ROBBINSDALE COOPER HIGH SCHOOL
8230 47th Avenue North
New Hope, Minnesota 55428

PROGRAM OF STUDIES AND REGISTRATION GUIDE

Grades 11 - 12

2020-2021

Principal
Dr. Frank Herman

www.chs.rdale.org

Home of the Hawks

ROBBINSDALE AREA SCHOOLS
MISSION

The mission of Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community.

Individual focus. Infinite potential.

COOPER HIGH SCHOOL
MISSION

To provide a caring and vibrant community where all members are respected, educated, active and compassionate critical thinkers who understand that other people can also be right.

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Courses by Department

GENERAL INFORMATION

International Baccalaureate Diploma Programme

Cooper offers the Diploma Programme to interested juniors and seniors. The courses are marked by high levels of rigor, international-mindedness, and inquiry. Students may choose to take individual courses and receive IB Certificates if they sit for the May exams. Or, they may choose the Diploma Candidate route, where they take all of their courses at the IB Diploma level. IB Diploma-level courses require independent reading and writing and critical thinking and justifying one's ideas. Students who sit for the May exams can earn potential college credit.

The Robbinsdale School District Credit Requirements

Forty-six semester credits are required to graduate. One semester-long course equals one credit.

COURSE CREDITS	
English	8 semester credits
Social Studies	8 semester credits
Science (***includes Biology & Physics or Chemistry***)	6 semester credits
Mathematics (***includes Algebra 2***)	6 semester credits
Physical Education	2 semester credits
Health	1 semester credit
Arts (Visual and Performing)	2 semester credits
Electives	13 semester credits
	TOTAL: 46 SEMESTER CREDITS

Prerequisites

Some courses require students to take a course previous to enrolling in the one they are considering. For example, **Drawing 2** cannot be taken before **Drawing 1.**

Class Changes

All students are required to enroll in at least 12 credits per year. In rare instances, principals have the authority to make modifications to student schedules. Course drops and changes are considered under four possible circumstances (see below). **Changes must be made within the first 10 school days of each semester**.

- A course conflict or computer error in scheduling has occurred.
- The class has been determined by the teacher to be too easy or difficult for the student.
- Student has failed the class previously and been assigned the same teacher.
- Student has been admitted to a special program.

GENERAL INFORMATION

Dropping Classes
Students are expected to take all classes for which they have registered. Students may request a class change within the first 10 school days of each semester. After that time, any change in schedule may result in a grade of **NC** (No Credit). Exceptions to this rule may be authorized by the grade level principal.

Pass/No Credit
All required and elective courses are graded A, B, C, D, NC, or I. However, **one elective** course per semester may be graded Pass/No Credit. In order to do this, a student must fill out an application, which requires a signature from the parent/guardian, teacher and counselor, generally by the end of the **eighth week** of the semester. A grade of a **P** gives a credit for the class but does not affect grade point average (GPA). It is granted only if a student receives a C or better in the class. A grade of an **NC** loses credit and **does** affect a student's GPA. P/NC should be used sparingly since some colleges do not recognize courses taken in this manner.

Grade of Incomplete
Final grades of Incomplete (I) must be formally changed by the teacher no later than the end of the quarter following the initial grade entry or an NC will result. It is the student's responsibility to work with the teacher to ensure deadlines are met.

Transcript Grades
All grades earned at Cooper remain part of the student's official transcript. Once a grade is entered by a teacher it becomes part of the permanent transcript. Grades are posted on the transcript each semester. If a student retakes a course, the original grade remains on the transcript.

Credit Recovery
Students who have received an NC in a required course must do credit recovery. The new course grade will appear on the student's transcript but will not replace the original grade. Students who have received credit in a course are not allowed to repeat that course. See the grade level counselor regarding credit recovery options.

Credit by Assessment
It is the policy of District 281 to grant credit for prior learning to a student when the student successfully completes an approved assessment of competence in the learner outcomes of a course. It is the student's responsibility to initiate the application for such credit. Contact the Education Service Center.

BLENDED COURSES INFORMATION

What are blended courses?
Blended courses combine in-class instruction with online activities. Students do not meet in the classroom everyday. On non-meeting days, students are expected to work independently. Blended courses offer the same challenge as face-to-face instruction but require more independent work. This fits the learning style of some students better than traditional courses. Successful students in blended courses are self-motivated; can work independently; can read well and express themselves clearly in writing; are good at time management; have good technology skills, especially using the Internet and trouble shooting.

What are the benefits of blended courses?
Blended courses provide digital content and flexibility. This fits the learning style of some students better than traditional courses do. Students learn in a format used frequently at colleges and work sites.

Refer to registration form for current blended offerings.

CAREERS, SKILLED TRADES, AND COLLEGE PATHWAYS
at Cooper High School

Robbinsdale Cooper High School students have expanded opportunities to explore future pathways and the possibility to earn college credits.

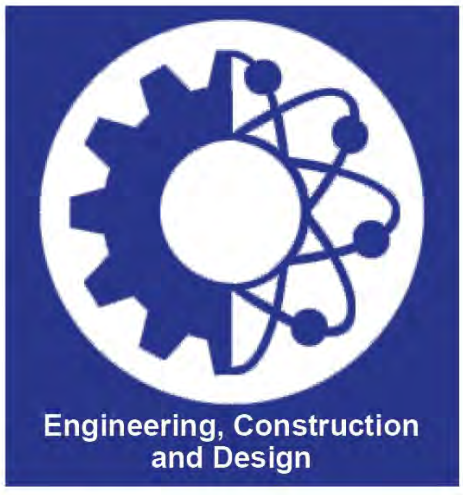
The three Pathways to Career, Skilled Trades and College Readiness are the result of research and data into high-need jobs, ensuring our students have the skills, qualifications and opportunities after they graduate from high school.

The Careers, Skilled Trades and College Pathway offerings are: Business Technology and Innovation; Engineering, Construction and Design; and Hospitality and Human Services.

Within each pathway, students explore a variety of cross-curricular courses over their four years at Cooper, giving them an opportunity to make meaningful connections to both core and elective content. Beyond this, the Pathways 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 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 which will give students opportunities to make better decisions about their future.
- Community partnerships that enable Cooper 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.***



CAREERS, SKILLED TRADES, AND COLLEGE PATHWAYS

Business, Technology and Innovation

The Business, Technology and Innovation Pathway is designed to give students experience in the many careers within the industry, while also exposing them to the varying types of business, computer programming and design, including startups, small businesses, corporations and nonprofit companies. Students in this pathway have the option to deeply explore or expose themselves to marketing, finance, leadership, business management, analytics and other sectors. Students 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.

Hospitality and Human Services

The Hospitality and Human Services Pathway exposes students to careers that meet the needs of our communities, including education and culinary arts, and help with preventing and solving problems. Students who choose to go into this growing field will be a part of fostering advances in education, culinary arts, and social services. This pathway gives students several opportunities for hands-on learning in the field.

Engineering, Construction and Design

The Engineering, Construction and Design Pathway is designed to give students a chance to explore and gain experience to create, construct and build. In these courses, students learn about the advances and innovation within the design, engineering, and construction fields. Through hands-on experiences with simulations, projects and case studies, students also gain industry competency and leadership skills.

Business, Technology and Innovation Courses:

- Career Investigations
- Sports and Entertainment
- Intro to Business
- Personal Finance
- Business and Personal Law
- Fashion Merchandising
- CORE Required Courses

Hospitality and Human Services Courses:

- Intro to Education
- Foods 1
- Foods 2
- Culinary Arts 1
- Culinary Arts 2
- Health Science
- Psychology
- CORE Required Courses

Engineering, Construction and Design Courses

- Engineering Science
- Civil Engineering
- Aerospace Engineering
- Engineering Design and Development
- Digital Arts 1
- Digital Arts 2
- Photography 1
- Photography 2
- CORE Required Courses

CAREER, SKILLED TRADES, & COLLEGE PATHWAYS

ADMISSION REQUIREMENTS OF SELECTED COLLEGES AND UNIVERSITIES

Parents/guardians and students are encouraged to consult college web sites, the College and Career Center, school counselor or IB Coordinator for additional information on high school course selection and specific requirements for individual colleges or universities.

Minnesota State Colleges and Universities

Minnesota State Colleges and Universities is a statewide system of community colleges, technical colleges, comprehensive community and technical colleges and state universities. For more information: **1-888-667-2848 or www.mnscu.edu.**

Technical Colleges

Technical colleges are dedicated to providing quality education for employment. Faculty members have years of experience and are connected to the industry in which they teach. This experience is especially useful when it come time to look for a job.

Community Colleges

Along with university transfer programs, community colleges also offer dozens of two-year career choices, including nursing, law enforcement, business, environmental technology, retail management, graphic design and many more.

Minnesota State Universities

Seven comprehensive universities (Bemidji, Mankato, Metropolitan, Moorhead, St. Cloud, Southwest and Winona) offer courses and programs leading to a bachelor's degree and beyond.

ADMISSIONS REQUIREMENTS FOR 4-YEAR STATE UNIVERSITIES

Minnesota state universities generally accept students who meet the following criteria:

- Graduate in the top half of their high school class
- Score of 21 or higher on the ACT

Also, students should have completed the following curriculum while in high school:

- Four years of English, including composition, literature, and speech
- Three years of math, including two years of algebra, one of which is intermediate or advanced algebra, and one year of geometry
- Three years of science, including one year each of a biological and physical science, all with significant laboratory experience
- Three years of social studies, including one year each of geography and U.S. history
- Two years of a single world language; consideration is given to non-English native languages and American Sign Language
- One year of arts (visual arts, media arts, or performing arts-theater, music, dance or media arts)

CAREER, SKILLED TRADES, & COLLEGE PATHWAYS

University of Minnesota

The five campuses of the University (Twin Cities, Crookston, Duluth, Morris, and Rochester) offer hundreds of undergraduate programs along with a wide range of graduate and professional degree programs. The following high school courses are required for admission:

- English-4 years, emphasis on writing, including instruction in reading and speaking skills, literary understanding and appreciation
- Mathematics-4 years, including high school algebra, geometry, algebra 2 or a fourth year of higher level math
- Science-4 years, including one year each of biological and physical science and including a laboratory experience
- Biological science, chemistry and physics are required for Management, Biological Sciences, and Science and Engineering
- Social studies-3 years, including one year each of U.S. history and geography
- Global language-2 years of the same language
- Visual and/or performing arts-1 year

PRIVATE COLLEGES AND UNIVERSITIES

Many private colleges and universities offer liberal arts programs, emphasizing broad knowledge in arts, sciences, social sciences, and humanities. For more information on private colleges in Minnesota, visit www.mnprivatecolleges.org or visit the Cooper College and Career Center.

The strongest candidates for college admission have taken:

- Four years of English (with an emphasis on writing)
- Four years of mathematics
- Four years of science
- Four years of social studies
- Two or more years of a world language and several courses in the arts

CAREER, SKILLED TRADES, & COLLEGE PATHWAYS

RECOMMENDED EXAMINATIONS FOR FOUR YEAR COLLEGE BOUND STUDENTS

Information is available in the College and Career Center and Student Services Office. Students should check specific college admission requirements so that they take the appropriate entrance test and so that scores are sent correctly.

ACT – Four tests are given in the areas of English, Math, Reading, and Science. Students receive four separate scores plus a composite score. Students are also encouraged to take the ACT plus writing test. Almost all colleges and universities in the United States accept the ACT. It is given on five dates throughout the year: Specific dates are listed at www.act.org. Please note that the registration deadlines for these tests are at least one month earlier than the test date. All juniors will take the ACT test at Cooper.

PSAT/NMSQT (Preliminary SAT and National Merit Test) This is the National Merit Scholarship Qualifying Test. Juniors whose composite score ranks at the 99th percentile may qualify for the next level of the National Merit competition. Those who rank between the 96th and 98th percentile may receive a commendation, but do not continue in the competition.

SAT I – This test measures critical reading, mathematical reasoning, and writing skills. It is given on seven dates throughout the year: Specific dates are listed at www.collegeboard.org. Please note that the registration deadlines for these tests are at least one month earlier than the test date.

SAT II – These subject tests measure knowledge in specific subject areas. Some four-year colleges require three achievement tests, given the same dates as SAT I. Tests are given in a variety of subject areas. Specific dates are listed at www.collegeboard.org. Please note that the registration deadlines for these tests are at least one month earlier than the test date.

POTENTIAL COLLEGE CREDIT OPPORTUNITIES

Post-Secondary Enrollment Options (PSEO)

High school juniors and seniors may attend a college, either full or part time, at no cost to them. See grade level counselor or counseling department website for further information. Colleges carefully evaluate high school GPA and test scores when considering high school students for enrollment. Students must arrange their own transportation. Grades earned in PSEO courses are recorded on both the high school and college transcript.

International Baccalaureate Exams

Exams are given worldwide during May to students who have taken the IB Diploma-level classes for one (Standard Level-SL) or two (Higher Level-HL) years. Exams range in length from 1-3 hours, and there is usually more than one exam for each course. There are also various forms of class work which are assessed externally for the IB score. Scores are available in July and may be submitted to colleges for consideration for admission, credit and placement. High scores may even earn college credit. Scores range from 1-7. Students must take the Diploma-Level course in order to take the exam. More information is available in the IB Office.

Advanced Placement Exams

AP exams give students the opportunity to earn college credit based on their knowledge in certain subjects. AP exams are available at Cooper High School n AP Human Geography, AP Biology and AP U.S. History.

Project Lead the Way

Students taking Engineering Science, Aerospace Engineering, Civil Engineering and Architecture, and/or Engineering Design and Development can sit for the end-of-course exams. These exams are free of charge to the students and are administered in class. Students who earn a passing mark can apply for college credit at St. Cloud State University; the cost to do so is approximately $100, along with accompanying paperwork.

CAREER, SKILLED TRADES, & COLLEGE PATHWAYS

Junior Year Timeline

Fall Junior Year

◊ Register For PSAT (PSAT is an optional preliminary test to the SAT)
◊ Build Resume
◊ Continue to work hard on classes to maintain/improve GPA

Winter Junior Year

◊ Improve/Maintain GPA (& credits)
◊ Continue w/ extracurricular/participate in new extracurriculars
◊ Explore/Research options for after high school
◊ Junior Parent Info Night
◊ ACT Prep
◊ ACT
◊ Student athletes interested in playing college athletics should register for NCAA

Spring Junior Year

◊ Visit Colleges/Meet college reps
◊ Cooper College Fair
◊ Request Letters of recommendation from teachers in person (if necessary)
◊ Retake ACT
◊ Sign up for specific college mailing lists

Senior Year Timeline

Summer/Fall Senior Year

◊ Visit more schools and finalize your college choices
◊ Applications
◊ National College Fair @ Mpls Convention Center
◊ Retake ACT (if necessary)
◊ Update resume
◊ Senior College Planning Night
◊ FAFSA - opens October 1 - Fafsa.gov
◊ FAFSA Night
◊ College Application Week at Cooper (last week of October)

Winter Senior Year

◊ Search and apply for scholarships
◊ FAFSA Completion Night
◊ Complete FAFSA (if not already done)
◊ Stay on track w/ grades and extracurriculars

Spring Senior Year

◊ Decisions! (May 1 is the traditional deadline)
◊ Request final transcript to be sent to college attending
◊ Graduate!

ARTS (Music & Performing)

It is an option for all music students, regardless of curriculum path, to participate in more than one music elective (Band, Choir, and/or Orchestra). Students should add BOTH course numbers in the registration system. Contact the instructor(s) for more information. Students in curricular music ensembles can also participate in the following extracurricular non-credit ensembles: Jazz Bands, Marching Band, Treble Ensemble, Drop the Octave, Bella Voce, Chamber Singers, and Chamber Strings. Returning students should register for their CURRENT music ensemble. Changes will be made to course registrations after auditions. All music courses are year-long courses. All Arts courses, whether performing or visual, meet the Fine Arts graduation requirement.

7812/7813 IB Music I & II (11-12)

Prerequisite: One year of instrumental (band, orchestra, or piano) or vocal music training

IB Music focuses on developing knowledge and understanding of music through either composition, solo performing or group performing with an emphasis in areas such as listening, performing, and composing; exposure to music theory; and formulation of an historic and global awareness of musical forms and styles. Students choose whether they are going to focus on performance or creation, and they present their music in these areas throughout the year. Students are encouraged to take the IB exam. **This IB course gives students the opportunity to earn potential college credit via internal and external IB assessments.**

7750/7751
IB MYP Varsity Soprano & Alto Choir I & II (10-12)

The Varsity Soprano & Alto Choir is comprised of sopranos & altos in grades 10-12 and emphasizes voice and skill building. Students study technique, elements of music, and performance etiquette. They participate in winter and spring concerts, along with other performance opportunities. Renaissance, Baroque, Classical, Romantic, 20th Century, Folk, Multi-Cultural, Jazz and Pop literature are studied. No audition is required; however, instructors listen to each student sing to determine range, ability, and voicing. Students must be able to demonstrate pitch matching and a willingness to learn and develop new skills.

7756/7757
IB MYP Varsity Tenor & Bass Choir I & II (10-12)

This choir is comprised of Tenors & Basses in grades 10-12 and emphasizes voice and skill building. Students study technique, elements of music, and performance etiquette. They participate in Winter and Spring Concerts, along with other performance opportunities. Renaissance, Baroque, Classical, Romantic, 20th Century, Folk, Multi-Cultural, Jazz, and Pop literature are studied. No audition is required; however, instructors listen to each student sing to determine range, ability, and voicing. Students must be able to demonstrate pitch matching and a willingness to learn and develop new skills.

7856/7857 IB MYP Bel Canto Choir I & II (10-12)

Prerequisite: Auditioned by instructor in early April

The Bel Canto Choir is a select group of sopranos and Altos who aspire to reach high levels of musicianship and performance. Students develop the following skills: vocal production, elements of music, music history, ear training, sight reading and performance etiquette. They participate in three concerts during the year, as well as District 281 Choir/Orchestra Fall Festival, Region 6AA State Large Group Contest, Metro-West Conference events, and festivals. Other events consist of performance tours and small ensemble opportunities. A wide variety of literature is studied, including Renaissance, Baroque, Classical, Romantic, 20th Century, Folk, Multi-Cultural, and Pop. Students are assessed through singing tests, written tests and preparation for, rehearsal of and performance of a solo or ensemble.

7806/7807 IB MYP Concert Choir I & II (10-12)

Prerequisite: Auditioned by instructor in early April

Members of the Concert Choir are chosen for their advanced vocal ability, experience, musicianship and desire to reach higher levels of musicianship and performance. Students develop the following skills: vocal production, elements of music, music history, ear training, sight reading and performance etiquette. They participate in three concerts during the year, as well as, District 281 Choir/Orchestra Fall Festival, Region 6AA State Large Group Contest, Metro-West Conference events and festivals. Other events consist of Performance Tours, Dorian Vocal Festival, ACDA Vocal Festival, All-State Choirs, and Small Ensemble opportunities. A wide variety of literature is studied, including Renaissance, Baroque, Classical, Romantic, 20th Century, Folk, Multi-Cultural and Pop. Students are assessed through singing tests, written tests, and preparation for, rehearsal of and performance of a solo or ensemble.

ARTS (Music & Performing)

7808/7809 IB MYP Concert Band I & II (10-12)
Members of this ensemble will rehearse and perform a variety of wind band repertoire. The concert band performs at concerts, contests and festivals throughout the year. Attendance is required for all performances. Students are expected to attend bi-weekly small group lessons and practice their instrument outside of class, they are encouraged to participate in marching band and expected to attend five winter pep band events. This ensemble tours every fourth year.

7701/7702 IB MYP Wind Ensemble I & II (10-12)
Prerequisite: Audition by instructor
This is Cooper's select ensemble and it performs at numerous concerts, contests, and festivals. Attendance at all performances is mandatory. This group is dedicated to the fine performance of quality wind band repertoire. The ensemble tours every year in the Spring. Students are expected to attend bi-weekly small group lessons, practice their instrument outside of class, participate in Marching Band and attend five winter pep band events. Select members have an opportunity to perform orchestral literature with the Cooper Symphony Orchestra.

7703/7704 IB MYP Symphony Orchestra I & II (10-12)
Prerequisite: Audition by the instructor
The Symphony Orchestra is Cooper's select string ensemble. The ensemble performs at various events during the year, and all performances are required. Students are selected based on their technical proficiency and musicianship. The Symphony Orchestra is dedicated to the fine performance of standard string and full orchestra repertoire from all historical periods. Students are expected to attend weekly small group lessons and practice their instrument outside of class. Members are encouraged to audition for Chamber Strings.

7705/7706 IB MYP Philharmonic Orchestra I & II (10-12)
Students rehearse and perform a variety of string orchestra repertoire and chamber music. The Philharmonic Orchestra performs at various concerts, contests and festivals throughout the year. Attendance is required for all performances. Students are expected to attend weekly small group lessons and practice their instrument outside of class and are encouraged to audition for Chamber Strings.

7654 Dance (9-12)
This is a semester course for both the beginning and more advanced dancer. Dancing for stage encompasses basic ballet and jazz movement, while incorporating tap, hip hop, modern, ballroom and cultural styles. Students will learn a variety of moves and steps from each of these genres; each unit will culminate in a choreographed performance.

7655 Speech (9-12)
This semester course is geared for students who are comfortable speaking in front of people and for those who would like to overcome that fear of public speaking. Activities will involve small group discussion, one on one interviews, group project presentations and individual speeches. Types of presented speeches will be entertainment/comedy, informative, demonstrative, persuasive and possibly a graduation speech. This is a performance class.

1704 Acting (10-12)
This course centers on the basic skills of acting. It includes the actor's internal preparation for playing a role and the development of external techniques for projecting the role to an audience. Students will work on diction, body awareness and movement, creative character development exercises, and improvisational activities. There will be focus on acting as a career; television, and commercial work, as well as live theatre and audition techniques. This is a performance class; projects include presentation of scene work, monologues and one act plays.

1746 Introduction to Theatre (10-12)
Students examine all aspects of theatre arts. Students will study the particulars of play production: acting, dance, costuming, set construction, properties, musical theatre, make up, sound and lights. Students engage in reading plays and perform scene work from various works. Students will select projects based upon facets of theatre studied throughout the semester. This course is designed to give students a basic understanding of theatre that is useful in enjoying theatre both as a leisure activity and as a potential career.

7816/7817 IB Theatre I & II (11-12)
This course encourages discovery through experimentation, risk-taking and the presentation of ideas. The course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. Students will have opportunities to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers. Students will learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting and critically reflecting on theatre, they will gain a richer understanding of themselves, their community and the world. Students will experience the course from contrasting artistic and cultural perspectives. They will learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. Students will discover and engage with different forms of theatre across time, place and culture, thus promoting international-mindedness and an appreciation of the diversity of theatre. **This IB course gives students the opportunity to earn potential college credit via internal and external IB assessments.**

ARTS (Visual)

***Opting out of Intro Level Courses**: Students who have experience in a certain medium (drawing, painting, photography, digital arts, or clay) can schedule a portfolio review with the Department Chair to show their proficiency. During the review, students will show a portfolio of their past work to be reviewed. If it is decided that there is enough knowledge in the media, students can advance to the next level course.*

7600 IB MYP Drawing 1 (9-12)

Students learn how to look at and draw in this course. They are challenged to use the "right side" of their brain as they learn to draw from observation. Recognition and implementation of the elements of art (line, space, shape, form, value, texture, & color) and principles of design (balance, unity, movement, emphasis, pattern, contrast, & rhythm) are strongly emphasized both in and out of class. Drawing abilities are developed through projects, use of a process journal (a hybrid of a written journal and sketchbook), experimental practices, and use of a variety of materials. The primary goal of this course is to help students develop resiliency, divergency, and creativity by acknowledging that FAIL is a First Attempt In Learning. This provides them with fundamental artistic knowledge that will help them succeed in higher level art courses and beyond.

7652 IB MYP Drawing 2 (9-12)

Prerequisite: IB MYP Drawing I

In this course, students continue to expand upon their understanding of drawing from observation. Throughout the course, students are challenged to work more independently both in and out of the classroom through still lifes, portraiture, outdoor/indoor drawings, and mixed media drawings. Students continue to use the process journal (a hybrid of a written journal and sketchbook) to document their artistic learning and prepare them for advancement to the IB Diploma Level art courses.

7650 IB MYP Painting 1 (9-12)

Do you know what colors combine to make green? Can you identify what emotions are connected to certain colors? In this course, students learn how to answer these questions when they learn to master Color Theory, as well as how to continue to use the elements of art and principles of design when painting. They learn to identify past painters to contemporary painters in order to help them gain insight into the growth of art over the years. Painting abilities are developed through investigational practices, use of a process journal (a hybrid of a written journal and sketchbook) entries, and various projects within the class. Finally, using a variety of paints provide them with a fundamental artistic knowledge that will help them succeed in higher level art courses.

7651 IB MYP Painting 2 (9-12)

Prerequisite: IB MYP Painting 1

During this course, students complete advanced study in painting that provides intensive focus on experimentation, process, content/thematic focus, and numerous painting strategies. Because it is a more independent class, students are encouraged to explore various approaches to painting and the use of media, apply and expand their level of technical skill, consider alternative painting methods, and use the processes as a vehicle of personal expression, thought, and creative discourse, all the while documenting their learning and artistic growth in their process journal (a hybrid of a written journal and sketchbook).

***7717 IB MYP Photography 1 (9-12)

Phone with camera capabilities is REQUIRED; A DSLR Camera is suggested but not required

This course is designed to teach students the fundamentals of artistic photography. Students learn how to use and manage a digital camera, set up a successful composition, experience how lighting can affect a photograph, and use photo editing software. During the course, students are expected to photograph assignments outside of class and school hours. Students interpret and analyze the direction of photography, from the academic to the creative. Students learn about photographers both past and present and document their artistic learning through daily use of a process journal (a hybrid of a written journal and sketchbook).

***7718 Photography 2 (9-12)

Prerequisite: Photography 1

Phone with camera capabilities is REQUIRED; A DSLR Camera is suggested but not required

This course is designed to be a more independent course in which students shoot and print independent work that reflects a commitment to developing a thematic body of work. During the semester, students are expected to photograph assignments out of class and school hours. Students continue to interpret and analyze the direction of their photography, learn about photographers, and document their artistic learning through continued use of their process journal (a hybrid of a written journal and sketchbook).

***7758 IB MYP Digital Arts 1 (9-12)

Completed Drawing 1 is suggested but not required.

This course is designed to give students access to relevant digital art media which will engage them to learn, while also building on the standards and objectives set in current art education pedagogy. This course aims to accomplish the following: knowledge and understanding of the digital art forms studied, including concepts, processes, and the use of subject-specific terminology. Students use acquired knowledge to purposefully inform their artistic decisions and document their creative journey and learning in their process journal (a hybrid of a written journal and sketchbook), as well as demonstrate proficient use of artistic visual communication, appropriate vocabulary and critical thinking through the creation of a digital arts portfolio. The programs that are introduced are: Bridge, Photoshop, InDesign and Weebly. Using these tools, students will interpret and analyze the direction of design, from past to present, from simplicity to sophistication, and from the academic to the creative. Students will meet artists working in the field of design and will understand why graphic design skills are indispensable tools in the 21st century workforce.

***Pathway Course - Engineering, Construction and Design**

(see pp. 10 & 11 for more information)

ARTS (Visual)

All art courses meet the fine arts graduation requirement.

***7759 *IB MYP Digital Arts 2* (9-12)

Prerequisite: IB MYP Digital Arts 1
This course is designed for students who wish to continue their studies within the Digital Arts. In this class, students use and continue to build on their knowledge of Adobe Photoshop skills, in addition to learning Illustrator to help them create and develop projects that are more student-driven and independent. Students apply their expertise by creating a series of digital artworks based on a social issue of their choice. Students continue to explore different styles of digital art, as well as further develop a portfolio. Students continue to document their artistic learning through daily use of a process journal (a hybrid of a written journal and sketchbook).

7712 Mixed Media (11-12)

This predominantly 2D course is designed to explore the unlimited possibilities of creating artwork that combines traditional materials with contemporary processes in one classroom setting. Students focus on work that addresses technical issues such as texture and multiple layers and the process of discovery and evolution that happens when multiple materials are joined together. Students are encouraged to seek out ideas and visual inspiration from their own life experiences and the larger world as source material for their work. In addition, students continue use of and documentation in their process journal (a hybrid of a written journal and sketchbook). They focus on image making through application of various artistic genres, with an emphasis on color theory, pictorial composition, figure/ground relationships, spatial concepts, and critical thinking skills.

7851/7852
IB Art (SL) and/or 7853/7854 IB Art (HL) (11-12)

This college-level studio course encourages students to challenge their own creative and cultural expectations and boundaries. Throughout the course, students work on the development of their ability to create solutions when confronted with problems, increase their ability to think divergently, all the while working towards mastery of their artistic skills. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. *Students are expected to do a lot of independent art making both in class and at home. Students complete all IB assessments in this course.* **This IB course gives students the opportunity to earn potential college credit via internal and external IB**

7753 Sculpture (11-12)

Prerequisite: Design In Clay 1
Students experience 3D design and visual problem solving through the exploration of diverse materials, techniques and themes. Materials used may include: clay, mosaics, embroidery, wire, cardboard, found objects, plaster, books, snow, soap and/or toothpicks. Students also gain proficiency in techniques such as: hand-building, carving, installation and assemblage. Students will have the opportunity to work realistically, as well as abstractly. Students are expected to participate in class discussions, peer critiques, written reflections, to acquire project specific vocabulary and to do work outside of class if necessary. Students write for knowledge on a daily basis in the form of a process journal (a hybrid of a written journal and sketchbook).

7601 Design In Clay 1 (11-12)

This class introduces students to the wheel-throwing process as well as hand-building with clay. Students learn a little about the science inherent in clay processes, and they will apply their understanding of the health and safety issues related to clay processes. Students analyze how visual artworks are influenced by social and cultural contexts, and they create both functional and aesthetically complex works of art, critique their work, and present finished projects in a public space.

7603 Design In Clay 2 (11-12)

Prerequisite: Clay 1
Students continue to develop their skills on the potter's wheel, creating vessels that are more challenging in size and form and creating multiples of the same form. Emphasis is placed on concept development and the design process while students develop their creative ideas. Students engage in intermediate level investigation of the science inherent in clay processes, including higher-level glazing techniques.

7850 Design in Clay 3 (11-12)

Prerequisite: Clay 2
Students further investigate the creative process, with advanced study in sculpting and ceramic techniques and firing and glazing techniques.

***Pathway Course - Engineering, Construction and Design*

(see pp. 10 & 11 for more information)

AVID

What is AVID?

AVID stands for **A**dvancement **V**ia **I**ndividual **D**etermination. It is a college readiness system that provides academic support for college eligibility and success. AVID is an elective course that prepares students for entrance into four-year colleges. It is based on rigorous standards and is driven by analytical writing, inquiry, collaboration, organization and reading (WICOR). In addition, it focuses on study skills, test-taking skills, note-taking, research, organization, critical thinking, goal setting, college selection, and preparation for college entrance exams.

The AVID Student - Eligibility requirements

There is an application for AVID. Students must be performing in the academic "middle" and have strong potential. Students must apply and interview for the program. The typical AVID student will have average to high test scores, a 2.0-3.5 GPA, college potential with support, and desire and determination. They typically meet one of the following criteria: first in family to attend college, historically underserved in 4-year colleges, low income, special circumstances (EL, foster care, single parent family, etc.).

0082/0083 AVID (11)

0084/0085 AVID (12)

Prerequisite: Application & Interview

AVID meets five days per week as follows: Two days a week are spent on the AVID curriculum, which focuses on writing, inquiry, collaboration organization and reading; two days a week are tutorial days where students work in small groups with a trained tutor on academic questions; and Fun Friday involves guest speakers, college visits, team building activities, etc.

BUSINESS AND MARKETING EDUCATION

NOTE: Students registered for any of the following courses may be eligible to participate in DECA (Association of Marketing Students). The IB MYP courses listed here will follow the IB MYP Design Cycle.

*9652 IB MYP Introduction to Business (9-12)

College Credit possible with an 85% final grade.
This course introduces students to the world of business. The concepts learned enhance students' consumer decision making skills, prepare students for future employment, and help them to become more effective citizens. Students learn all about the basics of business, as well as explore the world of marketing, finance, operations and management. Students compile a portfolio, learn how to interview for a job and explore a variety of business career options.

*9454
IB MYP Create Own Video Game 1 (9 –12)

The course encourages and enables students to do the following: develop an appreciation of the significance of technology for life, society and the environment; use knowledge, skills and techniques in creating video games develop problem-solving, critical and creative thinking skills through the application of the design cycle; develop a respect for others' viewpoints and appreciate alternative solutions to problems; and use and apply information and communication technology effectively as a means to access, process and communicate information and solve problems.

9803
Create Own Video Game 2 (9-12)

Prerequisite: IB MYP Create Your Own Video Game 1
Are you interested in becoming a blogger, web developer, animator, computer programmer, game creator or web designer? Coding can take you there! This class is self-paced and self-directed around a student's individual interests.

9458 IB MYP Sports and Entertainment (9-12)

College Credit possible with an 85% final grade.
This course encourages and enables students to develop an appreciation of the significance of technology for life, society, and the environment and use knowledge, skills, and techniques to create products/solutions of appropriate quality. Students develop sponsorship proposals, advertisements and create a new stadium design. Students develop problem-solving, critical, and creative thinking skills through the application of the IB MYP design cycle, develop a respect for others' viewpoints and appreciate alternative solutions to problems, and use and apply information and communication technology.

9551 IB MYP Introduction to Marketing (9-12)

College Credit possible with an 85% final grade.
In this course students learn and apply basic concepts of marketing. This knowledge will help them throughout their lives as a consumer, employer, and student. Throughout this class, students demonstrate the sales process, create and design their own cereal brand and learn all about the functions of marketing. Marketing is everywhere, and it affects people's day-to-day lives. By having an understanding of how marketing works, the students will become more competent consumers, employers, and citizens.

9043 IB MYP Web Design (9-12)

This is a semester course that focuses on website design, construction and management. Students work to design, construct and maintain web pages on the Internet and to be involved with maintaining their own personal web sites.

9853/9854
IB Business & Management (SL) I & II (11-12)

Why is it that Federal Express can "absolutely, positively" deliver a package on time every time, but the major airlines can't get your luggage to its destination? Why is it that gas prices can fluctuate 20+ cents in just one day but Wal-Mart can promise to offer the lowest prices-always? Why is it that local hardware stores can barely stay afloat while Home Depot is one of the fastest growing businesses in American today? Explore how companies like Enron, Continental Illinois, and others can be totally lacking in ethics. This course is designed to challenge students interested in learning the inside story on how businesses are organized, marketed, financed, and run. Emphasis is on the development of strong analytical and critical thinking skills using a variety of case studies, business scenarios, and current events. Required Coursework: 1 research paper; tests; guides; and assorted reinforcing assignments. Students are encouraged to take the IB exam. **This IB course gives students the opportunity to earn potential college credit via internal and external IB assessments.**

*9012 Business and Personal Law I (11-12)

Students gain specific legal knowledge, analytical techniques, and problem-solving skills focused on civil and business law principles. Concepts are covered through a combination of classroom presentations, discussions, individual and group activities, and actual case studies.

*9026 Fashion Merchandising (11-12)

College Credit possible with an 85% final grade.
Students discover the fundamentals of fashion, fashion design, fashion merchandising, modeling, fashion rules, and careers in fashion. Students learn why fashion merchandising is one of the fastest growing topics among high school students today!

9027 Leadership and Management (11-12)

Oprah, John Kennedy, Martin Luther King, Jr., Coach K, Angelina Jolie — all examples of great leaders. Whether as babysitter, shift leader, team captain or parent, leadership skills are essential to succeeding. Through a variety of activities, role plays, observations and readings, students learn how to become a better leader. Students also explore management in relation to human resources, marketing, and finance.

***Pathway Course - Business, Technology and Innovation** **(see pp. 10 & 11 for more information)**

BUSINESS AND MARKETING EDUCATION

NOTE: Students registered for any of the following courses may be eligible to participate in DECA (Association of Marketing Students).

9007 Accounting and Finance I (11-12)

Prerequisite: HS Algebra

College Credit possible with an 85% final grade.

This is an introductory course in accounting and finance designed to provide students with a fundamental understanding of those basic accounting concepts and procedures required to operate a business. The information, analytical techniques, and problem-solving skills introduced in this course prepare students for further study in college-level business, as well as for a wide range of business career opportunities. Introduction to computer-based accounting is also a focus of the course.

*9010 Personal Finance (11-12)

Students gain a good understanding of basic money concepts and practices required for earning, managing, using, and investing money. Course subjects include playing the stock market, buying a car, budgeting, banking and checking, obtaining and managing credit, exploring various types of insurance, understanding your paycheck, and preparing income tax returns.

*9009 Career Investigations (11-12)

Students investigate which careers would be personally satisfying using personality profiles, interest and skills surveys, and values analysis. Students explore options and develop a career action plan.

9090 Career Investigations (Blended) (11-12)

See page 5 in the course guide for information on blended courses.

9700/9701 Advanced Marketing/DECA I & II (11-12)

College Credit possible with an 85% final grade.

Do you want to be a part of Cooper's national competing DECA chapter? Take this course and explore the world of marketing and develop projects that can be used for DECA. Learn about topics such as leadership, marketing research, positioning, advertising, selling, and product planning. Also, students plan and implement promotions for the school store and create other fund-raising opportunities. *Participation in DECA is not required but is strongly encouraged.*

Pathway Course - Business, Technology and Innovation** **(see pp. 10 & 11 for more information)

ENGLISH (Language and Literature)

General Requirements

All students must earn one credit in English for each semester in high school. Eight credits are required for graduation. Please note that students may take additional English electives for elective credit in addition to the required classes.

1807/1808 IB English 11 SL I & II (Language & Literature)

This course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices, and to encourage students to question the meaning generated by language and texts. Students demonstrate an understanding of the ways in which formal elements are used to create meaning in a text, along with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. Students focus closely on the language of studied texts and become aware of communication in the media; educational, political, or ideological influence of the media and ways in which mass media uses language to inform, persuade, or entertain. **This IB course is part of a 2-year curriculum which gives students the opportunity to earn potential college credit via the internal assessment and the May exams. Testing would occur after the student completes course 1809/1810 in their senior year.**

1854/1855 IB English 11 HL1 I & II (Literature)

Students must commit to a course of study that requires independent reading, critical thinking, written literary commentaries, class discussion, various oral presentations, and essays. This is the first part of a 2-year sequence that prepares students for the Higher Level IB Examination in May of senior year.

Coursework: Each unit includes extensive reading and writing. Some units include research. Reading quizzes, group projects, oral presentations, passage analysis, notes, and literary analysis essays make up most of the graded assignments. In addition, the following assignment is included in the required IB assessments: a 15 minute individual oral commentary based on two works from the course, chosen by the student. ***This IB course is part of a 2-year curriculum which gives students the opportunity to earn potential college credit via the internal assessment, the Higher Level essay, and the May exams. Testing and the Higher Level essay would occur after the student completes course 1856/1857 in their senior year.***

1809/1810 IB English 12 SL I & II (Language and Literature)

This course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices, and to encourage students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. Students focus closely on the language of studied texts and become aware of the role of wider context in shaping meaning. The study of literature in translation from other cultures is especially important because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media. **This IB course gives students the opportunity to earn potential college credit via internal and external IB assessments.**

1856/1857 IB English 12 HL2 I & II (Literature)

This course continues the sequence of intensive literary study started in IB English Literature HL1. This is the second year of a 2-year sequence that prepares students for the Higher Level IB Examination in May. *Coursework: Each unit includes extensive reading and writing. This year focuses on timed essay writing in preparation for the 2 written exams in May and we also complete reading quizzes, study guides/journals, group projects, and discussions in each unit. In addition, a Higher Level essay of 1200 - 1500 words, externally assessed, is included in the required IB assessments. Students in this course must do all of the IB assessments including the 2 May Exams: Paper 1 (Guided Literary Analysis) and Paper 2 (Comparative Essay on 2 of 4 novels studied).* ***This IB course is part of a 2-year curriculum which gives students the opportunity to earn potential college credit via the internal assessment, the Higher Level essay, and the May exams. Testing and the Higher Level essay occurs in their senior year.***

ENGLISH - ELECTIVES

English electives: Creative Writing, Journalism, Yearbook, IB Literature and Performance, Film Study, and IB Theory of Knowledge cannot be taken in place of required courses. These fulfill elective credits only.

1705 Creative Writing (11-12)

Creative writing is designed for students who enjoy writing and pushing their creative and artistic talents to the limit. The focus of the writing in this class is interest and enjoyment because good writing is never dull. Students compose prose and poetry of various lengths and styles. In addition, students assist in the production of the school literary magazine by publishing original writing and artwork and creating the layout of the magazine. Finally, students showcase the best of their writing by sharing original work with the class during a "podcast" final exam.

1706 School Newspaper/Journalism 1 (11-12)

In this course students work on Cooper's award-winning monthly newspaper, "The Quill". Students should be solid writers who are interested in improving and refining their writing skills, especially as they pertain to journalistic style. During class, students may write stories for the news, feature, opinion, arts and sports sections of the paper. Students also engage in the production of the school newspaper, including photography, illustration, layout, design, distribution and advertising. Also considered in the class are the importance of the audience, the history of newspaper production and the impact of media on our society.

1707 School Newspaper/Journalism 2 (11-12)

Completed Journalism 1 is suggested but not required.

This course allows students to continue to work on the production of Cooper's award-winning monthly newspaper, "The Quill". Students taking this class should be solid writers who are interested in improving and refining their writing skills, especially as they pertain to journalistic style. During class, students may write stories for the news, feature, opinion, arts and sports sections of the paper. Students also engage in the production of the school newspaper, including photography, illustration, layout, design, distribution, and advertising. In addition, students are directly responsible for the editorial decisions that guide the paper, fill leadership positions on the paper, and help mentor the new staff members.

1708 Yearbook 1 & 1709 Yearbook 2 (12)

This course is designed to develop students' skills in journalism by providing experience in many aspects of yearbook production. Students learn basic principles of yearbook production and develop skills that include writing copy, interviewing, captions and headlines, digital photography, graphic design, advertising and sales. Yearbook supports students' development as writers, photographers, editors, independent users of technology and as the responsible, contributing members of the Cooper community. Students produce all aspects of the Cooper Talons Yearbook. The ability to work independently, cooperate and collaborate, and meet deadlines is essential.

1752 Film Study (11-12)

Prerequisite: Parent/guardian must sign a permission slip

Students study film as a means of mass communication, a source of information, a form of entertainment, a vehicle for persuasion, and a venue for artistic expression. Students analyze and critique the content and context of films through journals, essays, and research papers. Students also consider film, film genres and the film industry from historical, political, social, artistic and economic perspectives. Students are required to view additional films outside of the classroom setting and respond to those films through writing, oral presentations and class discussion. Two of the 22 films viewed in class have received an R rating, as they were released prior to PG-13.

1858/1859 IB Theory of Knowledge I & II (12)

This course, which is required for the IB Diploma, examines the origins and the validity of various forms of knowledge. Emphasis is placed on the student as "knower". Through a process of inquiry and reflection, students unify what they have learned in previous IB courses by comparing and contrasting knowledge claims across disciplines. TOK is an interdisciplinary course that stimulates critical reflection upon the knowledge and experience gained inside and outside the classroom and challenges students to question the basis of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. Coursework includes an extended essay and CAS program deadlines (Diploma candidates only); a 1600 word TOK essay; a 10-minute TOK oral presentation; CAS program deadlines; and assorted homework assignments, essays, projects, reports, discussions, quizzes, tests, and finals. **TOK is open to any student; they do not need to be an IB Diploma Candidate.**

ENGLISH LEARNERS

All EL classes are determined by placement tests and EL teacher recommendation.. All of these courses are for elective credit only.

1020/1021 EL Level 1 I & II (9-12)
This course is designed for students who are just beginning their study of the English language. Students will learn basic English vocabulary and skills in reading, writing, speaking, and listening.

1022/1023 EL Level 2 I & II (9-12)
Students are introduced to the language and concepts of literature and grammar. They develop academic language skills; reading, writing, speaking, and listening. Students develop academic language skills.

3004/3005
EL Language Development in Science I & II
Prerequisite: Recommendation of teacher or EL staff
This course is designed for English learners with interrupted educational background. Emphasis is on vocabulary and basic concepts of life, earth and physical science. Laboratory experience is included along with some major projects

2014/2015
EL Language Development in Social Studies I & II (9-12)
This year long course helps beginning English learners to develop the basic academic language, skills, and knowledge needed to be successful in higher level social studies courses. It includes a strong emphasis on geography, world cultures, and history.

4600/4601 EL Pre-Algebra I & II (9-12)
Students develop the foundational skills needed to be successful in HS Algebra and Geometry. This year long course places a strong emphasis on the continued study of integers, order of operations, variables, expressions, and equations. Students will solve and graph equations and inequalities, and explore geometry, statistics, and graph concepts.

FAMILY AND CONSUMER SCIENCES

**9600 IB MYP Foods 1 (9-12)

This course is all about food and eating, with a focus on nutrition, wellness, and food preparation practices. Students learn the skills for purchasing, storing, handling, planning, preparing and cooking various foods. Cooking knowledge includes the names and proper use for kitchen tools, how to measure ingredients, the meaning of cooking terms, and how to read the technical steps of recipes. Food labs involve hands-on practice with food preparation and cooking techniques.

**9750 IB MYP Foods 2 (9-12)

Prerequisite: Successful completion of IB MYP Foods I
This course is designed for students who wish to prepare a variety of foods originating from all over the world. Students study patterns of family meals, current customs and food habits, and cooking techniques and equipment unique to those countries. Utilizing information learned in IB MYP Foods 1, students complete labs creating foods from around the world. Careers in the food service industry will be discussed and researched.

9757 IB MYP Foods 1 Blended (11-12)

This Blended Foods 1 consists of a combination of face-to-face instruction and online teaching and learning. The class meets three days a week in the kitchen lab to create recipes that align with the content learned from the online experience. The other two days a week, class is not held face-to-face, but students are expected to do online assignments and requirements. This course is designed for students who want to learn about food concepts and preparation. Students are expected to submit all assignments on Schoology unless otherwise noted by the teacher. Students are provided notes, resources, assignments and discussion prompts for the purpose of learning.

Pathway Course - Hospitality and Human Services
(see pp. 10 & 11 for more information)

**9602/9704 Culinary Arts 1 I & II (11-12)

Prerequisite: IB MYP Foods I & IB MYP Foods 2
Culinary Arts 1 is a year-long course that provides students the opportunity to study food industry principles including health and safety regulations, chef's cooking methods and professional kitchen equipment and layout. Students develop and hone their culinary career skills and successful employee characteristics while working collaboratively with teams. Food labs provide training with food safety and sanitation, meal planning, food preparation, and cooking techniques. Students have the potential to earn college credit and a ServSafe Food Handler's Certificate. ***ServSafe, a food safety industry certification, is a requirement to work in many food service settings. Instruction and certification testing is available in this course.***

**9758/9759 Culinary Arts 2 I & II (11-12)

Prerequisite: Culinary Arts 1
Culinary Arts 2 will extend on the knowledge students gained in Culinary Arts 1. Topics include working with people and customer relations, salads and garnishes, meat, poultry, and seafood, and applying business math to control food service costs. We will also spend part of the semester discussing and experimenting with international foods and cultures. Food service employees today are expected to be well trained and versatile. Students need the knowledge and skills that will give them the qualifications to become a member of the food service industry. Students are encouraged to seek a job in a food related industry to build on their knowledge and skills. Students have the potential to earn college credit and a ServSafe Food Protection Manager Certificate. ***ServSafe, a food safety industry certification, is a requirement to work in many food service settings. Instruction and certification testing is available in this course.***

HEALTH SCIENCE & HEALTH ELECTIVES

5704 IB MYP Health Science Blended (10-12)

This course will provide the required health credit for graduation.

Blended Health covers the same topics and standards as the traditional IB MYP Health Science Course with a combination of online-learning and face-to-face instruction. Students typically meet face-to-face 1-2 times per week. Most content and instruction is delivered online using Schoology. Assignments can be completed and turned in electronically. The amount of time spent, workload and rigor will be equal to that of the traditional course. A blended course provides digital content and flexibility which fits the learning style of some students better than traditional courses and is a format frequently used in college. Blended courses are for students who are self-motivated, independent workers, effective communicators, good time-managers, and have solid technology skills. These students must also have internet access outside of school. This course provides students with the health credit required for graduation. This course is the option for students who have a difficult time scheduling traditional Health Science into their daily schedule. The music department works cooperatively with the Health Department to ensure that students can be enrolled in Blended Health and still continue with their two music courses.

5702 Health Careers Investigation (11-12)

Prerequisite: Health Science 10

This course will provide an elective credit, not the health credit for graduation.

Health Careers Investigation is designed for students interested in pursuing careers in health care. The purpose of this course is to expose students to several different health care occupations by investigating career details. Students also reach several of the National Healthcare Skill Standards in preparation for work in the healthcare field. Topics include legal and ethical issues in healthcare, medical terminology, safety in health care occupations, vital signs, body systems and basic first aid, CPR and AED training. Units are designed to provide students with the basic knowledge and core skills required for many different health care occupations. The course also presents information regarding post-high school education needs for many health careers and the schools that offer such programs.

PHYSICAL EDUCATION - ELECTIVES

Students must complete 2 physical education credits for graduation.
Students are encouraged to take elective credits in 11th and 12th grade.

6002 Team and Life Sports (11-12)

Required: Successful completion of PE 9 and PE 10
This course is designed to incorporate a full complement of team sports and lifetime sports, with fitness and conditioning exercises being a part of all activities. Team sports includes track, football, softball, volleyball, ultimate team handball, soccer, basketball and floor hockey. Lifetime sports includes; badminton, tennis, golf, pickleball and table tennis. Emphasis in all areas is placed on advanced level skills and strategies. Students are evaluated on the demonstration of knowledge of the rules and strategies of the activities through teacher observation, skills testing, and personal fitness assessments.

6003 Nets & Racquets (11-12)

Required: Successful completion of PE 9 and PE 10
Individual, dual, and team activities allow students to work on skills and fundamentals of sports that include a racquet and/or net. These activities include tennis, indoor volleyball, soccer, badminton, pickleball, table tennis, floor hockey and lacrosse.

6004 Fitness and Officiating (11-12)

Required: Successful completion of PE 9 and PE 10
This course is designed to provide an opportunity for students to get fit and at the same time learn skills to earn extra income. Students learn the rules and officiating mechanics of volleyball, basketball, and baseball/softball. Students receive fitness benefits while they compete in the activities and also while they practice the mechanics of officiating. **Upon completion of this course, students will be able to officiate at middle school, ninth grade and park and recreation programs.**

6005 Weight Training (11-12)

Required: Successful completion of PE 9 and PE 10
This course is intended to teach the students how to use free weights and weight machines to enhance strength, physical fitness, decrease body fat, increase lean muscle mass, and mental discipline through individual weight training programs. This course is also designed for students who have had no experience in weight training but wish to learn about this area of fitness. Students gain a better understanding of equipment used in order to become a more knowledgeable consumer.

6006 Advanced Weight Training (11-12)

Prerequisite: Successful completion of Weight Training I
This course is designed for the interested individual who wants to continue learning new training techniques and stay in shape. Students possess the desire and motivation to increase their strength, endurance, agility, and flexibility. This course is a great way to increase lean muscle mass and decrease body fat.

6022 Advanced Team and Life Sports (11-12)

Prerequisite: Completion of Team and Life Sports
This course is designed for students who want to remain active and focus more on maintaining their fitness levels. This course offers high levels of competition in team and partner sports.

6601 New Moves (11-12)

Required: Successful completion of PE 9 and PE 10
This course is designed to introduce lifelong and individual activities into our students' lives, as well as basic nutritional concepts and positive strategies for stress relief. It focuses on creating a comfortable environment for all students regardless of fitness or skill level, and it promotes participation in lifetime activities both in and outside of class. Students also learn about numerous topics including, but not limited to the following, circuit training, aerobics, cardio-kickboxing, yoga, team building, stress relief, positive talk, proper nutrition, and improved self-image.

6008 Special Education Physical Education Assistant (11-12)

Prerequisite: Consent of instructor
This course provides an opportunity for students to assist a physical education teacher in the teaching of a special education student. Evaluation: 75% of the grade is based on participation, attendance and skills; 25% is based on knowledge.

Mathematics Course Sequences

This chart outlines the typical math course paths students take from year to year, beginning with grade 8. If you have concerns, please explore available options with your current math teacher.

<table>
<tr><th>Grade 8</th><th>Grade 9</th><th>Grade 10</th><th>Grade 11</th><th>Grade 12</th></tr>
<tr><td rowspan="2">MYP Algebra
1 - 8</td><td rowspan="2">IB MYP
Geometry</td><td>Accelerated
High School
Algebra/
Algebra 2</td><td>IB Applications &
Interpretations SL
Year 1</td><td>IB Applications &
Interpretations SL
Year 2</td></tr>
<tr><td rowspan="2">IB MYP
HS Algebra</td><td rowspan="2">Algebra 2</td><td>Functions,
Statistics and
Trigonometry</td></tr>
<tr><td>MYP Geometry
1 - 8</td><td>Accelerated
High School
Algebra/
Algebra 2</td><td>IB Core Topics</td><td>IB Analysis &
Approaches HL
Year 1</td><td>Statistics

IB Analysis &
Approaches HL
Year 2</td></tr>
</table>

MATHEMATICS

IB MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.

4052/4053

IB MYP Geometry I & II (9-10)

Pr*erequisite: Completion of MYP Algebra 1-8*

(or its equivalent)

This course introduces students to the language of geometry and teaches them to reason logically about geometric relationships. Unit topics include: Geometric Reasoning, Lines & Angles, Triangle Congruence, Triangles Similarity, Right Triangles, Plane Figures, Surface Area, Volume, Circles, Coordinate Geometry, and Probability. A scientific calculator with data capabilities is used in this course.

4450/4451

Accelerated High School Algebra/Algebra 2

(9-10)
Pr*erequisite: Successful completion of IBMYP Geometry*

(or its equivalent)

This course continues the discussion of algebraic concepts including linear, quadratic, and exponential functions from the High School Algebra course, but it also explores other families of functions: polynomial, absolute value, logarithmic, radical, rational, and periodic. Students learn to represent these functions in multiple ways -- as verbal descriptions, equations, tables and graphs. Functions are used to model and solve real-world problems. Unit topics include: Linear Systems, Linear Programming, Solving Quadratic Equations, Rational Exponents & Roots, Families of Functions, Polynomials, Rational Expressions & Equations, Statistics, and Sequences & Series. A scientific calculator with data capabilities is used in this course. Successful completion of this course (or its equivalent) is a requirement for graduation.

4458/4459

IB MYP High School Algebra I & II (10)

Pr*erequisite: Successful completion of IB MYP Geometry*

(or its equivalent)
This course is organized around the study of families of functions and their applications to the world. As students learn about each family of functions, they learn to represent them in multiple ways — as verbal descriptions, equations, tables, and graphs. Students also learn to model real-world situations using functions in order to solve problems arising from those situations. Unit topics include: Linear & Absolute Value Functions, Solving Linear & Absolute Value Equations and Inequalities, Polynomials, Exponential Functions, Quadratic Functions, Solving Quadratic Equations, and Statistics. A scientific calculator with data capabilities is used in this course.

4759/4760

IB Core Topics (10)

Prerequisite: Successful completion of Accelerated HS Algebra/Algebra 2 or Algebra 2

This course is designed as an intro to the A&A HL sequence of courses. This is a prerequisite course for the A&A. Topics covered in this course include: Number and Algebra, Functions, Geometry and Trigonometry, Stats and Probability, and Calculus. The TI-84 is used extensively in this course. This course sequence is designed for students who are highly motivated mathematics students.

MATHEMATICS

Students registering to take an IB diploma-level class must commit to completing all requirements and to stay in the class for a minimum of one full semester. Drop requests are subject to administrative review. Registration for the IB exam in 11th and 12th grade and completion of all course components are an expectation.

4054/4055
IB Applications & Interpretations SL (year 1) I & II (11)

Prerequisite: Successful completion of Accelerated HS Algebra/Algebra 2 or Algebra 2

This is year one of a two-year SL course designed for students who are going to take the IB Math A&I SL exam. This is the first year of this course in the SL A&I series. The major topics include: Number and Algebra, Functions, Geometry and Trigonometry, Stats and Probability, and Calculus. Along with the topics listed, students will also start to work on the Math Exploration (IA) in this course. **This IB course is part of a 2-year curriculum which gives students the opportunity to earn potential college credit via the internal assessment and the May exams. Testing would occur after the student completes course 4854/4855 in their senior year.**

4816/4817
IB Analysis & Approaches HL (year 1) I & II (11)

Prerequisite: Successful completion of IB Core Topics

This is a rigorous 2-year course available for students with a strong background in mathematics. This course will provide a strong base for any mathematics based path in college. Topics include: Number and Algebra; Functions; Geometry and Trigonometry; Statistics and Probability, and Calculus. IB requires completion of an extended mathematical exploration for this course's Internal Assessment. While the exploration may be initiated in the first year, most of the work will be completed during the second year. **This course prepares students for the IB Mathematics Analysis and Approaches HL Exam during May of the senior year, and the expectation is that all students will sit for the exam. Summative assessments generally consist of previous exam problems.**

4010/4011 Algebra 2 I & II (11)

Prerequisite: Successful completion of IB MYP HS Algebra (or its equivalent)

This course continues the discussion of algebraic concepts including linear, quadratic, and exponential functions from the High School Algebra course, but it also explores other families of functions: polynomial, absolute value, logarithmic, radical, rational, and periodic. Students learn to represent these functions in multiple ways-- as verbal descriptions, equations, tables, and graphs. Functions are used to model and solve real-world problems. Unit topics include: Linear Systems, Linear Programming, Solving Quadratic Equations, Rational Exponents & Roots, Families of Functions, Polynomials, Rational Expressions & Equations, Statistics, and Sequences & Series. A scientific calculator with data capabilities is used in this course. Successful completion of this course (or its equivalent) is a requirement for graduation.

4805/4806 Statistics I & II (12)

Prerequisite: Successful completion of Algebra 2

This course is intended for seniors who may not be interested in taking an IB Diploma-level course but still want to take an additional year of mathematics. This course can also be taken concurrently with any other courses that come after the prerequisite. Statistics are used in a variety of careers, such as nursing, advertising, management, biology, engineering, marketing, and sales. Topics explored include distributions, hypothesis testing, regression analysis, samples, and surveys. This course may conclude with a group research project in which students are asked to conduct a survey/sample using the tools and knowledge they have gained throughout the course. A graphing calculator is used in this course.

4850/4851
Functions, Statistics and Trigonometry (12)

Prerequisite: Successful completion of Algebra 2

This is a one year course which takes a conceptual approach to further mathematical reasoning. Students spend time analyzing functions, including linear, quadratic, polynomial, and exponential. Topics include: Numbers and Algebra, Logic, Sets and Probability, Descriptive Statistics, Statistical Applications, Geometry and Trigonometry, Mathematical Models, and an Introduction to Differential Calculus. This fourth year of math will review and build on many topics students have studied throughout high school and will help prepare students for success in a college math course.

4852/4853
IB Applications & Interpretations SL (year 2) I & II (12)

Prerequisite: Successful completion of Applications & Interpretations SL (year 1)

This is year two of a two-year SL course designed for students who are going to take the IB Math A&I SL exam. The major topics include: Number and Algebra, Functions, Geometry and Trigonometry, Stats and Probability, and Calculus. Along with the topics listed, students will also finish and submit the Math Exploration (IA) in this course. **This IB course gives students the opportunity to earn potential college credit via internal and external IB assessments.**

4854/4855
IB Analysis & Approaches HL (year 2) I & II (12)

Prerequisite: Successful completion of IB Analysis & Approaches HL (year 1)

This is a rigorous 2-year course available for students with a strong background in mathematics. This course will provide a strong base for any mathematics based path in college. Topics include: Number and Algebra; Functions; Geometry and Trigonometry; Statistics and Probability, and Calculus. IB requires completion of an extended mathematical exploration for this course's Internal Assessment. While the exploration may be initiated in the first year, most of the work will be completed during this year. This course prepares students for the IB Mathematics Analysis and Approaches HL Exam during May of the senior year, and the expectation is that all students will sit for the exam. Summative assessments generally consist of previous exam problems. **This IB course gives students the opportunity to earn potential college credit via internal and external IB assessments.**

SCIENCE

CHEMISTRY - GENERAL COURSE DESCRIPTION

The study of chemistry is recommended by many colleges for admission. There are also many useful applications of the knowledge of chemistry in our everyday life and future jobs. Thousands of consumer products involve some chemistry. There are currently two levels of chemistry to choose from junior year, with an option for HL Chemistry senior year (each two semesters long). Students should choose their option based on their post-high school plans and the amount of academic effort they are willing to make.
All students must pass either a year of chemistry or a year of physics to graduate.

3701/3702 Chemistry I & II (11-12)

This course is designed to provide the chemistry background necessary for admission to many four-year college programs and for anyone whose career choice requires college science courses. Algebra is used as a tool for understanding concepts in chemistry. Topics include: scientific method, atomic theory, chemical quantities, chemical reactions, gases, atomic bonding, and solutions. Coursework is based on unit tests every 1-2 weeks, lab reports, and a cumulative final exam at the end of each semester.

3707/3708 Chemistry (Blended) I & II (11-12)

This course follows the same curriculum used for Chemistry I & II (3701/3702) but is taught in a blended format.
*See page 5 in the course guide for information about blended courses.

3850/3851 IB SL Chemistry I & II (11-12)

This course includes the same material as Chemistry I and II, but the material is more in-depth, strong mathematics skills are needed, and students must be involved in a comprehensive research project during the second semester. Coursework is based on written lab reports, an individual research project, a group research project, unit exams every 1-2 weeks and a cumulative final exam at the end of each semester. This course is open to any junior or senior. Students who successfully complete this course will be prepared to take the SL Chemistry exam. **This IB course gives students the opportunity to earn potential college credit via internal and external IB assessments.**

3852/3853 IB HL Chemistry I & II (12)

Prerequisite: Successful completion of IB SL Chemistry
This course is designed to be the equivalent of a freshman year of general college chemistry. Individual and group lab activities, lectures, and group discussions are used to supplement the college-level general chemistry text. Strong algebra skills are needed for solving the extensive homework assignments. Coursework is based on written lab reports, an individual research project, unit exams every 1-2 weeks, and a cumulative final exam at the end of each semester. Students who successfully complete this course will be prepared to take the HL Chemistry Exam. **This IB course gives students the opportunity to earn potential college credit via internal and external IB assessments.**

PHYSICS - GENERAL COURSE DESCRIPTION

Physics is the study of matter and energy, including motion, forces, energy, electricity, heat, magnetism, gravity, sound and optics. There are three levels of physics courses. All three courses involve the scientific method, lab work, lectures, demonstrations and problem solving to discover and confirm some of the basic principles of physics. All students must pass either a year of chemistry or a year of physics to graduate. This course provides practice for math and science portions of MCA, ACT, and other college prep exams .

3857/3858
IB Physics SL/HL Year 1 I & II (11 or 12)

Prerequisite: Successful completion of IB MYP Geometry and IB MYP High School Algebra Standards
This course is the first year of a two year IB course. All students are welcome. Students may choose to take only the first year, but they will not be prepared to take the IB exam until the end of the second year. The topics covered include motion, forces, electricity, waves, optics, and Energy. Prospective scientists, engineers, and mathematicians should enroll in this course. Students are required to complete tests, projects, and one or more lab reports or papers every semester. **This IB course is part of a 2-year curriculum which gives students the opportunity to earn potential college credit via the internal assessment and the May exams. Testing would occur after the student completes course 3855/3856 in their senior year.**

3855/3856 IB Physics SL/HL Year 2 I & II (12)

Prerequisite: Successful completion of IB Physics SL/HL Year 1.
This course is designed to prepare students to take the IB SL/HL exam. Topics covered include review and extension of topics covered in previous course (mechanics, electricity and magnetism, waves, optics,), as well as new topics such as thermal physics, atomic, nuclear and particle physics, and an optional topic *such as engineering Physics, or relativity.* The general format of this course is similar to Year 1 course. Students are required to complete tests, projects, and one or more lab reports or papers every semester. Students are encouraged to take the SL or HL Physics exam in May. **This IB course gives students the opportunity to earn potential college credit via internal and external IB assessments.**

SCIENCE

These courses meet various State science standards and may count as science credits for graduation. All courses involve the scientific method, lab work, lectures, demonstrations, and problem solving to understand the world in which we live.

3001 Anatomy and Physiology I (11-12)

Prerequisite: Successful completion of any biology course **Biology Note: this course does not replace the year of chemistry or physics**

This course investigates the structure, function and chemistry of the human body. Emphasis is placed on the understanding of human systems. Dissection occurs during the course students are required to participate. Major Course Goals: Students will be able to describe and explain the structure and function of the major human body systems including: 1) integumentary, 2) skeletal, 3) muscular, 4) nervous, 5) endocrine, 6) cardiovascular, 7) lymphatic, 8) respiratory, 9) digestive, 10) urinary, 11) body biochemistry.

3008 Anatomy and Physiology II (11-12)

Prerequisite: Successful completion of Anatomy and Physiology I*. This course investigates the structure and function of the human body. Emphasis is placed on further understanding human systems. Dissection and laboratory experiments are a required part of this class. Major Course Goals: Students will be able to describe and explain the structure and function of the major human body systems including: respiratory, urinary, endocrine and digestive, metabolism and biochemistry. Evaluation: Based on tests, quizzes and lab work.*

3002/3003 Earth Science I & II (11-12)

Earth Science is a lab-based course. Content includes the topics of geology (rocks, volcanoes, earthquakes) and hydrology (rivers, groundwater and oceans). In Earth Science II, the topics of Astronomy (planets, stars and galaxies) and Meteorology (atmosphere, storms and climate) are taught. This course requires basic algebra skills. Topics are explored using videos, labs, demonstrations, lectures and observations. This course satisfies a second lab course requirement for most four-year colleges.

3046/3047
AP ENVIRONMENTAL SCIENCE I & II (9-12)

This is a college-level course for students with an interest in environmental science. We will study the interrelationships of the natural world, identify and analyze environmental problems (both natural and human-created), and examine alternative solutions for resolving or preventing them. Topics include earth systems, energy, ecosystems, pollution, global environmental issues, and land and water use. This is a year-long class. This course will prepare students for the AP Environmental Science test in the spring.

3710/3711 Forensics I & II (11-12)

Prerequisite: Successful completion of Biology 10; Students cannot take this course in place of a year of Physics or Chemistry.

Students in this course are taught the fundamentals of a criminal investigation and how it is applied in a court of law. Students learn by doing: process crime scenes, analyze lab data, conduct scientific investigations, interact with guest speakers, explore the Internet and become familiar with various texts. Students use technology to participate in activities that closely resemble those used by law enforcement personnel, forensic scientists and medical examiners.

Forensics I covers: Crime Scene Investigation, Fingerprints, Trace Evidence, Hair and Fibers, and Lab Techniques.

Forensics II covers: Forensic Anthropology, Blood, Ballistics, Serial Killers, Document analysis, casts and impressions.

3750/3751 IB Environmental Systems and Societies SL I & II (11-12)

The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention is drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. This course encourages the exploration of the scientific and ethical aspects of issues. The course requires 120 hours of instructional time, including 30 hours of hands on laboratory and fieldwork investigations. Students are expected to take the IB ESS Exam in May.

SOCIAL STUDIES

Geography, United States History, World History, Economics and Government are required courses for grades 9, 10, 11 and 12. Sociology and Psychology, semester **elective** courses open to juniors and seniors.

2704/2705 World History I & II (11)
In the first semester, this course explores topics such as the first civilizations, ancient Egypt, the Roman Empire, the Middle Ages, the empires of China, Japan, India, Africa, and the Americas, the Renaissance, the Reformation, and the Monarchs. Performance is evaluated based on tests, quizzes, projects, presentations, group work, and homework. This course looks at topics such as the Renaissance, the Reformation, the Monarchs, the Age of Revolutions, Nationalism, Imperialism, the World Wars, the Cold War, Decolonization, the Eighties, Nineties, and the current era. This course also examines how current events are impacted by history.

2854/2855 IB 20th Century Topics HL2 I & II (11)
This course focuses on major topics of the 20th century, including causes, practices, and effects of war. The Spanish Civil War, WWI, WWII, the Algerian War for Independence, Cold War, and the Vietnam War are specific wars covered. In addition, the political, social, economics and cultural issues within each topic are analyzed. Students are required to complete a historical investigation consisting of a written account between 1500 and 2000 words. This course prepares students for the IB SL History exam that will be taken at the end of senior year. **This IB course gives students the opportunity to earn potential college credit via Internal and external IB assessments.**

2706 United States Government (12)
This course includes a study of the structure and underlying philosophy of our government and an analysis of American political behavior. Students demonstrate an understanding of the foundations, rights and responsibilities of United States citizenship and how the United States government embodies the principles and ideals of a democratic republic.

2707 Economics (12)
This course is designed to give students a better understanding of how economics impacts their lives. Students study seven broad areas: the fundamentals, demand and supply, consumerism, the business world, money, banking and the government, the macro economy and international economics. This course draws on students' everyday experiences, as well as current events.

2710 Economics (Blended) (12)
*See page 5 in the course guide for information about blended courses.

SOCIAL STUDIES - ELECTIVES

2653 Sociology (11-12)
The primary goal of this course is to provide a sociological understanding of how society shapes people's lives. Since the groups in which we live - our families, our peer groups and our entire society - connect us all to each other, an introductory understanding of the field of sociology is vital if we are to develop an understanding of who we truly are and why we behave as we do. Beginning with a conceptual orientation to the discipline itself, selected topics of study include such areas as social institutions, social class and inequality, social interaction, and some of our more pressing, contemporary, social problems in the United States today. Recommended follow-up course: Psychology.

**2708 Psychology I (11-12)
This semester-long course offers a hands-on exploration of human behavior and mental processes. Pioneering and contemporary theories of psychology are studied and then applied to everyday situations. Mental illness, personality development, sleep and dreams, hypnosis and meditation, subliminal messages, sensory illusions, E.S.P., learning, and the brain are just a few of the topics examined. Active classroom experiments, demonstrations, and thoughtful discussion are all classroom tools used to better understand the science of human behavior. Instructional methods include hands-on experiments, demonstrations, group work, lectures, role-playing, discussion, current events in psychology, educational video interpretations, and virtual lab activities. Although this course has value for everyone, it is especially recommended for students planning people-oriented professions such as social work, education, counseling, nursing, sales, marketing, medicine, and law. Recommended follow-up course: Sociology.

Pathway Course - Hospitality and Human Services

(see pp. 10 & 11 for more information)

2860/2861 IB Psychology SL I & II (11-12)
This year-long course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry. Students are expected to take the IB Psychology SL test in May. **This IB course gives students the opportunity to earn potential college credit via internal and external IB assessments.**

2712/2713 Ethnic Studies I & II (11-12)
The major purpose of this course is to educate students to be politically, socially, and economically conscious about their personal connections to local and national history. It focuses on themes of social justice, social responsibility, and social change. The course spans from past to present, from politics to social reform, allowing students to identify similar social patterns and universal qualities present in other societies, including their own. This course will focus on the experiences of African American, Asian, American, Latino American, and American Indians. This course will also include an identity section where students will consider concepts related to their own personal, group, and/or national identity.

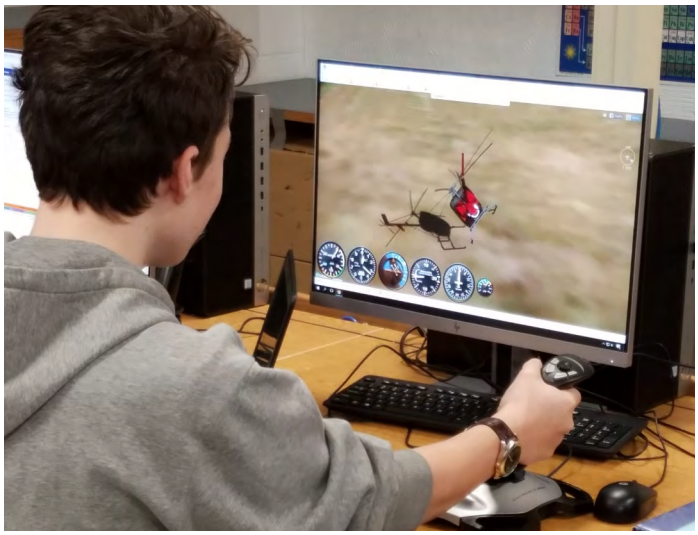
TECHNOLOGY

***9650/9651

Engineering Science Essentials I & II (9-12)

Credit for this course can count towards 9th grade Science credit (in place of Physical Science)

This course teaches what Engineering is and what types of engineering exist. Students dig deep into the engineering design process, applying science, engineering, and math standards to hands-on projects. Students learn the basics of 3D modeling and printing; working in collaborative teams to design real and testable solutions to open-ended problems in a real-world context. Students focus on the process of defining and solving a problem. **Students have the potential to earn college credit based on their end of course exam score.**



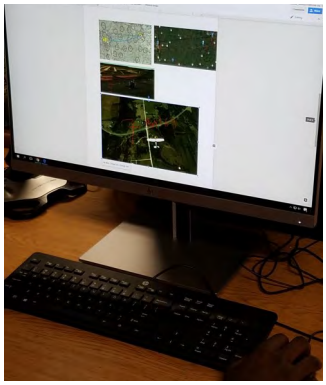
***9857/9858 Aerospace Engineering I & II (10-12)

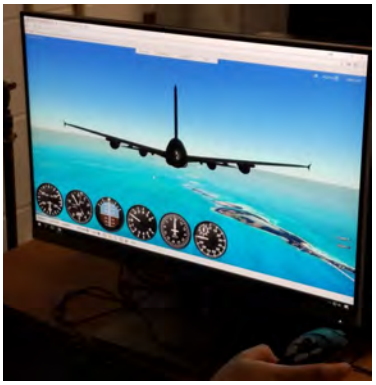
In this course students learn about the fundamentals of flight. Students apply the concepts of flight by designing gliders, rockets, airfoils, and propulsion systems. Students also explore remotely-operated robotic systems via VEX™ robot programming. **Students have the potential to earn college credit based on their end of course exam score.**

***9753/9754

Civil Engineering and Architecture I & II (10-12)

In this course students learn about residential home design and construction. Students learn important aspects of construction, site design and development. Students apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software. **Students have the potential to earn college credit based on their end of course exam score.**





9755/9756

Engineering Design and Development (11-12)

Prerequisite: Successful completion of at least one of the following courses: Engineering Science Essentials I&II, Aerospace Engineering I&II, or Civil Engineering and Architecture I&II.

In this course students learn how to design an innovative product. Students apply skills acquired throughout engineering courses in order to: research, design, and test a solution. Students present their solution to a panel of professionals/experts. Students apply the skills they have developed in other engineering course; completing EDD solidifies student readiness to take on any post-secondary program or career. **Students have the potential to earn college credit based on their end of course exam score.**

0700 Student Technology Team (9-12)

Prerequisite: Student needs to apply with Mr. King in the Media Center.

The Student Technology Team course is a hands-on study of technology integration in an educational context. Students are required to assess problem sets and define the best approach to addressing or solving the problem. In addition, students are required to consider and address problems or solutions in educational technology integration.

***Pathway Course - Engineering, Construction and Design

(see pp. 10 & 11 for more information)

WORLD LANGUAGES AND CULTURES

World language is a required component of the IB MYP. Cooper offers French and Spanish with multiple levels of each. Students must successfully complete one level before progressing to the next. Grades in prerequisite classes and placement tests are used to ensure that students are placed in the correct level. Credit is given for each semester. Students who have questions about choosing which course is best for them should talk to their language teacher. Students should take the same IB MYP language from 6th grade until 10th grade. **Note: IB MYP rubrics are used for grading in all classes denoted as IB MYP.**

COLLEGE LANGUAGE REQUIREMENTS
Most colleges require proficiency in a foreign language (usually three or more years of study) in order to enroll or to graduate from that institution. Students who perform well on proficiency and/or placement tests at some colleges and universities receive college credit. Students who complete their language study in their senior year of high school historically do better on these exams. Students should refer to the requirements of the institutions they may attend.

8650/8651 IB MYP French 1 I & II

In this introductory course students learn everyday conversation, fundamental vocabulary, and basic grammar. Students communicate using language structures in the present tense. They compare and contrast French-speaking cultures with their own. Assessments include reading, writing, listening, and speaking evaluations.

8652/8653 IB MYP French 2 I & II

Prerequisite: Completion of High School IB MYP French 1, with a passing grade; a C or lower in middle school MYP French III; or teacher recommendation
In this course students continue the development of communication skills through listening, speaking, reading ,and writing activities. Students expand their communication using past tense structures. Cultural comparisons are continued and expanded. Assessments include reading, writing, listening, and speaking evaluations.

8750/8751 IB MYP French 3 I & II

Prerequisite: Completion of High School IB MYP French 2, with a passing grade; a C or lower in middle school MYP French III; along with meeting World Language placement requirements or teacher recommendation
All modes of communication continue to be developed. More emphasis is placed on structural aspects and guided composition. Students master structures in the two primary past tenses. Students continue to expand their knowledge of Francophone culture and daily life through comparative thematic units. Assessments include reading, writing, listening, and extemporaneous speaking evaluations.

8752/8753 IB MYP French 4 I & II

Prerequisite: Completion of High School IB MYP French 3, with a passing grade
Communication for everyday life is stressed through the use of contemporary materials. Students master structures in the simple future tense and the conditional tense. Emphasis is on developing an appreciation of the foreign culture through the study of literature, history, art, cuisine, and music. Students experience culture through film, print and other experiences, such as field trips and travel. Instruction is in French, and it is expected that students speak in French.

8850/8851 IB French 5 SL I & II
8852/8853 IB French 6 HL I & II

Prerequisite: Completion of IB MYP French 4, with a passing grade, or teacher recommendation.
As a combined class of SL and HL French, students are exposed to the same topics, but assessments are differentiated to fit either the SL or HL student. The class structure focuses on various thematic units to build cultural perspectives and global understanding. Each unit is focused on vocabulary terms and idioms, a style of writing, and advanced grammatical concepts. Preparation for IB exams is integrated into the curriculum. All assessments follow the IB grading rubrics with differentiation to fit either the SL or HL criteria. Student production of the language is vital. Instruction is in French, and it is expected that students speak in French. **This IB course gives students the opportunity to earn potential college credit via internal and external IB assessments.**

Thematic Units: Year A

Social relationships (friendship and family), French art and description (Impressionism), L'homme qui plantait des arbres and environmental issues. Other topics may include French education, technology, French music, French business culture, French elections, and politics.

Thematic Units: Year B

Francophone geography, social health, French history, French literature. Other topics may include French news, French film, French business and economy, and French food.

8626/8627 Ojibwe 1 I & II (11-12)

This is an introductory course in which students learn everyday conversation through classroom instructions. Students engage in conversations, provide and obtain information, express feelings, and emotions, and exchange opinions in the Ojibwe language. Assessments include oral presentations, written presentations, listening, and reading comprehension.

8628/8629 Ojibwe 2 I & II (11-12)

Prerequisite: Successful completion of Ojibwe 1
This course is a continuation of Ojibwe 1. The approach to the course remains the same as Ojibwe 1.

WORLD LANGUAGES AND CULTURES

8654/8655 IB MYP Spanish 1 I & II

This is an introductory course in which students focus on everyday communication about themselves and the world around them. Students learn basic language structures in the present tense. Students are introduced to countries in the Spanish-speaking world and their respective cultures. Assessments include reading, writing, listening, and speaking evaluations.

8658/8659 IB MYP Spanish 2 I & II

Prerequisite: Completion of high school IB MYP Spanish 1, with a passing grade; a C or lower in middle school MYP Spanish III, along with meeting World Language placement requirements; or teacher recommendation.

In this course students continue the development of communication skills through listening, speaking, reading and writing activities. Students expand on their communication through past tense structures. Cultural comparisons are continued and expanded. Assessments include reading, writing, listening, and speaking evaluations.

8754/8755 IB MYP Spanish 3 I & II

Prerequisite: Completion of high school IB MYP Spanish 2, With a passing grade; a C or lower in middle school MYP Spanish III, along with meeting World Language placement requirements; or teacher recommendation.

This class transitions from IB MYP Spanish 2 or middle school MYP Spanish III. All modes of communication continue to be developed. Students study structures from indicative past tenses to present subjunctive forms. Students continue to expand their appreciation of different cultures and countries of the Hispanic world. Assessments include oral presentations, written presentations, listening comprehension and reading comprehension and interpretation.

8756/8757 IB MYP Spanish 4 I & II

Prerequisite: Completion of IB MYP Spanish 3, with a passing grade.

Students review structures previously introduced, as well as additional grammar structures. Communication for everyday life is stressed through the use of contemporary materials. Emphasis is on developing an appreciation of Hispanic culture through the study of literature, history, art, cuisine, and music. Students experience contemporary culture through a variety of media and community activities. Assessments include oral and written presentations, listening comprehension activities, and reading comprehension and interpretation activities. Instruction is in Spanish, and it is expected that students speak in Spanish.

8854/8855 IB Spanish 5 SL I & II

Prerequisite: Completion of IB MYP Spanish 4, with a passing grade, or teacher recommendation

After completing this course, students should be able to communicate on a variety of subjects at a level comprehensible to a native speaker. Study of Hispanic culture is continued through the use of authentic materials such as films, magazines, music, TV programs and literature. Assessments include oral and written presentations, listening comprehension activities, and reading comprehension and interpretation activities. Students will take the IB Spanish SL Exam. Instruction is in Spanish, and students are expected to speak in Spanish. **This IB course gives students the opportunity to earn potential college credit via internal and external IB assessments.**

8858/8859 IB Spanish 6 HL I & II

Prerequisite: Completion of IB Level 5 SL, with a passing grade, or teacher recommendation.

Students explore major themes in contemporary culture defined and work on perfecting grammar structures from previous levels. They respond to complex demands of day-to-day communication for the purpose of obtaining information, evaluating information (written and oral), and expressing views and opinions. They demonstrate accuracy and variety in their use of spoken and written language and knowledge of various Spanish-speaking countries. Two major works of literature are studied. Students take the IB SL or HL Spanish Exam. Instruction is in Spanish, and students are expected to speak in Spanish. **This IB course gives students the opportunity to earn potential college credit via internal and external IB assessments.**

8054/8055 Spanish Immersion 11 I & II

Prerequisite: Completion of Spanish Immersion 10. with a passing grade.

Students study literature, culture, and advanced grammar. Students read and analyze various literary genres. They compose in a variety of formats. Clear and correct expression is emphasized. Culture is explored through in-depth study of countries, contemporary issues and the use of authentic materials, such as films, magazines, music, TV programs, and literature. Assessments include oral and written presentations, listening activities, and reading comprehension and interpretation activities. Students take the IB Spanish SL exam. Instruction is in Spanish, and students are expected to speak in Spanish. **This IB course gives students the opportunity to earn potential college credit via internal and external IB assessments.**

8056/8057 Spanish Immersion 12 I & II

Prerequisite: Completion of Spanish Immersion 11, with a passing grade.

Students study literature, culture, and advanced grammar. Students read and analyze various literary genres in Spanish. They compose using a variety of formats. They should be able to respond to complex demands of day-to-day communication for the purpose of obtaining information, evaluating information (both written and oral), and expressing views and opinions. They should demonstrate accuracy and variety in their use of spoken and written language and knowledge of various Spanish-speaking countries. Two major works of literature will be studied. Clear and correct expression is emphasized. All students will take the IB Spanish HL exam. Instruction is in Spanish, and it is the expectation that students speak in Spanish. **This IB course gives students the opportunity to earn potential college credit via internal and external IB assessments.**

8716/8717
IB MYP Spanish/Native Speakers 1 I & II (9-12)

Prerequisite: Student's home language is Spanish

This course is for native or heritage speakers of Spanish who have some oral language proficiency but need support in reading and writing. Students develop, maintain, and enhance academic proficiency in Spanish. They advance critical reading and composition skills through the exploration of various literary genres and cultural studies. They also learn basic grammar and expansion of academic vocabulary in Spanish and explore the cultures of the Hispanic world, including their own. Instruction is in Spanish, it is expected that students speak in Spanish.

8718/8719
IB MYP Spanish/Native Speakers 2 I & II (9-12)

Prerequisite: Completion of Spanish for Native Speakers 1. with a passing grade or teacher recommendation.

This course is a continuation of the academic vocabulary and grammatical structures studied in SNS 1. Students in this course are native or heritage speakers of Spanish. Students continue to maintain, enhance, and improve academic proficiency in Spanish through various literary genres and cultural studies. They continue to study advanced grammar and expansion of academic vocabulary in Spanish and explore the cultures of the Hispanic world, including their own. Instruction is in Spanish, and students are expected to speak in Spanish.

CO-CURRICULAR ACTIVITIES

BE a part of YOUR SCHOOL! JOIN an activity, club or sport. CHS provides a variety of clubs, activities and sports which are supervised by coaches, advisors and staff members. The philosophy of Cooper's Activities Department is to provide opportunities for all students to develop skills in a structured environment, which provides meaningful competition, participation and enhances physical and mental well-being while teaching positive values. Co-curricular activities are open to all students, grades 9-12. In some activities and sports, ninth graders are provided separate teams, but where appropriate, 9—12 grades are combined. Some of the current school activities and athletics are:

Activities

Anime Club
Art Honors Club
Asian Culture Club
Bands: Band, Marching Band, Pep Band
Bowling Club
Choirs: Bella Voce, Chamber Singers, Drop the Octave, & Treble Ensemble
Cooper in Action
Dance: African Dance Group, Dance Team, Hip Hop Team, Korean Dance Club, Step Team
DECA Business Club
Debate
FIRST Robotics
Global Language Honor Societies
Gay Straight Alliance
HBCU-HSI Experience
Hispanos Unidos
K-Pop
Leadership Group
Language: French and Spanish Club
Latin@s & Current Events
Literary Magazine—Roundelay
Muslim Student Association
National Honor Society
Orchestra: Chamber Strings
Quiz Bowl
Relay for Life
Rugby
SPIRIT Committee (Meets as an Advisory)
Student Council (Meets as an Advisory)
Theatre: Fall Play, Winter Musical, Spring Play, Improv & One Act Play
Ultimate Frisbee
Wisdom Tooth

Many of these activities are o*ffered during our Hawk Lunch and Learn*

Sports

Fall Athletic Programs

Adapted Soccer
Cheerleading
B & G Cross Country running
Dance Team
Football
B & G Soccer
Girls' Swimming & Diving
Girls' Tennis
Volleyball

Winter Athletic Programs

Adapted Floor Hockey
B & G Alpine (Downhill) Skiing
Cheerleading
Dance Team (competitive)
B & G Basketball
B & G Hockey
B & G Nordic Skiing
Boys' Swimming & Diving
Wrestling

Spring Athletic Programs

Adapted Softball
Baseball
B & G Golf
B & G Lacrosse
Softball
Boys' Tennis
B & G Track & Field

Student Academic Eligibility

The student academic eligibility policy of Robbinsdale Area Schools requires that for a student to be eligible to participate in any co-curricular activity, the student must have had a passing grade (A, B, C, D or P) in 80 percent of the semester course in which the student was enrolled during the previous semester. At the end of each semester, the school's athletic office will screen the grades of all students who participate in co-curricular activities. First and third quarter grades will be checked as a warning to those students who are passing less than 80 percent of their courses. If an incomplete is not changed to a passing grade within three weeks after the semester, the incomplete changes to a *no credit (NC)*.
A student who is declared scholastically ineligible may appeal the decision. The appeal will be on a standard district form and must be complete and sent to the chairperson of the appeals committee which consists of the athletic director from the school involved, the principal from the school involved and a staff member (optional). To regain eligibility, a student must earn 80 percent passing grades for the nine-week marking period, 80 percent passing grades the next semester marking period, or attend summer school and make up enough subjects to qualify under the 80 percent rule. **If declared scholastically ineligible, a student must complete five days of practice before re-entering competition.**

NONDISCRIMINATION INFORMATION

District 281 does not discriminate on the basis of race, color, national origin, sex or handicap in admission, treatment or access to its programs and activities, or in employment in its programs and activities. The district has designated two individuals to coordinate efforts to comply with federal laws and regulations.

The district's designated coordinator under Title IX of the Educational Amendments of 1972 (nondiscrimination on the basis of sex in educational programs and activities, including employment and admission) is responsible for coordinating district efforts to comply with Title IX, including investigation of complaints alleging noncompliance or alleging any actions prohibited by Title IX.

The district's designated coordinator under Section 504 of the Rehabilitation Act of 1973 (nondiscrimination on the basis of handicap including admission, treatment or access to programs and activities, including employment in its programs or activities) is responsible for coordinating district efforts to comply with Section 504.

Inquiries concerning Title IX and Section 504 may be directed to Independent School District 281, 4148 Winnetka Avenue North, New Hope, Minnesota 55427-1288, phone number (763) 504-8000.

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