

# South High School

The place to be.



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# Our Vision

TO EDUCATE EACH STUDENT, TO BE COMMITTED AND RESPONSIBLE  
LIFELONG LEARNERS, WHO POSSESS THE ETHICAL VALUES AND  
CRITICAL SKILLS NECESSARY FOR SUCCESS IN A CULTURALLY  
DIVERSE, TECHNOLOGY-DRIVEN, GLOBAL SOCIETY.

\* \* \* \* \*

# Mission Statement

WE SUPPORT STUDENTS AS THEY DEVELOP CRITICAL THINKING  
SKILLS THROUGH A RANGE OF CHALLENGING COURSES THAT  
INTEGRATE INQUIRY, READING, RESEARCH, WRITING AND  
TECHNOLOGY. WE FOSTER CONFIDENCE AND MOTIVATION IN  
STUDENTS BY ENCOURAGING THEM TO DISCOVER THEIR PASSIONS,  
GENERATE CURIOSITY ABOUT THE WORLD AROUND THEM, AND VALUE  
MULTIPLE CULTURES AND POINTS OF VIEW.

**SOUTH HIGH SCHOOL**  
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South High Website: <http://south.mpls.k12.mn.us> Enter Curriculum Guide in the Search box

The purpose of this guide is to acquaint students and their parents with curriculum and programming information. This information is geared to assist students and parents in planning a program that meets the student's individual needs. Use this guide to plan your program for the coming school year and to assist in your four-year educational plan.

The courses you choose will play an important part in helping you decide your future direction. Be sure to check prerequisites for advanced courses, which you may want to take at a later time. Seek the advice of your parents, teachers, and counselors. Although you must take final responsibility for your course selections, they can help guide you to make wise decisions.

## **FREQUENTLY USED TERMS**

**ELECTIVE:** A course that is taken outside of the required subject areas and that earn credits toward graduation.

**PREREQUISITE:** A course that must be taken or conditions that must be met before a student may enroll in the class.

**REQUIREMENT:** Must be taken. Refer to specific departments for listed requirements. This also refers to the number of credits necessary for graduation.

**LENGTH:** Semester (2 Quarters) or Year-long (4 Quarters).

## **GRADUATION REQUIREMENTS - CREDITS**

The total minimum number of credits required for graduation from a Minneapolis high school is as follows:

**Class of 2025, 2026 and 2027:**

- **4 Years of English (4 credits)**
- **3.5 Years of Social Studies (3.5 credits)**
- **.5 Years of Ethnic Studies (.5 credits/1 semester)**
- **3 Years of Mathematics (3 credits)**
- **3 Years of Science (3 credits)**
- **½ Year (.5 credits/1 Semester) of Health**
- **½ Year (.5 credits/1 Semester) of Fitness for Life**
- **1 Year of Fine Arts (1 credit) (Music, Art, Career & Technical Education)**
- **5.5 Elective Credits**

**TOTAL REQUIRED CREDITS:** 21.5 credits are needed to graduate.

**TESTING REQUIREMENTS:** Currently there are not mandated tests for graduation.

## GRADUATION REQUIREMENTS – My Life Plan

**MY LIFE PLAN:** My Life Plan (MLP) is a post-secondary planning curriculum. Post-secondary plans are any path a student wants to pursue after graduating high school (college, employment, military, etc.). Within MLP, each grade level has required milestones that students must complete typically through a classroom activity. Activities include personality and interest assessments, resume writing, career and college research and self-reflection surveys. The goal is that all students receive the opportunity to explore themselves, post secondary options and are able to put a plan in place for life after high school.

It is important to regularly check student progression through graduation requirements. Students can refer to the list of requirements or check-in with the school counselor to ensure they are on track to graduate.

### Fails:

- Students who receive an F (fail) or NC (no credit) in a required class should see their counselor as soon as possible to make arrangements for recovering the course.
- Credits for failed elective subjects must also be made up if needed for graduation.
- The school counselor can explain which classes can be repeated, substituted or made up through a credit recovery program.
- *Failure to make up required courses will jeopardize a student's graduation.*

## POST-SECONDARY ENROLLMENT OPTIONS PROGRAM (PSEO)

The Post-Secondary Enrollment Options Program allows juniors and seniors take courses, full or part-time, at a liberal arts community college, technical college, a university, or non-profit degree granting trade school for high school credit. The purpose of the program is to promote rigorous educational pursuits and provide a wider variety of options for students. Courses taken through this program count for high school credits as well. The tuition, fees, and required textbooks are at no cost to the student. The grades received from these institutions are averaged into the student's college and high school GPA.

10th grade students can register for one CTE course their first semester. Students will need to have a letter grade of C or higher to continue and pass the 8th grade MCA test and meet prerequisites of course you want to register for. See your counselor for more information.

## NCAA ACADEMIC REGULATIONS FOR STUDENTS/ATHLETES

The NCAA Eligibility Center is responsible for determining the eligibility of every college-bound student-athlete in NCAA Division I & II athletics. Academic performance must be emphasized at every step of the high school career, including 9th grade. Encourage your college-bound athlete to complete the registration process at <https://web3.ncaa.org/ecwr3/> at the beginning of 11th grade. For further information, contact your student's counselor.

**There are a small number of South High classes that are NOT approved through the NCAA Clearinghouse. It is the student's responsibility to inform their counselor if they think there is a possibility, they may wish to compete at a Division I or Division II college to ensure they do not enroll in these courses.**

**NOTE:** Core courses that receive a grade of Pass may satisfy your core-course requirements if the course receives credit toward graduation. The NCAA Eligibility Center will assign your high school's lowest passing grade for a pass/fail class. Please refer to the NCAA web site for additional information. Students must register online at <https://web3.ncaa.org/ecwr3/> in order to participate in collegiate athletics.

We define “college” as any kind of education beyond high school that results in a diploma or certification. Colleges have entrance requirements that may vary from graduation requirements. The following information may be helpful as you plan your high school courses.

#### 4-Year College/University Requirements

Subject	Years Recommended
English	4
Social Studies	4
Math	4
Science	4
World Language	2-4
Fine Arts	2-4
Career & Technical Education	0-1

#### 2-Year College Requirements

Subject	Years Recommended
English	4
Social Studies	3-4
Math	3-4
Science	3-4
World Language	2-4
Fine Arts	1
Career & Technical Education	0-2

#### Trade Schools/Apprenticeship Programs

Subject	Years Recommended
English	4
Social Studies	3-4
Math	3-4
Science	3-4
World Language	2
Fine Arts	1
Career & Technical Education	2-4

## COLLEGE ADMISSION:

In general, colleges base their admission decisions on the following criteria:

1. Rigorous or demanding high school courses completed
2. GPA
3. Essay
4. Student Activities and Leadership experience, including work, extracurricular, and family responsibilities
5. Test Scores (may be optional)

As colleges become more selective, they require more rigorous academic work in English, Social Studies, Mathematics, Science and World Languages, in addition to the four years of English and Social Studies already required, it is recommended that college-bound students take as much Math, Science, and World Language as they can comfortably handle. In addition, many colleges are looking for students with a background in the arts, extracurricular activities, and community service.

The following are examples of college entrance requirements.

1. **Community College System:** Community Colleges require a high school diploma or a GED equivalent. They do not require a specific class rank, ACT or SAT scores. Instead, a placement test is required, unless your GPA, ACT or MCA scores qualify you for college level courses.
2. **Minnesota State College System:** To be automatically admitted to Minnesota State Colleges and Universities, you must have a 3.0 or higher GPA or rank in the upper 50% of their high school graduating class, have received a 21 or higher on the ACT or have a combined score of 1000 on the SAT. Students not meeting the criteria may be considered for admission under each university's conditional/provisional admissions policy, which considers potential for success in college and other factors.
3. **University of Minnesota:** The University of Minnesota uses the following criteria in their admission decision.

Primary Review Factors:

- A strong college preparatory curriculum, class rigor and successful completion of the high school preparation requirements.
- Grade point average.
- Check for test optional policies.

Secondary Review Factors:

- An especially challenging pattern of coursework (including Advanced Placement (AP), College in the Schools (CIS), Post Secondary Enrollment Options (PSEO), or college coursework).
- Evidence of leadership, exceptional achievement, aptitude, or personal accomplishment not reflected in your academic record or standardized test scores.
- A pattern of steady improvement in academic performance.
- Participation in extracurricular college preparatory programs (e.g., AVID, PSEO, Talent Search, Upward Bound, and other programs).
- Essays

## 9<sup>th</sup> Grade at South High School

South High School has a long history of progressive educational practices. The legacies of our school are infused into our instruction across all grade levels and all disciplines.

South High offers students an education based on an open / progressive learning model where classrooms are student-centered, democratic spaces in which students are given freedom and responsibility for actively directing their learning to foster curiosity, creativity, self-reflection, and empowerment.

Our educational philosophy is:

- to provide learning experiences that cultivate a passion for life-long learning with academic skill development and college preparation
- to learn with an emphasis on engagement, growth, and active participation in a social justice oriented curriculum
- to learn with an emphasis on performance of understanding and de-emphasis on testing.
- to focus on experiential/authentic learning, inquiry and project-based assessments, interdisciplinary units, student-driven discussion, and community engagement,
- to prepare our students to lead in a complex, diverse and changing world,
- to emphasize a well-rounded, broad knowledge of the wider world (e.g., science, arts, culture, and society), and to promote civic engagement and lifelong learning
- to focus learning experiences on HOW to think, not WHAT to think
- to apply knowledge and skills in real-world settings

### At South High, ALL 9<sup>th</sup> graders:

- are part of an interdisciplinary team where they will get academic and social/emotional support.
- enroll in an Ethnic Studies course in the fall as part of their interdisciplinary Social Studies / Language Arts team.
- have access to advanced academics and electives such as arts programming, world languages, AP, PSEO, etc. All teams are college and career preparatory.
- experience the benefits of being part of a TEAM - a sense of belonging through program identity, community building and supportive relationships with a team of teachers and support staff.

### 9<sup>th</sup> Grade required classes:

Humanities 1 / Language Arts (full year)

Race and Identity (Semester 1) /Human Geography (Semester 2)

Physical Science (full year)



# SOUTH HIGH SCHOOL PROGRAMS

## THE ALL NATIONS PROGRAM

The All Nations Program has been at South High School since the fall of 1989. The All Nations Program at South High School is designated as a city-wide and Best Practices School for American Indian students in the Minneapolis Public Schools for 2012-2016. The American Indian community entered into a mutual and historic agreement with the Minneapolis Public Schools called the Memorandum of Agreement (MOA) that clearly outlines and defines the need to address the academic failures of American Indian students enrolled in the MPS district. There are Seven Guiding Themes embedded within the MOA. This is reflective of the guiding philosophy of the All Nations Program.

- Cultural Identity
- Wisdom
- Sense of Place
- Sense of Discovery
- Sense of Self
- Sense of Connection
- Perspective and Cultural Lens

The All Nations Program staff and students adopted the Seven Grandfather Teachings of the Anishinaabe in 2009 by consensus as the guiding philosophy for the program. These seven teachings are respect, wisdom, honesty, humility, courage, love and truth. These teachings are embedded within the All Nations curriculum in all of our classes. The Anishinaabe people believe that each student will live a good life (Mino-Bimaadiziwin) if he or she adopts these values and follows them as taught by the elders. Each student receives instruction about these sacred teachings and they are posted in all of our ANP classrooms. We promote the value of these teachings in everything that we do within the All Nations Program.

It is our mission to provide a rigorous academic, interdisciplinary and culturally infused curriculum that is reflective of the unique cultural heritage of the American Indian students enrolled in our program. We want every student to have a post-secondary plan in place prior to graduation from South High School. The 9<sup>th</sup> grade experience at South High School is so crucial for students establishing a solid academic foundation necessary for graduation and placement within a post-secondary institution of their choice. We promote the strong cultural values inherent within the Indigenous peoples of the Western Hemisphere. We are a strong and vibrant part of the overall South High School educational community. We are steadily building a critical mass of academic learners who will be the future leaders of tomorrow in tribal governments throughout Indian Country.

We have established collaborative partnerships with the Minneapolis Public Schools Indian Education Department, Anishinabe Academy, Division of Indian Work, Migizi Communications, Little Earth of United Tribes, Anoka-Ramsey Community College Hennepin Technical College and Augsburg College to provide supplemental educational opportunities for our students. The students who are enrolled in the All Nations Program are reminded that they **have agreed to a four year commitment** to the program and that they have a shared trust responsibility to give back to the American Indian community. We have a strong commitment to providing our students with experiential learning. We have a strong and diverse student population within the program. We have a strong student support network with our collaborative Indian community agencies and our post-secondary institutions.

## **Recommended Courses and Curricular Offerings:**

- Dakota Language 1 and 2 – Meets the two-year requirement for World Language
- Ojibwe Language 1, 2 and 3 – Meets the two-year requirement for World Language
- Humanities English I and II
- Humanities 2: United States History (APUSH)
- World Studies
- Physical Science
- Biology
- Chemistry
- Intermediate Algebra
- Geometry
- Native Arts
- Annual Welcome Back Ceremony during the 3<sup>rd</sup> Friday of September
- Native American Family Involvement Day (NAFID) during the 3<sup>rd</sup> Thursday of every November
- Native American Cultural Field Trips (Maple Sugar Harvest/Mille Lacs Indian Museum) during April and May.
- Intertribal Council (ITC)-Student government organization for the ANP
- History Day Competition
- Science Fair Competition
- Teambuilding Field Trip Experience through High Ropes Course at Wolf Ridge in Finland, MN

## **ENGLISH LEARNER (EL) SERVICES**

The EL services at South High School consist of a comprehensive language development program for English Learners that incorporates an ongoing and intensive focus in English language development to support the advancement of reading, writing, speaking and listening.

The goals of the EL services are to foster students' academic language learning and to provide opportunities for academic English language development that ensures student success in core-content areas. Instruction is intentionally designed with clear language targets that align to content standards and learning targets. Practices and strategies are integrated to meet the needs of students and providing opportunities for student interaction and language production. By the end of three years of EL support, our overarching goal is for those students to be able to access grade level content with limited or no support.

The service a student receives depends on the following criteria: the student's proficiency level, previous U.S. schooling and time in the U.S., and current academic achievement level. Depending on the student's English Language Proficiency level, a student may receive stand-alone ESL instruction in addition to sheltered content classes in English, Social Studies, Math, and Science.

## **LEARNING CENTER PROGRAMS**

The South High School Learning Center is designed to provide both direct instruction and support to students with disabilities. These students may be enrolled in any of South's Programs—Team 1, Team 2, or All Nations. The Learning Center provides cross-categorical service to students who have disabilities that interfere with their school success. The Learning Center Program incorporates the following citywide programs: Autism, Developmental Cognitive Disabilities (DCD), Life Skills, Resource and School Based (SB) Programs. The Resource program provides special education services to students with IEPs who are not in any citywide program. The district special education office determines placement in a citywide program.

### **AUTISM PROGRAM**

This program provides individualized programming and support for students with Autism Spectrum and/or other neuro-biological disorders. The goal is to utilize best practices, research-supported interventions, and a multidisciplinary approach to address behavioral, cognitive, social-emotional and sensory difficulties associated with neurobiological disorders.

The program has a high staff-to-student ratio as recommended by federal guidelines for Autism Spectrum Disorders. Students are provided with specialized instruction including communication therapy, occupational therapy, adaptive physical education, and services from a school psychologist based on individual needs. Each student is provided such instruction in the least restrictive environment, ranging from full inclusion in the mainstream educational setting to skill development in a self-contained setting, addressing all three transition areas: Post-Secondary Education & Training, Employment, Independent Living, with emphasis on social skills, functional communication and independence. A focus of this program is to teach and encourage school and community independence.

### **DEVELOPMENTAL COGNITIVE DISABILITIES (DCD) PROGRAM**

The Developmental Cognitive Disabilities program is designed for students who have needs that require more intensive special education services than can be provided in Federal Setting I or II. Students in this program must qualify for one of the following disability designations according to Minnesota State Criteria: Developmental Cognitive Disability (DCD) or Severely Multiply Impaired (SMI). Program components include: instruction in daily and independent living; communication; community participation; recreational and leisure; and work and work-related skill development.

## **LIFE SKILLS PROGRAM**

The Life Skills program is a district-wide program for students that require special education service for the majority of the school day. Students are provided a functional curriculum that emphasizes academic and social skill building in the transition areas of Independent Living, Employment and Post Secondary Education and Training. Students will be exposed to career exploration, curriculum-based work experiences, and other on the job training experiences.

The Life Skills program is staffed by one special education teachers and 2 special education assistants. Students have access to classroom assistants throughout their school day in both special education and regular education courses when needed. Opportunities for students to be mainstreamed are made on an individual basis.

## **RESOURCE PROGRAM**

South High School provides specially designed instruction based on students identified Special Education needs, which are specified on Individual Education Plans (IEP) in the areas of reading, math, organization, study skills, and behavior. The five transition areas are also included with the IEP to develop independent living skills.

Specific services available to these students are: Direct instruction classes in English, Study Skills, Math and other classes depending on the needs of individual students; Prevocational and vocational readiness classes, assessment, guidance and programming, and independent living skills. Co-Teaching Model-South is able to offer a variety of co-taught courses in both English and math. These courses offer 2 teachers, one content specialist and one special education teacher teaming to provide supports, accommodations and modifications in accessing and working towards grade level curriculum and state standards. Transition planning for post-high school support and follow-up involving other agencies such as Hennepin County Rehabilitation Services, LDA, support services within the community college or technical college systems. The resource program also offers, curriculum adaptations, consultation with regular education teachers, team teaching and curriculum modifications; Weekly monitoring of academic progress, attendance, and behavior systems to help ensure student success; Development of behavior plans, behavior interventions, and support systems to help ensure student success; Individual case management of students with Individual Education Plans and continued communication with parent/guardian.

## **SCHOOL BASED (SB) PROGRAM**

Eligible students receiving special education services through the School Based Department have a variety of needs with different educational labels and disabilities. These students receive direct support from a licensed Special Education Teacher and support from Special Education Assistants. Students served through this model of programming have a range of supports and services, including multiple general education classes with their abled peers. Eligible students typically have accommodations and modifications to support their access to curriculum and learning in all classes. Special Education classes offered and taught by special education teachers have a lower student-to-teacher ratio with modified methods, pacing, and curricula used to meet individual student needs. School Based classes have a particular focus on Social Emotional Learning, assisting students in the development of knowledge to be successful using social emotional skills in Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

## THE PARTNERSHIP PROGRAM

The Partnership Program is a long-standing program (celebrating close to 40 years!) at South High School that addresses the academic, social and emotional needs of 11<sup>th</sup> and 12<sup>th</sup> grade students. The program exists to help students who are disconnected, disenfranchised, and behind in credits in English and/or Social Studies **AND** who have made a sincere commitment to take advantage of the opportunity to earn credits and graduate from high school. We are a staff and student community that thrives in the regular education building with an alternative education model—a model that includes giving students the opportunity to gain experiences they may not ordinarily have access to, as well offering the support and encouragement that are the foundation of the program.

In addition to creating the opportunity to recover missed credits in 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade, major components of the Partnership Program: **Town Meetings** celebrate students' efforts towards their goal of graduation, our Special Field Trips build community and assist students' commitment to South and their education, and our **Graduation Luncheon** honors our seniors.

Annually, the Partnership Program is responsible for helping almost 20% of the graduating class get to graduation! Questions about the program can be directed to Sheri Harris at 612-668-4320.

## **SCHOOL SERVICES**

### **THE SOUTH HIGH/ACHIEVE MPLS CAREER AND COLLEGE CENTER (CCC)**

The CCC supports the work of the SHS counseling staff in helping all students connect to resources and gather information about opportunities after high school. Coordinators advise on all postsecondary pathways such as: college applications, financial aid, college choice, test taking, scholarships, and career exploration. Each year, many colleges visit the CCC to meet with students in small groups and via on-site college fairs. The CCC coordinators are available to meet with students and parents individually or in small groups to personally explore their post-high school options.

The CCC is part of the Career and College Initiative through AchieveMpls. The CCC works with community members, families and schools to ensure that all Minneapolis Public School students have a chance to explore the multitude of opportunities life has to offer. The CCC Coordinators, school counselors, and community volunteers, work with students to help them answer a series of questions using Naviance, an online career and college planning resource, to develop a customized *My Life Plan*. This plan guides students in grades 9-12 in transitioning from high school to further education and work.

## **MEDIA/LIBRARY SERVICES**

Librarians teach National Library Standards (AASL) and ISTE Standards to 9-12 Students on a Flexible Schedule. The library provides reference, research, literature, and technology guidance to all students, teachers, and staff. School libraries support curriculum and technology services to all staff and offers training in 21st Century Skills.

The Library is at the core of curricular activities at South High. We have a collection of 24,500 books, graphic novels, periodicals, newspapers, web resources and ebooks that are available to checkout. The library offers access to computers, printers, and scanners. The library provides students and staff access to scholarly databases. The library catalog and eLibraryMN can be accessed online via the school or district website.

# ART DEPARTMENT

## Ceramics 1

Open to: All students  
Length: Semester

Clay is a unique material that artists and engineers have used for thousands of years to create functional and sculptural forms. Clay has the special characteristic of being able to be shaped into almost any form in its plastic state, and yet become permanent and unchanging through the firing process. In *Ceramics 1*, you will make a series of original art works that develop your personal creative process and build hands-on skills in a broad range of ceramics techniques, including pinch and coil, slab construction, molds, basic wheelthrowing, and sculpting.

Surface techniques covered include sgraffito, stamping, carving, stenciling, under glazing, and glazing. You will develop an understanding of how to work with ceramic materials and processes through various stages, including wet clay, leatherhard, bone dry, bisqueware, and glazeware. Together we will share ideas and develop our artistic identities as we explore the wide world of clay.

## Ceramics 2

Open to: All students  
Prerequisite: Ceramics 1  
Length: Semester

In *Ceramics 2*, you will continue to refine basic techniques learned in *Ceramics 1*, as well as explore new territory. You will craft a series of original artworks that challenge you to broaden and deepen your skills. New form techniques covered include large scale pinch and coil, complex slab construction, intermediate wheel throwing, and intermediate sculpting. Surface techniques include appliqué, relief carving, wax resist, mishima, and more complex glazing and under glazing techniques. You will be challenged to make work that is larger and more conceptually complex than *Ceramics 1*. You will develop your ability to interpret and communicate about the visual and tactile worlds from your own personal viewpoint. Together we will grow as artists by being open to new ideas, seeking out other points of view, and studying clay traditions from around the world.

## Ceramics 3

Open to: All Students  
Prerequisite: Ceramics 1 & 2  
Length: Semester

In *Ceramics 3*, you will start to specialize in the clay techniques that most interest you. You should already have significant breadth of experience with most of the basic ceramic techniques from taking *Ceramics 1 and 2*. Now it's time for you to go deeper into your own ideas and develop more advanced skills to bring those ideas to life. You will be encouraged to complete a series of conceptually based assignments using the ceramic techniques that best express your personal artistic vision. For example, if the pottery wheel is your main interest, you can choose to complete every assignment on the pottery wheel. Your identity as an artist will evolve as you encounter new historical, cultural, and individual points of view

## Ceramics 4

Open to: All Students  
Prerequisite: Ceramics 1, 2 & 3  
Length: Semester

In *Ceramics 4*, you will create a body of work that explores your creative interests and expresses your artistic identity. By the time you reach *Ceramics 4*, you should be ready to set your own creative goals and work independently to achieve them. You are expected to challenge yourself with your own assignments. Your teacher is there to support you as a mentor and a resource, not for direct instruction on a day-to-day basis. Your overall goal in *Ceramics 4* is to develop a professional-quality digital portfolio of your strongest artworks, as well as write an artist statement that communicates your creative interests and identity. A strong portfolio and artist statement are your tickets to future opportunities in the arts, like applying to college-level art programs, internships, galleries, art shows, and curated exhibitions.

## **Beginning Drawing**

Open to: All students  
Length: Semester

This drawing course explores the artistic compositions using pencil, charcoal, marker, pastel and crayon. Students will learn various types of shading, gradation, and blending techniques, such as cross-hatch and stipple. Cartoon, gesture, perspective and contour drawing will be demonstrated. Through a variety of drawing projects, students will develop their hand-eye coordination and observation skills. Students will also participate in the evaluation process, learning how to make revisions in their artwork, and how to create strong compositions. Students will explore drawing from both reality (figure drawing, still life and landscape) and imagination.

## **Drawing 2**

Open to: All Students  
Prerequisite: Beginning Drawing  
Length: Semester

Students will continue to develop their mechanical and observational skills in drawing and hone their technique by using specific exercises to solve advanced drawing problems. They will develop their creativity and different styles of drawing through the development of work that reflects subjects of personal interest and importance. Students will also participate in the evaluation process, learning the language and conventions of the critique. They will understand how to make revisions in their artwork to create strong compositions and a finished portfolio of work that is ready for a gallery exhibit. Students will also understand their own work in a historical context.

## **Native American Art**

Open to: All Students  
Length: Semester

Native American art is a course that will focus on indigenous Minnesota art. Looking at traditional artwork as well as the work of contemporary Native artists living and working now. We will explore history, artmaking, and be working with local indigenous artists.

## **Painting 1**

Open to: All students  
Length: Semester

This painting course will explore artistic works and concepts developed with the techniques of using watercolor, acrylic, and mixed-media. Students will learn about various styles of painting such as: realism, impressionism, cubism, surrealism and expressionism. Students will also participate in the evaluation process, learning how to make revisions in their artwork, and how to create strong compositions. Students will be taught how to build a painting frame, and also how to stretch and prepare their own canvas.

## **Painting 2**

Open to: All Students  
Prerequisite: Painting 1  
Length: Semester

Students continue to develop their mechanical and observational skills in painting and hone their technique, primarily in acrylics. They will develop their creativity through the development of work that reflects subjects of personal interest and importance. Students will also participate in the evaluation process, learning the language and conventions of the critique. They will understand how to make revisions in their artwork to create strong compositions and a finished portfolio of work that is ready for a gallery exhibit. Students will also understand their own work in a historical context.



## **Sculpture 1**

Open to: All Students  
Length: Semester

This class is an introduction to creating different 3D forms. We will learn how to use various materials and techniques to create functional and non functional sculpture. Creativity and quality craftsmanship are emphasized. Students will also be involved in planning, revising and reflection processes.

## **Advanced Art**

Open to: All 10<sup>th</sup> through 12<sup>th</sup> Grade Students  
Prerequisite: Drawing 1 & 2 OR Painting 1 & 2 or Painting 1 & Ceramics 1, etc.  
Length: Semester

This class is for students who want to improve and extend their artistic practice through materials exploration and emphasis on technique. This course emphasizes creative processes and is developed to help students create strong portfolios. Students are encouraged to exhibit their work at school and in the community. Field trips, partnerships with arts organizations, and guest artists will also be part of the class.

## **AP Studio Art**

Open to: All 11<sup>th</sup> and 12<sup>th</sup> Grade Students  
Prerequisite: Drawing, Painting & Ceramics and at least 2 levels of one discipline (Drawing 1 & 2 Or Painting 1 & 2 or Ceramics 1 and 2  
Length: Year-long

The AP Studio Art course is for students interested in a rigorous and focused study in art. Students will develop a quality portfolio that demonstrates a mastery of concept, composition and execution in 2D or 3D design. This course is based on a student creating a body of work that demonstrates quality, concentration and breadth. This portfolio will be submitted to the College Board for college credit. The course will meet for a full year. As in any college level course students will be expected to spend time outside of class in order to complete assignments and doing homework and sketchbook assignments.

## **Visual Arts**

### **Art Design 1**

Open to: All Students  
Length: Semester

Students will become proficient in the basics of digital art creation. We will explore a variety of software. Learn about the fields and occupations relating to digital art making. Concepts studied will include but are not limited to graphic design, typography, illustration, logo design, product design, and photo editing.

### **Art Design 2**

Open to: All Students  
Prerequisite: Art Design 1  
Length: Semester

Students will take what they learned in Art Design 1 and implement at the next level of digital art creation. We'll explore a variety of software. Learn about the fields and occupations relating to digital art making. Concepts studied will include but are not limited to graphic design, typography, illustration, logo design, product design, and photo editing.

## Comic Art

Open to: All Students  
Length: Semester

This studio art course will introduce students to the basic techniques and elements of drawing as well as the fundamentals of visual storytelling through sequential images (comic art). Students will develop mechanical and observational skills as they explore drawing from both reality (figure drawing, still life and landscape) and imagination. Visual storytelling is an artform that's been utilized globally for thousands of years but has only been recognized as comic art for about the last 100 years. In this class we will explore storytelling techniques such as camera angles, transitions, and conveying meaning. Media such as pen-and-ink, pencil, and digital drawing tools will be used for this class.

# AVID

## AVID (Advancement Via Individual Determination)

### \* ELECTIVE CREDIT ONLY

Open to: 9th through 12th grade students, by recommendation of school staff  
Length: 4 years - Year-long Class  
Prerequisite: Apply online and interview with AVID Coordinator

AVID is a nationally recognized program for students who are motivated to plan for their future and take on academic challenges. Students gain college and career knowledge while strengthening their academic skills. There is an expectation that all AVID students will take Advanced Placement, Honors or other college level courses as they progress at South High. They are supported in their other courses twice a week by the AVID teacher and tutors.

AVID classes foster curiosity and knowledge around future plans through college tours, college fairs, job shadows, and other college and career related activities. This course provides students with intensive preparation for higher education by strengthening reading, writing, inquiry, and collaboration skills. As a result of participating in this course, students will be able to build critical thinking and literacy skills as well as strategic reading and writing skills necessary for success in the classroom, standardized assessments and the workforce.

The AVID student profile:

- Average to high test scores
- 2.0 or higher grade point average (gpa)
- Good attendance
- College potential with support
- Willing to take on rigorous curriculum
- Has the motivation and desire to prepare for entrance into a 4 year college

Meets one or more of the following criteria:

- First in family to attend college
- Belongs to an ethnic group traditionally underrepresented in college
- Faces financial challenges
- Faces special circumstances that may be obstacles to achievement

# CAREER AND TECHNICAL EDUCATION

## Machine Shop 1

Open to: All 9th through 12th grade students  
Length: Semester

This class is very hands on and is designed to give you in-depth instruction and experiences in the operation and set-up of machine tools. You will make several projects out of metal using a wide range of machine tools that will give you skills in accurate measurement, working with close tolerances, reading blue prints and other skills related to Manufacture and Engineering Technologies. Students in this class will have an opportunity to tour businesses that do this type of work and visit Technical Colleges that offer Machine Tool programs. For those students who choose this class is a gateway to a State Certified Youth Apprenticeship Program. This course satisfies a fine arts credit for graduation.

## Machine Shop 2

Open to: All 9th through 12th grade students  
Prerequisite: Machine Shop 1  
Length: Semester

This class is also very hands on and will advance the skills and knowledge that you developed in Machine Shop 1 by building complex projects out of metal that will require your involvement in the design of these projects. These projects range from small working engines to tools and instruments used in machine tool and engineering programs. Students who complete this level 2 class will have gained the entry-level skills necessary to enter into a Machine Tool career. This class also supports a State Certified Youth Apprenticeship Program. Eleventh and Twelfth grade students will have the opportunity to take PSEO classes in machine tool at a number of Technical Colleges. This course satisfies a fine arts credit for graduation.

## Machine Shop 3

Open to: All 10th through 12th grade students  
Prerequisite: Machine Shop 2  
Length: Semester

This class is a continuation of Machine Shop 2. This class will emphasize the blending of hands on and High Tech skills. Students in this class will have the opportunity to design and build their own projects using Computer Aided Design Drawing and Computer Numerically Controlled machining practices. Group and individual projects in this class will also support our Robotics and Project Lead the Way engineering classes. This class also supports a State Certified Youth Apprenticeship Program and Eleventh and Twelfth grade students will have the opportunity to take PSEO classes in machine tool at a number of Technical Colleges. This course satisfies a fine arts credit for graduation.

# DANCE

## Dance 1

Open to: All students  
Length: Semester

Beginning Dance is a course designed to introduce students to the world of dance at the high school level. Students will learn about the capabilities of their bodies, learn warm-ups, create choreography, attend performances, and have their skills and imaginations expanded through involvement in dance. A broad range of dance forms will be experienced through formal technique classes. This class provides the necessary skills and knowledge base for the student to progress in the dance program.

## Dance 2

Open to: Beginning Dance or previous dance experience or Instructor's permission  
Length: Semester

This course builds on the skills and knowledge acquired in Beginning Dance. Through more in-depth and focused exploration of technique, composition and elements of dance, students start to develop sound artistic practices. Students will be expected to become more self-directed as they analyze, interpret, create, and perform dance works. Students will deepen their study of dance as they continue to increase their strength, flexibility, coordination, body integration and balance as it applies to technique. Knowledge of choreographic principles and processes will also be applied through challenging projects. Students in this class must demonstrate leadership abilities and ensemble work ethic. This class will perform in one evening concert.

## Dance Company 1

Open to: Any student who meets prerequisite  
Prerequisite: Instructor's permission and audition required  
Length: Year

Dance Company provides intermediate level students the opportunity to train in dance in a year-long class. Students continue their study of dance as performers and choreographers through curriculum in technique, composition, and dance performance. A strong focus on modern, jazz and ballet technique will push dancers to grow in their physical skill, while choreography explorations will open students up to their potential as dance makers. Students will perform in 1-2 concerts per year.

## Dance Company II

Open to: Any student who meets prerequisite  
Prerequisite: Instructor's permission and audition required  
Length: Year

Dance Company II is a select group of dancers who perform at a high level of proficiency. This class offers advanced students the opportunity to continue their study of dance as performers and choreographers. Through in-depth exploration of technique, composition and principles of dance, students will expand their knowledge of dance as an art form. Rigorous technique classes in ballet, jazz and modern will allow students to reach higher levels of physical skill. Challenging concert repertoire will be created to push students' performance abilities. The study of composition will encourage students to discover their artistic voices and learn how to express ideas through movement. This highly motivated ensemble will perform in both on and off campus concerts throughout the year.

# EDUCATOR PATHWAY

## **MCTC 1500 Intro to Urban Education (02041), or U.S. History Education Pathway Foundations (020412) or ELA 10: Education Pathway (010553)**

Open to: All 10th through 12th grade students  
Prerequisite: Application process  
Length: Year-long

**Intro to Urban Education (also titled US History Education Pathway)** is a concurrent enrollment course held at South High School in partnership with the Minneapolis College Education Department. The Education Pathway Grow Your Own Program courses are part of the Transfer Pathway courses that are accepted at other MN state colleges and universities, the University of Minnesota, and many private colleges and universities. Learn more at <https://sites.google.com/mpls.k12.mn.us/edpathway>

*Intro to Urban Education* is a historical survey of schooling and educational philosophies in the United States. Emphasis will be on the background and experiences of African Americans, American Indians, Latines/Chicanx and Asian Americans. Unit themes include: Race, Identity & School Experiences; Indigenous Education; Black Lives Matter at School; Language Justice; and Decolonizing Education. Students will discuss current issues facing students, teachers, schools, districts and communities. You will learn strategies for working with and engaging families and communities. This is the year-long foundation course aimed for students who are interested in becoming Future Educators. Students will be expected to critically observe and assist in K-12 schools for at least 30 hours during the school year at one of our school partner sites at Anishinabe Academy, Anne Sullivan and Folwell Elementary. Other sites may be open on a case by case basis. Students will receive 3 college credits if they meet requirements from Minneapolis College.

## **MCTC 2230 Intro to Ethnic Studies Education and MCTC 2350 Multicultural Education (02081), or ELA 11-12: Education Pathway Year 1 (010653)**

Open to: All 11th and 12th grade students  
Prerequisite: MCTC 1500 Intro to Urban Education or US History Education Pathway  
Length: Year-long

**Intro to Ethnic Studies Education and Multicultural Education (or also titled ELA 11-12: Education Pathway Year 1)** are concurrent enrollment courses held at South High School in partnership with the Minneapolis College Education Department. They are part of the Education Pathway Grow Your Own Program, and are part of the Transfer Pathway courses that are accepted at other MN state colleges and universities, the University of Minnesota, and many private colleges and universities. This a year-long course and students can receive a total of 6 college credits if they meet requirements from Minneapolis College. Students must take Intro to Urban Education (also titled US History Education Pathway) before they take this course. Please see specific descriptions below.

*Intro to Ethnic Studies Education* is designed to look at the origin, development and mission of ethnic studies education programs within the context of K-12 education in the United States. You will learn how Ethnic Studies is an anti-racist tool, as counter-story and humanizing pedagogy. You will identify the kinds of structural inequalities that are part of K-12 institutions and their development of curriculum, as well as understand the concept of multidimensional identities/intersectionalities. Students will receive 3 college during the fall semester if they meet requirements from Minneapolis College.

*Multicultural Education* introduces prospective teacher candidates approaches of multicultural, anti-oppressive education including issues related to student, family and community diversity based on race, culture, language, class, gender, sexual orientation, and ability. You will reflect on your own biases as they relate oppression, privilege and equity in schools and society, as well as formulate ways teachers can be an agent of change in/with classrooms, schools and communities. Students will receive 3 college credits during the spring semester if they meet requirements from Minneapolis College.

**MCTC 2250 Intro to Special Ed and MCTC 1400 Technology for Educators (02071), or  
ELA 11-12: Education Pathway Year 2 (01994)**

Open to: All 11th and 12th grade students  
Prerequisite: MCTC 1500 Intro to Urban Education or US History Education Pathway  
Length: Year-long

**Introduction to Special Education and Technology for Educators (also titled ELA 11-12: Education Pathway Year 2)** are concurrent enrollment courses held at South High School in partnership with the Minneapolis College Education Department. They are part of the Education Pathway Grow Your Own Program, and are part of the Transfer Pathway courses that are accepted at other MN state colleges and universities, the University of Minnesota, and many private colleges and universities. This is a year-long course and students can receive a total of 5 college credits if they meet requirements from Minneapolis College. Students must take Intro to Urban Education (also titled US History Education Pathway) before they take this course. Please see specific descriptions below.

*Intro to Special Education* is a course that explores special education: the history of the field, definitions, classifications, theoretical approaches, service delivery models, trends and issues. You will examine the physical, social, cognitive, and behavioral challenges that affect children and youth with disabilities. You will also become familiar with the legal aspects and key legislation regarding special education, as well as familial and communal contexts, for students with special needs. In addition, there will be a component on mental health and trauma informed practices that is essential when working with all students, particularly those who are in special education. Students will receive 3 college credits during the fall semester if they meet requirements from Minneapolis College.

*Technology for Educators* is a course is to help future educators develop skills in the thoughtful integration of technology in order to support student learning. You will develop technological skills and explore many different tools for planning, instruction, communication and record keeping. You will develop an ongoing professional development plan to continue to meet the dynamic nature of technology. You will be expected to engage in substantive discussions on the "digital divide" as well as ethical and legal issues around technology and information sharing. You will demonstrate your competence using technology by developing an electronic, standards-based portfolio. Students will receive 2 college credits during the spring semester if they meet requirements from Minneapolis College.

**Investigating Careers/Career Readiness Seminar: Education Pathway (99201/99201p)**

Open to: All 11th and 12th grade students  
Prerequisite: MCTC 1500 Intro to Urban Education or US History Education Pathway  
Length: Portfolio Based

Students taking the Education Pathway Courses will be completing the Career Readiness Seminar/Investigating Careers portfolio. Under the guidance of an Education Pathway Teacher, students will complete their Investigating Careers Student Guide portfolio which provides evidence of mastering skills that they may have been created in a variety of settings including: My Life Plan/Naviance, STEP-UP, Career and Technical Education (CTE) courses, Jobs for America's Graduates (JAG), AVID, or Upward Bound. Career Readiness Seminar (99201) is a prerequisite to Career Experience/Internship (99202) where you can earn credit for working during part of the school day. The portfolio that students submit must demonstrate they have or have discussed common job-related experiences, health and safety issues training, on the job employer-employee relations, insights into the culture and environment of work, understanding of the "All Aspects of Industry" and reinforced the connections between classroom content and work-related learning.

Upon the portfolio assessment, students will receive .5 CTE high school credit for the Career Readiness Seminar: Education Pathway course, and will be eligible for the Career Work Experience/Internship.

### **Career Work Experience: Education Pathway (99202/99205)**

Open to: All 11th and 12th grade students  
Prerequisite: MCTC 1500 Intro to Urban Education or US History Education Pathway  
Length: Year-long

The Career Work Experience Education Pathway is for 11th and 12th grade students who have taken, or in the process of completing, nine Education Pathway college credits (the Intro to Urban Education Foundations (US History Ed Pathway), and are also in the process of completing the Year 1 and/or Year 2 courses). Students will have the chance to extend the classroom into a workplace setting, combining classroom activities with actual work experience. The overall purpose is to provide students the opportunity to connect what they learn in school with work site application to enable a smooth transition into the workforce or postsecondary education upon high school graduation. The course provides opportunities to meet and discuss common job-related experiences, cover health and safety issues, on the job employer-employee and relations.

The Career Readiness Seminar portfolio is required prior to obtaining a Career Work Experience/Internship at one of our school partner sites. Students will need to be in good standing with the Education Pathway program to participate. Students will receive .5 CTE high school credit.

Our school partner sites include Anishinabe Academy, Anne Sullivan and Folwell Elementary. Other sites may be open on a case by case basis.



# ELECTIVES

## Academic Seminar

Open to: All 9th grade All Nation students  
Length: Year-long

Students receive explicit instruction in organization, self-management strategies, and assisted homework completion to help increase their academic success.

## Advanced Placement African-American Studies (AP African-American Studies)

Open to: All students  
Length: Year-long

Students in this class look at the history, politics, culture and economics of North American people of African descent. From the slave economy to the civil rights movements and from the blues to hip-hop, African Americans have had a huge role in shaping American society and culture. If you major in African American studies, you will learn about their achievements. You will also examine the hardships African Americans faced during their history. Further, you will dive into the difficult issues, such as unequal educational opportunities they deal with today.

## HS BLACK Culture - Building Lives Acquiring Cultural Knowledge

Open to: All black male students  
Length: Semester

This is an elective course offered in partnership with the Office of Black Male Student Achievement. The course examines the complexity of the black male experience by exploring the lived reality of black men in the United States. The course is open to black male students of any grade.

## HS BLACK Culture - Building Lives Acquiring Cultural Knowledge (Queens)

Open to: All black female students  
Length: Semester

BLACK Culture Queens Course Description: This is an elective course offered in partnership with The Office of Black Student Achievement. This course is designed to examine the experiences of Black girls in public schools while celebrating, embracing, and developing cultural identity, sisterhood, and self-advocacy.

## Newspaper Production

Open to: All 10th through 12th grade students  
Length: Year-long

This course combines an advanced journalism curriculum with the production of *The Southerner*, South's student-run newspaper and news website. Students will practice writing in a variety of journalistic styles, including news articles, features, opinion pieces and reviews. Students will also explore legal and ethical issues surrounding journalism as they make real-world decisions about editorial policy. In addition to writing, students will consider and practice ways to incorporate visual elements into reporting.

## **Yearbook**

Open to: All students  
Length: Year-long

This class is designed to introduce students to a running a publication. The staff will produce a product geared towards a specific audience. This product will be designed under a strict budget and in doing so students will be required to work cooperatively in order to meet deadlines. Each yearbook staff member plays an important role in the overall outcome of the book. Leadership roles are designed as incentives for seniority and for those who have shown a willingness and desire to go above and beyond what is required. Students will ultimately be responsible for the success of the yearbook and the way in which South High School is represented. It should be the goal of each student to produce a high quality yearbook that they can be proud of. Units of study include teamwork, responsibility, brainstorming, content, coverage, concept, reporting, writing, headlines, captions, editing, photography, typography, design, graphics, finances, yearbook campaigns, advertising and distribution.

# ENGLISH

## **Advanced Placement English Language and Composition (AP Lang)**

Open to: All 11th and 12th grade students  
Prerequisite: Two years of English  
Length: Year-long

This challenging, year-long course is designed to prepare students for all types of college-level writing. Students will develop the skills they need to write academically, professionally and personally for all kinds of purposes. Students will practice the stages of the writing process from brainstorming through revision, engage in peer review of one another's work, and complete many informal and formal writing assignments. In addition, students will become skilled readers of a wide variety of non-fiction work, from memoir to essays to scholarly research. In May, students have the opportunity to take the AP English Language and Composition exam that may enable them to receive college credit in English.

## **Advanced Placement English Literature and Composition (AP Lit)**

Open to: All 11th and 12th grade students  
Prerequisite: Two years of English  
Length: Year-long

In this challenging year-long course, students will engage in an intense, in-depth look at literature from both the traditional and non-traditional canon. Students will respond to these works critically, both orally and in writing. Discussion, short papers, and long essays are an essential part of this course. In May, students can take a National College Board examination that may enable them to receive advanced standing or credit in English in college.

## **CIS UMN Writing 1301**

Open to: 12th grade students  
Length: Semester

Enrollment is limited to 20 students. With this course, a student earns three high school credits and four university credits. The course provides guided practice in developing the individual student's strengths in writing through recitation, in-class workshops, and individual conferences. Writing assignments focus on defining purpose, organizing and developing content, analyzing audiences, drafting the whole essay and its parts, and revising and editing expository structure and style. The expectations and assignments are all at college level.

## **CIS UMN Literature 1001**

Open to: 12th grade students  
Length: Semester

This is a University of Minnesota class taught at South for 4 university credits and 3 high school credits. Students will read from a variety of literary selections of the 20th century by authors such as Tim O'Brien, James Baldwin, Nuruddin Farah, Ha Jin, Kate Chopin, Toni Morrison, and Samuel Beckett. Students will discuss literary form and interpretation, as well as responding to the works in a personal way by bringing their own experiences to bear. Both oral participation and literary analysis are an essential part of this class.

## **Communications and Community Arts: (H-Art – English)**

Open to: All 11th and 12th grade students  
Co-requisite: Students must also register for World History Topics: (H-Art/Social Studies)  
Length: Semester

H-Art is a unique course with an almost 30 year legacy at South High. In this community based class, students leave the school to partner with local arts organizations and arts mentors throughout the city to create and perform a variety of artworks around social justice oriented themes. Art forms include collage, spoken word, graffiti arts (mural making) theater arts, and participation in the May Day parade through partnership with In the Heart of the Beast Puppet Theater.

## **Communications and Global Topics (V.O.I.C.E.S.) (Values, Options, Issues, and Choices Explored in Society)**

Open to: 12th grade students  
Co-requisite: Students must also register for World History Topics: (V.O.I.C.E.S.)-Social Studies Dept.  
Length: Semester

South High School is the only Minneapolis public high school that offers this unique course to prepare students for a four-year college experience. This interdisciplinary course is focused on critical media study and media making. Students use professional recording and editing equipment to create photography portfolios, podcasts and documentary films focused on social justice issues they are passionate about. They work with community artists and mentors. These media productions are shared with real world audiences and center students as disruptors of the status quo.

## **ELA 10: Education Pathway (01553) or MCTC Intro to Urban Education**

Open to: All 10<sup>th</sup> grade students  
Length: Year-long

This course is a historical survey of literature exploring the schooling and educational philosophies in the United States, emphasizing the experiences of African Americans, American Indians, Latines/Chicanx and Asian Americans. Unit themes include: Race, Identity and School Experiences, Indigenous Education; Black Lives Matter at School; Language Justice; and Decolonizing Education. Students will read, write, research, and discuss current issues facing students, teachers, schools, districts and communities. Further, students will learn and practice communication strategies for engaging families and communities. This is a course aimed for students who are interested in becoming Future Educators.

## **ELA 11-12: Education Pathway Year 1 (010653), or MCTC Intro to Ethnic Studies Education and Multicultural Education**

Open to: All 11th and 12th grade students  
Prerequisite: MCTC 1500 Intro to Urban Education, US History Education Pathway or ELA 10: Ed Pathway  
Length: Year-long

The ELA 11-12: Education Pathway Year 1 course is the **Intro to Ethnic Studies Education and Multicultural Education** concurrent enrollment courses held at South High School in partnership with the Minneapolis College Education Department. They are part of the Education Pathway Grow Your Own Program, and are part of the Transfer Pathway courses that are accepted at other MN state colleges and universities, the University of Minnesota, and many private colleges and universities. This a year-long course and students can receive a total of 6 college credits if they meet requirements from Minneapolis College. Students must take Intro to Urban Education (also titled US History Education Pathway or ELA 10: Ed Pathway) before they take this course. Students will be eligible to have a Work Experience/Internship at one of our school partner sites, if they choose to at the end of this class. For more information, please see the Education Pathway section or go to the website <https://sites.google.com/mpls.k12.mn.us/edpathway>

## **ELA 11-12: Education Pathway Year 2 (01994), or Introduction to Special Education and Technology for Educators**

Open to: All 11th and 12th grade students  
Prerequisite: MCTC 1500 Intro to Urban Education, US History Education Pathway or ELA 10: Ed Pathway  
Length: Year-long

The ELA 11-12: Education Pathway Year 2 course is the **Introduction to Special Education and Technology for Educators** concurrent enrollment courses held at South High School in partnership with the Minneapolis College Education Department. They are part of the Education Pathway Grow Your Own Program, and are part of the Transfer Pathway courses that are accepted at other MN state colleges and universities, the University of Minnesota, and many private colleges and universities. This is a year-long course and students can receive a total of 5 college credits if they meet requirements from Minneapolis College. Students must take Intro to Urban Education (also titled US History Education Pathway or ELA 10: Ed Pathway) before they take this course. Students will be eligible to have a Work Experience/Internship at one of our school partner sites, if they choose to at the end of this class. Please see Education Pathway courses on pages 23-24 for a more detailed description.

### **English 11**

Open to: All 11th grade students  
Length: Year-long

Courses in this classification continue to develop students' writing skills by emphasizing clear, logical writing patterns, word choice and usage in essays and research papers. Students continue to read works of literature, which are often the basis for the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses.

### **English 12**

Open to: All 12th grade students  
Length: Year-long

Courses in this classification blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature while continuing to develop their language arts skills. Typically, students write multi-paragraph essays, but they may also write one or more research papers.

### **English Language Arts 9-12 [Partnership English - Contract English]**

Open to: 11th and 12th grade students who are behind in English credits.  
Prerequisite: Pre-approval by program staff  
Length: Semester

Partnership English is a class that is divided into two sections: First Credit and Second Credit. First credit is run like a regular grade level English class. Second credit is completed independently on your own time and during "Workshop days," which generally take place once a week after second credit assignments are introduced. This second credit, if passed, will be applied to a missing quarter credit you need for graduation. You can earn up to two second credits (an additional .5) per semester.

### **Humanities 1 - English (World Literature) – All Nations**

Open to: All 9th grade All Nations students  
Length: Year-long

This course will challenge students to read and think critically as they consider essential questions related to self, community, and the American Indian culture and its relationship to other world cultures. This course examines such questions as: What does it mean to be human? What is civilization? What is culture? It will challenge students to think critically and come to their own conclusions. Students will engage in activities designed to improve their skills in oral and written communication. Teachers in the program will work closely together to add an interdisciplinary approach to the students' ninth grade year.

This is a Pre-Advanced Placement course. It is designed to prepare students for Advanced Placement Literature and Composition and Language and Composition.

### **Humanities 1 - English (World Literature)**

Open to: All 9th grade students  
Length: Year-long

Humanities 1 is an English/Social Studies course. This course examines such basic questions as: What does it mean to be human? What is civilization? What is culture? It will challenge students to think critically and come to their own conclusions. Humanities is the core of a well-rounded Liberal Arts Education. Class discussion, critical reading and thinking, and various kinds of writing are emphasized.

This is a Pre-Advanced Placement course. It is designed to prepare students for Advanced Placement Literature and Composition and Language and Composition.

### **Humanities 2 - English (American Literature) - All Nations**

Open to: All 10th grade All Nations students  
Co-Requisite: Humanities 2-Social Studies – All Nations  
Length: Year-long

This class is an American Literature-based class asking the essential questions: How does history shape personal identity? Why do writers interpret, define or respond to historical events? To what extent is societal history reflected in writing? Research and expository writing skills are emphasized throughout.

This is a Pre-Advanced Placement course. It is designed to prepare students for Advanced Placement Literature and Composition and Language and Composition.

### **Humanities 2 - English (American Literature)**

Open to: All 10th grade students  
Co-Requisite: Humanities 2-Social Studies  
Length: Year-long

This course is part of an English/US History pairing in which students will investigate American thought and culture from the colonial period through the present using literature, art, and music. Critical reading, research and expository writing skills are emphasized throughout.

This is a Pre-Advanced Placement course. It is designed to prepare students for Advanced Placement Literature and Composition and Language and Composition.

messages delivery methods, and their influence on audiences and social institutions. Qualified students who complete the course may eligible to apply for summer internships.

# ENGLISH LEARNERS (EL)

## English Language Development (ELD) Classes

### Academic Language Development 9, 10, 11 & 12

Open to: 9, 10 11 & 12th grade English Learners (EL)  
Length: Year-long

This course will give further instruction in Academic English that students need to be successful in core content classes. All English Language classes will develop skills in reading, writing, listening, and speaking. However, Academic Language will have a strong focus on reading and writing.

Students will learn to:

- identify and utilize organizational features of grade level texts.
- understand the difference between academic and informal language.
- summarize, find main ideas and details, and use knowledge of grammar to better understand a text.
- recognize and effectively use English language structures for the purpose of comparing & contrasting, explaining or showing cause and effect, supporting with evidence, explaining events and procedures, and persuading.

### New-To-Country Multilingual EL Classes

#### ESL 1A

Open to: All WIDA Level 1 English Learners (EL)  
Length: Year-Long

The goal of this course is to support Level 1 New-to-Country students with emerging English literacy, focusing on vocabulary, grammar, guided reading activities and discussion.

#### ESL 1B

Open to: All WIDA Level 1 English Learners (EL)  
Length: Year-long

The goal of this course is to provide Level 1 New-to-Country students with English language development strategies, with the focus on reading, writing, listening and speaking skills.

#### ESL 2A

Open to: All WIDA Level 2 English Learners (EL)  
Length: Year-long

The goal of this course is to support Level 2 New-to-Country students with emerging English literacy, focusing on vocabulary, grammar, guided reading activities and discussion.

#### ESL 2B

Open to: All WIDA Level 2 English Learners (EL)  
Length: Year-long

The goal of this course is to provide Level 2 New-to-Country students with English language development strategies, with the focus on reading, writing, listening and speaking skills.

### **ESL3A**

Open to: All WIDA Level 3 English Learners (EL)  
Length: Year-long

The goal of this course is to support Level 3 New-to-Country students with emerging English literacy, focusing on vocabulary, grammar, guided reading activities and discussion, and to prepare students to be successful with grade level content language.

### **ESL 3B**

Open to: All WIDA Level 3 English Learners (EL)  
Length: Year-long

The goal of this course is to provide Level 2 New-to-Country students with English language development strategies, with the focus on reading, writing, listening and speaking skills, and to prepare students to be successful with grade level content language.

## **Sheltered and Co-taught Content Instruction Courses**

### **Intermediate Algebra (Sheltered)**

Open to: Multilingual EL students who have been in the country for five years or less, WIDA levels 1-3  
Length: Year-long

Sheltered Intermediate Algebra encourages and enables students to use the language, symbols and notation of mathematics, to be confident using mathematics to analyze and solve problems both in and out of school, and to develop the knowledge and skills necessary to pursue further studies in mathematics. The course includes a thorough review of linear relationships, an introduction to exponential and quadratic relationships, a foundation in the language of functions, a survey of transformations and a solid study of secondary level statistics and probability.

As a sheltered class, this class is designed for students who are developing English language proficiency. Students and teachers may utilize native language support, Bilingual AEs, direct language and vocabulary instruction, among other tools to help students succeed.

### **Biology (Sheltered)**

Open to: Multilingual EL students who have been in the country for five years or less, WIDA levels 1-3  
Length: Year-long

This course provides a general overview of what it means to be “alive” and is a preparation for more advanced study of living systems. Students will inquire into the history and nature of science, investigate and study basic biochemistry, ecology, evolution, cells, genetics, DNA and fundamental comparative anatomy. Students will explore questions about the application of biological concepts to their everyday life. This course builds on the scientific inquiry and laboratory skills taught in 9th grade physical science.

As a sheltered class, this class is designed for students who are developing English language proficiency. Students and teachers may utilize native language support, Bilingual AEs, direct language and vocabulary instruction, among other tools to help students succeed.



### **Physical Science (Sheltered)**

Open to: Multilingual EL students who have been in the country for five years or less, WIDA levels 1-3  
Length: Year-long

Through this laboratory course students will master their understanding of the required high school Physical Science standards, as well as much of the required Earth and Space Science and Nature of Science and Engineering standards. Students will learn about motion and forces, energy, electricity, atomic structure, and chemical and nuclear reactions. These concepts are in turn used to investigate earth and space systems such as evolution of the universe and Earth. Content learning takes place through the continued development of students' skills as scientists and engineers. The course sets the stage for further core and advanced science coursework. Instructional methods include hands-on investigations, guided inquiry, demonstrations, group work, lectures, projects, reading, and writing.

As a sheltered class, this class is designed for students who are developing English language proficiency. Students and teachers may utilize native language support, Bilingual AEs, direct language and vocabulary instruction, among other tools to help students succeed.

### **Race & Identity (Sheltered)**

Open to: Multilingual EL students who have been in the country for five years or less, WIDA levels 1-3  
Length: Year-long

In this interdisciplinary course students examine art, literature, history, politics, economics, and music, in an effort to explore how race has shaped the experiences of all people in the United States historically and today.

This course includes an explicit exploration of identity, intersectionality, and multiplicity. Students will engage in structural analysis of racism and colonialism that works towards dismantling oppression. Case studies will be centered around counter-narratives of communities of color. Students will have the opportunity for interdisciplinary learning that leads to action and co-construction of learning that connects the classroom to the community.

Skills emphasized include critical questioning and reading, participatory action research, discussion for deeper understanding, writing to convey ideas, analysis of art, and collaboration.

As a sheltered class, this class is designed for students who are developing English language proficiency. Students and teachers may utilize native language support, Bilingual AEs, direct language and vocabulary instruction, among other tools to help students succeed.

### **Human Geography (Sheltered)**

Open to: Multilingual EL students who have been in the country for five years or less, WIDA levels 1-3  
Length: Year-long

The purpose of the course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences in a global context. They also learn about the methods and tools geographers use in their science and practice.

As a sheltered class, this class is designed for students who are developing English language proficiency. Students and teachers may utilize native language support, Bilingual AEs, direct language and vocabulary instruction, among other tools to help students succeed.

## **Humanities 2-United States History (Sheltered)**

Open to: Multilingual EL students who have been in the country for five years or less, WIDA levels 1-3  
Length: Year-long

In this course, engage in interdisciplinary units that deepen their understanding of concepts in both disciplines while further developing their understanding of what it means to be an American. In this course, students study events in US history from pre-contact to present day and engage in critical thinking and analysis. Through various projects and activities, students develop their critical thinking ability while gaining an understanding of chronology. Students will learn the outcomes and consequences of decisions made, as well as use the skills and tools of the historian. Themes of colonization, revolution, nationalism, industrialization, immigration, war, economics, and foreign policy are introduced. Students investigate the various social and political factors that have shaped American democracy, the emergence of the US as a world power, the economic problems caused by changing conditions and the various social forces and movements that have shaped and reshaped the fabric of American society. They will do this by examining primary source documents and read what other historians have theorized regarding controversial issues of the past. This course is highly participatory including seminars, debates, role plays, and research projects.

As a sheltered class, this class is designed for students who are developing English language proficiency. Students and teachers may utilize native language support, Bilingual AEs, direct language and vocabulary instruction, among other tools to help students succeed.

## **Co-taught ELA (English) Classes**

### **Humanities 1 - English (World Literature) (Co-Taught)**

Open to: 9th grade Multilingual EL students, WIDA levels 3+ and/or have been in the country for 5+ years  
Length: Year-Long

Humanities 1 is an English/Social Studies course. This course examines such basic questions as: What does it mean to be human? What is civilization? What is culture? It will challenge students to think critically and come to their own conclusions. Humanities is the core of a well-rounded Liberal Arts Education. Class discussion, critical reading and thinking, and various kinds of writing are emphasized.

This is an Integrated ELA course, meaning it is co-taught with an EL and ELA teacher. The course is designed to provide direct English language instruction and support the academic and language needs of the students.

### **Humanities 2 - English (American Literature) (Co-Taught)**

Open to: 10th grade Multilingual EL students, WIDA levels 3+ and/or have been in the country 5+ years  
Length: Year-long

This course is part of an English/US History pairing in which students will investigate American thought and culture from the colonial period through the present using literature, art, and music. Critical reading, research and expository writing skills are emphasized throughout.

This is an Integrated ELA course, meaning it is co-taught with an EL and ELA teacher. The course is designed to provide direct English language instruction and support the academic and language needs of the students.

### **English 11 (Co-Taught)**

Open to: 11th grade Multilingual EL students, WIDA levels 3+ and/or have been in the country for 5+ years  
Length: Year-long

Courses in this classification continue to develop students' writing skills by emphasizing clear, logical writing patterns, word choice and usage in essays and research papers. Students continue to read works of literature, which are often the basis for the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses.

### **English 12 (Co-Taught)**

Open to: 12th grade Multilingual EL students, WIDA levels 3+ and/or have been in the country for 5+ years  
Length: Year-long

Courses in this classification blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature while continuing to develop their language arts skills. Typically, students write multi-paragraph essays, but they may also write one or more research papers.

This is an Integrated ELA course, meaning it is co-taught with an EL and ELA teacher. The course is designed to provide direct English language instruction and support the academic and language needs of the students.

### **AP English Lang and Composition (Co-Taught)**

Open to: 11th and 12th grade Multilingual EL students, WIDA levels 3+ and/or have been in the country 5+ years  
Length: Year-long

This challenging, year-long course is designed to prepare students for all types of college-level writing. Students will develop the skills they need to write academically, professionally and personally for all kinds of purposes. Students will practice the stages of the writing process from brainstorming through revision, engage in peer review of one another's work, and complete many informal and formal writing assignments. In addition, students will become skilled readers of a wide variety of non-fiction work, from memoir to essays to scholarly research. In May, students have the opportunity to take the AP English Language and Composition exam that may enable them to receive college credit in English.

This is an Integrated ELA course, meaning it is co-taught with an EL and ELA teacher. The course is designed to provide direct English language instruction and support the academic and language needs of the students.

### **Advanced Placement English Literature and Composition (Co-Taught)**

Open to: 11th and 12th grade Multilingual EL students, WIDA levels 3+ and/or have been in the country 5+ years  
Length: Year-long

In this challenging year-long course, students will engage in an intense, in-depth look at literature from both the traditional and non-traditional canon. Students will respond to these works critically, both orally and in writing. Discussion, short papers, and long essays are an essential part of this course. In May, students can take a National College Board examination that may enable them to receive advanced standing or credit in English in college.

# LEARNING CENTER

## *Language Arts*

### **English Strategies 9**

Open to: 9th grade Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Students gain essential literacy skills in reading, writing, and spelling such as: decoding: dividing multisyllabic words into parts, using background knowledge to visualize reading passages, literally comprehending, writing simple and compound sentences, and writing for personal expression.

### **English Strategies 10**

Open to: 10th grade Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Students gain competence in literacy skills in reading and writing such as: paraphrasing: summarizing text, inferentially comprehending: questioning, predicting, drawing conclusions, using background knowledge to visualize reading passages, writing simple, compound, and complex sentences and paragraphs, expanding academic vocabulary, spelling, and writing for personal expression.

### **English Strategies 11**

Open to: 11th grade Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Students gain additional language art skill such as analyzing, synthesizing and evaluating literature; expanding academic vocabulary, writing essays and research papers; writing for different purposes; and preparing oral presentations

### **English Strategies 12**

Open to: 12th grade Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

This course addresses the literacy needs for seniors. Continued emphasis is placed on strategies used to increase text comprehension and retention; the writing process; and making oral presentations. Students will increase their ability to interpret and evaluation complex works of literature.

### **Literacy**

Open to: Students with IEPs in the Autism Program  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

In this course students will develop their functional reading, writing, and listening skills. Students gain entry-level literacy skills in reading and writing such as: decoding: breaking words into sound parts, recognizing and spelling sight words, building a basic reading vocabulary, improving reading & listening comprehension, reading fluently: single words flowing into phrases, and writing fluently: writing simple sentences.

## **Post-Secondary Strategies 1**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Basic English literacy skills to increase student' ability to function independently at home and in the community. Students will learn to decode more difficult words and improve understanding of main ideas and details in written language. The course will also focus in learning and practicing critical verbal communications skills in a variety of settings.

## **MATHEMATICS**

### **Basic Math Strategies**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Students will develop an understanding of basic math concepts, basic operations, and problem-solving strategies as they increase fluency/automaticity of basic addition, subtraction, multiplication, and division facts, increase skills in working with basic fractions, decimals and percents, develop an understanding of place value to millions, understand/use basic calculator functions, solve one-step story problems, including money problems, gain knowledge of measurement concepts such as area, perimeter and time, acquire knowledge of geometric angles and shapes, and improve their ability to recognize patterns.

### **Daily Living/Consumer Math Strategies I**

Open to: Students with IEPs in the Autism program  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Students will develop a functional understanding of basic math concepts, basic operations, and problem solving strategies as they explore real life application of concepts related to addition, subtraction, multiplication, and division.

### **Daily Living/Consumer Math Strategies II**

Open to: Students with IEPs in the Life Skills program  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Students will develop a functional understanding of basic math concepts, basic operations, and problem solving strategies as they explore real life application of concepts related to addition, subtraction, multiplication, and division. The course will focus heavily on concepts related to money, measurement, fractions and mastery of percent. The course will teach calculator skills across all areas of the course.

### **Resource Transition to Algebra**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Students will continue to develop understanding and application of arithmetic and make connections to algebra and other mathematical concepts such as: review basic math computation and problem-solving skills, compute fractions (like, unlike and mixed number), improve understanding of concepts in decimals, percents and fractions—and how they interrelate, improve understanding of fraction concepts related to algebra and geometry, money application problem-solving, obtain knowledge of pre-algebra concepts, increase knowledge of basic geometry concepts, rounding numbers, estimation, statistics and probability, practice interpreting tables, graphs, charts (data analysis), increase calculator use skills, and prepare for MCA II math test.

### **Resource Intermediate Algebra**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Students will continue to build on the math concepts and skills acquired in Resource Transitions to Algebra such as: review properties of numbers and operations, learn to solve basic algebraic equations including ratio, proportion, variables and equations, application of geometry to measurement, increase knowledge of geometric concepts, data collection and analysis, create/interpret graphs, plot data and data analysis, problem-solving using multiple steps, and prepare for MCA II math test. This course mirrors Intermediate Algebra at a slower modified pace.

### **Resource Geometry**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Students will continue to build on the math concepts and skills acquired in Resource Intermediate Algebra such as: review properties of numbers and operations, learn to solve algebraic equations including ratio, proportion, variables and equations, application of geometry to measurement, increase knowledge of geometric concepts, data collection and analysis, create/interpret graphs, plot data and data analysis, problem-solving using multiple steps, and prepare for MCA II math test. This course mirrors Geometry at a slower modified pace.

### **Resource Advanced Algebra**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Students will continue to build on the math concepts and skills acquired in Resource Geometry such as: review properties of numbers and operations, learn to solve algebraic equations including ratio, proportion, variables and equations, application of geometry to measurement, increase knowledge of geometric concepts, data collection and analysis, create/interpret graphs, plot data and data analysis, problem-solving using multiple steps, and prepare for MCA II math test. This course mirrors Advanced Algebra at a slower modified pace.

### **Math Strategies 4**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Students will review previous learning and continue to build on the math concepts and skills acquired in Resource Intermediate Algebra and Resource Geometry such as: review properties of numbers and operations, learn to solve algebraic equations including ratio, proportion, variables and equations, application of geometry to measurement, increase knowledge of geometric concepts, data collection and analysis, create/interpret graphs, plot data and data analysis, problem-solving using multiple steps, and prepare for MCA II math test. This course is for students who want to keep up their math skills, take a 4th year of math, or need more intensive supports than continuing to Resource Advanced Algebra.

## ***Transition Courses***

### **Adult and Family Living**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

This course stresses the acquisition of social skills for setting appropriate life goals and becoming responsible, respectful adults. The course will cover these ideas as they relate to family, friendship, peer pressure, dating, healthy versus unhealthy relationships, STD's, lifestyle and goal planning, and sexual behaviors. This course stresses the acquisition of skills for understanding child development and responsible parenting. It will include units on Prenatal Stages/ Development, Child Development Stages, Discipline Methods, Roles of Parents, Qualities of a good parent, and various types of parent-child relationships.

### **Career Development**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Students staff and run a school coffee shop, learning skills in money management, customer service, entrepreneurship, marketing, and food service.

### **Career Exploration**

Open to: Students with IEPs and Autism Spectrum Disorders  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Students explore a variety of jobs and learn essential job skills by working at tasks in the school building, and at non-paid job sites in the community. Office skills, assembly, disassembly, maintenance, recycling and other entry-level employment opportunities are explored.

### **Careers Planning**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

This course is for students who will benefit from becoming familiar with the basics of finding and keeping a job. Students will also learn about a variety of career paths that match their needs and interests. At the end of the course, the students will feel comfortable and prepared to find work that is right for them.

### **Community Based Vocational Training**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long or Semester

The primary objective of the exploration and vocational training component is to provide students who are at least 16 years of age with the experience and skills necessary to gain entry level employment and/or additional training in their vocational interest areas. Students will be able to experience and explore the world of work in a variety of community-based settings. Job coaches, professional staff, and community site employees and supervisors will support the students.

## **Community Exploration**

Open to: Students with IEPs, Autism Spectrum Disorder, Life Skills, Resource  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long (or by semester when offered through Life Skills)

Students in the autism program learn to use public transportation, personal safety in the community, street safety, as well as accessing community resources such as restaurants, stores, banks, post offices, and libraries. Students explore community-based recreation and leisure opportunities, including parks, museums and special community events. Life Skill program students will learn about the kinds of helping resources available to all people in the community including health, employment, legal, housing, social service, recreation, and other common resources. The student will be able to name critical resources and understand their benefits, find contact information, and demonstrate the ability to access the community resource through extended practice in internet use and uses of public transportation resources.

When taught through the Life Skills program, this semester long course teaches students about the kinds of helping resources available to all people in the community including health, employment, legal, housing, social service, recreation, and other common resources. The student will be able to name critical resources, understand their benefits, find contact information, and demonstrate the ability to access the community resource.

## **Exploring Biological Environment**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Exploring the Biological Environment is a year-long course that focuses on the environment of the human body. Students will learn about the major human body systems, the impact of life choices on health/disease, and reproduction and development.

## **Financial Concepts**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

This semester long course stresses the mastery of basic money management skills as they apply to daily living including understanding your paycheck, creating and following budgets, banking, interest, record keeping, and financial organization skills.

## **High School Foundations**

Open to: 9th Grade Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

High School Foundations is designed to provide students with needed advocacy and AVID study skills as well as give students time to apply these strategies to assignments from media sources to prepare students for High School General Education classes and College. This course focuses on the development of critical thinking skills, skills for self-advocacy, academic and social skills as well as independent work habits including self-study routines and self-monitoring skills.

## **Independent Living**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

This course will cover 3 major skill areas students need in order to live independently. The course will provide instruction and activities in searching for an apartment, maintaining a home, and buying and preparing healthy and economic meals.



## **PAES Lab**

Open to: Students with IEPs and Autism Spectrum Disorders  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

This class will provide students with special needs the opportunity to explore the world of work as they gain the necessary skills to successfully participate in job experiences at PAES lab (Practical Assessment Exploration System) and the community.

## **Problem Solving**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

This course will cover skills related to impulse control, conflict resolution and problem solving in real life scenarios. Students will learn how to handle conflicts appropriately, learn anger management skills and appropriate boundaries to help develop their interpersonal skills.

## **Recreation & Leisure**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

This course will guide students in the development of skills needed to engage in leisure and recreational activities in their community. Skills taught include making choices, socializing with friends, playing games, participating in groups, and planning. Students learn about different recreation resources. Exposure to a variety of leisure activities helps students learn what they like to do in their free time. These opportunities help students practice their communication and social interactions as well as develop friendships. Students will build knowledge to be successful using social emotional skills in Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

## **Fitness Recreation and Leisure**

Open to: Students with IEPs and Autism Spectrum Disorders  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

This Recreation/Leisure class focuses on the social skill acquisition for students with autism and other disabilities through the use of team sports, games, and individual recreation activities. The class is for students in the ASD program as well as other special education students. The class will address social recreation and leisure needs in the community and school environment. On a daily basis, social skills will be taught, as students are encouraged to identify and participate in activities that provide leisure or are a way to relax during the day. Students will be encouraged to participate together in games and work on the skills it takes to display positive sportsmanship. Students will also be encouraged to identify individual activities that can be calming and enjoyable. Weekly activities and discussion will also focus on various social skills needed to interact and participate with others in the community.

## **People and Places**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Semester (paired with Responsible Adulthood/Citizenship)

Students will obtain knowledge of important people and events that shaped our country during specified periods throughout history and that affect our lives today. Study will include important roles that people play in our society, concepts related to geography, and skills to help students understand various cultures within our society and the world.

## Self Advocacy

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Semester

This course will assist students in the development of knowledge to be successful using social emotional skills in Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. Social/Emotional skills refer to a person's ability to regulate and express emotions appropriately, understand their own as well as the feelings of others, build relationships and solve social problems with adults and peers, and the ability to interact successfully in a group.

## Self Aware and Self Management

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Semester

This course will assist students in the development of knowledge to be successful using social emotional skills in Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. Social/Emotional skills refer to a person's ability to regulate and express emotions appropriately, understand their own as well as the feelings of others, build relationships and solve social problems with adults and peers, and the ability to interact successfully in a group.

## Senior Transition Seminar

Open to: 12th grade Students with transition needs identified through the evaluation process.  
Prerequisite: Approval of case manager  
Length: Year-long

This yearlong course will be offered to high school seniors as a review of previously taught transition skills needed in order to live a healthy, safe and independent life. The course covers skills in community exploration, financial responsibility, personal health, and healthy relationships.

## Strategies for Success

Open to: 10th grade Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

This class is for the student to develop and apply skills and knowledge to become academically independent. This course is IEP driven to meet the needs of the student in assistance with learning strategies presented in a small group setting. Research-based learning strategies are incorporated into the Strategies for Success class time with students utilizing curricula from the Strategic Instruction Model (SIM) via the Kansas University Center for Research on Learning (KU-CRL). This is a credit class that prepares the student to develop skills that will support him or her in achieving greater success in academic classes.

## Readiness for College-Career

Open to: 11th grade Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

**AVID STRATEGIES** - reading, writing, and critical thinking, academic behaviors, including organization, time management, and goal setting, -- WICOR , incorporates teaching/learning methodologies in the critical areas of *Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn*. WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula.

# MATHEMATICS

## Intermediate Algebra

Open to: All students  
Length: Year-long

Intermediate Algebra course encourages and enables students to use the language, symbols and notation of mathematics, to be confident using mathematics to analyze and solve problems both in and out of school, and to develop the knowledge and skills necessary to pursue further studies in mathematics. The course includes a thorough review of linear relationships, an introduction to exponential and quadratic relationships, a survey of transformations and a solid study of secondary level statistics and probability.

## Geometry

Open to: All students  
Prerequisite: Successful completion of Intermediate Algebra  
Length: Year-long

Geometry students will study points, lines, line segments, rays, planes, and vectors in their exploration of angles, polygons, circles, lengths, areas, and volumes. The concepts of justified mathematical reasoning and logic based on mathematical conjectures will be emphasized. Algebraic skills will be used and expanded upon as we build further understanding of the interconnectedness of mathematics. Emphasis will be placed on congruent figures, as well as similar figures and their ratios, and right triangle trigonometric ratios.

## Advanced Algebra

Open to: All students  
Prerequisite: Successful completion of Geometry and Intermediate Algebra  
Length: Year-long

Advanced Algebra students will learn how to recognize, describe and generalize patterns to make predictions; use algebraic symbols and operations to represent and analyze mathematical structures and relationships; analyze the relationships and interactions between quantities to model and compare patterns of change for complex functions. Students will study sequences, linear, polynomial, and exponential functions, logarithmic functions, and the graphs that correspond to them, transformations, growth, and decay models, learn how to factor, solve radicals, and understand complex numbers. Special attention will be given to how to use graphing calculators and other technologies to solve problems.

## College Prep Algebra and Statistics

Open to: All 11th and 12th grade students  
Prerequisite: Successful completion of 3 Quarters of Advanced Algebra  
Length: Year-long

College Prep Algebra and Statistics students will use algebraic symbols and operations to represent and analyze mathematical structures and relationships. The course includes practical applications of algebraic skills used to further and deepen understanding of the interconnectedness of mathematics, through linear exponential and quadratic relationships. This course is designed as a 4th year review class aimed at providing Seniors a solid foundation in mathematical understanding and fluency.

## AP Pre-Calculus

Open to: All students  
Prerequisite: Successful completion of Advanced Algebra  
Length: Year-long

In preparation for Calculus, students in Precalculus hone their algebraic manipulation skills while they study multiple representations of functions including polynomial, rational, exponential, logarithmic, circular and triangular trigonometry, vectors, the connection between trigonometry and the complex plane, systems of equations including matrices, discrete math topics including fundamental counting principle, probability, sequences and series. The year is capped off with evaluating limits including the definitions differentiation and integration.

## Advanced Placement AB Calculus

Open to: All students  
Prerequisite: Successful completion of Pre-Calculus  
Length: Year-long

This is a one-year course in differential and integral calculus. A college level textbook is used. Students in the course prepare for the College Entrance Examination for Advanced Placement in Calculus AB that is given in May. Some colleges or universities may grant credit and/or advanced placement based on the score received on the exam. Applications using graphing calculators will be included. Before studying Calculus, all students should complete four years of secondary mathematics designed for college-bound students: Algebra, geometry, trigonometry, analytic geometry and elementary functions. These functions included linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric and piecewise-defined functions. Students must also understand the language of functions (domain and range, even and odd, periodic, symmetry, zeros, intercepts, etc.) and know the values of the trigonometric functions around the unit circle.

## Advanced Placement BC Calculus

Open to: All students  
Prerequisite: Successful completion of Pre-Calculus  
Length: Year-long

Calculus BC is an Advanced Placement (AP) course that will cover the topics in the AB Calculus course in addition to more advanced topics including parametric, polar and vector functions, polynomial approximations and series and their derivatives. Before studying Calculus, all students should complete four years of secondary mathematics designed for college-bound students: Algebra, geometry, trigonometry, analytic geometry and elementary functions. These functions included linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric and piecewise-defined functions. Students must also understand the language of functions (domain and range, even and odd, periodic, symmetry, zeros, intercepts, etc.) and know the values of the trigonometric functions around the unit circle. Passage of the AP Calculus BC exam will result in a sub score for AP Calculus AB (a potential credit for a collegiate first semester) as well as a score for AP Calculus BC (a potential credit for a collegiate second semester). Due to the expectation that students understand the use of calculators, it is recommended that students have a graphing calculator.

## Advanced Placement Statistics

Open to: All students  
Prerequisite: Successful completion of Advanced Algebra  
Length: Year-long

AP Statistics is the equivalent of a one semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance phenomena. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. The textbook supports the TI-83, TI-84, and TI-89 graphing calculators. Statistical software and Web-based java applets are used to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data.

# MUSIC

## **INSTRUMENTAL**

### **Concert Band**

Open to: Any students who meets prerequisite  
Prerequisite: Instructor's permission and audition required.  
Length: Year-long

This ensemble is for any musician interested in continuing their band experience beyond middle school. No audition is required, but prior band experience is necessary. You will learn new techniques on your instrument through the rehearsal and performance of varied literature and increase your knowledge of music theory and terminology. This group performs three evening concerts a year. The school will provide an instrument for you at no extra cost.

### **Wind Ensemble**

Open to: Any student who meets prerequisite  
Prerequisite: Instructor's permission and audition required  
Length: Year-long

This ensemble is for any musician interested in continuing their band experience at a challenging level. An audition is required to join this ensemble. You will learn new techniques on your instrument through the rehearsal and performance of varied literature and increase your knowledge of music theory and terminology. This group performs three evening concerts a year. The school will provide an instrument for you at no extra cost.

### **Jazz Ensemble**

Open to: Any student who meets prerequisite  
Prerequisite: Prior experience on your instrument (doesn't have to be jazz) and instructor's permission  
Length: Year-long

This ensemble performs many different genres of music including swing, bop, funk, rock, and more. Improvisation and stylistic interpretation is the focus of this group. Auditions for the jazz ensembles are held in early September of each school year. Students can audition on any instruments. Jazz I performs several public concerts a year.

### **Beginning Orchestra**

Open to: All students  
Length: Year-long

This course is designed to give students the opportunity to learn or relearn how to play a violin, viola, cello or bass. These may be students who have never had a chance to play before or who are interested in learning a different instrument. A strong emphasis is placed on the basics of music and each individual instrument. This class provides the necessary tools for the student to move into the String Orchestra and a more expansive group experience. The school will provide an instrument for you at no extra cost.

### **Intermediate Orchestra**

Open to: Any student who meets prerequisite  
Prerequisite: Instructor's permission and audition required  
Length: Year-long

The Chamber Orchestra is a group of musicians who perform at a high level of proficiency. The group offers advanced students a challenge of performing standard orchestral literature at a difficult level. The student learns the principles of phrasing, intonation, sight-reading, and style. The Chamber Orchestra performs numerous concerts throughout the year. The school will provide an instrument for you at no extra cost.

## **VOCAL**

### **Advanced Choir**

Open to: All students  
Prerequisite: Prior experience in school choir required  
Length: Year-long

This advanced-level mixed vocal ensemble of sopranos, altos, tenors, and basses is for the experienced choral student. More rigorous note-reading and concepts are learned and practiced, as are artistic elements of healthy and expressive singing. Students engage with music from varied genres and time periods. This ensemble traditionally performs at least four evening public concerts a year and performs at graduation and outside the school. The student needs to have a desire to use their voice in artistic collaboration with the rest of the ensemble and to represent the school with pride and distinction both inside and outside the school. This ensemble traditionally tours nationally each spring. Prior choral experience is required.

## **GENERAL MUSIC**

### **Intro to Modern Band**

Open to: All Students  
Length: Semester

Students explore the instruments in a modern band while learning how to read various types of musical notation and learning to play basic chords, melodies and rhythms on guitar, bass, keyboard, and drums. Students develop their skills independently and in small groups with an opportunity to perform.

### **Modern Band**

Open to: Any student who meets prerequisite  
Prerequisite: Intro to Modern Band or Instructor's permission  
Length: Year-long

Students learn complex chords, multiple scales, and complex rhythms on guitar, bass, keyboard, and drums. Students learn academic musicianship through reading different types of musical notation and exploring modern music theory. Students learn how to write/compose their own music. Students develop their skills both independently and in small groups. Students are expected to perform.

### **Advanced Modern Band**

Open to: Any student who meets prerequisite  
Prerequisite: Intro to Modern Band and Modern Band or Instructor's permission  
Length: Year-long

This course prepares students for a post-secondary college or career music path. Students continue developing their skills on multiple modern band instruments through focused, small-group work. Students further their academic musicianship and understanding of music theory through performance, composition, arranging, production, and musical analysis. Students are expected to work independently and perform within and outside of class-directed activities.

### **Song Writing**

Open to: All Students  
Length: Semester

Students will create music melodies and lyrics using existing chord progressions and create new chord progressions.

### **Sound Production**

Open to: All Students  
Length: Semester

Students will explore and create music using technology. Students will explore basic music theory concepts by mixing, developing, and modifying loops to create music. All levels of experience are welcomed and encouraged to participate.

### **Vocal Music Studio**

Open to: All Students  
Length: Semester

Students will use their spoken and singing voice to express lyrics and emotions in a variety of projects and styles of music.

### **World Music**

Open to: All Students  
Length: Semester

Students will explore, respond to, and perform traditional, folk, and pop genres from major musical traditions in Africa, Asia, the Americas, Europe, and the Middle East. We approach music as both a human and social experience and explore the relationship between music making and other domains of human experience.

# PHYSICAL EDUCATION AND HEALTH

The mission of the South High Physical Education and Health Department is to provide all students with an active learning education that prepares students to be physically and mentally active and healthy throughout their life. At SHS, we understand the connection between fitness and academic success. We also know that Physical Education leads to active, healthy lifestyles outside of school; therefore, we strive to help students build confidence in their ability to lead active lifestyles and take control of their own health. The SHS Health and Physical Education classes will motivate and support students in maintaining and improving their health, gaining the knowledge to prevent disease, and reduce health-related risk behaviors; allowing students to develop and demonstrate health-related knowledge, attitudes, skills, and practices.

## Fitness for Life

Open to: All students (Recommended to take in 9<sup>th</sup> or 10<sup>th</sup> Grade)  
Length: Semester

This class is **required** and fulfills the Physical Education graduation credit for all students. Fitness for Life will provide a structured class that is designed to increase students' interest in lifelong physical activity. Students will learn the fundamentals, strategies, and concepts for achieving individual physical fitness. Fitness assessments, goal setting and fitness analysis are emphasized. A variety of competitive and recreational activities are integrated into this course to help students develop basic knowledge, skills, and understanding of these activities and to help improve personal fitness levels. Students will also receive an introduction to the weight room, along with basic strength training principles, and nutrition concepts. Activities will be covered according to the National and Minnesota State Physical Education Standards.

## Health

Open to: All students (Recommended to take in 9<sup>th</sup> or 10<sup>th</sup> Grade)  
Length: Semester

This class is **required** and fulfills the Health Education graduation requirement for all students. Health will provide students with the knowledge and skills needed to help them develop a healthy lifestyle and practice healthy behaviors. This course is intended to increase the student's knowledge of health and to enable the student to analyze his/her attitudes and behaviors in an effort to enhance his/her quality of life. Students will be exposed to current and medically accurate and responsible information from the health field. Topics will be covered according to National and Minnesota State Health Standards: Nutrition & Physical Activity, Tobacco, Alcohol & Other Drug Prevention, Violence & Injury Prevention, Emotional & Mental Health, Abstinence, Personal & Sexual Health, HIV, STD & Pregnancy Prevention.

## Developmental Adaptive Physical Education (DAPE)

Open to: All students with DAPE on their IEP  
Length: Semester

Developmental Adapted Physical Education (DAPE) is a branch of special education that helps students with disabilities be successful in Physical Education and recreational activities. Our goal is for students to develop the necessary fitness and transition skills in recreation and leisure by designing appropriate outcomes for students based on their ability level. Activities may include: fitness, strength training, team sports, recreational and lifetime skills with emphasis on meeting individual IEP needs.

## Personal and Community Health

Open to: All WIDA Level 1 and 2 English Learners (EL)  
Length: Semester

This class will help level 1 and 2 ELL students develop their personal health and health skills vocabulary in order to prepare students to be successful in Health Education class. Students will cover topics such as nutrition, stress management, personal hygiene, disease prevention, first aide, and current health issues and topics. Students will also improve their health vocabulary and knowledge while learning about how to access health information online, how to access the health care system and learn about valuable community resources.



## Team Sports

Open to: All students  
Length: Semester  
Prerequisite: Successful completion of Fitness for Life

This is an **elective** class and does not fulfill the Physical Education graduation requirement. Team Sports is a co-ed course that offers a variety of team and dual sports with the emphasis on team play and tournaments. The purpose of this class is to provide students with an opportunity to participate in a wide variety of activities in an organized setting to improve their personal fitness. Come join the fun and prepare for an enjoyable, healthy activity, while learning skills that will crossover into every aspect of your life. Activities may include: flag football, Team Handball, Pickleball, Floor Hockey, Lacrosse, Badminton, Soccer, Softball, Ultimate, and Speedball. Be prepared to put forth effort and fully participate in all class activities.

## Team Sports II

Open to: All 10th through 12th grade students  
Prerequisite: Successful completion of Fitness for Life and Team Sports I  
Length: Semester

This is an elective class and does not fulfill the Physical Education graduation requirement. Team Sports II is an advanced co-ed course that offers a variety of team and dual sports. Students must have basic knowledge of rules and strategy of most team sports played in Team Sports. Students must be ready to facilitate and coordinate tournaments and lead activities. Emphasis will be on tournament play. Be prepared to put forth effort and to fully participate in all class activities.

## Weight Training

Open to: All students  
Prerequisite: Successful completion of Fitness for Life  
Length: Semester

This is an **elective** class and does not fulfill the Physical Education graduation requirement. Strength and Conditioning is a co-ed course designed to meet the needs of the beginner as well as the experienced fitness enthusiast, the athlete and the non-athlete. Students will work on strength development and personal fitness through the use of evidence-based strength training principles and conditioning activities. Topics include: proper lift techniques, strength training, speed training, agility training, physiology of exercise, and various training methods. Test and measurement of fitness, strength, and conditioning will be part of this course for evaluation. Be prepared to work and put forth effort.

**\*Due to the nature of the lifts, we will follow department safety and liability protocol.**

## Weight Training II

Open to: All 10th through 12th grade students  
Prerequisite: Successful completion of Fitness for Life and Weight Training I  
Length: Semester

This is an **elective** class and does not fulfill the Physical Education graduation requirement. Weight Training II is a co-ed course designed to meet the needs of the advanced lifter. Students will increase their knowledge of strength training principles and apply these principles through the development and implementation of a personalized fitness program based upon student goals. Topics include: proper lift techniques, strength training, speed training, agility training, physiology of exercise, and various training methods. Test and measurement of fitness, strength, and conditioning will be part of this course for evaluation. Be prepared to work and put forth effort.

**\*Due to the nature of the lifts, we will follow department safety and liability protocol.**

## **World Games**

Open to: All WIDA Level 1 and 2 English Learners (EL)  
Length: Semester

This is an elective class that is designed for the student who wished to explore activities that are played throughout the world. These are creative and challenging for both the mind and body, with emphasis on cultural history and game play. Strength and conditioning will be utilized for these activities, and there will be times where this domain will be needed to help the student better prepare for a successful participation in the unit covered. Units will focus on games that include recreational balls made from various materials.

# SCIENCE

## Physical Science

Open to: All 9th grade students  
Length: Year-long

Through this laboratory course students will master their understanding of the required high school Physical Science standards, as well as much of the required Earth and Space Science and Nature of Science and Engineering standards. Students will learn about motion and forces, energy, electricity, atomic structure, and chemical and nuclear reactions. These concepts are in turn used to investigate earth and space systems such as evolution of the universe and Earth. Content learning takes place through the continued development of students' skills as scientists and engineers. The course sets the stage for further core and advanced science coursework. Instructional methods include hands-on investigations, guided inquiry, demonstrations, group work, lectures, projects, reading, and writing.

## Biology

Open to: All 10th grade students  
Length: Year-long

This course provides a general overview of what it means to be "alive" and is a preparation for more advanced study of living systems. Students will inquire into the history and nature of science, investigate and study basic biochemistry, ecology, evolution, cells, genetics, DNA and fundamental comparative anatomy. Students will explore questions about the application of biological concepts to their everyday life. This course builds on the scientific inquiry and laboratory skills taught in 9<sup>th</sup> grade physical science.

## AP Biology

Open to: All 11th and 12th grade students  
Length: Year-long

This is a rigorous yearlong course that follows the curriculum of an introductory college course. The class materials draw extensively on current materials from scientific journals and research. The course covers selected topics in biochemistry, cell biology, energy, heredity, ecology, molecular genetics, biotechnology, evolutions, systematics and homeostasis. Students will learn through the use of periodicals, text, class discussion, laboratories, guest speakers, demonstration and independent investigations. The course will prepare students to take the College Board AP Biology Test in May. This course uses knowledge from previous chemistry, biology and physics courses.

## Physics

Open to: All 11th and 12th grade students  
Length: Year-long

The purpose of the course is to extend the student's ability to conduct inquiry, develop explanations based on evidence, understand the nature of science, and solve fundamental physics problems both conceptually and quantitatively. The ultimate goal is to produce more scientifically literate citizens who are able to use critical thinking skills to solve problems and make decisions. Topics included in this course follow the state benchmarks which include the following: motion, energy, gravity, astronomy, electricity, magnetism, sound and light.

## CIS UMN (PHYS 1101) Physics - Introductory College Physics

Open to: All 11th and 12th grade students who have successfully completed Advanced Algebra  
Length: Year-long

Students learn the fundamental principles of physics in the context of the everyday world. This course involves the use of kinematics/dynamics principles and quantitative/qualitative problem-solving techniques to understand natural phenomena. Students learn through inquiry, lecture, group problem solving and lab. Students enrolling in PHYS 1101W must be juniors or seniors in high school, have earned a B or better in a rigorous algebra 2/trig (or equivalent) course, AND have completed prerequisite courses in high school algebra, geometry, and trigonometry. This class places an emphasis on solving problems using mathematical equations.

## **Chemistry**

Open to: All 11th and 12th grade students  
Length: Year-long

This is a two semester sequential course which explores matter, measurement, chemical notation, atomic structure, chemical periodicity, chemical bonds, kinetic theory, gases, chemical reactions, mole concept, stoichiometry, acids and bases, solutions, organic chemistry, nuclear chemistry, oxidation-reduction reactions, electrochemistry, and chemical/environmental issues. Lectures, demonstrations, group problem solving and laboratory investigations are an integral part of this course. Keep in mind that the entrance requirements of many colleges now include one year of high school chemistry. This course uses Algebra skills.

## **AP Chemistry**

Open to: All 10th through 12th grade students who have successfully completed Advanced Algebra  
Length: Year-long

This course is designed to provide a solid, first-year college chemistry experience, both conceptually and in the laboratory. The labs serve to supplement learning in the lecture discussion section of the course. Problem solving skills, both on paper and in the lab, are emphasized to discover more about how chemistry works. Topics include reaction stoichiometry, bonding, equilibrium, thermodynamics and electrochemistry. This is a rigorous fast paced course. Students are expected to take the College Board AP Chemistry Test. This course uses Algebra II and Trigonometry skills.

## **AP Environmental Science**

Open to: All 12th grade students  
Length: Year-long

The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students will engage with topics through hands-on/inquiry activities, laboratory experiments, and classroom discussion. Students will have the opportunity to attend field trips that support multiple course concepts. Students will also be expected to engage in a citizen science research project and community engagement activities.

## **CIS UMN (CI1563) Physics EPP- Physics by Inquiry**

Open to: All 11th and 12th grade students  
Length: Semester

This class is a physics course designed primarily (though not exclusively) for non-science majors and future teachers. It focuses on students learning physics by participating in the process of scientific discovery and applying that content to solving qualitative problems, rather than on the quantitative problem solving found in a traditional physics course. In addition, the content (ranging from properties of magnets, to light and color and optics, to astronomy and others) differs from that found in a traditional physics course. Students collaborate with their peers to conduct experiments, generate theories of how things work based on their observations, and refine their theories by further experimentation. Emphasis in the course is placed on knowing the evidence that supports a theory, NOT on use of physics mathematical equations. The non-traditional perspective of learning physics through hands-on experimentation and peer discussion, and making use of evidence in scientific argumentation makes this course useful for students whether or not they are interested in further studies in science.

**Astronomy (Science Elective Credit – Does NOT meet Science Standard for Graduation)  
(offered on a rotating basis)**

Open to: All Students  
Length: Semester

This course includes the foundational principles of astronomy. We will discuss the smallest and largest things in the universe, the Earth and Moon, the solar system, our star the Sun, galaxies, black holes, and the birth & death of our Universe. You will engage in learning through hands-on activities, laboratory experiments, inquiry activities, guided practice, class and small group discussion, and problem solving. **Expect to learn by exploring, thinking, and doing.**

**Forensic Science (Science Elective Credit – Does NOT meet Science Standard for Graduation) (offered on a rotating basis)**

Open to: All Students  
Length: Semester

This course is rich in exploration and lab investigation which applies many disciplines of scientific study such as biology/anatomy, chemistry, and physics to solving crimes. In this course, we will explore methods for collecting and analyzing a wide variety of evidence such as hair, fiber, fingerprints, blood, DNA, impressions and ballistics. This is an elective science course available to all students.

# SOCIAL STUDIES

## Human Geography

Open to: All 9th grade students  
Length: Semester

The purpose of the course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences in a global context. They also learn about the methods and tools geographers use in their science and practice.

## Race & Identity Studies

Open to: All 9th grade students  
Length: Semester

In this interdisciplinary course students examine art, literature, history, politics, economics, and music, in an effort to explore how race has shaped the experiences of all people in the United States historically and today.

This course includes an explicit exploration of identity, intersectionality, and multiplicity. Students will engage in structural analysis of racism and colonialism that works towards dismantling oppression. Case studies will be centered around counter-narratives of communities of color. Students will have the opportunity for interdisciplinary learning that leads to action and co-construction of learning that connects the classroom to the community.

Skills emphasized include critical questioning and reading, participatory action research, discussion for deeper understanding, writing to convey ideas, analysis of art, and collaboration

## Humanities 2-United States History (US History) – All Nations

Open to: All 10th Grade All Nations students  
Co-requisite: Humanities 2/ English – All Nations  
Length: Year-long

This course is part of the All Nations programs sequence for 10<sup>th</sup> graders in English and Social Studies. Students engage in interdisciplinary units that deepen their understanding of concepts in both disciplines while further developing their understanding of what it means to be an American. In this course, students study events in US history from pre-contact to present day and engage in critical thinking and analysis. Through various projects and activities, students develop their critical thinking ability while gaining an understanding of chronology. Students will learn the outcomes and consequences of decisions made, as well as use the skills and tools of the historian. Themes of colonization, revolution, nationalism, industrialization, immigration, war, economics, and foreign policy are introduced. Students investigate the various social and political factors that have shaped American democracy, the emergence of the US as a world power, the economic problems caused by changing conditions and the various social forces and movements that have shaped and reshaped the fabric of American society. They will do this by examining primary source documents and read what other historians have theorized regarding controversial issues of the past. This course is highly participatory including seminars, debates, role plays, and research projects.

## Humanities 2-United States History (US History)

Open to: All 10th grade students  
Co-requisite: Humanities 2/English  
Length: Year-long

Students engage in interdisciplinary units that deepen their understanding of concepts in both disciplines while further developing their understanding of what it means to be an American. In this course, students study events in US history from pre-contact to present day and engage in critical thinking and analysis. Through various projects and activities, students develop their critical thinking ability while gaining an understanding of chronology. Students will learn the outcomes and consequences of decisions made, as well as use the skills and tools of the historian. Themes of colonization, revolution, nationalism, industrialization, immigration, war, economics, and foreign policy are introduced. Students investigate the various social and political factors that have shaped American democracy, the emergence of the US as a world power, the economic problems caused by changing conditions and the various social forces and movements that have shaped and reshaped the fabric of American society. They will do this by examining primary source documents and read what other historians have theorized regarding controversial issues of the past. This course is highly participatory including seminars, debates, role plays, and research projects.

## U.S. History Education Pathway Foundations (020412), or MCTC 1500 Intro to Urban Education (02041)

Open to: All 10th through 12th grade students  
Prerequisite: Application process  
Length: Year-long

*The U.S. History Education Pathway course is the MCTC Intro to Urban Education concurrent enrollment course held at South High School in partnership with the Minneapolis College Education Department. The Education Pathway Grow Your Own Program courses are part of the Transfer Pathway courses that are accepted at other MN state colleges and universities, the University of Minnesota, and many private colleges and universities. This is a year-long course and students can receive a 3 college credits if they meet requirements from Minneapolis College. This is the prerequisite course to taking up to 15 Education Pathway college credit courses, and to participate in the Work Experience/Internship at one of our school partner sites at Anishinabe, Sullivan STEAM or Folwell Elementary. For more information, please see the Education Pathway section or go to the website <https://sites.google.com/mps.k12.mn.us/edpathway>*

## World History

Open to: All 11th grade students  
Length: Year-long

The course is designed to develop greater understanding of the evolution of global processes and human interactions with their environment and other societies. The course highlights the nature of changes in international cultures throughout history and their causes and consequences. The course builds on an understanding of cultural, institutional, and technological advances that set the human stage.

## AP Psychology (Elective Credit – Does NOT meet Social Studies Standard for Graduation) [offered on a rotating basis]

Open to: All 11th and 12th grade students  
Length: Semester

This course will offer a challenging, fast-paced look into the human brain including basic theories of behavior, sense and perception, states of consciousness, motivation, emotion, personality, and aspects of Developmental Psychology with an emphasis on adolescents. Different psychological methods will be researched and employed to help form deeper understandings of developmental theories, issues concerning emotions/conflict/stress, and to debate issues as diverse as heredity/environment, and parapsychology. In addition to completing core assignments, students are required to complete core options related to the course.

## **AP MicroEconomics**

Open to: All 12th grade students  
Length: Semester

Courses in this classification follow the College Board's suggested curriculum and parallel college-level microeconomics. They provide a thorough understanding of the principles of economics that apply to the functions of individual decision-makers (both consumers and producers). Courses may place primary emphasis on the nature and functions of product markets, while including a study of factor markets and the role of government in the economy.

## **AP US Government**

Open to: All 12th grade students  
Length: Semester

Courses in this classification follow the College Board's suggested curriculum and parallel college level political science course. Students study general concepts used to interpret US Politics and analyze specific case studies. They cover the constitutional underpinnings of the US Government, political beliefs and behaviors, political parties, the institutions and policy process of national government, and civil rights and liberties.

## **Economics**

Open to: All 11th and 12th grade students  
Length: Semester

The economics component covers basic concepts used in both micro and macro economics. Topics such as supply and demand, productivity, taxation and investment, inflation and gross national and domestic product are introduced.

## **US Government**

Open to: All 11th and 12th grade students  
Length: Semester

The government component covers topics primarily concerned with the United States government at all levels – federal, legislative, and judicial. The Constitution, voting behavior, and the three branches will all be addressed. Analyzing Supreme Court decisions and staging mock trials will also be important tools in this section of the class.

## **Partnership Social Studies**

Open to: 11th and 12th grade students who are behind in Social Studies credit  
Prerequisite: Pre-approval by program staff  
Length: Semester

Partnership Social Studies offers classes emphasizing US Government and Human Geography offered over the school year. Students encounter material presented a variety of ways: reading, speakers, videos, and hands on projects. Second credit is completed independently on your own time and during "Workshop days," which generally take place once a week after second credit assignments are introduced. This second credit, if passed, will be applied to a missing quarter credit you need for graduation. You can earn up to two second credits (an additional .5 per semester).



### **World History Topics: H-Art (Elective Credit – Does NOT meet Social Studies Standard for Graduation)**

Open to: All 11th and 12th grade students  
Co-requisite: Students must also register for H-Art/English  
Length: Semester

H-Art is an interdisciplinary course offering English and Social Studies credit. Each year a common theme is chosen for students to study and research. Research, writing, public performance skills and the artistry of many cultures are emphasized. The students incorporate what they learn into a play script and performance that they produce in collaboration with the Illusion Theater. The theme is also used in the writings for the book that is created with the Minnesota Book Arts partnership project. Students work with the Heart of the Beast Puppet Theater and are a part of the community May Day Parade. Other artists, art agencies, and speakers work with the students throughout the semester as needed to complete the projects.

### **World History Topic: V.O.I.C.E.S. - (Values, Options, Issues and Choices Explored in Society) (Elective Credit – Does NOT meet Social Studies Standard for Graduation)**

Open to: All 12th grade students by application  
Co-requisite: Students must also register for V.O.I.C.E.S.-English  
Length: Semester

South High School is the only Minneapolis public high school that offers this unique course to prepare students for a four-year college experience. To be critically literate means to analyze and question media. Media as a means of communication is multidimensional and multifaceted. One extremely powerful medium that we are going to study and create in this course is video. We will be partnering with the Minneapolis Telecommunications Network (MTN) to create the visual medium of the course. MTN gives students an authentic venue, Public Access, to showcase their learning. The community run Public Access channel and the Public Education channel will air students work on a regular basis. VOICES is a community of scholars that critically think, write about, discuss, debate, ponder, marinate on, and explore values, options, issues, and choices in our ever shrinking global society. It is a multidisciplinary, team-taught course involving college level coursework in English and Social Studies. Essentially, VOICES is a critical literacy course that prepares high school seniors for the depth and rigorous academics they will encounter in their post-secondary studies.

# THEATER

## Performance Theater 1

Open to: All Students  
Length: Semester

This class is an introduction to theatre performance for students interested in and new to theatre studies.

## Performance Theater 2

Open to: All Students  
Length: Semester  
Prerequisite: Performance Theater 1

Students will study acting, voice, character analysis and performance, including a deeper exploration of various acting methods and styles. Students will be expected to analyze and perform monologues and extended scenes from various genres. They will also delve into the elements of directing and playwriting, including the composition of more complex scripted and unscripted works. Students will also learn the art of creating the director's production design concept and gain experience with the many varied production elements (costume, set and lighting design, marketing) that must be considered when producing a theatrical piece.

## Performance Theater 3

Open to: All 10th through 12th grade Students  
Length: Semester  
Prerequisite: Performance Theater 1 and 2

Students will continue their development of theatre skills designed to enhance creativity, self-discipline, and cultural awareness. These skills are, ensemble acting, improvisation, character development, vocal work, movement, play production, research and writing, scene and script development, interpretive feedback, analytic commentary, directing, playwriting, audition and career skills. Students with a high motivation in theatre and a commitment to community are great fits for theatre 3! Theatre 1 and 2 are prerequisites.

## Social Justice Theater

Open to: All Students  
Length: Semester

Students will use their own voice and experiences to create theatre that represents the world we live in. Social Justice Theatre is a highly interactive class where students can expect to be on their feet working with their peers in partners and groups. Students can expect to gain theatre experience in creating, directing, acting and playwriting.

## Spoken Word 1

Open to: All students  
Length: Semester

Students will have an opportunity to write, perform and create spoken word poetry. Spoken word is a verbal poetic performance art that is based mainly on the poem as well as the performer's delivery and stage presence. This is a highly interactive class where students can expect to work in partners and in groups. This class is for all levels and interest in Spoken Word.

### **Theater Production 1 (offered in fall & spring)**

Open to: All Students  
Length: Semester

This is an afterschool elective where students can earn Fine Arts credit for participating in the production of a play. The South High Theater program produces up to seven productions a year and invites students to participate in all aspects of theater-making; acting, directing, playwriting, stage management, design, box office and more. The program runs year-round in the afterschool hours. Everyone is welcome to join the fun, no experience necessary. (an audition is required to act)

# WORLD LANGUAGES

The South High World Languages Department offers students the opportunity to develop proficiency in speaking, reading, writing, and listening as well as cultural understanding and respect of **six** different languages.

World Languages are required in the Liberal Arts Program and are strongly recommended for postsecondary preparation. The sequence of course work in each of the world languages requires that prerequisites be completed with a passing grade or teacher approval.

## Arabic Level 2

Open to: All Students who have had Arabic 1 in Middle School  
Length: Year-long

Students will broaden their foundation of the Arabic language within cultural contexts as they improve understanding and speaking of Arabic through guided practice in dynamic and real-world situations. Students will continue to read and write in Arabic (simple short stories, letters, magazines, or other real-life texts) by expanding knowledge of Arabic vocabulary and structures. Additionally, students will explore the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews. Overall, the student will expand language-learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

## Arabic Level 3

Open to: All Students  
Prerequisite: Arabic 2  
Length: Year-long

Students will continue to develop proficiency in Arabic language and deepen their understanding of Arabic-speaking cultures as they will advance listening and speaking skills through conversations on familiar, real-world topics. Also they will use the knowledge of the language to make connections with other subjects (geography, fine arts, math and science). Students will continue to read and write in Arabic (short stories, letters, magazines, or other real-life texts) by expanding knowledge of Arabic vocabulary and structures. Additionally, students will examine Arabic-speaking cultures and their social practices (music, food, popular media) and establish connections between language and Arab speaking cultures through the use of technology, media, and native-language sources.

## Arabic Level 4

Open to: All Students  
Prerequisite: Arabic 3  
Length: Year-long

This class is for students who have successfully completed Arabic 3 and would like to continue their study at an advanced level. They will increase their fluency and communication skills through oral and written practice, and will increase their ability to analyze authentic literature and translate that analysis into sustained composition. Students will be well-prepared to continue their study of Arabic at the university level.

## Arabic Level 5

Open to: All Students  
Prerequisite: Arabic 4  
Length: Year-long

This class is for students who have successfully completed Arabic 4 and would like to continue their study at an advanced level and extend what we learned before and introduce more complex grammar. The students will increase their ability to work independently. Students will be well-prepared to continue their study of Arabic at the university level.

## Chinese Level 1

Open to: All students  
Length: Year-long

This class will focus on the development of the basic skills in reading, writing, speaking, and listening. Students will memorize simple dialogues centered on functional situations. They will also learn about 250 characters. An appreciation and understanding of Chinese culture is an important element of this course, with reading, lectures, class projects, field trips and the celebration of Chinese holidays and traditions. This level provides a foundation for eventual attainment of the World Language Standard in level 3.

## Chinese Level 2

Open to: All students  
Prerequisite: Chinese 1  
Length: Year-long

This is a continuation of Chinese I with special emphasis on both reading and writing skills. Students will deepen their understanding of Chinese grammar and will be able to read and write about 500 characters by the end of the course. They will also continue their study of the culture with readings and individual projects.

## Chinese Level 3

Open to: All students  
Prerequisite: Chinese 2  
Length: Year-long

This class will introduce more complex grammar, as well as approximately 750 characters and their combinations. By the end of this course, students should have a basic functional fluency and a good general knowledge of the fundamentals of the language. Thus, they will also be expected to have a mastery of the vocabulary and grammar introduced in Chinese I and II.

## Chinese Level 4

Open to: All students  
Prerequisite: Chinese 3  
Length: Year-long

This class focuses on deepening and enriching the basic skills learned in Chinese 1, 2, and 3. Students will develop their conversational skills, as well as reading and writing. Their knowledge of grammar and idiomatic usage will be refined. Fictional and cultural readings will supplement the main textbook used in the class.

## Chinese Level 5

Open to: Students who have completed Chinese 4  
Prerequisite: Chinese 4 or teacher permission  
Length: Year-long

This is an advanced level Chinese language class focusing on developing more sophisticated communicative skills in speaking and writing. Authentic subject materials will be adopted to enhance the students' opportunity to learn to speak idiomatic mandarin Chinese. Students will be required to use simplified characters.

## Chinese Level 6

Open to: Students who have completed Chinese 5  
Prerequisite: Chinese 5 or teacher permission  
Length: Year-long

This is an advanced level Chinese language class focusing on developing more sophisticated communicative skills in speaking and writing. Authentic subject materials will be adopted to enhance the students' opportunity to learn to speak idiomatic mandarin Chinese. Students will be required to use simplified characters.

### **Chinese CIS 1 (College in the Schools)**

Open to:	Students who demonstrate potential for university level studies and have maintained an average grade of B or above in Chinese 1 and 2 studies
Prerequisite:	Chinese 2 or teacher permission
Length:	Year-long

This is the first semester of a two semester sequence in first-year modern Standard Chinese at college level. This course introduces elementary Mandarin pronunciation, grammar, and orthography (in both Pinyin and traditional characters) to students who have successfully completed Chinese 1 & 2 courses at South or equivalent courses elsewhere. This class consists of five hours of instructions per week, plus written work, listening assignments, quizzes, and on-line drills. As this is a combined class with Chinese 3, you will be asked to attend some mandatory after-school training sessions (3:00 – 4:30 pm). Class work aside, students are expected to spend four to six hours per week in private study. Please note that pre-class preparation is critical in this course. Before each lecture, students are required to listen to the CD of the text which is supposed to be taught that day three times. For more information, please check out the class website at: [http://south.mpls.k12.mn.us/Chinese\\_3\\_CIS\\_1011.html](http://south.mpls.k12.mn.us/Chinese_3_CIS_1011.html).

### **Chinese CIS 2 (College in the Schools)**

Open to:	Students who demonstrate potential for university level studies and have maintained an average grade of B or above in CIS Chinese 1
Prerequisite:	CIS Chinese 1
Length:	Year-long

This is the second semester of a two-semester sequence in first-year modern Standard Chinese at college level. This course introduces elementary Mandarin pronunciation, grammar, and orthography (in both Pinyin and traditional characters) to students who have successfully completed CIS 1 course at South. This class consists of five hours of instructions per week, plus written work, listening assignments, quizzes, and on-line drills. As this is a combined class with Chinese 4, you may be asked to attend some mandatory after-school training sessions (3:00 – 4:30 pm). Class work aside, students are expected to spend four to six hours per week in private study. Please note that pre-class preparation is critical in this course. Before each lecture, students are required to listen to the CD of the text which is supposed to be taught that day three times. For more information, please check out the class website at: [http://south.mpls.k12.mn.us/Chinese\\_4\\_CIS\\_1012.html](http://south.mpls.k12.mn.us/Chinese_4_CIS_1012.html).

### **Chinese CIS 3 (College in the Schools)**

Open to:	Students who demonstrate potential university level studies and have maintained an average grade of B or above in CIS Chinese 2
Prerequisite:	CIS Chinese 2
Length:	Year-long

This is the third year of a three-year sequence in modern Mandarin Chinese at college level. The purpose of this course is to further cultivate students' four basic language skills, with a continued emphasis on the proper and appropriate use of grammar patterns and expressions in genuine language communication, especially in listening and speaking. Students are expected to study 15 or more hours per week in total, of which 10 hours are to be spent outside class on homework, preparation for tests, presentations, etc. For this course, simplified Chinese characters are used exclusively by the instructor in classroom teaching and all tests.

### **Dakota Level 1**

Open to:	All students
Length:	Year-long

Students are introduced to the basic structure of the target language within familiar and cultural contexts as they understand and speak the language through guided practice in real-world situations. The students begin to develop communicative skills-listening, speaking, reading, and writing - in the language and explore cultural and social practices of the target culture(s) and their own. The students develop language-learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

## Dakota Level 2

Open to: All students  
Prerequisite: Dakota 1 or teacher permission  
Length: Year-long

Students broaden their foundation of the target language within familiar and cultural contexts as they understand and speak the language through guided practice in real-world situations. The students keep developing communicative skills - listening, speaking, reading, and writing – in the language to explore cultural and social practices of the target culture(s) and their own. The students continue to develop language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

## French Level 1

Open to: All students  
Length: Year-long

In this course students will begin to internalize the basic structures of the language (vocabulary, syntax, and idioms) so that they will be able to read, write, speak, listen to and understand French on their own for some everyday purposes. Students will gain an appreciation for the people of the many cultures who speak French around the world. Class activities include: speaking, reading, writing, storytelling, movement, movies and listening to music.

## French Level 2

Open to: All students  
Prerequisite: At least two (2) years of middle school French, high school French 1 or teacher permission  
Length: Year-long

In French 2, you will continue to improve your French skills, including your ability to comprehend and speak French. You will improve your reading and writing skills through the use of materials that reflect French-speaking cultures. You will increase your understanding of French-speaking cultures, explore the connection between language and cultures, and develop an awareness of other people's world views. You will develop and practice strategies for learning French. You will refine your reading, speaking and writing skills.

## French Level 3

Open to: All students  
Prerequisite: High school French 2 or teacher permission  
Length: Year-long

In this course, students complete their introduction to the structure of basic French. Speaking and writing activities reinforce and expand their use of the language. Students progress from simple conversations to discussion and personal expression on various topics. Readings include short stories and novels while cultural subjects include French art, geography, regions of the French-speaking world and travel-related topics. Students will take the AAPPL proficiency test in the spring.

## French CIS 1 (College in the Schools) (4<sup>th</sup> year)

Open to: All students meeting the prerequisites  
Prerequisite: French 3 with a grade of C or higher or teacher permission  
Length: Year-long

In this college-level course, students work on complex grammar structures with a continued emphasis on oral communication, reading and writing. Students write about and discuss various readings including short stories, articles and a novel, Le Petit Prince. Students explore cultural themes related to the French-speaking world. Students have the opportunity to earn 5 semester credits at the University of Minnesota. Students will take the AAPPL proficiency test in the spring.

## **French CIS 2 (College in the Schools) (5<sup>th</sup> year)**

Open to: All students meeting the prerequisites  
Prerequisite: CIS French 4 with a grade of C or higher or teacher permission  
Length: Year-long

In this college-level course, students continue their work on complex grammar structures, oral communication, reading and writing to develop a more complete understanding of the French language. Students explore cultural and historical themes related to the French-speaking world through a variety of authentic readings and the study of current events. Students have the opportunity to earn 5 semester credits at the University of Minnesota.

## **Ojibwe Level 1**

Open to: All students  
Length: Year-long

The Ojibwe Language and Culture go hand and hand; without the Language there is no Culture, as quoted by many knowledgeable Elders in Ojibwe communities, which span Minnesota, Wisconsin, Michigan, and Canada. In this course beginning students learn about the Ojibwe people, traditions, culture, and language. The students will learn about the seasons, Fall, Winter, Spring, and Summer. The students will learn the basic Ojibwe vocabulary necessary for speaking and understanding the Ojibwe Language.

## **Ojibwe Level 2**

Open to: All students  
Prerequisite: Ojibwe Culture, Language 1  
Length: Year-long

This course is designed so that a greater emphasis is placed on understanding the Ojibwe language, culture, and tradition, which includes language structure and grammar, additional verb tenses, vocabulary building, and increased reading and listening. Oral practice continues in promoting usage of the Ojibwe language.

## **Ojibwe Level 3**

Open to: All students  
Prerequisite: Ojibwe Culture, Language 2  
Length: Year-long

This level allows the student to continue with his/her Ojibwe culture, traditions, and language studies. The student becomes more fluent in the Ojibwe language and more knowledgeable about the Ojibwe People's history, culture, and language.

## **Somali for Somali Speakers Level 1**

Open to: All students  
Prerequisite: Native Speaker of Somali  
Length: Year-long

This course is an introduction to the Somali language and cultures of the Somali-speaking people. Students will learn everyday conversational Somali as well as learning how to read and write in the language. Culture and language studies will be integrated by using stories, music, traditions, and the study of well-known people and places in the Somali world.



## **Somali for Somali Speakers Level 2**

Open to: All Students who meet the prerequisite  
Prerequisite: Heritage Language Somali 1  
Length: Year-long

This course is to learn how to understand, speak, read and write the Somali language as it is used in everyday situations. Special emphasis is given to expanding upon students' background knowledge of the language and developing literacy skills. The study of Somali culture from local and global perspectives is integrated into the language learning experience.

## **Spanish Level 1**

Open to: All students  
Length: Year-long

Beginning Spanish emphasizes the practice of frequently used patterns in the present tense. Topics covered include greetings, time, dates, expressing likes/dislikes, food, places, clothing, classes, physical and personality descriptions, hobbies, and relations with family and friends. Students learn to understand spoken and written Spanish in a variety of situations and to speak and write appropriate to their level. Also, students will be exposed to traditions, customs and trends in the Spanish-speaking world.

## **Spanish Level 2**

Open to: All students  
Prerequisite: At least two (2) years of middle school Spanish, high school Spanish 1 or teacher permission  
Length: Year-long

Students will continue to build on themes, structures, vocabulary and skills learned in Spanish 1 and begin to use the past tense. Students will learn strategies to communicate effectively and improve their reading, writing, listening and speaking skills. Students will learn grammatical structures as well as the topics and themes being studied. Students will increase their understanding of Spanish and Spanish-speaking cultures. A greater emphasis will be placed on conversational skills as well as increased reading and writing skills.

## **Spanish Level 3**

Open to: All students  
Prerequisite: High School Spanish 2 or teacher permission  
Length: Year-long

Students continue to develop their oral communication skills for a variety of contexts and purposes, both personal and academic, while increasing their knowledge about the linguistic and cultural diversity of the Spanish-speaking world. Activities include reading short stories and novels, making videos and art projects, and completing a writing portfolio. This course requires the ability to work independently and to actively participate in groups. Students will take the AAPPL exam Form A in the spring.

## **Spanish Level 4**

Open to: All students  
Prerequisite: High School Spanish 3 or teacher permission  
Length: Year-long

Students continue to develop their oral communication skills for a variety of contexts and purposes, both personal and academic, while increasing their knowledge about the linguistic and cultural diversity of the Spanish speaking world. Students will continue to develop reading skills through the study of authentic texts. Students will continue to develop their speaking, listening and writing skills through a variety of assignments and class discussions in Spanish. These activities are designed to encourage students to reflect upon, interpret, and react to social and economic issues and current events. This course uses a college level text and is the prerequisite for Level 5 AP Spanish. Students will take the AAPPL exam Form B in the spring.

## **AP Spanish Level 5**

Open to: 10th through 12th grade students who meet the prerequisites. NOT Open to 9<sup>th</sup> graders.  
Prerequisite: Spanish 4 (or equivalent) with a grade of B or higher and AP teacher approval  
Length: Year-long

In this college –level course, students continue to develop communication skills through units on the arts and sciences, health, literature and current events. This class combines conversation, class discussion, and review of complex grammar in order to develop a more complete understanding of the Spanish language and the Spanish-speaking world. Special emphasis is placed on real-life communication for a variety of purposes and contexts. This course prepares students to earn college credit by examination and follows the AP syllabus from the College Board. It requires a high degree of academic maturity and individual initiative. It is not open to 9<sup>th</sup> graders. Students have the option of taking the AAPPL exam Form B in the spring if they did not take it in Spanish 4.

## **Spanish For Spanish Speaker Level 1**

Open to: All students meeting the prerequisites  
Prerequisite: Spanish Heritage 1 is designed for students whose home environment is Latine and wish to Learn more about their culture and the Spanish language. Students need to have some Spanish language skills.  
Length: Year-long

Students will explore different aspects of the culture while they develop and increase the four Spanish linguistic skills: reading, writing, listening, and speaking. Students will participate in a diverse number of activities that involve reading authentic literature, writing stories, speaking about cultural issues, listening to Spanish presenters and participating in class discussions. Students will also participate in hands-on projects to develop literacy skills and engage in concepts that are culturally affirming. Areas of study may include language variation, understanding individual worth, foods around Latin America, discovering who they are, the Indigenous people of Latin America and economics.

## **Spanish For Spanish Speaker Level 2**

Open to: All students meeting the prerequisite  
Prerequisite: Spanish Heritage 2 is designed for students whose home environment is Latine and wish to Refine their Spanish language. In this course students will define their ability to read and write in Spanish. Completion of Spanish Heritage 1 or equivalent is required.  
Length: Year-long

Students will practice various aspects of writing in Spanish, including spelling, punctuation, accent marks, etc. They will organize ideas in writing and in communicating; develop academic language in Spanish; connect abilities in Spanish to other classes such as English Language Arts, Social Studies and Theater; and discuss and write in depth about topics pertinent to the Spanish-speaking world. Areas of study in this course may include Language Variation in Latine countries, Latinos linguistic rights, Influential Latino and Hispanic Figures, Latin American Myths and Legends, and how the Americas and Spain are united in identity.