that covers basic high school physics and chemistry concepts and the nature of science and engineering with an explicit focus on English language development throughout. This science course is for emergent bilingual students that have emerging English language skills at approximately a level 2.

In Physical Science with Language Development, students learn about atomic structure, types of energy transformations, forces, and motion. Students use observations, laboratory investigations, and problem solving to analyze and understand the science of everyday phenomena. This laboratory course prepares students for biology, chemistry, physics, and other science electives. Throughout the year, explicit attention is paid to the English-language development of the students. Instruction will develop vocabulary, sentence structures and discourse patterns in English with a specific focus on those found in science. The four modalities of language (speaking, listening, reading and writing) will be integrated into daily lessons with an emphasis on the productive domains.

## **English Language Development (ELD)**

**Grade Level:** 6-12

**Course Length:** Year Long (4 quarters/2 semesters)

**Course Description:** ELD class is intended to meet the linguistic and academic needs of English language learners. This course targets students that have English language skills at approximately WIDA levels 3 and 4. Classes are designed to assist students with the content and language in their mainstream English class and increase their development of academic language overall.

## **ELD Writing**

**Grade level:** 9 - 12

**Course Length:** Year Long (4 quarters/2 semesters)

**Course Description:** Students enrolled in ELD Writing will be exposed to a variety of genres of writing: essays, journals, memoirs, and poetry. They will also prepare professional resumes and cover letters for career exploration. In addition to these, they will build the tools of advocacy for themselves and their communities through project-based learning exploring current events: locally, nationally and internationally. The highlight of this course this year will also be collaborating with another high school and GreenCard Voices, a local non-profit organization, to plan, write, and publish a children's book.

# Special Education

Special education curriculum is based on identified individualized special education needs. These needs are identified through assessment. All special education students must meet state criteria in order to qualify for special education.

## **Life Science Concepts**

**Prerequisite:** Active IEP

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 6 - 8

**Course Description:** Life Science Concepts is a year-long biological science course that introduces the basic life science concepts through inquiry labs, models, and hands-on activities. The topics covered are: cells, ecology, genetics and evolution, human body and the nature of science and engineering. Students will develop skills of scientific inquiry and laboratory investigations. Life Science Concepts meets the life science requirements for middle school and prepares students for future science courses.

## **Earth Science Concepts**

**Prerequisite:** Active IEP

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 6 - 8

**Course Description:** This course introduces students to basic earth science concepts through inquiry labs, models, and hands-on activities. The topics covered are: geology, meteorology, and astronomy along with the history and nature of science. Students will continue building skills in scientific inquiry and laboratory investigations. Earth Science Concepts meets the earth and space science requirements for middle school and prepares students for 9<sup>th</sup> grade high school science courses.

## **Biology Concepts**

**Prerequisite:** Active IEP

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 9 - 12

**Course Description:** Biology Concepts is a yearlong course that studies living things and how they interact with each other. Students will learn about the chemistry of life, cells, genetics/DNA, evolution, ecology, and disease and human body systems while learning the skills of science and engineering. Students investigate various problems and study current issues through laboratory activities, scientific inquiry and projects and independent work.

## **Physical Science Concepts**

**Prerequisite:** Active IEP

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 9 - 12

**Course Description:** Physical Science Concepts is a year-long course that covers basic physics and chemistry concepts while learning the skills of science and engineering. Students will learn about atomic structure, chemical reactions, energy transformations, forces and motion. These concepts are used to investigate changes in earth and space systems over time including geology, meteorology and astronomy. Students use observations, laboratory investigations, and problem solving to analyze and understand the science of everyday phenomena.

## **Global Studies Concepts**

**Prerequisite:** Active IEP

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 6 - 8

**Course Description:** Students will study the regions of the world with an emphasis on map skills and the work of geographers, the 5 Themes of Geography and the relationship between people and the world. Instruction is designed to meet the individualized needs of students who receive IEP services.

### **World History Concepts**

**Prerequisite:** Active IEP

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 9 - 12

**Course Description:** Students will study the historical foundations of the world. Instruction is designed to meet the individualized needs of students who receive IEP services.

### **Human Geography Concepts**

**Prerequisite:** Active IEP

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 9 - 12

**Course Description:** This course will focus on regions of the world. Students apply geographic concepts such as population, agriculture, natural resource allocation and management industry, political geography, cultural geography, and urbanization to their lives. In addition, students will examine the impact of the physical environment on people and cultures.

### **US History Concepts**

**Prerequisite:** Active IEP

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 9 - 12

**Course Description:** US History Concepts is a full year course. This course will examine the historical foundations for American society from its first inhabitants to the present. Emphasis is placed with the sociological, political, economic, technological and cultural development of this nation. Students will examine how the influences of diverse ideas or beliefs affect historical events and on some of the challenges and successes in the history of the United States. Students will also examine how geography affected the settlement of the United States and how technological innovations had an impact on historical events and the American people. Students will use map skills, charts, tables and timelines to explain historical events.

### **Reading Standards 1 (Unique Learning Systems/Boardmaker Online)**

**Prerequisite:** Active IEP

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 6 - 12

**Course Description:** This course utilizes Unique Learning Systems and Boardmaker Online to reach foundational skills necessary for reading and comprehending. Learning units and materials or activities are directly connected to multiple curricular areas to help students make connections to their learning. Reading Standards 1 is a four-credit course appropriate for a 6<sup>th</sup> - 12<sup>th</sup> grade audience. The Unique Learning System and Boardmaker Online programs are comprehensive systems designed to build student knowledge of sight words, phonemic patterns, inflectional endings, compound words and comprehension skills.

### **Reading Standards 2 (Systems 44)**

**Prerequisite:** Active IEP

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 6 - 8

**Course Description:** This course covers the System 44 curriculum and additional components related to strategic reading. Reading Standards 2, 6-8 is a four-credit course, utilizing the System 44 Next Generation curriculum, and supplemental materials, that is dedicated to helping 6<sup>th</sup> through 8<sup>th</sup> grade students master the foundational reading skills required for success with the Common Core through explicit instruction in phonics, comprehension, and writing.

### **Reading Strategies**

**Prerequisite:** Active IEP

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 6 - 8

**Course Description:** This course provides direct instruction in specific high impact reading strategies students will use throughout their day. It also addresses needs in vocabulary development, fluency, phonics, and metacognition through various activities, lessons, and structures. Reading Strategies is a four credit course, utilizing a curriculum that is dedicated to helping students master reading skills required for success with the Common Core.

### **Reading Standards 5 (Fusion 1)**

**Prerequisite:** Active IEP

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 9 - 12

**Course Description:** This course uses the Fusion curriculum and is directly linked to the 9/10 grade English Language Arts and Reading (Common Core) Anchor Standards. Reading Standards 5 is a four-credit course that ensures that all students develop the skills necessary to access, interpret, evaluate, and synthesize information from a variety of contexts and to articulate their understandings in forms appropriate for a 9<sup>th</sup> grade audience through modeling, activities, projects, and independent work. Common core benchmarks and texts are banded for 9<sup>th</sup> and 10<sup>th</sup> grade levels. Reading Standards 5 addresses texts and requirements for meeting benchmarks at the lower end of the band. Students will read or engage in a variety of texts independently and cooperatively and write for a variety of audiences on a regular basis. This course prepares students for texts students are expected to engage with in English 9. **This should be taken in conjunction with a grade level ELA class.**

### **Reading Standards 6 (Fusion 2)**

**Prerequisite:** Active IEP

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 10 - 12

**Course Description:** This course uses the Fusion curriculum, and is directly linked to the 9/10 grade English Language Arts and Reading (Common Core) Anchor Standards. Reading Standards 6 is a four-credit course that ensures that all students develop the skills necessary to access, interpret, evaluate, and synthesize information from a variety of contexts and to articulate their understandings in forms appropriate for a 10<sup>th</sup> grade audience through modeling, activities, projects, and independent work. Common core benchmarks and texts are banded for 9<sup>th</sup> and 10<sup>th</sup> grade levels. Reading Standards 6 addresses texts and requirements for meeting benchmarks at the lower end of the band. Students will read or engage in a variety of texts independently and cooperatively and write for a variety of audiences on a regular basis. This course prepares students for texts students are expected to engage with in English 10. **This should be taken in conjunction with a grade level ELA class.**

### **Math Essentials 1**

**Prerequisite:** Active IEP

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 6 - 12

**Course Description:** Math strategies is a full-year, four-credit course. Instruction is aligned with Minnesota Math Alternate Assessment high school standards. Instruction that integrates all aspects of the standards is provided based on individual needs per student's IEP, thus allowing for performance level grouping and cross-categorical teaching.

### **Math Essentials 5**

**Prerequisite:** Active IEP

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 9 - 12

**Course Description:** Math Essentials is a full-year, four credit course. Instruction is aligned with Minnesota Math Alternate Assessment high school standards. Instruction that integrates all aspects of the standards is provided based on individual needs per student's IEP, thus allowing for performance level grouping and cross-categorical teaching.

### **Pre-Algebra Concepts**

**Prerequisite:** Active IEP

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 6 - 8

**Course Description:** This concepts course prepares students for Algebra 1 Concepts or Algebra 1 in the general education setting. The objective of this course is for students to learn content standards as given by the State of Minnesota for grade 7. The four mathematics strands covered in this course are: Number and Operation, Algebra, Geometry, and Data Analysis and Probability. Instruction is designed to meet the individualized needs of students who receive IEP services.



### **Intermediate Algebra Concepts**

**Prerequisite:** Active IEP

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 9 - 12

**Course Description:** This concepts course is the second half of a two-part Algebra course focused on linear and quadratic relationships. Students will learn to represent linear and quadratic functions as verbal descriptions, equations, tables, and graphs, as well as solve linear and quadratic equations with real numbers. Students will perform basic polynomial operations, factor polynomials, and use statistics and probability to describe data sets and make predictions. Students will apply this learning to solve real-world mathematical problems. Instruction is designed to meet the individualized needs of students who receive IEP services.

### **Geometry Concepts**

**Prerequisite:** Active IEP

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 9 - 12

**Course Description:** This concepts course is a foundational course focused on the geometry of shapes, planes and space. Emphasis is placed on understanding, applying, justifying, and developing geometric properties in two and three dimensions. Students will engage in the study of geometric reasoning, coordinate geometry, parallel and perpendicular lines, triangle congruence, properties of polygons and circles, similarity, right triangle trigonometry, area, and volume. Students will apply this learning to solve real-world mathematical problems. Instruction is designed to meet the individualized needs of students who receive IEP services.

### **Algebra 2 Concepts**

**Prerequisite:** Active IEP

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 9 - 12

**Course Description:** This concepts course is organized around the study of families of functions. Emphasis is placed on linear, quadratic and exponential functions, as well as translating these functions between graphs, tables, symbolic representations and real-life context. Students will solve equations; use trigonometric ratios; describe, analyze and evaluate data in various contexts; and use counting principles to calculate probabilities. Students will apply these concepts using a variety of technologies and apply this learning to solve real-world mathematical problems. Instruction is designed to meet the individualized needs of students who receive IEP services.

### **Health and Wellness**

**Prerequisite:** Active IEP

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 6 - 8

**Course Description:** Students will develop the knowledge, attitudes and skills necessary to make health-promoting decisions. The course will teach health and wellness, responsible decision-making, physical fitness, mental/emotional health, self-esteem, sexual reproduction, safety and emergency.

### **Career Seminar**

**Prerequisite:** Active IEP

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12 (with priority given to 11<sup>th</sup> and 12<sup>th</sup> graders)

**Course Description:** The Career Seminar course is designed to assist students in making the transition from school to work. It emphasizes self-awareness, social development, work adjustment, and employability skills training. Curriculum is designed so students attain the learner outcomes necessary for success in the world of work utilizing group paced and individualized approaches. Students will learn habits and behaviors related to job search and work; including communication strategies. Students will investigate and evaluate careers in relation to life goals, personal attributes, and living skills. Students will apply principles of personal and family resource management and informed decision-making skills. They will learn necessary skills to work with people from diverse backgrounds.

### **Transition Elective**

**Prerequisite:** Active IEP

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 12

**Course Description:** Seniors who need additional support to develop a plan for post-secondary options. It emphasizes self-awareness, social development, work adjustment, and employability skills training. Curriculum is designed so students attain the learner outcomes necessary for success in the world of work utilizing group paced and individualized approaches. Students will learn habits and behaviors related to job search and work; including communication strategies. Students will investigate and evaluate careers in relation to life goals, personal attributes, and living skills. Students will apply principles of personal and family resource management and informed decision-making skills. They will learn necessary skills to work with people from diverse backgrounds.

### **S.T.E.P.S. I**

**Prerequisite:** Career Seminar (can be taken concurrently), Active IEP

**Course length:** 1- 4 Semesters

**Grade Level:** 11 - 12

**Course Description:** In this course students will be able to access a variety of community-based work experiences through the Specialized Transition Employment Planning Services (STEPS) program. Students with employment needs, goals and objectives will be involved in a district approved job-training site held within the community of Saint Paul. Job placement is designed through student choice, aptitude and district availability.

### **American Sign Language (CJ&E)**

**Prerequisite:** Active IEP

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 6 - 12

**Course Description:** U.S. Deaf Culture and History are integrated into the instruction of the basics of ASL grammar and syntax, vocabulary, fingerspelling, numbers and visual-manual communication.

### **Physical Education/DAPE**

**Prerequisite:** Active IEP

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 9 - 12

**Course Description:** Health and D/APE prepare all students to execute movement skills within a variety of activities and understand the importance of physical activity and health decision-making in ensuring a happy, healthy and productive lifestyle. D/APE is created for special education students and its purpose is to create adaptations for physical education so that all students may benefit from physical education classes.

### **Study Skills for High School Readiness Skills**

**Prerequisite:** Active IEP

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 6 - 8

**Course Description:** This course prepares students with Individualized Education Plans (IEPs) to improve their reading, writing, organizational, and collaborative skills. The objectives of the course are to teach the skills necessary for students with disabilities that will change their educational trajectories and improve the chance for both high school and postsecondary/career success. Students of color are over-represented in special education, and students in special education have inferior post-secondary outcomes compared with non-disabled peers. This course teaches the skills to change that predictable outcome.

### **Skills for College and Career Readiness**

**Prerequisite:** Active IEP

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 9 - 12

**Course Description:** This course prepares students with Individualized Education Plans (IEPs) to improve their reading, writing, organizational, and collaborative skills. The objectives of the course are to teach the skills necessary for students with disabilities that will change their educational trajectories and improve the chance for both high school and post-secondary/career success. Students of color are over-represented in special education, and students in special education have inferior post-secondary outcomes compared with non-disabled peers. This course teaches the skills to change that predictable outcome.

### **Transition Skills and Development**

**Prerequisite:** Active IEP

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 6 - 12

**Course Description:** This course is designed to teach students about self-management in a variety of settings including school, work, community and home. Social and interpersonal skills will be emphasized. Activities of daily living will be taught.

### **Community Participation**

**Prerequisite:** Active IEP

**Course Length:** 2 Quarters (1 Semester) (can be taken multiple times)

**Grade Level:** 6 - 12

**Course Description:** The purpose of the program is to give students a variety of transitional skills and functional academic skills to be successful in real world life skills after high school and transition programs. Students are provided structured environments to practice these skills and incorporate independent choices into their day. Teachers are trained in research-based curriculum and strategies that help students that need academic content linked to real life activities. This course is designed to provide “hands on” experiences in the community. Students will access and utilize services at a variety of community sites for the purpose of developing personal life skills. Sites are accessed by city bus, school bus, or by walking.

# Special Education: Work Program

### **OJT: Occupational Internship**

**Prerequisite:** None

**Course Length:** One Year Long (4 Quarters/2 Semesters)

**Grade Level:** 11 - 12

**Course Description:** An internship is where students leave school and work for a company or agency for the school year or a specified period of time to learn about a particular industry or occupation for one or two periods of the school day. Student workplace activities may include special projects, tasks from different jobs or tasks from a single occupation. Students work closely with a mentor to receive instruction and guidance. Students must receive approval from the school work coordinator. A training agreement must be established and requires the signatures of the student, parent(s), employer, and the school work coordinator. An internship may or may not include financial compensation. Students provide their own transportation.

# Humboldt Pathways



## Pathways Offered:

- **Medical**
- **Sustainable Engineering**
- **Business**
- **Community Justice & Education**

The Pathways are designed to give students exposure to various career fields. When choosing classes in Pathways, you have the opportunity to Earn Certifications, College Credit, Internships and guidance with future planning for after high school.

*(Course descriptions can be found by department with Pathway code: **(SE)**, **(CJ&E)**, **(MED)**, **(BUS)** )*

### Sustainable Engineering Pathway Electives: **(SE)**

- PLTW Intro to Engineering and Design
- CE Environmental Science
- Intro to Welding
- Sustainable Food Production
- Horticulture
- Aquaponics/Hydroponics
- Food Science
- Construction Systems and Design  
(Construction for Geometry)
- Small Engines
- Intro to Agriculture
- Drone Tech
- Geometry & Construction

### Community Justice & Education Pathway Electives:

**(CJ&E)**

- Intro to Urban Education (College Credit)
- Public Speaking (College Credit)
- Street Law
- AP Psychology
- CIS Physics by Inquiry (College Credit)
- AP Statistics

### Medical Pathway Electives: **(MED)**

- Medical Terminology
- Anatomy & Physiology
- Intro to Healthcare Careers
- Medical Careers/Nursing Assistant  
(Certification)
- Public Speaking (College Credit)
- SPC Biology (College Credit)

### Business Pathway Electives: **(BUS)**

- Intro to Business
- Business Info Apps
- Business Communications
- Business Ethics
- Accounting - 2 sem
- AP Statistics
- International Business
- CIS Macroeconomics (College Credit)
- Public Speaking
- WEB Design

# Sustainable Engineering Pathway

## Agriculture & Environmental Electives

### Junior High Electives:

#### *Exploring Agriculture*

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 6 - 8

**Course Description:** Discover the importance of agriculture and natural resources as we learn about different products that are produced here in Minnesota and throughout the United States. Areas of study include large and small animals, plants, natural resources, food science and leadership. Students will also participate in FFA activities.

#### *Exploring Small Animal Care*

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 6 - 8

**Course Description:** In Exploring Small Animal Care, you will learn about animals that people commonly keep as pets. You will help with the daily care of the animals in the classroom, as well as learning how to groom them, clip toenails, and other general management of animals. Students will also participate in FFA activities.

#### *An Introduction to Your Environment*

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 6 - 8

**Course Description:** Explore the parts of the environment and how humans interact with it. We conduct experiments and lots of hands-on projects as we learn how our environment works with its chemical processes. Discover what happens in ecosystems, how to manage pollution, discover types of trees, learn about phenology changes, managing natural resources, and looking at wildlife.

#### *Introduction to Small Engines*

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 6 - 8

**Course Description:** Students will be reviewing; the 2-stroke, 4 stroke engines, Diesel, Electric engines, parts of an engine, the tools needed, troubleshooting, engine repair and tear down of a 4-stroke Briggs & Stratton. We will be incorporating various projects and creating a portfolio for the students to take with them not only as a resource but also as an employment artifact.

## **High School Electives:**

### **Introduction to Agriculture (SE)**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12

**Course Description:** Discover the importance of agriculture and natural resources as we learn about different products that are produced here in Minnesota and throughout the United States. Areas of study include large and small animals, plants, natural resources, mechanics, food science and leadership. Students will also participate in FFA activities.

### **Introduction to Horticulture (SE)**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12

**Course Description:** Have you ever wondered why there are so many different plants? Learn about different kinds of plants, how they grow and different types of propagation techniques. In addition, you will learn about floral arrangements, landscape design and gardening. Articulation credits are available upon successful completion of the required materials and skills. Please discuss the extra assignments needed to obtain these credits. Students will also participate in FFA activities.

### **Small Engines**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12

**Course Description:** We will be reviewing; the 2-stroke, 4 stroke engines, Diesel, Electric engines, parts of an engine, the tools needed, troubleshooting, engine repair and tear down of a 4-stroke Briggs & Stratton. We will be incorporating various projects and creating a portfolio for the students to take with them not only as a resource but also as an employment artifact.

### **Advanced Small Engines (SE)**

**Prerequisite:** Small Engines

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12

**Course Description:** Advanced Small Engine Technology includes advanced knowledge of the function, diagnosis, and service of the systems and components of all types of small engines such as lawn mowers, motorcycles, generators and irrigation engines. This course is designed to provide advanced training for employment in the small engine technology industry. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems and small engine overhauls. In addition, the student will receive instruction in safety, academic, and leadership skills as well as career opportunities.

### **Introduction to Natural Resources (SE)**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12

**Course Description:** Develop a greater appreciation for the environment as we learn about Minnesota wildlife, forestry, water and soils. Learn about how we use and conserve these resources for future generations.

### **CE Environmental Science (SE)**

**Prerequisite:** Biology (Taken at the same time as Chemistry if Chemistry has not been taken)

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 10 - 12

**Course Description:** This course covers a variety of environmental topics from an ecological perspective and emphasizes the nature of humanity's relationship with Planet Earth's physical and biological systems. Environmental problems are approached in both the framework of ecological principles and within the context of our human-constructed social relationships, economic systems, ethical systems, and political institutions as part of evaluating possible solutions. Hands-on activities provide students the opportunity to observe basic environmental science principles in action. The course includes weekly laboratory and/or fieldwork.

### **Food Science (SE)**

**Prerequisite:**

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12

**Course Description:** In this semester-long CTE course, students will investigate the scientific characteristics of food, as well as the technologies, techniques, and environmental considerations for food preparation, processing, packaging, and presentation. In addition to engaging in hands-on activities with these technologies and techniques, students will explore careers in food science and discuss relevant current events. Students will also engage in community service opportunities.

### **Sustainable Food Production (SE)**

**Prerequisite:**

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12

**Course Description:** How do we get food from farm to table for an ever-growing population without sacrificing environmental quality? In this semester-long CTE course, students will explore technical, scientific, and political solutions for agricultural sustainability by meeting organic farmers, analyzing soil and water quality, and engaging in class discussions of current issues in agricultural management of natural resource systems. Students will also explore career pathways and engage in community involvement.

### **Drone Technology (SE)**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12

**Course Description:** This class will have the student learning about the following: Basic drone history, drone systems design and construction, drone types, applications, fundamentals of flight, weather, FAA rules and regulations, photographic and video techniques and advanced flight techniques. By the end of this course students will know how to legally set up and operate your drone to capture the best footage. This course will also help prepare students to take the FAA's Part 107 Exam to become a licensed commercial drone operator.

# Construction & Engineering Electives

## **Beginning Drafting**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 7-8

**Course Description:** This class provides an introduction to the design of new products (Engineering) and new buildings(Architecture). Students will use computer software called Computer Aided Design (CAD) to develop 3-dimensional model of a new product, which then can be printed using our new 3D-Printers. Students will also use CAD software to learn how to design a building, which the students will then construct a physical model.

## **Construction Systems & Design (SE)**

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 10-12

**Course Description:** In this introduction to agriculture construction course, students will explore agriculture construction careers as they design and build projects and structures, utilized in the Agriculture Industry.

## **Architecture (Architectural Drafting, Intm)**

**Course Length:** 2 Quarters (1 semester)

**Grade Level:** 9 - 12

**Prerequisite:** None

**Course Description:** This course will be focused around learning how to think like an architect, while using CAD (computer- aided design) to develop a set of plans for your dream house. You will learn how to develop a set of site plans, floor plans, and elevation plans. Finally, you will learn how to use those plans to construct a scale model.

## **PLTW Intro to Engineering Design (SE)**

**Course Length:** 2 Quarters (1 semester)

**Grade Level:** 9 - 12

**Prerequisite:** None

**Course Description:** In this class students will learn to think like an engineer, as they design and model a new product using CAD (computer-aided design). Engineering is a systematic process used to develop new technology through the application of math and science. In this class, students will analyze existing products to understand how things are designed. Using their analysis, students will develop a solution to a problem, create a 3-dimensional drawing, and create a scale model of their product.

## **Introduction to Welding (SE)**

**Prerequisite:** Intro to Agriculture or Program Permission

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12

**Course Description:** This introductory course will cover shop safety practices, the theories and concepts necessary for an understanding of basic oxyacetylene welding, cutting and brazing processes in a virtual setting.



### **Welding 1 (SE)**

**Prerequisite:** Intro to Welding

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 10 - 12

**Course Description:** Students will discover the amazing world of Welding and metal fabrication. The class is designed to teach the basic skills of welding by using real live welding situations. Students will learn techniques to join metals by the use of S.M.A.W., G.M.A.W., O.A.W. Basic elements of the course may include but are not limited to, the recognition of welding symbols, familiarity with melting and welding characteristics of various types of metals, making different welds from multiple angles, selecting the proper materials and equipment for the proper and safe operation. This will enable them to make a choice of areas for future employment. Students will review OSHA regulations and safety from previous coursework.

### **Welding 2 (SE)**

**Prerequisite:** Welding 1

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 11 - 12

**Course Description:** The class is designed to enhance and advance their basic skills of welding. Students will evolve their techniques of joining metals by using S.M.A.W., G.M.A.W., O.A.W., and add G.T.A.W. Elements of the course may include, but are not limited to, the recognition of welding symbols, familiarity with melting and welding characteristics of various types of metals, making different welds from all angles, selecting the proper materials and equipment for the proper and safe operation, and blueprint reading. Enabling them to make a choice of areas for future employment. Students will review OSHA regulations and safety procedures from previous coursework.

# Business Pathway Electives

## Accounting (BUS)

**Prerequisite:** Grades 9 - 12

**Course Length:** 2 Quarters (1 Semester)

**Course Description:** This course meets the needs of those students who wish to use their knowledge to obtain a position in some phase of accounting. The double entry bookkeeping as used in the business world is introduced. A brief introduction into income tax is covered. This course is designed for people planning clerical, small business and college careers. The student will systematically complete the accounting cycle—journalizing transactions, posting transactions, preparing a worksheet, preparing financial statements, closing the ledgers and preparing a post-closing trial balance

## Entrepreneurship (BUS)

**Prerequisite:** Grade 9 - 12

**Course Length:** 2 Quarters (1 Semester)

**Course Description:** Entrepreneurship focuses on recognizing a business opportunity, starting a business based on the recognized opportunity, and operating and maintaining that business. Entrepreneurship is a natural fit for business education because entrepreneurship integrates the functional areas of business—accounting, finance, marketing, and management—and the legal and economic environments in which a new venture operates.

## Business Information App (BUS)

**Prerequisite:** Grades 11 -12

**Course Length:** 2 Quarters (1 Semester)

**Course Description:** This course teaches advanced features of computer applications. Students will learn advanced skills in word processing, spreadsheets, database, and presentation; software along with integration of these applications, in word processing students will learn advanced formulas, linking, charts and formatting. This course may be used toward completion of the Business Certificate at Saint Paul College.

## Business Communications (BUS)

**Prerequisite:** Grades 11-12

**Course Length:** 2 Quarters (1 Semester)

**Course Description:** This course will provide the necessary skills to develop critical communications skills necessary for effective job placement, career advancement and organizational success. Communication skills include writing, reading, listening, nonverbal, and speaking skills. Writing skills are more important than ever because technology enables us to transmit messages more rapidly, more often and to a wider audience than ever before. Communicating with peers, managers, clients, and customers who differ in race, ethnicity, gender, age, and lifestyle is commonplace and requires special skills which will be developed throughout the course. This course may be used toward completion of the Business Certificate at Saint Paul College.

## Business Ethics (BUS)

**Prerequisite:** Grade 12

**Course Length:** 2 Quarters (1 Semester)

**Course Description:** This is a dual enrollment course with St Paul College and is college credit. This class is intended to be for seniors in their spring term. The course is actually put together from St Paul College and students take it online with the help of a SPPS Business teacher running it at school. This course introduces students to ethical issues and concepts as they relate to business and as they impact society, the economy and the environment. Students will analyze various approaches to making ethical decisions through case studies. Topics range from the role of the government to corporate global businesses. Both national and international ethics will be discussed.

**Webpage Design (BUS)**

Prerequisite: None

Course Length: 2 Quarters (1 Semester)

Grade Level: 9-12

Course Description: In webpage design students will learn how to design and build their own webpages using HTML and CSS code. They will learn these skills in a practical context as they will plan, design and build a website for a small business.

# Medical Pathway Electives

## Healthcare Careers (MED)

**Course Length:** 2 Quarters (1 Semesters)

**Grade Level:** 9 - 10

**Course Description:** If you are interested in health care as a career, the healthcare careers course is an excellent place to start. This course will cover communication in healthcare settings, awareness and sensitivity to client needs, healthcare safety and standard precautions, legal issues in healthcare and medical ethics. During the second quarter of this class, students will get basic experience with different medical careers: nursing, cytotechnology, emergency medical services, and different doctoral programs.

## Medical Terminology (MED)

**Course Length:** 4 Quarters (2 Semesters)

**Grade Level:** 10 - 12

**Course Description:** “What did the doctor say?” If that's you for your own appointments, your family or the career field in which you would like to work, this class is for you. Medical Terminology is the language of healthcare. Whether you are a patient, a concerned family member, an interpreter or practitioner, you need to know this language. In this course, you will be given the tools to be able to decode the terminology. In this course, you will also learn the meanings of **MANY** medical terms, medical spelling, and pronunciations. You will be assessed on **ALL** these aspects. Students may earn credit at Saint Paul College if their cumulative grade is 80% or higher.

## Anatomy & Physiology (MED)

**Course Length:** 4 Quarters (2 Semesters)

**Grade Level:** 11 - 12

**Course Description:** Students will acquire basic knowledge of body structure and function, anatomic positions, and specific medical terminology. This course will cover the form and functions of 11 body systems (musculoskeletal, cardiovascular, nervous, endocrine, urinary, reproductive, digestive, respiratory, integumentary, and lymphatic). The focus of the course will be how the body is able to obtain homeostasis through the interactions of these systems and how a lack of homeostasis can affect the body. Students will learn through hands-on laboratory activities, dissections, projects, observations, independent work and partner work. The laboratory component of the course parallels and reinforces lecture concepts using models, histological slides, and dissections to demonstrate mammalian anatomy.

## Nursing Assistant (MED)

**Course Length:** 4 Quarters (2 Semesters)

**Grade Level:** 12 only

**Course Description:** This course introduces concepts of basic human needs, health/illness continuum, and basic nursing skills in long-term care and/or home care environments. Skills are taught in a simulated laboratory setting utilizing demonstration and role-playing. Upon successful completion of classroom studies, the student will participate in 24 hours of supervised clinical experience in a long-term care facility. This course meets the objectives of the Federal OBRA and Minnesota Department of Health requirements as detailed for educating the nursing assistant. Students should be fluent English speakers. Students must also have a criminal background clearance and will be fingerprinted per the requirements of the Minnesota Department of Health. Students must maintain a grade of at least 80% all year in the course and must have excellent attendance.

## Saint Paul College Biology (MED)

**Prerequisite:** Accelerated Biology and Accelerated Chemistry is strongly recommended -or- Biology and Chemistry with an A or B with teacher recommendation

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 11 - 12

**Course Description:** Saint Paul College biology is a challenging course in which you can earn both high school and college credit. The 5 college biology credits are given through Saint Paul College and can be transferred to other colleges. This course is a study of biological processes including cell chemistry, metabolism, reproduction, genetics, and complex cell physiology.

# Community Justice & Education Pathway

## Electives

### *CIS Introduction to Urban Education and Reflective Practice*

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semesters)

**Grade Level:** 11 - 12

**Course Description:** This course gives prospective educator's perspectives on the rewards and challenges of teaching. You will discuss a historical survey of schooling and educational philosophies in the United States. You will discuss current issues facing students, teachers, schools, districts and communities. You will learn strategies for working with and engaging families and communities. You will be expected to critically observe and participate in K-12 schools and community life for at least 30 hours outside of the course time as a requirement for successfully completing the course.

### *Psychology (CJE)*

**Prerequisite:** None

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level** 11 - 12

**Course Description:** This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. It introduces the psychological facts, principles and phenomena associated with each of the major subfields. Topics covered include: research methods used in psychology, sensation and perception, states of consciousness, learning and memory, motivation and emotion, developmental psychology, theories of personality, and abnormal psychology.

### *AP Psychology (CJE)*

**Prerequisite:** None

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level** 11 - 12

**Course Description:** This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. It introduces the psychological facts, principles and phenomena associated with each of the major subfields. Topics covered include: research methods used in psychology, sensation and perception, states of consciousness, learning and memory, motivation and emotion, developmental psychology, theories of personality, and abnormal psychology. Students will use observation and theory to study human interaction, learning, or development; including theories of human behavior, learning or development; methods and techniques of primary research; and legal and ethical procedures related to research. Students will refine a topic into a research problem and will create a plan for data collection and for gathering and analyzing data. They will compare the findings to theories of human interaction, develop conclusions based on the findings, and identify implications for further study. This course will offer the opportunity to satisfy the Minnesota Graduation Standard for Inquiry and Research, Case Study.

### *Street Law (CJE)*

**Prerequisite:** None

**Course Length:** Semester Long (2 Quarters/1 Semesters)

**Grade Level** 11 - 12

**Course Description:** Street Law is a semester-long social studies elective that serves as an introductory course to law and legal systems in the United States. Students can expect to learn about criminal law, juvenile justice and the role race plays in our legal systems.

### **Public Speaking (CJE)**

**Prerequisite:** none

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12

**Course Description:** This course is an introduction to speech communication which emphasizes the practical skill of public speaking, including techniques to lessen speaker anxiety, and the use of visual aids to enhance speaker presentations

### **CIS Public Speaking 102 (MNSU, Mankato) (CJE)**

**Prerequisite:** none

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 10 - 12 and grade 9 with teacher referral

**Course Description:** This course is an introduction to speech communication which emphasizes the practical skill of public speaking, including techniques to lessen speaker anxiety, and the use of visual aids to enhance speaker presentations. Civility and ethical speech-making are the foundations of this course. Its goal is to prepare you for success in typical public speaking situations and to provide you with the basic principles of organization and research needed for effective speeches. Because life in postmodern America requires coping skills from all of us, we should not overlook “the role of speech in public settings,” according to J. Michael Sproule (The Heritage of Rhetorical Theory, New York: McGraw Hill, 1997), who states: “In fact, Americans today seem to have only two real alternatives in coping with the challenges of the era – better speech or sullen silence.” The goal of this course is the former.

### **Critical Ethnic Studies**

**Course Number:** U404101

**Length:** 1 Semester (2 credits)

**Prerequisites:** None

**Grade:** 10

Critical Ethnic Studies is an interdisciplinary course that examines students' identity, heritage, culture and communities in relation to various power structures, forms of oppression and inequalities that have an impact on their lives. With an emphasis on stories and lived experiences of people of color in the United States, the course explores the collective struggles, resilience, and triumphs of their communities. A major goal of this course is to help cultivate students' knowledge of self while appreciating the differences around them, build a sense of pride in their shared communities, learn about the importance of advocacy for change and healing, and develop critical thinking skills to empower them to be agents of positive change in a more equitable future.

### **Career Seminar (SE),(CJE), (MED), (BUS) )**

**Prerequisite:** For students completing pathways programs.

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 11 - 12

**Course Description:** This course teaches students the soft skills necessary to be a successful professional. Students will produce a professional resume, develop interviewing skills, and develop networking and professional communication skills.

# Communication Technology Electives

## **Junior High Electives:**

### **Introduction to Technology**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 7 - 8

**Course Description:** This is a sampler course where students will complete short projects from the various courses in the Technology Education program which includes classes from the Communications and Environmental Engineering Pathways.

### **Digital Video Story Production**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 7 - 8

**Course Description:** Digital Video Story Production introduces students to the basics of video production and storytelling using a multimedia approach. Students will learn to tell a story and plan a short film production and/or news interview. Working in a professional video studio students will gain the valuable skills of equipment setup, camera and microphone operation, lighting, and video and audio editing.

## **High School Electives:**

### **Digital Imaging**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12

**Course Description:** Students will create and manipulate digital images using Adobe Photoshop & Adobe Illustrator software. Topics include bitmapped vs. vector images, image file formats, digital photography, scanning, elements and principles of design, color theory, design for print vs web display, printing technology and color separation. Projects include logo design, brochure design, postcard, children's book cover and movie posters. Students will explore careers in graphic design and visual communications. This course articulates with the same courses at St. Paul College.

### **High School News Story Production I**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12

**Course Description:** High School News Story Production is focused on news style interviewing and storytelling. During pre-production students learn the valuable skills of planning a news story, including preparing open-ended questions, locating suitable interviewees, set up cameras, microphones and studio lighting. During production students get hands-on work with actually filming various interviews using what they learned about camera angles & movements and framing their shots. In the post production phase they learn to edit their video footage using Adobe Premiere applying green screen effects, titles and credits. Students will work in a professional news studio in an assigned role as part of a production crew. This course is articulated with Hennepin Technical College.

### **Video Special Effects**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12

**Course Description:** In video special effects students learn to create animated special effects such as fire, explosions, disappearing and reappearing characters, floating text, etc., which they can use to enhance any video project. They will learn to master the green screen as well as learning Adobe Animate software.

### **Graphic Arts, Introduction (Even Years)**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12

**Course Description:** Graphic arts technology focuses on the process, methods and equipment needed to create effective communication. The processes allow us to access, construct and publish. This course provides a general overview of the graphic arts industry. Students will learn fundamentals in three common areas of the graphic arts industry, Graphic Design, Offset Printing, Screen Printing. The students will learn step by step procedures in the three areas culminating in a finished final product. The students will learn the specifics of the areas by hands-on use of printing equipment and Macintosh computers. Other areas will be discussed to give the student a well-rounded idea of the industry.

### **3D Animation**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12

**Course Description:** In this course students will apply the 12 principles of animation to the creation of 3D animations using Autodesk Maya 3D animation software. This is a hands-on course where the students will model and create their own 3D environments and objects and animate them.

### **Technical Video Production 1**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12

**Course Description:** Technical Video Production 1 provides students with a basic understanding of the technology behind video production, and methods of creating video effectively to achieve its desired effect on an audience. Students will learn about video project management by studying video production techniques of pre-production, production and post-production. Students will learn equipment setup and care, effective use of camera angles and movements shot framing and the rule of thirds. They will then plan and produce a short film production. Upon completion of their planning and filming phases, students will learn editing skills using Adobe Premier software. Editing skills will include importing various types of audio and video clips, adding titles, credits, recording voice overs, color correcting and inserting effects and transitions. Students will explore visual technology careers through guest speakers, field trips and research in the school's College and Career Center. This course is articulated with Hennepin Technical College.

### **2D Animation**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12

**Course Description:** This course introduces students to the basics of digital animation with specific focus on 2D computer animation tools. Topics will include: The Adobe Animate interface, setting up your stage and timeline layers, creating 2D characters and environments using vector based drawings and objects, importing bitmapped images, optimizing sound files for multimedia production. Your completed animations can be used on websites, video productions or other artistic multimedia works. The 12 principles of animation, elements and principles of



design and color theory will be integrated into your animation projects. This course qualifies for articulated credit at St. Paul College.

# Arts: Performing

## Junior High Electives:

### *Middle School Beginning Choir 6-8*

**Prerequisite:** None

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Course Description:** This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. Students will learn fundamental choral practices using choral literature from a variety of musical styles. Students accept the responsibility to participate in public performances during and after the school day; students will perform at a winter and spring concert and at graduation.

### *Music Exploration 6-8*

**Prerequisite:** None (Grade 6 – 8)

**Course Length:** 2 Quarters (1 Semester)

**Course Description:** In music exploration students are exposed to a variety of music disciplines such as piano, guitar, ukulele, drumming, and choral music. Students in this class will also learn how to use music technology to create musical works using Garageband, Quaver Music, iMovie, and much more.

### *Beginning Band, 6-8*

**Prerequisite:** None

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Course Description:** Beginning Band is open to any Humboldt student who wishes to learn to play a band instrument - flute, clarinet, saxophone, trumpet, trombone, French horn, euphonium, tuba, and percussion. Previous experience is not required. This is a performing art, meaning students play in class and perform in the concert. In addition to learning how to play a musical instrument, Beginning Band students learn basic musical skills and information that will prepare them to advance to Advanced Band. Beginning Band students will perform in a winter and spring concert, parade and possibly the graduation ceremony.

## High School Electives:

### *High School Beginning Mixed Choir - 9-12*

**Prerequisite:** None

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Course Description:** This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. Students will learn fundamental choral practices using choral literature from a variety of musical styles. Students accept the responsibility to participate in public performances during and after the school day; students will perform at a winter and spring concert and at graduation.

### *High School Honor Choir 10-12*

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Prerequisite:** Audition/Instructor Approval (Grade 10-12)

**Course Description:** Choir, Honors is an advanced, honors level performance-based ensemble. Through audition student musicians must demonstrate advanced vocal technique, strong musicianship: sight reading and theory knowledge and comprehension, and strong part independence. Students are capable of solo performance as well as holding a part in 4+ part compositions without support. The course includes rehearsals beyond the school day and both day and evening performances, as well as individual projects in performance, composition, arranging or conducting. Students will perform at a winter and spring concert and at graduation.

### **Piano - Beginning 9-12**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Course Description:** This course is for beginning piano students who have little or no piano experience. The core objective of this course is for students to learn the basic techniques and functions of piano playing. Students will be allotted in-class time to practice piano and learn necessary performance skills such as hand positions, music reading/notation, and rhythm. Students begin learning basic five-finger patterns in major keys and learn to play pieces using those 5-finger patterns, including basic I, IV, and V7 chords. Worksheets, method books, flashcards and other supplemental materials will be used to reinforce student learning.

### **Intermediate Band**

**Prerequisite:** Audition & Instructor Approval (Names must be approved by teacher)

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Course Description:** Intermediate Band is for students who have successfully participated in middle school band, or have successfully completed Beginning Band 9-12. This course develops technique and musicianship through a wide variety of music in different settings. Members accept an obligation to participate in public performances, most of which are outside the school day, including concerts, festivals, parades, and/or other school or athletic events. The study of music rudiments, style and performance practice, harmony and music theory/composition and history of music will also be incorporated into the class. **Previous music experience needed.**

### **Honors Band**

**Prerequisite:** Audition & Instructor Approval (Names must be approved by teacher)

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 11 - 12

**Course Description:** Honors Band is open to Humboldt students that have more than two years of experience playing a band instrument and auditions for the ensemble. Honors Band students **are required** to perform in concerts, parades, some Humboldt events, and additional performances. Honors Band students are also required to audition and perform in the SPPS Ordway Honors Band. Class rehearsals are devoted to playing traditional, contemporary, pop, and original band music that is designed to develop students' musical skills and knowledge. Concert Band will rehearse and perform at two least evening concerts, springtime parades, and Humboldt events.

### **Beginning Guitar - High School**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Course Description:** Guitar Class is open to any Humboldt student who wishes to learn how to play the acoustic or guitar. Previous experience is not required. Class rehearsals are devoted to learning to read and play pitches using traditional notation, tablature, and chord symbols. Additionally, students will be expected to practice, play guitar, strum songs individually, and in small groups, and as a class.

# Arts: Visual

## **Junior High Electives:**

### ***Art 6-8***

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 6 - 8

**Course Description:** Art 1 is a survey course for students who are enrolling in a middle/junior high art class for the first time. This course provides a variety of experiences built on the elements and principles of art introduced in the elementary setting. Generally, laboratory in nature, Art 1 explores and gives experience in a two-dimensional format, i.e. drawing, painting, printmaking. Tutorial in three-dimensional work, such as sculpture, and textiles is also offered. This course integrates art history and aesthetic criticism throughout the entire curriculum.

## **High School Electives:**

### ***Drawing, Beg.***

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade level:** 9 - 12

**Course Description:** This course will cover the basics of drawing. Students will use a variety of materials to complete drawing exercises and assignments. The art elements of line, shape, form, value, texture and pattern will be emphasized in this class.

Student displays will complete this class.

### ***Painting, Beg.***

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12

**Course Description:** This course will cover the basics of painting. Students will use a variety of materials to complete painting exercises and assignments. The art elements of line, shape, form, value, texture and pattern will be emphasized in this class.

Student displays will complete this class.

### ***Sculpture, Beg.***

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9-12

**Course Description:** This course introduces the students to skills, vocabulary, and techniques necessary to create sculpture. Students will learn basic techniques in three dimensional art processes including both traditional and nontraditional materials including but not limited to wire, plaster, found objects, metal, plastic, ceramics and other material and processes. While students consider the different stages of development of their art they will also apply the elements and principles of good design and craftwork to their creations. As students create realistic and abstract pieces they will explore how sculpture can be expressive and thoughtful

### **Intro to Visual Arts**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12

**Course Description:** A one-semester survey course designed for students in grades 9-12 who are enrolling in a high school art course for the first time. Provides a variety of experiences that build on the concepts, techniques, and use of media introduced in the middle school program. Generally, laboratory in nature. Intro to Art explores and gives experience in two-dimensional (drawing, painting) and three-dimensional (sculpture, textiles) formats and integrates art history, design principles and aesthetic criticism and response.

### **Photoshop as a Fine Art Tool**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12

**Course Description:** Students enrolled in Photoshop as a Fine Art Tool will use digital cameras, scanners, apple computers, and software to create original art. This course introduces students to art history, graphic design, visual communication and illustration through extensive use of computer technology. Students learn various software programs and use them for all art production based upon real world assignments. Students study the principles and elements of design and use them to communicate and organize their ideas, and moods. The students gain interpretation and analytical skills by critiquing works of art and graphic design. The students benefit from a realistic introduction to art and design careers, and they benefit from an in depth understanding of art-related technology.

# Physical Education & Health

## Physical Education 6-8

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 6 - 8

**Course Description:** Physical Education is an essential and basic part of the total educational program. It is a process that contributes to the total development of every student through the natural medium of physical activity and recognizes the physical, mental, emotional, and social characteristics of students. The physical education program provides a variety of motor experiences to help all students develop the skills, knowledge, and attitudes necessary to maintain health and to function effectively in society.

## 9-12 Individual and Team Sports (G400355)

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9-12

**Course Description:** The purpose of this course is to develop the physical skills necessary to be successful in many forms of movement in fitness and sport. Course will also focus on knowledge of sport concepts, strategies and appropriate social behaviors in a variety of individual fitness and team sports. Units may include, but are not limited to Fitness, Volleyball, Basketball, Flag and Ultimate Football, Ultimate Soccer, Floor Hockey, Broomball, Handball, Tennis, Pickleball, Badminton, Soccer, Sabakiball and Tchoukball.

## Health 7-8

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 7 - 8

**Course Description:** This Health course will guide middle school students in personal development and self-awareness in order to maximize their potential to integrate physical, emotional and social wellness. They will study the impact of their decisions and the choices they make on themselves, their families, their peers, their community and their world.

## Health, Individual & Community

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 10 - 12

**Course Description:** This Health course will guide high school students in personal development and self-awareness in order to maximize their potential to integrate physical, emotional and social wellness. They will study the impact of their decisions and the choices they make on themselves, their families, their peers, their community and their world. **This class is required to meet graduation requirements.**

# Sports

## **Phy Ed, Badminton**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12

**Course Description:** A beginning course which is designed to teach the fundamentals and techniques used in badminton. Rules and strategy will be emphasized. **This class counts for general elective credits.**

## **Phy Ed, Swimming**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12

**Course Description:** In this class we will focus on beginning techniques of swimming, basic swimming skills, and standard swimming strokes. **This class counts for general elective credits.**

## **Phy Ed, Soccer**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12

**Course Description:** This course is designed to give students the opportunity to learn and develop fundamental and advanced skills and strategies of soccer activities, as well as physical conditioning. Students will learn fundamentals and advanced techniques of soccer, aerobic fitness, and strength training. **This class counts for general elective credits.**

## **Phy Ed, Basketball**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12

**Course Description:** A beginning course which is designed to teach the fundamentals and techniques used in Basketball. Rules and strategy will be emphasized. **This class counts for general elective credits.**

## **Phy Ed, Volleyball**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 9 - 12

**Course Description:** A beginning course which is designed to teach the fundamentals and techniques used in Volleyball. Rules and strategy will be emphasized. **This class counts for general elective credits.**

# Junior Reserve Officers Training Corps

## General Elective Credits

### Army JROTC

**Prerequisite:** None

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 8 - 12

**Course Description:** Using a military model for instruction, JROTC teaches basic skills of discipline, teamwork, and accountability through formal instruction in the areas of citizenship, interpersonal communications, conflict resolution, leadership theory and application, foundations for success, physical fitness, and service learning. Cadets are expected to behave in accordance with the spirit of the cadet creed and are required to wear the cadet uniform all day on the weekly inspection day.



# World Languages

All French and Spanish courses focus on the National World Language Standards of Communication, Culture, Comparison, Connection and Community by studying the variations of these languages and cultures as they exist around the world. All student activities provide ample practice in interpreting and presenting information in either French or Spanish. Students study language using the most recent and technologically oriented materials to develop well-balanced language and culture skills.

Humboldt's unique 6-year sequence of rigorous coursework in French and Spanish develops marketable language skills and cultural understandings that lead to successful post-secondary study and/or employment.

## **French 1**

**Prerequisite:** None

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 7 - 12

**Course Description:** French 1 introduces the basic skills of listening, speaking, reading, and writing through thematically-designed units. Topics may include home, school, family, and daily/leisure activities. Learning the structure of the language enables students to move from memorization to creating with the language. In addition, students explore the culture, history and geography of the Francophone world. Students begin this class at the American Council on the Teaching of Foreign Languages (ACTFL) level of Novice-Low and will progress to the Novice-Mid level by the end of the course. This is the first course in a series that prepares students to test for the Minnesota State Seal of Biliteracy, an award which will confer Minnesota Colleges and State Universities (MNSCU) world language credit to the student.

## **French 2**

**Prerequisite:** French 1

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 8 - 12

**Course Description:** French 2 builds upon the basic skills of listening, speaking, reading, and writing through thematically-designed units. Topics may include eco-tourism, sports, and talking about the past. Learning the structure of the language enables students to move from memorization to creating with the language. In addition, students explore the culture, history and geography of the Francophone world. Students begin this class at the American Council on the Teaching of Foreign Languages (ACTFL) level of Novice-Mid and will progress to the Novice-High proficiency level by the end of the course. This is the second course in a series that prepares students to test for the Minnesota State Seal of Biliteracy, an award which will confer Minnesota Colleges and State Universities (MNSCU) world language credit to the student.

## **French 3**

**Prerequisite:** French 1 and 2

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 9 - 12

**Course Description:** French 3 begins with a review of the language and culture introduced in French 1 and 2. The study of French continues to be guided by integrating the World Language Standards of Communication, Culture, Connections, Communities and Comparisons. Topics include where students live, telling stories about past events using descriptions and specific events, shopping for clothing, making comparisons, future vacation planning, cars, and daily routines. Students will learn the future and conditional tenses as well as be introduced to the subjunctive mode. In addition, students will look at influences of French culture such as history, geography, politics, fine arts, literature and media.

### **Spanish 1**

**Prerequisite:** None

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 7 - 12

**Course Description:** Spanish 1 focuses on the skills of reading, writing, listening and speaking through thematically-designed Units. Topics include identity in the Spanish-speaking world and asking/answering simple questions in Spanish to exchange information about self, clothing, weather, schedule, and countries and regions of the Spanish-speaking world. Learning about and practicing the structures of Spanish enables students to move from the use of simple memorized phrases to being able to create with the language. Additionally, students explore the cultures, history and geography of the Spanish-speaking world.

Students begin this class at the American Council on the Teaching of Foreign Language (ACTFL) proficiency level of Novice-Low and will progress to level Novice-Mid by the end of this course. This is the first course in a series that prepares students to test for the MN State Bilingual Seal awards, which confer upon successful testers MNSCU language credit.

### **Spanish 2**

**Prerequisite:** Spanish 1

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 8 - 12

**Course Description:** Spanish 2 builds upon the basic skills of listening, speaking, reading, and writing through thematically-designed units. Topics may include professions, travel, and talking about the past.

Learning the structure of the language enables students to move from memorization to creating with the language. In addition, students explore the culture, history and geography of the Spanish-speaking world. Students begin this class at the American Council on the Teaching of Foreign Languages (ACTFL) level of Novice-Mid and will progress to the Novice-High level by the end of the course. This is the second course in a series that prepares students to test for the Minnesota State Seal of Biliteracy, an award which will confer Minnesota Colleges and State Universities (MNSCU) world-language credit upon the student scoring Intermediate-Low or higher on ACTFL-aligned tests.

### **Spanish 3**

**Prerequisite:** Spanish 2 with a grade of C or higher and Teacher Recommendation

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 9 - 12

**Course Description:** Spanish 3 builds upon the basic skills of listening, speaking, reading, and writing through thematically-designed units. Topics may include home life and activities, reading short novel(s), travel, and talking about the past. Learning the structure of the language enables students to move from memorization to creating with the language. In addition, students explore the culture, history and geography of the Spanish-speaking world.

Students begin this class at the American Council on the Teaching of Foreign Languages (ACTFL) level of Novice-Mid and will progress towards Novice-High level by the end of the course. This is the third course in a series that prepares students to test for the Minnesota State Seal of Biliteracy, an award which will confer Minnesota Colleges and State Universities (MNSCU) world-language credit upon the student scoring Intermediate-Low or higher on ACTFL-aligned tests.

### **Spanish 4**

**Prerequisite:** Spanish 3 with a grade of C or higher and Teacher Recommendation

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 9 - 12

**Course Description:** Spanish 4 builds upon intermediate skills of listening, speaking, reading, and writing through thematically-designed units. Units are designed around short stories that incorporate advanced grammar structures. Learning the structure of the language enables students to move from simple structures to more complex in speaking and writing. In addition, students explore the culture, history and geography of the Spanish-speaking world. Students begin this class at the American Council on the Teaching of Foreign Languages (ACTFL) level of Novice-Mid and will progress towards Novice-High level by the end of the course. This is the fourth course in a series that prepares students to test for the Minnesota State Seal of Bilingualism, an award which will confer Minnesota Colleges and State Universities (MNSCU) world-language credit upon the student scoring Intermediate-Low or higher on ACTFL-aligned tests.

### **Spanish 5**

**Prerequisite:** Spanish 4 with a grade of C or higher and Teacher Recommendation

**Course Length:** Year Long (4 Quarters/2 Semesters)

**Grade Level:** 11 - 12

**Course Description:** Spanish 5 builds upon advanced skills of listening, speaking, reading, and writing through thematically-designed units. Units are designed around short stories that continue to incorporate advanced grammar structures. Students will maintain complex structures in speaking and writing to foster more independence. In addition, students explore the culture, history and geography of the Spanish-speaking world. Students begin this class at the American Council on the Teaching of Foreign Languages (ACTFL) level of Novice-Mid and will progress towards Novice-High level by the end of the course. This is the fourth course in a series that prepares students to test for the Minnesota State Seal of Bilingualism, an award which will confer Minnesota Colleges and State Universities (MNSCU) world-language credit upon the student scoring Intermediate-Low or higher on ACTFL-aligned tests.

# SPPS Career Pathways



Career Pathways are a series of courses (at least five) aligned to post-secondary programs that provide a progression of classes for high school students. The courses prepare students for a full range of post-secondary options in high-wage, in-demand careers. Career Pathways provide opportunities to receive college credit, certifications, credentials, internships, job training, community service, and career exploration through industry partnerships. We are excited to launch Districtwide Career Pathway Opportunities for the 2022-2023 school year.

## **X402409 Career Seminar Portfolio**

**Grade Level:**

9th-12th

**Timing:**

Asynchronous with Weekly Live Workshop Support

**Duration:**

Year-Long, Ongoing Enrollment with Credit in 4th Quarter or a Drop without Penalty

**Course Content:**

Professional Communication, Career Interest Inventories, Career Plans, Resume Writing, Job Applications, Interview Skills, Worker Rights & Responsibilities Training, Financial Literacy, & Career Pathway Selection

**Credits:**

2 Elective Credits

**Prerequisite:**

None

Career Seminar Portfolio is an opportunity for all SPPS high school students to prepare for internships and post-secondary training toward high-wage, high-demand careers. The course is added to a student's schedule outside of their seat-based classes. It is delivered through Live Workshops while also being accessible in a purely asynchronous fashion. Once complete, students are eligible for additional Districtwide Career Pathway opportunities such as internships.

## **C532000 Districtwide Career Pathway Opportunities**

Funded by 3M

**Grade Level:**

11th & 12th

**Timing:**

Hours 3A, 4A, 3B, 4B in Block Schedule (Approximately 12:30-3:00pm Monday through Friday)

**Duration:**

One or Two Semesters

**Credits:**

Minimum of 4 Career and Technical Education (CTE) Credits Per Semester

**Eligibility:**

Students need to be able to stay on-track to graduate for enrollment in this program; all required courses beyond the Tech Credits received through this course will need to be met in the morning (Timing: Hours 1A, 1B, 2A, 2B in Block Schedule) at your home high school.

**Includes Two Opportunities from the list of College Courses, Industry Certifications & WBL Opportunities:**

**College Course Offerings:**

Introduction to Engineering  
Intro to the Building Trades  
Business-Supply Chain Logistics  
Business-Distribution Management  
Auto Technology  
Medical Terms  
Health Informatics  
Healthcare Careers  
Introduction to Solar Assessment  
Information Technology  
Interpersonal Communication  
Introduction to Criminal Justice  
Juvenile Justice  
Urban Education

**Industry Certifications:**

Customer Service  
IT Fundamentals  
Microsoft Office - Word  
Microsoft Office - PowerPoint  
Microsoft Office - Excel  
OSHA - Agriculture  
OSHA - Construction  
OSHA - Health Care  
OSHA - Manufacturing  
OSHA - General Industry  
NATEF (Automotive)  
National Career Readiness Certificate  
First Aid/CPR/AED  
Certified Nursing Assistant (CNA)

**Work Based Learning Opportunities:**

Career Seminar Portfolio  
Career Seminar - On the Job Training  
Career Seminar - Paid Internship  
Career Seminar - Paid Apprenticeship  
Career Seminar - Industry Certification  
Career Seminar - Community Service

**Enrollment Process**

Enrollment is open to all SPPS 11th & 12th grade students. Students can sign-up for one or two semesters. The experience will include two of the following: a course taught by college faculty, an industry certification, and/or a work-based learning opportunity such as: on the job training, internship, apprenticeship, industry certification, and community service. All students will complete their Career Seminar Portfolio 1 and/or 2. Students will spend mornings at their home high school and afternoons participating in their Career Pathway experiences. Transportation, if needed, will be provided.

Once a student has selected C532000 Districtwide Career Pathway Opportunities as part of their home high school's course registration process, they will be sent an application from the Career Pathways Team. This application will help the team match each students' career goals, skills, and interests to available opportunities. \*Note - Students will need to be able to stay on-track to graduate for enrollment in this program; all required courses beyond the Tech Credits received through your Districtwide Career Pathway Opportunities will need to be met in the morning (Timing: Hours 1A, 1B, 2A, 2B in Block Schedule) at your home high school. We will ask your school counselor for approval once we receive your application.

# St Paul High School Automotive Center

The Saint Paul High Automotive Center is open to all Saint Paul High School students in 10th, 11th, and 12th grades. The automotive program follows the Automotive Youth Education Systems (AYES) curriculum based on the standards set by the National Automotive Teachers Educational Foundation (NATEF) and prepares students for ASE certification. The program currently has post-secondary articulation agreements with Dakota County Technical College and Dunwoody College. Students may also be eligible for a summer internship at a local automotive dealership or independent facility. Public transportation will be provided for students attending the program or students may provide their own transportation. The High School Auto Center is located at the Monroe Arts Plus School, 810 Palace Avenue, Saint Paul, MN 55102, 651-293-8697 or ron.rybicka@spps.org

## **MORNING SESSION 8:30-11:00**

## **AFTERNOON SESSION 12:30-3:00**

### **Automotive Maintenance and Light Repair 1 (T432111)**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 10 - 12

**Course Description:** *Automotive Maintenance and Light Repair 1 (MLR1)* allows students to explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, and the fundamentals of operation, maintenance, and basic repair procedures for automotive engine mechanical systems, heater and air conditioning systems, and drive train systems. Classroom and shop activities simulate automotive service industry operations using training aids, shop vehicles, and customer work as available. Completion of Maintenance and Light Repair 1 will give the student a good foundation in the operation, maintenance, and repair of an automobile and prepare students for employment, further advanced training in a post-secondary automotive program, and NATEF certification.

### **Automotive Maintenance and Light Repair 2 (T432121)**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 10 - 12

**Course Description:** *Automotive Maintenance and Light Repair 2 (MLR2)* allows students to explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, and the fundamentals of operation, maintenance, and basic repair procedures for automotive electrical systems and engine performance systems, as well as the fundamentals of hybrid vehicle information. Classroom and shop activities simulate automotive service industry operations using training aids, shop vehicles, and customer work as available. Completion of Maintenance and Light Repair 2 will give the student a good foundation in the operation, maintenance, and repair of an automobile and prepare students for employment, further advanced training in a post-secondary automotive program, and NATEF certification.

### **Automotive Maintenance and Light Repair 3 (T432131)**

**Prerequisite:** None

**Course Length:** 2 Quarters (1 Semester)

**Grade Level:** 10 - 12

**Course Description:** *Automotive Maintenance and Light Repair 3 (MLR3)* allows students to explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, and the fundamentals of operation, maintenance, and basic repair procedures for automotive suspension systems, steering systems, and brake systems. Classroom and shop activities simulate automotive service industry operations using training aids, shop vehicles, and customer work as available. Completion of Maintenance and Light Repair 3 will give the student a good foundation in the operation, maintenance, and repair of an automobile and prepare students for employment, further advanced training in a post-secondary automotive program, and NATEF certification.