

OWL Course Catalog:

Course Descriptions & Registration Guide



Open World Learning Community Mission

A community of joyful, curious self-directed learners engaged in the world.

Open World Learning Community Vision

Imagine every student at Open World Learning Community inspired, challenged, and prepared for their future beyond high school.

Imagine every family at Open World Learning Community welcomed, respected, and cared for by a responsive staff.

Imagine our community connected, involved, and integrated with the Expeditionary Learning School network across the country and world.

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Student Registration and Scheduling Steps

There are two major steps for students in planning their next year's program of studies: (1) registration and (2) scheduling. During the spring, students register for core and elective courses for the following school year. Based on student registration data, the school administration will determine courses/sections to be offered, staff needed and a master schedule of classes for the next year. **Therefore, students should register with care and after consultation with their Crew leader, teachers, counselor, and parents/guardians.**

Students will complete registration

After students' registration plans have been approved by parents/guardians and counselors, classes are then scheduled for the fall and spring semesters for the following school year. Schedule change applications will be accepted in a Google form through the first week of each semester.

Grading

Grade Reporting

1. Students earn credit and receive grades based upon the quarter / standards-based grading system.
2. Students are required to attend classes every day.
3. After a student has passed a given course, the student may not repeat that course for credit toward graduation.

Grading System and Honor Roll

Saint Paul Public Schools uses both a 4.0 unweighted grading system for standard classes and a 5.0 weighted grading system for Honor classes. Standard classes use a 9-point grading scale:

A+ = 4.0;	A = 4.0;	A- = 3.7;
B+ = 3.3;	B = 3.0;	C+ = 2.3;
C = 2.0;	D = 1.0;	N = 0;

Advanced, Accelerated, College Credit granting, and PSEO courses earn Honors points, used in the weighted grading system: 1.25 times the standard Grade Point Average (GPA): e.g., the GPA for an "A" mark is $4.0 \times 1.25 = 5.0$ a "B" mark is $3.0 \times 1.25 = 3.75$, etc.

Failures/Incompletes

When a student is having academic difficulty in a class, the teacher should be consulted for assistance. Incomplete grades are only assigned to students who are passing a course but who were not able to complete a course due to circumstances out of their control (i.e. hospitalization). Students who wish to receive an incomplete grade must contact their teacher as soon as possible to write a plan for course completion, then complete a grade change request for the counseling office. Incomplete grades that are not made up will result in failure of the course and loss of credit. Incomplete required courses that are not made up will jeopardize a student's graduation.

Summer school, evening high school, in-school credit recovery and/or the Area Learning Center may be used to make up credit deficiencies. Students should check with their counselor ahead of time to enroll in these additional opportunities.

Campus Parent (Link – <http://www.spps.org/Onestop>)

The Campus Parent allows parents/guardians to access their children's attendance, discipline, schedule, and final letter grades. Before you begin, you will need to:

- Be listed as a parent or guardian of a student that is currently enrolled in a Saint Paul Schools.
- Click on *Parent Portal* (One Stop) to access your account.
-

Transcripts

The transcript is a legal and technical document that records a student's grades and credits earned. Transcripts received from an accredited program will be accepted and data recorded on the student's Saint Paul Public Schools (SPPS) transcript. Grades and credits cannot be changed unless a revised transcript is received from the original accredited program.

PSEO (Post-Secondary Enrollment Options), advanced academic credit, home school, and out-of-district transfers are examples of appropriate documents. When considering a transfer document, all grades and credits that can be applied to a student's record will be included without exception.

Testing

Students are encouraged to take a selected exam used for college entry or career planning. The ACT exam is offered to all juniors free of charge. Taking the SAT is also an option for students but these exams are not usually arranged by the school and students must sign up for them on their own or by requesting assistance from our College and Career Center.

Open World Learning Community Graduation Requirements

- Complete all Saint Paul Public Schools quarter credit graduation requirements.
- Complete 150 hours of school service (documented in Xello).
- Complete 150 hours of community service (documented in Xello).
- Apply and be accepted to at least one college or university.
- Complete a Senior Project approved by the Senior Mentor.
- Complete a Senior Portfolio approved by the Senior Mentor.
- Present your original Senior Portfolio, including documentation of all SPPS quarter credit graduation requirements, 300 service hours, college acceptance, and Senior Project in a Senior Meeting attended by Crew leader, family member(s), and Senior Mentor, with the option of including additional OWL staff, friends, and community members.

SAINT PAUL QUARTER CREDITS

GRADUATION REQUIREMENTS

<i>State Requirements</i>	<i>SPPS Baseline Requirement</i>	<i>Notes</i>
Language Arts: 16 credits	Language Arts: 16 credits	4 credits required in each grade level, 9 – 12.
Math: 12 credits	Math: 12 credits	Students must have taken and passed Algebra, Geometry, and Algebra 2. A minimum of 12 math credits must be earned in grades 9 -12.
Science: 12 credits	Science: 12 credits	Four Science credits must be Biology and four credits in Chemistry or Physics.
Social Studies: 14 credits	Social Studies: 16* credits	Must include four credits in U.S. History, two in Government, two in Economics, four* in Human Geography, and four in World History. * Students graduating in 2025 and beyond require 2 credits Human Geography, 2 credits Critical Ethnic Studies. The total Social Studies requirements drops to 14.
Critical Ethnic Studies: None	Critical Ethnic Studies: 2 credits	
Arts: 4 credits	Arts: 4 credits	Arts credits may include any combination of visual or performing arts.
Health & Wellness: Credits required, but undefined.	Health & Wellness: 2 credits	Health, Individual & Community

Fitness & PE: Credits required, but undefined.	Fitness & PE: 2 credits	Students must take Individual & Team Sports to meet this requirement. All other Phy Ed courses will count as general elective credits only.
Career & Technical Education No requirement	Career & Technical Ed: 2 credits	Credits from Family Consumer Science, Industrial Technology, Agriculture, Business, and Careers will meet this requirement.
World Language: No requirement	World Language: No Requirement	SPPS strongly recommends that all students complete credits encompassing at least Level 3 in a single World Language.
Electives: 20 Credits	Electives: 20 credits	Any and all courses not counted or exceeding any of the above course requirements will be counted in this area.
Education Plan: Required	Personal Learning Plan required.	Students work on their personal learning plan through advisory lessons, School Counseling lessons, and with the use of XELLO.

What is your goal?	Career and Technical: Certificate, Diploma, Associate Degree	Community College: Associate Degree	Traditional (4 year) College/University: Bachelor's Degree	Selective (4 year) College/University: Bachelor's Degree
Example:	Century College, Saint Paul College, Dunwoody	Saint Paul College, Inver Hills	U. of MN, Saint Cloud State, U. of WI-River Falls	Macalester, Carleton, College of St. Catherine
English	4 Years	4 Years	4 Years	4 Years (advanced courses)
Social Studies	3 Years	3 Years	3 or more years	4 Years (advanced)
Mathematics	3 Years	3 Years	3 Years	4 Years or more
Science	2 or more years	2 or more years	3 or more years	4 or more years (advanced levels)
Physical Education	2 Quarters (1 Semester)	2 Quarters (1 Semester)	2 Quarters (1 Semester)	2 Quarters (1 Semester)
Health	2 Quarters (1 Semester)	2 Quarters (1 Semester)	2 Quarters (1 Semester)	2 Quarters (1 Semester)
Fine Arts	1 Year	1 Year	1 Year	1 Year
World Languages	Not Specified Recommendation	Not Specified Recommendation	2 or more years of a single language	3-4 years of a single language
Electives	Choose electives that will prepare you for a career or broaden your interests	Choose electives that will prepare you for a career or broaden your interests	Choose electives that will prepare you for a career or broaden your interests.	Choose as many AP and other advanced courses as possible.

Revised January 2024

HIGH SCHOOL COURSE DESCRIPTIONS

2024 - 2025 is an *EVEN* Starting Year

ENGLISH

L402401 English 9

L432411 English 9 Accelerated

L402511 English 10

L432511 English 10 Accelerated

English 9/10 introduces students to the MN English Language Arts gr. 9-10 benchmarks for reading, writing, speaking, listening, media literacy, and language. This course establishes a foundation in the habits and skills for the critical thinking, analysis, argumentation, research, and writing types that will be expected of students throughout their high school years. This course will engage in an interdisciplinary year-long Expedition with Human Geography or World History on a two year rotation.

L402601 English 11

L402701 English 12

English 11/12 introduces students to the MN English Language Arts gr. 11-12 benchmarks for reading, writing, speaking, listening, media literacy, and language. Students will practice the critical thinking, analysis, argumentation, research, and writing types required for college and career level reading and writing. This course will engage in a year-long study that is on a two year rotation.

L453211 AP English Literature and Composition 11/12 (Offered *even* starting years)

AP English is a year-long course designed to prepare students for college writing and the Advanced Placement Exam in May. This course places a heavy emphasis on close reading, analytical writing, and class discussion. The course will expose students to a range of literature, from Shakespeare to modern texts. A previous theme has been a year-long study of the hero. The study began with Homer's classic *The Odyssey*, and expand to investigate the role of heroes in various cultures and time periods.

L455201 AP English Language and Comp 11/12 (offered *odd* starting years)

AP English Language and Composition is a year-long college-level course exploring the role of language in our shaping culture and our own lives. Its objectives and structure is similar to writing courses required for new college students. We'll grapple with a variety of essays, compelling fiction and non-fiction narrative texts, and media as a foundation for our work talking and writing to make better sense of our world. Through regular reading, writing, speaking, and listening practice, students will engage with complex and wide-ranging topics, from dank memes to mass incarceration (and lots of things in between.)

L403311 World Mythology (offered *even* starting years)

Students explore mythology – the study of traditional legends and stories passed down by oral tradition. Students study the myths of a number of cultures as the cultures struggled imaginatively with basic questions of the origin of life, of evil, and of the universe itself. Students investigate myths of the ancient cultures of Africa, Asia, Europe, Oceania, and the Americas. Students will also look at the hero's journey, and other connection between myths from around the globe.

L401211 LGBTQ+ Comics and Cartoons (offered *odd* starting years)

In this course, students will study the representation and themes of LGBTQ+ stories across a wide variety of visual media. From the modern explosion of queer graphic novels to the history of LGBTQ+ symbols in classic X-Men comics

and shows, students will look at how representation has grown and changed over history. Among other topics, students will explore the ideas of identity, LGBTQ+ history, heteronormativity and cisnormativity, found family, stereotypes, and symbolism, among others. They'll also study how comics can be a powerful tool for education and advocacy. As a final project, students will create a pitch for an original story, comic, or graphic memoir.

L403641 - Fantasy, Horror, and Science Fiction

Speculative fiction - stories which involve imagining a world beyond the real - have been major literary traditions since the 1900s. In this class, students will explore the history and current state of the genre, looking at what makes each genre special and unique. This class will involve both reading and creative writing components. While some texts will be read by the entire class, students will also have freedom to focus on genres of their choosing for many projects.

L403691 - Romance Literature

From the sappy romantic comedies to the dramatically sad tragedies, explore all that romance has to offer in this course! Students will read and view a variety of texts centered around romance and love, and will have the opportunity to write and plan original romance stories.

L405361 Journalism/Newspaper, Advanced

Journalism at OWL is focused on the publication of the school newspaper, The Purple Press. Students will be introduced to the basics of journalism style, then research, write, and revise articles for the paper. The Purple Press publishes eight times during the school year.

SOCIAL STUDIES

H405101 World History (offered Odd Starting Years)

World History is a full year course that is taught chronologically. In World History, students will use historical thinking skills to study themes, eras and societies from prehistory to modern times from a global perspective. SPPS students will complete an Informative/Explanatory writing product aligned to Common Core Standards for Content Writing and MN State Standards for Social Studies.

H454101 AP World History (Not offered in 21/22) (independent study?)

This year-long course is structured around the investigation of five course themes and 19 key concepts in nine different chronological periods of world history, from approximately 1200 CE to the present. Students will learn in a variety of ways including cooperative groups, essays/papers, primary source analysis, lecture discussion, and historical inquiry. AP World History develops students' capacity and ability to think and reason in a deeper, more systematic way, better preparing them for future college courses. Five themes of historical inquiry are used throughout the course.

H402211 Human Geography (Offered Even Starting Years)

Human Geography is a semester-long course where students learn how humans interact with each other and their environment at the local, national and global level. These themes will build geo-spatial skills and understanding of places, regions and human systems. SPPS students will complete projects and assignments aligned to Common Core Standards for Content Writing and MN State Standards for Social Studies.

H452211 AP Human Geography (Offered Even Starting Years)

The AP Human Geography is a full year course that introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts to examine human socioeconomic organization and its environmental consequences. Through a variety of assignments and projects, students learn not just to recognize and interpret patterns but to assess the nature and significance of the

relationships among phenomena that occur in the same place, and to understand how cultural values, political regulations, and economic constraints work together to create particular landscapes.

H404301 U.S. History Survey

U.S. History Survey is a full year course that will be learned chronologically. Students will use historical thinking skills and multiple perspectives to study people, events and places in U.S. History. While in this course, students can expect to participate in History Day, which can be used to fulfill the required Research writing product. The Research product is aligned to Common Core Standards for Content Writing and MN State Standards for Social Studies.

H454101 AP US History

This class is a college-level course with expectations that exceed the requirements for regular U.S. History. This survey course covers the American time frame from the colonial times to the 21st century and examines historical issues from a variety of viewpoints, including political, economic, and social contexts. Students study the principal themes in United States History, analyze historical evidence, and express that understanding and analysis through writing. This course places a heavy emphasis on reading, writing, and communication of ideas.

H401401 Government (Offered Fall)

Government is a semester-long course where students learn civic skills, civic values and principles of democracy, rights and responsibilities, governmental institutions and political processes to equip them with the knowledge and skills required for participation in civic life. While in this course, students can expect to complete an Argument writing product aligned to Common Core Standards for Content Writing and MN State Standards.

H406111 Economics (Offered Spring)

Economics is a semester-long course where students use economic reasoning skills and learn personal finance, fundamental economics concepts and microeconomic concepts. While in this course, students can expect to complete an Analysis writing product aligned to Common Core Standards for Content Writing and MN State Standards.

H404531 Women's Studies (Offered *Odd* starting years)

Women's Studies focuses on the gendered experience as an American experience. This semester-long course builds on understanding the social construction of gender, visibility of women in American history and current events. Students can expect to use materials from multiple voices, art, literature and history to learn identity, systems of power, resistance and resilience and transformation, continuity and change.

H407151 Sociology (Offered *Even* Starting Years)

Sociology stresses the social contexts in which people live, how we choose friends, what we understand about the thoughts and behaviors of the opposite sex, how inequalities shape our world and what social institutions shape us most. In this class, we will examine how relationships result from and sometimes change our social environment and ourselves. This course will emphasize making healthy individual decisions and how we can change the world through each person.

H407301 Psychology (Offered *Odd* Starting Years)

Psychology is a semester-long course which introduces students to the systematic scientific study of the behavior and mental processes of humans. Topics covered include emotion, motivation, personality, psychological disorders, and social psychology.

H408001 Current Events (Offered *Odd* Starting Years)

Current Events is a semester-long course and will identify and analyze local, national and world news through multiple avenues of mass media including internet sources, newspaper, magazines, and broadcast news. Students will utilize foundational pieces of media literacy in addition to traditional reading, researching and writing techniques acquired in

English and Social Studies courses. These methods and techniques will assist students in understanding the current news cycle and making historical connections to the events occurring in our world today.

H408231 Street Law (Offered *Even* Starting Years)

This course is an introduction to law and the criminal justice system in America. The structure of the criminal justice system will be studied in relation to the larger social and cultural context. Specific topics will include criminal law and values, crimes against persons, law enforcement, courts, civil rights and liberties, and the Supreme Court.

H408501 Research in Social Studies (History Day)

This class is an independent study for students very serious about creating a high-quality History Day project. They need to be capable of balancing their course load while completing a project. Students must be self-directed to work with minimal guidance from staff.

CRITICAL ETHNIC STUDIES

U404101 Critical Ethnic Studies (Offered *Even* starting years)

Critical Ethnic Studies is an interdisciplinary course that examines students' identity, heritage, culture and communities in relation to various power structures, forms of oppression and inequalities that have an impact on their lives. With an emphasis on stories and lived experiences of people of color in the United States, the course explores the collective struggles, resilience and triumphs of their communities. A major goal of this course is to help cultivate students' knowledge of self while appreciating the differences around them, build a sense of pride in their shared communities, learn about the importance of advocacy for change and healing, and develop critical thinking skills to empower them to be agents of positive change in a more equitable future.

MATH

M404111 Geometry

This course is a foundational course focused on the geometry of shapes, planes and space. Emphasis is placed on understanding, applying, justifying, and developing geometric properties in two and three dimensions. Students will engage in an in depth study of geometric reasoning, coordinate geometry, parallel and perpendicular lines, triangle congruence, properties of polygons and circles, similarity, right triangle trigonometry, area, and volume. Students will apply this learning to solve real-world mathematical problems. This course prepares students to be mathematically literate, as well as prepare them for future math courses, the high school MN Math Standards, and MN standardized math tests.

Prerequisite: Student passed 4 quarters of Algebra 1.

M403151 Algebra 2

This course is organized around the study of families of functions. Emphasis is placed on linear, quadratic and exponential functions, as well as translating these functions between graphs, tables, symbolic representations and real-life context. Students will solve equations; describe, analyze and evaluate data in various contexts; and use counting principles to calculate probabilities. Students will apply these concepts using a variety of technologies and apply this learning to solve real-world mathematical problems. This course prepares students for future math courses, the high school MN Math Standards, and MN standardized math tests.

Prerequisite: Student passed 4 quarters of Algebra 1 and 4 quarters of Geometry.

M437051 Pre Calculus

The course topics include college algebra, advanced trigonometry, and analytic geometry of two and three dimensions. Students experience a thorough analysis of all elementary functions and curve-sketching. Selected discrete mathematics topics including normal probability distributions, non-linear regression, and hypothesis testing are explored. Practice with proofs such as mathematical induction are included. Experience with graphing calculators is incorporated.

Prerequisite: Student passed 4 quarters of Algebra 2 and Geometry.

M456121 AP Pre Calculus

AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Topics covered include Polynomial and Rational Functions, Logarithmic and Exponential Functions, and Trigonometric and Polar coordinates.

M453101 AP Computer Science Principles (Offered *Odd Starting Years*)

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. This class is designed for students with little to no Computer Science background.

Prerequisite: 10th grader or above or 9th grader who passed 4 quarters of Integrated Math 1.

M456111 AP Statistics (Offered *Odd Starting Years*)

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

M404241 Advanced Algebra with Financial Applications

Advanced Algebra with Financial Applications is a mathematical modeling course that is algebra-based, applications-oriented, and technology-dependent. The course addresses budgeting, taxes, employment, investing, home and auto ownership, and loans. The mathematics topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings. The course offers students multiple opportunities to use, construct, question, model, and interpret financial situations through symbolic algebraic representations, graphical representations, geometric representations, and verbal representations.

M457101 AP Calculus (Offered *Even Starting Years*)

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

Prerequisite: Student passed 4 quarters of Precalculus

M461411 AP Computer Science A (Offered *Even Starting Years*)

AP Computer Science A is equivalent to a first-semester, introductory, college-level course in computer science. The year-long course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems.

M402001 College Readiness Mathematics (Yearlong, even starting years)

Grade: 11-12

College Readiness Mathematics is a year-long course designed for Juniors and Seniors preparing for College Level Algebra or higher upon high school graduation. CRM has a strong emphasis on Algebra. Students will use Algebra to model and solve authentic real-world problems. This course uses the same curriculum as many of the two-year colleges, and prepares students for success on ACT and other placement assessments. It builds up solid foundational math skills that allow for success in higher level coursework.

Prerequisite: 4 Credits in Geometry

M401921 Geometry Support

Taken concurrently with Geometry, this class provides additional algebra support to enrich math skills. Students will spend some time working on their Geometry, as well as reviewing Algebra skills such as factoring, distributing, and solving equations.

SCIENCE

S436111 Biology, Accelerated

Accelerated Biology is a year-long 9th grade laboratory course that explores living things from molecules to ecosystems, focusing on structure, function, and interaction at all organizational levels. Students apply science, math, and literacy skills. This class prepares students for Advanced Placement science courses through ongoing data analysis and applied higher-level thinking.

S401401 Integrated Science 9

Integrated Science 9 is a year-long laboratory course that focuses on earth science, physics, and chemistry concepts. Students learn about space systems, the history of the earth, earth systems, weather and climate, and human sustainability. Students use the practices of science and engineering: questioning, problem solving, making observations, engaging in laboratory investigations, data analysis, argumentation, and communication to analyze and understand the science of everyday phenomena.

S404111 Chemistry

This laboratory course covers basic high school chemistry concepts that help students understand how the universe works at the micro-level. Students will learn about chemical and physical properties, atomic structure, periodicity, bonding, chemical reactions, the Mole, stoichiometry, solutions, and kinetic molecular theory while learning the skills of science and engineering. Class discussions, hands-on activities, group projects and laboratory work are a part of this course. Successful completion of this course fulfills the state graduation requirement for chemistry/physics and prepares students for future science courses.

Recommended: Successful completion or concurrently enrolled in Algebra II.

S434111 Chemistry, Accelerated (if small enough classes)

This is a comprehensive course in chemistry. Students will learn about chemical and physical properties, atomic structure, periodicity, bonding, chemical reactions, the Mole, stoichiometry, solutions, and kinetic molecular theory

while learning the skills of science and engineering. Both quantitative and qualitative aspects of chemical behavior are studied in-depth. Laboratory work is an integral part of the course. Critical thinking and problem solving skills often involving mathematic applications are addressed on a daily basis. A scientific calculator is required.

Prerequisite: Successful completion (or concurrently enrolled in) Algebra II and teacher recommendation

S405111 Physics

Grade 10-12 Full Year

This laboratory course focuses on a scientific understanding of physics by promoting a deeper understanding of its applications in everyday situations. Students will investigate motion, forces, heat, waves, light, magnetism and electricity while learning the skills of science and engineering. Critical thinking, mathematical problem solving, group projects and laboratory work are integral parts of this course. Successful completion of this course fulfills the state graduation requirement for chemistry/physics and prepares students for future science courses.

S453111 AP Environmental Science (offered *even* starting years)

AP Environmental Science (APES) is a year-long, college-level course focusing on environmental issues through extensive field work and analysis of quantitative and qualitative data. Place-based units will explore ecosystems, water and soil resources, urban and rural areas, population dynamics, energy sources, atmospheric chemistry, waste management, biodiversity, and social justice. Creative projects include building model passive solar houses and designing sustainable cities. Students will explore environmental issues through analysis and discussion of current events.

S456121 AP Biology (offered *odd*-starting years)

AP Biology is a one-year, intensive, college-level course spanning modern biological topics from molecules to global ecosystem interactions. Literacy in the worlds of medicine, genetics, and ecology will help students to make informed personal and political decisions throughout their lives. The course connects biological concepts through inquiry-based investigations with the ultimate goals of deep conceptual understanding and strong science practice skills. Because of its keystone role in the professional biosciences and due to its tendency to promote student engagement, laboratory work is an essential component of this course. The prerequisite for this course is Biology.

S436511 Anatomy and Physiology

Anatomy and Physiology is a year-long course that provides an in-depth introduction to human organ systems both in structure, function, and dysfunction. Students will learn the medical terminology associated with each system. Laboratory experiences, including dissection, will provide students with a practical means of understanding the human body in health and illness. Students investigate various problems and study current issues through laboratory activities, scientific inquiry, projects and independent work. This course is designed for students with an interest in health care related careers. The student will be prepared to be scientifically literate and is designed as a rigorous science course

CAREER & TECHNICAL EDUCATION

K401011 Horticulture (offered *odd* starting years)

Horticulture is a semester-long CTE course focused on learning to grow plants: houseplants, greenhouse plants, garden plants, agricultural crops, and trees. Explore plant anatomy, soil science, greenhouse management, commercial plant nurseries, and integrated pest management to understand what plants need to thrive. Students will learn about careers in horticulture through research, interactions with professionals, and service projects.

K401101 Landscape Design (offered *odd* starting years)

Landscape design is a semester-long CTE course in which students will learn about careers in landscaping through research, interactions with professionals, and service projects. Students will generate and implement original designs for landscape installations in the local community.

K401201 Sustainable Food Production (offered *even* starting years)

How do we get food from farm to table for an ever-growing population without sacrificing environmental quality? In this semester-long CTE course, students will explore technical, scientific, and cultural solutions for agricultural sustainability by meeting organic farmers, analyzing soil and water quality, and engaging in lively debates.

K401211 Food Science (offered *even* starting years)

In this semester-long CTE course, students will investigate the scientific characteristics of food, as well as the technologies and techniques for food preparation, processing, packaging, and presentation. In addition to engaging in hands-on activities with these technologies and techniques, students will explore careers in food science and discuss relevant current events.

T407101 Bicycle Technology 1

Grade 9-12

Bicycle Technology is a 1 semester-long CTE course that introduces students to the basics of bicycle mechanics and maintenance. Students will learn the history of bicycles, explore careers within the bike industry, repair flat tires, adjust bearings, brakes and shifting, as well as any other necessary adjustments to ensure that bikes are running safely. Students will also learn the importance of choosing the correct tool for the job at hand.

T407103 Bicycle Technology 2

Grade 9-12

Students will revisit skills gained from Tech 1 and use those to dig deeper into the mechanics of a bicycle, including assembly, service writing, problem solving and part replacement, bearing overhaul and replacement, spoke calculation, wheel building, suspension service, and e-bike technology. This is an involved and hands-on class. Students will also have the opportunity to work on bikes from the community, staff, and the SPPS bike fleet while gaining service hours. At the end of this course a student should feel comfortable assembling a bicycle.

N490101 College in the Schools (CIS) Exploring the Teaching Profession I, CI3901 (1st semester)

N490111 College in the Schools (CIS) Exploring the Teaching Profession II, CI3902 (2nd semester)

This OWL course provides an avenue for participation in the College of Education and Human Development at the University of Minnesota and an opportunity to earn up to 4 college credits. In this course, students explore the self as a teacher, the culture of teaching, student learning, community contexts for learning, and sociocultural and political influences on teaching and schools. Students will volunteer at OWL or in area schools in a service-learning capacity, attend class, make presentations, write reflective papers and blog posts in response to assignments, participate in discussions, and engage in small group learning activities. Students may take one or both semesters of the course.

FINE ARTS

P400021 Musical Production (Semester, Fall, even years)

Grades: 9-12

Musical Theatre 9-12 is an advanced theatre course in which students prepare for and perform a major musical production. Auditions or the teacher's approval are required for participation in this course. Students will be introduced to the historical and cultural components of musicals. Students will learn dance skills with a choreographer, singing with a music director, and acting skills with a stage director. This course culminates in three evening performances of the musical for a public audience, and will include after school rehearsals in the weeks leading up to the show.

P405101 Intro to Theatre - Blood, Sweat and Tears (Semester)

Grades: 9-12

Intro to Theatre is a survey course in which students can explore technical theatre, acting skills, and play analysis. *Blood:* Costume Design and Stage Makeup, with a focus on wound makeup. *Sweat:* Students will learn refined acting skills, including movement, voice, and fight choreography in scene work. *Tears:* We will do in-depth analysis of one play, and go see a live production. In the second quarter, students will research different historical periods and cultural forms of theatre, and prepare a dramatic scene from that period that combines costuming, acting, and performance analysis skills. The course will culminate in a scene performance for the class, with strongest performances invited to present at the Student Showcase.

P405111 Theatre for Social Change - Beginning (Beginning Acting) (Semester)

Grades: 9-12

Beginning Theatre for Social Change uses performance as a powerful tool in creating individual identity development and advancing social issues. Students will learn how to create ensemble and safe space by practicing skills like observation, focus, memorization, physical and vocal techniques, listening, and collaboration. As actors, students will learn to express emotions and ideas using interpretive movements. Students will develop their own voice by performing dialogue, dramatizing literary selections, and using improv to explore social issues. Students will become playwrights and create their own original monologues as a final project. Students will work in an environment where artistic expression and imagination are promoted. They will use the Arts Literacy cycle of performance to connect, create, rehearse, perform, and reflect original performance. This class culminates in a showcase of original monologues written and performed by students at Student Showcase.

P405121 Playwriting (Acting Intermediate) (Semester)

Grades: 9-12

Playwriting class builds on the skills of creating safe space and storytelling that reflects the voices of youth and the diversity of the community. This class introduces students to the script writing process, including creating original characters, building dramatic tension, and developing a narrative arc. Students will do an in-depth analysis of play scripts and performances from different cultures and historical periods as case studies of strong writing and theatre creation. Students will also use improv and devising methods to create original theatre through movement based techniques, building on the skills learned in Beginning Acting. This class prepares students to tell their own story, and culminates in creating a 10-minute play that is staged and performed in-class. Strong student work will be invited to perform at the Student Showcase. Prerequisite for this class is Beginning Acting or Intro to Theatre.

P405131 Theatre for Social Change - Touring Company (Advanced Acting) (Year Long)

Grades: 11-12

Theatre for Social Change - Touring Company uses performance as a powerful tool in creating individual identity development and advancing social issues. Students will work in an environment where artistic expression and imagination are promoted. With the support of community experts and guest artists, students will use the Performance Cycle to create, rehearse, and perform monologues and scenes that reflect their identities and cultures, and the issues that matter most to them. Students will craft a final performance to share in our own school community and with the wider community, including the Theatre for Social Change Student Conference in Minneapolis. Issues explored may include race and racism, gender and sexual identity, and the impact of climate change, immigration, and/or issues that students choose to voice. Prerequisites for this class include Critical Ethnic Studies, and either Beginning Theatre for Social Change or Playwriting.

P405171 Beginning Technical Theatre (Semester)

Grades: 9-12

Technical Theatre is a survey course providing an overview of all aspects of Technical Theatre including lighting, scenery, and costumes. In this hands-on class, students will apply knowledge through creating physical designs, as well as learn to operate auditorium technology (sound, lighting, and stage equipment) for class projects or school productions. Students will be exposed to a variety of cultures and historical periods; and learn how each society's values influenced a

particular design style. Students will learn how to read scripts from a visual/design perspective, and how to communicate those ideas visually and through written descriptions. Students will gain an understanding of how technology has impacted theaters throughout history. This course culminates in a final design that students create for a live performance and creating a portfolio of their work.

P405191 Technical Theatre Advanced (Semester)

Grades: 10-12

Advanced Technical Theatre encourages students to select one or two aspects of Technical Theatre, such as lighting, sound, scenery and properties, costumes, or makeup, to develop a deeper understanding of design and application. This hands-on, laboratory-based course allows students to continue safely operating auditorium equipment and tools while using and programming auditorium technology for class projects or school productions. They further expand their understanding of how technology has impacted theaters throughout history and focus on a specific culture or historical period to learn how society's values influenced design styles. Students analyze scripts from a visual and design perspective, communicate their ideas visually and in writing, and work on a design project realized in a production. Completion of Beginning Technical Theatre is a prerequisite for enrollment.

P405211 Improv Troupe - Theatre Improvisation (Semester)

Grades: 11-12

Theatre Improvisation is a course where students will learn techniques on how to perform short and long-form improvisation. Students will be introduced to and will learn the rules of improvisation to develop characters in short and long scenes for performances, and collaborate with guest artists. Students will have the opportunity to perform short and long-form improvisation games in front of an audience several times throughout the course. Prerequisite for this course is Intro to Theatre or Beginning Acting.

P403111 Dance, Beginning

Grades: 9-12

Introduction to Dance is a survey course on all aspects of dance. Students learn basic dance technique in a variety of dance forms: social, performance, and traditional. Students will learn contemporary and traditional dances from the cultural backgrounds reflected in our classroom and our city. The class also covers dance history, elements of viewing and choreographing dance, and performance qualities.

V403201 Art Activism, 9-12 Grade

Art & Activism will focus on social change for the betterment of humanity and our society through visual art. Art and Activism combines the creative power of visual art to move us emotionally with the strategic planning of activism necessary to bring about social change. Socially minded artists, their art, and issues throughout time, such as discrimination, racism, political activism, the criminal justice system, violence, and political disenfranchisement will be studied.

V403211 Design Thinking, 9-12 Grade

Design Thinking will focus on non-linear ways of thinking to create visual solutions to complex problems. Generating our ideas from a viewpoint of empathy will allow us to foster a deeper and richer understanding of the environments and behaviors of the viewer and will allow us to shed light on our own assumptions and the bias that brings. Synthesizing information will allow artists to define the visual solutions to create visual art centered around the end user.

V402111 Ceramics, Beginning

Grade: 11-12

Over the course of the semester we will investigate the world of ceramic arts. We will consider how we can express ourselves through this medium. Students will learn how to maintain the ceramics room so it is always in order, what the tools are and how to use and care for them. Learning how to run the pug machine to recycle clay is an important aspect of being a ceramic artist. The two main areas of creating ceramic art is hand building and wheel pottery. Both methods of creating are finished with glazing techniques. In addition to learning the fundamental techniques involved in ceramics, we will also practice studio habits including: planning, critique, reflection and artist statements. In the past students have produced sculptures, vessels, tumblers, mugs, cups, plates, bowls and cups.

V402121 Ceramics, Intermediate

Grade: 11-12

This intermediate course is designed to build upon the foundation of basic ceramics techniques and introduce more advanced techniques and concepts. Handbuilding techniques that are sculptural and slab will be a focus. Students will refine their skill set on the potter wheel, learning how to pull taller walls to create a wider variety of wheel created pieces. Further investigation into surface design and glazing will also be covered. Finally, students will learn to integrate good studio habits into their artistic practice. Prerequisite is passing Beginning Ceramics.

V402131 Ceramics, Advanced

Grades: 11-12

Overall, a high school advanced ceramics course aims to provide students with an understanding of the fundamentals of ceramic materials and techniques, as well as the knowledge and skills to create and analyze ceramic objects. Students will also learn about the properties and performance of ceramics, and how these materials are used in various applications. By the end of the course, students should be able to design and create their own ceramic pieces using a variety of techniques. Prerequisite is passing Beginning Ceramics and Intermediate Ceramics.

V402141 Ceramics, Studio

Grades: 11-12

Ceramics studio course is designed for students who have completed all the requirements for beginning, intermediate and advanced ceramics and want to further their artist exploration. This course will give students the opportunity to further their knowledge and understanding for the entire ceramic process. Students will apply the knowledge gained in beginning, intermediate and advanced ceramics to create independent ceramic projects. The special qualities of the materials and processes used in ceramics will be further explored. As they continue to examine all stages of their work, the students will continue to develop their own artistic style within the ceramics media. Students will interpret and evaluate works of art using advanced criteria and critical thinking skills. Students will apply the elements and principles of good design as they create both functional and non-functional pieces and learn how ceramics are expressive and meaningful. Prerequisite is passing Beginning Ceramics, Intermediate Ceramics and Advanced Ceramics.

V409111 Art History, 9-12 Grade

Students will explore, research, and analyze art from various cultures and time periods. The course work will have an art survey format finding common themes throughout cultures that produce art. The common themes that will be explored include the use of available and local mediums, historical context, concepts that relate to local cultural trends and how the art reflects larger societal norms across the globe. There will be slide lectures and classroom discussion/activities. Students will apply understanding of cultural and historical context through completion of research and analysis tasks, projects, and essays.

V459111 AP Studio Art (year long)

This class will have homework over the summer as a requirement to maintain your registration in the course during the school year. This class will be fun but it will be work. Expect to stay after school to work on this class in the art studio at least two times a week. Studio Art is a program administered by the College Board to provide highly motivated high school students with an opportunity to earn college credit in art with a drawing focus. Students will submit a portfolio to

the College Board with work that focuses on the specific qualifications for Drawing. AP Studio is not based on a written exam; instead, students submit a portfolio in May to include five selected works (demonstrating art making skills and synthesis of materials, processes, and ideas) and 15 sustained investigation images (demonstrating art making skills, practice, experimentation, and revision, as well as synthesis of materials, processes, and ideas) based on an investigation of the student's choosing. Students will be encouraged to develop a strong personal artistic voice. The year will culminate with a gallery show. Throughout the year, students will document/photograph and write about their processes and finished work. This class will be about truly becoming an artist in terms of inquiry, the content and quality of your work, your work ethic/practice, and the opportunity to share and sell your work to the public.

V408271 Digital Photography, Beginning

Each student has the capability to create unique creative images and interpret complex photographs. In this photography course each student will explore the methods to further develop their own innate creativity, visual interpretation skills, technical photography skills, and further their understanding of the possibilities that are present in photography as a powerful means of expression and communication. Specifically, students will focus on four main areas of study: history, techniques, visual literacy, and practice. Students will work with and learn how to use digital cameras, specialty camera equipment to create unique photographs, and lighting equipment. Furthermore, students will learn editing techniques using software programs to manipulate, alter, enhance, and develop their photography. All of this work and learning will allow each student to develop a rich portfolio of photographic work. The development of the photographic portfolio will allow students to investigate the idea of personal identity and expression through visual representation.

V406111 Studio Art I

Emphasis is placed on understanding the Elements of Art and Principles of Design as a basis for composition. Using the Studio Habits of Mind, students will explore a variety of artists, art processes and materials such as drawing, painting and collage, culminating in the creation of a self-portrait. Willingness to get involved in the creative process is a more important requirement than the student's talent or previous experience.

V406121 Studio Art II

This course teaches students additional skills with media while allowing them to determine what essential questions or statements they wish to address with their art. Using the Studio Habits of Mind, students will create their own unique pieces. There will be a focus on exploration of new art materials and how to integrate them into the theme of the visual art. Prerequisite is passing Studio I.

V406131 Studio Art III

Students are guided down their own creative path. They have the ability to choose which essential question or statement they wish to address as well as the medium they wish to use. This is a good class to build an art portfolio for college. Prerequisite is passing Studio I and II.

P431701 Concert Honors Jazz Choir (Year Long)

Choir, Honors is an advanced, honors level performance based ensemble. Through audition student musicians must demonstrate advanced vocal technique, strong musicianship: sight reading and theory knowledge and comprehension, and strong part independence. Students are capable of solo performance as well as holding a part in 4+ part compositions without support. The course includes rehearsals beyond the school day and both day and evening performances, as well as individual projects in performance, composition, arranging or conducting. Students selected for Honors Jazz Choir must also be concurrently enrolled in Concert Choir.

P402541 Concert Choir (Year Long)

This choir is for music students who wish to pursue high quality ensemble performance opportunities, personal

improvement through exposure to outside peer and professional performances, preparing and performing solo works, and dedication to excellent personal musical contributions to the school music program. Students in this choir must audition for choirs outside of OWL as a learning target. This advanced choir performs literature in 4 – 10 parts in multiple performances in and out of the school building throughout the year. Students continue their study of vocal technique, reading notation, music history and music in society. Day and evening performances are required.

P402171 High School Varsity Choir (Year Long)

Students in this choir receive instruction in the development of the soprano, alto, tenor, and bass voices, development in harmony singing, and music literacy (reading notation, music history) using choral literature written and arranged for mixed voices. Day and evening performances are required. Open to all, grades 9 – 12. Short audition from previous year is recommended for placement.

P403311 Ukulele Class (Guitar)

Students will work independently on the ukulele. They will learn to read notes and rhythms and how to apply this to playing the ukulele. They will also learn chords and basic strumming patterns. Students will present on a string player of their choice. (1 Semester)

PHY ED

G400111 Phy Ed

This graduation required course is designed to address the National and MN standards and benchmarks for Physical Education. This includes: 1) Developing and maintaining a high level of physical fitness, 2) Developing and improving psychomotor skills in a variety of lifetime fitness oriented activities, 3) Developing in depth understanding of fitness knowledge, skills and strategies of a variety of individual and team lifetime activities, and 4) developing character traits, skills and positive attitudes and behaviors around health and wellness. These goals are pursued through a variety of fitness-oriented skill building, individual and team competitions intended to improve students' cardiovascular endurance, muscular strength and endurance, flexibility and balance/agility. Student's progress will be measure with routine formatives assessments of skills and knowledge of strategy as well as personal fitness goal attainment.

HEALTH

G407111 Health

Grades 10 - 12

Health Education provides students with knowledge, attitudes, and skills to make health-promoting decisions to help them live as happy, healthy, productive members of society. Students will analyze how positive and negative wellness can impact the society around them. They will address the seven dimensions of wellness that include: Physical, Mental, Social, Emotional, Environmental, Spiritual, and Vocational Health. Wellness is not a one-time decision but a series of decisions continuing throughout our lives. Students will develop high level comprehension and understanding in the areas of Personal Wellness, Mental and Emotional Health, Drugs, Alcohol, and Tobacco, Body Systems and Disease, Nutrition and Fitness, Consumer and Environmental Health, and Human Sexuality.

WORLD LANGUAGE

W401111 Spanish 1

Spanish 1 is an immersive introduction to the language of the Spanish-speaking world. In this course, our goal will be to **acquire** Spanish language, rather than study it. This Spanish course is a Comprehensible Input Spanish course, and we will use methods and strategies that prioritize and promote comprehension of language in meaningful context. We will focus our class time on the acquisition of high frequency structures (the most frequently used words in a language) and

we will use these structures in class discussions, stories, and cultural exploration. Spanish 1 is an opportunity for beginners to dive deep into a new language with a goal of real-world, communicative application.

W401121 Spanish 2

Spanish 2 is a continuation of Spanish 1, designed to move students accustomed to an immersive, comprehensible environment to the next level of communicative competence. This is a Comprehensible Input Spanish course. Students are expected to interact daily with the language in a meaningful way with the goal of **acquiring** Spanish language. We focus class time on high-frequency structures (most frequently used words and phrases in a language) and will use these target structures for class discussions, stories, and to explore the cultures and traditions of the Spanish-speaking world. This course is designed to follow OWL Spanish 1.

W431131 Spanish 3

Spanish 3 is a continuation of Spanish 2, designed to move students accustomed to an immersive, comprehensible environment to the next level of communicative competence. This is a Comprehensible Input Spanish course. Students are expected to interact daily with the language in a meaningful way with the goal of **acquiring** Spanish language. We focus class time on high-frequency structures (most frequently used words and phrases in a language) and will use these target structures for class discussions, stories, and to explore the cultures and traditions of the Spanish-speaking world. This course is designed to follow OWL Spanish 2.

W431141 Spanish 4

Spanish 4 is a continuation of Spanish 3, designed to move students accustomed to an immersive, comprehensible environment to the next level of communicative competence. This is a Comprehensible Input Spanish course. Students are expected to interact daily with the language in a meaningful way with the goal of **acquiring** Spanish language. We focus class time on high-frequency structures (most frequently used words and phrases in a language) and will use these target structures for class discussions, stories, and to explore the cultures and traditions of the Spanish-speaking world. This course is designed to follow OWL Spanish 3.

W431151 Spanish 5

Spanish 5 is a continuation of Spanish 4, designed to move students accustomed to an immersive, comprehensible environment to the next level of communicative competence. This is a Comprehensible Input Spanish course. Students are expected to interact daily with the language in a meaningful way with the goal of **acquiring** Spanish language. We focus class time on high-frequency structures (most frequently used words and phrases in a language) and will use these target structures for class discussions, stories, and to explore the cultures and traditions of the Spanish-speaking world. This course is designed to follow OWL Spanish 4.

W401181 Spanish for Spanish Speakers

This course is designed for students who speak Spanish as native speakers and/or need formal training to improve their Spanish communicative skills. This course focuses on enhancing the oral and comprehension skills on aspects of the Hispanic culture and literature. Students will improve their Spanish speaking ability through active class discussion and presentations. In addition, reading and writing skills will be enhanced and developed in this course. Students will learn the basic grammatical structures of the Spanish language with emphasis on integrating grammar into proficiency-oriented activities. Emphasis will be placed on usage appropriate to academic and professional settings.

W451141 AP Spanish Language and Culture 4

The AP Spanish Language and Culture course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students learn about culture through the use of authentic materials that are representative of the Spanish-speaking world. Materials include a variety of different media, e.g., journalistic and literary works, podcasts, interviews, movies, charts, and graphs. AP Spanish Language and Culture is a language acquisition course designed to provide students with the

necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken, and as such, is an immersion experience requiring exclusive use of Spanish by the teacher and students.

W451151 AP Spanish Literature and Culture 5 (Not offered in 21/22)

The AP Spanish Literature and Culture course is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in the *Standards for Foreign Language Learning in the 21st Century*. The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills — with special attention to critical reading and analytical writing — and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.

OFF-SITE/ONLINE District Course

Descriptions

WORLD LANGAUGES

Ojibwe 1 (Virtual) - W405119

Grade Level: 9th-12th

Duration: Year-Long

Credits: 4 Elective Credits

Prerequisite: None

Description: This is an ONLINE course with a mix of synchronous and asynchronous instruction, students log into class from their school building. This language course prepares learners to communicate effectively in Ojibwe language and provides the base for further learning and creating an Ojibwe language community in Saint Paul and surrounding areas.

Counselor Notes: Priority enrollment given to 9th & 10th grade

Ojibwe 2 (Virtual) - W405129

Grade Level: 9th-12th

Duration: Year-Long

Credits: 4 Elective Credits

Prerequisite: Ojibwe 1

Description: This is an ONLINE course with a mix of synchronous and asynchronous instruction, students log into class from their school building. Ojibwe II provides the language base for further learning and creating an Ojibwe language community in Saint Paul and surrounding areas. It reviews the language and culture presented in Ojibwe 1 and introduces new situations and themes. Learners increase proficiency in the language through expanded vocabulary and grammar. Students converse and write in the present, past and future tenses, allowing them to communicate more effectively.

Hmong 1 Virtual (Hmong Lang) - W403419

Grade Level: 9th-12th

Duration: Year-Long

Credits: 4 Elective Credits

Prerequisite: None

Description: This is an ONLINE course with a mix of synchronous and asynchronous instruction, students log into class from their school building. This language course introduces the basic skills of listening, reading, speaking, and writing in Hmong through thematically-designed units. Students will learn the basic Hmong alphabet and phonetics, Hmong grammar, and sentence structure. Themes include family, leisure activities, folk stories, story cloths, life in refugee camps, and traditional Hmong games. Through these themes, students will explore the history, traditions, and beliefs of the Hmong people.

Counselor Notes: Priority enrollment given to 9th & 10th grade

Hmong 2 (Virtual) - W403429

<u>Grade Level:</u> 9th-12th	<u>Duration:</u> Year-Long
<u>Credits:</u> 4 Elective Credits	<u>Prerequisite:</u> Hmong 1
<p><u>Description:</u> This is an ONLINE course with a mix of synchronous and asynchronous instruction, students log into class from their school building. This course continues to develop the basic skills of listening, speaking, reading, and writing through thematically designed units. Students will continue to study the Hmong alphabet, structure and phonetics and increase proficiency in the language through expanded vocabulary and grammar. Themes include family-clans, dark folktales, the Secret War, Hmong leaders, folk songs, and poetry. Students will explore the history, culture, traditions, and beliefs of the Hmong through these thematic units.</p>	

Japanese 1 (Virtual) - W403219	
<u>Grade Level:</u> 9th-12th	<u>Duration:</u> Year long
<u>Credits:</u> 4 elective credits	<u>Prerequisite:</u> None
<p><u>Description:</u> This is an ONLINE course with a mix of synchronous and asynchronous instruction, students log into class from their school building. In this language course, students will learn the basic structure of the Japanese language through speaking, listening, reading, and writing. We will examine elements of Japanese culture such as family life, schooling, and anime. Students will get a solid grasp of the hiragana alphabet in the first semester, katakana in the second semester, and will learn about some kanji (characters).</p>	
<u>Counselor Notes:</u> Priority enrollment given to 9th & 10th grade	

Japanese 2 (Virtual) - W403229	
<u>Grade Level:</u> 9th-12th	<u>Duration:</u> Year-Long
<u>Credits:</u> 4 Elective Credits	<u>Prerequisite:</u> Japanese 1
<p><u>Description:</u> This is an ONLINE course with a mix of synchronous and asynchronous instruction, students log into class from their school building. Topics from Japanese 1, including Hiragana, Katakana, and Kanji will be reviewed. New language structures will be introduced to help you gain confidence in speaking, listening, reading, and writing Japanese. We will learn everyday conversation, Kanji, adjectives, verb forms, and Japanese culture through group work, pair work, projects, and skits. You need to know Hiragana and Katakana to start Japanese II.</p>	

Karen 1 (Virtual) - W404019	
<u>Grade Level:</u> 9th-12th	<u>Duration:</u> Year-Long
<u>Credits:</u> 4 Elective Credits	<u>Prerequisite:</u> None
<p><u>Description:</u> This is an ONLINE course with a mix of synchronous and asynchronous instruction, students log into class from their school building. Karen 1 introduces the basic skills of listening, reading, speaking, and writing at the Novice Mid proficiency level. At this level, students will be able to understand and communicate on very familiar, everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. Content</p>	

is taught through thematically-designed units, which includes the themes of family, school, cultural foods and activities. Through these themes, students will explore the history, traditions, and beliefs of the Karen people.

Counselor Notes: Priority enrollment given to 9th & 10th grade

Karen for Karen Speakers (Virtual) - W404009

Grade Level: 9th-12th

Duration: Year-Long

Credits: 4 Elective Credits

Prerequisite: None

Description: This is an ONLINE course with a mix of synchronous and asynchronous instruction, students log into class from their school building. Karen for Karen speakers is for students who understand and speak Karen at home and want to advance their listening, reading, speaking, and writing skills. This course targets the Intermediate proficiency level. At this level, students will be able to understand and communicate on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. Content is taught through thematically-designed units, which includes the themes of clothing, celebrations, why the Karen people came to America, and what makes a leader. Through these themes, students will explore the history, traditions, and beliefs of the Karen people.

Counselor Notes: This course is for students who speak Karen at home and want to advance their language skills.

ELECTIVES

Intro to App Development (Virtual) - N403109

Grade level: 9th-12th

Duration: Semester

Credits: 2 elective credits

Prerequisite: None

Description: This is an ONLINE course with a mix of synchronous and asynchronous instruction, students log into class from their school building. Code is all around you. Whether you're using an app on your phone or just crossing the street at the traffic light, code is everywhere and coding is for everyone. This semester-long course is an introduction to app development using Swift programming language and Xcode (Apple's integrated development environment). Intro to App Development is designed to help students build a solid foundation in programming fundamentals using Swift as the programming language. Throughout this course, students get practical experience with the tools, techniques, and concepts needed to build a basic iOS app from scratch. Students will also learn user interface design principles, which are fundamental to programming and making great apps.

Counselor Notes:

Drone Flight Training (Virtual) - N409029

Grade Level: 9th-12th

Duration: Semester

Credits: 2 Elective Credits

Prerequisite: None

Description: This is an ONLINE course with a mix of synchronous and asynchronous instruction, students log into class from their school building. Students will learn the required safety regulations, airspace, procedures and weather information in order to pass the Federal Aviation Administration Drone Pilot Safety test. Students will also learn how to fly drones through an online drone simulator app on their iPad. Upon completion, students will be able to legally fly a drone, understand how different drones work and learn about the latest technology that will make drones more influential in our society.

Counselor Notes: Priority enrollment given for 11th and 12th grade.

HEALTH AND PHYSICAL EDUCATION

Leadership in Coaching & Officiating (Virtual) - G404499

Grade Level: 11th-12th

Duration: Semester

Credits: 2 Credits

Prerequisite: None

Description: This is a 2-part course: Part I: Leadership in Coaching introduces the knowledge, skills, coaching techniques and philosophies for being a successful leader on and off the field. Part I is taught ONLINE with a mix of synchronous and asynchronous instruction. Part II: Sport Officiating will allow students to learn the rules, game play, officiating calls and hand signals as well as the role a sports official plays in maintaining fair play. Sports that could be included depending on student interest and instructor expertise are soccer, basketball, softball/baseball, volleyball, football and tennis. Upon completion of this course, students will be eligible for employment with Saint Paul Parks and Recreation.

Counselor Notes: This course will contain an in-person job shadow/internship with a coach/official in SPPS or St Paul Parks & Rec in 2nd quarter that is potentially outside of the school day.

ARTS

Digital Filmmaking (Virtual) - V408269

Grade Level: 9th-12th

Duration: Semester

Credits: 2 Credits

Prerequisite: None

Description: This is an ONLINE course with a mix of synchronous and asynchronous instruction, students log into class from their school building. This laboratory course will teach the fundamentals of filmmaking; idea generation, project organization, production stages, elements of film, technical terms, and editing techniques. Students will work individually and in small groups to produce short experimental, narrative, and documentary films while studying the works of specific artists. Students will be encouraged to share finished films with SPNN and IFP, utilizing community resources. Film will be viewed as a communication tool, which can be used to entertain, educate, inform, or persuade.

Counselor Notes: Priority enrollment given for 11th and 12th grade.

Video Game Music (Virtual) - P406159

Grade Level: 9th-12th

Duration: Semester

<u>Credits:</u> 2 Credits	<u>Prerequisite:</u> None
<p><u>Description:</u> This is an ONLINE course with a mix of synchronous and asynchronous instruction, students log into class from their school building. This course will explore the history, evolution, and impact of video game music. Students will learn to understand 8-bit programming concepts, apply common orchestration techniques, manipulate modern composing using digital assets, and analyze important video game composers and their influences. Students will identify and evaluate the emotional impact of music and how it is used to create the intended environment of the game. Students may examine the music and sound-design for first-person perspective action and suspense games, games with elements of horror, soaring fantasy themes, as well as whimsical songs such as the (in)famous Wii sports waiting room theme. This class will culminate in a project in which students either create original video game music or analyze a video game score through the lens of the creators intent, influences, and effectiveness.</p>	
<p><u>Counselor Notes:</u> Priority enrollment given for 11th and 12th grade.</p>	

Music of Social Change (Virtual) - P406179	
<u>Grade Level:</u> 9th-12th	<u>Duration:</u> Semester
<u>Credits:</u> 2 Credits	<u>Prerequisite:</u> None
<p><u>Description:</u> This is an ONLINE course with a mix of synchronous and asynchronous instruction, students log into class from their school building. In Music and Social Change, students will explore the integral role music has played in major social justice movements throughout American history. They will learn about various music styles throughout history and learn to draw connections between music and the social themes of war, politics, oppression, and the human condition. They will examine how American popular music has both brought people together and threatened the status quo. Students will discover how musical performance has been used as a way to promote awareness and encourage activism such as the Civil Rights, Anti-War and Women’s Rights movements of the 1960’s to the Black Power and Red Power movements of the 1970’s all the way through to the current contemporary movements of #MeToo and #BlackLivesMatter. This is not a performance class, so performance experience is not required, however students may choose to create songs that align with their interests and projects if they choose.</p>	
<p><u>Counselor Notes:</u> Priority enrollment given for 11th and 12th grade.</p>	

CAREER PATHWAYS

SPPS offers a partnership with local businesses and programs to explore interests and career goals. These courses are open to 9th - 12th graders, with 9th graders doing exploratory coursework, and 11th & 12th graders doing more targeted work.

Pathways include:

- Automotive
- Building Trades & Manufacturing
- Business
- Computer Science
- Medical
- Education
- Criminal Justice
- Transfers & Internship Opportunities

For more information about the Career Pathways, check out [here](#).

FOUNDATIONS

Z405011 12th Grade Seminar

This course is a required class for all seniors, and is a workshop for seniors to create a graduation portfolio, apply to college and complete a senior project. The graduation portfolio consists of letters of reflection, samples of work, and letters of recommendation. The college application process includes selecting and applying to colleges, completing financial aid applications and applying for scholarships. The senior project is a large, multifaceted project focused on career exploration or school/community improvement.

Z402161 Advisory (CREW)

In this mixed-age, multi-year course, students develop key social and emotional competencies while building a positive school culture. Community-building activities, academic advising, and service learning opportunities provide meaningful context for mentorship and peer-supported learning. Students usually remain with the same crew leader for all years from 6th to 12th grade. All conferences are organized through Crew, with a goal-setting conference before school starts. Students also lead their own academic conferences twice a year, showcasing their learning for family members and their Crew leader using a digital portfolio.

N401111 School Service

OWL students may work in a variety of roles to earn the 150 hours of school service required to graduate. School service jobs are a great way to give back to the school. Students are allowed to earn a maximum of 8 credits through one or more of the following roles.

- Working as a teacher assistant (TA) is an opportunity provided for 11th and 12th graders who are on track to graduate, have good attendance, and are looking to give back to their school. TAs provide support by assisting teachers in the organization and management of their classrooms. Students typically TA for classes with middle schoolers.
- Library aides assist Media Specialist with book cataloging, check-ins, author visits, and schoolwide communication.
- Office aides assist front office staff with deliveries, messages, and organizational tasks.
- Copy room aides are on standby in the copy room to complete printing and prep work for all teachers as needed.
- AVID tutors assist AVID teachers by guiding small groups of students in collaborative study groups and tutorials. 11th and 12th grade students who are proactive, patient, and have good attendance can apply. Students accepted to work as AVID tutors will receive AVID tutor training at the beginning, middle, and end of each quarter.

M403001 Study Hall

Study Hall is open to 11th and 12th grade students who are taking a rigorous courseload and need additional time in order to complete assignments. Study hall is not taken for credit, and will not appear on transcripts. Students found not using their study hall time effectively will not be assigned future study halls, or may be placed in elective classes instead. Study hall has an additional application justifying how the time will be used effectively.

SUPPORT CLASSES (SPECIAL EDUCATION/MLL)

A410001 Reading Strategies 5 (Fusion 1)

This is the first year of a 2-year sequence of Reading Strategies (Fusion 1). This course is open to 8th/9th/10th grade students. Throughout the first year students will develop the skills necessary to access, interpret, evaluate, and synthesize information in a variety of contexts. Students will learn to articulate their understanding of reading strategies through modeling, partner activities, projects, and independent work. Students will read, as well as engage with a variety of texts, independently and cooperatively to improve comprehension. In the first year, students cover the following strategies:

The Prediction Strategy, Thinking Reading, Possible Selves, Vocabulary Process, Bridging Strategy, Book Study, and Strategy Integration. Select 11th/12th graders that meet certain criteria may also be enrolled in this course with prior authorization from the teacher.

A410001 Reading Strategies 6 (Fusion 2)

This is the second year of a 2-year sequence of the Reading Strategy course. This course is open to 9th/10th/11th/12th grade students that have taken the prerequisite class, Reading Strategies 5 (Fusion 1). Throughout the second year of this course students will continue to develop the skills necessary to access, interpret, evaluate, and synthesize information from a variety of contexts. Students will learn to articulate their understanding of reading strategies through modeling, partner activities, projects, and independent work. Students will read, as well as engage with a variety of texts, independently and cooperatively to improve comprehension. In the second year, students cover the following strategies: Strategy Integration, Thinking Reading (continued), Vocabulary Process (continued), Summarization Strategy, Book Study, and The PASS Strategy.

A415601 Skills for College and Career Readiness

The goal of the Study Skills for College and Career Readiness course is that each student will become more organized, demonstrate the ability to actively monitor Schoology, focus on work completion and timely submissions of coursework, practice self-advocacy skills, learn/use executive functioning strategies, and be more actively involved in his or her learning. This course will also provide some time to support students with class assignments from mainstream courses.

A410231 Math Concepts 1

This class emphasizes developing basic Algebra and Geometry skills. Students will learn how to solve multi-step equations through Algebra and Geometry applications.

COURSE NUMBER NEEDED Math Concepts 2:

This class emphasizes developing intermediate Algebra and Geometry skills. Students will learn how to solve multi-step equations through Algebra and Geometry applications.

E401261 ELD (English Language Development):

This year long pull-out class provides support for students in their other classes. Students are given time to collaborate and work with other students on classwork and assessments. Students complete quarterly self reflections on their academic performance. Students are expected to use a planner to stay organized. Students are graded on organization, collaboration and completion of their weekly planner.

N402011 & N402021 AVID 9 & AVID 10

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for high school, college and career by focusing on writing, inquiry, collaboration, organization, and reading. Students will work on their academic and personal goals, explore college and careers of interest, and increase awareness of contributions to their learning as well as involvement in their school and community. Students will work in collaborative settings to participate in collegial discussions, including tutor-facilitated study groups. This academic support course includes multiple field trips and guest speakers.

OPEN WORLD LEARNING COMMUNITY

COURSE DESCRIPTIONS

MIDDLE SCHOOL COURSE DESCRIPTIONS

ENGLISH

L309861 ELA Workshop 6

Reader's and Writer's Workshop is taught daily to all 6th grade students. English at OWL supports the 6th grade expedition: Humans and the Mississippi River. Students will explore important issues to the river, learning nonfiction and research skills and building their persuasive writing skills by formulating an argument about the future of the river. They will also select a topic of interest about the river to create a micro-documentary, experiencing their first major expedition project at OWL. Additionally, students will intentionally develop and reflect on their independent reading life and build skills in reading and analyzing fiction texts.

L302121 ELA Workshop 7

The seventh grade ELA is a driving force for the 7th grade expedition: Communities. Students will be reading a variety of non-fiction and fiction texts. Students will also engage in fieldwork and cross-curricular projects with Social Studies, Science and Math. The class is writing intensive with an emphasis on informational and persuasive writing. Students will read or engage in a variety of texts independently and cooperatively and write for a variety of audiences on a regular basis. Students will also engage in discussions around texts, including a month-long literature circle unit.

L302221 ELA Workshop 8

English 8 is a four-credit course designed to ensure that all students develop the skills necessary to access, interpret, evaluate, and synthesize information from a variety of contexts and to articulate their understandings in forms appropriate for an 8th grade audience through modeling, activities, projects, and independent work. Students will read or engage in a variety of texts independently and cooperatively and write for a variety of audiences on a regular basis. Justice will be one of the important themes for the year.

SOCIAL STUDIES

H301001 Minnesota Studies 6

MN Studies features history as the lead discipline but the focus includes geographic, economic and civic understandings. Students study Minnesota history and its government, placing the state and its people within the context of the national story. They engage in historical inquiry and study events, issues and individuals significant to Minnesota history, beginning with the early indigenous people of the upper Mississippi River region to the present day. They examine the relationship between levels of government, and how the concept of sovereignty affects the exercise of treaty rights. They analyze how the state's physical features and location of resources affected settlement patterns and the growth of cities. Drawing on their knowledge of economics, students analyze the influence of a market-based economy at the local and national levels. They learn about the unique role Minnesota played, and continues to play, in regional, national and global politics. Students in 6th grade MN Studies will participate in History Day as part of this course.

H301201 American Studies 7

Grade seven features history as the lead discipline with a strong secondary emphasis on citizenship and government. The interdisciplinary “Studies” approach is further enhanced with important economics and geography content that round out the study of United States history. Students learn about people, issues and events of significance to this nation’s history from 1800 to the current era of globalization. They examine the Declaration of Independence, the Constitution and the Bill of Rights, and Supreme Court decisions for their lasting impact on the American people, economy and governance structure. Students study civics and economic principles in depth, drawing connections between these disciplines and history to explain the impact of various policies on how people lived, worked and functioned in society. They create and use detailed maps of places in the United States and conduct historical inquiry on a topic in the nation’s history.

H302251 Global Studies 8

Global Studies features geography as the lead discipline with a strong secondary emphasis on contemporary world history. Content drawn from citizenship, government, and economics, enriches the study of world regional geography, and further develops the interdisciplinary “studies” approach. Throughout the year, the students will learn using real world problems, simulations, document analysis, debates, and journals to help students become inquirers, knowledgeable, thinkers, communicators, principled, open minded, risk takers, balanced, caring, and reflective.

MATH

M305001 Math 6

This course covers the necessary standards for MN 6th grade standards including but not limited to the following: patterns and functions, proportionals, percents, geometric figures, measurements and probability. This class offers an expedition slice at the end of the year involving probability at the Celebration of Learning Carnival.

M303011 Pre-Algebra

Pre-Algebra is a year-long mathematics course that introduces concepts preparing students for Algebra 1. Big concepts covered integers, solving equations as well as solving proportions and relations. This class also supports the 7th grade expedition, communities, through proportional reasoning, data analysis as well as budgeting. Other concepts covered are solving expressions and equations, exponents, graphing, functions, percents, geometry, and probability, and solving multi-step equations. This course prepares students to be mathematically literate, as well as prepare them for future math courses, the middle school MN Math Standards, and MN standardized math tests.

M404401 Algebra 1(Semester 1) + M407101 Math Lab

This course covers the first half of a traditional Algebra 1 course focused on linear relationships only. It covers Real Numbers, Linear equations, finding lines of best fit, interpolating and extrapolating data, Linear Inequalities, Functions, Systems of Linear Equations, and Systems of Linear Inequalities.

M403013 Intermediate Algebra(Semester 2) + M407103 Math Lab

This course is the second half of a two-part Algebra course focused on linear and quadratic relationships. Students will learn to represent linear and quadratic functions as verbal descriptions, equations, tables, and graphs, as well as solve linear and quadratic equations with real numbers. Students will perform basic polynomial operations, factor polynomials, and use statistics and probability to describe data sets and make predictions. Students will apply this learning to solve real-world mathematical problems. This course prepares students to be mathematically literate, as well as prepare them for future math courses, the high school MN Math Standards, and MN standardized math tests.

SCIENCE

S306101 Earth Science 6

Earth Science 6 is a year-long introductory earth and space sciences course that introduces the basic earth science concepts through inquiry labs, models, and hand-on activities. The topics covered are geology, meteorology and

astronomy. Students will develop skills of scientific inquiry and laboratory investigations. Earth Science 6 meets the earth and space science requirements for middle school.

S301521 Life Science 7

Life Science 7 is a year-long introductory biological science course that introduces the basic life science concepts through inquiry labs, models, and hand-on activities. The topics covered are cells, ecology, genetics and evolution, and the human body. Students will develop skills of scientific inquiry and laboratory investigations. Life Science 7 meets the life science requirements for middle school and prepares students for future science courses.

S306201 Physical Science 8

Physical Science 8 is a year-long physical science course that covers basic middle school physics and chemistry concepts as well as the engineering design process and the nature of science. Students learn about the properties of matter, how atoms interact in a physical change, types of energy, waves, light, forces and motion. Students use observations, laboratory investigations, and problem solving to analyze and understand the science of everyday physics and chemical phenomena.

MIDDLE SCHOOL ELECTIVES

G301061 PE 6-8 (Semester)

This is a semester-long required course designed to address the National and MN standards and benchmarks for Physical Education. The course provides students the opportunity to learn through a developmentally appropriate, comprehensive sequentially planned physical education aligned with SPPS priority benchmarks. The focus of this course is the development of movement skill combinations and movement skill knowledge; the assessment and maintenance of physical fitness to improve health and performance, and the requisite knowledge of physical fitness concepts, principals and strategies; and the application of personal wellness concepts, including self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity. Units of activity include: physical fitness (activities and assessment, concepts, and skill development; cooperative activities; throwing and catching skills with lead up games to popular individual and team sports; volleying skills and lead-up games; racquet sports and lead in games; traditional, line and folk dance and stress management exercise such as yoga calm and relaxation. Fitnessgram assessments are performed for individual goals in strength, endurance and agility.

G307101 Health 7 (Semester/Required)

Health Education curriculum is in place to meet the National Health Education and Saint Paul Public School priority Standards for all SPPS middle school students. Health Education is crucial to enhance the overall health and well-being of individuals and their respective community. This course is an introductory course to Middle School Health Education and will focus on the very basic knowledge and skill development in the areas of personal wellness, mental and emotional wellness, growth and development, body systems, nutrition, relationships and family health. This course is a semester long.

P301011 6th Grade Theatre Arts (Acting Explorations 6) (Semester)

Sixth grade theatre is a safe space for students to work together to create and perform original and scripted theater that reflects the voices of youth and the diversity of the community. This class introduces students to the actors' tools and to the creative process. Students will learn how to create ensembles and safe spaces. They will use their body, voice and imagination to analyze a character, design a costume, perform in a scene in a class play.

P301121 7th Grade Theatre Arts - Class Play (Acting Explorations 7) (Semester)

Seventh grade theatre continues to build an ensemble and a safe space for students to work together to perform scripted theater. In this class students utilize the actors' tools to explore a one-act play in depth. Students will use their body, voice and imagination to analyze a character. They will be introduced to the elements of drama, and use those analysis skills to understand the scenes and the play. This class culminates in a performance of a one-act play for a live audience.

P30111 8th Grade Theatre Arts - Theatre for Social Change Beginning (Arts Literacy Explorations 8) (Semester)

Eighth grade Theatre for Social Change uses performance as a powerful tool in creating individual identity development and advancing social issues. Students will work in an environment where artistic expression and imagination are promoted. They will use the Arts Literacy cycle of performance to connect, create, rehearse, perform, and reflect original performance. As actors, students will learn to express emotions and ideas using interpretive movements through pantomime. Students will develop their own voice by performing dialogue, dramatizing literary selections, and participating in skits and scenes. Students will become playwrights and create their own original scenes as a final project. This class culminates in a showcase of original scenes written and performed by students for a live audience.

P300121 Music Exploration 6 (semester)

Music Exploration 6 is a semester-long course where students will examine, listen to, evaluate, and/or perform music through exploration of the historical, social, economic, ethnic and political events that influenced the genre's artists and the music they wrote and performed. This course provides opportunities for students to develop their musical potential and aesthetic understanding through text, technology, singing, movement and a variety of instruments.

P302111 Choir, Beginning 7-8 (year-long)

This is a year-long course that provides an opportunity for students to learn self-discipline, group cohesiveness, and trust, as students develop their voices within a choral ensemble. Students will learn to sing a variety of choral literature and styles from around the world in unison, two- or three-part harmony. Through the daily rehearsal, various musical concepts will be taught with an emphasis on those skills relating to singing: correct breathing and vocal techniques (diction, blend, balance, phrasing, intonation, articulation, and tone quality), sight-singing, and music theory concepts. Students will also have an opportunity to explore units in composition and improvisation, and to respond to music from various genres and cultures.

V300111 Art, Beginning 6 (Semester)

Students will get an introduction to many art mediums and how to use and care for them. They will learn about the elements of art as well as a brief exploration into some of the principles of art. Students will be using the Studio Habits of Mind for preparing, creating, revising and reflecting on their art while creating their own artistic creations using various two and three dimensional art media. Critiquing art will be introduced so students can learn from others and practice discussions using the terms of art. Some projects will integrate other school subjects into their art.

V300121 Art, Intermediate 7 (Semester)

Students will continue to learn about how the elements and principles of art influence the art they make. They will be using the Studio Habits of Mind for preparing, creating, revising and reflecting on their own art. Students will be learning how best to create in a shared studio space being mindful of others and respectful of the supplies. Classes will introduce new techniques and exercises which will aid the artists in creating what they intend. Critiquing art will be practiced so students can learn from others, practice discussions using the terms of art and formulate their own opinions based on the elements and principles of art as well as their own esthetic tastes.

V300131 Art, Advanced 8 (Semester)

Students will learn more about how changing which elements and principles of art they use changes the art they make. They will be using the Studio Habits of Mind for preparing, creating, revising and reflecting on their own art. Students

will be learning how best to create in a shared studio space being mindful of others and respectful of the supplies. Classes will introduce new techniques and exercises which will aid the artists in creating what they intend. Critiquing art will be practiced so students can learn from others, practice discussions using the terms of art and formulate their own opinions based on the elements and principles of art as well as their own esthetic tastes.

L303311 World Mythology (Semester)

Students explore mythology – the study of traditional legends and stories passed down by oral tradition. Students study the myths of a number of cultures as the cultures struggled imaginatively with basic questions of the origin of life, of evil, and of the universe itself. Students investigate myths of the ancient cultures of Greece, Rome, Africa, Asia, and the Americas. Students will also look at the hero's journey, and other connections between myths from around the globe.

L301601 - Choose Your Own Adventure

Choose your Own Adventure Books started in the 1970s as a way to make reading more fun and engaging. They are books where you (the reader) makes choices about how the stories go, including many different endings. These books have come a long way since then. Experience the variety of the genre, and make some of your own Choose Your Own Adventure books!

L304011 - Graphic Novels and Comics

Graphic Novels are AWESOME! In this class, we will explore graphic novels and comics together. Some we will read as a whole-class, but much of the class will be spent with students selecting what books they want to read. Students will also write/plan graphic novels and comics in this course.

L305311 Journalism 8

Journalism at OWL is focused on the publication of the school newspaper, The Purple Press. Students will be introduced to the basics of journalism style, then research, write, and revise articles for the paper. The Purple Press publishes eight times during the school year.

U301001 Science of Computers and Coding (LEGO Robotics) (Semester)

The Lego Robotics elective is a course for 7th and 8th grade. Students will use the Spike Prime Lego Education app and Spike Prime robot kits. They will learn programming with block code, engineer multiple robot designs, and strengthen their collaboration skills. If taken semester 1, students in the class will have the opportunity to participate in the SPPS FIRST Lego League Competition in January. If taken semester 2, students will do a Mars rover expedition and explore space technology.

W401111 Spanish 1 (yearlong)

Spanish 1 is an immersive introduction to the language of the Spanish-speaking world. In this course, our goal will be to **acquire** Spanish language, rather than study it. This Spanish course is a Comprehensible Input Spanish course, and we will use methods and strategies that promote comprehension of language in meaningful context. We will focus our class time on the acquisition of high frequency structures (the most frequently used words in a language) and we will use these structures in class discussions, stories, and cultural exploration. Spanish 1 is an opportunity for beginners to dive deep into a new language with a goal of real-world, communicative application.

W401121 Spanish 2 (yearlong)

Spanish 2 is a continuation of Spanish 1, designed to move students accustomed to an immersive, comprehensible environment to the next level of communicative competence. This is a Comprehensible Input Spanish course. Students are expected to interact daily with the language in a meaningful way with the goal of **acquiring** Spanish language. We focus class time on high-frequency structures (most frequently used words and phrases in a language) and will use these target structures for class discussions, stories, and to explore the cultures and traditions of the Spanish-speaking world. This course is designed to follow OWL Spanish 1.

W401181 Spanish for Spanish Speakers (yearlong)

This course is designed for students who speak Spanish as native speakers and/or need formal training to improve their Spanish communicative skills. This course focuses on enhancing the oral and comprehension skills on aspects of the Hispanic culture and literature. Students will improve their Spanish speaking ability through active class discussion and presentations. In addition, reading and writing skills will be enhanced and developed in this course. Students will learn the basic grammatical structures of the Spanish language with emphasis on integrating grammar into proficiency-oriented activities. Emphasis will be placed on usage appropriate to academic and professional settings.

FOUNDATIONS

Z402161 Advisory (CREW)

In this mixed-age, multi-year course, students develop key social and emotional competencies while building a positive school culture. Community-building activities, academic advising, and service learning opportunities provide meaningful context for mentorship and peer-supported learning. Students usually remain with the same crew leader for all years from 6th to 12th grade. All conferences are organized through Crew, with a goal-setting conference before school starts. Students also lead their own academic conferences twice a year, showcasing their learning for family members and their Crew leader using a digital portfolio.

SUPPORT COURSES

L304117 OT Literacy 6

OT Literacy is a year long class (with exceptions), designed to equip students with strategies needed for effective reading across all content areas. In order to prepare the students for grade level text across content areas, academic growth, and college and career readiness, students will learn how to use the reading process (beginning, middle, end) to support comprehension. This course will accelerate students towards proficiency in grade-level standards. Students work with small teams of peers to read and understand many kinds of reading materials. Students will read, explore, and use new vocabulary terms within fiction and nonfiction text. Students will work on the following skills: Comprehension, Reading Rate, Vocabulary Development, and Fluency. In small groups, students will work on many reading activities like close reading and literature circles. Students will also be given time to check their grades and reflect on academic, social and personal goals.

L301841 OT Literacy 7-8

OT Literacy is a year long class (with exceptions), designed to equip students with strategies needed for effective reading across all content areas. In order to prepare the students for grade level text across content areas, academic growth, and college and career readiness, students will learn how to use the reading process (beginning, middle, end) to support comprehension. This course will accelerate students towards proficiency in grade-level standards. Students work with small teams of peers to read and understand many kinds of reading materials. Students will read, explore, and use new vocabulary terms within fiction and nonfiction text. Students will work on the following skills: Comprehension, Reading Rate, Vocabulary Development, and Fluency. In small groups, students will work on many reading activities like close reading and literature circles. Students will also be given time to check their grades and reflect on academic, social and personal goals.

A310151 Middle School Reading Strategies (6/7)

A410001 Reading Strategies 5 (Fusion 1)

This is the first year of a 2-year sequence of Reading Strategies (Fusion 1). This course is open to 8th grade students. Throughout the first year students will develop the skills necessary to access, interpret, evaluate, and synthesize information from a variety of contexts and to articulate their understanding of reading strategies through modeling, partner activities, projects, and independent work. Students will read, as well as engage with a variety of texts, independently and cooperatively to improve comprehension. In the first year, students cover the following strategies: The Prediction Strategy, Thinking Reading, Possible Selves, Vocabulary Process, Bridging Strategy, Book Study, and Strategy Integration. Select 11th graders that meet certain criteria may also be enrolled in this course with prior authorization from the teacher.

A314401 Study Skills for High School Readiness

The goal of the Study Skills for High School Readiness course is that each student will become more organized, demonstrate the ability to actively monitor Schoology, focus on work completion and timely submissions of coursework, practice self-advocacy skills, learn/use executive functioning strategies, and be more actively involved in his or her learning. This course will also provide some time to support students with class assignments from mainstream courses.

E301261 ELD (English Language Development)

This year long pull-out class provides support for students in their other classes. Students are given time to collaborate and work with other students on classwork and assessments. Students complete quarterly self reflections on their academic performance. Students are expected to use a planner to stay organized. Students are graded on organization, collaboration and completion of their weekly planner.

N302061 AVID 7/8

Advancement Via Individual Determination (AVID), an academic elective course, asks students to work on academic and personal goals and, as a result, build their self-confidence and prepare for high school, college, and career through writing, inquiry, collaboration, organization, and reading. Students learn how to take notes, work in collaborative settings, and participate in discussions, including tutor-facilitated study groups. Exposure to reading and writing strategies build student vocabulary and increase their understanding of complex texts by following the writing process. Through frequent field trips and various guest speakers, students expand their awareness of college and career opportunities.