



**SPRING LAKE PARK HIGH SCHOOL  
2019-2020 REGISTRATION GUIDE**



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# WELCOME TO SPRING LAKE PARK HIGH SCHOOL!

Welcome to Spring Lake Park High School and the 2019-2020 school year. Our purpose at Spring Lake Park High School is to prepare each student for a lifetime of success, which includes preparation for both college and career. It is estimated that the typical high school graduate will have 10-14 career changes by the age of 40. This means that every graduate must be skillfully prepared to both train and retrain once they leave high school, and embark on the next leg of their journey toward post-secondary success and engagement.

As you review this registration information, think carefully about selecting courses that will both challenge and interest you. It is important you begin to have educational experiences in high school that develop your understanding of what interests you and how you learn best, so you are prepared to continue to learn beyond Spring Lake Park High School.

Please take the time to read this registration guide thoroughly; discuss it with your parents or guardians and carefully select courses that will best prepare you for a successful future. The course selections you make now will help us plan for next school year so please choose carefully. On behalf of the entire administrative team, I wish you the best in the coming school year.

Regards,  
Principal Matthew Boucher

**Our Purpose**  
*Our district purpose - "High expectations. High achievement for all. No excuses." - provides our focus to meet the unique and varied needs of each student.*

**Our Vision**  
*Our vision for the future is to be a world-class learning community aligned around:*

- Fostering personalized experiences so that each student feels valued, inspired, and has a sense of belonging,*
- Resulting in college readiness, and the development of academic, life and career skills so that each student has aspirations for success.*

## HOW TO USE THIS GUIDE

*Within this guide, you will find the intended course offerings for the 2019-2020 school year. Course offerings are heavily dependent on the number of students who sign up for a course, so it is important to make sound decisions that accurately reflect your academic needs and post-secondary goals.*

- 1.** Thoroughly read this guide. Pay special attention to graduation requirements, course sequence and opportunities to take rigorous courses.
- 2.** Consult with your teachers. Your teachers should be making recommendations about courses you should take next. Please consider their recommendations carefully, as they know your academic strengths and needs best.
- 3.** Consider your post-secondary goals. What do you plan to do after high school? How do the courses you select reflect these goals and help you build the skills needed to get there?
- 4.** Use your support system. Share your plans with your family and seek out your Dean of Personalized Learning when you have questions, concerns or are seeking guidance.

### ***New this year!***

We created an online registration guide this year, so you can easily navigate to the courses you're most interested in and read their descriptions, prerequisites, credits and other details.

Visit [SpringLakeParkSchools.org/HSregistration](http://SpringLakeParkSchools.org/HSregistration) and read through all courses or filter by grade, course type or 12x12. Use this online registration guide to help you complete your registration sheet .

### ***Quick course guide access***

[SpringLakeParkSchools.org/HSregistration](http://SpringLakeParkSchools.org/HSregistration)

## ***Important dates***

**Registration for current students in grades 9-11 will open Monday, January 28, 2019.**

Registration closes on Tuesday, February 19, 2019.

Turn registration sheets into advisors on Tuesday, February 19, 2019.

### **Upcoming Conferences:**

**Thursday, February 14, evening, 4:30-7 p.m.**

**Friday, February 15, daytime, 8 a.m.-3 p.m.**

These are a great opportunity to meet with current teachers and talk about future courses.

**For more information on any of these events, please visit [SpringLakeParkSchools.org](http://SpringLakeParkSchools.org) or contact the Spring Lake Park High School Student Services Office at 763-600-5130.**

# MEET SLPHS ADMINISTRATION AND STUDENT SERVICES

## Administration



**MATTHEW BOUCHER**  
Principal  
mbouch@district16.org



**STEVE BRADY**  
Associate Principal  
sbrady@district16.org



**JOHN FRANKE**  
Associate Principal  
jfrank@district16.org



**LAWRENCE COLEMAN**  
Dean of Students  
lcolem@district16.org

## Student Services Team

Spring Lake Park High School's student support services team is made up of six deans who are assigned to students alphabetically by the student's last name. Deans of Personalized Learning are available to assist students and families with academics, career and college planning, and for personal and social reasons. Feel free to contact the Student Services Office with any questions at 763-600-5130.



**SHANNON BETANCOURT**  
Dean of Personalized Learning  
Last names A-Cn  
763-600-5137



**JEFFREY REED**  
Dean of Personalized Learning  
Last names Co-Hec  
763-600-5136



**JENNIFER BLAIDO**  
Dean of Personalized Learning  
Last names Hed-L  
763-600-5139



**JUSTINE MALECHA**  
Dean of Personalized Learning  
Last names M-Pe  
763-600-5134



**ANGIE SHEA**  
Dean of Personalized Learning  
Last names Pf-Sr  
763-600-5133



**TROY WILLEMSEN**  
Dean of Personalized Learning  
Last names Ss-Z  
763-600-5135



**ANGELA NELSON**  
Attendance  
763-600-5109

# CAREER AND COLLEGE PREPARATION: WHAT IS YOUR GOAL?

Four year college and university admissions counselors strongly recommend students take post-secondary connections courses, including Advanced Placement (AP®) courses, honors courses, articulated agreements and College in the Schools (CIS) and embedded courses. At Spring Lake Park High School, we have created courses and experiences for each student to complete 12 college credits before graduating in 12th grade, known as 12x12.

The best way to prepare for college is by taking rigorous courses in subjects throughout the four years of high school. Though minimum college entrance requirements are published by all two-year and four-year colleges, most colleges highly recommend that students take four years of math, and some colleges and universities seek students who have taken advanced science courses as well. Savvy students can minimize college costs by being well prepared when they enter college including strong preparation in core academic areas.

## Post-Secondary Educational Planning Guide

These are minimum recommendations for college preparation. Remember to check with individual colleges to determine their specific requirements.

	<i>Technical College</i>	<i>Community College</i>	<i>MN State Four-Year College</i>	<i>Selective Four-Year, including the U of M</i>	<i>Private Four-Year College</i>
<i>Language Arts</i> (Composition and Literature)	Four years	Four years	Four years	Four years	Four years
<i>Social Studies</i> (Geography, World and U.S. History)	Three years	Three years	Three years	Three years	Four years
<i>Mathematics</i> (Geometry, Algebra 2 and beyond)	Three years	Three years	Three or four years	Four years	Four years
<i>Science</i> (Physical Science, Biology, and Chemistry or Physics)	Three years	Three years	Three years	Four years	Four years
<i>World Language</i> (Two years of the same language)			Two years	Two years	Two or more years
<i>Fine Arts or World Culture</i>			One year	One year	One year
<i>Testing for Admission</i>	Accuplacer or Placement Test	Accuplacer or Placement Test	ACT	ACT with Writing or SAT	ACT with Writing or SAT

*One year = three credits or one year at Spring Lake Park High School*

# CAREER AND COLLEGE PREPARATION: **RESOURCES**

*Our vision to have every student prepared for college is bold and highly aspirational.* College readiness does not start in high school. Every level of our district – from early childhood to high school – must be aligned to this vision of college readiness.

As a district, we have individually and collectively committed to taking whatever actions are necessary each day to design engaging learning experiences that meet the unique and varied needs of each student. This focus is necessary to put each young person on a trajectory to pursue whatever direction they may take beyond graduation, be that college or career. The research supporting the importance of this focus continues to grow. The following two data points provide just a sampling of this data:

- About 70 percent of the jobs in Minnesota within the next five years will require postsecondary training
- Minnesota currently ranks 49th out of 50 states in the number of jobs that require a high school diploma or less (Source: Georgetown University Center for Education and the Workforce)

## **Online Resources**

Visit the student support services hub of our website for additional college admission information, financial aid guide, scholarship opportunities, NCAA eligibility and other resources.

Visit [SpringLakeParkSchools.org/collegeinfo](http://SpringLakeParkSchools.org/collegeinfo).

## **Naviance**

Naviance is a comprehensive college and career readiness solution that helps students understand their strengths and interests to postsecondary goals, improving their outcomes and connecting learning to life. Naviance helps high school students: understand their unique strengths, connect their interests to careers, set goals, and develop self-knowledge and personal motivation.



# CAREER AND COLLEGE PATHWAYS

Spring Lake Park High School (SLPHS) students have expanded opportunities to explore future career and college pathways and earn college credits with the Career and College Pathways.

The three Pathways to Career and College Readiness are the result of significant research and data into high-need jobs, ensuring our students have the skills, qualifications and opportunities after they graduate from high school. Each pathway represents a predicted need for job replacement and new hires. The pathways are Business and Entrepreneurship, Technology, Engineering and Design and Health and Human Services.

Within each pathway, students will be able to explore a variety of cross-curricular courses over their four years at SLPHS, giving them an opportunity to make meaningful connections to both core and elective content. Beyond this, the Pathways program will also offer students a variety of benefits, including:

- Relevant, cross-curricular learning experiences to heighten student engagement
- An expectation for students to synthesize their learning across multiple content areas and experiences that demonstrate the inter-relatedness of academic disciplines in professional environments
- Simulation of real world work experiences with flexible flow, time management, collaboration and project planning skills
- The development of a more robust network of stakeholders and caring adults to help students achieve success in high school and beyond
- Exposure to relevant and growing career fields with authentic projects and experiences that result in the development of essential soft skills and a greater sense of awareness of career possibilities, which will give our students experiences to make better decisions about their futures
- Community partnerships that enable SLP teachers to gain new skills and perspectives that will help them support student learning

***Pathways give students a chance to work with real companies on real projects, while fulfilling graduation requirements and even earning college credits.***



# CAREER AND COLLEGE PATHWAYS

## ***Business & Entrepreneurship***

The Business & Entrepreneurship Pathway is designed to give students experience in the many careers within the industry, while also exposing them to the varying types of business, including startups, small businesses, corporations and nonprofit companies. Students in this pathway will have the option to deeply explore or expose themselves to marketing, finance, leadership, business management, analytics and other sectors. They will also gain the necessary communication skills to thrive in the business world whether they wish to start their own company or join a fast-paced corporate environment.

Learn more on pages 28-29.

## ***Health and Human Services***

The HHS Pathway exposes students to careers that meet the basic needs of our communities, including the health of individuals and families, assistance with social services, help with preventing and solving problems and striving to provide the highest quality of life possible through wellness and education. Students who choose to go into this growing field will be part of fostering advances in medicine, public health and social services. This pathway gives students several opportunities for hands-on learning in the field.

Learn more on pages 30-36.

## ***Technology, Engineering & Design***

The TED Pathway is designed to give students a chance to explore and gain experience in the world of modern technology. In these courses, students will learn about the advances and innovation within the design, engineering, and information systems fields. Through hands-on experiences with simulations, projects, case studies, and guest instructors, students will also gain cultural competency, leadership skills and ethics, all of which are critical to the needs of today's workforce.

Learn more on pages 37-38.

## **COURSES**

### ***Business & Entrepreneurship***

- Accounting 1
- Accounting 2
- Foundations of Business
- DECA Coffee Shop
- Personal Money Management
- Business and Innovation
- Business Internship

### ***Health and Human Services***

- Child Development 1
- Child Development 2
- Teacher Education 1: Exploring the teaching profession
- First Aid/CPR
- Nursing Assistant - Registered
- Emergency Medical Responder
- Emergency Medical Technician (EMT) 1
- Emergency Medical Technician (EMT) 2
- Health and Sports Performance

### ***Technology, Engineering & Design***

- Introduction to Engineering Design
- Global Technology Communication
- How to Make Almost Anything
- Intro to Coding
- Java Programming
- Principles of Engineering
- Digital Art and Design
- Construction and Solar Energy

***Learn more and watch a video about Pathways at Spring Lake Park High School at [www.SpringLakeParkSchools.org/pathways](http://www.SpringLakeParkSchools.org/pathways).***

# COLLEGE CREDIT OPPORTUNITIES: 12x12

## 12x12

At Spring Lake Park High School, we have created courses and experiences for each student to complete 12 college credits before graduating 12th grade, known as 12x12. SLPHS offers a variety of opportunities for students to achieve 12x12, including Career and College Pathways, Spanish Immersion, articulated college credit, College in the Schools, embedded college with Anoka-Hennepin Community College and Advanced Placement courses. Learn more about these opportunities by filtering for 12x12 courses on the online course guide or reading pages 6-7 of the PDF course guide and look for the  icon, indicating courses that have college credit opportunities.

## Articulated College Credit

These are courses taught at Spring Lake Park High School that offer students both high school and college credit. Students are expected to perform at the college level in these Articulated College Credit courses. Students will receive a Certificate of Credit if they meet the college credit requirements. Students usually must attend the college after graduation in order to gain credits.

## College in the School (CIS)

CIS is a collaborative program offered through the University of Minnesota. Students in CIS are concurrently enrolled – taking a college course at Spring Lake Park High School.

In CIS courses, students can:

- earn free college credits that are highly transferable
- demonstrate their learning on multiple and varied assessments throughout the course, rather than on a single, high-stakes test
- experience the faster pace and increased rigor of U of M courses

## Embedded College

Spring Lake Park High School has partnered with Anoka-Ramsey Community College's (ARCC), Bethel University's and Minnesota State University – Mankato's Concurrent Enrollment Programs. SLPHS students have the opportunity to start their college careers early by taking rigorous, college-level classes in their high school. Eligibility varies depending on the course.

Please note, these courses may require different application processes. Please refer to the course description for more information.

## COURSES

### Articulated Credits

- Child Development 1
- Child Development 2
- First Responder/EMR
- EMT I
- EMT II
- Nursing Asst. - Registered

### College in the Schools

- German 3: U of M Intermediate German 1003
- German 4: U of M Intermediate German 1004
- Teacher Education 1: Exploring the teaching profession

### Embedded Credits

- College Writing and Critical Reading
- College Algebra
- Hybrid College Environmental Science
- Intro to Communication (through Business and Innovation)
- Spanish 4: College Intermediate Spanish 201
- Spanish 5: College Intermediate Spanish 202
- Wellness for Life (through Health and Sports Performance)

## Advanced Placement® (AP®)

Advanced Placement® (AP®) courses are designed by the College Board, which means AP® courses in any high school utilize a common set of learning objectives. This gives students the chance to tackle college level work while they are still in high school. Students will see and feel what college work is like, while receiving the support to help them get there. An AP® course is designed to help a student stand out in college admissions and skip introductory classes. At the end of the course, students will have the opportunity to take the AP® Exam, possibly earning college credit.

Students have the opportunity to dig deeper into subjects that interest them, develop advanced research and communication skills, and learn to tap into their individual creative, problem-solving, and analytical potential. Students will tackle concepts that will stick with them long after the class is over. In AP® classes, learning means sharing ideas and adding unique perspectives — the dialogue and debate contributes to the knowledge that everyone shares.

Each college is different in terms of what is accepted for AP® scores and how credit is honored, so always be sure to check the college website or go to [www.collegeboard.org](http://www.collegeboard.org).

### **Recommendations for student success in AP®**

You don't need to be top of your class to take an AP® course, but you'll want to be prepared. Some AP® courses have recommended prerequisites and all AP® courses ask that you come willing to do your best work. You should expect rigorous coursework that will require high-level time management and study skills.

To choose an AP® course that's right for you, talk to your dean for personalized learning or teacher about the subjects that interest you and ask about your options for learning the skills to help you succeed.

### **Advanced Placement® weighted grade system**

Beginning in the 2018-2019 school year, a weighted grading system, using a .5 grading system, was applied to all AP® grades.

For example, a grade of "A" is equal to 4.0 GPA points. Using the weighted grade system, a grade of "A" will be equal to a 4.5 GPA. The weighted grade system will add .5 GPA points to each grade earned in an AP® course.

All student transcripts will no longer include a student's class rank and will show the student's weighted and unweighted GPA. These changes are similar to what has occurred in most neighboring school districts. Students and families may still request class rank if needed for college admissions and scholarships.

## AP® COURSES

### English

- AP® English Language and Composition (Grade 11)
- AP® English Literature and Composition (Grade 12)

### Math

- AP® Calculus
- AP® Advanced Calculus
- AP® Statistics

### Science

- AP® Biology
- AP® Chemistry
- AP® Physics

### Social Studies

- AP® Human Geography
- AP® U.S. History
- AP® Government & Politics
- AP® Psychology
- AP® World History

### Electives

- AP® Studio Art: 2D Design
- AP® Studio Art: 3D Design
- Global Technology Communication – AP® Computer Science Principles

### ***AVID (Advancement Via Individual Determination)***

The program is designed for students in the academic middle – who receive B, C and even D grades - with the desire to go to college and the willingness to work hard. Typically, AVID students are the first in their families to attend college, and come from groups traditionally underrepresented in higher education. These are students who are capable of completing rigorous curriculum but are falling short of their potential and need resources to succeed.

AVID supports the district's vision of college readiness for each student, and the ultimate end goal of having each student complete 12 college credits by the end of 12th grade (12x12).

AVID prepares students for college by requiring students to enroll in the most rigorous courses that are appropriate for them, such as Honors and Advanced Placement. To support the rigorous coursework, AVID students learn organizational and study skills, develop critical thinking, learn to ask probing questions, receive academic help from peers and tutors, and participate in enrichment and motivational activities to make their college dreams reality. Please see course description on page 55 for more information.

Please contact your dean or Justin Delong (jdelon@district16.org) for more information on the AVID program.

### ***Alternative Options for Students to Meet Academic Requirements***

Spring Lake Park Schools provides students in grades 9-12 the opportunity to waive a course, or receive course credit, for knowledge acquired in another learning environment other than standard course curriculum, provided such experiences meet current Minnesota academic standards.

#### ***Credit by Assessment***

In credit by assessment, students demonstrate the course learning outcomes prior to enrollment of a course by taking an examination.

#### ***Credit by Portfolio***

Credit by portfolio is an option that high school students have for attaining course learning outcomes through an approved learning experience.

Students who are interested in either of these options must, along with their parent, consult with their dean for personalized learning and determine how the alternative option will be incorporated into a plan for meeting district graduation requirements. Requests for credit by portfolio or credit by assessment will be reviewed on an individual basis. Determinations regarding whether a course will be waived, or credit will be granted, is determined by the principal or designee in consultation with the student, dean and a teacher from the specified content area.

# ENRICHMENT OPPORTUNITIES



## Spring Lake Park High School 9th Grade Teams

The SLPHS 9th grade teams will be made up of a team of core content teachers (English, Science, Social Studies) and about 100-120 students. 9th grade teams are designed to offer a supported transition into high school by fostering strong relationships between a common group of students and teachers. Along with building strong relationships with each student, the teachers work to personalize student learning based on their understanding of their students as learners. The students in SLPHS teams may have a schedule that allows greater flexibility throughout each day, week and trimester.

To be part of our 9th grade teams, please check the box on your registration sheet. This will tell our administration and deans that you wish to be part of this experience. Students are not required to be in a 9th grade team, this is optional.

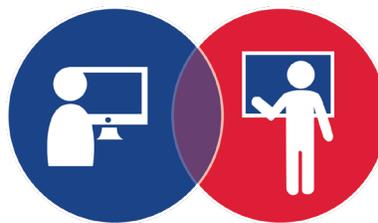
## Learning Models

Students have the opportunity to experience high school in multiple formats. Spring Lake Park Learning Models include Blended Learning, Hybrid Learning and Online Learning. Please see your dean to learn more about our online and hybrid courses.



### Blended Learning

Blended learning incorporates some elements of online learning and face-to-face learning. Blended learning requires the physical presence of both teacher and student, with elements of student choice over time, place, path, or pace in the learning. Blended learning is the standard learning model in Spring Lake Park.



### Hybrid Learning

Hybrid learning combines face-to-face learning with online learning. In hybrid learning, at least 50 percent or more of the course is delivered online through a Learning Management System. Students in this model divide their time between attending the course face-to-face on specific days and completing work online providing choice over time, place, path or pace in the learning.



### Online Learning

Online learning is a class or course that is built and delivered fully online. Online learning can happen asynchronously or synchronously. Students in this model spend 100 percent of their time online with choice over time, place, path or pace in the learning.

## Spanish Immersion

Students who have been involved in the Spring Lake Park Schools Spanish Immersion and Juntos programming will be welcomed to Spring Lake Park High School with a series of rigorous and engaging courses instructed in the target language of Spanish. We have designed and prepared courses that will meet and extend upon their language acquisition.

Students in 9th grade will be given the opportunity to enroll in College Intermediate Spanish 201. Students in 10th grade can continue their Immersion experience in College Intermediate Spanish 202. These courses have been developed in partnership with the University of Minnesota – Mankato and students may receive college credits upon successfully completing it. We recognize and believe that the greatest factor in your child’s continued language development is through consistent use of Spanish language course work.

Additionally, students have the opportunity to take Art Foundation I in Spanish, where an emphasis will be placed on Latin American and Iberian art history, aesthetics and studio productions.

*Los estudiantes que hayan participado en los programas de inmersión en Español y Juntos, serán bienvenidos a Spring Lake Park High School con una serie de cursos rigurosos e interesantes en el lenguaje de Español. Hemos diseñado y preparado cursos que ayudarán a los estudiantes a alcanzar y extender un mejor nivel del idioma. Los estudiantes de 9º y 10º grado tendrán la oportunidad de registrarse en la clase de Español Intermedio de nivel universitario. Esta clase ha sido diseñada en colaboración con la Universidad de Minnesota – Mankato, y los estudiantes recibirán créditos de Universidad una vez que haya sido completada. Nosotros creemos que el factor principal en el desarrollo del lenguaje de su niño/a está en el uso continuo del lenguaje Español en su trabajo escolar.*

### Proposed courses:

#### 9th Grade

- College Intermediate Spanish 201 in partnership with the University of Minnesota Mankato
- Art Foundation I in target language of Spanish

#### 10th Grade

- College Intermediate Spanish 202 in partnership with the University of Minnesota Mankato
- Art Foundations I in target language of Spanish

#### 11th Grade

*Starting 2020-2021 school year*

- Advanced Placement Spanish Literature
- Content area offerings are yet to be identified

#### 12th Grade

*Starting 2021-2022 school year*

- Spanish 210 Writing in partnership with the University of Minnesota Mankato
- Content area offerings are yet to be identified

# FREQUENTLY ASKED QUESTIONS

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## Why winter registration?

The purpose of winter registration is to ensure each student has the opportunity to select courses that prepare them for their post-secondary goals while meeting the requirements for high school graduation. Winter registration also helps us determine course sections and staffing for the 2019-2020 school year.

## How do students make schedule changes?

Students are encouraged to plan and select their courses and high school path carefully. Schedule changes after initial registration may only be made for the following reasons:

- You failed a course required for graduation
- You are missing a course required for graduation
- You have not taken a course prerequisite
- You would like to increase rigor  
(Example: Change from Language Arts 10 to Honors Language Arts 10)
- You do not have a full schedule
- There is an obvious schedule error:
  - You have already taken a course on your schedule
  - You are scheduled for the same course more than once during the year
  - You have a course that conflicts with EL or Special Education programming

*Some schedule changes will be made on a space availability basis.*

In order to request a course change, schedule changes need to be submitted by Thursday, August 9, 2019. Schedule change request forms can be found on the SLPHS Student Support Services at [www.SpringLakeParkSchools.org/high-school/student-life/student-support-services](http://www.SpringLakeParkSchools.org/high-school/student-life/student-support-services).

Any schedule change request made after the start of the school year for trimester two or three, must be made at least four weeks before the start of trimester you are requesting a change for. Schedule change requests made after the start of the school year are heavily dependent on space availability and may not be possible.

## What is a pass/no credit option?

The purpose of the Pass/No Credit option is to allow students an opportunity to take challenging courses and not have the final grade impact their GPA.

Conditions:

- Students must meet with their teacher and dean to discuss this option
- Students must be willing to meet the rigor of the course
- Students must complete all assigned course work including tests and presentations
- Attendance is mandatory
- Students must receive a grade of C (70%) or higher to earn a pass (P)
- Students who do not meet this grade requirement will not receive credit for the class (NG)
- Students may take one trimester per year P/NG and up to 3 trimesters during their academic career at SLPHS
- Be aware that some colleges may not view a “P” as a positive or passing grade
- When in doubt, students should consult the college of interest
- Students must have completed form turned in by week 6 of the trimester

**To learn more about schedule changes or the pass/no credit option, please contact student support services at 763-600-5130.**

# FREQUENTLY ASKED QUESTIONS

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## *How do students graduate with Academic Honors?*

At the time of commencement, seniors will be recognized in various ways for their cumulative Grade Point Average (GPA) and for the academic rigor of their coursework:

<i>Earned Status</i>	<i>GPA Requirement</i>	<i>Recognition</i>
Graduate	Less than 3.0	Blue/white tassel
Honors Graduate	3.0 through 3.399	Gold tassel
High Honors Graduate	3.4 through 3.699	Gold tassel
Highest Honors Graduate	3.7 or greater	Gold tassel
With Academic Distinction	3.7 or greater*	Gold tassel/gold shoulder cord

A minimum of 29 credits of “high rigor” coursework are needed for students to graduate with Academic Distinction. At least four of those credits must have been earned in Trimester 1 and Trimester 2 of their senior year. The Grade Point Average (GPA) used to calculate graduation honors will be calculated at the end of Trimester 2. Students taking second semester PSEO classes will not have these grades or credits considered unless they are officially posted by the college or university and presented for transfer onto the high school transcript by March 18 of their graduating year.

Courses of high rigor include the following courses:

- All honors courses
- All AP courses
- All embedded, CIS and articulated courses

## *What are the NCAA eligibility requirements?*

The NCAA is a nonprofit association committed to providing opportunity for more than 460,000 college student-athletes who compete annually in college sports. A commitment to academics and student-athlete success in the classroom is a vital part of the NCAA’s mission to integrate athletics into higher education. Colleges, universities, athletic conferences and other affiliated organizations are NCAA members.

The length of eligibility for a student-athlete varies by division. For instance, a Division I student-athlete has five calendar years to compete in four seasons of competition, while a Division II or III student-athlete has 10 semesters or 15 quarters of full-time enrollment to compete in four seasons of competition.

Students who are interested in NCAA should set up a meeting with their dean to discuss eligibility. They should also speak with their coach often about their interest in competing in college. Visit [ncaa.org](http://ncaa.org) for more information.

# **COURSE AND CREDIT REQUIREMENTS FOR GRADUATION**

## ***Classes of 2019, 2020, 2021 and 2022***

Spring Lake Park High School offers different learning models and levels of courses. The following is the required number of credits needed to receive a Spring Lake Park High School Diploma. During the registration process, students map out their personalized learning route. A student's route may include hybrid or online, honors, 12x12, career pathways, intervention and/or elective based courses.

*\*The graduation requirements for Spring Lake Park Schools students are determined by the school board.*

*\*Please note, college entrance requirements may exceed these minimums. Your future post-secondary experience may have specific courses you will need to complete to be eligible for acceptance, please see your Dean for Personalized Learning for more information.*

<b><i>Graduation Credit Requirement</i></b>	<b><i>Trimester Credits</i></b>
<i>English/Language Arts</i> (4 years required/refer to grade level course options)	12
<i>Social Studies</i> (3.5 years required/refer to grade level course options)	11
<i>Mathematics</i> (3 years required/refer to grade level course options)	9
<i>Science</i> (3 years required/refer to grade level course options)	9
<i>Fine Arts</i> (Includes courses in music, design and/or art)	3
<i>Physical Education</i> (Must include Foundations of Fitness course)	2
<i>Health</i>	1
<i>Electives</i>	17-25
<b><i>Total number of trimester credits</i></b>	<b><i>64-72</i></b>

# ELECTIVES: ART

## Art Foundations 1

**Course Number:** 1001

**Grades:** 9, 10, 11 and 12

**Credits:** 1

**Type:** Trimester; meets art requirement

**Fee:** No fee for basic projects, additional projects may incur a project based fee.

This is a foundation course of drawing and painting concepts. Students will explore the elements of design through projects like figure drawing, portraiture, landscape, and still life. Various media like pastels, ink, markers, B pencils, and acrylic paint will be the artist's tools throughout the course. Emphasis will be placed on art history, aesthetics, criticism, as well as studio production.

## Art Foundations 1 in Target Language of Spanish

**Course Number:** 1018

**Grades:** 9, 10

**Credit:** 1

**Type:** Trimester; meets art requirement – taught in Spanish with a target audience of students who have been part of Spanish Immersion and/or the Juntos programming and other students with high level of Spanish proficiency.

**Fee:** No fee for basic projects, additional projects may incur a project-based fee.

This course will be instructed in the target language of Spanish. It is a foundation course of drawing and painting concepts. Students will explore the elements of design through projects like figure drawing, portraiture, landscape, and still life. Various media like pastels, markers, B pencils, and paint brushes will be the artist's tools throughout the course. Emphasis will be placed on Latin American and Iberian art history, aesthetics, criticism, as well as studio production.

Este curso será instruido en el lenguaje español. Es una clase básica de conceptos de dibujo y Pintura. Los estudiantes podrán explorar los elementos del diseño por medio de proyectos como dibujos de figure, retratos, paisajes y naturaleza inmóvil. Durante el curso, los artistas utilizarán herramientas como colores pasteles, marcadores, lápices B y pinceles. Habrá un énfasis en la historia artística de Latinoamericana e Ibérica, su estética, crítica y la producción de estudio.

## Art Foundations 2

**Course Number:** 1002

**Grades:** 9, 10, 11, 12

**Credit:** 1

**Type:** Trimester; meets art requirement

**Prerequisite:** Art Foundations 1

**Fee:** No fee for basic projects, additional projects may incur a project-based fee.

This foundations course continues to explore drawing and painting concepts. Students will be introduced to the principles of design through projects like observational drawing, gesture drawing, grid design, perspective, and a collage self-portrait. Art appreciation will concentrate on major art movements from cave paintings through the Renaissance into modern times.

## Adobe Illustrator: Electronic Easel

**Course Number:** 1003

**Grades:** 10, 11, 12

**Credit:** 1

**Type:** Trimester; meets art requirement

**Prerequisite:** Art Foundations 1

**Fee:** No fee for basic projects, additional projects may incur a project-based fee.

Adobe Illustrator is considered the industry standard in today's fast paced world of visual communication and print. The student will learn the in-depth tools of the vector-based program and will be able to apply the technology towards creating original pieces of their own designs. Elements and principles of design will be emphasized and applied to sketch compositions. The student will learn to scan their own sketches and recreate the designs using this powerful program. This course is designed for serious students who wish to take their art to the level of digital manipulation.

## AP Studio Art: 2D Design

**Course Numbers:** 1005/1006/1007

**Grades:** 11, 12

**Credits:** 3

**Type:** Honors credits; Full year; meets art requirement

**Prerequisite:** Art Foundations 1 & 2

**Fee:** No fee for basic projects, additional projects may incur a project-based fee.

**Post-secondary Connection:** College credit possible upon successful completion of AP Portfolio

This course is designed to create a fully functional portfolio for the serious art student. The course offers instruction in aesthetics through various art media such as charcoal, ink, pastel, and painting or pottery, sculpture or other 3D designs. The student will tap into their personal artistic skills and refine their true creative style through multi media. An Artist's Statement is required. Student assessment will be based on critiques of work and a personal PowerPoint portfolio. Students taking this class will be required to work independently on their portfolio. This course will prepare students for submission of a 2D or 3D portfolio to the College Board for Advanced Placement credit.

# ELECTIVES: ART

## Ceramics 1

**Course Number:** 1010

**Grades:** 9, 10, 11, 12

**Credit:** 1

**Type:** Trimester; meets art requirement

**Fee:** No fee for basic projects, additional projects may incur a project-based fee.

This beginning course in ceramics will introduce the student to clay construction, the use of clay tools and the three hand building methods of clay construction: pinch, slab, and coil. Students will also learn glazing techniques. The student will demonstrate an understanding of art analysis in a final presentation.

## Ceramics 2

**Course Number:** 1011

**Grades:** 10, 11, 12

**Credit:** 1

**Type:** Trimester; meets art requirement

**Prerequisite:** Ceramics 1

**Fee:** No fee for basic projects, additional projects may incur a project-based fee.

This is the second course in our sequence of ceramics class offerings. Register for this class if you are serious about advancing your skills in pinch, slab, and coil methods. Students will be introduced to throwing clay on the potter's wheel. Students are encouraged to create original works of art. Students will create a personal portfolio presented in a slide show format.

## Ceramics Studio

**Course Number:** 1012

**Grades:** 10, 11, 12

**Credit:** 1

**Type:** Trimester; meets art requirement

**Prerequisite:** Ceramics 2

**Fee:** No fee for basic projects, additional projects may incur a project-based fee.

This is the third course in our sequence of ceramics class offerings and is intended for the ambitious potter and sculptor. Students will be placed in a Ceramics 1 or Ceramics 2 classroom and will be mentoring their peers throughout the course. Students at this third level will create four original hand-built pieces and continue to produce wheel-thrown pottery.

## Digital Art & Design

**Course Number:** 2140

**Grades:** 9, 10, 11, 12

**Credit:** 1

**Type:** Trimester; Art Elective

This is a new course for the 2019-2020 school year. Students will learn about relevant digital design elements used by professionals across the globe, including image creation, graphics, typography, page layout, color theory, navigation, editing, branding, and more.

Students will develop a deeper understanding of how to use Macs and software programs used within industry, including Adobe Photoshop, Illustrator, and InDesign, to create authentic digital products utilized in business, marketing, computer science, and beyond. This course is highly recommended for students with an interest in business, entrepreneurship, marketing, computer science, art, and/or design careers.

## AP Studio Art: 3D Design

**Course Numbers:** 1015/1016/1017

**Grades:** 11, 12

**Credits:** 3

**Type:** Honors credits; Full year; meets art requirement

**Prerequisite:** Ceramics 1 & 2

**Fee:** No fee for basic projects, additional projects may incur a project-based fee.

**Post-secondary Connection:** College credit possible upon successful completion of AP Portfolio

This course is designed to create a fully functional portfolio for the serious art student. The course offers instruction in aesthetics through various art media such as charcoal, ink, pastel, and painting or pottery, sculpture or other 3D designs. The student will tap into their personal artistic skills and refine their true creative style through multi media. An Artist's Statement is required. Student assessment will be based on critiques of work and a personal PowerPoint portfolio. Students taking this class will be required to work independently on their portfolio. This course will prepare students for submission of a 2D or 3D portfolio to the College Board for Advanced Placement credit.

## Intro to Photography (Level 1)

**Course Number:** 1021

**Grades:** 9, 10, 11, 12

**Credit:** 1

**Type:** Trimester; meets art requirement

**Fee:** No fee for basic projects, additional projects may incur a project-based fee.

Intro to Photography is a foundations course exploring the science and history of photography. Students will gain an understanding of how reflective light is captured through various science experiments; which include building their own pinhole camera and capturing imagery through the science of the camera obscura. Students will learn the basics of the camera system and apply their knowledge of apertures and shutter speeds to capture light using a traditional 35mm single lens reflex camera. Students are advised to bring in a traditional 35mm camera. A limited number of cameras are available to rent at an additional cost.



# ELECTIVES: ART

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## *Advanced Black & White Photography*

**Course Number:** 1022

**Grades:** 10, 11, 12

**Credit:** 1

**Type:** Trimester; meets art requirement

**Prerequisite:** Intro to Photography (Level 1)

**Fee:** No fee for basic projects, additional projects may incur a project-based fee.

This course is for the serious photographer who wishes to take up photography as a hobby or profession. Traditional 35mm film is explored at a more rigorous pace, challenging the student to apply elements and principles of composition while learning advanced techniques of camera use to create desired effects in their images. Advanced darkroom techniques are introduced with the use of filters and dodging and burning. Students should have access to a traditional 35mm SLR FILM camera. Newer cameras should have settings that manually control ISO, F/stops and shutter speeds. There are a limited number of cameras available for rental during the trimester.

## *Adobe Photoshop: Digital Darkroom*

**Course Number:** 1024

**Grades:** 10, 11, 12

**Credit:** 1

**Type:** Trimester; meets art requirement

**Prerequisite:** Intro to Photography

**Fee:** No fee for basic projects, additional projects may incur a project-based fee.

Photoshop is the digital answer to manipulating images and producing special effects on prints. The computer becomes the darkroom and is a powerful tool in creating imagery while using today's standards in the design industry. Students will be using devices such as iPads, consumer digital cameras and professional SLR digital camera to capture images; then applying the techniques in Adobe Photoshop to enhance their compositions. Students must have an understanding of how to manipulate and capture images with a SLR camera, prior to taking this class. Some standard lessons will be done with images provided for the student on formative assessments given throughout the course. Summative assessments will require the student to produce original images; using some type of camera or device.

## *Yearbook Publication – Fall, Winter, Spring*

**Course Numbers:** 1031/1032/1033

**Grades:** 9, 10, 11, 12

**Credit:** 1

**Type:** 1, 2, 3 trimesters; meets art requirement

**Fee:** None. However, students may fundraise to purchase their own Yearbook and t-shirts. Multi trimester elective course.

Students are encouraged to take this course for all three trimesters in a single year as the publication is produced over two trimesters and the next year's book begins in the spring. Meets arts requirement. Yearbook is defined as a complete record of our community at SLPHS through journalism, photography, Adobe Photoshop, and desktop publishing. Registering for all three trimesters is recommended but not required.

## *Advanced Yearbook Staff – Fall, Winter, Spring*

**Course Numbers:** 1034/1035/1036

**Grades:** 9, 10, 11, 12

**Credit:** 1

**Type:** Trimester; meets art requirement (can be taken more than once)

**Prerequisite:** Recommendation from the instructor

**Fee:** None. However, students may fundraise to purchase their own yearbook, and t-shirts.

In this advanced level of the series, the student will explore and develop a higher understanding of design and conceptual work. The student will have the opportunity to contribute towards the theme and final layout designs. Juniors are highly encouraged to enroll in "Yearbook Publication – Spring", so they can develop their senior yearbook. The student has the opportunity to earn leadership roles on the main yearbook staff and to earn a varsity letter. Students will be mentoring their peers throughout the course. Note for Juniors: In the spring of your junior year, you will have the opportunity to attend a Yearbook Training Camp in June to begin the overall theme and look of the book.

# ***ELECTIVES: FAMILY AND CONSUMER SCIENCES***

## ***Culinary Arts I***

**Course Number:** 1070

**Grades:** 9, 10, 11, 12

**Credit:** 1

**Type:** Trimester; elective

**Fee:** No fee for basic projects, additional projects may incur a project fee.

Culinary Arts I will provide a foundation of culinary skills. In this course, students will gain knowledge, skills and understanding of food preparation techniques and baking methods. Students will participate in culinary labs that provide hands-on learning experiences. Lab experiences include the following: breads, cookies, pies, fruit/vegetables, etc. as well as meal preparation.

## ***Culinary Arts II***

**Course Number:** 1071

**Grades:** 9, 10, 11, 12

**Credit:** 1

**Type:** Trimester; elective

**Fee:** No fee for basic projects, additional projects may incur a project fee.

Culinary Arts II is the next step to advancing culinary skills with an enriched understanding of food principles, techniques and cultural cuisine skills. Students will participate in a variety of culinary labs that will move beyond the basics. Let world cultures and cuisines be your guide as you plan and prepare food from around the world to deepen the understanding of culinary techniques. Hands-on lab experiences will include but are not limited to; culinary tool skills; meats, soups, candy, appetizers, cultural cuisines of various cultures, etc.



## ***REMINDER: New this year!***

We created an online registration guide this year, so you can easily navigate to the courses you're most interested in and read their descriptions, prerequisites, credits and other details.

Visit [SpringLakeParkSchools.org/HSregistration](http://SpringLakeParkSchools.org/HSregistration) and read through all courses or filter by grade, course type or 12x12. Use this online registration guide to help you complete your registration sheet.

***Quick course guide access***  
[SpringLakeParkSchools.org/HSregistration](http://SpringLakeParkSchools.org/HSregistration)



## *Varsity Band*

**Course Number:** 1300/1301/1302

**Grades:** 9

**Credits:** 3

**Type:** Full Year; register for all three trimesters; meets art requirement

**Prerequisite:** All students are welcome.

**Fee:** Approx. \$25 uniform (one-time cost), instrument rentals are available for all instruments on an as needed and availability basis.

Varsity Band is made up of approximately 80 students split into two bands. Students will gain a proficient understanding of their individual instrument (instrument fingerings, percussion rudiments and tone production) as well as basic ensemble skills such as performance etiquette, pitch recognition and rhythm counting. Students will receive individual or small group lessons. New students or returning band students welcome.

## *Symphonic Band*

**Course Number:** 1306/1307/1308

**Grades:** 10, 11, 12

**Credits:** 3

**Type:** Full Year; register for all three trimesters; meets art requirement

**Prerequisite:** All students are welcome.

**Fee:** Instrument rentals are available for all instruments on an as needed and availability basis.

Symphonic Band is an ensemble of approximately 60 musicians. Students will gain an advanced understanding of their individual instruments, as well as mature ensemble skills such as individual part confidence, complex rhythm reading and developing further composition skills. Students will also receive individual or small group lessons. Ensembles are evenly distributed based on ability and instrument needs. New students are always welcome.

## *Wind Ensemble*

**Course Number:** 1309/1310/1311

**Grades:** 10, 11, 12

**Credits:** 3

**Type:** Full Year; register for all three trimesters; meets art requirement

**Prerequisite:** All students are welcome

**Fee:** Instrument rentals are available for all instruments on an as needed and availability basis.

Wind Ensemble is made up of approximately 60 musicians. Students will gain an advanced understanding of their individual instruments, as well as mature ensemble skills such as individual part confidence, complex rhythm reading and developing further composition skills. Students will also receive individual or small group. Ensembles are evenly distributed based on ability and instrument needs.

## *Jazz Ensemble*

**Course Number:** 1312/1313/1314

**Grades:** 10, 11, 12

**Credits:** 3

**Type:** Full Year; register for all three trimesters; meets art requirement

**Prerequisite:** Director Consent & concurrent registration in a large ensemble.

**Fee:** Instrument rentals are available for larger instruments.

Jazz Ensemble is made up of approximately 20 students composed of saxophones, trumpets, trombones and a standard rhythm section (piano, guitar, bass, drums). The course is dedicated to the performance and study of jazz. Latin, contemporary rock, and funk music. Course also includes jazz music theory and a large improvisational component. This course meets as a zero-hour class before school.

## *Instrument Playing 101*

**Course Number:** 1337

**Grades:** 9, 10, 11, 12

**Credit:** 1

**Type:** Offered Trimester 1; meets art requirement

**Prerequisite:** All students are welcome regardless of musical background and experience.

**Fee:** Instrument rentals and use fee \$20

Have you ever wanted to play a musical instrument? This is an introduction to playing instruments over the course of a trimester. Students will gain basic music reading and instrument playing skills. Several performance opportunities will allow students to develop performance and critical listening skills. No experience is necessary.

# ELECTIVES: MUSIC

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## *Hand Drumming and Percussion Ensemble*

**Course Number:** 1340

**Grades:** 10, 11, 12

**Credit:** 1

**Type:** Trimester

**Prerequisite:** All students are welcome regardless of musical background and experience.

Learn to play several hand drumming styles, read basic drum pattern rhythms and perform in a small percussion ensemble several times over the trimester. Students will be able to identify several drum styles and important features about the region and history that make them unique.

## *Varsity Choir*

**Course Number:** 1320/1321/1322

**Grades:** 9, 10, 11, 12

**Credits:** 3

**Type:** Full Year; register for all three trimesters; meets art requirement

**Prerequisite:** All students are welcome regardless of choral experience.

The Varsity Chorus is a group of students of various grade levels and abilities. Students will perform a variety of vocal literatures including, but not limited to, traditional choral repertoire, multicultural music and American popular music.

## *Bel Canto Treble Choir*

**Course Number:** 1326/1327/1328

**Grades:** 10, 11, 12

**Credits:** 3

**Type:** Full Year; register for all three trimesters; meets art requirement

**Prerequisite:** Membership for upper-class treble voices (alto and soprano) is by audition with the director.

Bel Canto Treble Choir is a group of treble voices of various grade levels and abilities. Students will perform a variety of vocal literature including, but not limited to, traditional choral repertoire, multicultural music and American popular music.



## *Concert Choir*

**Course Number:** 1323/1324/1325

**Grades:** 10, 11, 12

**Credits:** 3

**Type:** Full Year; register for all three trimesters; meets art requirement

**Prerequisite:** Membership is by audition with the director.

The Concert Choir is a group of students of various grade levels with a thorough knowledge of vocal technique and a high degree of self-discipline. Students will perform a variety of vocal literature including, but not limited to, traditional choral repertoire, multicultural music and American popular music.

# ELECTIVES: PHYSICAL EDUCATION & HEALTH

## Health

**Course Number:** 1401

**Grades:** 10, 11, 12

**Credit:** 1

**Type:** Trimester; Required course

This course is a general study of individual and community health. Units covered in this course include consumer/community health, nutrition, healthy sexual development, mental/emotional health and addiction studies with a chemical/drug use emphasis.

## Health - Online

**Course Number:** 1403

**Grades:** 10, 11, 12

**Credit:** 1

**Type:** Trimester; Required course – Online Version

This course is a general study of individual and community health. Units covered in this course include consumer/community health, nutrition, healthy sexual development, mental/emotional health and addiction studies with a chemical/drug use emphasis.



## Service Learning for Healthy Communities

**Course Number:** 1430

**Grades:** 10, 11, 12

**Credit:** 1

**Type:** Trimester; Elective

This Health elective course will be an active education experience. While helping the surrounding community, you will be able to learn how to take responsibility for improving the quality of life for you personally and for others in your community. You will do meaningful community service with instruction and reflection to enrich your learning experience. This course will take place off-site at times. It may also help when applying for colleges, scholarships or jobs- showing that you have done some volunteer work in the community.

12x12

College Credit Opportunity



**Online Course:** These courses are completely online and requires the student to work independently through Schoology. Students will engage with the instructor and other students in a highly collaborative environment that utilizes discussion boards, independent learning activities and virtual learning modules.

## Health & Sport Performance

**Course Number:** 1370/1371/1372

**Grades:** 11, 12

**Credits:** 3 high school credits; meets required Health credit, meets 2nd PhyEd credit requirement, includes elective PhyEd credit option for 4 college credits for HPER 1120 at Anoka-Ramsey Community College

**Type:** Full Year

**Prerequisite:** Foundations of Fitness

**Post-Secondary Connection:** Option for 4 college credits for HPER 1120 at Anoka-Ramsey Community College

12x12

This year-long course is designed for students who may want to pursue a career related to health, wellness, or sports. It includes high school requirements for health, one requirement for physical education and one elective option in physical education while also allowing students to gain 4 college credits in health and physical education. The course will cover content in individual and community health, including nutrition, healthy sexual development, mental/emotional health and addiction. Students will work toward achieving individual fitness goals and must be able to participate in regular aerobic exercise. Students will develop skills to assess their current wellness levels and be able to develop a plan to positively enhance their personal health and fitness status.

Students will have shadowing and other opportunities in sport and health-related fields, such as physical therapy, athletic training, exercise physiology, occupational therapy, sports management, and sports psychology. Fitness labs will take place at the high school and National Sports Center.

\*This course can be taken to meet the required Health and PE credits but is also open to students who have already met those requirements.

If taking the course for college credit, eligibility requirements are as follows:

- 11th grade: Top 1/3 in class rank or 3.5 G.P.A. plus 1047 on MCA reading OR 54 on Accuplacer Reading Assessment OR 21 on ACT Reading
- 12th grade: Top 1/2 in class rank or 3.0 G.P.A. plus 1047 on MCA reading OR 54 on Accuplacer Reading Assessment OR 21 on ACT Reading

## Foundations of Fitness

**Course Number:** 1410

**Grades:** 9, 10, 11, 12

**Credit:** 1

**Type:** Trimester; Required course

Students will be introduced to health-related fitness concepts (muscular strength & endurance, cardiovascular fitness, body composition, and flexibility) and activities to promote fitness. Individual and team-centered activities will be used to develop fitness as well as learn and reinforce skills, strategies, teamwork, and sportsmanship. Students will evaluate personal fitness for strengths and areas of need.

# ELECTIVES: PHYSICAL EDUCATION & HEALTH

## Foundations of Fitness - Online

**Course Number:** 1412

**Grades:** 10, 11, 12

**Credit:** 1

**Type:** Trimester; Required course – Online Version

Students will be introduced to health-related fitness concepts (muscular strength & endurance, cardiovascular fitness, body composition, and flexibility) and activities to promote fitness. Individual and team-centered activities will be used to develop fitness as well as learn and reinforce skills, strategies, teamwork, and sportsmanship. Students will evaluate personal fitness for strengths and areas of need.



## Fit for Life

**Course Number:** 1413

**Grades:** 10, 11, 12

**Credit:** 1

**Type:** Trimester; Meets 2nd Phy Ed credit requirement.

Students will continue to develop skills, knowledge and strategies through a variety of individual and team-centered lifetime activities. Recreational and lifetime activities are included in this course. Strength training and aerobic exercise will be incorporated to promote personal fitness. Students will evaluate personal fitness and set fitness goals.

## Fit for Life - Online

**Course Number:** 1414

**Grades:** 10, 11, 12

**Credit:** 1

**Type:** Trimester; Meets 2nd Phy Ed credit requirement- Online Version

Students will continue to develop skills, knowledge and strategies through a variety of individual and team-centered lifetime activities. Recreational and lifetime activities are included in this course. Strength training and aerobic exercise will be incorporated to promote personal fitness. Students will evaluate personal fitness and set fitness goals.



## Team - Fall

**Course Number:** 1420

**Grades:** 11, 12

**Credit:** 1

**Type:** Trimester; Elective

**Prerequisite:** Successful completion of required Phy Ed credits.

This is a co-ed class for juniors and seniors who have the skill, knowledge and desire to compete in team-based activities at a higher level. Possible Activities: Fall – Razzle Football, Tennis, Volleyball & Softball.



## Team - Winter

**Course Number:** 1421

**Grades:** 11, 12

**Credit:** 1

**Type:** Trimester; Elective

**Prerequisite:** Successful completion of required Phy Ed credits

This is a co-ed class for juniors and seniors who have the skill, knowledge and desire to compete in team-based activities at a higher level. Possible Activities: Winter – Basketball, Floor Hockey, Badminton & Volleyball.

## Team - Spring

**Course Number:** 1422

**Grades:** 11, 12

**Credit:** 1

**Type:** Trimester; Elective

**Prerequisite:** Successful completion of required Phy Ed credits

This is a co-ed class for juniors and seniors who have the skill, knowledge and desire to compete in team-based activities at a higher level. Possible Activities: Spring – Team Handball, Speedball, Tennis & Soccer.

## Beginning Weight Training

**Course Number:** 1423

**Grades:** 10, 11, 12

**Credit:** 1

**Type:** Trimester; Meets 2nd Phy Ed credit requirement

**Prerequisite:** Successful completion of Foundations of Fitness

Students should be interested in developing strength & speed. Students will be introduced to speed development exercises and strength training. Proper lifting techniques, training principles and safety will be stressed. Students will follow pre-designed lifting routines to improve strength, speed & explosiveness.

# ELECTIVES: PHYSICAL EDUCATION & HEALTH

## *Weights for Women 1*

**Course Number:** 1431

**Grades:** 10, 11, 12

**Credit:** 1

**Type:** Trimester; Meets 2nd Phy Ed credit requirement

**Prerequisite:** Successful completion of Foundations of Fitness

This is a female only course for those interested in learning about strength training. Students will be introduced to strength training and speed development exercises. Proper lifting techniques, training principles and safety will be stressed. Students will follow pre-designed lifting routines to improve strength and speed.

## *Weights for Women 2*

**Course Number:** 1432

**Grades:** 11, 12

**Credit:** 1

**Type:** Trimester

**Prerequisite:** Successful completion of Weights for Women 1 or Beginning Weight Training.

This is a new course for the 2019-2020 school year. This is a female only course for those interested in learning about strength training. Students will expand on what they learned in Weights for Women 1 or Beginning Weight Training. Students will participate in strength training and speed development exercises, daily challenges, as well as develop their own workouts. Proper lifting techniques, training principles and safety will be stressed.

## *Intermediate Weight Training – Fall*

**Course Number:** 1424

**Grades:** 11, 12

**Credit:** 1

**Type:** Trimester; Elective

**Prerequisite:** Beginning Weight Training

In this class, the emphasis is on strength development and overall fitness. Students work with the instructor on a pre-designed computer workout. Agility training, speed development, and flexibility are emphasized in addition to strength development. This class may not be substituted for a required Phy Ed credit.

## *Intermediate Weight Training – Winter*

**Course Number:** 1425

**Grades:** 11, 12

**Credit:** 1

**Type:** Trimester; Elective

**Prerequisite:** Beginning Weight Training

In this class, the emphasis is on strength development and overall fitness. Students work with the instructor on a pre-designed computer workout. Agility training, speed development, and flexibility are emphasized in addition to strength development. This class may not be substituted for a required Phy Ed credit.

## *Intermediate Weight Training – Spring*

**Course Number:** 1426

**Grades:** 11, 12

**Credit:** 1

**Type:** Trimester; Elective

**Prerequisite:** Beginning Weight Training

In this class, the emphasis is on strength development and overall fitness. Students work with the instructor on a pre-designed computer workout. Agility training, speed development, and flexibility are emphasized in addition to strength development. This class may not be substituted for a required Phy Ed credit.

## *Advanced Weight Training*

**Course Number:** 1427/1428/1429

**Grade:** 12

**Credits:** 3

**Type:** Full Year; Register for all three trimesters

**Prerequisite:** Intermediate Weight Training

This course is recommended for varsity athletes, and serious lifters. This class enhances the body's flexibility, agility, speed, and quickness. Proper nutrition, plyometric and advanced lifting techniques are taught.

## *Lifetime Outdoor Adventures: (Fall/Spring)*

**Course Number:** 1433

**Grades:** 10, 11, 12

**Credit:** 1

**Type:** Trimester; Meets 2nd Phy Ed credit requirement

**Prerequisite:** Successful completion of required Phy Ed credits

This is a new course for the 2019-2020 school year. In this class, students will experience various indoor and outdoor activities, enhance fitness levels, develop appreciation for the outdoors, acquire leadership skills and will learn to understand the importance of physical activity as it relates to a healthy lifestyle. Activities could include: golf, rock climbing, canoeing, orienteering, court sports, fishing, biking, inline skating, hiking and disc golf.

## *Lifetime Outdoor Adventures: (Winter)*

**Course Number:** 1434

**Grades:** 10, 11, 12

**Credit:** 1

**Type:** Trimester; Meets 2nd Phy Ed credit requirement

**Prerequisite:** Successful completion of required Phy Ed credit

This is a new course for the 2019-2020 school year. In this class, students will experience various indoor and outdoor activities, enhance fitness levels, develop appreciation for the outdoors, acquire leadership skills and will learn to understand the importance of physical activity as it relates to a healthy lifestyle. Activities could include: snowshoeing, Nordic skiing, bowling, court sports, ice fishing, downhill skiing/snowboarding, broomball, ice skating and hockey.

# **ELECTIVES: WORLD LANGUAGE**

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*Beginning levels of world languages is taught using a method called teaching proficiency through reading and storytelling (TPRS). It provides the vehicle for students to acquire grammar structures and vocabulary through an authentic context.*

## **Spanish 1**

**Course Numbers:** 1700/1701/1702

**Grades:** 9, 10, 11, 12

**Credits:** 3

**Type:** Full Year; Register for all three trimesters

This first year Spanish course opens the door to experiences in the language and cultures of the Spanish-speaking world. Language and culture are learned through a variety of activities including: videos, audio segments, online activities, paired communicative activities, cooperative work, language-related projects, songs and games. Students will learn structures and vocabulary which will enable them to communicate about their families, friends, likes and dislikes, school, food, weather, leisure activities, time, numbers, and other various common activities. Start your language adventure here in la clase de español uno!

## **Spanish 2**

**Course Numbers:** 1703/1704/1705

**Grades:** 9, 10, 11, 12

**Credits:** 3

**Type:** Full Year; register for all three trimesters

**Prerequisite:** Spanish 1; “C” or higher recommended.

In Spanish 2 oral proficiency continues to be stressed, but the skills of reading and writing are now given increased attention. Additionally, Internet resources are included as tools for language development and cultural information. During this course, students start to use the language to learn the language. Many notes, explanations and instructions are given in Spanish and a significant amount of the language used during each class period is Spanish. We extend the students’ understanding of the structure of the language and lay a solid base for future language learning. One of our overarching goals is for students to be proficient in communicating at the sentence level in the topic areas that they have studied during the year.

## **Spanish 3**

**Course Numbers:** 1706/1707/1708

**Grades:** 10, 11, 12

**Credits:** 3

**Type:** Full Year; register for all three trimesters

**Prerequisite:** Spanish 2; “C” or higher recommended.

In the third year of Spanish study, there is a definite emphasis placed on doing things in Spanish. The majority of the classroom activities are conducted in Spanish and the student is encouraged to use Spanish as his/her primary mode of communication in the classroom. Nearly all of the remaining verb tenses are introduced and the students’ vocabulary repertoire is greatly expanded. Many of the tools of the previous two years continue to be employed, as well as some new ones including a unit on Spanish and Mexican foods which includes a field trip to a Mexican restaurant.

*Note: This course is a recommended prerequisite to Spanish 4 (College in the Schools Spanish 201). It is recommended students earn a grade of C or higher to register for the next level.*

# ELECTIVES: WORLD LANGUAGE

## Spanish 4 – College Intermediate Spanish 201

12x12

**Course Numbers:** 1709/1710/1711

**Grades:** 9th grade immersion students, 11, 12

**Credits:** 3

**Type:** Honors credits; Full Year; register for all three trimesters

**Prerequisite:** Spanish 3; “C” or higher recommended

**Post-Secondary Connection:** College in the Schools, three Minnesota State University – Mankato semester credits.

In the fourth-year Spanish course, we delve deeper into the many facets of Spanish language and culture. This is done through the exploration of Hispanic literature, arts, history and customs. Grammar continues to be taught but the primary focus is using the Spanish language to understand, explore, investigate, and experience the various aspects of Hispanic life and culture. The students will have an opportunity to experience Spanish language literature through authentic texts, videos and audio taken from the internet. There will be several projects involving presentational skills in Spanish. Successfully completing this course will give students the necessary background to continue on to the next level of College Intermediate Spanish and AP level in Spanish.

En el cuarto año de español, profundizamos en muchas de las facetas del lenguaje español y su cultura. Esto se hace por medio de la exploración de la literatura, arte, historia y costumbres hispanas. Gramática continuara siendo aprendida pero el enfoque principal es usar el lenguaje español para entender, explorar, investigar, y experimentar los aspectos de la vida y cultura hispana. Estudiantes tendrán la oportunidad de experimentar la literatura del lenguaje español por medio de textos auténticos, videos y audio, tomadas de internet. Habrá algunos proyectos que involucraran presentaciones en español. Completar exitosamente este curso, les dará a los estudiantes la formación necesaria para continuar hacia el siguiente nivel universitario de español.

## Spanish 5 – College Intermediate Spanish 202

12x12

**Course Number:** 1712, 1713, 1714

**Grades:** 10th grade immersion students, 12

**Credits:** 3

**Type:** Full Year; Register for all three trimesters

**Prerequisite:** Spanish 4; “C” or higher recommended

**Post-Secondary Connection:** College in the Schools, 3 Minnesota State University – Mankato semester credits.

The course is focused on developing the student’s auditory, written and oral skills through reading comprehension, grammar and composition skills. Spanish 5 – College Intermediate Spanish 202 completes the second semester of intermediate college Spanish through Mankato State.

The main course objectives are:

1. The ability to comprehend formal and informal spoken Spanish;
2. The acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as some modern literature;
3. The ability to compose expository passages;
4. The ability to express ideas orally with accuracy and fluency.

Este curso se concentra en desarrollar las habilidades auditivas, escritas y orales del estudiante por medio de la comprensión de la lectura, gramática, y habilidades de composición. Spanish 5 – College Intermediate Spanish 202 completa el Segundo semestre de Español de Universidad por medio de Mankato State.

Los objetivos principales del curso son:

1. La habilidad de comprender español hablado ya sea formal o informal;
2. La adquisición del vocabulario y el entendimiento de la estructura para permitirles leer artículos de periódico o revistas mas fácilmente, tan bien como literatura moderna;
3. La habilidad de componer pasajes;
4. La habilidad de expresar ideas orales con exactitud y fluidez

# ELECTIVES: WORLD LANGUAGE

## German 1

**Course Numbers:** 1720/1721/1722

**Grades:** 9, 10, 11, 12

**Credits:** 3

**Type:** Full Year; register for all three trimesters.

Sprichst du DEUTSCH? German 1 is a great way for you to add another language to your life. This class is designed to be interactive, communicative, challenging and FUN! Instruction will be mainly through reading and storytelling. You will be part of a learning community where you will quickly discover how to express yourself in German while you also learn a lot of culture about the German-speaking areas of the world. However, this is truly just the beginning. Learning any foreign language takes years of practice, so plan on taking four years if you can fit it in your schedule.

*Note: This course is a recommended prerequisite to German 3 (College in the Schools German 1003) and German 4 (College in the Schools German 1004). It is recommended students earn a grade of C or higher to register for the next level.*

## German 2

**Course Numbers:** 1723/1724/1725

**Grades:** 9, 10, 11, 12

**Credits:** 3

**Type:** Full Year; register for all three trimesters

**Prerequisite:** German 1; “C” or higher recommended

Second-year German allows students the opportunity to expand on what they learned in the first year. Students continue to learn German through interactive stories and communicative activities. More focus is given to grammatical elements and structures of the language as we continue to build our vocabulary and overall ability to communicate in German. We continue to study the cultures of German-speaking countries in-depth through in-class activities and a field trip. It is a challenging and positive experience.

*Note: This course is a recommended prerequisite to German 3 (College in the Schools German 1003) and German 4 (College in the Schools German 1004). It is recommended students earn a grade of C or higher to register for the next level.*

## FUN FACT: CIS German Courses Saving Students Money

Spring Lake Park High School has offered College in the Schools (CIS) Intermediate German 1003 and 1004 through the University of Minnesota since 2004. Since the partnership began, SLP CIS German students have saved around \$1.3 million in tuition at no cost to them!

## German 3 - U of M Intermediate German 1003

12x12

**Course Numbers:** 1726/1727/1728

**Grades:** 11, 12

**Credits:** 3

**Type:** Honors credits; Full Year; register for all three trimesters

**Prerequisite:** German 2; “C” or higher recommended

**Post-secondary Connection:** Five UMN semester credits College in the Schools (CIS)

Was? Ganz Deutsch? Wirklich? This is the year things will really be coming together! You will take your German to a whole new level when you communicate almost exclusively in German. It may be frustrating at first, but once you realize how many things you can say and do in German, you’ll be very proud! We will go much more in-depth in all aspects of learning German. CIS is a partnership program between the U of M and area high schools. It delivers regular University introductory level courses to advanced high school students. CIS students study the same curriculum that U of M students do on campus. SLPHS juniors and seniors can apply to take this course and should be in the top 30 percent of the class.

*Note: This course is a recommended prerequisite to German 4 (College in the Schools German 1004). It is recommended students earn a grade of C or higher to register for the next level.*

## German 4 - U of M Intermediate German 1004

12x12

**Course Numbers:** 1729/1730/1731

**Grade:** 12

**Credits:** 3

**Type:** Honors credits; Full Year; register for all three trimesters.

**Prerequisite:** German 3; “C” or higher recommended.

**Post-secondary Connection:** College in the Schools, five UMN semester credits College in the Schools (CIS)

German 4 is a continuation of German 3. It is similar in set-up, where you continue to improve your reading/writing/listening/speaking proficiency. Many students who complete this course will have completed foreign-language requirements toward college degrees, all while still in high school! If you continue with German, you will likely be able to use your U of M transcript and/or test out of lower-level courses and be placed into 3rd-year college courses. Wunderbar!

*Note: SLPHS juniors and seniors can apply to take this course and it is recommended that they earn a C- or better in German 3 (U of M Intermediate German 1003). Students should be in the top 30 percent of the class per U of M CIS recommendations. Exceptions can be made by instructors and for younger transfer students who have strong German skills/background. Please contact an instructor if you have questions.*

# ELECTIVES: BUSINESS & ENTREPRENEURSHIP PATHWAY



*The Business & Entrepreneurship Pathway is designed to give students experience in the many careers within the industry, while also exposing them to the varying types of business, including startups, small businesses, corporations and nonprofit companies. Students in this pathway will have the option to deeply explore or expose themselves to marketing, finance, leadership, business management, analytics and other sectors. They will also gain the necessary communication skills to thrive in the business world whether they wish to start their own company or join a fast-paced corporate environment.*

## **Accounting 1**

**Course Number:** 1051

**Grades:** 10, 11, 12

**Credit:** 1

**Type:** Trimester; Elective

This course covers the concepts and principles of accounting as they relate to financial statements of a single proprietorship. The course will cover a broad range of accounting principles. This includes special journals, posting, trial balancing, worksheets, financial statements, adjustments, and closing ledgers. This course is strongly recommended for students who will be pursuing a business major in college.

## **Accounting 2**

**Course Number:** 1052

**Grades:** 10, 11, 12

**Credit:** 1

**Type:** Trimester; Elective

**Prerequisite:** Accounting 1

This course will be a continuation of Accounting 1. The accounting principles taught in this course includes an in-depth study of accounting principles, procedures, and techniques used in keeping financial records for sole proprietorships, partnerships, and corporations. Students must take Accounting 1 prior to taking this course. This course is strongly recommended for students who will be pursuing business in college.

## **Foundations of Business**

*(formerly called Intro to Business)*

**Course Number:** 1053

**Grades:** 9, 10, 11, 12

**Credit:** 1

**Type:** Trimester; Elective

This exploratory course introduces students to the types of businesses that exist and the major activities of business such as insurance, credit, banking, saving, investing, entrepreneurship, economics, marketing and management. Students will leave with a better understanding of the various careers within business.



## **DECA Coffee Shop**

**Course Number:** 1056/1057/1058

**Grades:** 9, 10, 11, 12

**Credits:** 3

**Type:** Full Year; Elective

In this course, students will prepare for DECA competitions, and run the school coffee shop. Students will gain hands-on experience running a business and make important decisions regarding the school coffee shop. DECA students will choose an area to focus on and prepare for competitive events that is of interest to them. The competitive event categories are business management & administration, hospitality and tourism, marketing, entrepreneurship, finance, and personal financial literacy. Students will gain presentation and marketing skills.

## **Personal Money Management**

**Course Number:** 1059

**Grades:** 9, 10, 11, 12

**Credit:** 1

**Type:** Trimester; Elective

The knowledge of money management and banking services can provide you with the skills to deal with financial matters. Topics covered include budgeting, credit cards, opening and using a checking and savings account, borrowing money, filling out tax forms and making consumer- smart decisions when buying an automobile or buying/renting a home. This course is designed to give the student an understanding of the role of personal money management and how he/she can handle money wisely in day-to-day living.

# ELECTIVES: BUSINESS & ENTREPRENEURSHIP PATHWAY

## Business and Innovation

**Course Number:** 1060/1061/1062

**Grades:** 11, 12

**Credits:** 3 credits of required English Language Arts; 3 credits of business elective; Option for 3 college credits in CMST 1110 at Anoka-Ramsey Community College

**Type:** Full Year, two-hour block

\*Students do not need to sign up for Language Arts if registering for this course

**Post-Secondary Connection:** Option for 3 college credits in CMST 1110 at Anoka-Ramsey Community College

12x12

Students will earn a full-year of elective business credit and required English Language Arts credits. The class will operate in a double-block to allow flexibility for each day so students can engage in company projects, travel to local businesses, and participate in field experiences. This past year, students worked on company projects with partners such as National Sports Center, Urban Air, Infinite Campus and Rise nonprofit. Students will be contacted after registration for an interview.

In Business Entrepreneurship, students will learn elements of business and management including leadership, operations, ethics, marketing, and finance in both local and global markets. In the first half of the year, students will work in teams on real consulting projects for local companies. In the second half of the year, students will create a business plan and participate in a shark-tank style entrepreneurship competition for an idea, product, or service.

In English Research & Communication, students are introduced to fundamental elements and models of communication, basic theory, interpersonal communication, small group communication and public speaking. Students will study persuasion, cultural competency, professional communication and read both fiction and nonfiction texts relevant to global communication, research and leadership.

If taking the course for college credit, eligibility requirements are as follows:

- 11th grade: Top 1/3 in class rank or 3.5 GPA plus 1047 on MCA reading OR 54 on Accuplacer Reading Assessment OR 21 on ACT Reading
- 12th grade: Top 1/2 in class rank or 3.0 GPA plus 1047 on MCA reading OR 54 on Accuplacer Reading Assessment OR 21 on ACT Reading



## Business Internship

**Course Number:** 1064/1065

**Grades:** 12

**Credits:** 4

**Type:** Business Elective, two-hour block in trimester 2 and 3

**Prerequisite:** Business & Innovation course

This is a new course for 2019-2020 school year. In this course, student will intern within a local business, going off-site most days to work at the assigned company. Every effort will be made to place the student in a sector of business that is interest of them, such as marketing, finance, or communications. Students will be expected to engage in professional behavior and will be assigned a professional mentor from the hosting company. Student selection will include an interview process.

*Learn more about the  
Career and College  
Pathways at Spring  
Lake Park High School  
on pages 6-7.*

# ELECTIVES: HEALTH & HUMAN SERVICES PATHWAY



The Health and Human Services Pathway exposes students to careers that meet the basic needs for our communities, including the health of individuals and families, assistance with social services, help with preventing and solving problems and striving to provide the highest quality of life possible through wellness and education. Students who choose to go into this growing field will be part of fostering advances in medicine, public health and social services. This pathway gives students several opportunities for hands-on learning in the field.

## Child Development 1

**Course Number:** 1074

**Grades:** 10, 11, 12

**Credit:** 1

**Type:** Trimester; Elective

**Prerequisite:** None – First Aid/CPR course recommended

**Fee:** No fee for basic projects, additional projects may incur a project fee.

**Post-Secondary Connection:** Students in grades 10, 11 and 12 may earn articulated college credits by completing BOTH Child Development 1 and 2 with a grade of B+ or higher. See Articulations chart below Child Development 2.

This course is designed to give students the skills necessary for effectively caring for, working with, and/or parenting children. Students will learn about the physical, intellectual, social and emotional development of children, birth to preschool. Other topics will include parenting, guidance and discipline, prenatal development, pregnancy, birth and learning theories. Students will have the opportunity to experience and study children in a playschool/preschool setting. This is a great course for students interested in careers in teaching, social work, psychology, pediatrics, early childhood education, parenting education and human services.

12x12

## Child Development 2

**Course Number:** 1075

**Grades:** 10, 11, 12

**Credit:** 1

**Type:** Trimester; Elective

**Prerequisite:** Child Development 1 (previously Early Childhood 1)

**Post-Secondary Connection:** Students in grades 10, 11 and 12 may earn articulated college credits by completing BOTH Child Development 1 and 2 with a grade of B+ or higher. See Articulations chart below.

This course will give students the chance to explore the developmental areas of the child from birth to 6 years of age. Students will learn about brain research and development; importance of play and effective childcare and child care settings. Students will have the opportunity to experience and observe children in a playschool setting, as well as a chance to conduct some outside observations of playschools/preschools.

12x12



Colleges	College Courses	Articulated College Credit
Hennepin Technical College	CDEV 1500 – Child Growth & Development	3 credits of 3 total credits (45 hrs. class + 3-4 hrs./wk. for class work)
St. Cloud Technical & Community College	CACE 1420 – Foundations of Development	3 credits of 3 total credits
Inver Hills Community College	Elective Choice	3 elective credits

# ELECTIVES: HEALTH & HUMAN SERVICES PATHWAY



## Teacher Education I: Exploring the Teaching Profession

12x12

**Course Numbers:** 1080/1081/1082

**Grades:** 11, 12

**Credits:** 3 elective credits, includes 2 college credits through University of Minnesota

**Type:** Full Year; Elective

**Post-Secondary Connection:** 2 college credits through the University of Minnesota

The course is designed to give students an entry point into pursuing a career in education by providing both content knowledge and field experiences. Students explore themselves as a teacher, the culture of teaching, student learning, and the sociocultural and political influences on teaching and learning. Students will consider the role of equity in working with diverse students and develop reflective practices. In addition, students in the course will participate in discussions, write reflective papers, and engage in small-group activities. Throughout the year, students will work with students as an intern in a local elementary, middle, or high school classroom, under the supervision of a mentor teacher.

\*\*This course is the first in a sequence of two year-long courses offered by the University of Minnesota. While this course is open to any junior or senior, it is highly recommended to take this course as a junior so that you can take the second class as a senior.

## Health & Sport Performance

12x12

**Course Number:** 1370/1371/1372

**Grades:** 11, 12

**Credits:** 3 high school credits; Option for 4 college credits for HPER 1120 at Anoka-Ramsey Community College

**Type:** Year-Long; Health credit, two PhyEd credits

**Prerequisite:** Foundations of Fitness

**Post-Secondary Connection:** Option for 4 college credits for HPER 1120 at Anoka-Ramsey Community College

This year-long course is designed for students who may want to pursue a career related to health, wellness, or sports. It includes high school requirements for health, one requirement for physical education and one elective option in physical education while also allowing students to gain 4 college credits in health and physical education. The course will cover content in individual and community health, including nutrition, healthy sexual development, mental/emotional health and addiction. Students will work toward achieving individual fitness goals and must be able to participate in regular aerobic exercise. Students will develop skills to assess their current wellness levels and be able to develop a plan to positively enhance their personal health and fitness status.

Students will have shadowing and other opportunities in sport and health-related fields, such as physical therapy, athletic training, exercise physiology, occupational therapy, sports management, and sports psychology. Fitness labs will take place at the high school and National Sports Center.

\*This course can be taken to meet the required Health and PE credits but is also open to students who have already met those requirements.

If taking the course for college credit, eligibility requirements are as follows:

- 11th grade: Top 1/3 in class rank or 3.5 G.P.A. plus 1047 on MCA reading OR 54 on Accuplacer Reading Assessment OR 21 on ACT Reading
- 12th grade: Top 1/2 in class rank or 3.0 G.P.A. plus 1047 on MCA reading OR 54 on Accuplacer Reading Assessment OR 21 on ACT Reading

# ELECTIVES: HEALTH & HUMAN SERVICES PATHWAY



## **OPPORTUNITIES IN EMERGENCY CARE (OEC)**

*OEC is an award-winning medical education program that offers extensive opportunities to students interested in serving others in the healthcare field. We teach Emergency Medical Services (EMS) programs to regional high school students. Students can learn basic First*

*Aid, or become fully prepared for pursuing careers in clinics, hospitals, nursing homes, in-home healthcare, ambulance services, fire departments, etc. through our courses. Students can earn college credits and/or their National Registry of Emergency Medical Technician (NREMT) certification, which enables them to pursue careers in various EMS and healthcare professions.*

*The following opportunities are available through the OEC program:*

- *Earn state and national certifications*
- *College credit in three different courses*
  - *Emergency Medical Responder – 4 credits through Century College articulation*
  - *Emergency Medical Technician – 9 credits through Century College articulation*
  - *Nursing Assistant-Registered – 4 credits through Century College articulation*
- *Tuition savings up to \$3,400 or more if you took every course OEC offers*
- *Skills and certifications that can lead to employment in clinics, hospitals, ambulances, nursing homes, home healthcare, fire departments, etc.*
- *Competition opportunities in various EMS and other healthcare events. We were state EMS Champions in 2013-2018.*
- *Opportunities to participate as a member of Health Occupations Students of America (HOSA). We were HOSA International EMT Champions in 2016 and 2017 and took 3rd and 8th place in 2018.*
- *Each student is held to a high personal and professional standard*
- *Hands-on clinical experience through sports and community events, shadowing and ride-alongs*

### **First Aid/CPR**

**Course Number:** 1351

**Grades:** 9, 10, 11, 12

**Credit:** 1

**Type:** Trimester; Elective

**Potential Certifications:**

- American Heart Association Heartsaver CPR/AED & First Aid

This is an entry level course that prepares students to perform life-saving skills until healthcare professionals arrive. This course offers opportunities to get out of your seat and apply learning with practical scenarios. This class is strongly recommended, but not required for the other OEC classes.

### **Self Defense for Women**

**Course Number:** 1358

**Grades:** 11, 12 (preference given to seniors if full)

**Credits:** 1

**Type:** Trimester; Elective

**Prerequisite:** Females only

This one-of-a-kind course provides frank discussion about rape, assault, and harassment. Topics include: relationship violence, setting boundaries, increasing awareness of your surroundings, assertiveness, middle ground defense, physical resistance; including: striking with hands and arms, kicking, breaking holds, fighting from the ground, escaping pins, dealing with a weapon-wielding assailant and multiple assailants. This course requires students to use considerable physical effort in applying various self-protection techniques and a focus on personal strength and fitness development.

# ELECTIVES: HEALTH & HUMAN SERVICES PATHWAY



## Nursing Assistant – Registered

**Course Number:** 1352

**Grades:** 10, 11, 12

**Credits:** 2

**Type:** Honors credits; Trimester; Elective – (2-hour course).

**Prerequisite:** Students in 10th grade applying for this class must have completed first aid with a B or better OR have a GPA of 3.0 or higher entering 10th grade without having taken first aid. Students must be 16 years old, two weeks prior to the completion of the course. For 11/12 graders, no prerequisites required.

**Fees:** Students are required to purchase medical scrubs, a transfer belt, liability insurance, and pass a background check. Students wishing to complete the Nursing Assistant State certification test must cover the testing cost of \$213.

**Post-secondary Connection:** 4 articulated college credits are available upon successful completion with a B-/80%.

In this college level course, students are exposed to medical terminology, medical forms, and anatomy and physiology as it relates to aging and long-term care. Students will learn how to assist and relate to and care for residents at a long-term care facility. A Nursing Assistant certification is a requirement for most college nursing programs. The required service project facilitates teamwork and a chance to see how service directly affects the lives of others. Attendance requirements are set by the Minnesota Nursing Assistant Registry. Students with more than six absences in the course will not be eligible for clinicals and certification.

### Course Requirements:

- Purchase own medical scrubs, transfer belt, liability insurance and pass a background check
- Provide own transportation to clinical sites
- Complete a three-hour service project during the course
- Complete a minimum of 16 clinical hours at a long-term care facility
- Students need to be 16 years old, two weeks prior to the completion of the course

*Note: Any student hired by a nursing home within six months of passing the test will be eligible for reimbursement of the test fee from the State of Minnesota. Students will follow the Minnesota Department of Health guidelines for Nursing Assistant-Registered training.*

12x12

## Emergency Medical Responder

**Course Number:** 1353

**Grades:** 11, 12

**Credits:** 2

**Type:** Honors credits; Trimester; Elective – (2-hour course); Trimester 1 only

**Post-secondary Connection:** College credits available upon successful completion, B- or 80%

### Potential Certifications:

- American Heart Association Healthcare Provider CPR
- Minnesota State Emergency Medical Responder

12x12

This course meets and exceeds requirements set forth by the National EMS Education Scope of Practice. Students who successfully complete the course will be eligible for the Emergency Medical Responder (EMR) certification. This course provides the student the necessary tools to sustain life, reduce pain and minimize injury during out-of-hospital medical and traumatic emergencies, while awaiting or alongside EMS personnel. Students can apply their skills at school and community events, and an optional four-day emergency care retreat in Amery, WI. At this retreat, students will have ample opportunity for hands-on experience through mock emergencies, ambulance runs, and session from a variety of healthcare, fire, and law enforcement professionals.

EMR certification is required for any firefighter or police officer in the State of Minnesota. Course requirements include completion of a minimum of 10 service learning/skill lab hours to be completed outside the school day. Clinical opportunities include Spring Lake Park football games, Twin Cities Marathon, hockey games and more.

*Note: First Aid & CPR Certification recommended but not required.*

Colleges	College Courses	Articulated College Credit
Century College	EMS 1015 – Emergency Medical Responder	3 credits
Alexandria Technical & Community College	LENF 1624 – Emergency Medical Responder (EMR)	3 credits
Anoka Technical College	EMED 1025 – Emergency Medical Responder	3 credits
Hennepin Technical College	EMSV 1050 – Emergency Medical Responder (First Responder)	3 credits
Normandale Community College	HLTH 2209	3 credits

12x12 College Credit Opportunity

# ELECTIVES: HEALTH & HUMAN SERVICES PATHWAY



## Emergency Medical Technician (EMT) 1

**Course Number:** 1354

**Grades:** 11, 12

**Credits:** 2 (two-hour course)

**Type:** Honors credits; Trimester; Elective - 2 hours / 2 credits; first of two courses. TRIMESTER 2 ONLY

**Fee:** \$20 for Department of Human Services background check, and Mantoux test for fire department ride-alongs, uniform, Explorer Post registration, State Competition, others.

**Post-secondary Connection:** Articulation agreement for up to 9 credits. Students must successfully complete EMT 1 & 2 for college credit. See chart below EMT 2.

**Potential Certification:**

- AHA Healthcare Provider CPR (as needed)

The Emergency Medical Technician (EMT) 1 course is designed to train the lay person in emergency medical care in the pre-hospital environment. It is the entry level of training in the Emergency Medical Services career field. The program follows the current Department of Transportation (DOT) EMT curriculum. The program instructs the student in medical practices available to pre-hospital personnel, precise patient assessment and management of trauma and medical emergencies, airway management, resuscitation and pharmacological interventions. This program will develop the student's confidence, knowledge and skills in performing critical assessment and management of patients with medical and trauma related life threats. It also focuses on development of the EMT's critical role as a team member during patient crisis situations.

EMT-1 is the first half of the National EMT curriculum for certification as a Nationally Registered Emergency Medical Technician.

10 lab/service learning hours are required as part of the course.

*Note: The Emergency Medical Responder (EMR) course #1353 is strongly recommended, but not required.*

12x12

## Emergency Medical Technician (EMT) 2

**Course Number:** 1355

**Grades:** 11, 12

**Credits:** 2 (two-hour course)

**Type:** Honors credits; Trimester; Elective - 2 hours / 2 credits; second of two courses. TRIMESTER 3 ONLY

**Fees:** \$40 for EMT skills exam / \$80 for National Registry of EMT computer exam (optional for national EMT certification) and uniform consisting of black pants and white dress shirt highly recommended.

**Post-secondary Connection:** Articulation agreement for up to 9 credits. Students must successfully complete EMT 1 & 2 for college credit. See chart below.

**Potential Certifications:**

- National Registry/State of Minnesota Emergency Medical Technician

This is the second half of the EMT course which meets the National EMS Education Standards for Emergency Medical Technician (EMT). Students must take EMT 1 in conjunction with EMT 2.

This course includes assessment-based education and medical interventions. Ambulance calls will be staged for students on a routine basis. Ride-alongs available with the Fridley Fire Department for students making adequate progress. Students are encouraged to participate in the optional four-day emergency care retreat in Amery, WI, where they will apply their skills by working simulated emergencies out of an ambulance, learn from and network with healthcare, fire and law enforcement professionals. 10 lab/service learning hours are required as part of the course. (The EMT Lab/Service Learning Course # 0522 is optional for students wanting to complete at least 40 lab or service hours for an additional credit.)

*Note: This is the second half of the course which meets the new National EMS Education Standards for the Emergency Medical Technician (EMT). Students must take EMT 1 in conjunction with EMT 2.*

Colleges	College Courses	Articulated College Credit
Century College	EMSB 1020 – Emergency Medical Technician	9 credits
Anoka Technical College	EMED 1113 – Emergency Medical Technician I	4 credits
Hennepin Technical College	EMSV 1100 – Emergency Medical Technician	6 credits
Lake Superior College	FIRE 2482 – Emergency Medical Technician	3 credits
Lake Superior College	FIRE 2484 – Emergency Medical Technician (Lab)	3 credits

12x12

# ELECTIVES: HEALTH & HUMAN SERVICES PATHWAY

## Enhanced EMT Internship (formerly Medical Internship 1)

**Course Number:** 1356

**Grade:** 12

**Credits:** 2 (two-hour course)

**Type:** Trimester; Elective - 2 hours / 2 credits.

**Prerequisite:** Grade of B+ or higher in EMT 1 & 2

**Fees:** EMT uniform required for clinical experiences, own transportation (may carpool with classmates with parental permission), AHA instructor testing fees (if pursued)

**Potential Certifications:**

- AHA CPR & First Aid Instructor

Units include advanced emergency medical training:

- EMT skills & academic review
- EMR skills examiner
- American Heart Association CPR & First Aid Instructor course
- Ambulance operations
- Advanced airway intubation including endotracheal tubes, iGels, and King Airways, CPAP and BiPAP
- Electrocardiogram (EKG) interpretation
- Basic cardiology medications
- Intravenous therapy, blood draws, intraosseous infusion
- Final mega-code demonstration including the use of cardiac monitor/defibrillator, starting an IV, and administering medications used in a mock cardiac arrest

Emphasis is placed on leadership as intern students are expected to work with and mentor EMR students by assisting at after school labs, evaluating student skills, running scenarios and leading new students at medical events. The course is taught by OEC faculty and ancillary staff, including paramedics, registered nurses and others.

**Major Outcomes:**

- To handle stressful scenarios and situations in a professional and calm manner as an EMT would
- To demonstrate an understanding, and the use of, advanced EMT skills
- To demonstrate dynamic communication skills with students, patients and teammates
- To organize and complete a personal resume and/or portfolio to be used for future job interviews
- American Heart Association Health Care Provider CPR (recertification)
- To set up and complete two fire department ride-alongs, as well as other clinical experiences



## Fire Fighter 1 Internship (formerly Medical Internship 2)

**Course Number:** 1357

**Grade:** 12

**Credits:** 2 (two-hour course)

**Type:** Trimester; Elective - 2 hours / 2 credits

**Prerequisite:** Grade of C or higher Emergency Medical Responder (Course 1353)

**Fees:** EMT uniform required for clinical experiences, own transportation, fire fighter 1 testing fees (if pursued)

**Potential Certifications:**

- Minnesota Firefighter 1

This unique course is taught in conjunction with the Spring Lake Park/Blaine/Mounds View (SBM) Fire Department.

Topics include: At the conclusion of the course, students will participate in a live, controlled burn as part of the final testing (if the opportunity is available), take the Firefighter 1 examination and attempt a department physical agility test.

Unit includes Fire Fighter 1 training:

- Fire department communications
- Ropes and knots
- Search and rescue
- Forcible entry
- Ventilation
- Firefighter safety
- Personal protective equipment (PPE)
- Emergency operations
- Ground ladders
- Fire control
- Salvage
- Overhaul
- Portable fire extinguishers
- Ladder/tool/hose maintenance
- Fire hose
- Fire appliances
- Fire streams

**Major Outcomes:**

- To understand and demonstrate Firefighter I skills

# ELECTIVES: HEALTH & HUMAN SERVICES PATHWAY



## **Fire Fighter 2 Internship** *[formerly Medical Internship 3]*

**Course Number:** 1361

**Grade:** 12

**Credits:** 2 (two-hour course)

**Type:** Trimester; Elective - 2 hours / 2 credits.

**Prerequisite:** Grade of C or higher in Fire Fighter 1.

**Fees:** EMT uniform required for clinical experiences, own transportation, Fire Fighter 2 and Hazardous Materials Operations testing fees (if pursued).

### **Possible Certifications:**

- Minnesota Firefighter 2
- Minnesota Hazmat Operations Certifications

Unit includes Fire Fighter 2 training:

- Incident report writing
- Fire suppression – Flammable liquids and gases
- Fire ground command (ICS)
- Evidence preservation
- Vehicle extrication
- Assisting a technical rescue team
- Pre-incident survey
- Fire equipment maintenance
- Fire hose testing
- Fire safety survey (Prevention)
- Fire safety presentation (Prevention)

Major Outcomes:

- To understand and demonstrate Firefighter 2 skills
- To become a viable candidate for hiring as a certified State of Minnesota fire fighter

## **Emergency Medical Lab/Service Learning:** *Available through EMR, EMT1, EMT2 and Internship*

**Course Number:** See Dean

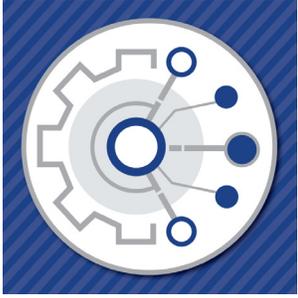
**Grades:** 11, 12

**Credit:** 1 (concurrent with Emergency Medical class)

**Course Requirements:** 40 lab/service hours, and five patient contacts are required per course.

Emergency Medical Responder, Emergency Medical Technician 1 & 2 and Medical Internship students will have the opportunity to acquire additional elective credit while being concurrently enrolled in an Emergency Medical course. Lab class is offered up to two days per week after school. Multiple opportunities to obtain actual patient experience with hands-on learning are offered at a variety of clinical venues including the Twin Cities Marathon, Spring Lake Park varsity football games and more. Additional experiences will take place in community and athletic events and potentially police and fire department ride-along as well as the fall and spring EMS retreat experience. Students will be awarded the additional credit at the end of trimester if criteria have been met. Students have the opportunity to earn Service Learning credit for each Emergency Medical taken.

# ELECTIVES: TECHNOLOGY, ENGINEERING & DESIGN PATHWAY



*The Technology, Engineering and Design Pathway is designed to give students a chance to explore and gain experience in the world of modern technology. In these courses, students will learn about the advances and innovation within the design, engineering, and information systems fields. Through hands-on experiences with simulations, projects, case studies, and guest instructors, students will also gain cultural competency, leadership skills and ethics, all of which are critical to the needs of today's workforce.*

## Introduction to Engineering Design

**Course Number:** 2110/2111/2112

**Grades:** 9, 10, 11, 12

**Credits:** 3

**Type:** Full Year; Elective

**Post-Secondary Connection:** Completion of course and a passing score on final exam results in 3.0 college credits through the University of Minnesota or St. Cloud State University.

12x12

Students will be introduced to the engineering profession and a common approach to the solution of engineering problems using the engineering design process. Students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication and other professional skills. Students will develop skill in technical representation and documentation of design solutions and use current 3D design and modeling software to represent and communicate solutions. This year-long course is offered through Project Lead the Way (PLTW), a national nonprofit organization that offers teacher training and curricular support.



Igniting imagination and innovation through learning.



12x12 College Credit Opportunity

## Global Technology Communication

**Course Number:** 2130/2131/2132

**Grades:** 10, 11, 12

**Credits:** 3 required English Language Arts Credits, 3 elective credits in computer science.

**Type:** Full Year, two-hour block

\*Students do not need to sign up for Language Arts if registering for this course.

This year-long course allows students to gain a full year of elective credit in AP Computer Science Principles and 3 ELA core credits in Reading & Writing in the Digital Age. The class will operate in a double-block together to allow flexibility for each day, so students can engage in simulations, travel to local businesses, and participate in project-based learning. Students will be contacted after registration for an interview.

In Advanced Placement Computer Science Principles, students are introduced to the foundations of computer science with a focus on how computing powers the world. The course starts with learning about what is involved in sending a single bit of information from one place to another and ends with students developing small applications of their own design that live on the web. Along with the fundamentals of computing, students will learn to analyze data, create technology that has a practical impact, and gain a broader understanding of how computer science impacts people and society. The course embeds project and inquiry-based learning, with an Advanced Placement exam for college credit. Completion of course and a passing score on AP exam results in 3.0 college credits.

The Reading & Writing in the Digital Age class will examine texts and language through the lens of technology and its impact on the way we write, speak, and learn information. Students will also gain the necessary skills of public speaking, small group communication, and presentation of research as part of this class. Using nonfiction and fiction texts, students will engage in discussion and analysis of human communication in today's modern world.

## *How to Make Almost Anything*

**Course Number:** 2101

**Grades:** 9, 10, 11, 12

**Credit:** 1

**Type:** Trimester; Art elective

This one-trimester elective course provides a hands-on introduction to the initial foundations of engineering and the design process. Students will become inventors, artists and creators, using human-centered design, engineering principles and cutting-edge technology to create prototypes of practical solutions to problems that people face every day.

## *Intro to Coding*

**Course Number:** 2120

**Grades:** 9, 10, 11, 12

**Credit:** 1

**Type:** Trimester; Elective

Intro to Coding is a one-trimester elective course aimed at exposing students to the world of coding. Code, the language of the future, is used in every piece of technology around us. Intro to Coding is intended for students with no previous background, and teaches students how to code in a fun, hands-on and accessible way. The course focuses on the problem solving and critical thinking skills required to properly code, skills that will benefit students in all of their future endeavors.

## *Java Programming*

*(formerly Computer Science in the 21st Century)*

**Course Number:** 2136/2137/2138

**Grades:** 10, 11, 12

**Credits:** 3

**Type:** Full Year, Math Elective

**Prerequisite:** Intro to Coding or Global Technology Communication or Algebra 2 – Trig.

This course is an intermediate level course that examines computer science and computer programming. Students will learn Java to develop advanced programming structures and commands which can be used to create apps, games and advanced programs. Simple and advanced graphics will be explored. Along with programming techniques, students will study historical, current, and future aspects of computers.

## *Principles of Engineering*

**Course Number:** 2113/2114/2115

**Grades:** 10, 11, 12

**Credits:** 3

**Type:** Full Year; Elective

**Prerequisite:** Introduction to Engineering Design

**Post-Secondary Connection:** Completion of course and a passing score on final exam results in 3.0 college credits through the University of Minnesota or St. Cloud State University.

New course for the 2019-2020 school year. This year-long course is offered through Project Lead the Way (PLTW), a national nonprofit organization that offers teacher training and curricular support. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials and automation. Students develop skills in problem solving, research and design while learning strategies for design process documentation, collaboration and presentation.

## *Digital Art & Design*

**Course Number:** 2140

**Grades:** 9, 10, 11, 12

**Credit:** 1

**Type:** Trimester; Art Elective

This is a new course for the 2019-2020 school year. Students will learn about relevant digital design elements used by professionals across the globe, including image creation, graphics, typography, page layout, color theory, navigation, editing, branding and more. Students will develop a deeper understanding of how to use Macs and software programs used within industry, including Adobe Photoshop, Illustrator and InDesign, to create authentic digital products utilized in business, marketing, computer science and beyond. This course is highly recommended for students with an interest in business, entrepreneurship, marketing, computer science, art and/or design careers.

## *Construction & Solar Energy*

**Course Number:** 2142/2143

**Grades:** 11, 12

**Credits:** 4 elective credits

**Type:** Two trimesters; two-hour course

**Note:** This class is offered at Irondale High School and transportation will be provided.

\*Students who successfully complete this course will have the opportunity to earn college credit.

This is a new course for 2019-2020 school year. Want to do some real work in the area of design and construction? This course is for you. Learn how to build a future in the world of innovation and construction in this introductory class. This is a learn-by-doing, hands-on construction class. Students will use the design process throughout the life-cycle of selected projects to learn basic construction skills and manufacturing technology in order to build a structure that meets industry standards. Students will learn how to produce technical drawings, read building plans, build models/prototypes, and construct sections of a structure. Basic plumbing, concrete, electrical, drywall, and other related work within the estimated budget will also be addressed. Through partnership with the Minnesota State Energy Center of Excellence, students will have access to a mobile classroom focused on alternative energy, and through partnership with Century College, students will have access to their solar lab. Students will use their new skills and knowledge to design and build a solar-powered ice-fishing house that meets real industry standards and deadlines all within budget.

# CORE COURSES: LANGUAGE ARTS

## Language Arts 9

**Course Numbers:** 1100/1101/1102

**Grade:** 9

**Credits:** 3

**Type:** Full Year; Required course - register for all three trimesters

Language Arts 9 allows students to explore many themes in literature by reading and analyzing short stories, non-fiction, poetry, drama and novels. The ability to analyze literature and support ideas with specific, relevant proof is stressed throughout the course. Students will continue to develop their writing skills.

## Language Arts 9 Concepts

**Course Number:** By Recommendation

**Grade:** 9

**Credits:** 3 Language Arts credits

**Type:** Full Year; Covering concepts in language arts and supporting students through individualized interventions focused on accelerating literacy skills. Registration by Dean/Administrator placement.

The course meets the requirements for 9th grade Language Arts and delivers traditional language arts content using a highly personalized approach designed to accelerate students' literacy skills. The course has a strong focus on the development of literacy skills such as, but not limited to, comprehension, writing in response to a text, fluency instruction, the use of word parts such as prefixes, suffixes, and root words to figure out the meaning of unknown words. These interventions ensure that students meet and exceed the grade level targets and skills necessary to be successful in future courses.

## Honors Language Arts 9

**Course Numbers:** 1103/1104/1105

**Grade:** 9

**Credits:** 3

**Type:** Honors credits; Full Year; Required - register for all three trimesters

Honors Language Arts 9 parallels the LA 9 course by exploring similar themes and selections. The ability to evaluate literature and support ideas with specific, relevant proof is stressed throughout the course. Enrichment activities include challenging reading selections and exercises in analytical and critical thinking. Students demonstrate mastery of learning targets via trimester-length projects and develop writing skills. There is an expectation that each student enrolled in this course will read *The Secret Life of Bees* by Sue Monk Kidd over the summer and complete the related assessment. The books will be issued by English teachers at the end of eight grade.

*Note: Students are advised to consult with an English teacher before registering. To be successful in this course, students will demonstrate excellent comprehension while independently reading, use knowledge of academic writing skills and sentence structures, and work independently both in and out of school. Summer reading list is to be completed before the start of course.*

## Language Arts 10

**Course Numbers:** 1110/1111/1112

**Grade:** 10

**Credits:** 3

**Type:** Full Year; Required course - register for all three trimesters

**Prerequisite:** Language Arts 9

Language Arts 10 focuses on the themes of choices, heroes, and identity. Students explore these themes in literature by reading short stories, non-fiction, poetry, drama, and novels. The course also features a technical reading and writing unit, a creative writing unit, and an independent research paper unit - all of which are intended to best prepare students for the 11th and 12th grade curriculum.

## Language Arts 10 - Hybrid

**Course Numbers:** 1150/1151/1152

**Grade:** 10

**Credits:** 3

**Type:** Full Year; Required course - register for all three trimesters - Hybrid

**Prerequisite:** Language Arts 9

Language Arts 10 focuses on the themes of choices, heroes, and identity. Students explore these themes in literature by reading short stories, non-fiction, poetry, drama, and novels. The course also features a technical reading and writing unit, a creative writing unit, and an independent research paper unit - all of which are intended to best prepare students for the 11th and 12th grade curriculum. The Hybrid format will have two-three days of independent classwork, with students working through lessons and activities on their own with the teacher available for help.

## Language Arts 10 - Online

**Course Numbers:** 1153/1154/1155

**Grade:** 10

**Credits:** 3

**Type:** Full Year; Required course - register for all three trimesters - Online Version

**Prerequisite:** Language Arts 9

Language Arts 10 focuses on the themes of choices, heroes, and identity. Students explore these themes in literature by reading short stories, non-fiction, poetry, drama, and novels. The course also features a technical reading and writing unit, a creative writing unit, and an independent research paper unit - all of which are intended to best prepare students for the 11th and 12th grade curriculum.

 **College Credit Opportunity**

 **Hybrid Course**

 **Online Course:** These courses are completely online and requires the student to work independently through Schoology. Students will engage with the instructor and other students in a highly collaborative environment that utilizes discussion boards, independent learning activities and virtual learning modules.

# CORE COURSES: LANGUAGE ARTS

## Language Arts 10 Concepts

**Course Number:** By Recommendation

**Grade:** 10

**Credits:** 3 Language Arts credits

**Type:** Full Year; Covering concepts in language arts and supporting students through individualized interventions focused on accelerating literacy skills. Registration by Dean/Administrator placement.

The course meets the requirements for 10th grade Language Arts and delivers traditional language arts content using a highly personalized approach designed to accelerate students literacy skills. The course has a strong focus on the development of literacy skills such as, but not limited to, comprehension, writing in response to a text, fluency instruction, the use of word parts such as prefixes, suffixes, and root words to figure out the meaning of unknown words. These interventions ensure that students meet and exceed the grade level targets and skills necessary to be successful in future courses.

## Honors Language Arts 10

**Course Numbers:** 1113/1114/1115

**Grade:** 10

**Credits:** 3

**Type:** Honors credits; Full-year; Required - register for all three trimesters

Students in this course demonstrate excellent comprehension while independently reading and the ability to do a large amount of work independently both in and out of school. Honors Language Arts 10 parallels Language Arts 10 by exploring similar themes and selections. The course provides acceleration and enrichment to meet the needs of students who grasp concrete material quickly and who benefit from greater intellectual challenges. Enrichment activities include additional reading assignments, exercises in critical and analytical thinking, and projects that require demonstration of mastery of the course content through application. There is an expectation that each student enrolled in this course will read *To Kill a Mockingbird* by Harper Lee over the summer and complete the related assessment. The books will be issued by English teachers at the end of 9th grade.

*Note: A grade of C or better in HLA9; B or better in LA9 is highly recommended. Summer reading list is to be completed before the start of course. Students are advised to consult with an English teacher before registering.*

## Language Arts 11

**Course Numbers:** 1120/1121/1122

**Grade:** 11

**Credits:** 3

**Type:** Full year; Required - register for all three trimesters.

**Prerequisite:** Language Arts 10

This course will focus on the analysis of the distinctive features of the writing produced by various major American writers from the 1700's to the later 1900's and examine the historical period and literary movements that influenced them. Additionally, students will develop an understanding of both basic communication principles and public speaking strategies by applying these concepts to a variety of speeches.

## Language Arts 11 - Online

**Course Numbers:** 1156/1157/1158

**Grade:** 11

**Credits:** 3

**Type:** Full year; Required - register for all three trimesters - Online Version

**Prerequisite:** Language Arts 10

This course will focus on the analysis of the distinctive features of the writing produced by various major American writers from the 1700's to the later 1900's and examine the historical period and literary movements that influenced them. Additionally, students will develop an understanding of both basic communication principles and public speaking strategies by applying these concepts to a variety of speeches.

## Honors Language Arts 11

**Course Numbers:** 1123/1124/1125

**Grade:** 11

**Credits:** 3

**Type:** Honors credits; Full year, register for all three trimesters

Students in the course will explore the writing of selected American authors from the 19th century through the 20th century and will be provided with an accelerated and enriched curriculum. Enrichment activities include research and literary analysis, and the study of additional literary selections. Additionally, students will develop an understanding of both basic communication principles and public speaking strategies by applying these concepts to a variety of speeches. Students will engage in the analysis of great speeches, the exploration of rhetoric and development of peer evaluation skills. There is an expectation that each student enrolled in this course will read *Narrative of the Life of Frederick Douglass* over the summer and complete the related assessment. The books will be issued by English teachers at the end of 10th grade.

*Note: Three terms of Honors Language Arts 11 will fulfill all academic requirements for 11th grade students. A grade of C or better in Honors Language Arts 10; B or better in Language Arts 10 is recommended. Summer reading list is to be completed before the start of the course.*



# CORE COURSES: LANGUAGE ARTS

## AP English Language and Composition

**Course Numbers:** 1126/1127/1128

**Grade:** 11

**Credits:** 3

**Type:** Honors credits; Full year, register for all three trimesters.

**Post-Secondary Connection:** College credit is possible upon completion of and earning a 3 or more on the AP exam in May.

12x12

The AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. Reading and writing activities in the course also deepen students' knowledge and control of formal conventions of written language (e.g., vocabulary, diction, syntax, spelling, punctuation, paragraphing, genre). There is an expectation that students will read *Into the Wild* by Jon Krakauer in the summer before 11th grade.

*Note: A grade of A or B in Honors level English 10 is highly recommended. Students should be capable and willing readers and have good working vocabulary. Summer reading list will be completed before the start of this course. Three terms of AP English will fulfill all academic requirements for 11th grade students.*

## Language Arts 12 A & B

**Course Numbers:** 1130/1131

**Grade:** 12

**Credits:** 2

**Type:** Register 12A & 12B and an elective

**Prerequisite:** Language Arts 11

Students will explore works of fiction and non-fiction drawn from various sources of world literature. Students will read and think critically about each work as they prepare to respond in writing and engage in class discussion. A large component of this course is the production of a variety of written works in preparation for post-graduation writing demands. Students will work independently, with the instructor, and with one another to become more confident, skillful readers and writers.

## Language Arts 12 A & B – Online

**Course Numbers:** 1159/1160

**Grade:** 12

**Credits:** 2

**Type:** Register 12A & 12B and an elective – Online Version

**Prerequisite:** Language Arts 11



Students will explore works of fiction and non-fiction drawn from various sources of world literature. Students will read and think critically about each work as they prepare to respond in writing and engage in class discussion. A large component of this course is the production of a variety of written works in preparation for post-graduation writing demands. Students will work independently, with the instructor, and with one another to become more confident, skillful readers and writers.

## College Writing and Critical Reading – ARCC

**Course Numbers:** 1133/1134/1135

**Grade:** 12

**Credits:** 3

**Type:** Honors credits; Full Year; register for all three trimesters

**Prerequisite:** This class is for seniors only – Class rank in the upper one-half of their class or 3.0 GPA and score of 18 on the English portion of the ACT or 78 on the Accuplacer Reading assessment are required for enrollment.

**Post-Secondary Connection:** This is an Anoka Ramsey Community College course taught at Spring Lake Park High School. Students will earn four credits for 1121 College Writing and Critical Reading upon successful completion. This course helps fulfill Minnesota Transfer Curriculum Goal 1a and 2, Communication and Critical Thinking. Students must enroll for both high school and college credit. Students must meet concurrent enrollment eligibility standards to take this class.

This course provides extended practice in critical reading, writing, and thinking. Course content includes the writing process, essential composition skills, and critical reasoning in various rhetorical situations. The course requires effectively reasoned and supported essays including an argumentative research paper. Students in this course will explore fiction and non-fiction texts. Students will be expected to think critically and respond in both formal and informal modes of expression. Students will be required to complete much of their work independently in order to meet deadlines.

12x12

## 12x12 College Credit Opportunity



**Online Course:** These courses are completely online and requires the student to work independently through Schoology. Students will engage with the instructor and other students in a highly collaborative environment that utilizes discussion boards, independent learning activities and virtual learning modules.

# CORE COURSES: LANGUAGE ARTS

## AP English Literature and Composition

**Course Numbers:** 1136/1137/1138

**Grade:** 12

**Credits:** 3

**Type:** Honors credits; Full Year; register for all three trimesters

**Post-Secondary Connection:** College credit is possible upon completion of and earning a 3 or more on the AP exam in May.

The AP English Literature and Composition 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. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit.

There is an expectation that students will read *Invisible Man* by Ralph Ellison in the summer before 12th Grade.

*Note: A grade of A or B in Honors-level course or an A or A- in previous English classes is highly recommended. Students should be capable and willing readers and have a good working vocabulary. Summer reading list is to be completed before the start of course.*

## Contemporary Literature

**Course Number:** 1140

**Grade:** 12

**Credit:** 1

**Type:** Trimester; meets senior English elective requirement

Contemporary Literature will allow students to explore a variety of recently written fiction, nonfiction, and poetry and analyze these works for a variety of purposes. Students will also write formal and informal responses to the literature in the course.

## Creative Writing

**Course Number:** 1141

**Grade:** 12

**Credit:** 1

**Type:** Trimester; meets senior English elective requirement

Creative Writing will introduce students to basic techniques and structures of poetry, fiction and creative nonfiction, and will provide them with the opportunity to write their own short works. Students will analyze short stories, poems and essays as models for their own creative writing.

12x12

## Film Studies

**Course Number:** 1142

**Grade:** 12

**Credit:** 1

**Type:** Trimester; meets senior English elective requirement

Film Studies focuses on the fundamentals of film language, theories, techniques, and genre. Students analyze realistic, classic, and formalistic films. Students will learn the basics of video editing and produce a short project, like a commercial.

*Note: This course is not approved for NCAA requirements for Division 1 and 2 athletes.*

## Theatre

**Course Number:** 1144

**Grades:** 9, 10, 11, 12

**Credit:** 1

**Type:** Trimester; does not meet senior English elective requirement

Theater gives students an opportunity to gain skills, confidence, and fluency in public performance. Students also have the opportunity to learn other skills such as choreography, costume and set design, and technical skills (sounds and lighting).

*Note: This course is not approved for NCAA requirements for Division 1 and 2 athletes.*



# CORE COURSES: LANGUAGE ARTS



## **Business and Innovation**

**Course Numbers:** 1060/1061/1062

**Grades:** 11, 12

**Credits:** 3 credits of required English Language Arts; 3 credits of business elective; Option for 3 college credits in CMST 1110 at Anoka-Ramsey Community College

**Type:** Full Year, two-hour block

\*Students do not need to sign up for Language Arts if registering for this course.

**Post-Secondary Connection:** Option for 3 college credits in CMST 1110 at Anoka-Ramsey Community College

12x12

Students will earn a full-year of elective business credit and required English Language Arts credits. The class will operate in a double-block to allow flexibility for each day so students can engage in company projects, travel to local businesses, and participate in field experiences. This past year, students worked on company projects with partners such as National Sports Center, Urban Air, Infinite Campus and Rise nonprofit. Students will be contacted after registration for an interview.

In Business Entrepreneurship, students will learn elements of business and management including leadership, operations, ethics, marketing, and finance in both local and global markets. In the first half of the year, students will work in teams on real consulting projects for local companies. In the second half of the year, students will create a business plan and participate in a shark-tank style entrepreneurship competition for an idea, product, or service.

In English Research & Communication, students are introduced to fundamental elements and models of communication, basic theory, interpersonal communication, small group communication and public speaking. Students will study persuasion, cultural competency, professional communication and read both fiction and nonfiction texts relevant to global communication, research and leadership.

If taking the course for college credit, eligibility requirements are as follows:

- 11th grade: Top 1/3 in class rank or 3.5 GPA plus 1047 on MCA reading OR 54 on Accuplacer Reading Assessment OR 21 on ACT Reading
- 12th grade: Top 1/2 in class rank or 3.0 GPA plus 1047 on MCA reading OR 54 on Accuplacer Reading Assessment OR 21 on ACT Reading

## **Global Technology Communication**

**Course Numbers:** 2130/2131/2132

**Grades:** 10, 11, 12

**Credits:** 3 required English language arts credits, 3 elective credits in computer science.

**Type:** Full Year, two-hour block

\*Students do not need to sign up for Language Arts if registering for this course.

12x12

This year-long course allows students to gain a full year of elective credit in AP Computer Science Principles and 3 ELA core credits in Reading & Writing in the Digital Age. The class will operate in a double-block together to allow flexibility for each day, so students can engage in simulations, travel to local businesses, and participate in project-based learning. Students will be contacted after registration for an interview.

In Advanced Placement Computer Science Principles, students are introduced to the foundations of computer science with a focus on how computing powers the world. The course starts with learning about what is involved in sending a single bit of information from one place to another and ends with students developing small applications of their own design that live on the web. Along with the fundamentals of computing, students will learn to analyze data, create technology that has a practical impact, and gain a broader understanding of how computer science impacts people and society. The course embeds project and inquiry-based learning, with an Advanced Placement exam for college credit. Completion of course and a passing score on AP exam results in 3.0 college credits.

The Reading & Writing in the Digital Age class will examine texts and language through the lens of technology and its impact on the way we write, speak, and learn information. Students will also gain the necessary skills of public speaking, small group communication, and presentation of research as part of this class. Using nonfiction and fiction texts, students will engage in discussion and analysis of human communication in today's modern world.

# CORE COURSES: MATHEMATICS

## Quadratic Algebra

**Course Numbers:** 1200/1201/1202

**Grade:** 9

**Credits:** 3

**Type:** Full Year; register for all three trimesters

**Prerequisite:** Middle School Algebra

This course is a continuation of the Algebra course started in 8th grade that delivers traditionally rigorous algebraic content using a problem-based approach. It has strong threads woven throughout the course on multiple representations and the meaning of a solution. A major focus of the course is to develop multiple strategies to solve problems and to recognize multiple ways of understanding concepts, especially as it pertains to quadratic and exponential functions. Students will also maintain knowledge of linear functions gained in Linear Algebra.

## Quadratic Algebra Concepts

**Course Numbers:** By Recommendation

**Grade:** 9

**Credits:** 6 (3 Math and 3 Elective)

**Type:** Full Year; Covering concepts in algebra and supporting students through individualized math interventions.

Registration by Dean/Administrator placement.

This is a two-part course. The course is a continuation of the Algebra course started in 8th grade that delivers traditional algebraic content using a problem-based approach. It has strong threads woven throughout the course on multiple representations and the meaning of a solution. A major focus of the course is to develop multiple strategies to solve problems and to recognize multiple ways of understanding concepts, especially as it pertains to quadratic and exponential functions. Students will also maintain knowledge of linear functions gained in Linear Algebra. In part two of this course, students will focus on innovative problem-solving techniques.

## Geometry

**Course Numbers:** 1203/1204/1205

**Grade:** 10

**Credits:** 3

**Type:** Full Year; register for all three trimesters

**Prerequisite:** Quadratic Algebra or Quadratic Algebra Concepts

The course is structured around problems and investigations that build spatial visualization skills, conceptual understanding of geometry topics, and an awareness of connections between different ideas. It emphasizes several big ideas in an integrated algebra/geometry context. The key concepts addressed in this course are: logical reasoning, symmetry, transformations, characteristics of shapes, congruence, similarity, Pythagorean Theorem, perimeter, area, volume, and right triangle trigonometry.

## Geometry - Hybrid

**Course Numbers:** 1280/1281/1282

**Grade:** 10

**Credits:** 3

**Type:** Full Year; register for all three trimesters – Hybrid

**Prerequisite:** Quadratic Algebra or Quadratic Algebra Concepts

The course is structured around problems and investigations that build spatial visualization skills, conceptual understanding of geometry topics, and an awareness of connections between different ideas. It emphasizes several big ideas in an integrated algebra/geometry context. The key concepts addressed in this course are: logical reasoning, symmetry, transformations, characteristics of shapes, congruence, similarity, Pythagorean Theorem, perimeter, area, volume, and right triangle trigonometry. The Hybrid format will have two-three days of independent classwork, with students working through lessons and activities on their own with the teacher available for help.



## Geometry - Online

**Course Numbers:** 1283/1284/1285

**Grade:** 10

**Credits:** 3

**Type:** Full Year; register for all three trimesters – online version

**Prerequisite:** Quadratic Algebra or Quadratic Algebra Concepts

The course is structured around problems and investigations that build spatial visualization skills, conceptual understanding of geometry topics, and an awareness of connections between different ideas. It emphasizes several big ideas in an integrated algebra/geometry context. The key concepts addressed in this course are: logical reasoning, symmetry, transformations, characteristics of shapes, congruence, similarity, Pythagorean Theorem, perimeter, area, volume, and right triangle trigonometry.



## Geometry Concepts

**Course Numbers:** By Recommendation

**Grades:** 10, 11, 12

**Credits:** 3 Math credits

**Type:** Full Year; covering concepts in geometry and supporting students through individualized math interventions.

Registration by Dean/Administrator placement.

The course parallels the curriculum and targets that are taught in Geometry course. This course is also structured around problems and investigations that build spatial visualization skills, conceptual understanding of geometry topics, and an awareness of connections between different ideas. It emphasizes several big ideas in an integrated algebra/geometry context. The key concepts addressed in this course are: logical reasoning, symmetry, transformations, characteristics of shapes, congruence, similarity, Pythagorean Theorem, perimeter, area, volume, and right triangle trigonometry. In this course, students will focus on innovative problem-solving techniques.

# CORE COURSES: MATHEMATICS

## Honors Geometry

**Course Numbers:** 1252/1253/1254

**Grades:** 9, 10

**Credits:** 3

**Type:** Honors credits; Full Year; register for all three trimesters

Honors Geometry covers the same targets as Geometry but explores the concepts at a deeper level. This course is designed for students who are planning on becoming future scientist and mathematicians. Like Geometry, the course is structured around problems and investigations that build spatial visualization skills, conceptual understanding of geometry topics, and an awareness of connections between different ideas. In this course the students are encouraged to investigate, conjecture, and then prove, to develop their reasoning skills.

*Note: It is recommended that students earn a B or higher in Quadratic Algebra.*

## Algebra 2

**Course Numbers:** 1206/1207/1208

**Grades:** 11, 12

**Credits:** 3

**Type:** Full Year; register for all three trimesters

**Prerequisite:** Geometry or Geometry Concepts

The course is structured around problems and investigations that build conceptual understanding of algebra topics. Students become comfortable with using general equations to represent functions and relations as well as with interpreting general equations to describe a situation. In particular, they develop the connections between and among the various core ideas of the course. Students are encouraged to investigate, form conjectures, and then justify their thinking to develop their reasoning skills.

## Algebra 2 + Trigonometry

**Course Numbers:** 1209/1210/1211

**Grades:** 9, 10, 11,12

**Credits:** 3

**Type:** Full Year; register for all three trimesters

**Prerequisite:** Geometry

This course includes all content and concepts taught in Algebra 2, but at a faster pace to allow for units on the study of trigonometry. The course is structured around problems and investigations that build conceptual understanding of algebra topics. Students become comfortable with using general equations to represent functions and relations as well as with interpreting general equations to describe a situation. In particular, they develop the connections between and among the various core ideas of the course. Students are encouraged to investigate, form conjectures, and then justify their thinking to develop their reasoning skills. Students will study circle trigonometry and learn basics needed for work in Pre-Calculus.

## Algebra 2 + Trigonometry - Online

**Course Numbers:** 1286/1287/1288

**Grades:** 10, 11,12

**Credits:** 3

**Type:** Full Year; register for all three trimesters – online version

**Prerequisite:** Geometry

This course includes all content and concepts taught in Algebra 2, but at a faster pace to allow for units on the study of trigonometry. The course is structured around problems and investigations that build conceptual understanding of algebra topics. Students become comfortable with using general equations to represent functions and relations as well as with interpreting general equations to describe a situation. In particular, they develop the connections between and among the various core ideas of the course. Students are encouraged to investigate, form conjectures, and then justify their thinking to develop their reasoning skills. Students will study circle trigonometry and learn basics needed for work in Pre-Calculus.



## College Algebra - ARCC

**Course Numbers:** 1270/1271/1272

**Grades:** 11,12

**Credits:** 3

**Type:** Honors credits; Full Year; register for all three trimesters

**Prerequisite:** Algebra 2 + Trigonometry with a recommended grade of B or better, or with math teacher recommendation. Student will also need a minimum score on the Accuplacer (50), ACT (20), or MCA (1158).

**Post-Secondary Connection:** This is an Anoka Ramsey Community College course taught at Spring Lake Park High School. Students will earn three credits for MATH 1200 -- College Algebra I, upon successful completion. This course helps fulfill Minnesota Transfer Curriculum 4, Mathematical/ Logical Reasoning. Students may enroll for both high school and college credit. If students want to earn Anoka Ramsey Community College credit, they must meet concurrent enrollment eligibility standards to take this class.

Topics include functions and function inverses; exponential and logarithmic functions; polynomial and simple rational functions; introduction to linear programming; systems of equations and inequalities; sequences and series; probability; and modeling. Recommended skills, abilities, or coursework: The completion of two years of high school algebra and one year of high school geometry is recommended.



 College Credit Opportunity

 Hybrid Course

 **Online Course:** These courses are completely online and requires the student to work independently through Schoology. Students will engage with the instructor and other students in a highly collaborative environment that utilizes discussion boards, independent learning activities and virtual learning modules.

# CORE COURSES: MATHEMATICS

## Pre-Calculus

**Course Numbers:** 1212/1213/1214

**Grades:** 10, 11, 12

**Credits:** 3

**Type:** Honors credits; Full Year; register for all three trimesters.

**Prerequisite:** Algebra 2 + Trigonometry

This course is designed to prepare college-bound students for a first course in calculus. The course develops basic understandings and manipulative skills that are essential for a study of calculus.

*Note: Students should have completed Algebra 2 + Trigonometry with a recommendation of B average or higher.*

## Pre-Calculus – Online

**Course Numbers:** 1289/1290/1291

**Grades:** 10, 11, 12

**Credits:** 3

**Type:** Full Year; register for all three trimesters – online version

**Prerequisite:** Algebra 2 + Trigonometry

This course is designed to prepare college-bound students for a first course in calculus. The course develops basic understandings and manipulative skills that are essential for a study of calculus.

## AP Calculus

**Course Numbers:** 1215/1216/1217

**Grades:** 11, 12

**Credits:** 3

**Type:** Honors credits; Full Year; register for all three trimesters

**Prerequisite:** Pre-Calculus

**Post-secondary Connection:** College credit possible upon successful completion of the AP Exam. This academically rigorous course follows the Advanced Placement course guidelines designed by the College Board. These can be found at the College Board website [www.collegeboard.org](http://www.collegeboard.org).

Calculus is designed for the highly advanced math student. It is a very desirable course for college-bound students, particularly those interested in a technical science or business career. At the end of this course students will have the opportunity to take the AP exam.

*Note: It is recommended that students complete Pre-Calculus with a minimum of a C average.*

## 12x12 College Credit Opportunity

**Online Course:** These courses are completely online and requires the student to work independently through Schoology. Students will engage with the instructor and other students in a highly collaborative environment that utilizes discussion boards, independent learning activities and virtual learning modules.

## AP Calculus – Online

**Course Numbers:** 1292/1293/1294

**Grades:** 11, 12

**Credits:** 3

**Type:** Full Year; register for all three trimesters – online version

**Prerequisite:** Pre-Calculus

**Post-secondary Connection:** College credit possible upon successful completion of the AP Exam. This academically rigorous course follows the Advanced Placement course guidelines designed by the College Board. These can be found at the College Board website [www.collegeboard.org](http://www.collegeboard.org).

Calculus is designed for the highly advanced math student. It is a very desirable course for college-bound students, particularly those interested in a technical science or business career. At the end of this course students will have the opportunity to take the AP exam.

*Note: It is recommended that students complete Pre-Calculus with a minimum of a C average. This course is fully online, it requires the student to work independently through Schoology. Students will engage with the instructor and other students in a highly collaborative environment that utilizes discussion boards, independent learning activities and virtual learning modules.*

## AP Advanced Calculus

**Course Numbers:** 1218/1219/1220

**Grade:** 12

**Credits:** 3

**Type:** Honors credits; Full Year; register for all three trimesters.

**Prerequisite:** AP Calculus A and B

**Post-secondary Connection:** College credit available upon successful completion of the AP Exam. This academically rigorous course follows the Advanced Placement course guidelines designed by the College Board. These can be found at the College Board website [www.collegeboard.org](http://www.collegeboard.org).

Advanced Calculus is designed to prepare students for the AP calculus examination (part BC). The year begins with a review of Calculus AB topics and then continues into the study of parametric and polar functions, sequences and series, and Taylor polynomials.

*Note: It is recommended that students complete AP Calculus with a minimum of a B average.*

# CORE COURSES: MATHEMATICS

## AP Statistics

**Course Numbers:** 1221/1222/1223

**Grades:** 11, 12

**Credits:** 3

**Type:** Honors credits; Full Year; register for all three trimesters

**Prerequisite:** Algebra 2/Trig

**Post-secondary Connection:** College credit possible upon successful completion of the AP Exam. This academically rigorous course follows the Advanced Placement course guidelines designed by the College Board. These can be found at the College Board website [www.collegeboard.org](http://www.collegeboard.org).

This course is for students who have completed their math requirements for graduation and are looking to continue their study of mathematics beyond what is required. Students in this class are likely considering a four-year college degree in the areas such as business, science, or psychology. At the end of this course students will have the opportunity to take the AP exam. This course is not recommended for students who earned less than a B- in Algebra II/Trig.

*Note: It is recommended that students complete all three core courses (Alg. 1, Geom., and Alg. 2) with a C average or higher.*

## Probability

**Course Number:** 1230

**Grades:** 11, 12

**Credit:** 1

**Type:** Trimester; elective

**Prerequisite:** Algebra 2

This course will cover topics such as general counting techniques (fundamental counting, principle, factorial, permutation, combination, and tree diagram), experimental probability, conditional probability, multiplication and addition rules for probability, Baye's Theorem, discrete probability distributions and measures of variability.

## Probability - Online

**Course Number:** 1295

**Grades:** 11, 12

**Credit:** 1

**Type:** Trimester; elective – online version

**Prerequisite:** Algebra 2

This course will cover topics such as general counting techniques (fundamental counting, principle, factorial, permutation, combination, and tree diagram), experimental probability, conditional probability, multiplication and addition rules for probability, Baye's Theorem, discrete probability distributions and measures of variability.

12x12

## Statistics

**Course Number:** 1231

**Grades:** 11, 12

**Credit:** 1

**Type:** Trimester; elective

**Prerequisite:** Algebra 2

This course will introduce topics in statistical studies including displays of data (bar charts, line graphs, dot plots, cumulative frequency distributions, etc.), measures of central tendency and measures of variability. Statistical inference including confidence intervals and z and t tests will be covered.

## Statistics - Online

**Course Number:** 1296

**Grades:** 11, 12

**Credit:** 1

**Type:** Trimester; elective – online version

**Prerequisite:** Algebra 2

This course will introduce topics in statistical studies including displays of data (bar charts, line graphs, dot plots, cumulative frequency distributions, etc.), measures of central tendency and measures of variability. Statistical inference including confidence intervals and z and t tests will be covered.

## Trigonometry

**Course Number:** 1232

**Grades:** 11, 12

**Credit:** 1

**Type:** Trimester; elective

**Prerequisite:** Algebra 2

This course will cover topics including but not limited to right triangle trigonometry, the laws of Sine's and Cosines, the unit circle, graphs of basic trigonometric functions and their transformations as well as problem-solving using trigonometric ratios.

## Trigonometry - Online

**Course Number:** 1297

**Grades:** 11, 12

**Credit:** 1

**Type:** Trimester; Elective – Online Version

**Prerequisite:** Algebra 2

This course will cover topics including but not limited to right triangle trig., the laws of Sine's, and Cosines, the unit circle, graphs of basic trigonometric functions and their transformations will be covered as well as problem-solving using trigonometric ratios.





## Physical Science

**Course Numbers:** 1500/1501/1502

**Grade:** 9

**Credits:** 3

**Type:** Full Year; register for all three trimesters

Physical Science is a course designed to introduce students to the basic concepts in Physics and Chemistry. Learning targets include the metric system, atomic structure, periodic table, chemical reactions, waves, electricity and magnetism, and Newton's laws of motion. Students will participate in labs, experiments and hands on activities.

## Honors Physical Science

**Course Numbers:** 1503/1504/1505

**Grade:** 9

**Credits:** 3

**Type:** Honors credits; Full Year; register for all three trimesters

Honors physical science is a course designed to introduce major concepts in Physics and Chemistry. This course is recommended for students with very strong math skills and a history of success in science. Learning targets include the metric system, atomic structure, periodic table, chemical reactions, waves, electricity and magnetism, speed, acceleration, forces and Newton's laws of motion. Students will participate in labs, experiments, and hands-on activities. This course is for the highly motivated student with strong math skills.

*Note: A grade of B or higher in 8th grade science is highly recommended.*

## Biology

**Course Numbers:** 1510/1511/1512

**Grade:** 10

**Credits:** 3

**Type:** Full Year; register for all three trimesters

Biology is a course designed to meet the MN State science standards. Course work will include: conducting scientific experiments, learning about cells-their parts, function, reproduction, transporting molecules, passing on genetic information, and obtaining and making energy. Biology will also include units on classification, ecology, behavior and animals systems. Each trimester will include a major project.

## AP Biology

**Course Numbers:** 1513/1514/1515

**Grades:** 10, 11, 12

**Credits:** 3

**Type:** Honors credits; Full Year; register for all three trimesters

**Post-secondary Connection:** College credit is possible upon completion of and earning a 3 or more on the AP exam in May. This academically rigorous course follows the Advanced Placement guidelines designed by the College Board. An extensive amount of reading in a college-level textbook is an essential part of the learning process. Students will need to be self-directed because it is not a traditional lecture-based class.

This course is designed to be the equivalent of a typical college freshman Biology course. One to two hours of nightly homework will be necessary for success. Time in class is spent cooperatively working on activities, vocabulary, and laboratory exercises to use and deepen understanding of the readings. After completing this course, students will have gained study and reading skills that will greatly benefit them in their college courses and may earn college credit by taking the AP exam.

*Note: A grade of B or higher in Physical Science, math, and language arts is highly recommended.*

## Hybrid Biology

**Course Numbers:** 1516/1517/1518

**Grades:** 10

**Credits:** 3

**Type:** Full Year, register for all three trimesters

Biology is a course designed to meet the MN State science standards. Course work will include: conducting scientific experiments, learning about cells-their parts, functions, reproduction, transporting molecules, passing on genetic information, and obtaining and making energy. Biology will also include units on classification, ecology, behavior and animals systems. Each trimester will include a major project. Hands-on labs and face-to-face lectures will also be included depending on the current content. It will have the same requirements and go at the same pace as general Biology. It is designed for students that are self-motivated and self-directed. The Hybrid Biology format will have two-three days a week of independent classwork, with students working through lessons and activities on their own with the teacher available for help.

12x12



12x12 College Credit Opportunity

Hybrid Course

# CORE COURSES: SCIENCE

## Chemistry

**Course Numbers:** 1520/1521/1522

**Grades:** 11, 12

**Credits:** 3

**Type:** Full Year; register for all three trimesters

**Prerequisite:** Student should be concurrently enrolled in a High School Algebra 2 or higher math course.

General chemistry is a course designed to fulfill the third year of science requirement. It focuses on the behavior of matter. In addition to improving a student's chemistry knowledge, it also improves the student's ability to think critically, as well as the student's study habits and techniques. This is a problem solving, lab-oriented course for students. Although time will be given in class to complete work, mastery will require additional time spent outside of class.

## Pre-AP Chemistry

**Course Numbers:** 1523/1524/1525

**Grades:** 11, 12

**Credits:** 3

**Type:** Honors credits; Full Year; register for all three trimesters

**Prerequisite:** Student should be concurrently enrolled in a High School Algebra 2 + Trig or higher math course.

This course is for those students who are planning on going to college; especially those planning on a technical, math, or science related career. This course covers all of the topics covered in General Chemistry but at a more rapid pace and includes additional content and a more detailed analysis of concepts and will prepare you for learning at the college level. This course is required to take AP chemistry the next year. This class is intended for the highly motivated student with strong math skills. Students will be challenged to think critically, work both cooperatively and independently, and solve problems in both lab and class work. A minimum of 30 minutes per day, outside of class, is expected. The main prerequisite for this course is that students should either have completed a high school algebra course with a "B" or better average or be concurrently enrolled in Algebra 2 + Trig. In order to be successful, students should have received a "B" or better average in both physical science and biology. It must be understood that this course moves at a rapid pace, requires strong algebra skills and will include nightly homework.

## AP Chemistry

**Course Numbers:** 1526/1527/1528

**Grade:** 12

**Credits:** 3

**Type:** Honors credits; Full Year; register for all three trimesters

**Post-secondary Connection:** College credit possible upon successful completion of AP Exam.

**Prerequisite:** Pre-AP Chemistry & Algebra 2 + Trig

This academically rigorous course follows the Advanced Placement course guidelines designed by the College Board. This course is designed to be the equivalent of a typical freshman college chemistry course. Students should expect to put in a college-level effort to be successful. Successful completion of Pre-AP Chemistry is required to take this course. This includes independent learning and practice in addition to what is covered and assigned in class. An extensive amount of work in a college-level text book and assignments will be required. Class time will be spent on lecture and laboratory practice. Students should expect four-five hours a week of homework and study to be successful in this rigorous course.

*Note: In order to be successful in AP Chemistry, it is recommended that students have a B or better in both Algebra 2/Trig and Pre-AP Chemistry.*

## Physics

**Course Numbers:** 1530/1531/1532

**Grades:** 11, 12

**Credits:** 3

**Type:** Full Year; Register for all three trimesters; meets science requirement

**Prerequisite:** Student should be concurrently enrolled in a High School Algebra 2 or higher math course

Physics is a very challenging course that will help students prepare for the rigor of college, as well as sharpen their critical thinking and problem-solving skills. Students who enroll in physics should be highly motivated to learn and prepared to work hard. Most four-year universities want their applicants to have completed four years of science, with physics typically being the fourth year course. Any student planning to continue their education beyond high school should strongly consider taking physics. The topics that will be covered in physics include mechanics (velocity and speed, acceleration, forces and Newton's Laws, work, energy and momentum), sound and light waves, electricity and magnetism. Class time will consist of example problems, discussions, demonstrations and laboratory activities.

12x12

# CORE COURSES: SCIENCE

## AP Physics

**Course Numbers:** 1536/1537/1538

**Grades:** 11, 12

**Credits:** 3

**Type:** Honors credits; Full Year; register for all three trimesters; meets science requirement

**Prerequisite:** Completion of Algebra 2 + Trigonometry with a B average or higher is recommended.

**Post-secondary Connection:** College credit possible upon successful completion of AP Exam. This academically rigorous course follows the Advanced Placement course guidelines designed by the College Board.

AP Physics prepares students for the Advanced Placement Physics I test. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. Students who enroll in AP Physics should be highly motivated and prepared to work very hard, for it is a college level course in a difficult subject.

## Applied Physics

**Course Numbers:** 1543/1544/1545

**Grades:** 11, 12

**Credits:** 3

**Type:** Full Year; register for all three trimesters; meets science requirement

**Prerequisite:** Student should be concurrently enrolled in a High School Algebra 2 or higher math course.

Applied Physics offers the subject matter of a traditional physics course but is designed to involve less mathematics than a traditional Physics course. The format includes lecture/discussion, problem solving, computer simulation, and experimentation. There are also projects that demonstrate students' mastery of course materials. General areas of study will include force, motion, waves, light, sound, magnetism and electricity.

12x12



## Hybrid College Environmental Science

**Course Numbers:** 1540/1541/1542

**Grades:** 11, 12

**Credits:** 3

**Type:** Full Year; honors credits

**Prerequisite:** 3 years of high school science completed with a recommended minimum of a B average in the most recent or cumulative.

**Post-secondary Connection:** Successful completion of this course will result in four college credits from Bethel University.

This college course is an introduction to environmental studies, including interrelationships and interactions of humans with the natural environment in which they live. The focus will be the causes of and potential solutions to environmental problems like overpopulation; pollution of water, air, and soil; extinction of wildlife; and degradation of natural and human ecosystems are examined, using the science of ecology as a knowledge base. Many of the topics studied will revolve around the use, abuse, and care that we provide our earth. Students will develop a deeper understanding of their own responsibility towards stewardship of the earth through discussions and activities within this course. Students will employ their knowledge of foundational biology, chemistry, and physics to explore the factors effecting natural cycles, species interactions, populations, pollution, climate change, and the role that alternative energy plays in helping us move closer to being a green planet. The Hybrid Biology format will have two-three days a week of independent classwork, with students working through lessons and activities on their own with the teacher available for help.

This course is worth four credits (course is three and lab is one) and both components are taken together. The grades from both portions will be averaged into one grade. Successful completion of this course will result in four college credits from Bethel University.



12x12

12x12 College Credit Opportunity

Hybrid Course

**Online Course:** These courses are completely online and requires the student to work independently through Schoology. Students will engage with the instructor and other students in a highly collaborative environment that utilizes discussion boards, independent learning activities and virtual learning modules.

# CORE COURSES: SOCIAL STUDIES

## Human Geography + Civics

**Course Numbers:** 1600/1601/1602

**Grade:** 9

**Credits:** 3

**Type:** Full Year; register for all three trimesters

First and second trimester, students will be engaged in Human Geography; a required course for all ninth graders. The course is divided into six basic units with key geographical skills included in each unit of study. The units are: population geography, cultural geography, political geography, urban geography, economic geography, and agricultural geography. Third trimester, students will learn about civic participation in the United States of America and the early formation of the American system of government and its handbook, the Constitution. The units of study are: American political culture, Declaration of Independence, Bill of Rights, and The Constitution.

## AP Human Geography + Civics

**Course Numbers:** 1603/1604/1605

**Grade:** 9

**Credits:** 3

**Type:** Honors credits; Full Year; register for all three trimesters

**Post-secondary Connection:** College credit possible upon successful completion of AP Exam. This academically rigorous course follows the Advanced Placement course guidelines designed by the College Board.

The purpose of the AP Human Geography course is twofold. First, students will study the patterns and processes of human activity on the earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. The main areas of study are the nature and perspectives of geography, population, cultural patterns and processes, the political organization of space, agricultural and rural land use, urbanization, industrialization, economic development, and social geographies of the modern world. Students will also learn about civic participation in the United States of America and the early formation of the American system of government and its handbook, the Constitution. The secondary purpose in the course is to train the students to develop an elevated level of reading, writing, and analytical skills needed for the AP classes students will experience as they continue in high school.

## United States History

**Course Numbers:** 1610/1611/1612

**Grade:** 10

**Credits:** 3

**Type:** Full Year; register for all three trimesters

This course provides a one-year survey of American history from the colonial era to the contemporary time period. Students learn about various political, economic, and social developments that have shaped the United States. The curriculum engages students in historical inquiry by emphasizing the analysis of primary sources, developing historical arguments or claims, and evaluating the reliability of historical evidence.

## United States History - Hybrid

**Course Numbers:** 1663/1664/1665

**Grade:** 10

**Credits:** 3

**Type:** Full Year; register for all three trimesters - hybrid

This course provides a one-year survey of American history from the colonial era to the contemporary time period. Students learn about various political, economic, and social developments that have shaped the United States. The curriculum engages students in historical inquiry by emphasizing the analysis of primary sources, developing historical arguments or claims, and evaluating the reliability of historical evidence. The Hybrid History format will have two-three days a week of independent classwork, with students working through lessons and activities on their own with the teacher available for help.

## United States History - Online

**Course Numbers:** 1666/1667/1668

**Grade:** 10

**Credits:** 3

**Type:** Full Year; register for all three trimesters - online version

This course provides a one-year survey of American history from the colonial era to the contemporary time period. Students learn about various political, economic, and social developments that have shaped the United States. The curriculum engages students in historical inquiry by emphasizing the analysis of primary sources, developing historical arguments or claims, and evaluating the reliability of historical evidence.

## AP United States History

**Course Numbers:** 1613/1614/1615

**Grades:** 10, 11, 12

**Credits:** 3

**Type:** Honors credits; Full Year; register for all three trimesters

**Post-secondary Connection:** College credit possible upon successful completion of AP Exam. This academically rigorous course follows the Advanced Placement course guidelines designed by the College Board.

This is a highly rigorous course that is taught at a fast pace. Students should be excellent readers and should expect reading assignments every night. The Advanced Placement Program in U.S. History is designed to provide students with the analytic thinking, reading, and writing skills necessary to deal critically with problems and materials in U.S. History. The program requires that students master a broad body of historical knowledge. Course expectations include significant reading demands of approximately 30 pages per week. The overall goal of the course is to prepare students for the AP U.S. History examination. It also provides an enriched experience in the study of America's past by exploring different interpretations of historical events, interpreting primary sources, and analyzing historical evidence in order to support conclusions.

*Note: It is recommended that students earn a "B" or better in mainstream geography or a grade of "C" or better in AP Human Geography.*



# CORE COURSES: SOCIAL STUDIES

## World History A/B

**Course Numbers:** 1630/1631

**Grade:** 11

**Credits:** 2 credits (you will also need to sign up for Economics)

**Type:** Two parts of a full year of coursework; register for World History A and B and Economics (1622)

This course provides a 2-trimester survey of World History from the development of Western Civilization in Greece and Rome to the contemporary time period in India and China. Students learn about various political, economic, and social themes in World History. The curriculum furthers student's skills in historical inquiry by emphasizing the analysis of primary sources, developing historical arguments or claims, and evaluating the reliability of historical evidence.

**Part A:** This course investigates the history and the issues in the development of Western Civilization starting with the classical civilizations of Greece and Rome, then jumping to the Renaissance in the 14th Century and continuing through European nationalism in the 19th Century. Other areas of study include: European exploration, the political revolutions in England and France during the 17th and 18th centuries, and the Napoleonic Era. Students will analyze, evaluate and synthesize information gathered from primary and secondary sources to further develop their historical thinking skills.

**Part B:** This course investigates the history and issues in the development of the non-western world beginning around 600 CE and progressing into the 20th Century. The course begins with the foundation of Islam and ends with growth of communism in Russia and China. Other areas of study include: the Golden Age of China, Mongol expansion, kingdoms of Africa, impact of the Industrial Revolution, and Imperialism. Students will analyze, evaluate and synthesize information gathered from primary and secondary sources to further develop their historical thinking skills.

## World History A/B - Online

**Course Numbers:** 1672/1673

**Grade:** 11

**Credits:** 2 credits (you will also need to sign up for Economics)

**Type:** Two parts of a full year of coursework; register for World History A and B and Economics (1622) – online version

This course provides a two-trimester survey of World History from the development of Western Civilization in Greece and Rome to the contemporary time period in India and China. Students learn about various political, economic, and social themes in world history. The curriculum furthers student's skills in historical inquiry by emphasizing the analysis of primary sources, developing historical arguments or claims, and evaluating the reliability of historical evidence.

**Part A:** This course investigates the history and the issues in the development of Western Civilization starting with the classical civilizations of Greece and Rome, then jumping to the Renaissance in the 14th Century and continuing through

European nationalism in the 19th Century. Other areas of study include: European exploration, the political revolutions in England and France during the 17th and 18th centuries, and the Napoleonic Era. Students will analyze, evaluate and synthesize information gathered from primary and secondary sources to further develop their historical thinking skills.

**Part B:** This course investigates the history and issues in the development of the non-western world beginning around 600 CE and progressing into the 20th Century. The course begins with the foundation of Islam and ends with growth of communism in Russia and China. Other areas of study include: the Golden Age of China, Mongol expansion, kingdoms of Africa, impact of the Industrial Revolution, and Imperialism. Students will analyze, evaluate and synthesize information gathered from primary and secondary sources to further develop their historical thinking skills.

## Economics

**Course Number:** 1622

**Grades:** 11, 12

**Credit:** 1

**Type:** Trimester; required

This Economics course begins with an introduction of economics, including a review of the American free enterprise system. Students will then learn about markets, business and labor, and banking and finance in the microeconomics section. Next, they will learn about measuring economic performance, the government's role in the economy, and international trade and development in the macroeconomics section.

## Economics - Online

**Course Number:** 1674

**Grades:** 11, 12

**Credit:** 1

**Type:** Trimester; required – online version

This Economics course begins with an introduction of economics, including a review of the American free enterprise system. Students will then learn about markets, business and labor, and banking and finance in the microeconomics section. Next, they will learn about measuring economic performance, the government's role in the economy, and international trade and development in the macroeconomics section.



**12x12** College Credit Opportunity



**Online Course:** These courses are completely online and requires the student to work independently through Schoology. Students will engage with the instructor and other students in a highly collaborative environment that utilizes discussion boards, independent learning activities and virtual learning modules.

# CORE COURSES: SOCIAL STUDIES

## AP World History

**Course Numbers:** 1627/1628/1629

**Grades:** 11, 12

**Credits:** 3

**Type:** Honors credits; Full Year; register for all three trimesters

**Post-secondary Connection:** College credit possible upon successful completion of AP Exam. This academically rigorous course follows the Advanced Placement course guidelines designed by the College Board.

The purpose of the course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies as far back as 8000 B.C.E. to the present. The course examines the causes and consequences of global change along with comparisons among major societies. The course emphasizes understanding relevant factual knowledge, interpreting major issues, and developing skills used to analyze differing types of historical evidence. Students must master a broad range of global historical knowledge about Africa, the Americas, Asia, Europe, and Oceania.

Emphasis will be given to building reading and writing skills that are used to support individual authentic conclusions.

*Note: Students need to add Economics in grade 11 or 12. It is recommended that students pass AP US History or received a grade of "C" or higher in their US History class.*

## US Government

**Course Number:** 1620

**Grades:** 11, 12

**Credit:** 1

**Type:** Trimester; required

This course will have students describe and compare important facts, concepts, and theories pertaining to U.S. government and politics. Students will also be able to explain typical patterns of political processes, behaviors, and their consequences. They will also learn how to interpret basic data relevant to U.S. government and politics. Finally, students will critically analyze relevant theories or concepts and apply them appropriately to a variety of local, state, national, and international issues.

## US Government - Online

**Course Number:** 1678

**Grades:** 11, 12

**Credit:** 1

**Type:** Trimester; required – online version

This course will have students describe and compare important facts, concepts, and theories pertaining to U.S. government and politics. Students will also be able to explain typical patterns of political processes, behaviors, and their consequences. They will also learn how to interpret basic data relevant to U.S. government and politics. Finally, students will critically analyze relevant theories or concepts and apply them appropriately to a variety of local, state, national, and international issues.

12x12

## AP Government & Politics

**Course Numbers:** 1624/1625

**Grade:** 12

**Credits:** 2

**Type:** Honors credits; two trimesters (fulfills the Government requirement)

**Post-secondary Connection:** College credit possible upon successful completion of AP Exam. This academically rigorous course follows the Advanced Placement course guidelines designed by the College Board.

The goal of this academically rigorous course is to prepare students for the AP United States Government and Politics examination. The Advanced Placement coursework for United States Government and Politics is designed to develop and apply analytical thinking skills to political processes. Students will evaluate and analyze government and political relationships. Students will be required to use textbook and essay readings, statistical data, and political satire to develop and defend political arguments.

*Note: This course is recommended for students who have achieved: a passing grade in AP U.S. History, a C- or higher in mainstream American Citizenship class, or a C- or better in Language Arts class. This course fulfills the requirements for the Government class.*

## Current Issues

**Course Number:** 1640

**Grades:** 11, 12

**Credit:** 1

**Type:** Trimester; meets second Social Studies requirement for grade 12

Current Issues involves a more in-depth study of contemporary world problems such as the environment, racism, crime, abortion, teen issues, and euthanasia. Newspapers, weekly magazines, internet documents and news documentaries are used as resources for the class. The student is required to understand, interpret, analyze, and evaluate data presented through these sources.

## Current Issues - Online

**Course Number:** 1679

**Grades:** 11, 12

**Credit:** 1

**Type:** Trimester; meets second Social Studies requirement for grade 12 – online version

Current Issues involves a more in-depth study of contemporary world problems such as the environment, racism, crime, abortion, teen issues, and euthanasia. Newspapers, weekly magazines, internet documents and news documentaries are used as resources for the class. The student is required to understand, interpret, analyze, and evaluate data presented through these sources.

12x12



# CORE COURSES: SOCIAL STUDIES



## Psychology

**Course Number:** 1641

**Grades:** 11, 12

**Credit:** 1

**Type:** Trimester; meets second Social Studies requirement for grade 12

This course is about human thinking and behavior. Students learn something about who they are, where they are going, and why. The topics of the course focus on practical uses of psychology through the study of theories and experiments. Students get involved by engaging intellectually and emotionally in the activities of the class. Psychology is the science of human behavior and can help students understand themselves.

## Sociology

**Course Number:** 1642

**Grades:** 11, 12

**Credit:** 1

**Type:** Trimester; meets second Social Studies requirement for grade 12

This course contains a brief overview of the current theoretical approaches and an outline of the components of culture including subcultures and counter-cultures. Discussions of internalization of norms, sanctions, components of social structure, and types of groups, societies and bureaucracies are also presented.

## Sociology - Hybrid

**Course Number:** 1681

**Grades:** 11, 12

**Credit:** 1

**Type:** Trimester; meets second Social Studies requirement for grade 12

This course contains a brief overview of the current theoretical approaches and outline of the components of culture including subcultures and counter-cultures. Discussions of internalization of norms, sanctions, components of social structure, and types of groups, societies and bureaucracies are also presented. Hands on projects, class discussions, and face-to-face lectures will also be included depending on the current content. It is designed for students that are self-motivated and self-directed. The Hybrid Sociology format will have two-three days a week of independent classwork, with students working through lessons and activities on their own with the teacher available for help.



## AP Psychology + US Government

**Course Numbers:** 1643/1644/1645

**Grades:** 11, 12

**Credits:** 3

**Type:** Honors credits; Full Year; register for all three trimesters  
**Post-secondary Connection:** College credit possible upon successful completion of AP Exam

This academically rigorous course follows the Advanced Placement course guidelines designed by the College Board. Students should be prepared to read daily and participate in all class activities. Course content provides an in-depth look into human thinking and behavior and prepares students for the terminology and technical writing skills necessary to pass the AP exam in the spring. Students learn about who they are, where they are going, and why. Topics of the course focus on practical uses of psychology through the study of theories and experiments. Students engage intellectually and emotionally in the activities of the class. Psychology is the science of human behavior; it helps students understand themselves and others. Units covering U.S. Government will also be included during the course of study. Students successfully completing all three trimesters will meet both the U.S. Government requirements and the social studies elective credit. Strong reading and writing skills are required.

*Notes: The U.S. Government requirement will be met by completing all three trimesters of study.*

**12x12** College Credit Opportunity

**Hybrid Course**

# COLLEGE AND CAREER SUPPORT: AVID

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*The AVID (Advancement Via Individual Determination) Elective courses are a set of specialty electives designed to support students developing the academic, organizational, and learning habits that align with post-secondary success, while also preparing students for rigorous high school coursework, such as honors, AP, and CIS courses. The program's goal is that every student enrolled reaches their full potential by introducing and reinforcing writing, inquiry, collaboration, organizational, and reading (WICOR) skills that will aid students through high school and beyond. AVID students are expected to have a minimum 2.0 GPA, concurrent enrollment in an Honors, AP, or CIS course, and good citizenship and attendance.*

**Course Numbers:**

9th Grade: 1924/1925/1926

10th Grade: 1927/1928/1929

11th Grade: 1930/1931/1932

12th Grade: 1933/1934/1935

**Grades:** 9, 10, 11, 12

**Credits:** 3 per academic year (1 per trimester)

**Type:** Full Year, elective

**Prerequisite:** Completed and approved application and interview, concurrent enrollment in at least one Honors, AP, or CIS course, 2.0 GPA or higher.

Applications must be completed with letter of recommendation from a current core content instructor by the first Friday in March. Interviews will be conducted in late April/early May, and acceptance/waitlist letters will be mailed to students over the summer.

## **AVID 9**

The AVID 9 course is designed to prepare students for the challenges they will face in the rigorous courses of study offered at the high school level and beyond. Development of time management, study, note taking, and leadership skills will be taught alongside WICOR strategies, as these skills are the backbone of all class work. Students will receive twice-weekly individualized tutorial time in order to gain a greater understanding of difficult subject matter from their classes, as well as attending two campus visits and participating in community outreach.

## **AVID 10**

In AVID 10, students will continue to hone their high school and college readiness skills by increasing their independence and individualizing their learning styles. Students will collaboratively increase their academic vocabularies, continue the established tutorial process, and further explore college and career options by attending two campus visits and participating in community outreach.

## **AVID 11**

The 11th grade AVID Elective course is the first part in a junior/senior seminar that focuses on the writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

## **AVID 12**

The AVID Elective 12th grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

## GET INVOLVED: ATHLETICS

*We have an engaged student body. 84 percent of our students participate in at least one athletic or co-curricular activity.*

*SLP Athletics teaches and encourages student-athletes to gain valuable lifelong skills, including discipline and teamwork. We offer the following 14 girls' sports and 13 boys' sports.*

Baseball, boys  
Basketball  
Cross Country  
Non-Competitive Dance Team, girls  
Dance Team, girls  
Football, boys  
Golf  
Gymnastics, girls  
Hockey  
Lacrosse  
Nordic Skiing  
Soccer  
Softball, girls  
Swimming and Diving  
Tennis  
Track and Field  
Volleyball, girls  
Wrestling, boys



*Learn more about how to get involved at [SpringLakeParkSchools.org/activities-athletics](https://www.SpringLakeParkSchools.org/activities-athletics).*

## GET INVOLVED: ACTIVITIES



*Spring Lake Park High School offers many opportunities for activity and involvement to its students. These organizations provide social interaction to build friendships and enhance high school memories. Many increase a student's qualification for scholarships and broaden knowledge and experience beyond the classroom for future career goals.*



- Art Club
- Black Student Union
- Bowling Club
- Debate Club
- DECA
- FCCLA
- GSA- Gender/Sexuality Alliance
- Knowledge Bowl
- Latino Club
- LEO Club
- Math Club
- Middle Eastern Club
- OEC/HOSA
- One Act Play
- Panther Mentors
- Prom Committee
- Science Olympiad
- Spark Group
- Speech
- Student Council
- Tech Crew
- Theater
- Weight Training
- Women for Change
- World Cultures Club
- Yearbook

*Please note, clubs may form or disband based on student interest. See the activities and athletics office for active clubs and their advisors.*

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**Spring Lake Park High School**  
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**SpringLakeParkSchools.org/HS**



# We are #SLPPantherProud!

## ***New! Online registration guide***

We created an online registration guide this year, so you can easily navigate to the courses you're most interested in and read their descriptions, prerequisites, credits and other details.

Visit [SpringLakeParkSchools.org/HSregistration](http://SpringLakeParkSchools.org/HSregistration) and read through all courses or filter by grade, course type or 12x12. Use this online registration guide to help you complete your registration sheet.

