St. Paul Central High School

Celebrating 153 Years

2019-2020
Course Registration Guide

- Course Offerings
- Graduation Requirements
- Post-High School Planning
- Extracurricular Opportunities

IB World School
- Diploma & Middle Years

AP Exams and Courses Since 1994

1998 National Blue Ribbon School

2013 & 2014 Rewards School, MDE

WE ARE #CENTRALSTRONG

Main Office: 651-744-4900
Counseling Dept: 651-744-2354

275 N. Lexington Pkwy
Saint Paul, MN 55104
central.spps.org

@StPaulCentral
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Under the direction of Dr. George Nolan and currently in our 153rd year, Central is the oldest continuously-operating high school in the state of Minnesota. Central is an icon of innovation. We were the first city school to offer IB (1987), and in combination with AP (also starting in the late 1980s), Central became a school of choice for academic excellence.

Central offers a vibrant balance of academic and elective choices to meet the interests and needs of our diverse student body:

- 20% Asian/Pacific Islander
- 31% Black/African American
- 42% Caucasian
- 6% Hispanic/Latinx
- 1% Native American

In addition to IB and AP, Central offers Quest (English honors program), College in the Schools (CIS), Post Secondary Enrollment Options (PSEO), and six languages including a French and a German world language immersion programs. A broad range of Fine and Performing Arts options exist, including but not limited to, ceramics, gymnastics, jewelry, photography, orchestra, band, choir, dance, and acting. Electives include audio and recording technology, culinary, auto technology, broadcast journalism, and graphic arts. College preparation and readiness programs include Upward Bound, College Possible, AVID, and African American Male Initiative (AAMI). Over 80 extracurricular options exist including many ethnic-based activities and a wide array of athletic opportunities.

Our staff of 113 range from first-year teachers to veteran instructors with thirty-eight years of experience. Central’s overall teacher turnover rate is very low.
Title I
Improving the Academic Achievement of the Disadvantaged at CHS

The purpose of Title I is to “ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education” by providing enriched, accelerated academic opportunities to all students. Title I supports all students in meeting or exceeding proficiency on State and other academic assessments, focuses on closing the achievement gap between high and low performing students, and improving and strengthening accountability to ensure a rigorous, high-quality education for all students. Central's Title I Coordinator will provide parent and community partnerships, strengthen connections and communication with parents, and offer parent meetings and workshops throughout the year to allow parents meaningful opportunities to participate in the education of their students.

GRADING & GRADUATION REQUIREMENTS:
Central High School operates on a seven period day quarter system. Students will receive progress grades at mid-quarter and final grades at the end of each quarter. Students have the opportunity to earn one credit per class per quarter.

TESTING REQUIREMENTS FOR GRADUATION
1. The opportunity to take a college entrance exam such as ACT Plus Writing
2. Students typically first take the ACT Plus Writing their junior year

CENTRAL HIGH SCHOOL REQUIREMENTS FOR GRADUATION
In addition to the testing requirements, a student must successfully earn required credits in each subject area each year in order to graduate with his or her class. Class of 2020 & 2021 will need a minimum of 86 credits to graduate. Class of 2022 & beyond will need a minimum of 94 credits to graduate. The details of required credits follow. If a student has not earned all credits to date, they need to retake courses at summer school or through Evening High School at Gordon Parks High School, Saint Paul's area learning center. Students are responsible for checking with their respective counselor to make certain that graduation requirements are met or exceeded. Transfer students must meet with their school counselor to determine graduation status.
# Central Graduation Requirements

## Class of 2020-2021

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Language Arts)</td>
<td>16</td>
</tr>
<tr>
<td>Math (through Algebra 2)</td>
<td>12</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry or Physics</td>
<td>4</td>
</tr>
<tr>
<td>Other Science</td>
<td>4</td>
</tr>
<tr>
<td>World History</td>
<td>4</td>
</tr>
<tr>
<td>Geography</td>
<td>4</td>
</tr>
<tr>
<td>US History</td>
<td>4</td>
</tr>
<tr>
<td>US Government</td>
<td>2</td>
</tr>
<tr>
<td>Economics</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Health</td>
<td>2</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>4</td>
</tr>
<tr>
<td>Technical Education</td>
<td>2</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td><strong>20</strong></td>
</tr>
<tr>
<td><strong>Total Requirements</strong></td>
<td><strong>86</strong></td>
</tr>
</tbody>
</table>

## Class of 2022-2023

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Language Arts)</td>
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<td>Health</td>
<td>2</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>4</td>
</tr>
<tr>
<td>Technical Education</td>
<td>2</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td><strong>28</strong></td>
</tr>
<tr>
<td><strong>Total Requirements</strong></td>
<td><strong>94</strong></td>
</tr>
</tbody>
</table>

*Please Note: Total Credit Requirements Changed for Class of 2022-2023*
GRADING SYSTEM AND HIGH HONORS DESIGNATION

Since the Class of 2008, the Board of Education approved a grading scale for high school courses in which grade pluses (+) and minuses (-) carry significance for student grade point averages (GPA)s, including the weighting of grades in honors courses. A cumulative GPA for each student is computed at the end of quarter 2 and quarter 4 by dividing the total points earned since beginning ninth grade by the total number of credits attempted since beginning ninth grade. The cumulative GPA is used in determining the class rank, Academic Letter Awards and the Senior Honors List.

The grade point scale is:  
- 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

The formula for honors courses will be figured for GPA via a 1.25 multiplier effect. (e.g. An "A" [4.0] in an honors course will be multiplied by 1.25 to yield a weighted grade point of 5.0 [4.0 x 1.25 = 5.0]. A “B” in an honors course will yield a weighted grade point of 3.75 [3.0 x 1.25 = 3.75], and so on down the scale.)

*Our Senior Honors Awards Assembly is held annually in May. The Board approves district-wide graduation with honors categories for students who meet criteria listed below.*

Students awarded “High Honors” at graduation meet the following criteria:
- Cumulative weighted GPA of 3.75 and above
- Completed at least two years of world language study (or demonstration of oral and written proficiency at an equivalent level in a language other than English)

Students awarded “Honors” at graduation meet the following criteria:
- Cumulative weighted GPA between 3.3 and 3.74
- Completed at least two years of world language study (or demonstration of oral and written proficiency at an equivalent level in a language other than English)

Cord and tassel distribution for graduation ceremony is as follows:  
**Top 10 students:** wear double gold cords only  
**“High Honors” students:** wear a single gold cord only  
**“Honors” students:** wear gold tassels only

**HONOR ROLL STUDENTS:** Honor Roll Students are identified after calculation of the weighted grade point average (GPA) after quarter 2 (first semester) and quarter 4 (second semester). All students with a weighted GPA of 4.0 or better are considered “A” Honor Roll Students. Students earning a weighted GPA of 3.0 to 3.9 are part of the “B” Honor Roll.

**NO CLASS CHANGES ARE ALLOWED:** After students have registered for the next year, decisions are made regarding staffing and course offerings. Those variables cannot be changed later; consequently, student choices may not be changed except in cases where computer errors were made or where the student was incorrectly assigned to an inappropriate level of course.

**GRADE REPORTING:** Final grades will be mailed home after each quarter. These show grades and credits earned. Student progress, including midterm grades, can also be reviewed by accessing the Parent Portal and Schoology at the parent/guardians’ convenience. Visit the district website: spps.org/parents for more information. Parent Conferences will be held after quarter one and again after quarter three. If parents are unable to attend, they should contact the school to talk individually with teachers. A parent, teacher, counselor or student may request a special conference to deal with academic or behavioral issues.
Curriculum Features

INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAM (IB MYP)
This globally-minded program is offered to students in Grades 9 and 10. There are no prerequisites or external examinations in the MYP program. The MYP is guided by three fundamental concepts: Holistic Development, Inter-cultural Awareness, and Communication. The rigorous curriculum within each subject group is addressed through Global Contexts, providing participants with the opportunity to perform at their highest level while making global and academic connections between subject areas. Assessment in the MYP program will use IB prescribed Assessment Criteria unique to each subject group. Students who participate in the MYP program by taking MYP courses can enroll in the capstone Personal Project class in 10th grade. Any grade 10 students who take 5 core MYP courses (including Chinese, French, German, or Spanish) and Year long MYP Art courses will automatically be be enrolled in the personal project class. Please see page 8 for more details on MYP along with the specific class descriptions under each department’s offerings presented in this guide.

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAM
This global pre-university program for Grades 11 and 12 offers a set of advanced courses for students interested in challenging themselves beyond the basic high school curriculum. Classes include choices in Math, Sciences, English, Philosophy, History, Economics, six World Languages, Theater, Visual Art, and Music. All IB courses can be taken as standalone classes, but students also have the opportunity to take part in the IB Diploma Program, which adds a Creativity, Activity, and Service (CAS) requirement, enrollment in the Theory of Knowledge class, completion of the IB Extended Essay, and specialized advising and support. Student work is assessed through both internally assessed papers or projects and externally assessed exams. All IB instructors are specially trained to deliver the curriculum prescribed by the IBO. Please see page 9 for more details on the IB Diploma Program along with the specific class descriptions under each department’s offerings presented in this guide.

QUEST: The Quest Humanities program was the first gifted/talented high school program approved for SPPS. Designed and written by Central teachers in 1973, Quest is a Humanities honors program offering unique courses rooted in the Socratic method that challenges students to think independently, critically, and cross-culturally. Classes are multi-grade. Class descriptions are found in the English and Quest Electives offerings presented in this guide.

ADVANCED PLACEMENT (AP): The AP program of the College Board consists of courses that allow willing and academically prepared students to pursue college-level studies while still in high school. Exams are externally graded by the College Board. AP courses are presently offered in Art History, English, Calculus, Statistics, Computer Science, Biology, Chemistry, Physics, Environmental Science, US History, Geography, Government, Economics, and Russian. Please see page 11 for more details on AP along with the specific class descriptions under each department’s offerings presented in this guide.

COLLEGE IN THE SCHOOLS (CIS): The University of Minnesota’s nationally accredited CIS program brings U of M faculty together with high school teachers to offer U courses in high school so that when you are walking into a CIS course at Central, you are actually walking into a U of M classroom. Seniors receive both college and high school credit for those classes. Seniors must meet University of Minnesota program criteria to be eligible. See course description for specific criteria. Students should check with their counselor if they are interested in these college level courses. CIS courses are presently offered in the English, Psychology and Latin departments.
SAINT PAUL CAREER PATHWAYS ACADEMY: Saint Paul Career Pathways Academy is a high school program located at Saint Paul College where juniors and seniors can explore careers, take Career and Technical Education courses, and have the opportunity to earn high school and college credit. See page 13 for more information.

POST-SECONDARY ENROLLMENT OPTIONS: PSEO allows high school sophomores, juniors and seniors to attend a Technical Institute or College, either full or part time, at no cost to the student. These students may enroll in any nonsectarian course at an eligible 2-year or 4-year institution and earn high school and college credits simultaneously. Students may not take more than a full course load when the high school and PSEO programs are combined. Various colleges have eligibility requirements and application deadlines that apply. It is the student's responsibility to work with the college they plan to attend as well as to assure that they have the necessary credits for graduation. See your school counselor for entry requirements and details.

MEDIA COMMUNICATIONS: Central has an audio recording studio and a broadcast journalism set. Student musicians prepare and record original compositions. Student TV crews produce daily announcements and video accounts of school activities. Technology students experience leadership by helping to maintain Central's web page, central.spps.org, and assisting the technology coordinator with projects throughout the building. Class descriptions are located on the Non-Departmental and Technology Education pages found in this guide.

PERFORMING ARTS: Central's acting and dance students have the opportunity to perform throughout the Twin Cities and work with renowned theatre and dance artists. Central's Concert Band, Concert Choir, and Orchestra perform on and off campus throughout the year. Central musicians have a tradition of excellence and superior ratings at local, state and national festivals and competitions. Class descriptions are located in the Performing Arts pages found in this guide.

AUTOMOTIVE REPAIR SERVICE: The automotive program at Central is a study in growing mechanical technology, group cooperation, and community service. Central offers three automotive courses; Auto 1 provides the student with consumer information and automotive survival skills. The Advanced Automotive and Vehicle Repair courses are taken off-campus at the Central Service Station (CSS) located on the corner of Selby and Dunlap. All students enrolled in the repair classes will be trained on the IBM computer and will experience the excitement afforded by computer technology. Students enrolled in classes held at CSS are actively involved in the diagnosis, estimation, and repair of each vehicle. Students are also involved in the communication of such diagnosis and estimation with the customer. Class descriptions are located in the Technology Education pages found in this guide.

COMPUTER SCIENCE: Central offers a wide array of computer science courses that will enhance other areas of study or provide a basis for a technology career. Learn the essentials of photo editing, animation, web page development and programming using Java and other languages. Central offers both Advanced Placement (AP) and International Baccalaureate (IB) Computer Science courses. Class descriptions are located in the Technology Education pages found in this guide.

AVID: Advancement Via Individual Determination (AVID) is a program designed to increase school wide learning and performance. The mission of AVID is to ensure that all students, particularly students in the middle with academic potential capable of completing a college preparatory path, will succeed in a rigorous curriculum; enter mainstream activities of the school; increase their enrollment in four year colleges; and become educated and responsible participants and leaders in a democratic society. Class descriptions are located in the Non-Department Course offerings found in this guide.
The International Baccalaureate Organization (IBO) has authorized the Middle Years Program (MYP) for grades 9 & 10 and the Diploma Program (DP) for grades 11 & 12 for students at Central High School:

**IB REQUIREMENTS FOR PARTICIPATION IN THE MYP PROGRAM**

Students are required to take the following courses in Grade 9 and Grade 10 and complete the additional requirements as listed:

<table>
<thead>
<tr>
<th>Take these Courses also identified as “MYP”</th>
<th>Take these Courses also identified as “MYP”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 9</strong></td>
<td><strong>Grade 10</strong></td>
</tr>
<tr>
<td>● English 9 Accel OR Quest English 9</td>
<td>● English 10 Accel OR Quest English 10</td>
</tr>
<tr>
<td>● World Language: Chinese, French, German</td>
<td>● World Language: Chinese, French, German</td>
</tr>
<tr>
<td>OR Spanish (same Language both years)</td>
<td>OR Spanish (same Language both years)</td>
</tr>
<tr>
<td>● World History Accelerated</td>
<td>● AP Human Geography</td>
</tr>
<tr>
<td>● Biology Accelerated</td>
<td>● Chemistry Accelerated/AP Chemistry</td>
</tr>
<tr>
<td>● Mathematics Accel/Honors/UMTYMP</td>
<td>● Mathematics Accel/Honors/UMTYMP</td>
</tr>
</tbody>
</table>

**Sixth subject**

*Choose one course for year long study*

- Band
- Orchestra
- Choir
- Acting
- Drawing
- Jewelry
- Photography
- Dance

*Additional Course Requirement*

The MYP Personal project class (one quarter in length, Qtrs 1, 2 OR 3, offered as a Pass/No Credit class)

*Students will be awarded up to 2 Elective or (upon approval) required Technology credits for successful completion of Personal Project. (See further information on next page.)
**THE PERSONAL PROJECT**

IB-MYP is designed to help develop students who are independent learners who can recognize relationships between school subjects and the world outside. The MYP program culminates in a required project termed as the Personal Project. The Personal Project is designed by the student on a topic of interest to the student. The topic of the personal project allows the student to investigate and focus on a theme. The Personal project class will support the student in completing the project.

*Some examples of Personal projects:*

- Design and create stuffed animals
- Design and create articles of clothing
- Scrapbooks on various topics
- Documentary film production
- Design photography display
- Music composition

*Student who participate in the MYP are better prepared for the IB DP.*

**THE IB DIPLOMA PROGRAM**

This program is available to students in Grade 11 and 12. Students in IB classes are offered two levels of Examinations. The SL or Standard Level Examination is available to students who have completed the respective **Standard Level IB Class (SL IB)** and therefore have had at least one year of instruction in the course. The HL or Higher Level Examination is available to students who have continued to study the same subject over a two year period (That is, are in the **Higher Level IB class (HL IB)** for that subject). ALL IB Classes deliver curriculum prescribed by the International Baccalaureate Organization and will have elements of TOK (Theory of Knowledge) integrated within the curriculum. Only students in IB classes are eligible to take the IB Exam. Two ways of pursuing the IB Diploma program:

1. The Full IB Diploma
2. IB Course Results
ELIGIBILITY REQUIREMENTS FOR THE FULL IB DIPLOMA

A total of six External Exams are required, to be considered for the Full IB Diploma. Full Diploma candidates may take any number of exams BUT only 6 may count towards the diploma points. The "Additional Exams" must be indicated. The following combinations of Exams must be completed:

1. 2 Exams at Standard level + 4 exams at Higher Level OR
2. 3 Exams at Standard level + 3 Exams at Higher level

Exam selections: Students must take 1 exam from each of the six subject groups* or take five exams, one each from groups 1 to 5 and select another exam from groups 1 to 5 to count as the sixth exam. Students wishing to be Full IB Diploma Candidates may only have up to 2 SL exams from their junior year count towards their IB Diploma.

Any number of "Additional" exams may be taken.

*SUBJECT GROUPS:
Group 1: English Lit. HL (Must be IB English World Literature courses in 11th & 12th)/IB French Lang & Lit. SL/HL
Group 2: World Languages (IB French, IB German, IB Mandarin, IB Russian, IB Spanish), and IB Latin
Group 3: Individuals and Societies (IB Economics HL, IB History SL/HL, IB Philosophy SL)
Group 4: Experimental Sciences (IB Biology SL/HL, IB Physics SL/HL)
Group 5: Mathematics (IB Math studies SL, IB Math Calculus SL, IB Math Advanced Topics HL)

Exam Scoring: IB Exams are scored on a scale of 1-7. A score of “4” is considered to be a passing score on IB exams. IB Exam scores are NOT reported on a student’s transcript.
The IB Full Diploma program is an academic distinction that students may cite among their credentials on applications, resume etc.

ADDITIONAL REQUIREMENTS FOR THE FULL IB DIPLOMA

1. Take the Theory of Knowledge Class both junior (Semester 2) and senior years (Semester 1).
2. Write an Extended Essay (A Research paper- maximum word count 4000 words) on a topic of their choice in collaboration with a faculty mentor/advisor. Work on the Extended Essay begins in the spring of junior year as part of the IB Theory of Knowledge class and is completed by December of senior year.
3. CAS: Complete creative projects, physical activity, and community service over the course of their junior and senior years that meet a set of reflective learning goals.

IB COURSE RESULTS REQUIREMENTS: Students completing IB examinations in individual subjects will be issued a Certificate for that subject. IB Examination Expectations: It is expected that ALL grade 11 and 12 students enrolled in an IB course will register for and take the respective Standard Level (SL) or Higher Level (HL) IB examination as applicable, administered in the month of May. *Please Note: High scores on IB Exams may also be considered for College Credit. Please check individual college websites for their Credit Policy.
Advanced Placement (AP)

Advanced placement courses are a set of rigorous courses that offer a College Board AP examination on completion of the course. All courses titled AP have been authorized by the College Board and will be recognized by Colleges as being rigorous courses. Students may take any AP exam even without being in the class. That is, students may prepare independently and sit for an AP exam. AP Examination Expectations: It is expected that ALL students enrolled in an AP course will register for and take the respective AP examination administered in the month of May. AP Examinations are scored on a scale of 1-5. Scores of 3, 4, and 5 are considered passing and may be eligible for College Credit. Please check individual college websites for their Credit Policies.

The College Board recognizes students for success on the AP exams in the following ways:

AP SCHOLAR AWARD: Granted to students who receive scores of 3 or higher on three or more AP Exams
AP SCHOLAR WITH HONOR: Granted to students who receive an average score of at least 3.25 on all AP exams taken, and scores of 3 or higher on four or more of these exams.
AP SCHOLAR WITH DISTINCTION: Granted to students who receive an average score of at least 3.5 on all exams taken, and scores of 3 or higher on five or more of these exams.
STATE AP SCHOLAR: Granted to one male and one female in each US state with scores of 3 or higher on the greatest number of AP exams, and then the highest average score(at least 3.5) on all AP exams taken.
NATIONAL AP SCHOLAR: Granted to students in the US who receive an average score of at least 4 on all AP exams taken, and scores of 4 or higher in eight or more of these exams.

The AP Awards are academic distinctions that students may cite among their credentials on applications, resume etc.

ADVISORY

Students will be assigned a grade level advisory. Curriculum will center on strategies for high school success and planning for post secondary opportunities. Advisories are randomly determined in ninth grade. Each advisory remains with the same advisor through graduation. Advisory is a non credit activity that meets as needed.

EXTRACURRICULAR ACTIVITIES

3M STEP (Contact Steve Olson)
Anime Club (Advisor Robert Murphy)
Art Club (Advisor Sandy Tomney)
Athletic Sports teams: 36 offerings
Boy's Volleyball (Advisor Tracy Olson)
#CentralSTRONG (Advisors Emily Gill, William Hill, and Jesse Kwakenat)
Cabaret (Advisor Karen Palmen)
Central Asian Culture Club
Central Dance Ensemble (Advisor Karen Palmen)
Central Hmong American Student Affiliation (CHASA) (Advisor Meg Petersen)
Central Outdoor Adventure Club
Central Spirit Club (Advisor Kat Jordahl)
Chinese Culture Club (Advisor Jen-Syan Hwang)
Classic Video Game Club (Advisor Melissa Chaffee-Johnson)
College Possible (Visit Room 1309)
Debate Team (Advisor Nate Turner)
Drama Board (Advisor Emily Gill)
Drivers' Education (visit Community Education Office on second floor lobby)
Dungeons and Dragons (Advisor Barbara Quade-Harick)
Earth Corps
Finance 101
French Club (Advisor Kevin Amdahl)
Fresh Force (Advisor Elias Mamma)
Gender Sexuality Alliance (Advisor Nick Onorato)
Genesys Works (Contact Steve Olson)
German Club (Advisor Mary-Fred Bausman-Watkins)
Girl Scouts (Advisor Valerie Littles-Butler)
Guitar Club
Gymnastics/Parkour/Calisthenics Club (Advisor Renae Stinar)
Habitat for Humanity
Hispanic Culture Club
Indian Education Program
International Affairs Club (Advisor Ethan Cherin)
Korean Culture Club
Math League (Advisors Brian Paulson and Michael Humphrey)
Mesibah (Jewish Interest Club)
Mock Trial (Advisors Ethan Cherin and Caitlin Catalano)
Mentoring Excellence Program (Advisor Steve Olson)
Motion Picture Analysis Club (Advisor Josh Hirman)
Music Listening Contest (Advisor Matt Oyen)
Muslim Student Association
NAACP Youth Chapter
National Honor Society (Advisors Sarah Arneson and Hannah Weber)
ONE (African Interest Club)
Pan-African Student Union (PASU) (Advisor Nate Turner)
Pens Not Swords (Creative Writing) (Advisor Joshua Wetjen)
Ping Pong (Advisor Elias Mamma)
Prom Committee (Advisors Caitlin Catalano and Arazue Foroozan)
Robotics (Advisor Craig Karlen)
Roots & Shoots (Advisor Lisa Houdek)
Russian Club (Advisor Oksana Cox)
Senior Class Council (Advisor Tracy Olson)
Sledding Club (Advisor Matt Shipman)
Somali Culture Club
Speech Team (Advisor Nate Turner)
Student Council (Advisors Caitlin Catalano and Arazue Foroozan)
Title One Tutoring (Advisor Scott Howell)
Winter Running Club
Word Nerds (Word Games) (Advisor Anthony Jacobs)
Ultimate Frisbee (Advisor Anthony Jacobs)
Upper Connections (Christian Interest Club)
Upward Bound -St. Olaf/Lakewood (Advisor Kim Hildahl)
Yearbook (Advisor Nate Turner)
Yoga Club (Advisor Elizabeth Myers)
Young Democrats (Advisors Ethan Cherin and Maureen Elwell Peltier)
Young Republicans
Youth In Government (Advisor Melissa Chaffee-Johnson)
Youth Leadership Initiative (Contact Steve Olson)
Saint Paul Career Pathways Academy at Saint Paul College

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.

Students attend a two-hour block career course and take their remaining courses at their home high school.

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

TRANSPORTATION PROVIDED:
Bus transportation from the student’s home high school will be provided to the Saint Paul Career Pathways Academy.

REGISTRATION PROCESS:
Students interested in attending Saint Paul Career Pathways Academy must see their school counselor for registration application information.

Arts, Communications & Information Systems

Computer Technology Pathway:
- T535211 Computer Repair & Maintenance (A+ Certification)
- T537231 Web Design, Advanced
- T537611 Digital Imaging, Advanced

Business Management & Administration

Business Pathway:
- B538111 Introduction to Business
- B538211 Business Communications

Engineering, Manufacturing & Technology

Construction Trades Pathway:
- T534541 Construction Methods
- T534531 Construction Trades
- X401253 Career Seminar 1

Project Lead the Way – Pre-Engineering Pathway:
- T531491 Principles of Engineering Honors
- T531501 Digital Electronics

Health Sciences Technology

Medical Careers Pathway:
- C531511 Medical Careers/Nursing Assistant
Post High School Planning

ACT and SAT Tests
Students planning to attend a four year college or university should plan to take the ACT or SAT in spring of their junior year. Registration materials will be available in the College & Career Resource Center in the fall.

College Entrance Recommendations and Requirements
All high school students who plan to continue their education beyond high school should select their high school classes carefully. Post secondary institutions look closely at transcripts, so students will want to be fully prepared for the application process. A good schedule will reflect a balance between courses that are required preparation for the future and courses that reflect the special interests of the student. The following samples of requirements are characteristic of most colleges. However, students in collaboration with their counselor are encouraged to investigate their particular school of choice to determine which high school courses are most appropriate for them. Additional information is also available on our counseling website and through Naviance.

Minnesota Two-Year State Community & Technical Colleges
Minnesota state two-year colleges have a policy of “open admission,” which means that anyone with a high school diploma or a GED may enroll. Even if you don't have a high school diploma or GED, you may still be admitted if you demonstrate the potential for being successful in college.

Minnesota Four-Year State Universities
Bemidji, Mankato, Metropolitan, Moorhead, St. Cloud, Southwest, Winona

Minnesota four-year state universities will generally accept you if you meet one of three criteria:
• graduate in the top half of your high school class
• score 21 or higher on the ACT
• receive a combined score of 1000 on the SAT standardized Tests

Also, you should have completed the following curriculum (or its competency equivalent) while in high school:
• 4 years of English (including composition and literature)
• 3 years of math (2 years of algebra and 1 year of geometry, 4th year recommended)
• 3 years of science (including 1 year each of a biological and physical science)
• 3 years of social studies (including 1 year each of U.S. history and geography)
• 2 years of a single world language
• 1 year of either world culture or fine arts

If you do not meet these requirements you may still be considered for admission, but you may be required to take specific coursework designed to enhance your opportunity for academic success. Contact the admissions office of the school you wish to attend for more information.
University of Minnesota

Crookston, Duluth, Morris, Rochester & Twin Cities

University of Minnesota preparation requirements are listed below:

- 4 years of English, with emphasis on writing, including instruction in reading and speaking skills and in literary understanding and appreciation
- 4 years of mathematics, including intermediate algebra, geometry, and algebra 2. Examples of 4th year math include calculus (preferred), pre-calculus, or analysis. For more information refer to the University of Minnesota website.
- 3 years of science, including one year of biological and physical science including laboratory experience
- 2 years of a single second language
- 3 years of social studies, including one year of geography and U.S. history
- 1 year in the visual or performing arts, including instruction in the history and interpretation of the art form

University of Wisconsin System

Requirements include graduating from high school, completing the course requirements outlined below, ranking high in one’s class, and taking the American College Test (ACT) including the written test:

- 4 years of English, including composition and literature
- 3 years of social science, including history
- 3 years of mathematics, including algebra and geometry and advanced mathematics
- 3 years of natural science including at least one unit of laboratory science, such as biology, chemistry, or physics.
- 2 years of a single foreign language.

Minnesota Private College Council

Minnesota Private Colleges, including: Augsburg, Bethel, Carleton, Concordia St. Paul/Moorhead, Gustavus Adolphus, Hamline, Macalester, MCAD, St. Benedict, St. Catherine, St. John, St. Mary, St. Olaf, St. Scholastica, St. Thomas. It is recommended that the student contact each college directly for specific requirements. Recommended courses include:

- 4 years of English with an emphasis on writing
- 3 or more years of mathematics, with at least two years of algebra and one of geometry
- 3 or more years of science, with one year of a laboratory science
- 3 or more years of social science
- 2 or more years of the same foreign language
- Several courses in the arts
COLLEGE REPRESENTATIVES
Representatives of colleges, universities, community & technical colleges, military branches and private vocational schools regularly schedule visits at our high school. Dates of these visits are given on morning announcements, through the counseling website: central.spps.org/counseling.html and through the Family Connection on Naviance. **Interested students are responsible for signing up in the counseling office.**

FINANCIAL AID APPLICATION
Applications for financial aid are available on line and/or in the College & Career Resource Center. The FAFSA is available in paper and electronic formats. You can fill out a web-based version of the FAFSA or download a paper copy at [http://www.fafsa.ed.gov](http://www.fafsa.ed.gov) (step-by-step instructions are provided on this site). These cannot be postmarked until January 1 of the student’s senior year. **Central hosts a FAFSA Workshop for seniors, juniors and their parents each winter. Also, each fall, Central hosts a college financial planning seminar for all students and their parents.**

NATIONAL COLLEGE FAIR
This college fair, held in downtown Minneapolis or St. Paul each fall, has both daytime and evening hours. Colleges, universities and technical colleges from all over the country are represented there. **Please contact the Counseling Department or visit the counseling website for exact dates.**

COLLEGE ACCESS PROGRAMS
Students may be eligible for a variety of college access programs available at Central High School, including but not limited to: CIS, PSEO, AVID, MEP, College Possible (formerly Admission Possible), Upward Bound, and Genesys Works. **Please contact the Counseling Department for more information.**

PSAT
This national Test, given in October to 11th grade students, acts as a screening for the National Merit Scholarships. The test is given on a school day at a nominal cost (processing fee). For sophomores this test can be used as a practice test for the junior year PSAT.

**NCAA REQUIREMENTS FOR DIVISION I AND DIVISION II INSTITUTIONS**

Students who want to participate in NCAA Division I or II athletics should consult with their counselor no later than the fall of their sophomore year. NCAA member schools require incoming student-athletes to build a foundation of high school courses that will best prepare them for the academic expectations in college.

**Division I Requirements:**
To be eligible to receive athletics aid (scholarship), practice and compete during your first year, you must graduate from high school, and complete 16 core courses:

- Ten of them must be completed prior to the seventh semester. Those ten courses are “locked in” and can't be retaken to improve the grade-point average.
- Seven of those 10 must be a combination of English, math or natural or physical science that fulfills the overall distribution requirements listed below.
- If you don’t earn 10 courses before your seventh semester, you are still eligible to practice and receive a scholarship, but you can't compete.
- For a complete list of Central High School’s NCAA courses, visit [https://web1.ncaa.org/hsportal/exec/hsAction](https://web1.ncaa.org/hsportal/exec/hsAction). Use Central High School's CEEB/ACT code is 242230.
16 CORE COURSES

- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab science: biology, chemistry or physics)
- 1 year of additional English, mathematics or natural/physical science
- 2 years of social studies
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

GRADE POINT-AVERAGE AND TEST SCORES

Incoming student-athletes must present a grade-point average that predicts academic success at the collegiate level:

- Beginning August 1, 2016, you must earn at least a 2.300 GPA in NCAA core courses to be eligible to compete in your first year of college.
- To get a scholarship and practice, you must earn at least a 2.000 GPA in NCAA core courses.
- Only courses that appear on your high school’s list of NCAA courses will be used to calculate your GPA for NCAA eligibility purposes. For a complete list of your school’s courses, visit https://web1.ncaa.org/hsportal/exec/hsAction.
- Once ten core courses are “locked in” prior to the start of your seventh semester, you can’t take those classes over again to improve your GPA.
- Division I uses a sliding scale to match test scores and core GPAs.

Data show that while GPA is a better predictor of collegiate success than test scores, using the two in combination is the best method. The NCAA continues to emphasize GPA over test scores when assessing college preparedness.

- Division I uses a sliding scale to match test scores and core-course grade-point averages to determine eligibility.
- The NCAA uses only the critical reading and math SAT scores to determine eligibility. The writing score is not used.
- The NCAA uses only the sum of English, math, reading and science ACT scores to determine eligibility.

Other rules apply for Red Shirt eligibility. Visit the NCAA web site at eligibilitycenter.org or see your school counselor for more information.
NCAA DIVISION II

DIVISION II REQUIREMENTS

- Graduate from high school
- Complete 16 Core Course
- Earn a 2.000 grade-point average or better in your core courses
- Earn a combined SAT score of 820 or an ACT sum score of 68

16 CORE-COURSE RULE

16 CORE COURSES

3 years of English.
2 years of mathematics (Algebra I or higher).
2 years of natural/physical science (1 year of lab science: biology, chemistry or physics).
3 years of additional English, mathematics or natural/physical science.
2 years of social studies.
4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

ADDITIONAL INFORMATION

- All SAT and ACT scores must be reported directly to the NCAA Initial-Eligibility Clearinghouse by the testing agency. Test scores that appear on transcripts will no longer be used. When registering for the SAT or ACT, use the clearinghouse code of 9999 to make sure the score is reported to the Eligibility Center.
- Only core courses (English, mathematics, social studies and science) are used in the calculation of the grade-point average
- Be sure to look at Central High School's list of NCAA-approved core courses on the clearinghouse website to make certain that the courses you take have been approved as core courses

For the most current information regarding the rules, please visit the NCAA web site at www.eligibilitycenter.org or see your coach or counselor for more information. You can also call the NCAA Eligibility Center if you have questions: Toll-free number: (877) 262-1492.
2019-2020 COURSE OFFERINGS
ALPHABETICAL BY DEPARTMENT

NOTE: Courses offered will fulfill Minnesota state standards for high school graduation. Further information can be obtained from the state website: http://education.state.mn.us/MDE/fam/grad/index.htm

TO BE SUCCESSFUL IN COURSES WE STRONGLY ENCOURAGE THAT YOU MEET THE “RECOMMENDED” QUALIFICATIONS

ARTS

PERFORMING ARTS

P405111 Acting, Beginning
(Arts MYP, Qtrs 1 & 2 - Must be taken with Acting, Intermediate 2nd half of the year)
Grades 9-12 Quarters 1 & 2 or Quarters 3 & 4
Course Description: Acting, Beginning is designed to help the student discover the power of their artistic imagination through a variety of theatre-based activities. Creating safe space and group collaboration is at the foundation of all the work. Students are introduced to improvisation, script work, character development, playwriting and a variety of skills that enhance creativity, self-esteem and cultural awareness. Students use this knowledge to solve problems, communicate meaning and define their own personal creative voice. Throughout the term students will perform for family members and students, and the class culminates in a comprehensive performance. Recommended: None

P405121 Acting, Intermediate
(Arts MYP, Qtrs 3 & 4 - Must be taken with Acting, Beginning 1st half of the year, OR Full Year Quarters 1 & 2 and 3 & 4)
Grades 9-12 Quarters 1 & 2 and/or Quarters 3 & 4
Course Description: Acting, Intermediate develops complexity and depths of skills acquired in Beginning Acting to solve problems, communicate meaning, and critically analyze theatrical works. Through advanced theatre activities, students delve deeper into character development, playwriting, improvisation, and vocal and physical work. Students will become familiar with directing in relation to set design, costuming, props and audience perception of performance. Students will develop a critical sense of their own and others’ performances. Intermediate Acting students will be expected to perform in a public performance at the end of the semester. Recommended: Successful completion of Beginning Acting with a C or higher in both quarters.

P405131 Acting, Advanced
Grades 11-12 Full Year
Course Description: This is a continuation of the skills acquired in Beginning and Intermediate Acting. In Advanced Acting, students will build on their performance skills by participating in advanced level improvisation, script work, and playwriting. They will also focus on intense career preparation that includes creating a resume, photos, and taking part in mock auditions. They will be immersed in their community by touring throughout the Twin Cities area and attending required field trips to professional theatre companies. The Advanced students will also have the opportunity to work with professionals including but not limited to choreographers, martial artists, directors, acting coaches, and voice teachers. Recommended: Successful completion of Beginning Acting and Intermediate Acting with a C or higher in all quarters or teacher approval required.
IB Theatre Arts
P475111
Grades 11-12 Full Year (IB SL exam one year of study; IB HL exam two years of study)
Course Description: Theatre Arts International Baccalaureate (IB) is a multifaceted theatre-making course of study that gives students the opportunity to make theatre as creators, designers, directors and performers. Students will engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students will also gain knowledge through experimentation, the taking of risks and, the presentation of ideas to others; experiencing theatre as a dynamic, collaborative and live art form. Students will learn to apply research and theory to inform and to contextualize their work. Students will learn to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre— as participants and audience members. Recommended: Successful completion of Beginning Acting with C or higher in both quarters or teacher permission.

Band, Intermediate (Arts MYP)
P402331
Grades 9-12 Full Year
Course Description: At Central the intermediate band is the Central Varsity Band. The Central Varsity Band is a performing ensemble. Day and evening performances are required and daily attendance is essential. Students in Varsity Band must be able play their instrument and read music notation. The Varsity Band will not be covering beginning level instruction. Topics include performance, instrumental and ensemble technique, improvisation, music reading and notation, listening, analysis and description, evaluation of uses of music, and examination of the relationships among art disciplines, and music history and culture. Recommended: At least two years of enrollment in a school band program, ability play a band instrument and read music.

Band, Advanced (Arts MYP)
P402431
Grades 10-12 Full Year
Course Description: At Central the advanced band is the Central Symphonic Band. The Central Symphonic Band is a performing ensemble. Day and evening performances are required and daily attendance is essential. Students in Symphonic Band must be proficient on their instrument and must successfully audition with the music director. Topics include performance, instrumental and ensemble techniques, improvisation, music reading and notation, listening, analysis and description, evaluation of uses of music, and examination of the relationships among art disciplines and music history and culture. Recommended: Students must successfully audition, scale proficiency, teacher permission required.

Band, Honors (Arts MYP)
P432431
Grades 10-12 Full Year
Course Description: At Central the advanced band, and the honors band, are the Central Symphonic Band. The Central Symphonic Band is a performing ensemble. Day and evening performances are required and daily attendance is essential. Students in Symphonic Band must be proficient on their instrument and must successfully audition with the music director. Topics include performance, instrumental and ensemble techniques, improvisation, music reading and notation, listening, analysis and description, evaluation of uses of music, and examination of the relationships among art disciplines and music history and culture. HONORS: To receive honors credit in band students must complete additional assignments and activities beyond advanced band. Recommended: Students must successfully audition, scale proficiency, teacher permission required.

Orchestra, Advanced (Arts MYP)
P402231
Grades 9-12 Full Year
Course Description: The orchestra at Central is for students who play violin, viola, cello, or bass. The Central Orchestra is a performing ensemble; day and evening performances are required and daily attendance is essential. Students in Orchestra must be able play their instrument and read music notation. The orchestra will not be
covering beginning level instruction. Topics include performance, instrumental and ensemble technique, improvisation, music reading and notation, listening, analysis and description, evaluation of uses of music, and examination of the relationships among art disciplines, and music history and culture. **Recommended:** At least two years of school orchestra, or private lessons. Ability play instrument and read music.

**P432231**  **Orchestra, Honors (Arts MYP)**

**Grades 9-12**  Full Year

**Course Description:** The orchestra at Central is for students who play violin, viola, cello, or bass. The Central Orchestra is a performing ensemble; day and evening performances are required and daily attendance is essential. Students in Orchestra must be able play their instrument and read music notation. The orchestra will not be covering beginning level instruction. Topics include performance, instrumental and ensemble technique, improvisation, music reading and notation, listening, analysis and description, evaluation of uses of music, and examination of the relationships among art disciplines, and music history and culture. **HONORS:** To receive honors credit in orchestra students must complete additional assignments and activities beyond advanced orchestra. **Recommended:** At least two years of school orchestra, or private lessons. Ability play instrument and read music.

**P472011**  **IB Music (Honors)**

**Grades 11-12**  Full Year

**Course Description:** IB Music will give students the opportunity to explore and enjoy the diversity of music throughout the world; encourage students to develop perceptual skills through a breadth of musical experiences, where they will learn to recognize, speculate, analyze, identify, discriminate, and hypothesize in relation to music; enable students to develop creatively their knowledge, abilities and understanding through performance and composition; assist students to develop their potential as musicians, both personally and collaboratively in whatever capacity, to the full. This course will have elements of TOK (Theory of Knowledge) integrated within the course content. A year in IB Music contains 3 main components: 1. Internal Assessment: Prepare, perform (in recital), and record 13-15 minutes of music. 2. Music Investigation: Compare and contrast music from two musical cultures. 3. End of year IB Music Exam. **Recommended:** Teacher permission required, ability to read music notation

**P402131**  **Ten/Bass (TB) Choir, Beginning - Intermediate (Arts MYP) (Formerly Men's Choir)**

**Grades 9-12**  Full Year

**Course Description:** In TB Choir, students receive instruction in the development of the changing and changed voice, development of harmony, theory, sight singing and music literacy through quality choral literature arranged for changing and changed voices, theory and sight reading curriculum. Students also develop an understanding of the rehearsal process, including rehearsal habits and behaviors. Day and evening performances are required and daily attendance is essential. **Recommended:** None

**P402151**  **Sop/Alto Choir, Beginning - Intermediate (Arts MYP) (Formerly Women's Choir)**

**Grades 9-12**  Full Year

**Course Description:** In SA Choir, students receive instruction in the development of the treble voice, development of harmony, theory, sight singing and music literacy through quality choral literature written and arranged for treble voices, theory and sight reading curriculum. Students also develop an understanding of the rehearsal process, including rehearsal habits and behaviors. Day and evening performances are required and daily attendance is essential. **Recommended:** None

**P402541**  **Mixed Choir, Advanced (Arts MYP)**

**Grades 10-12**  Full Year
In Advanced Mixed Choir, students demonstrate an understanding of the elements, techniques, rehearsal processes (including good rehearsal habits and behaviors) and how the choral art form is structured. Students perform challenging, quality literature written for mixed voices in harmony. Day and evening performances are required and daily attendance is essential. **Recommended:** TB or SA choir, audition and director's permission.

**P431701** | **Choir, Honors (Arts MYP)**
---|---
Grades 11-12 | Quarters 1 & 2 and/or Quarters 3 & 4
**Course Description:** Students in TB, SA and Advanced Mixed Choirs may complete additional assignments and activities that include co-curricular ensembles, private vocal study, solo recital performances and attendance at professional and peer concerts and performances. Scholarships for lesson costs may be requested from Central Music Boosters for students with financial needs. **Recommended:** Director’s permission. Students register after the quarter begins.

**P432181** | **Chamber Ensemble, Honors (formerly Chamber Singers, Honors)**
---|---
Grades 10-12 | Full Year
**Course Description:** Highly skilled vocal students perform quality advanced choral and solo literature and explore advanced theory, sight reading, composition, conducting, and music history. Each student will select an honor's project that reflects their own expertise and interests. **Recommended:** Auditions are held in late May and early June for selection for the following school year.

**P403111** | **Dance, Beginning (MYP)**
---|---
Grades 9-12 | Quarters 1 & 2 (must also take Dance, Intermediate Quarters 3 & 4)
**Course Description:** The course is constructed so that all students are given opportunities to study a variety of world dance traditions through exposure to physical practice and observation as well as written investigation. Examining dance from both familiar and unfamiliar cultures and/or traditions develops comparative thinking skills and deepens understanding of one’s own culture(s) as well as those of others. The class will be composed of technique classes, reading and writing projects about the history and nature of dance, and composition of dance pieces in different styles. Students do not need formal dance training, but have to be open to learning new dance forms and traditions. Styles taught MAY include Ballet, tap, jazz, modern, African, social, and hip hop. **Recommended:** None

**P403123** | **Dance, Intermediate (MYP)**
---|---
Grades 9-12 | Quarters 3 & 4 (taken with Dance, Beginning Quarters 1 & 2)
**Course Description:** The course will build upon skills learned in beginning dance and will study a variety of world dance traditions through exposure to physical practice and observation as well as written investigation. Examining dance from both familiar and unfamiliar cultures and/or traditions develops comparative thinking skills and deepens understanding of one’s own culture(s) as well as those of others. The class will be composed of technique classes, reading and writing projects about the history and nature of dance, and composition of dance pieces in different styles. Students do not need formal dance training, but have to be open to learning new dance forms and traditions. Styles taught MAY include Ballet, tap, jazz, modern, African, social, and hip hop. **Recommended:** Successful completion of Dance, Beginning or teacher approval.

**P475131** | **IB Dance (Honors)**
---|---
Grades 10-12 | Full Year (IB SL exam one year of study; IB HL exam two years of study)
**Course Description:** The course focuses on the composition, performance and analysis of dance, or “expressive movement”, which is practiced amongst peoples of various backgrounds, and for a variety of purposes, throughout the planet. Students create, participate in, and reflect upon dance forms and styles from a range of cultures and traditions, both familiar and unfamiliar. Students in grades 11 & 12 will be offered the SL IB Exam in
Dance. This course will have elements of TOK (Theory of Knowledge) integrated within the course content. 

**Recommended**: Successful completion of Beginning and Intermediate Dance with a B or higher in all quarters AND teacher approval.

**VISUAL ARTS**

**V402111 Ceramics, Beginning**
*(Arts MYP, Qtr 1 & 2 - Must be taken with Adv. Ceramics 2nd half of the year)*

Grades 10-12  
Quarter 1 & 2 or Quarters 3 & 4

**Course Description**: This course introduces the student to the skills, vocabulary, and techniques necessary to create pottery and clay sculpture. Students will learn basic clay techniques and processes including building by hand, using the potter’s wheel, glazing, and firing. While the students consider the different stages of development of their art, they will also apply the elements and principles of good design and craftsmanship to their creations. As they create functional and nonfunctional pieces, the students will explore how ceramics can be expressive and meaningful. **Recommended**: None

**V402131 Ceramics, Advanced**
*(Arts MYP, Qtr 3 & 4 - Must be taken with Beg. Ceramics 1st half of the year)*

Grades 10-12  
Quarter 1 & 2 or Quarters 3 & 4

**Course Description**: This course will give students the opportunity to gain an advanced level of understanding for the entire ceramic process. Students will apply the knowledge gained in beginning ceramics to create more advanced ceramics projects. The special qualities of the materials and processes used in ceramics will be further explored. As they continue to examine all stages of their work, the students will begin developing their own artistic style within the ceramics media. Students will interpret and evaluate works of art using advanced criteria and critical thinking skills. **Recommended**: Successful completion of Ceramics, Beginning and teacher approval.

**V401111 Drawing, Beginning**
*(Arts MYP, Qtr 1 & 2 - Must be taken with Adv. Drawing 2nd half of the year)*

Grades 9-12  
Quarter 1 & 2 or Quarters 3 & 4

**Course Description**: Technical skills and formal organization concepts will be studied and then used to create expressive drawings. Students will solve design and technical problems using the creative process. In addition, students will develop their observational drawing skills (including figure drawing) and will be introduced to several drawing media including graphite, charcoal, and ink. **Recommended**: None

**V401141 Drawing, Advanced**
*(Arts MYP, Qtr 3 & 4 - Must be taken with Beg. Drawing 1st half of the year)*

Grades 9-12  
Quarter 1 & 2 or Quarters 3 & 4

**Course Description**: In this course, students continue to demonstrate their understanding of the creative process, formal organization, and drawing techniques. The students will also demonstrate the ability to interpret and evaluate complex works of art. Students are encouraged to experiment with subject matter as well as materials, and create artworks that reflect sensitivity, commitment, and an understanding of aesthetic considerations. **Recommended**: Successful completion of Drawing, Beginning and teacher approval.

**V402211 Jewelry, Beginning**
*(Arts MYP, Qtr 1 & 2 - Must be taken with Adv. Jewelry 2nd half of the year)*

Grades 9-12  
Quarter 1 & 2 or Quarters 3 & 4

**Course Description**: Students will learn technical skills and formal organization to create expressive jewelry. Students will be introduced to a variety of techniques and tools to create original works of art. Examples include
techniques such as knotting and bead stitching using natural fibers and glass beads. Students will also learn about jewelry making traditions of world cultures. **Recommended:** None

**V402231 Jewelry, Advanced**  
(Arts MYP, Qtrs 3 & 4 - Must be taken with Beg. Jewelry 1st half of the year)  
Grades 9-12  
Quarters 1 & 2 or Quarters 3 & 4  
**Course Description:** Students will use the knowledge gained in Jewelry, Beginning as a foundation for the class. They will continue to explore original ideas, formal organization, and explore creative use of various materials. There will be additional emphasis on formal design, planning, evaluating, and making modifications. An understanding of the relationships between various materials, the elements and principles of good design, and the student’s original ideas will be strengthened. **Recommended:** Successful completion of Jewelry, Beginning and teacher approval.

**V401211 Painting, Beginning**  
(Arts MYP, Qtrs 1 & 2 - Must be taken with Adv. Painting 2nd half of the year)  
Grades 9-12  
Quarters 1 & 2 or Quarters 3 & 4  
**Course Description:** Technical skills and formal organizational concepts will be studied and then used to create expressive paintings. In a safe environment, students will learn to explore the creative process and the properties, qualities, and capabilities of paint and painting tools. Students will gain knowledge of color theory and experience various painting techniques including optical mixing, linear painting, and various ways of creating texture. The elements and principles of design will be used as guidelines for creating compositions that are formally organized. **Recommended:** None

**V401231 Painting, Advanced**  
(Arts MYP, Qtrs 3 & 4 - Must be taken with Beginning Painting 1st half of the year)  
Grades 9-12  
Quarters 1 & 2 or Quarters 3 & 4  
**Course Description:** The knowledge gained in Beginning Painting will be the foundation for this class. In this course, students will further demonstrate their understanding of the creative process, formal organization, and painting techniques. The students will also demonstrate the ability to interpret and evaluate complex works of art. Students are encouraged to experiment with subject matter as well as materials, and create artworks that reflect sensitivity, commitment, and an understanding of aesthetic considerations. Ideas generated by personal experiences, other artists’ works (both contemporary and historical), and design problems will be used as the student develops a personal painting style. **Recommended:** Successful completion of Painting, Beginning and teacher approval.

**V403111 Photography, Beginning**  
(Arts MYP, Qtrs 1 & 2 – Must be taken with Adv. Photography 2nd half of the year)  
Grades 9-12  
Quarters 1 & 2 or Quarters 3 & 4  
**Course Description:** Students will be introduced to the point and shoot film camera, its technical function, and an artistic approach to its use. Photography darkroom techniques will feature the development of black and white pictures. There will be an emphasis on artistic composition, quality, and clarity of prints and negatives, as well as presentation of projects. Students will also learn about the history of photography and its impact on the world we live in today. **Recommended:** None

**V403131 Photography, Advanced**  
(Arts MYP, Qtrs 3 & 4 – Must be taken with Beg. Photography 1st half of the year)  
Grades 9-12  
Quarters 1 & 2 or Quarters 3 & 4
Course Description: Students will continue to develop creative and technical skills using a film camera, developing black and white negatives, and making black and white photographic prints from those negatives. They will learn advanced techniques of picture taking with a Single Lens Reflex camera. Students will apply these skills to create personal interpretations of artwork that reflect their understanding and communicate through their own art. They will learn to make connections between their work and the works of others through time and cultures. Recommended: Successful completion of Photography, Beginning and teacher approval.

V406111  Studio Art I
Grades 10-12  Quarters 1 & 2 or Quarters 3 & 4
Course Description: Students will plan a program of study with the teacher which explores areas of art which interest them, such as ceramics, drawing, painting, jewelry, or photography. This program will build on knowledge and skills learned in beginning, advanced, Advanced Placement and/or International Baccalaureate courses. Recommended: Successful completion of Beginning and Advanced studio courses and teacher approval.

V406121  Studio Art II
Grades 10-12  Quarters 1 & 2 or Quarters 3 & 4
Course Description: After successful completion of Studio Art I, students will plan a program of study with the teacher which explores areas of art which interest them, such as ceramics, drawing, painting, jewelry, or photography. This program will build on knowledge and skills learned in beginning, advanced, Studio Art I, Advanced Placement and/or International Baccalaureate courses. Recommended: Successful completion of Beginning and Advanced studio courses, Studio Art I and teacher approval.

V436131  Studio Art III (Honors)
Grades 11-12  Quarters 1 & 2 or Quarters 3 & 4
Course Description: After successful completion of Studio Art I and II, students will plan a program of study with the teacher which explores areas of art which interest them, such as ceramics, drawing, painting, jewelry, or photography. This program will build on knowledge and skills learned in beginning, advanced, Studio Art I and II, Advanced Placement and/or International Baccalaureate courses. Recommended: Successful completion of Beginning and Advanced studio courses, Studio Art I and II, and teacher approval.

V436141  Studio Art IV (Honors)
Grades 11-12  Quarters 1 & 2 or Quarters 3 & 4
Course Description: After successful completion of Studio Art I, II and III, students will plan a program of study with the teacher which explores areas of art which interest them, such as ceramics, drawing, painting, jewelry, or photography. This program will build on knowledge and skills learned in beginning, advanced, Studio Art I, II and III, Advanced Placement and/or International Baccalaureate courses. Recommended: Successful completion of Beginning and Advanced studio courses, Studio Art I, II, III, and teacher approval.

V459111  AP Art History (Honors)
Grades 11-12  Full Year
Course Description: This class coincides with the Advanced Placement Art History examination. The AP offering in Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. In the course, students will examine major forms of artistic expression from the past and the present from a variety of cultures. They will learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see. Many colleges and
universities offer advanced placement and/or credit to students who have performed successfully on the AP Art History Examination. Recommended: Teacher approval

**V470111**  IB Visual Arts (Honors) (Previously Art & Design IB)
Grades 11-12   One Full Year for Standard Level, Two Full Years for Higher Level

**Course Description:** This class coincides with the International Baccalaureate examination. Students enrolled in the IB Diploma Programme Visual Arts course are encouraged to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students are expected to develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and different contexts, students are expected to engage in, experiment with, and critically reflect upon a wide range of contemporary practices and media.

The students will be focusing on three core areas during the course:

1. **visual arts in context** – exploration of perspectives, theories, and cultures that inform and influence visual arts practice.
2. **visual arts methods** – investigation of approaches to creating artwork through exploration and acquisition of skills, techniques, and processes as a result of the use of a variety of media
3. **communicating visual arts** – investigation, understanding, and application of the processes involved in selecting work for exhibition and public display.

The three core areas will be explored through theoretical practice, art-making practice and curatorial practice. For the exam, evidence of student understanding of these areas will be submitted to International Baccalaureate in three parts that include a comparative study (20%), a process portfolio (40%), and an exhibition (40%).

**Recommended:** Teacher approval

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**ENGLISH**

**GRADE 9: GRADE LEVEL, QUEST AND ACCELERATED OFFERINGS**
*(FOR READING SEE NON-DEPARTMENTAL ELECTIVES)*

**L402401**  English 9
Grade 9   Full Year

**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. **Recommended:** None

**L432401**  Quest English 9 (MYP) (Honors)
Grade 9   Full Year

**Course Description:** Students develop and practice interpersonal communication strategies as well as prepare for the MCA II writing and reading tests. In this intensive literature course, students develop effective oral and written communication skills as they analyze fiction, drama, and poetry related to two themes: the individual’s identity and the individual’s place in society. Students complete ongoing, self-directed tasks in class and outside of class — projects and assignments that incorporate a variety of writing and speaking skills. Students develop and practice interpersonal communication strategies. **Recommended:** Experience in challenge English classes and/or grade-level proficiency in reading and writing is strongly recommended.
L432411  English 9 Accelerated (MYP) (Honors)
Grade 9  Full Year
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. Recommended: Experience in English classes and/or grade-level proficiency in reading and writing is strongly recommended.

GRADE 10: GRADE LEVEL, QUEST AND ACCELERATED OFFERINGS
(FOR READING, JOURNALISM, YEARBOOK, QUEST ELECTIVES SEE NON-DEPARTMENTAL ELECTIVES)
L402511  English 10
Grade 10  Full Year
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. Recommended: None.

L433111  Quest English 10 (MYP) (Honors)
Grade 10  Full Year
Course Description: This fast-paced course prepares 10th grade students for AP, IB or upper level Quest honors English. Students explore a multicultural survey of world literature encompassing a wide variety of literary genres. While the material is rooted in the study of world literature, the focus of the course is on academic and expository writing and public speaking. Students practice techniques to prepare and develop a thesis statement, be attentive to audience and purpose, and work with peer editing groups to better develop, revise and edit various types of compositions and presentations. Students also exercise effective group discussion techniques and practice critical thinking skills. Recommended: Grade-level proficiency in reading and writing is strongly recommended.

L432511  English 10 Accelerated (MYP) (Honors)
Grade 10  Full Year
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. Recommended: Grade-level proficiency in reading and writing is strongly recommended.

GRADE II GRADE LEVEL, AP, AND IB OFFERINGS
**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. **Recommended:** None.

**Course Description:** In this rigorous course, students write in several forms (narrative, expository, analytical, and argumentative essays) about a variety of subjects (public policies, popular culture, personal experiences). The course requires students to write essays that proceed through several states or drafts, with revision aided by teacher and peers. The course requires students to write in informal contexts (imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and of the techniques employed by the writers they read. The course requires expository, analytical, and argumentative writing assignments that are based on readings representing a variety of prose styles and genres. The course requires nonfiction readings (essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, history, and criticism) that are selected to give students opportunities to identify and explain an author’s use of rhetorical strategies and techniques. If fiction and poetry are assigned, their main purposes will be to help students understand how various effects are achieved by writers' linguistic and rhetorical choices. The course teaches the research process; it also teaches how to analyze graphics and visual images both relating to written texts and how they serve as alternative forms of text themselves. The course teaches students how to cite sources using a recognized style (Modern Language Association). **Recommended:** Successful completion of English 9 and English 10 and higher level reading and writing skills.

**Course Description:** This course is the first half of a two-year IB program which ends in 12th grade. Students engage in a rigorous, detailed study of works of literature. Students maintain a Literary Response Journal and actively participate in and often lead class discussions of literature. Students develop and practice the skills required on the senior year English Language IB examination. Among the skills students practice are those needed for oral and written critical analysis and essays in IB format. This course will have elements of TOK (Theory of Knowledge) integrated within the course content. **Recommended:** Successful completion of 10th grade honors English class

**GRADE 12 GRADE LEVEL, AP, IB, AND COLLEGE IN THE SCHOOLS OFFERINGS**

*FOR QUEST ENGLISH SEE AFTER GRADE 12, FOR READING, JOURNALISM, YEARBOOK, & QUEST ELECTIVES SEE NON-DEPARTMENTAL ELECTIVES*

**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.

**Recommended:** None.

**L453211 AP English Literature and Composition (12) (Honors)**
**Grade 12 Full Year**
**Course Description:** This rigorous course engages students in the careful reading and critical analysis of imaginative 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 smaller-scale elements such as the use of figurative language, imagery, and symbolism. Writing is also an integral part of the course as the AP Examination is weighted toward writing about literature. **Recommended:** Higher level reading and writing skills and successful completion of summer reading which is assigned at the end of 11th grade.

**L473241 IB DP English A: Literature 12 HL (Honors)**
**Grade 12 Full Year**
**Course Description:** This course is the second half of a two-year IB sequence begun in the 11th grade. The senior course includes the study of world literature, literature in context, texts in detail, a Central-based syllabus, and practice in IB essay and commentary writing. Because of the intense focus of this class on the IB examination, it is the expectation that all students will take all parts of the IB Language A1 tests. This course will have elements of TOK (Theory of Knowledge) integrated within the course content. **Recommended:** Successful completion of English 11 World Lit IB.

**L493501 CIS Introduction to Literature, Poetry, Drama, Narrative (Honors)**
**Grade 12 Quarters 1 & 2 Full Year Credits**
**Course Description:** In this course (known as ENGL 1001W at the University of Minnesota) students will read and discuss works of modern fiction, ranging from the traditional to the experimental. Students will address literary form and interpretation as well as the contexts and issues raised by the books. Writing and discussion will be used as methods of exploring and learning. Because this is a college level course, students will have more freedom and responsibility for their own learning than is usual in a high school course. Upon completion of this course, students receive four semester credits from the University of Minnesota. **Recommended:** Based on University of MN guidelines, each section is limited to 25 seniors who must be in the top 20% of the class. Students must have higher-level reading and writing skills and have approval from one of the CIS teachers. See one of the assigned teachers or your counselor for more information.

**L495503 CIS College Writing and Critical Reading (Honors)**
**Grade 12 Quarters 3 & 4 Full Year Credits**
**Course Description:** This course (known as WRIT 1301 University Writing at the University of Minnesota) is designed to help students develop active critical reading and writing processes. The course approaches composition through a variety of writing tasks which may include writing or critiquing a piece of personal narrative, creating an ethnographic study, an expository essay that requires personal inquiry and research into a topic, and a review or critical treatment of an arts event. Writing assignments focus on defining purpose, organizing and developing content, analyzing audiences, drafting the whole essay and its parts, and revising and editing expository structure and style. Peer conference groups are used in the classroom as a means of giving feedback on student writing. Upon successful completion of this course, students receive four semester credits from the University of Minnesota. **Recommended:** Seniors in the top 20% of their class, higher-level reading and writing skills and approval from the appropriate CIS teacher.
**Course Description:** Creative Writing is an intensive course designed to challenge skilled student writers to broaden their ability by working in various literary genres. Students are immersed in writing process, study and experiment with literary techniques to create original poetry, fiction, and nonfiction. **Recommended:** Higher level reading and writing skills. **Students must have passed the previous quarter's English class, be prepared for extensive and challenging reading and writing assignments that require homework, and be able to read and write at grade level or above.**

**Course Description:** Students focus on drama as literature, exploring the tragic view of life, the elements of literary tragedy, and Shakespeare's special tragic genius. Students compare and contrast the Renaissance and modern views of the individual and humanity. Students read and discuss four Shakespearean tragedies and respond through analytical papers about the plays. **Recommended:** Higher level reading and writing skills. **Students must have passed the previous quarter's English class, be prepared for extensive and challenging reading and writing assignments that require homework, and be able to read and write at grade level or above.**

**Course Description:** This course is a full year multi-disciplinary course that focuses on the Harlem Renaissance during the quarter 1 and quarter 2 and expands to a study of both the Black Arts Movement and contemporary African American literature in the second half of the year. We will focus on the relationship between the artistic and societal responses to issues related to race and identity during crucial periods in the struggle for civil rights, leading up to the present day. **Recommended:** Higher level reading and writing skills. **Students must have passed the previous quarter's English class, be prepared for extensive and challenging reading and writing assignments that require homework, and be able to read and write at grade level or above.**

**Course Description:** This course is an academic study of current nonfiction pieces in both writing and visual mediums. This course includes reading memoirs, essays on culture and theory from sources such as the *New York Times* and *The Atlantic Monthly*, and with a heavy emphasis of in-depth study of radio and film documentaries. Students work to become not only better students of nonfiction modes of communication, but also better readers of the world around them. Students need to engage in current world events and be able to critically think about and analyze nonfiction story threads to make meaningful commentary that articulates “truths” and fundamental realities of the human condition. Additionally, students will write an original thesis on a topic of her/his choice and write and produce feature length radio and film documentaries. Students will attend field trips that include Minnesota Public Radio, The Walker Art Center, lectures on storytelling, and film festivals. **Recommended:** Higher level reading and writing skills. **Students must have passed the previous quarter's English class, be prepared for extensive and challenging reading and writing assignments that require homework, and be able to read and write at grade level or above.**
**Course Description:** Quest World Literature is a year long course with a focus on contemporary literature from around the world, emphasizing issues related to human rights. The first half of the year includes an exploration of Europe, the Caribbean and Latin America through short story, novel and poetry. The second half continues this theme of human rights as it relates to contemporary literature of Africa and Asia. Authors included in this global study include: Solzhenitsyn, Wiesel, Allende, Alvarez, Hosseini, Emechete and Achebe among many others. **Recommended:** Higher level reading and writing skills. **Students must have passed the previous quarter's English class, be prepared for extensive and challenging reading and writing assignments that require homework, and be able to read and write at grade level or above.**

**L433151  Quest Asian American Literature — Literary Analysis (Honors)**
Grades 11-12  Full Year
**Course Description:** Students will explore the various historical paths of the Asian American Experience through Asian American literature, art, and music with emphasis on interpreting and analyzing literature. Students read, interpret and analyze a variety of literary genres including Asian American poetry, drama, fiction, art, and music with the emphasis on interpreting and analyzing works of literature to explore what it means to be Asian American, how different ethnicities have different experiences in America, and how those histories are varied and diverse. Additionally, students will explore topics such as generational divides, immigrant experiences, and the on-going struggle and transformation of the Asian American experience. **Recommended:** Higher level reading and writing skills. **Students must have passed the previous quarter's English class, be prepared for extensive and challenging reading and writing assignments that require homework, and be able to read and write at grade level or above.**

**ENGLISH LEARNERS (EL)**

**NOTE:** EL Language Arts is co-taught by the EL teacher and an English Language Arts teacher.

*Class descriptions can be found under English 9, in the English Department’s course offerings presented previously in this guide.*

**E401261  English Language Development*** elect (elective credit only)**
Grades 9-12  Full Year
**Course Description:** In this course, students will continue to strengthen their reading, writing, listening and speaking skills for success in high school courses. Students will be placed in ELD classes, according to their ACCESS Levels, not their grade levels. **Recommended:** ACCESS or WIDA tests

**FAMILY & CONSUMER SCIENCE**

**F403111  Clothing Tech 1**
Grades 9-12  Quarters 1 & 2 or Quarters 3 & 4
**Course Description:** Students working in the lab will complete projects using and applying technical information. Students will investigate textiles and clothing care and demonstrate safe use of equipment. Students will also explore possible careers in the clothing industry. **Recommended:** None

**F402311  Culinary Arts 1**
Grades 9-12  Quarters 1 & 2 or Quarters 3 & 4
**Course Description:** Students using technical reading skills will prepare basic foods and explore related careers in this introductory course. In foods lab they will prepare foods by reading and selecting recipes, choosing appropriate equipment, following safety and sanitation procedures and investigating career options. Students will also explore possible careers in the culinary industry. **Recommended:** None

**F402323**  
**Culinary Arts 2**  
Grades 9-12  
Quarters 3 & 4  
**Course Description:** This course is a continuation of Culinary Arts 1, in which students using technical reading skills will incorporate their knowledge of healthy diets and eating habits to prepare more complex recipes. The advanced students will make food products using their skills of recipe reading, industry skills, equipment use, time management, and group cooperation in a safe and sanitary environment. Students will also investigate career options in the food and hospitality industries. In addition this course is designed to promote growth of human relations, employability, and career development skills. **Recommended:** Students need to have a C- or higher in Culinary 1.

**F406201**  
**Independent Living**  
Grades 10-12  
Quarters 1 & 2  
**Course Description:** Students learn the tools and terminology needed to effectively manage their financial resources. Topics include budgets, checking, investments, credit, housing, insurance, and much more. Students will also explore possible careers in the financial industry. **Recommended:** None

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**HEALTH & PHYSICAL EDUCATION**

**Health and Physical Education Standards**  
St. Paul Public Schools require one-half year each of physical education and health. There are no state standards in Health and Physical Education; however, schools are required to develop health and physical education standards based on local needs. MDE specialists in this field are working with teachers and administrators from across the state to establish guidelines and assistance for schools in developing these standards.

**G400111**  
**Physical Education**  
Grades 9-12  
Quarters 1 & 2 or Quarters 3 & 4  
***This course fulfills the Physical Education graduation requirement***  
This required course will provide students with the knowledge and skills to maintain a health-enhancing level of physical fitness. Students will participate in a variety of team and individual sports, which will emphasize motor skill development, communication skills, and cooperative efforts. Students will be introduced to the three major components of fitness: aerobic training, anaerobic training, and strength training. Students will build self-esteem in fitness realms, develop an appreciation for individual differences in skill levels and interests, and nurture a life-long commitment to a physically active lifestyle. If students fail both or one of the quarters required, they can not retake this class until their senior year.  
**Recommended:** None

**G407111**  
**Health, Ind. & Community Beg**  
Grades 10-12  
Quarters 1 & 2 or Quarters 3 & 4  
**Course Description:** This required course provides students with knowledge, attitudes, and skills to make health-promoting decisions. It addresses the physical, mental, emotional, social, and spiritual dimensions of health. Good health is not a one-time decision but a series of decisions continuing throughout our lives. If
students fail both or one quarter of their requirement in health, they may not retake this class until their senior year.

**Recommended:** None

**G400101 Physical Education in Motion (previously known as Gymnastics, Beg.)**
Grades 9-12  
Quarters 1 & 2 or Quarters 3 & 4

***This course does NOT fulfill the Physical Education graduation requirement***

**Course Description:** Fitness development in all components of fitness. Flexibility, strength (muscular) and muscular endurance. Cardio respiratory fitness and skill development on all gymnastics apparatus. Fitness evaluation and video tape analysis of floor routines. This course may be repeated. **Recommended:** A grade of a “C” or higher in both quarters of Introduction to Physical Education AND instructor approval

*PLEASE NOTE: 9th graders MUST pass Intro to Physical Education with a “C” or higher first semester in order to be eligible to take Physical Education in Motion during second semester of 9th grade year*

**G400201 Advanced Physical Education**
Grades 10-12  
Quarters 1 & 2 or Quarters 3 & 4

***This course does NOT fulfill the Physical Education graduation requirement***

This elective course is focused on tournament-style play, and is designed for students who enjoy participation in highly competitive team and dual sports. Students will participate in both traditional and non-traditional sports, with an emphasis on mini-games and competitive tournament play throughout each unit. Activities will include, but are not limited to, soccer, basketball, team handball, football, volleyball, badminton and speedball. Students will learn different leadership styles that work on and off the court/field, as well as develop individual and team strategies for success.

**Recommended:** A grade of a “C” or higher in both quarters of Introduction to Physical Education AND instructor approval

**G401211 Weight Training (Strength & Fitness Training)**
Grades 10-12  
Quarters 1 & 2 or Quarters 3 & 4

***This course does NOT fulfill the Physical Education graduation requirement***

**Course description:** Central Weight Training is for students who can work independently. This class gives student athletes a chance to get their lifting or conditioning done during the school day when there is no time before or after practice to do so. Central’s general student population join this class to strengthen, tone muscles or to use the class for physical conditioning. This course offers students an opportunity to have a personal trainer that introduces them to proper lifting techniques, cardio conditioning, weight room safety, and etiquette. Because of the safety concerns in the weight room, this class is for the serious trainer only. **Recommended:** A grade of a “C” or higher in both quarters of Introduction to Physical Education AND instructor approval.

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**MATHEMATICS**

**M403011 Intermediate Algebra (Reg 9)**
Grade 9  
Full Year

**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. **Recommended:** 8th grade Algebra 1. **Course fulfills only ½ year of NCAA math requirements.**

**M404111**  
**Geometry (Reg 10)**  
Grades 9-10  
**Full Year**

**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. **Recommended:** Intermediate Algebra.

**M434111**  
**Geometry, Accelerated (MYP) (Honors)**  
Grades 9-10  
**Full Year**

**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 for the high school MN Math Standards and MN standardized math tests. The distinction between this course and Geometry is the pacing and depth at which the above content is covered. **Recommended:** Grade of A for at least two quarters of Intermediate Algebra and recommendation of Intermediate Algebra teacher.

**M403151**  
**Algebra 2 (Reg 11)**  
Grades 9-12  
**Full Year**

**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. **Recommended:** Passing grades in Geometry and Intermediate Algebra.

**M433151**  
**Algebra 2, Accelerated (MYP) (Honors)**  
Grades 9-12  
**Full Year**

**Course Description:** This course is organized around the study of families of functions. Emphasis is placed on linear, quadratic, exponential, and trigonometric 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. The distinction between this course and Algebra 2 is the pacing and depth at which the above content is covered. **Recommended:** Maintained a grade of B+ or above in Accelerated Geometry or maintained A in Geometry and recommendation from teacher.
M437051  Pre Calculus (Honors)  
*Must be followed by Calc 1 IB (SL) to take IB Mathematics SL Test*
Grades 10-12  Full Year
**Course Description:** This course is a first of a two-year sequence of math that will lead students to test Standard Level International Baccalaureate in Mathematics. Included topics are: Functions, Trigonometry, Fitting Data, Probability, Vectors, Matrices, Conic Sections, Complex Numbers, Parametrics, and Sequences/Series. Students have the option the following year to enroll in Math Studies or Calculus 1 IB which are both testing courses for IB SL exams. **Recommended:** Maintained a passing grade for 4 quarters in Algebra 2.

M437151  Pre-Calculus, Accel (Honors) (Previously Pre-Calc Pre-AP/IB Prep)  
*Must be followed by AP Calc AB & Adv Topics IB to take IB HL Test*
Grades 10-12  Full Year
**Course Description:** This is a higher level mathematics course, the first of a three-year course sequence of math that will lead students to test Higher Level International Baccalaureate. Included topics are: Functions, Trigonometry, Fitting Data, Probability, Vectors, Matrices, Conic Sections, Complex Numbers, Parametrics, and Sequences/Series. Students must be enrolled in this course if they want to take AP Calculus the following year. **Recommended:** A or B in Algebra 2 Accelerated.

M471201  IB DP Math Studies (SL) (Honors)  
*IB SL Math Studies Test is given at the end of this course*
Grades 12*  Full Year  11th grade* By Teacher Sign off only. IB Testing Required.
**Course Description:** This is a class designed for students with an average (C) math background. Students will cover topics on the IB Math Studies SL syllabus. Topic areas include numbers and algebra, sets, logic, probability, functions, geometry, trigonometry, statistics, introduction to differential calculus, and financial mathematics. Students will also complete an IB project where they have to collect information and perform a mathematical analysis. Students will have the opportunity to register for the IB Math Studies SL exam in May. Graphing calculators will be used extensively throughout this course, and will be necessary for the IB exam. Teachers have a limited amount of classroom calculators, so it will be beneficial for students to provide their own TI-83 or TI-84 calculator. **Recommended:** Juniors or seniors who have instructor approval. Maintained a passing grade for 4 quarters of Algebra 2.

M477101  IB DP Math SL (Calculus) (Honors)  
*IB SL Mathematics Test given at the end of this course*
Grades 11-12  Full Year
**Course Description:** Students will finish the IB Standard Level syllabus. The seven topic areas are functions and equations, trigonometry, vectors, matrices, calculus, statistics, and probability. Students will complete IB portfolios and will be prepared to take the Standard Level Mathematics IB exam. Graphing calculators will be used extensively throughout this course, and will be necessary for the IB exam. Teachers have a limited amount of classroom calculators, so it will be beneficial for students to provide their own TI-83 or TI-84 calculator. **Recommended:** A, B or C in Pre Calculus or teacher recommendation.

M457101  AP Calculus AB (Honors)  
*Must be followed by Math Adv. Topics IB to take IB HL Test*
Grades 11-12  Full Year
**Course Description:** This is an Advanced Placement accredited course. Students will be prepared to take the AP Calculus AB Exam. Students will also continue work towards taking the IB HL test upon completion of the subsequent course: Math Advanced Topics IB. Graphing calculators will be used extensively throughout this course, and will be necessary for the AP exam. Teachers have a limited amount of classroom calculators, so it will be beneficial for students to provide their own TI-83 or TI-84 calculator. **Recommended:** A, B or C in Pre-Calculus Accelerated or Calculus 1 IB (SL).
M471301  IB DP Mathematics HL (Advanced Topics) (Honors)

IB Higher Level Test to be taken upon completion of course

Grades 11-12  Full Year

Course Description: The topics covered in this course are: Vectors, linear dependence and independence, the Dot and Cross Products of vectors, calculus on vectors and parametric equations of lines and planes in 2- and 3- space, matrices and linear transformations, mathematical induction, complex numbers, limits of sequences and series, Taylor’s series, statistics, group theory. Students will complete IB portfolios and will be prepared to take 1) the IB High Level Math exam and 2) AP Calculus BC exam. Graphing calculators will be used extensively throughout this course, and will be necessary for the IB and AP exams. Teachers have a limited amount of classroom calculators, so it will be beneficial for students to provide their own TI-83 or TI-84 calculator. Recommended: AP Calculus AB.

M456111  AP Statistics (Honors)

Grade 12  Full Year

Course Description: Statistical data, summaries, and inferences appear more frequently in the work and everyday lives of people than any other form of mathematical analysis. Students in this course will learn to collect, organize and analyze data and then draw reasonable, useable conclusions. They will study applications in business, physical and social sciences, economics, and engineering. Students will be prepared to take the AP Statistics Exam in the spring. Graphing calculators will be used extensively throughout this course, and will be necessary for the AP exam. Teachers have a limited amount of classroom calculators, so it will be beneficial for students to provide their own TI-83 or TI-84 calculator. Recommended: A or B in Algebra 2 or teacher recommendation.

NON-DEPARTMENTAL ELECTIVE OFFERINGS

***NOTED COURSE OFFERINGS DO NOT MEET NCAA REQUIREMENTS

AVID

N402011 – AVID 9***  N402021 – AVID 10***  N402031 – AVID 11***

N402041 – AVID 12*** (elective credit only)

Grade 9-12  Full Year

Course Description: AVID (Advancement via Individual Determination) is a ninth through twelfth grade program that prepares students in the academic middle for four-year college eligibility. The AVID curriculum is driven by the WIC-R method, which stands for writing, inquiry, collaboration, and reading. Students learn organizational and study skills, work on critical thinking and asking probing questions, and get academic help from peers and college tutors. The curriculum is sequential with an increasing number of college-seeking activities (e.g., college essay writing, college fair participation) as students progress. Students also participate in enrichment and motivational activities to make college seem attainable. AVID places students in one or more advanced class(es).

ELIGIBILITY FOR AVID

Students who have between a 2.5 and 3.5 GPA, have good attendance, have appropriate classroom behavior, have standardized test scores at or above grade level and participate in an interview are considered. AVID targets students from historically-underserved groups, students from low-income families, and/or students who would be among the first in their families to attend college. Students must commit to doing homework and working hard in a rigorous college prep sequence of courses. Recommended: Application and Interview. Does not meet NCAA requirements.

L405351  Broadcast Journalism*** (elective credit only)

Grades 10-12  Quarters 1 & 2 and/or Quarters 3 & 4

Course Description: Students in this class produce, direct and star in the Central Morning News or CMN. CMN is a daily program broadcasted live each day to the entire student body. Students learn all the technological pieces
necessary to broadcast a news program as well as how to tell a television news story. Each student in the class will be responsible to learn and perform each job in a news program, from editing a video piece, to rolling in computer graphics and being on camera. **Recommended:** Teacher Approval Required. **Does not meet NCAA requirements.**

**OTHER NON-DEPARTMENTAL ELECTIVE OFFERINGS**

**N405321** **IB MYP Personal Project*** (elective/tech credit/art credit)

*Course Description:* The MYP personal project provides an opportunity for students to complete a project of their own choosing to build on what they have learned throughout the MYP. In this class, students should choose a project they will enjoy and will work to complete the MYP personal project, receiving guidance on the project timeline and examples of different parts of the process, with a focus on MYP approaches to learning (ATL) skills. MYP ATL skills help students understand how they learn. Students will also document their learning from any community service they decide to complete based on what they have learned through their personal project or other MYP classes. This class will be offered on a CR/NCR basis. Students who successfully complete the project within the quarter and participate in the Personal Project fair will receive 2 credits. **Recommended:** None. **Does not meet NCAA requirements.**

**U473201** **IB Theory of Knowledge*** (elective credit only) (Honors)

*Course Description:* A discussion based seminar for seniors, requiring three college level papers written according to IB descriptors on a choice of topics provided by IB and graded by IB examiners. Students are also responsible for two independent presentations, videotaped and internally graded by the TOK instructor. TOK explores the source, application, methods, value and role of knowledge in the individual and collective human experience. This seminar is an opportunity to reflect upon the knowledge gained throughout the student’s academic career and to build upon that knowledge. Students in TOK will also work in the spring to complete the initial requirements for the IB Extended Essay. TOK is designed for and required of IB Diploma candidates. Other interested seniors who are committed to academic challenges and are willing to address difficult issues thoughtfully may enroll with permission of the TOK instructor. All students must complete all of the TOK assignments, even if not an IB Diploma candidate. **Recommended:** IB Diploma candidacy or approval by the TOK instructor, school principal, or IB coordinator. **Does not meet NCAA requirements.**

**N401111** **School Service*** (elective credit only)

*Course Description:* School service students may work with various teachers, librarians, counselors, administrators and staff, helping with filing, copying and other class preparations. **Recommended:** Students must be on target for graduation and must receive teacher and administrative approval. **Does not meet NCAA requirements.**

**N403001** **Study Hall*** (No credit given)

*Course Description:* Students are given the opportunity to study independently under staff supervision. **No credit is awarded for study hall.**

**SCIENCE**

**S403121** **Physical Science**

*Course Description:* This laboratory course covers basic high school physics and chemistry concepts while integrating 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 geology and earth and space systems. Students use observations, laboratory investigations, and problem solving to analyze and understand the science of everyday phenomena. This lab course prepares students for Biology and science electives.

S406111  Biology
Grades 9-12  Full Year
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 MN Biology requirements for graduation. Recommended: Students who are most successful in this course have prior experience with atomic structure, chemical bonds, and the Periodic Table.

S436111  Biology, Accelerated (MYP) (Honors)
Grades 9-12  Full Year
Course Description: Accelerated Biology is a year-long laboratory course that is a detailed study of living systems. This course covers content from molecules to ecosystems, focusing on structure, function, and interaction at all organizational levels. There is heavy emphasis on investigative learning through laboratory inquiry, with thorough record keeping and written analysis of results, and oral presentations as they interpret and analyze data. The content and pace of the course are enhanced to be consistent with the IB/AP program and exceeds the MN Biology requirements for graduation. Recommended: Students who are most successful in this course have prior experience with atomic structure, chemical bonds, the Periodic Table and challenge level coursework.

S476131  IB DP Biology SL (1 year) (Honors)
Grades 11-12  Full Year
Course Description: This course will address biological concepts in depth and provide experiences equivalent to the level of a freshman college Biology course. The Standard Level IB syllabus will be followed and students will be prepared to sit for the IB Standard Level Biology Exam. Excellent writing skills, work habits and organizational skills are essential for success in this class. This course will have elements of TOK (Theory of Knowledge ) integrated within the course content Recommended: Successful completion of Biology Accelerated or Biology and Chemistry Accelerated or Chemistry.

S46111  AP/IB HL Biology (2 years) (Honors)
Grades 11-12  Two Years
Course Description: Biology AP IB/HL is a two-year course designed for the student who is interested in pursuing advanced studies in the field of biology. An IB/HL student must be a senior in high school when they sit for the IB exam. Excellent writing skills, work habits and organizational skills are essential for success in this class. Year A topics include Ecology, Molecular Biology, and Genetics. Year B topics include Evolution, Plants, and Human body systems. This course will have elements of TOK (Theory of Knowledge ) integrated within the course content. Recommended: Successful completion of Biology Accelerated or Biology and Chemistry Accelerated or Chemistry.

S404111  Chemistry
Grades 10-12  Full Year
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. 

Recommended: None.

S434111 Chemistry, Accelerated (MYP) (Honors)
Grades 9-12 Full Year
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. Recommended: Completion of Intermediate Algebra with a grade of B+ or higher, and/or teacher approval. (Ideally students should have completed Geometry or Geometry Accelerated with a B or higher.)

S464121 AP/IB Chemistry (MYP)(Honors)
Grades 10-12 Full Year
Course Description: This course will address all the topics prescribed by the Advanced Placement Chemistry Program. Students taking this course will be prepared to sit for the AP examinations in Chemistry. Students in the class are expected to spend at least five hours a week on individual study outside of classroom instruction. Recommended: Students must be concurrently enrolled in Algebra 2 Accelerated, Pre-Calculus or higher & successful completion of Chemistry/Chemistry Accelerated or a recommendation from accelerated biology teacher.

S403111 Environmental Science
Grades 11-12 Full Year
Course Description: Environmental Science is the study of how humans interact with their environment. This course of study allows students to assess how we have impacted the environment and what these impacts mean for the future of our planet. Through activities, models, demonstrations, and research, students will have opportunities to explore the problems and potential solutions to environmental issues facing the world today. Participation in the weekly recycling program is an integral graded part of the class. This course includes principles of biology, reading, and math skills. Recommended: Biology.

S453111 AP Environmental Science (Honors)
Grades 11-12 Full Year
Course Description: AP Environmental Science is the equivalent of an introductory college course in environmental science. It is a lab-based, interdisciplinary course designed to provide students with scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze natural and anthropogenic environmental variables, to evaluate the relative risks associated with these problems, and to examine various solutions for preventing and resolving current challenges. A novel is assigned and discussed in addition to classwork and projects. Students will develop AP test taking skills and prepare to take the AP Environmental Science exam in the spring. Excellent writing skills, work habits and organizational skills are required for success in this class. Recommended: Successful completion of Accelerated Biology and Chemistry.
S436511  Anatomy and Physiology  
Grade 11 & 12  Quarters 1 & 2 or Quarters 3 & 4  
**Course Description:** Anatomy and physiology is an elective course that enables students to develop an understanding of the relationship between the structures and functions of body systems including the skeletal, muscular, reproductive, digestive, nervous, and immune systems. The focus of the course is how the body maintains health and homeostasis and how a lack of homeostasis affects the body. Students will learn through hands-on laboratory activities, dissection, models, projects, and observations. **Recommended:** Successful completion of Biology and Chemistry.

S406311  Marine Biology and Oceanography  
Grade 11 & 12  Quarters 1 & 2 or Quarters 3 & 4  
**Course Description:** This laboratory course is an elective science course designed to give an introduction of Marine Biology. Students will learn basic oceanography consisting of ocean features, chemical, and physical properties of the ocean. Students will also learn about ocean communities such as coral reefs, tidal areas, and benthic zones including investigative learning about the living things calling that area home. Human impact on these fragile ecosystems will be explored. This course promotes the learning of science through collection and analysis of information.

S405111  Physics  
Grades 11-12  Full Year  
**Course Description:** This laboratory course focuses on a scientific understanding of physics by promoting a deeper understanding of its applications in every-day 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. **Recommended:** Chemistry.

S475101  IB DP Physics SL (Honors)  
Grade 11-12  Full Year  
**Course Description:** This course is a broad introductory physics course course aimed at preparing students for the IB (SL) exam. Topics covered are mechanics, thermal physics, electricity and magnetism and atomic physics. This is an algebra-based course and success is closely related to strong algebra and trigonometry skills. Students will be assessed by exams, problem sets and laboratory investigations. This course will have elements of TOK (Theory of Knowledge) integrated within the course content. This course will not fully prepare students to take the AP Physics 1 test. **Recommended:** B or better in previous math classes & concurrent registration in Pre-Calc or above.

S475111  IB DP Physics HL (Honors)  
Grade 12  Two Years  
**Course Description:** This course is a follow-up to IB SL Physics. In this course we will expand on many of the topics from the first year of physics, investigating more complicated and realistic problems. Topics covered include thermal physics, modern physics, relativity, mechanics and electricity/magnetism. When applicable, calculus will be applied to the topics being studied. This class, in combination with IB SL Physics, will prepare students for the IB (HL) exam. Students will be assessed by exams, problem sets, laboratory investigations and individual projects. This course will have elements of TOK (Theory of Knowledge) integrated within the course content. **Recommended:** Science: IB SL Physics. **Math:** Completion of, or concurrent registration in Calculus.

S455143  AP Physics C: Mechanics (Qtrs 1 & 2) (Honors)
SOCIAL STUDIES

GRADE 9 WORLD HISTORY STANDARDS COURSE OPTIONS

H405101 World History
Grade 9 Full Year
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. Recommended: None.

H432001 World History, Accelerated (MYP) (Honors)
Grade 9 Full Year
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. While in this course, students can expect to encounter coursework to prepare them for Advanced Placement and International Baccalaureate courses. Recommended: None. 8th grade challenge Social Studies and strong reading & writing skills recommended.

GRADE 10: GEOGRAPHY STANDARDS COURSE OPTIONS

H402211 Human Geography
Grade 10 Full Year
Course Description: Human Geography is a 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. Recommended: None.

H452211 AP Human Geography (MYP) (Honors)
Grade 10 Full Year
Course Description: The course covers 7 main themes throughout the year; Geography: Its Nature and Perspectives, Population, Cultural Patterns and Processes, Political Organization of Space, Agricultural and Rural Land Use, Industrialization and Economic Development, & Cities and Urban Land Use. Students will develop high level test taking skills and are expected to take the AP Human Geography exam in the spring. This course is recommended for students considering any of the Advanced Level or Honors Level pathways in social studies, and fulfills the Minnesota high school graduation standards in Geography and part of the standards for
Economics. Excellent reading skills, writing skills, work, and organizational skills are essential for success in this class. Recommended: Successful completion of prior social studies course.

11TH AND 12TH GRADE SOCIAL STUDIES STANDARDS NOTE

CLASS OF 2019: If students take two one-year-long AP and/or IB courses during 11th and 12th grade OR a year-long AP or IB course in 11th grade and both CIS Psychology and AP US Government in 12th grade, they will be waived from any missing social studies standards on the grounds that they have completed a rigorous two year course of study in social studies.

Students must successfully complete all requirements of each course and are expected to complete any AP or IB examinations recommended by the course instructor.

Please Note: Students will need to have met the World History and Human Geography standards in grades 9 and 10.

CLASS OF 2020 & BEYOND:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>H404301</td>
<td>US History Survey</td>
<td>11</td>
<td>Full Year</td>
</tr>
<tr>
<td>H454101</td>
<td>AP United States History (Honors)</td>
<td>11</td>
<td>Full Year</td>
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</tbody>
</table>

Course Description: U.S. History Survey is a full year course that Students will use historical thinking skills and multiple perspectives to study people, events and places in U.S. History. While in this course, students 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. This course fulfills the Minnesota state high school graduation standards in U.S. History. Recommended: None.

Course Description: This survey course covers the American time frame from pre-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 in writing. This course places a heavy emphasis on reading, writing, and communication of ideas. Students will develop high level test-taking skills and are expected to take the AP United States History Examination in the spring. Excellent writing skills, work habits, and organizational skills are
essential for success in this class. This course fulfills the Minnesota state high school graduation standards in U.S. History. **Recommended:** Successful completion of prior social studies courses.

**H475601**  
**IB DP History: History of Americas 11 HL (Honors)**  
Grade 11  
**Course Description:** The content of the course includes the regional option of the modern history of Latin America, Central America and the United States. The course also includes the study of three of the IB twentieth century world topics. The topics include: the Cold War, national movements, independent movements and more. The course will also provide instruction on the skills and topics necessary to complete the IB HL exam as part of a two-year IB History sequence in conjunction with IB 20th Century Topics. This course fulfills the Minnesota state high school graduation standards in U.S. History. This course will have elements of TOK (Theory of Knowledge) integrated within the course content. **Recommended:** Successful completion of previous social studies courses and/or proficiency in reading and writing are strongly recommended. Some summer work may be required in preparation for this course.

**Grades II-12 Economics Standards**

**H406111**  
**Economics**  
Grades 12  
Quarter 1 & 2 or Quarter 3 & 4  
**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, student can expect to complete an Analysis writing product aligned to Common Core Standards for Content Writing and MN State Standards. **Recommended:** None.

**H456001**  
**AP Macroeconomics (Honors)**  
Grade 12  
Quarter 3 & 4  
**Course Description:** Economics refers generally to the study of how individuals and societies make choices about using limited productive resources to satisfy our wants and needs. AP Macroeconomics will provide students with the tools necessary for understanding and analyzing our economic system as a whole, focusing on unemployment, inflation, gross domestic product, the banking system, fiscal policy, and monetary policy. It will also examine the challenges nations face in an increasingly interconnected global economic system. Students will develop high level test taking skills and are expected to take the Advanced Placement Macroeconomics Examination in the spring. This course fulfills the Minnesota high school graduation standards in Economics. Excellent writing skills, work habits, and organizational skills are essential for success in this class. **Recommended:** Successful completion of all prior social studies courses. **Students who took IB Economics Systems in 11th grade are ineligible to take this course in 12th grade.**

**H476141**  
**IB DP Economics SL (Honors)**  
*Encouraged to be taken 11th Grade if part of 2-year IB HL Economics sequence*  
Grades 11-12  
Full Year  
**Course Description:** IB DP Economics SL is designed to provide a rigorous introduction to the historical and conceptual underpinnings of contemporary economic thinking. The course explores four principle areas of modern economics – microeconomics, macroeconomics, international economics, and development economics. One of the goals of this course will be to prepare for the Higher Level IB Economics Examination, to be taken after successful completion of this and the IB Economics 2 course. **Students taking this course are expected to take the Advanced Placement Macroeconomics Examination in the spring.** This course fulfills the Minnesota high school graduation standards in Economics. 11th graders taking this course will be expected to complete a combination of summer work and project activities during the year in order to meet the Minnesota high school graduation standards in US History. 12th graders taking this course will be expected to complete a combination of
summer work and project activities during the year in order to meet the Minnesota high school graduation standards in US Government. Excellent writing skills, work habits, and organizational skills are essential for success in this class. This course will have elements of TOK (Theory of Knowledge) integrated within the course content. **Recommended:** Successful completion of all prior social studies courses.

**GRADE II-12: GOV’T & CITIZENSHIP STDS**

**H401401 US Government**
Grade 12  
Quarters 1 & 2 or Quarters 3 & 4

**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. **Recommended:** None.

**H451401 AP US Government & Politics (Honors)**
Grade 12  
Quarters 1 & 2

**Course Description:** This course provides a college-level 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. In addition, they will complete a political science research or applied civics project. **Students are expected to take the Advanced Placement US Government and Politics Examination in the spring.** This course fulfills the Minnesota high school graduation standards in Government and Citizenship. Excellent writing skills, work habits, and organizational skills are essential for success in this class. **Recommended:** Successful completion of all prior social studies courses.

**H491101 CIS Psychology (Honors)**
Grade 12  
Quarters 3 & 4

**Course Description:** **Psychology 1001** is a 4-credit introduction to the scientific study of human behavior and a prerequisite for all other Psychology courses. This course explores how human behavior can be studied; biological, social and environmental influences on human behavior; predictable ways of behaving, reasoning, remembering and feeling; and ways in which humans differ. **Recommended:** Successful completion of all prior social studies courses.

**H407301 Psychology**
Grades 11-12  
Quarters 1 & 2

**Course Description:** This course will provide students with an introduction to the field of psychology. Students will learn about different psychological concepts, theories, and methods that give us a greater understanding of the human mind and behavior. Students will be expected to read, write about, and analyze different theories, pioneers in the field of psychology, and case studies. **Recommended:** None.

**H471611 IB DP Philosophy SL (Honors)**
Grade 12  
Full Year

**Course Description:** This course follows the International Baccalaureate syllabus outline and consists of two parts. Part one is the core theme: What is a Human Being? Students will examine philosophical concepts, ideas, texts, and philosophers in a range of traditions to answer the core theme. Part two will examine the optional themes of ethics and political philosophy. Questions regarding civil society, the state and government, liberty, and justice will be studied. The emphasis in IB philosophy is in “doing” philosophy through discussion and critical and analytical writing. All students will be expected to take the IB Philosophy Exam in May. Students taking this class
as part of an advanced course of study will be waived from the specific requirements of the Minnesota high school graduation standards in Government and Economics. Excellent writing skills, work habits, and organizational skills are essential for success in this class. This course will have elements of TOK (Theory of Knowledge) integrated within the course content. Recommended: Successful completion of all prior social studies courses and/or grade level proficiency in reading and writing, strongly recommended.

**H475411**  IB DP History: Twentieth Century Topics 12 SL/HL  (Honors)
Grade 12    Full Year
**Course Description:** This course examines social, economic, political, and scientific thought in the late 19th century and its manifestations globally during the 20th century, with emphasis in Europe and Asia. IB History is a rigorous course calling for extra reading, writing, and reflection. Students will be expected to stay on top of their homework and be prepared to contribute to class discussions. Document analysis, research, historiography, and writing will be stressed as students investigate history from diverse perspectives. Students will be expected to complete at least one extensive topic paper and to take the Standard Level International Baccalaureate History examination. This course is also the 2nd part of two year IB History when taken after IB History of the Americas. Students are encouraged to take the IB HL History exam if taking 2 years of IB History. This course will have elements of TOK (Theory of Knowledge) integrated within the course content. Students taking this class as part of an advanced course of study will be waived from the specific requirements of the Minnesota high school graduation standards in Government and Economics. **Recommended:** Successful completion of all prior social studies courses and/or grade level proficiency in reading and writing, strongly recommended. Some summer work may be required in preparation for this course.

**H476151**  IB DP Economics HL (Honors)
Grade 12    Full Year
**Course Description:** IB DP Economics HL explores advanced topics in four principal areas of modern economics – microeconomics, macroeconomics, international economics, and development economics – with an eye to understanding both how great economic thinkers of the past have treated these topics and how they are treated today. A goal of the course will be to prepare for the Higher Level IB examination in economics. Because the HL Economics curriculum requires that students apply basic mathematical techniques to economic concepts and theories, students should feel comfortable with fractions, percentages, linear functions, and coordinate geometry. Students are expected to register for the IB HL Economics examination in the spring. Excellent writing skills, work habits, and organizational skills are essential for success in this class. This course also satisfies the state requirements for US Government. Students are expected to register for the IB HL Economics examination in the spring. This course will have elements of TOK (Theory of Knowledge) integrated within the course content.. **Recommended:** Successful completion of IB Economic Systems (IB DP Economics SL).

**SPECIALIZED SERVICES**

The following list represents the course offerings in Specialized Programs. Additional offerings include co-taught classes with subject area teachers and special education teachers sharing classroom duties in a combined regular education and special education setting. See English, Mathematics, Science and Social Studies for a list of course offerings. Due to the individualization of the courses, these are general course descriptions. Course content will vary according to the individual students and the decisions made by the IEP team and/or case manager. Please consult with your team and/or case manager when preparing your registration schedule. Programs within the Specialized Classrooms service all disability areas and include services within the areas of Developmental Cognitive Disability (DCD) program, Emotional Behavioral Disorder Program (EBD) and Learning Disabilities.
Program, (LD). Each disability area has both resource room programs for students taking General Education Classes with their peers for more than half the day and Specialized Programs for students taking more than 60% of their classes in the Specialized Setting.

**Course Description:** This course covers Reading Strategies is a curriculum that is dedicated to helping 9th grade students master reading skills required for success with the Common Core through a highly structured and comprehensive reading program that is targets reading comprehension, vocabulary and writing skills.

**A41001**  Reading Strategies  
Grades 9-12  Full Year  
**Course Description:** Second year course of Reading Standards 5. Please see the above course description.

**A41071**  Reading Standards 6  
Grades 9-12  Full Year  
**Course Description:** Third year course of Reading Standards 5. Please see the above course description.

**A410201**  Intermediate Algebra Concepts  
Grades 9-12  Full Year  
**Course Description:** This concepts course is the second half of a two-part Algebra course focused on linear and quadratic relationships. Intermediate Algebra Concepts is a four credit course where 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.

**A410211**  Geometry Concepts  
Grades 9-12  Full Year  
**Course Description:** Geometry Concepts is a full year 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.

**A410221 Algebra 2 Concepts**  
**Grades 9-12 Full Year**  
**Course Description:** Algebra 2 Concepts is a course 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. In this four-credit course, 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.

**A410231 Math Strategies**  
**Grades 9-12 Full Year**  
**Course Description:** This course covers number operations, measurement, geometry, algebra, and statistics/data analysis and probability. Content has been aligned to the high school math standards and benchmarks.  
**Recommended:** Instructor or case manager permission required.

**A412541 Physical Science Concepts**  
**Grades 9-12 Full Year**  
**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.

**A412501 Biology Concepts**  
**Grades 9-12 Full Year**  
**Course Description:** Biology concepts is a year long 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.

**A412521 Chemistry Concepts**  
**Grades 9-12 Full Year**  
**Course Description:** Chemistry concepts is a year long course that 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, the periodic table, bonding, chemical reactions, (the Mole, stoichiometry, solutions, and kinetic molecular theory) while learning the skills of science and engineering.

**A412531 Physics Concepts**  
**Grades 9-12 Full Year**  
**Course Description:** Physics Concepts is a year-long course that focuses on forms of energy and their interactions. It investigates motion, forces, conservation of energy, momentum, heat, waves, light, magnetism and electricity. Critical thinking, mathematical problem solving, group projects and laboratory work are integral parts of this course. This course prepares students who are interested in non-science careers for future science classes in high school, college or vocational school.
Course Description: Students in World History 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. The amount of content in the standards for World History corresponds to the course credit graduation requirements identified in Minn. Stat. § 120B.024. (Minnesota Department of Education, Saint Paul Public Schools).

A412121  World History Concepts
Grades 9-12  Full Year

Course Description: Students in World History 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. The amount of content in the standards for World History corresponds to the course credit graduation requirements identified in Minn. Stat. § 120B.024. (Minnesota Department of Education, Saint Paul Public Schools).

A412051  US History Concepts
Grades 9-12  Full Year

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. Student 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.

A412151  US Government Concepts
Grades 9-12  Full Year

Course Description: This course focuses on US History from the Colonial Period to the present era through views of people, places and events. Students will investigate specific events and concepts of history utilizing a variety of sources (e.g. internet) and different points of views including personal understanding and opinion.

Recommended: Instructor or case manager permission required.

A414201  Human Growth and Development
Grades 9-12  Full Year

Course Description: This course is designed for students with Individualized Education Plans (IEPs) to explore human growth and development to make informed decisions for the future life choices. The course will provide students with the basic knowledge, attitudes and skills to make health promoting decisions in response to the National health education standards and the Minnesota graduation requirements.

A414231  Physical Education/DAPE
Grades 9-12  Full Year

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.

A415601  Skills for College & Career Readiness 1
Grades 9-12  Full Year

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.
A419201  STEPS 1 (Specialized Transition Employment Planning Services)
Grades 10-12  Full Year

**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. **Recommended:** Instructor or case manager permission required.

A419211  STEPS 2
Grades 10-12  Full Year

**Course Descriptions:**
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. **Recommended:** STEPS 1

A419501  Occupational Internship (Work Experience)
Grades 10-12  Full Year

**Course Description:** In this course, students will be involved in one of the following: competitive employment, job shadowing, community service, apprenticeships, or internships. They will locate, apply, and interview to secure a career internship. **Recommended:** Instructor or case manager permission required.

A419301  Career Seminar
Grades 11-12  Quarters 1 & 2 or Quarters 3 & 4

**Course Description:** The Career Seminar course is designed to assist student 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 daily 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. **Recommended:** Concurrent enrollment in Occupational Internship. Work coordinator will assist in finding jobs for students. Students will be serviced by a current Individual Education Plan (IEP) and receive services through Special Education.

**TECHNOLOGY EDUCATION**

T406111  Auto Technology 1
Grades 9-12  Quarters 1 & 2 or Quarters 3 & 4

**Course Description:** This course is for anyone who plans to own or drive a car. This class is designed for all students, with or without previous mechanical experience. The students will learn the functions of the various automotive systems and preventive maintenance. Additionally, there will be an opportunity for students to perform minor service and repairs. **Recommended:** None.

T406211  Auto Technology 2
Grades 10-12  Quarters 1 & 2 or Quarters 3 & 4 (2 hours)
Course Description: This class is a continuation of the Auto Tech I class. Completion of Auto Tech II will give the students a good foundation in the operation, maintenance, and repair of an automobile. **Recommended:** Completion of Auto Tech I with a C- or higher and teacher recommendation required.

T406131  Auto Technology 3
Grades 10-12  Quarters 1 & 2 or Quarters 3 & 4 (2 hours)

Course Description: This class will continue the topics taught in Auto Tech I and II, but in more detail. Concepts such as systems theory and repair and use of diagnostic equipment will be learned. The student will also be exposed to auto industry apprenticeship programs, technical college advantages and ASE certification. **Recommended:** Successful completion of Auto Tech I & 2.

T405301  Introduction to Computer Programming
Grades 9-12  Quarters 1 & 2 or Quarters 3 & 4

Course Description: This course teaches students the concepts of computer programming while creating computer games, animations and simulations. No prior programming experience is necessary. Students will start the course by applying basic programming terms such as: variables, loops, and conditionals. Students will use both block-based and text-based programming environments. **Recommended:** None.

M451101  AP Computer Science A (Honors)
Grades 10-12  Full Year

Course Description: AP Computer science is a course that embraces problem solving, algorithms, and data management through the Java programming language to address real-world problems. Computer Science is a very rewarding topic that will teach students how to code but more importantly how to think clearly. This is also a field in very high demand as it intersects nearly all other areas of study. This course will prepare students considering STEM related majors and careers. **Recommended:** None.

T400111  Graphic Arts, Intro
Grades 9-12  Quarters 1 & 2 or Quarters 3 & 4

Course Description: This class provides an overview of screen process printing. Students will learn step-by-step procedures in screen printing from concept to final printed product. Students will be working with different mediums to design and lay out various images which will then be screen printed. Designs will be assigned to or created by the students, produced in a variety of mediums, hand cut, pen and ink, computer generated, and then printed. **Recommended:** None.

T400131  Tech Audio Production I
Grades 9-12  Quarters 1 & 2 or Quarters 3 & 4

Course Description: An introduction to the studio arts process. Students will work on recording and the development of musicianship skills. **Recommended:** None

T400301  Tech Audio Production II
Grades 9-12  Quarters 1 & 2 or Quarters 3 & 4

Course Description: A continuation of the studio arts process, working on songwriting, recording, and the development of musicianship skills. Students will receive in-depth **Recommended:** Successful completion of Beginning Audio Recording or Instructor Approval.

T400313  Tech Audio Production III
Grades 10-12  Quarters 1 & 2 and/or Quarters 3 & 4 (may be taken for 1 or 2 periods)
Course Description: A continuation of the studio arts process, working on songwriting, recording, and the development of musicianship skills. Recommended: Successful completion of Beginning and Intermediate Audio Recording or Instructor Approval.

Construction Pathway Courses

T402111 Woodworking, Beginning
Grades 9-12 Quarters 1 & 2 or Quarters 3 & 4
Course Description: Students will demonstrate the safe and proper use of hand tools and operation of selected woodworking power equipment in the construction of assigned project(s). Recommended: None.

Course Description:

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Include along the way Career Seminar Internship

T404501 Construction Carpentry
Grades 9-12 Quarters 1 & 2 only
Course Description: This course will explore the field of construction and related trades. Students will acquire knowledge of industry safety standards, tools, and materials. They will apply this knowledge to a variety of hands-on classroom projects. The course works closely with industry in the Twin Cities to featuring a number of field trips and guest speakers. Completion of this Multi-Craft Core Curriculum-aligned course will allow students to enter the Construction Pathways Program at Central High School. Recommended: Beginning Woodworking with a C or higher and teacher recommendation required.

T404511 Construction Electrical & Plumbing
Grades 9-12 Quarters 3 & 4 only
Course Description: This course will explore the field of construction and related technical systems (e.g., plumbing, electrical) used within it. Students will acquire knowledge of industry safety standards related to these technical fields, in addition to the tools and materials used on the job. They will apply this knowledge to a variety of hands-on classroom projects. The course works closely with industry in the Twin Cities to featuring a number of field trips and guest speakers. This Multi-Craft Core Curriculum-aligned course is part of the Construction Pathways Program at Central High School. Recommended: Beginning Woodworking with a C or higher and teacher recommendation required.

X401253 Career Seminar 1
Grades 11-12 Quarters 1 & 2 or Quarters 3 & 4
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 daily 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. **Recommended:** Concurrent enrollment in a construction trades pathway or an automotive maintenance and light repair class.

**T409111 Construction Capstone**  
Grades 11-12  
**Course Description:** In this hands-on focused construction course, students will prepare for a career in the skilled trades. Through planning and building, this class will design and construct an actual structure. Students will transfer prior knowledge and skills, and continue to increase their skills in the various constructions trades. Students will research various construction topics that will aid them in the construction process. This Multi-Craft Core Curriculum-aligned course is part of the Construction Pathways Program at Central High School.  
**Recommended:** Successful completion of Beginning Woodworking, Construction Carpentry, and Construction Electrical & Plumbing with a C or higher and teacher recommendation required.

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**WORLD LANGUAGES**

**WORLD LANGUAGES STANDARDS**

There are no state standards in world languages; however, college entrance requirements generally include 2-3 years of study in a foreign language. Study in this subject is as important to success in today's world markets as it is in local neighborhoods. Each language course sequence prepares all learners to communicate effectively in the pluralistic society of the United States and to look beyond its borders to participate more fully in the global community. A variety of cultural materials and technologies provides learners with authentic experiences.

**W402131 Chinese 1 (MYP)**  
Grades 9-12  
**Course Description:** The class is for beginning Chinese language course. It will follow the three fundamental concepts of the IB MYP curriculum: holistic learning, intercultural awareness and communication. The listening, speaking, reading, and writing skills will be developed with an emphasis on promoting communicative competency in Chinese. Opportunities in using Mandarin Chinese for meaningful, real life application will be emphasized. **Recommended:** None.

**W403141 Chinese 2 (MYP)**  
Grades 9-12  
**Course Description:** This is a continuation course for students who have completed Chinese Level I in high school or two years of junior high Chinese courses. It will continue to follow the three fundamental concepts of the IB MYP curriculum: holistic learning, intercultural awareness and communication. Based on these concepts, this course will continue to develop listening, speaking, reading, and writing skills with an emphasis on promoting communicative competence in Mandarin Chinese as well as to encourage students to become active, compassionate and lifelong learners. Students will also develop an appreciation of their own culture and other cultures through the language learning experience and history project. **Recommended:** Successful completion of Middle School Chinese 2, High School Chinese 1, or teacher's approval.

**W473131 IB Chinese 3 (Honors) (MYP)**  
Grades 9-12  
**Course Description:**
Course Description: This is a continuation course for students who have completed Chinese Level II in high school. It will continue to follow the IB curriculum and the goal is to enable the students to develop "international-mindedness". Writing reports and stories will be emphasized. Students will also apply new knowledge through readings, dialogues and geography projects. Speaking and listening skills will continue to develop. MYP assessments/rubrics are used. This course will have elements of TOK (Theory of Knowledge) integrated within the course content. Recommended: Successful completion of Chinese 2 or teacher's approval.

W473141   IB DP Chinese 4 SL (Honors)
Grades 9-12   Full Year
Course Description: This course will continue to promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge. Students will be learning to expand their language skills to cover more situations. They will build the necessary skills to reach the assessment objectives of this course through the expansion of their receptive, productive and interactive skills. IB themes are explored. Students are encouraged to participate in IB exam at this level. This course will have elements of TOK (Theory of Knowledge) integrated within the course content. Recommended: Successful completion of Chinese 3 or teacher's approval.

W473151   IB DP Chinese 5 HL (Honors)
Grades 10-12   Full Year
Course Description: This course continues to expand on previous learning. Students will use literary works, films, articles and short stories are to explore IB themes. Special attention to writing and speaking skills and review and reinforcement of advanced grammar topics enhance the student's overall ability to communicate. Upon completion of the course, students will have developed their Chinese skills to a degree that will allow them successfully complete the IB exam Standard Level or Higher Level. This course will have elements of TOK (Theory of Knowledge) integrated within the course content. Recommended: Successful completion of Chinese 4 or teacher's approval.

W473161   IB DP Chinese 6 HL (Honors)
Grades 10-12   Full Year
Course Description: This course, in addition to being a immersion course, is designed according to the needs and interests of the students enrolled. The course continues to explore the IB themes. Literary works and films are analyzed; independent and group projects are assigned. Students may sit for the IB higher level examination. Students continue to develop the following: speaking, listening, reading and writing in the Chinese language. This course will have elements of TOK (Theory of Knowledge) integrated within the course content. Recommended: Successful completion of Chinese 5 or teacher's approval.

W401211   IB MYP French 1
Grades 9-12   Full Year
Course Description: The goals of this beginning proficiency-based course are to teach the student to communicate in French and to develop cultural awareness. The linguistic objective is level I proficiency in the four language skills of listening, speaking, reading, and writing. To help reach this goal, the student is introduced to vocabulary topics that help describe his or her world. A variety of techniques are used to develop communicative competence: conversations, dialogues, oral presentations, written exercises and compositions and the introduction of necessary grammar concepts. The student is also introduced to the diversity of the French language and culture through carefully planned units that present the French-speaking countries around the world. This is done through a wide range of media presentations. MYP assessments/rubrics are used and a personal portfolio of written and oral work is started. Recommended: None.
W401221   IB MYP French 2  
Grades 9-12   Full Year

Course Description: This course reinforces communication skills and exposure to authentic cultural materials. Vocabulary and structures studied in French I will be reviewed to reinforce skills acquired earlier. At the end of this two-year program, the student is expected to demonstrate, at the appropriate level, the communicative skills of listening, speaking, reading, and writing necessary in everyday situations. A cultural study of France and the other European French-speaking areas allows the student to compare and contrast these cultures with the American lifestyle. This is done through a wide range of media presentations. MYP assessments/rubrics are used and a student's personal portfolio of written and oral work is either started or, in the case of students who were at Central for French I, continued. Recommended: None.

W471231   IB MYP French 3 (Honors)  
Grades 9-12   Full Year

Course Description: This level is designed for students who are interested in possibly preparing for the French IB – Diploma Program (DP) exam given during the fourth, fifth, and /or sixth year of study. Vocabulary and structures studied in French II will be reviewed to reinforce skills acquired earlier. In addition, the student will increase his or her knowledge of tense construction and complex grammatical structures in order to create more complex, cohesive thoughts. Thematic units surrounding topics that include self awareness, personal narratives, the environment, travel and the cultural study of French in the western hemisphere are explored through readings, current events, and geographic awareness. This is done through the use of authentic print and video materials and a wide range of media presentations. MYP assessments/rubrics are used and a student's personal portfolio of written and oral work is either started or, in the case of students who were at Central for French II, continued. Sophomores will be given a final MYP moderation grade in the spring of the year. Recommended: None.

W471241   IB DP French 4 SL (Honors)  
Grades 10-12   Full Year

Course Description: This level is designed for students who are interested in sitting for the French IB – DP standard exam given in the spring of this year or for those who have a desire to increase their level of French. The main objectives of this course are to increase the student's language proficiency (i.e. his or her ability to use French for communication) and to build the student's fluency (i.e. the ease and confidence with which he or she use French for self-expression). With a focus on language in real-life contexts, this program teaches French in a communicative manner and utilizes many types of interactive and communicative activities. IB themes are explored. Oral presentations and essays are expected. Standard Level IB – DP and IB – MYP assessments /rubrics are used and a student's personal portfolio of written and oral work is continued. This course will have elements of TOK (Theory of Knowledge ) integrated within the course content Recommended: Successful completion of French 3 IB or teacher’s approval and the completion of summer homework given in the spring of French 3.

W471251   IB DP French 5 HL (Honors)  
Grades 10-12   Full Year

Course Description: This level is designed for students who are interested in sitting for the French IB – DP standard or higher level exam given in the spring of the year or for those who have a desire to maintain or increase their level of French. This advanced topics course is content based using authentic sources in the form of books, short stories, articles, videos, films, etc., to explore IB themes. Special attention to writing and speaking skills and the review and reinforcement of advanced grammar topics enhance the student's overall ability to function in French. Higher Level IB – DP assessments / rubrics are used and a student's personal portfolio of written and oral work is continued. This course will have elements of TOK (Theory of Knowledge ) integrated within the course
content. **Recommended:** Successful completion of French 4 IB or teacher's approval and the completion of summer homework given in the spring of French 4.

**Central French Immersion Continuation Program**

**And**

**The French Language Certificate of Accomplishment**

The French Language Certificate of Accomplishment is a program that all students who are in the immersion continuation pathway may choose to complete. It consists of a mixture of coursework, projects, service learning and exams with the goal of enriching the student's language skills and cultural competency.

**Coursework**

Students must successfully complete a minimum of 24 credits of French.

**Required Courses**

*(total of 20 credits)*

*French Immersion 9*

*4 credits*

*Your Voice in French*

*(2 credits)*

*Writing for Content*

*(2 credits)*

*French Immersion 10*

*(4 credits)*

*French Immersion 11*

*(4 credits)*

*French Immersion 12*

*(4 credits)*

**Elective Courses**

*Total of 4 credits* 

during the 11th or 12th grade years

*Un Tour de France*

*(2 credits)*

*La Francophonie*

*(2 credits)*
OTHER FRENCH LANGUAGE OF ACCOMPLISHMENT CERTIFICATE REQUIREMENTS

ADVISORY / COHORT
• Be part of a French immersion continuation advisory / cohort
• Declare your intent to work towards the French Language of Accomplishment certificate and complete the paperwork
• Meet individually with your French immersion continuation advisor in the fall and before registration each year

PROJECTS
• Senior portfolio project completed in May of your senior year.

SERVICE LEARNING
• Complete 40 hours of service learning with reflection (10 hours per year)

EXAMS AND EVALUATIONS
• IB Language B higher level exam or the IB Language A standard or higher level exam during your senior year
• Four years of the National French Exam
• Diplôme d’études en langue française (DELF) exam (minimum level B2) given by the French Ministry of Education

PROFICIENCY LEVEL BY SPRING OF THE STUDENT’S SENIOR YEAR
• Minimum of advanced-mid on the American Council of Teachers of Foreign Languages scale / B2 on the European framework

French Immersion Continuation Courses

W431221 IB MYP French Immersion 9 (Honors)
Grade 9 Full Year
Course Description: This course, taught entirely in French, is designed for immersion students who are interested in improving their language skills. Topics of interest guide a cultural and grammatical study and help students see issues and form opinions from a global perspective. Authentic materials act as a guide to language development and increased fluency. This course is a Middle Years Program (MYP) course. Students will be assessed using MYP rubrics in speaking and listening, reading and writing and visual interpretation. Detailed descriptors and assessment criteria will be shared with the students in class before all testing. Recommended: Completion of the district’s Immersion French program through Middle School or teacher’s approval.

W431101 IB MYP French Immersion 10 (Honors)
Grade 10 Full Year
Course Description: This course is a continuation of Immersion 9. It is designed to interest and challenge capable students who wish to develop a greater degree of proficiency in more complex linguistic settings. The IB themes of social relations, health and leisure time activities along with novel selections that are linked to these themes help students prepare for the French Language B exam. In addition, many of the basic elements of grammar are reviewed, refined and practiced. Lectures and discussions are in French with the student playing a much more central role than in earlier levels. Recommended: Successful completion of Immersion 9 or teacher’s approval and the completion of summer homework given in the spring of immersion French 9.

W471301 IB DP French Immersion 11, Language A: Language and Literature
Grade 11 Full Year
Course Description: The first part of this two-year course focuses on the study of non-literary texts. Students begin by looking at how culture and context both shape texts and their interpretations. The second part of the course examines literary texts through a form-focused lens. While exploring works in detail, the students will analyze elements such as theme and the ethical stance or moral values of literary texts. Elements of the Theory of Knowledge course (TOK) are integrated into the course content. Throughout the curriculum, students will practice written and oral commentaries of the studied works. This course prepares students for the SL / HL IB Language A:
Language and Literature Group 1 exam. **Recommended:** Successful completion of French Immersion 10 or teacher’s approval.

**W471311**  
**IB DP French Immersion 12, Language A: Language and Literature**  
Grade 12  
**Course Description:** This course is the second half of a two-year IB sequence begun in the 11th grade. This year, students begin by looking at how the mass media use language to inform, persuade or entertain. A range of different texts will be studied, from speeches to blogs. The final phase of this two-year course is a literature study that focuses on how context influences both the composition and the interpretation of literary texts. Elements of the Theory of Knowledge course (TOK) are integrated into the course content. Throughout the curriculum, students will practice written and oral commentaries of the studied works. This course prepares students for the SL / HL IB Language A: Language and Literature Group 1 exam. **Recommended:** Successful completion of French Immersion 11 or teacher’s approval.

**W431271**  
**French Immersion Topics: Your Voice in French (Fall Semester)**  
Grades 9-12  
**Course Description:** This course provides practice of French conversational skills required for advanced work in the French International Baccalaureate program. Students build confidence through task oriented communication activities. Comprehension, pronunciation and fluency skills are addressed. This course is required for all immersion students who are working towards the immersion certificate. It must be completed by the end of one’s junior year. **Recommended:** Current immersion student, completion of French 4 or above or teacher’s approval.

**W431283**  
**French Immersion Topics: Writing for Content (Spring Semester)**  
Grades 9-12  
**Course Description:** This course provides the student with a solid understanding and practice of the various writing styles required for advanced work in the French International Baccalaureate program. Reading skills will be addressed through a novel study that acts as the foundation of the writing themes. This course is required for all immersion students who are working towards the immersion graduation certificate. It must be completed by the end of one’s junior year. **Recommended:** Current immersion student, completion of French 4 or above or teacher’s approval.

**W431301**  
**French Immersion Topics: Tour de France (Fall semester)**  
Grades 11-12  
**Course Description:** This advanced IB French content-based course will introduce students to the highlights of French history via a geographical study of France. Beginning with the concept of tourism as an economic phenomenon, students "travel" through France discovering the history, culture and appeal of highlighted regions. This is achieved through lectures followed by research using books, brochures, digital media, podcasts, articles, etc., that depict France’s long and sometimes dark past as well as her beauty and allure to modern day tourists. **Recommended:** Successful completion of French IV, French immersion 10, or teacher’s approval.

**W471281**  
**French Immersion Topics: La Francophonie (Spring semester)**  
Grades 11-12  
**Course Description:** This advanced French department content-based course begins with the study of the global organization called, *La Francophonie*; a geo-cultural and geo-political entity. Then, culture study of Francophone countries and regions help guide students through a better understanding of the role of government and non-government organizations in the development and support of people and programs. Lastly, current events of importance will act as the foundation of cultural studies through teacher directed instruction and individual research. This exciting study will open the student to a richer more comprehensive understanding of global cultures, languages, and politics. **Recommended:** Successful completion of French IV, French immersion 10, or teacher’s approval.
W402111 German 1 (MYP)
Grades 9-11 Full Year
Course Description: Introduction to the language and culture of the German-speaking world, stressing the ability to comprehend both spoken and written German. Students will demonstrate comprehension by gesturing, speaking and writing simple words, phrases and sentences. Content may include holidays, personal descriptions and feelings, slang, weather, greetings, courtesies, school, home, time, numbers, food, clothing, sports, and games, crafts, music, singing, and use of films, videos, audio tapes, computer programs, and guest speakers. Students will be able to understand and use German in present, past and future expressions. Recommended: None.

W402121 German 2 (MYP)
Grades 9-12 Full Year
Course Description: Vocabulary and structures from German 1 will be reviewed to reinforce skills acquired earlier. Communication skills will be expanded so that students can interact with native speakers in more and increasingly complex situations. Students will use authentic materials, including short stories, comic books, and television programs. The introduction of additional grammar forms will enable students to deal with different age groups and social situations. Field trips may include foreign travel. Students will be able to describe the past and understand conversation about things that have happened.
Recommended: Successful completion of German 1 Accelerated or equivalent proficiency.

W472131 IB German 3 (Honors) (MYP)
Grades 9-12 Full Year
Course Description: Vocabulary and structures from German 1 and German 2 will be reviewed to reinforce skills acquired earlier. German 3 students have the opportunity to work together with German 2 for those students who would like to solidify their skills OR to work together with German 4 as the first step towards the IB SL test. This differentiation allows students to choose their class level that will either support or challenge. New grammar forms will be introduced. Students will be able to initiate and maintain conversations as needed for travel, conversing with strangers, ordering meals, purchasing items, dealing with health, etc. The differences and similarities between the various parts of the German-speaking world will be discussed. There will be reading in German fables, legends, and fairy tales. The students will begin to master the IB text types in short form writing. IB rubrics are formally introduced in this level.
Recommended: Successful completion of German 2 Accelerated or equivalent proficiency.

W472141 IB German 4 SL (Honors)
Grades 9-12 Full Year
Course Description: This class is a topics class that explores the designated IB themes through readings, discussions, lectures, videos and stories. Students will develop technical vocabularies, write short themes, and give individual presentations. Readings may include a major work of German Literature in addition to shorter texts on specialized fields such as ecology, business, psychology, etc. Field trips may include foreign travel. Students will be expected to make regular contacts with the German-speaking world by internet, newspaper, or in-person encounters. The opportunity to test IB SL begins at this level. This course will have elements of TOK (Theory of Knowledge) integrated within the course content Recommended: Successful completion of German 3 IB or equivalent proficiency.

W472151 IB German 5 HL (Honors)
Grades 10-12 Full year
Course Description: This is an advanced seminar course taught on the superior level. The students will focus on improving their reading, writing, listening, and speaking skills with special consideration of their personal needs.
The course may include special topics such as government, geography, auto mechanics, world trade, etc. Major literary works will be studied as well as numerous shorter texts in relevant areas. Increased contact with German news and political life will be required. IB HL testing opportunities are provided at this level. This course will have elements of TOK (Theory of Knowledge) integrated within the course content. Recommended: Successful completion of German 4 IB or equivalent proficiency.

**W472161**  
**IB German 6 HL (Honors)**  
Grades 10-12  
**Full Year**  
**Course Description:** This advanced course on the superior level uses a seminar format. The students will improve their reading, writing, listening, and speaking skills with special consideration to their personal needs. This course may include topics such as current event, science and technology, art, films, politics, architecture, archaeology, dance, etc. The students will study advanced grammar topics. Major literary works will be read as well as additional shorter texts. Significant contacts with German speakers and/or German media is required. IB HL testing opportunities are provided at this level. This course will have elements of TOK (Theory of Knowledge) integrated within the course content. **Recommended:** Successful completion of German 5 IB or equivalent proficiency.

**German Immersion Continuation Courses**

**W474001**  
**IB German Immersion 9**  
Grades 9  
**Full year**  
**Course Description:** The class will be taught entirely in German and students required to speak and write German on all assignments. Each semester of the course will focus on a major topic in cultural studies chosen from a list including sports, health and fitness, communication, history, family structures, the environment, business and economics, etc. Two major texts will be read during the year, and supplementary text from many sources will be included in the content and analysis. The course will also further develop and reinforce grammar concepts which may have been touched on in the grade school immersion program. Assignments will include presentations, essays, grammar exercises, letters, etc. An independent reading requirement will begin near the end of the first semester. IB SL and HL testing opportunities are provided at this level. The course will have elements of TOK (Theory of Knowledge) integrated within the course content. **Recommended:** Completion of the program at the TCGIS school through eighth grade or achievement of a similar level of proficiency.

**W474011**  
**IB German Immersion 10**  
Grades 10  
**Full year**  
**Course Description:** This class will continue the curriculum introduced in Immersion 9 and will require completion of similar assignments and readings. The course will again focus on two major topics in German cultural studies that have not been covered in the Immersion 9 course. Supplementary materials will also come from a variety of sources including current news stories from the German-speaking world. This class will devote more time to understanding and analyzing contemporary issues, regardless of the major topic under consideration. Grammar concepts will be further introduced and/or reviewed as the case may be. Assignments will include presentations, text analyses, news story summaries, essays, etc. The independent reading program begun in Immersion 9 will continue in this course. Near the end of the first semester of this course, students who have completed nearly three quarters in the Central Immersion Program will complete the evaluations required to earn the German Language Diploma II. This course will have elements of TOK (Theory of Knowledge) incorporated within the curriculum. **Recommended:** Completion of Immersion 9 or demonstration of equivalent language proficiency.
from the speeches of Cicero, one of Rome’s greatest orators. By the end of the course, students are able to

W474021  IB German Immersion 11
Grades 11  Full year
Course Description: This class will continue the curriculum introduced in Immersion 10 and will require completion of similar assignments and readings. The course will again focus on two major topics in German cultural studies that have not been covered in the Immersion 10 course. Supplementary materials will also come from a variety of sources including current news stories from the German-speaking world. This class will devote more time to understanding and analyzing contemporary issues, regardless of the major topic under consideration. Grammar concepts will be further introduced and/or reviewed as the case may be. Assignments will include presentations, text analyses, news story summaries, essays, etc. The independent reading program will continue throughout the immersion sequence. Near the end of the first semester of this course, students who have completed 2.25 years in the Central Immersion Program will complete the examinations required to earn the German Language Diploma II. In May, this class will also be participating in IB SL testing. This course will have elements of TOK (Theory of Knowledge) incorporated within the curriculum. Recommended: Completion of Immersion 10 or demonstration of equivalent language proficiency.

W474031  IB German Immersion 12
Grades 12  Full year
Course Description: This class is a literature class that will explore classic and current German language literature of all genres. Much of the reading will be student directed. Supplementary materials will also come from a variety of sources including current news stories from the German-speaking world. Grammar concepts will be further introduced and/or reviewed as the case may be. Assignments will include all IB text types along with traditional literary analysis and opportunities for creative expression, both fiction and non-fiction. Students will be writing much longer pieces that will explore the writing process in depth. The independent reading program will continue throughout the immersion sequence. In May, this class will also be participating in IB HL testing. This course will have elements of TOK (Theory of Knowledge) incorporated within the curriculum. Recommended: Completion of Immersion 11 or demonstration of equivalent language proficiency.

W401531  Latin 1
Grades 9-12  Full Year
Course Description: The focus is developing students’ skills in Latin structure (which is very different from English), vocabulary (Latin gives English more of its words than any other language), and pronunciation. By the end of the course, students are able to read aloud and understand Latin stories and to translate English sentences into Latin. Students who take Latin 1 in grade 9 will be able to earn University of Minnesota credit for taking Latin 4 in grade 12. Recommended: None.

W401541  Latin 2
Grades 10-12  Full Year
Course Description: This course is a continuation of Latin 1, with a focus on further development of language and vocabulary skills. Students continue to read adapted texts, gradually working towards original Latin. By the end of the course, students are able to read Latin aloud with ease, to translate Latin into idiomatic English, and to develop original Latin compositions. Recommended: Successful completion of Latin 1 Accelerated or equivalent proficiency.

W471531  IB Latin 3 (Honors)
Grades 10-12  Full Year
Course Description: Students read original Roman authors Ovid and Cicero. Students will read excerpts from the poetry, mostly the Metamorphoses, of Ovid, one of Rome’s most prolific poets. Students will also read excerpts from the speeches of Cicero, one of Rome’s greatest orators. By the end of the course, students are able to
demonstrate a facility with Latin grammar and syntax, to understand and translate Latin prose and poetry, including meter, and to relate the literature to its historical and social context. This course will have elements of TOK (Theory of Knowledge) integrated within the course content Recommended: Successful completion of Latin 2 Accelerated or equivalent proficiency.

W463161 IB DP/CIS Latin 4 SL (Honors)
Grades 10-12 Full Year
Course Description: Students continue to read original Roman authors. Students will read the epic poetry of Vergil and the lyric poetry of Catullus and Horace. They will continue practicing poetic meter, recital, and composition. Reading these poets comprises the syllabus for the University of Minnesota's College in the Schools: LAT 3004: Intermediate Latin Poetry. By completing this class students will earn 4 University of Minnesota Credits. This course will have elements of TOK (Theory of Knowledge) integrated within the course content Recommended: Successful completion of IB DP/CIS Latin 4 SL or equivalent proficiency.

W471551 IB DP Latin 5 HL (Honors)
Grades 10-12 Full Year
Course Description: Students continue to read original Roman authors by delving deeper into the epic poetry of Vergil and the lyric poetry of Catullus and Propertius. They will also continue practicing poetic meter, recital, and composition. This course will have elements of TOK (Theory of Knowledge) integrated within the course content Recommended: Successful completion of IB DP/CIS Latin 4 SL or equivalent proficiency.

W401551 Russian 1
Grades 9-12 Full Year
Course Description: Introduction to Russian language and culture, stressing students’ ability to ask for and give information and to describe situations in Russian. Students will learn and master the Cyrillic alphabet and its pronunciation. Course concentrates on learning basic listening, reading, writing and speaking skills. The course includes learning basic Russian grammar: three tenses, six cases, verb conjugations. Along with learning major vocabulary, students will sing, dance, cook and participate in field trips to local Russian restaurants and stores. Students will prepare for and participate in the state Olympiada of Spoken Russian. Recommended: None.

W401561 Russian 2
Grades 9-12 Full Year
Course Description: Vocabulary and grammar structures from Russian 1 will be reviewed and reinforced. Communication skills will be expanded so that students can interact with Russian speakers in increasingly complex situations. Students will use authentic materials, including books, magazines, television programs, movies and newspapers. The introduction of additional grammar concepts will enable students to write essays in Russian and deal with different social situations. Students will engage in comparative study of Russian and North American culture. Coursework will include online computer modules. Students will prepare for and participate in the state Olympiada of Spoken Russian.
Recommended: Successful completion of Russian 1 Accelerated or equivalent proficiency.

W472631 IB Russian 3 SL (Honors)
Grades 9-12 Full Year
Course Description: New grammar concepts and vocabulary will be introduced. Students will be able to initiate and maintain conversation on any topic. Students will practice oral presentations and written assignments on various topics (history, literature and personal interests) in preparation for the IB exam. Coursework will include online computer modules. Students will prepare for and participate in the state Olympiada of Spoken Russian and the National Russian Essay Contest. Students will also have the opportunity to take a prototype AP Russian exam.
opportunities to speak and hear Spanish. Students will participate in debates, discussions, one-on-one interviews.

**Course Description:** This course will have elements of TOK (Theory of Knowledge) integrated within the course content.

**Recommended:** Successful completion of Russian 2 Accelerated or equivalent proficiency.

**W472641**  
IB DP Russian 4 SL/HL (Honors)  
Grades 9-12  
Full Year

**Course Description:** New grammar concepts and vocabulary will be introduced. Students will participate in oral debates and do grammatical and stylistic analyses of texts in Russian. Students will create mock television advertisements and other video presentations. Students will learn and practice consecutive interpreting. Students will do linguistic and cultural comparison studies of Russia and North America. Coursework will include online computer modules. Students will prepare for and participate in the state Olympiad of Spoken Russian and the National Russian Essay Contest. Students will also have the opportunity to take a prototype AP Russian exam provided by the American Council of Teachers of Russian. **Recommended:** Successful completion of Russian 3 IB or equivalent proficiency.

**W401111**  
Spanish 1 MYP  
Grades 9-12  
Full Year

**Course Description:** This course develops communication skills in listening, speaking, reading, and writing Spanish suitable for Level 1 language acquisition. Students will learn how to use Spanish in a culturally appropriate manner in daily life situations. Students are taught language patterns, correct intonation, and the characteristic pronunciation of Spanish. A comparative analysis of grammar, terminology and meaning is made between English and Spanish. Students will be required to complete MYP tasks and assessments. An understanding of and respect for other people, cultures and customs will be presented. **Recommended:** None.

**W401121**  
Spanish 2 MYP  
Grades 9-12  
Full Year

**Course Description:** This course continues to emphasize fundamental skills needed in daily life. Grammar topics are extensive and typically include present, preterite, and imperfect conjugations of regular and irregular verbs, direct and indirect object pronouns, commands, reflexive verbs, prepositions, and the present and past progressive. Idiomatic expressions and vocabulary relating to technology, health, pastimes and diversions are also studied. This course aims to foster, the development of students' proficiency in listening, speaking, reading and writing skills and to prepare students for continuing studies in Spanish 3 IB. MYP units and tasks facilitate multicultural understanding. **Recommended:** Successful completion of Middle School Spanish 2, Spanish 1 Accelerated or approval of the Spanish 2 teacher.

**W471131**  
IB Spanish 3 (Honors) (MYP)  
Grades 9-12  
Full Year

**Course Description:** This course is designed to enhance student knowledge and application of the Spanish language and cultures as part of the International Baccalaureate Middle Years Programme. Topics build upon vocabulary and grammatical structures learned in Level 2 Spanish. Students apply new knowledge through readings, dialogues and projects. MYP assessments/rubrics are used. **Recommended:** Successful completion of Spanish 2 or teacher's approval.

**W471141**  
IB DP Spanish 4 SL (Honors)  
Grades 10-12  
Full Year

**Course Description:** The main objective of this course is to prepare the students to communicate with people whose first language is Spanish. This course will prepare the students to take the IB SL exam and provide many opportunities to speak and hear Spanish. Students will participate in debates, discussions, one-on-one interviews.
with other students and the teacher, and will present to the class on a variety of topics. Reading skills will be improved by reading literary works, news articles, stories and poems. Writing skills will be improved by writing compositions and doing short research papers. Different cultural aspects of Spanish-speaking countries will also be taught through the study of art and music. This course will have elements of TOK (Theory of Knowledge) integrated within the course content. **Recommended:** Successful completion of Spanish 3 IB/MYP or teacher recommendation.

**W471151  IB Spanish 5 HL (Honors)**
Grades 10-12  Full Year

**Course Description:** This is a bi-level course which has a two-year curriculum cycle. Spanish 5 / 6 students focus on using language as a means for learning about culture, literature, research and current events. Students apply new knowledge through readings, projects, class discussions and presentations. This course prepares students for the IB standard and higher level exams. IB assessments/rubrics are used. This course will have elements of TOK (Theory of Knowledge) integrated within the course content. **Recommended:** Successful completion of Spanish 4 or teacher’s approval.

**W471161  IB Spanish 6 HL (Honors)**
Grades 10-12  Full Year

**Course Description:** This is a bi-level course which has a two-year curriculum cycle. Spanish 5 / 6 students focus on using language as a means for learning about culture, literature, research and current events. Students apply new knowledge through readings, projects, class discussions and presentations. This course prepares students for the IB standard and higher level exams. IB assessments/rubrics are used. This course will have elements of TOK (Theory of Knowledge) integrated within the course content. **Recommended:** Successful completion of Spanish 5 or teacher’s approval.

**NOTES**

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