

ROBBINSDALE COOPER HIGH SCHOOL

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New Hope, Minnesota 55428
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PROGRAM OF STUDIES AND REGISTRATION GUIDE

Grade 9 - 10

2022-2023

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.

Believe. Belong. Become.

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.



TABLE OF CONTENTS

General Information.....	4
Career, Skilled Trades, & College Pathways	6

Courses by Department

Arts (Music & Performing)	12
Arts (Visual)	14
AVID	15
Design	16
English (Language and Literature)	18
English Learners	19
Health and Physical Education.....	20
Mathematics	21
Sciences	24
Social Studies (Individuals and Societies)	25
World Languages and Cultures (Language Acquisition)	26
Co-curricular Activities	28
Non-discrimination Information	29

GENERAL INFORMATION

International Baccalaureate Middle Years Programme

Cooper High School offers the International Baccalaureate Middle Years Programme (IB MYP) to all freshmen and sophomore students. The IB MYP offers a framework of critical thinking, international understanding, lifelong learning, and service as action to deliver the school's curriculum. There are eight subject areas: Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, Physical and Health Education, Arts and Design. Honors courses are offered in Language and Literature. Advanced Placement (AP) courses are offered in Individuals and Societies and Sciences. Students taking honors or AP courses must commit to the course for a minimum of one semester.

International Baccalaureate Diploma Programme

Cooper also 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 (<i>includes Biology & Physics or Chemistry</i>)	6 semester credits
Mathematics (<i>includes Algebra 2</i>)	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 grade students are required to enroll in at least 12 credits per year. In rare instances, principals have the authority to make modifications to students schedules. Course drops and changes are considered under five possible circumstances (see below). **Changes must be made 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.

- 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.
- Student has previously taken the course.

GENERAL INFORMATION

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). 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 final 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; and have good technology skills.

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 websites, 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 potential employment. Faculty members have years of experience and are connected to the industry in which they teach.

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

For entrance into Minnesota state universities, 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, and literary understanding
- 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
- World 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

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 in AP Human Geography, AP Environmental Science, AP Biology and AP U.S. History.

Articulated Courses

Students have the opportunity to earn college credit for particular career and technical courses taught at Cooper.

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.

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.

PSEO—Post Secondary Enrollment Option

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.

PSEO—Career & Technical Education (CTE)

High school sophomores may take one technical college course per semester at no cost to them. If a sophomore receives a grade of C or better in their first PSEO course, the student shall be allowed to take additional career or technical education courses in subsequent terms. Colleges provide guidelines about which courses are available for sophomores. Students must have met the standards on their 8th grade MCA Reading test to be considered. The course should not conflict with required coursework at Cooper, and students must provide their own transportation. Grades earned in PSEO courses are recorded on both the high school and college transcript.

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 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
- ◇ 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. Current 9th grade students should register for the NON-AUDITIONED ensemble in their music area: IB MYP Varsity Choir, IB MYP Concert Band, and IB MYP Philharmonic Orchestra. Auditions are held each spring for IB MYP Bel Canto Choir, IB MYP Concert Choir, IB MYP Wind Ensemble, and IB MYP Symphony Orchestra. Changes will be made to course requests after auditions. All music courses are year-long courses. All arts courses, whether performing or visual, meet the Fine Arts graduation requirement, which is 2 credits.

7454/7455

IB MYP Freshmen Choir I & II (9)

The 9th Grade Choir will emphasize 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.



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 and performance of a solo or ensemble.

7806/7807

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

Prerequisite: Auditioned by instructor in early April

Students 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 event 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 and performance of a solo or ensemble.



ARTS (Music & Performing)

7402/7403

IB MYP Freshmen Band I & II (9)

Students rehearse and perform band music in a variety of styles at three annual concerts. Concerts are held outside of the school day and attendance is required. 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.

7808/7809

IB MYP Concert Band I & II (10-12)

Students 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.

7452/7453

IB MYP Freshmen Orchestra I & II (9)

Students rehearse and perform a variety of string orchestra music during the school year. Concerts are held outside of the school day, and attendance is required. Students are expected to attend bi-weekly small group lessons and practice their instrument outside of class, and they are encouraged to audition for Chamber Strings.

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.



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

Prerequisite: IB MYP Drawing 1

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, students gain 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).

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

(see pp. 6 & 7 for more information)

*****7717**

IB MYP Photography 1 (9-12)

Phone with camera capabilities (or small digital camera) is REQUIRED for coursework.

This course is designed to teach students the fundamentals of artistic photography. Students learn how to use and manage a digital camera (usually on their cell phone), set up a successful composition, experience how lighting can affect a photograph, and use basic photo editing software. Students are expected to capture photographs for assignments outside of the class period; most class time is reserved for editing, critiquing, and learning new concepts. Students interpret and analyze photography both academically and aesthetically. Students learn about photographers both past and present and document their artistic learning through Schoology assignments.

*****7718**

Photography 2 (9-12)

Prerequisite: Photography 1

Phone with camera capabilities (or small digital camera) is REQUIRED for coursework.

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 their photography, and refine their craft to use photography as a method of visual communication with an audience. Students learn about other photographers, and document their artistic learning through continued use of their process journal (a hybrid of a written journal and sketchbook).

*****7758**

IB MYP Media 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 used are: Bridge, Photoshop, and InDesign. Using these tools, students interpret and analyze the direction of design, from past to present, from simplicity to sophistication, and from the academic to the creative. Students investigate artists working in the field of design and understand why graphic design skills are indispensable tools in the 21st century workforce.

*****7759**

IB MYP Media Arts 2 (9-12)

Prerequisite: IB MYP Media Arts 1 formerly Digital Arts 1

This course is designed for students who wish to continue their studies with various software platforms. 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).

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.).

0024/0025 AVID (9)

0080/0081 AVID (10)

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.



IB MYP DESIGN

The following IB MYP Design courses encourage and enable students to do the following: develop an appreciation of the significance of technology for life, society, and the environment; use knowledge and techniques to create product solutions of appropriate quality; 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 to solve problems. All of these courses follow the IB MYP Design Cycle.

***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.

XXXX/XXXX

AP Computer Sciences Principles I & II (9-12)

In this course students learn about the fundamental ideas of computer science and how to apply computational thinking across multiple disciplines. Students learn to apply creative designs and innovative solutions when developing computational artifacts. Topics covered include abstraction, communication of information using data, algorithms, programming and the Internet. There are five big ideas that frame the course curriculum: creative development, data, algorithms and programming, computer systems and networks, and impact of computing.

*** Pathway Course - Engineering, Construction and Design (see pp. 6 & 7 for more information)



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.

IB MYP DESIGN

***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 Your 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 Your 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 Marketing (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, students will become more competent consumers, employers, and citizens. Also, this class gives students the opportunity to be involved in DECA.

9043

IB MYP Web Design (9-12)

This course 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.

9011

Entrepreneurship (10-12)

College Credit possible with an 85% final grade.

This class focuses on how to recognize and start up a business opportunity, as well as operate and maintain that business. Being able to recognize new business opportunities is not only necessary for the entrepreneur but for everyone seeking to be successful in the 21st century. Students will create a business plan to start a business of their choice.



****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 1

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.

***Pathway Course - Business, Technology and Innovation**

****Pathway Course - Hospitality and Human Services
(see pp. 6 & 7 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.

1452/1453

IB MYP English 9 I & II

This course emphasizes reading, writing, literary analysis, vocabulary development, and critical thinking skills in the context of literature. Writing instruction focuses on teaching students to compose well-organized paragraphs and essays that contain substantial details including textual evidence based on close reading. Through literature, students reflect on who they are as individuals and how they interact as members of a community. In addition, students will become more comfortable and confident working individually and collaboratively within the classroom setting. Throughout the course students not only engage with new literary content but also grow as learners who foster transferable skills.

1850/1851

IB MYP Honors English 9 I & II

This course emphasizes reading, writing, literary analysis, vocabulary development, and critical thinking skills in the context of literature. Writing instruction focuses on teaching students to compose well-organized paragraphs and essays that contain substantial details including textual evidence based on close reading. Through a variety of challenging texts, projects, and structured discussions, students will reflect on who they are as individuals and how they interact as members of a global community. In addition, students will become more comfortable and confident working individually and collaboratively within the classroom setting. Throughout the course students not only engage with new literary content but also grow as learners who foster transferable skills.

1702/1703

IB MYP English 10 I & II

Students build upon the skills gained in ninth grade English during this yearlong course that focuses on American Literature. Reading, writing, speaking, listening, and critical thinking skills are applied to literature from various periods of American literary history through a lens of equity. The books chosen for students reflect the school's diversity and allow for rigorous instruction. Students are also required to choose and read an independent book each semester. Students are encouraged to choose books that are varied in genre, topic, and culture, but that are near a student's independent reading level. Students will also demonstrate a growing command of their writing and speaking skills as they create creative and literary compositions, as well as an argumentation piece informed by research. The curriculum is geared towards honing reading skills necessary for the spring MCA in reading.

1852/1853

IB MYP Honors English 10 I & II

This course prepares students for the IB English 11 Literature course. The literature covered emphasizes both a worldview and an American perspective. Also emphasized are various philosophies of thought, cultural perspectives, and historical influences. Students engage in class discussions, write literary analysis and critical essays, and give oral presentations that demonstrate an in-depth understanding of literary devices and themes. Students also learn how to create fully developed thesis statements that are adequately backed by textual evidence and personal interpretations.

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 as well as reading, writing, speaking, and listening skills. Students develop academic language skills in preparation for co-taught and core content courses.

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 backgrounds. 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, as well as explore geometry, statistics, and graph concepts.

HEALTH SCIENCE

Tenth graders are required to take a semester of Health to graduate. Either of the courses below fulfill this requirement.

****5751 IB MYP Health Science (10)**

Students are encouraged to take responsibility for their personal health as well as advocate for choices that enhance personal, family and community health. The course focuses on students' ability to learn and improve their critical thinking, problem solving and decision making skills within a healthy lifestyle. The units of study include: Health Literacy, First Aid/CPR, Nutrition, Mental Health, Alcohol & Other Drugs, and Human Sexuality. Students also learn skills related to self-management, interpersonal communication, stress management, analysis of influences on decision making, and valid health-related information. Furthermore, students increase their awareness and understanding of current health events, issues, and topics through reading current literature.

****Pathway Course - Hospitality and Human Services**

(see pp. 6 & 7 for more information)

5704 Health Science (Blended) (10-12)

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 via 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 is an 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.

PHYSICAL EDUCATION

Ninth and tenth graders are required to take a semester of physical education. This gives the students the two physical education credits needed for graduation. As an IB World School, we are obligated to teach the eight MYP subject groups in 9th and 10th grade. Physical education is one of these groups. Physical education in IB MYP is concerned with more than just participating in sports and games. Its primary aims are to encourage the development of "intelligent performers" and to encourage students to understand the importance of a balanced, healthy lifestyle.

6451 IB MYP Physical Education 9

This course facilitates students' physical, intellectual, emotional, and social development through the cultivation of healthy and active lifestyle choices. It provides instruction, skill development and participation in team and individual sports. Students develop knowledge of rules, skills, safety awareness, sportsmanship, and respect for self, others and school property. One day per unit is in the PE classroom where students are introduced to the health-related components of fitness, goal setting, and nutrition through lecture and video. Another two days per unit are devoted to improving the students' overall level of fitness through cardiovascular endurance, muscle strength, muscle endurance, and flexibility training. Students achieve and maintain a health-enhancing level of physical fitness and learn the importance of living a physically active lifestyle by designing and implementing their own lifelong fitness plan.

6553 IB MYP Physical Education 10

This course provides instruction, skill development, and participation in team and individual sports. Students use the health-related fitness components to develop a fitness plan and set fitness goals. Physical education units consist of, but are not limited to, the following: football, soccer, speedball, team handball, team building/cooperative games, lacrosse, basketball, volleyball, badminton, pickleball, floor hockey, and softball. Additionally, there is a classroom component throughout the year that focuses on nutrition, health-related fitness, and overall wellness.

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.

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
MYP Algebra 1 - 8	IB MYP Geometry	High School Algebra/ Algebra 2	IB Applications & Interpretations SL Year 1	IB Applications & Interpretations SL Year 2
		IB MYP HS Algebra	Algebra 2	Functions, Statistics and Trigonometry
				Statistics
MYP Geometry 1 - 8	High School Algebra/ Algebra 2	IB Core Topics	IB Analysis & Approaches SL/HL Year 1	IB Analysis & Approaches SL/HL Year 2

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)

Prerequisite: 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)

Prerequisite: Successful completion of IB MYP 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)

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

Unit topics include: Solving Equations and Inequalities, Linear Equations and Functions, Systems of Linear Equations and Inequalities, Piecewise Functions, Exponents and Exponential Functions, Polynomials and Factoring, Quadratic Functions, Solving Quadratic Equations, Working with Functions, and Statistics.

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 SL/HL sequence of courses. This is a prerequisite course for the A & A. Topics covered include: Numbers 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 & Interpretation 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. Topics include: Numbers and Algebra, Functions, Geometry and Trigonometry, Stats and Probability, and Calculus. In addition, students 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 SL/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 provides a strong base for any mathematics-based path in college. Topics include: Numbers 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 SL or 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 reviews and builds on topics students have studied throughout high school and helps prepare students for success in college math.

4852/4853

IB Applications & Interpretation SL (year 2)

I & II (12)

Prerequisite: Successful completion of Applications & Interpretation 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 SL/HL (year 2) I & II

(12)

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

This is a rigorous 2-year course available for students with a strong background in mathematics. This course provides a strong base for any mathematics-based path in college. Topics include: Numbers 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 is completed during this year. This course prepares students for the IB Mathematics Analysis and Approaches SL/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 course gives students the opportunity to earn potential college credit via internal and external IB assessments.**

SCIENCE

PHYSICAL SCIENCE - GENERAL COURSE DESCRIPTION (9)

This is an introductory course featuring the nature of science and engineering. It is designed to lay the foundation for future science courses. The primary goal is to develop scientific and engineering practices. Students learn the engineering cycle as well as the scientific method for understanding the world around us. As a context, students are introduced to energy and simple machines, motion and forces, waves and sound, the atom, bonding and chemical reactions, and physical properties. Modeling critical thinking and evaluation are key skills that will be used throughout the year. Assessment is based on lab reports, tests, formal essays, and daily work. There are two levels of Physical Science to best serve the academic needs of all students. All science courses are considered science electives unless otherwise noted. Students need three years of science to graduate.

3450/3451

IB MYP Physical Science I & II (9)

This is an introductory course designed to allow students to explore the basic concepts of physical science. Students are be introduced to the history and nature of science. The course includes an introduction to the fundamental concepts of physics and chemistry including motion, forces, energy, matter, atoms, the periodic table, bonding and chemical reactions. Students do a lab or a project in each unit.

9650/9651

Engineering Science 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.**

3046/3047

AP ENVIRONMENTAL SCIENCE I & II (9-12)

This is a college-level course for students with an interest in environmental science. Students 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 prepares students for the AP Environmental Science test in the spring.

BIOLOGY - GENERAL COURSE DESCRIPTION (10)

Biology is the study of life and the living world around us. Topics covered include ecology, cells, genetics, evolution, biochemistry, plants, animals, and human body systems. Instruction includes labs, lectures, discussions, videos, case-studies, dissections, projects and other hands-on activities. Emphasis is on the scientific method as students learn about themselves as a living organism and the environment they live in. The 10th grade biology courses prepare students for the high school MCA Science Test. Tenth grade biology is broken into two levels: Biology and AP Biology. The major difference between these courses is the reading level of the texts and the depth of the subject matter. Students should choose a course that matches their reading ability. Students are expected to complete both semesters of biology in the same year. All levels of biology fulfill the State's biology graduation requirement.

3501/3502

IB MYP Biology I & II (10)

This course is designed for most tenth grade students. Coursework is based on readings, labs, dissections, class participation, homework, tests, and projects. Students will need to use technology, as some projects are computer-based. Students are expected to do work outside of the classroom.

3540/3541

AP Biology (10)

This course is aligned to the Advanced Placement curriculum. It is filled with hands-on labs, projects, readings, formal lab reports, tests, dissections and online virtual labs. Expect to do additional reading and work independently outside of the classroom. The culmination of this course is designed to prepare students for the Advanced Placement Biology exam which may result in college credit.

SOCIAL STUDIES (Individuals and Societies)

IB MYP Individuals and Societies courses aim to encourage students to respect and understand the world around them to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies, and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural. Students gain and develop knowledge and conceptual understanding as well as the skills of research, analysis, interpretation and communication, contributing to the development of the student as a whole. Four years of Social Studies is required for graduation.

2450/2451

IB MYP Geography 9 I & II

Students examine the multicultural and interdependent character of the world. Students grasp the dynamics of social and physical geography in relation to location, place, movement, human/environment interaction, and region. An important dimension of this course fosters an awareness of the challenges to humankind as well as our individual and collective responsibilities for this planet. Students study a variety of issues and concepts related to geography, identity and culture, migration, resource consumption, global development, conflict and cooperation, and globalization. Students study all regions of the world through these topics.

2452/2453

AP Human Geography 9 I & II

Advanced Placement Human Geography offers students the opportunity to study various topics in human geography, such as population, migration, culture, political geography, economic geography, agriculture, and urban geography. This class is equivalent to an introductory college-level course in human geography and culminates in the College Board test at the end of the year, which may result in college credit. By engaging in a college-level course, students will continue to develop high-level academic reading, writing, and discussion skills as well as engage in the tools and methodologies of geographers. Assessments include weekly reading quizzes, short answer essay writing, unit exams, and projects. Students taking this course should prepare to start noticing and analyzing all the geography around them in their daily lives.

2702/2703

IB MYP United States History I & II (10)

In first semester students examine topics such as exploration, colonization, the American Revolution, foundations of the American government, growth and development of the nation, the American Civil War, Reconstruction, Westward Expansion, and industrial development. In second semester students examine topics such as progressivism, the emerging role of the U.S. in world affairs, the role of the U.S. in World War I, the Roaring Twenties, the Thirties, the Great Depression, the New Deal, and the role of the U.S. in World War II, the Cold War, and the Modern Era.

2852/2853

AP United States History I & II (10)

In this course students study the political, economic, social, and cultural history of the United States through diverse perspectives. Students read and take notes from an AP Prep Text, analyze primary sources, have opportunities to collaborate on assignments and assessments, and gain skills in supporting their own historical arguments. Assessments may include the following AP formats: Multiple Choice, Short Answer Questions, and both Document Based and Long Essay Questions. The culmination of this course is designed to prepare students for the Advanced Placement U.S. History exam which may result in college credit.

WORLD LANGUAGES AND CULTURES

World language is a required component in 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 Franco-phone 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.

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 higher 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. As an intermediate level course, 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; or teacher recommendation

As an intermediate course, 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, 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.

WORLD LANGUAGES AND CULTURES

8454/8455

IB MYP Spanish Immersion 9 I & II

Prerequisite: Successful completion of at least 5 years of Spanish Immersion along with meeting World Language placement requirements or a native/heritage speakers with strong academic reading and writing skills per teacher recommendation

This course has a 2-year rotating curriculum that continues from the Spanish Immersion School. Students study literature, culture and advanced grammar. Students read and analyze various genres of writing and compose in a variety of formats. Use of supplemental materials allows students to improve their communication skills. Assessments include reading, writing, listening, and extemporaneous speaking evaluations. Instruction is in Spanish, and it is expected that students speak in Spanish.

8052/8053

IB MYP Spanish Immersion 10 I & II

Prerequisite: Completion of Spanish Immersion 9, with a passing grade or a native/heritage speakers with strong academic reading and writing skills per teacher recommendation.

This course is the second year of the 2-year rotating curriculum for Spanish Immersion 9/10. Essential grammar is reviewed and new literature, cultural and grammatical information is introduced. Students read and analyze various literary genres. They compose in a variety of formats from business letters to video editorials. Clear and correct expression is emphasized. Culture is explored through in-depth study of countries and contemporary issues. Instruction is in Spanish, and it is expected that students speak in Spanish.

8716/8717

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

Prerequisite: Student's home language is Spanish or the student has exposure to Spanish in their upbringing.

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, and 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. In some activities and sports, freshmen 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, Jazz
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 meet during our Hawk
Lunch and Learn**

Sports

Fall Athletic Programs

Adapted Soccer (CI & PI)
Cheerleading
B & G Cross Country running
Dance Team (performance)
Football
B & G Soccer
Girls' Swimming & Diving
Girls' Tennis
Volleyball

Winter Athletic Programs

Adapted Floor Hockey (CI & PI)
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 (CI & PI)
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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