



**TWO RIVERS HIGH SCHOOL**  
**ACADEMIC**  
**PLANNING GUIDE**  
**2025-2026**



# Two Rivers High School

1897 Delaware Avenue  
Mendota Heights, MN 55118  
651-403-7100 | [tworivers.isd197.org](http://tworivers.isd197.org)



## Our Mission

The Two Rivers High School community promotes lifelong learning in a supportive and respectful environment that encourages maximum achievement for all.

## Important Phone Numbers

Main Office	651-403-7100
Attendance Line	651-403-7107
Athletics/Activities	651-403-7206
Health Office	651-403-7102
Counseling Office	651-403-7208

(Student support / Course registration / New student enrollment)

## High School Counselors

Beth Gjerde	651-403-7203	A-Da
Jessica Grochowski	651-403-7181	De-He
Leah Erchul	651-403-7245	Hi-Mc
Margaret Citta	651-403-7202	Me-Sal
James Winkoski	651-403-7204	Sam-Z

\*Serving students with last names that start with:

\*9th grade students are assigned a counselor based on their BARR team. As students complete 9th grade registration, please contact the counselors listed here according to the student's last name.

## High School Leadership

Principal	Dr. Al Johnson	651-403-7101
Associate Principal (Grade 9)	Dr. Jessica Cabak	651-403-7211
Associate Principal (Grades 10-12, A-L)	Scott Karlen	651-403-7393
Associate Principal (Grades 10-12 M-Z)	Tom Orth	651-403-7108
Activities Director	Prentice Smith	651-403-7201

## District Administration

Superintendent	Peter Olson-Skog	651-403-7002
Director of Curriculum, Instruction & Assessment	Cari Jo Drewitz	651-403-7003

School District 197 complies with all federal and state laws and regulations prohibiting discrimination. No person shall, on the grounds of race, color, national origin, creed, religion, sex, marital status, status with regard to public assistance, age, or disability be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any educational program or in employment, or recruitment, consideration, or selection; therefore, whether full-time or part-time under any education program or activity operated by the district.

It therefore is the intent of the district to ensure that learners who have disabilities within the definition of the Americans with Disabilities Act (ADA), the 1990 individuals With Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Any person having inquiries concerning the district's compliance with implementation of these mandates should contact: **Office of Special Programs, School District 197, 1897 Delaware Avenue, Mendota Heights, MN 55118; 651-403-7011.**

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Music			
Non-departmental			
Technology Education			
World Languages			

# From the Principal

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Dear Two Rivers Students,

Welcome to the 2025 –2026 school year at Two Rivers High School!

There has never been a more exciting time to be a Warrior! Here in the Two Rivers High School Community, being a Warrior is more than just something we say in passing. It's how we walk down our hallways and in our school community striving to be our very best every day. We are committed to living out School District 197's three core beliefs—relationships, equity, and achievement.

We believe every student deserves to feel safe in school and we seek to create spaces where every student knows they belong. We are intentional about creating an environment where students are able to find and maintain meaningful relationships with staff and other students. We work hard to create a school culture where every student and all cultures are honored.

This academic planning guide is created to help students and families navigate the myriad of opportunities here at Two Rivers High School. With the support of family, teachers and our highly skilled counselors, this guide will help students find the courses and activities that best match their individual interests and dreams.

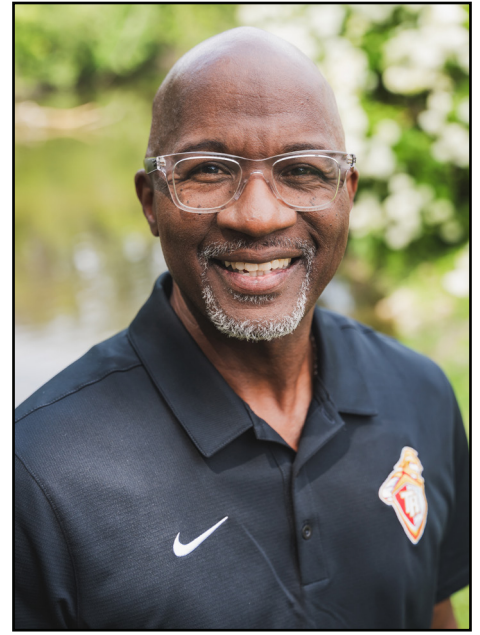
When using this guide, please consider:

- Which courses and activities will best prepare you for your future in the workplace or as you attend post-secondary education?
- How will your transcript reflect your drive to challenge yourself with a wide range of rigorous classes?
- How will you find balance between succeeding academically while being a part of one of many Two Rivers student activities.

We strive to be #WarriorsStrong. That starts with you taking charge of creating your own roadmap for success. Keep in mind that during the journey you might have to change courses, and that is OK. The goal is to create experiences that will allow you to grow and explore future options.

On behalf of the Two Rivers High School community, welcome! I encourage you to dream big, set high academic and extracurricular goals for yourself, and know that you can achieve them! The staff of Two Rivers High School will be here to support you every step of the way.

Dr. Al Johnson  
Principal



# General Information

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## Overview

This guide is designed to assist students and parents/guardians in understanding the educational opportunities available at Two Rivers High School. Please carefully read the information on the following pages before selecting classes. Questions regarding the registration process may be directed to the Counseling Office at 651-403-7208.

## Considerations

It is very important that you plan your educational program carefully, and in doing so, you should consider your interests, strengths, aptitude, future plans, and special abilities. Discuss your choices with your parent, teachers, or counselor.

**NOTE:** All student registrations are considered final, and once submitted will not be changed. This information is used to determine course offerings, numbers of sections for each course, and teacher assignments. Consequently, requests for course changes will not be accommodated.

All students must identify alternate course selections on their registration form. Alternate course selections are assigned for the following reasons: 1) a requested course is not offered, OR 2) a conflict exists between requested courses. Alternate course selections are considered equally as valid as original requests.

## Course Drop

Courses dropped between weeks 3-10 of the semester result in a “NG” (No Grade). Courses dropped after one quarter result in an “F” for the semester. Students in 9th and 10th grade who already have a study hall will be required to complete the semester in the course. Students in 11th and 12th grade must be on track for graduation to drop a course. Students who choose to try out a course will not be able to drop it until the end of the semester.

## Timeline

Registration occurs annually in December for 9th grade, and February for 10th-12th grades. Counselors meet with groups at each grade level to review information appropriate for each. Communication to parents about annual timelines can be found on the high school website, daily announcements, and in the bi-weekly family announcements email.

## How to Read this Guide

This guide contains five parts: General Information, Departments, Courses, College Readiness, and Career Exploration.

## General Information

The goal of this section is to provide a new Two Rivers student and parent/guardian with enough information to understand:

- Scheduling process
- Homework practices
- Activity and athletic opportunities
- Digital tools used to support learning
- Graduation requirements

## Departments

The goal of this section is to show course offerings by department. Each department has a single page that shows options and sequencing of various paths.

## Course Descriptions

The goal of this section is to show all course offerings by department. The section is organized by department. The first departments listed offer specific required courses; following this, departments are organized alphabetically starting with “Art.” Specific requirements by grade level are included and noted.

# General Information

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## College Readiness

The goal of this section is to provide information for post-secondary planning.

## Career Exploration

The goal of this section is to show the link between potential careers and courses/opportunities available at Two Rivers. This section shows the six career fields that have been identified by the Minnesota Department of Education. For each career field, the guide shows potential careers, courses at Two Rivers that are offered, and career or intern experiences that are offered within a specific field.

## Icons

A variety of icons are used throughout the guide to help communicate specific course information. For example:

	College Credit Opportunity		Meets Fine Arts Requirement
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## Course Information

- Courses meet either for a semester or for the full year. Semester classes equal  $\frac{1}{2}$  credit, while full-year courses equal 1 credit. Semester courses are assigned one number, while year-long courses are assigned two numbers.
- Whether a semester course meets in the fall or spring is not listed. This is determined after all student registrations have been received.
- Some courses are open to all grades, others to select grades. Also, some courses have prerequisites (requirements needed before one can enroll in the course). Check course prerequisites carefully.
- Students must indicate the course title AND the course number on their registration sheets. Actual registration will be done online with the assistance of school counselors.
- Courses include a “Homework Guide.” The “Homework Guide” provides a general idea of how many hours you can expect to spend on assignments and practice outside of class each week.
- Please read the description of each course carefully before selecting the course. Teachers in the department and counselors can provide further information. Students are responsible for reading the information in this guide. This registration guide can also be found online on the homepage of the school’s website, as well as under Student Life > Counseling and Guidance.

## Homework Guide & Policy

All courses in the courses section have a rating that indicates the number of hours an average student would spend on homework in a week. For example, Homework Guide = 2 would be interpreted as this course has an average of 2 hours of homework in a week. The Two Rivers homework practice/policy for all courses is provided below.

# General Information

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## Philosophy & Purpose of Homework/Practice

Students will learn and develop a variety of skills at Two Rivers. Throughout their high school career, they will be required to complete work both during and outside of class. The types of work are:

1. Practice/apply/review newly learned skills and to deepen understanding
2. Prepare for upcoming learning, lessons and assessment
3. Extend and enrich the learning
4. Develop post-secondary skills and habits

## Roles/Responsibilities of Students

1. Turn in your best work on time
2. Organize your work: use your planner, use Student Portal, manage your time
3. Ask for assistance when needed: Self advocate
4. Create an environment and routines for learning that minimize distractions
5. Attend school and take responsibility for missed work

## Roles/Responsibilities of Parents

1. Establish effective learning environment (provide a quiet place to study, encourage 8 hours of sleep, minimize technology distractions)
2. Keep up to date on student academic progress (attend fall and spring conferences, email and/or call teachers, use Parent Portal - Campus or Canvas)
3. Provide encouragement and support for your child's academic efforts
4. Minimize student absences (see Student Handbook)

## Expectations by Grade Level

Students should expect to spend at least 1.5 hours on homework a night starting in 9th grade. Although this number is variable due to a variety of factors, 1.5 hours is a realistic benchmark for high school success. Advanced classes should expect more.

## Late Work Policy

The late work policy will be clearly articulated on the teacher's syllabus and be consistent within like courses. Each syllabus will be turned into the department's administrative designee and posted on each teacher's webpage.

## Homework/Practice Maximum Percent of Grade

Homework/practice maximum percent will not exceed 30%.

## Grading

The school year is divided into 4 quarters; each 2 quarters make up 1 semester. A progress grade is given at the end of quarter 1 and 3. A final semester grade is given at the end of each semester (quarters 2 and 4). Each semester class is worth .5 credits; credits are earned for grades at or above a D-. The grade point average (GPA) is calculated on a 4.0 system as shown in the table on the next page.



# General Information

## Grading Scale

A	4.0	C	2.0	P (Pass)	0.0
A-	3.67	C-	1.67	NC (No Credit)	0.0
B+	3.33	D+	1.33	I (Incomplete)	0.0
B	3.0	D	1.0	W (Withdraw)	0.0
B-	2.67	D-	0.67		
C+	2.33	F	0.0		

## Weighted Grade Scale

Grades are weighted for courses offered at Two Rivers and tied to college credit and PSEO courses. These are noted in course description.

A	4.8	C	2.4
A-	4.4	C-	2.0
B+	4.0	D+	1.6
B	3.6	D	1.2
B-	3.2	D-	0.8
C+	2.8	F	0.0

## Failures and Incompletes

Students who fail a required course must make up that course and earn the credit. Failure to do so will jeopardize graduation. Students must meet the number of electives required for graduation.

Incomplete grades are assigned at the discretion of the teacher for students who have not completed required assignments/expectations or have not met course outcomes/competencies. Incomplete grades must be made up within two weeks after the end of the semester. Incompletes that are not made up will result in failure of the course and no credit earned.

Credit recovery opportunities are available for students who are deficient in credits. Two Rivers offers two to three after-school, six-week sessions during the school year, along with summer sessions for currently enrolled students to help them stay on track for graduation. Please connect with your school counselor for registration information.

## Daily Schedule

The school day has seven periods. The day begins at 8:25 a.m. and ends at 3:05 p.m. Students not participating in a school-sponsored event after school MUST leave the building by 3:15 p.m.

Period	Time	Period	Time
1	8:25 - 9:14 a.m.	5	11:58 a.m. - 1:18 p.m.
2	9:18 - 10:07 a.m.	6	1:23 - 2:12 p.m.
3	10:11 - 11:00 a.m.	7	2:16 - 3:05 p.m.
4	11:04 - 11:53 a.m.		

On most Wednesdays throughout the school year a modified bell schedule is used that shortens the length of classes to create time for Warrior Time. This dedicated time during the school day is intended for students to connect with teachers, receive additional support, complete missing assignments, and/or study for their classes.

# General Information

## Warrior Graduation Plan for Classes 2026, 2027

Period	Semester 1	Semester 2
<b>GRADE 9</b>		
1	Language Arts 9 OR Adv. Language Arts	Language Arts 9 OR Adv. Language Arts
2	Geography OR AP® Geography	AP® Geography
3	Math	Math
4	Physical Science OR Pre-AP® Science	Physical Science OR Pre-AP® Science
5	Warrior Seminar or AP® Human Enrichment	
6		
7		
<b>GRADE 10</b>		
1	American Literature OR Adv. American Lit	American Literature OR Adv. American Lit
2	World History OR Adv. OR AP®	World History OR Adv. OR AP®
3	Math	Math
4	Biology OR AP® Biology	Biology OR AP® Biology
5		Health
6		
7		
<b>GRADE 11</b>		
1	World Literature OR Adv. World Literature	World Literature OR Adv. World Literature
2	US History OR Adv. OR AP®	US History OR Adv. OR AP®
3	Math	Math
4	Science	Science
5		
6		
7		
<b>GRADE 12</b>		
1	Composition & Literature OR AP® English Language & Composition	Composition & Literature OR AP® English Language & Composition
2	Economics Choice	Government or AP® Government & Politics (2 sem)
3		
4		
5		
6		
7		
<b>WARRIOR GRADUATION!</b>		

# General Information

Warrior Graduation Plan for Class of 2028		
Period	Semester 1	Semester 2
<b>GRADE 9</b>		
1	Language Arts 9 OR Adv. Language Arts	Language Arts 9 OR Adv. Language Arts
2	Human Geography and Ethnic Studies OR AP® Human Geography	Human Geography and Ethnic Studies OR AP® Human Geography
3	Math	Math
4	Physical Science OR Pre-AP® Science	Physical Science OR Pre-AP® Science
5	Warrior Seminar OR AP® Human Geo Enrichment	AP® Human Geo Enrichment OR Elective
6		
7		
<b>GRADE 10</b>		
1	American Literature OR Adv. American Lit	American Literature OR Adv. American Lit
2	World History OR Adv. OR AP®	World History OR Adv. OR AP®
3	Math	Math
4	Biology OR AP® Biology	Biology OR AP® Biology
5		
6		
7		
<b>GRADE 11</b>		
1	World Literature OR Adv. World Literature	World Literature OR Adv. World Literature
2	US History OR Adv. OR AP®	US History OR Adv. OR AP®
3	Math	Math
4	Science	Science
5		
6		
7		
<b>GRADE 12</b>		
1	Composition & Literature OR AP® English Language & Composition	Composition & Literature OR AP® English Language & Composition
2	Economics Choice	Government or AP® Government & Politics (2 sem)
3		
4		
5		
6		
7		
<b>WARRIOR GRADUATION!</b>		

# General Information

Warrior Graduation Plan for Class of 2029		
Period	Semester 1	Semester 2
<b>GRADE 9</b>		
1	Language Arts 9 OR Adv. Language Arts	Language Arts 9 OR Adv. Language Arts
2	Human Geography and Ethnic Studies OR AP® Human Geography	Human Geography and Ethnic Studies OR AP® Human Geography
3	Math	Math
4	Earth and Space Science or AP® Environmental Science	Earth and Space Science or AP® Environmental Science
5	Warrior Seminar OR AP® Human Geo Enrichment	AP® Human Geo Enrichment OR Elective
6		
7		
<b>GRADE 10</b>		
1	American Literature OR Adv. American Lit	American Literature OR Adv. American Lit
2	World History OR Adv. OR AP®	World History OR Adv. OR AP®
3	Math	Math
4	Biology OR AP® Biology	Biology OR AP® Biology
5		
6		
7		
<b>GRADE 11</b>		
1	World Literature OR Adv. World Literature	World Literature OR Adv. World Literature
2	US History OR Adv. OR AP®	US History OR Adv. OR AP®
3	Math	Math
4	Science	Science
5		
6		
7		
<b>GRADE 12</b>		
1	Composition & Literature OR AP® English Language & Composition	Composition & Literature OR AP® English Language & Composition
2	Economics Choice	Government or AP® Government & Politics (2 sem)
3		
4		
5		
6		
7		
<b>WARRIOR GRADUATION!</b>		

# General Information

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## What is BARR?

Building Assets, Reducing Risks (BARR) is a research-based model of student support that we started implementing in the 2023-24 school year. Students in 9th grade are on teams based on the courses they request. Go to <https://barrcenter.org/> for more information about BARR.



## Why do we implement BARR?

We know that success in a student's 9th grade year can be a game-changer for overall student success in high school. BARR supports students in the following ways: fostering positive connections, providing space for intentional social-emotional learning, consistently monitoring attendance, and staying on track with grades/credits.

## What does this mean for a student's schedule?

A 9th grade student will be on a team of 3-4 teachers. Throughout their day, they will have class with each of their team teachers. Students will not necessarily travel together in groups to each of these team classes.

## What is the purpose of having a team structure?

A team structure allows us to have common time during the day where team teachers can meet to discuss students, at times with counselors and an administrator. They can share student successes and intervene when students need additional support. They monitor student's grades and attendance throughout their day, not just their team classes. Our goal is to provide even more support for students and have a consistent point of contact for families. Each student has a primary "BARR teacher" who will be connecting with families.

## How was my student's BARR team determined?

Students are randomly assigned to a BARR team based on their course requests. Our team structure allows for a variety of classes to be accessed by students on each team. We pay special attention to team assignments to ensure that each team represents our student demographics as much as possible.

## What is the role of my student's BARR teacher?

A student's BARR teacher will be monitoring their grades and attendance on a regular basis. They will be connecting with students and be a point of contact for families. We highly recommend that all families have an Infinite Campus account set up so they can regularly monitor their student's grades and attendance - we want to partner with families in supporting their students! If you do not have access to the Infinite Campus parent portal, please email [empowered@isd197.org](mailto:empowered@isd197.org) and include the name of your student, their grade and school.

## How is my student's counselor different from their BARR teacher?

Your student's counselor is part of the BARR team - they attend weekly meetings with teachers as we all work to support students. At times, your student's BARR teacher may refer your student to their counselor for additional support (academics, social-emotional, etc.). Their counselor also remains their support for course registration and post-secondary planning.

## What are i-Time lessons?

As part of the BARR program, students participate in short, weekly lessons that support classroom community, social-emotional learning, and student success. These lessons are taught by team teachers and will rotate which class they are taught in each week. At times, counselors may join classes to facilitate these lessons.

## Are all 9th graders on a BARR team?

There are some 9th grade students who might not be on a BARR team (for example, students that have 3 or more replacement core classes due to their specific needs). Students who are not on a BARR team will still have a counselor supporting them and oftentimes have a case manager or EL teacher as well.

## Who do I contact if I have questions?

BARR Coordinator: Angela Corbett, [angela.corbett@isd197.org](mailto:angela.corbett@isd197.org)

# TWO RIVERS HIGH SCHOOL

# ACTIVITIES & ATHLETICS

For more information, visit [trwarriors.com](http://trwarriors.com)

## Clubs

Art  
Asian & Pacific Islander Club  
Bass Fishing Club  
Board Games Club  
Boys Volleyball  
Bowling  
Cheer Club  
Cooking Club  
Digital Wellbeing  
Dungeons & Dragons  
GISA (Gender Identity  
Sexuality Alliance)  
Jewish Student Union  
Letters of Love  
Library Club  
LiveGreen  
Marine Club  
Model United Nations  
Muslim Student Association  
Pickleball Club  
Ping Pong Club  
Pom Squad  
Trap Shooting  
Two Rivers Tribune  
Unified Club  
Women in STEM

## Activities

Debate  
Fall Play  
Jazz Band  
Marching Band  
Musical  
One Act Play  
Robotics  
Speech  
Vocal Jazz  
Winterguard

## Service Groups

ALMAS  
Key Club  
LINK Crew  
National Honor Society  
Student Council  
Tech Warriors

## Adapted Sports

Dakota Hawks  
Soccer - Fall  
Floor Hockey - Winter  
Softball - Spring

## Sports

**Fall**  
Cross Country - Boys  
Cross Country - Girls  
Football  
Soccer - Boys  
Soccer - Girls  
Swim & Dive - Girls  
Tennis - Girls  
Volleyball

**Winter**  
Basketball - Boys  
Basketball - Girls  
Dance  
Gymnastics  
Hockey - Boys  
Hockey - Girls  
Nordic Skiing - Boys  
Nordic Skiing - Girls  
Swim & Dive - Boys  
Wrestling

**Spring**  
Baseball  
Golf - Boys  
Golf - Girls  
Lacrosse - Boys  
Lacrosse - Girls  
Softball  
Tennis - Boys  
Track & Field - Boys  
Track & Field - Girls

## Contact Information

Prentice Smith, Activities Director  
651-403-7201 • [prentice.smitheisd197.org](mailto:prentice.smitheisd197.org)

Dustin Boll, Activities Administrative Assistant  
651-403-7206 • [dustin.bolleisd197.org](mailto:dustin.bolleisd197.org)

Katie Naughton, Activities Coordinator  
651-403-7206 • [katie.naughton@isd197.org](mailto:katie.naughton@isd197.org)

[www.trwarriors.com](http://www.trwarriors.com)



# General Information

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## Two Rivers Library

### Mission

The mission of the library is to ensure that students and staff are effective users of ideas and information. This mission is accomplished by: providing access to materials in a variety of formats, stimulating interest in reading, and using information and ideas. The library strives to collaborate with educators to meet the needs of students.

### Hours

The library is open from 7:30 a.m. to 3:30 p.m. Students can work quietly in the library, play games, or check out books.



### Resources

The library houses 9,000 titles. In addition, there are also ebooks, audiobooks, and research databases available for academic and recreational use by students. The Two Rivers Library also has access to other libraries in the school district to borrow additional titles.

### Partnerships

**Dakota County Public Library:** Student cards provides students with instant access to online one-on-one homework help, research tools, ebooks, audiobooks, electronic magazines and print books — all fine free for the entire time the student is enrolled at Two Rivers. Student cards make public library resources a part of every student’s learning experience and leverage existing public resources

to support student learning.

**Teen Literature Conference:** The conference celebrates teen literature, promotes reading and writing, and strives to create a community of readers by connecting teens and authors. The conference is held in the spring.

Click on the QR code to learn more:



# General Information

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## Digital Resources for Students and Parents

### Naviance

Naviance is provided to students in grades 7-12 in School District 197. Naviance is an online tool for students to develop a career and college portfolio.



Students can research colleges, scholarships, careers, enrichment programs, and courses in one location. They can also create individual plans that can be linked to college and career readiness. Students can request transcripts and recommendations for college applications as well as complete career assessments and perform college and career searches. Students can also create goals and track associated tasks and activities. Students will complete specific activities throughout their high school career as part of Two Rivers' curriculum. Counselors deliver lessons in specific classrooms throughout the year or in one-on-one meetings with students. Students also have access to practice ACT and practice AP® exams in Naviance.

Students may login to Naviance at <https://student.naviance.com/trhs>. No username or password is needed. Students choose "continue with single sign on."

### Infinite Campus - Campus Portal

Infinite Campus is District 197's student information system. Students and parents/guardians can assess student attendance, grades, test scores and more through the internet anytime, anywhere. Campus Portal can be accessed at <https://www.isd197.org/resources/infinite-campus>.

Parents/guardians can also download an app to a smart phone. Please note the app does not provide access to all sections of Campus Portal.

### Canvas

Canvas is a Learning Management System (LMS) used by teachers across School District 197 in grades 5-12. Through Canvas, teachers can create one online location for students to access coursework, online textbooks, submit assignments, view the class calendar, participate in discussions, collaborate with classmates, find ways to explore a class topic further, and more. Parents and guardians can access Canvas to view information about the class. Directions for setup can be found at <https://www.isd197.org/resources/seesaw-canvas>.

### Graduation Requirements

To graduate, students must complete the minimum requirements/credits in the Two Rivers program and meet the state assessment requirements. The tables on pages 10-12 should be viewed as a minimum. Students may need additional work in selected areas to meet the standards and/or their educational goals beyond high school. Only those students who have fulfilled all of the credit and state standards required for graduation are allowed to participate in graduation ceremonies.

Students must earn 23 credits to meet Two Rivers' graduation requirements. The charts on pages 17 summarize the requirements by graduation year.



# General Information

Students in Class of 2026, 2027 must earn a minimum of 23 credits as listed below.		
Discipline	Credits	Courses
Language Arts	4	Language Arts 9 courses (1 credit) American Literature courses (1 credit) World Literature courses (1 credit) Composition and Literature courses (1 credit)
Social Studies	3.5	Geography courses (.5 credit) World History courses (1 credit) U.S. History courses (1 credit) Economics AND Government courses (1 credit TOTAL)
Mathematics	3	Many Pathways Must achieve Algebra II or higher
Science	3	Physical Science OR Pre-AP® Science (1 credit) Biology courses (1 credit) Chemistry courses OR Physics courses (1 credit)
Physical Education & Health	1.5	Health (.5 credit) Physical Education courses (1 credit)
Warrior Seminar	.5	*Warrior Seminar (.5 credit)
Arts	1	Various, multiple choices
Electives	6.5	Various, multiple choices
<b>TOTAL</b>	<b>23</b>	<i>Multiple pathways, find and pursue your interests, earn college credits, gain a career perspective</i>

Students in Class of 2028 must earn a minimum of 23 credits as listed below.		
Discipline	Credits	Courses
Language Arts	4	Language Arts 9 courses (1 credit) American Literature courses (1 credit) World Literature courses (1 credit) Composition and Literature courses (1 credit)
Social Studies	4	Geography & Ethnic Studies courses (1 credit) World History courses (1 credit) U.S. History courses (1 credit) Economics and Government courses (1/2 credit of each)
Mathematics	3	Many Pathways Must achieve Algebra II or higher
Science	3	Physical Science OR Pre-AP® Science (1 credit) Biology courses (1 credit) Chemistry courses OR Physics courses (1 credit)
Physical Education & Health	1.5	Health (.5 credit) Physical Education courses (1 credit)
Warrior Seminar	.5	*Warrior Seminar (.5)
Arts	1	Various, multiple choices
Personal Finance	.5	Course/s to be developed and offered beginning in fall 2025
Electives	5.5	Various, multiple choices
<b>TOTAL</b>	<b>23</b>	<i>Multiple pathways, find and pursue your interests, earn college credits, gain a career perspective</i>

\*Can also be satisfied with AP® Human Geo Enrichment or AVID I.

# General Information

Students in Class of 2029 and beyond must earn a minimum of 23 credits as listed below.		
Discipline	Credits	Courses
Language Arts	4	Language Arts 9 courses (1 credit) American Literature courses (1 credit) World Literature courses (1 credit) Composition and Literature courses (1 credit)
Social Studies	4	Geography & Ethnic Studies courses (1 credit) World History courses (1 credit) U.S. History courses (1 credit) Economics and Government courses (1/2 credit of each)
Mathematics	3	Many Pathways Must achieve Algebra II or higher
Science	3	Earth and Space Science or AP® Environmental (1 credit) Biology courses (1 credit) Chemistry courses OR Physics courses (1 credit)
Physical Education & Health	1.5	Health (.5 credit) Physical Education courses (1 credit)
Warrior Seminar	.5	*Warrior Seminar (.5)
Arts	1	Various, multiple choices
Personal Finance	.5	Course/s to be developed and offered beginning in fall 2025
Electives	5.5	Various, multiple choices
<b>TOTAL</b>	<b>23</b>	<i>Multiple pathways, find and pursue your interests, earn college credits, gain a career perspective</i>



\*Can also be satisfied with AP Human Geo Enrichment or AVID I.

# Academic Departments

## English Language Arts

The English Language Arts program provides a variety of course offerings in literature, writing, speaking, media and drama. Students are required to earn four credits of Language Arts in grades 9-12. Electives may be taken in addition to, but not in place of, the full year required courses.



Grade	Required Courses	
	General Options	Enriched Options
9	Language Arts 9	Advanced Language Arts 9
10	American Literature	Advanced American Literature
11	World Literature	Advanced World Literature
12	Composition and Literature	AP® Language and Composition 
<b>Elective Options:</b> Acting, Creating Writing, Journalism, Yearbook 		

Alternative courses are available for students in grades 11 and 12 in Career Pathways.

Alternative courses in special education are available as designated by the IEP process.

Alternative courses are available for English Language Learners as designated by the English Language Learner Program.





Course descriptions for English Language Arts can be found on pages 34 to 38 in the guide.

# Academic Departments







## Social Studies

Beginning with the Class of 2028, students are required to earn four credits in Social Studies to graduate. Two levels or three levels are offered at each grade. There are additional courses that students can choose to take to fulfill their electives.

Grade	Required Courses for Class of 2028 and Beyond	
	General Options	Enriched Options
9	Human Geography & Ethnic Studies	AP <sup>®</sup> Human Geography 
10	World History	Advanced World History OR AP <sup>®</sup> World History 
11	United States History	Advanced US History OR CE U.S. History 
12	Economics Government	Economics - Micro or Macro CE AP <sup>®</sup> Government & Politics 
<b>Elective Options:</b> AP <sup>®</sup> Human Geography, Psychology, CIS Psychology, Sociology, Youth Leadership		

Beginning with the Class of 2025, students are required to earn three and a half credits in Social Studies to graduate. Two levels or three levels are offered at each grade. AP<sup>®</sup> Geography is a year-long course and fulfills the .5 credit of geography requirements and a .5 elective credit. There are additional courses that students can choose to take to fulfill their electives.

Grade	Required Courses for Class of 2025, 2026, 2027	
	General Options	Enriched Options
9	Geography	AP <sup>®</sup> Human Geography 
10	World History	Advanced World History OR AP <sup>®</sup> World History 
11	United States History	Advanced US History OR CE U.S. History 
12	Economics Government	Economics - Micro or Macro CE AP <sup>®</sup> Government & Politics 
<b>Elective Options:</b> AP <sup>®</sup> Human Geography, Psychology, CIS Psychology, Sociology, Youth Leadership		











Course descriptions for Social Studies can be found on pages 39 to 44 in the guide.

# Academic Departments

## Mathematics

Students are required to earn **three credits** in math and complete math at least **through Algebra 2**. Students on the single or double acceleration pathways in middle school have an opportunity to earn high school credits while in middle school. Students following the standard path will start earning high school credit in grade 9.



Grade	Courses					
	General Options		*Single Acceleration Options		*Double Acceleration Options	
7					Intermediate Algebra	
8	Linear Algebra (not a high school level course)		Intermediate Algebra		Geometry	
9	Intermediate Algebra		Geometry		Algebra 2	Algebra 2 w/ Trigonometry
10	Geometry		Algebra 2	Algebra 2 with Trigonometry	Algebra 2 with Trigonometry	AP <sup>®</sup> Pre Calculus 
11	Algebra 2	Algebra 2 with Trigonometry	Analysis OR *Algebra 2 with Trigonometry	AP <sup>®</sup> Pre Calculus 	AP <sup>®</sup> Pre Calculus 	AP <sup>®</sup> Calculus AB 
12	Analysis OR Math for Trades OR AP <sup>®</sup> Statistics OR CIS College Algebra 	AP <sup>®</sup> Pre Calculus OR AP <sup>®</sup> Statistics 	*AP <sup>®</sup> Pre Calculus OR AP <sup>®</sup> Statistics OR CIS College Al- gebra 	AP <sup>®</sup> Calculus AB OR AP <sup>®</sup> Statistics 	AP <sup>®</sup> Calculus AB OR AP <sup>®</sup> Statistics 	AP <sup>®</sup> Calculus BC OR AP <sup>®</sup> Statistics 
Elective: Intro to Computer Programming, AP <sup>®</sup> Computer Science						

Additional course options in special education are available as designed by the IEP process.

Additional course options are available for English Language Learners as provided by the English Language Learner Program.

\* Students need to take Algebra 2 with Trigonometry before AP Pre Calculus.





Course descriptions for Math can be found on pages 45 to 50 in the guide.

# Academic Departments



## Science

Students are required to complete **three credits** of science are required for graduation consisting of: one full year of Physical Science/Pre-Advanced Placement Science, one full year of Biology and one full year of either Chemistry or Physics. Students who intend to enroll in college after high school should take 4 years of science, for example: Pre AP<sup>®</sup> Science, Biology, Chemistry, and Physics.

Grade	Required Courses for Class of 2026, 2027, 2028	
	General Options	Enriched Options
9	Physical Science	Pre-AP Science
10	Biology	AP <sup>®</sup> Biology 
Students <b>must</b> take <b>either</b> Chemistry or Physics.		
11-12	Essential Chemistry OR Chemistry Foundations in Physics  CIS: Physics by Inquiry 	AP <sup>®</sup> Chemistry CIS: Introductory to College Physics  AP <sup>®</sup> Physics Mechanics C
<p><b>Elective Options:</b> Human Anatomy and Physiology</p> <p>Career/Internship Opportunities: PIVOT Interactives, TriDistrict Healthcare Careers and Medicine, TriDistrict CAPS: Cultivating our Future: Natural Resources, Sustainability &amp; Food Systems, Certified Nursing Assistant</p>		

Additional course options in special education are available as designed by the IEP process.

Additional course options are available for English Language Learners as provided by the English Language Learner Program.









Course descriptions for Science can be found on pages 51 to 55 in the guide.

# Academic Departments



## Science

Students are required to complete three credits of science for graduation consisting of: one full year of Earth and Space Science or AP® Environmental, one full year of Biology and one full year of either Chemistry or Physics. Students who intend to enroll in college after high school should take 4 years of science, for example: Earth and Space Science, Biology, Chemistry, and Physics.

Grade	Required Courses for Class of 2029 and Beyond	
Grade 8 Math	Linear Algebra	Intermediate Algebra OR Enriched Geometry
9	Earth and Space Science	Earth and Space Science OR AP® Environmental Science 
10	Biology	Biology OR AP® Biology 
Students must take either Chemistry or Physics to meet graduation requirements		
Chemistry Options	Essential Chemistry OR Chemistry	Chemistry OR AP® Chemistry 
Physics Options	Foundations of Physics OR CIS: Physics by Inquiry  OR CIS: Intro to College Physics 	Foundations of Physics OR  CIS: Physics by Inquiry OR CIS: Intro to College Physics  OR  AP® Physics Mechanics
Elective Options	<ul style="list-style-type: none"> <li>• AP® Environmental Science (if not taken in grade 9)</li> <li>• Human Anatomy and Physiology</li> <li>• Career/Internship Opportunities, PIVOT Interactives</li> <li>• TriDistrict Healthcare Careers and Medicine OR TriDistrict CAPS: Cultivating our Future: Natural Resources, Sustainability &amp; Food Systems</li> <li>• Certified Nursing Assistant</li> </ul>	

\*Students can also choose AP® Biology OR AP® Chemistry after they have taken Biology, Chemistry or Physics for elective credit.

Additional course options in special education are available as designed by the IEP process.



Additional course options are available for English Language Learners as provided by the English Language Learner Program.

Course descriptions for Science can be found on pages 51 to 55 in the guide.

# Academic Departments


## Physical Education and Health

Students are required to earn one credit in Physical Education. Students must pass one course from Tier 1 and one from Tier 2 to meet graduation requirements. Students must take a Tier 1 course before taking a Tier 2 course. Students may choose to take classes following a specific pathway, or they may choose classes in multiple pathways. There are a number of courses students can also choose from to fulfill the elective requirement. Courses listed under Tier 3 are all electives, and are above and beyond what is required for graduation. Students should have completed their Tier 1 and Tier 2 coursework before enrolling for a Tier 3 elective. Some of the Tier 3 courses have certifications or college credit associated with them, review the courses descriptions for specific information.

Physical Education			
Pathway	Tier 1	Tier 2	Tier 3
Lifetime Wellness	Intro to Recreational Sport and Fitness	Lifetime Fitness and Wellness Unified Physical Education I Walking and Jogging Empowered Fitness	Unified Physical Education II Empowered Strength and Conditioning CE Walking and Jogging 
Organized Sports and Activities	Intro to Organized Sports	Team Sports	Sports Leadership Lifeguard Certification Competitive Sports
Strength and Conditioning	Intro to Strength and Speed	Strength and Conditioning I	Strength and Conditioning II, III, IV, V CE Weight Training 

Students are required to earn .5 credits in Health.

CE Weight Training AND CE Walking and Jogging are concurrent enrollment courses and offer college credit. Students must successfully complete any 3 semesters of coursework in the strength and conditioning pathway before enrolling in CE Weight Training.

Health Education
Required
Health or College Health CE 

Course descriptions for Health and Physical Education can be found on pages 56 to 59 in the guide.



# Academic Departments

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## Warrior Seminar

Warrior Seminar is a course that is taken by all freshmen, unless they are in AVID (page 64) or AP Human Geo Enrichment (page 39). The course provides opportunities for students to transition to high school, expand their career and post-secondary portfolio, and refine the skills necessary to be successful in their future.

Key components of the course include:

### High School Transition

- Students continue to develop critical skills that assist in the transition to high school including time management, organization, communication skills, note taking strategies, and reading strategies.

### Mentor Sessions

- Students meet with professionals four times throughout the year in small groups.
- Session topics will include relationship building, career awareness, time management, filling out job applications, interviewing and workplace etiquette.

### Career and Post-Secondary Guest Speakers

- Speakers from various career cluster fields will visit throughout the year. Career cluster fields are explained in the Career Exploration section of this guide.
- Admissions counselors from a variety of post-secondary institutions, representing all of the different options available, will be guest speakers.
- We will have visits from military branches.

### Digital Citizenship

- High school students will use the curriculum provided by Common Sense Media to evaluate how to use the media properly.

During Warrior Seminar, students will develop the following artifacts as parts of their career and post-secondary portfolio:

- Teach me something (reading and note taking strategies)
- Strengths Explorer
- Personality Inventory
- Learning Style Inventory
- Career Project
- Post-Secondary Project
- Analysis of preACT 8/9

30% transition skills (to high school), 25% is post-secondary, 25% is career, and 20% is digital citizenship.

# Academic Departments

## Fine Arts Credit

In order to graduate, a student's high school coursework must include at least one credit (2 semesters) from a menu of courses that meet our Fine Arts requirement. All our music and art courses automatically fulfill the Fine Art requirement, however there are several other courses that satisfy this requirement as well, which are listed below.

## Fine Arts Opportunity

Watch for this symbol next to course descriptions throughout the catalog. It indicates that the course offers an opportunity to earn a Fine Arts credit.



### Art Courses (pages 60-63)

0715	College Digital Art CE
0716	Digital Art
0701	Video Production
0707	Drawing
0708	Painting
0712	Pottery
0703	Sculpture
0718	Multimedia Studio Art I
0723	Multimedia Studio Art II
0721	2D Studio Art I
0724	2D Studio Art II
0714	3D Studio Art I
0725	3D Studio Art II
0719, 0720	AP Studio Art
0705, 0706	Mass Media Production
0702	Live Event Production Workshop

### Music Courses (pages 80-83)

0727, 0728	Concert Band
0731, 0732	Symphonic Band
0741, 0742	Wind Ensemble
0777, 0778	Varsity Treble Choir
0775, 0776	Varsity Tenor/Bass Choir
0761, 0762	Carillon Choir
0773, 0774	Concert Choir
0771, 0772	Chamber Choir
0753	Guitar Techniques CE
0749, 0750	Sinfonia Orchestra
0751, 0752	Philharmonic Orchestra
0755, 0756	Music Theory CE
0780	Digital Music Production

### Family Consumer Science Courses (page 77)

0501	Clothing I
0502	Clothing II
0503	Clothing III
0515	Housing And Interior Design
0516	Housing and Interior Design II

### Technology Education Courses (page 88)

0565	Introduction to Photography
0566	Advanced Photography

### Language Arts Courses (page 38)


0113	Acting
0154	Creative Writing
0155, 0156	Newspaper Journalism
0157, 0158	Yearbook

# Academic Departments

## Art

All art courses fulfill the Fine Arts requirement.



Level 1 Introduction	Level 2 Application	Level 3 Mastering	Level 4 Capstone
Digital Art	Mass Media Production / Live Event Production Workshop		Advanced Placement (AP) Studio Art 
Video Production	Multimedia Studio Art I	Multimedia Studio Art II	
Drawing	2-D Studio Art I	2-D Studio Art II	
Painting			
Pottery	3-D Studio Art I	3-D Studio Art II	
Sculpture			
College Credit Options: AP Studio Art			

In order to graduate, a student’s high school coursework must include at least one credit (2 semesters) from a menu of courses that meet our Fine Arts requirement.


Course descriptions for Art can be found on pages 60 to 63 in the guide.

# Academic Departments

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## AVID – Advancement Via Individual Determination



Students are enrolled in AVID through an application and interview process. Individual determination is a student’s desire to meet their individual goals by learning and implementing better study habits and skills to prepare for their future as college students. Ninth-grade students and new applicants should register for AVID only if they receive an acceptance letter or email confirmation of acceptance. Students in AVID must be enrolled in at least one advanced course and maintain a 2.5 GPA. If a student applies, gets accepted into AVID, and the course is full, they will be put on a waiting list until an opening becomes available.

Grade	Course
9	AVID I
10	AVID II
11	AVID III
12	AVID IV/College Success Strategies 

Course descriptions for AVID can be found on pages 64 to 65 in the guide.

# Academic Departments









## Business and Computer Science

Pathway	Level 1	Level 2	Level 3
Business Management	Business and Entrepreneurship		
Computer Applications	Keyboarding		
Computer Science	Introduction to Computer Science	Advanced Placement (AP®) Computer Science 	
Finance	Accounting I Personal Finance	Accounting II	
Legal	Introduction to Personal Law		
<b>Career/Internship Opportunities:</b> Tridistrict Careers in Computer Science and Information Technologies,  Tridistrict Careers in Business and Entrepreneurship, Genesys Works (see p. 68-71)			


Course descriptions for Business can be found on pages 65 to 67 in the guide.

# Academic Departments

## Family Consumer Sciences

Pathway	Level 1	Level 2	Level 3
Fashion	Clothing I 	Clothing II 	Clothing III 
Interior Design	Housing and Interior Design 	Housing and Interior Design II 	
Restaurant and Food/ Beverage Service	Introduction to Foods - Nutrition and Cooking	Whole Foods and Nutrition Cooking Culinary I	Culinary II
Education and Training	Child Psychology CIS Exploring the Teaching Profession I 	CIS Exploring the Teaching Profession II 	
 <b>Elective Options:</b> On Your Own <b>Career/Internship Opportunities:</b> CIS Exploring the Teaching Profession, Child Psychology (Play School)			

In order to graduate, a student's high school coursework must include at least one credit (2 semesters) from a menu of courses that meet our Fine Arts requirement.

Courses with this symbol  indicates the course offers an opportunity to earn a Fine Arts credit.



Course descriptions for Family and Consumer Sciences can be found on pages 77 to 79 in the guide.

# Academic Departments

## Music

All music courses fulfill the Fine Art requirement.






Pathway	Level 1	Level 2	Level 3
Choir	Varsity Treble Choir Varsity Tenor/Bass Choir	Concert Choir	Chamber Choir Carillon Choir
Band	Concert Band	Symphonic Band	Wind Ensemble
Orchestra	Sinfonia Orchestra	Philharmonic Orchestra	
Exploratory Music Courses	Guitar Techniques CE  Intro to Music Theory Music Production I Lesson Studio	Music Production II	Music Theory CE 

Course descriptions for Music can be found on pages 80 to 83 in the guide.

# Academic Departments

## Technology Education

Pathway	Level 1	Level 2	Level 3
CADD	CADD		
Automotive	Small Gas Engine Repair Super Mileage Car Design	Basic Auto Mechanics Super Mileage Car Design II	
Construction	Woodworking I Metals	Woodworking II	Woodworking III
Digital Arts	Printing Technology		
Visual Arts	Introduction to Photography 	Advanced Photography 	
<b>Career/Internship Opportunities:</b> TriDistrict CAPS Transportation & Skilled Trades			







Courses with this symbol  indicates the course offers an opportunity to earn a Fine Arts credit.

Course descriptions for Technology Education can be found on pages 86 to 88 in the guide.



# Academic Departments

## World Language

Level 1	Level 2	Level 3	Level 4	Level 5
French I	French II	French III	French IV CIS 	French V CIS 
German I	German II	German III CIS 	German IV CIS 	
Spanish I	Spanish II	Spanish III	Spanish IV Spanish IV CE 	Spanish V Spanish V CE 
Spanish for Native Speakers				

Course descriptions for World Language can be found on pages 89 to 93 in the guide.

# Course Descriptions

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## English/Language Arts

Students must earn **four credits** to graduate. Students are required to take one full year of each grade level. Required Language Arts courses are offered at two levels of rigor: General and Advanced. To enroll in Advanced level courses, students must fulfill specific prerequisites:

Advanced courses are for students who read and write above grade level, want to work hard, and are able to work independently. Students interested in enrolling in Advanced courses should have earned at least a “B” in the previous year’s Language Arts course, and should be recommended by a teacher. Advanced course enrollment is limited; priority is given to those students who have previously succeeded in the advanced track Language Arts courses. Students may be able to move from one track to the other in grades 10-12 based upon achievement and teacher recommendation.

## 9th Grade Courses

### 0193, 0194 – LANGUAGE ARTS 9

Full Year - 1 credit - Grade 9

Language Arts 9 focuses on developing the depth and clarity of student thought in the four basic areas of communication – reading, writing, speaking, and listening. Students work to increase higher order thinking skills that cross disciplines. Addressing all learning styles, the year focuses on developing academic writing skills and introduces students to the major literary genres and related literary terms. Throughout the year, the course develops their understanding of and facility with writing process and structure, with particular emphasis on developing effective analysis.

Homework Guide = 2

### 0195, 0196 – ADVANCED LANGUAGE ARTS 9

Full Year - 1 credit - Grade 9

Prerequisite: Students should be strong readers with good academic habits. Historically, students who succeed in this class read above grade level and have earned a “B” or above in 8th grade Language Arts.

This course has an accelerated curriculum that assumes solid reading and writing skills as well as a willingness to work hard and to work independently. This course focuses on developing the depth and clarity of student thought in the four basic areas of communication – reading, writing, speaking, and listening. Students will work to increase higher order thinking skills that cross disciplines. Addressing all learning styles, students will develop academic writing and reading skills. Throughout the year, the course develops their understanding of and facility with writing process and structure, with particular emphasis on developing effective analysis.

Homework Guide = 3

# Course Descriptions

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## English/Language Arts - Continued

### 10th Grade Courses

#### **0175, 0176 – AMERICAN LITERATURE**

Full Year - 1 credit - Grade 10

Prerequisite: Students must have already successfully completed at least one semester of grade 9 Language Arts.

This course promotes an understanding of the American culture and perspective through the study of literature. Course work continues to stress developing students' reasoning skills, which are evaluated through progressively demanding writing assignments and oral presentations.

Homework Guide = 2

#### **0179, 0180 – ADVANCED AMERICAN LITERATURE**

Full Year - 1 credit - Grade 10

Prerequisite: Students must be reading above grade level, have earned at least a "B" in their 9th grade Language Arts course, and must be recommended by their 9th grade Language Arts teacher.

This course promotes a deeper understanding of American culture and perspective through the study of American literature. Students are responsible for demonstrating analytical thinking and reasoning skills in daily activities. Mastery of these skills will be evaluated through writing and oral presentations. This course is recommended for college-bound students interested in intensive instruction in writing and critical thinking.

Homework Guide = 3

### 11th Grade Courses

#### **0103, 0104 – WORLD LITERATURE**

Full Year - 1 credit - Grade 11

Prerequisite: Students must have already successfully completed at least three semesters of Language Arts in grades 9 or 10.

Through the guided reading of primary texts, students analyze representative works of world literature and compare genres, themes, cultures, and historical periods from all over the world to heighten the student's awareness of the international and timeless quality of literature. Speaking and writing skills are integrated into the course.

Homework Guide = 2

#### **0107, 0108 – ADVANCED WORLD LITERATURE**

Full Year - 1 credit - Grade 11

Prerequisite: Students must have already successfully completed at least three semesters of Language Arts in grades 9 or 10, must be reading above grade level, have earned at least a "B" in their 10th grade Language Arts course, and must be recommended by their 10th grade Language Arts teacher. This course is very challenging. Students are expected to work independently.

In a writing-intensive program, students analyze representative works of world literature and develop comparisons of genres and themes as well as philosophies, cultures, and historical periods. This class emphasizes writing and analytical processes, and develops the kind of independent work and study habits students will need to be successful in college.

Homework Guide = 3

# Course Descriptions

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## English/Language Arts - Continued

### 12th Grade Courses

#### 0125, 0126 – COMPOSITION AND LITERATURE

Full Year - 1 credit - Grade 12

Prerequisite: Students must have already successfully completed at least five semesters of Language Arts in grades 9, 10, or 11.

Composition and Literature focuses on key works (classic and contemporary) and uses them to examine important life issues. Throughout both semesters, students will defend their ideas through writing and speaking. All students will write a research paper.

Homework Guide = 2

#### 0127, 0128 – ADVANCED PLACEMENT LANGUAGE AND COMPOSITION



Full Year - 1 credit - Grade 12

Prerequisite: Students must have already completed five semesters of Language Arts by grades 9, 10, or 11; must be reading above grade level; have earned at least a “B” in their 11th grade Language Arts course, and/or must be recommended by their 11th grade Language Arts teacher.

This course is designed to be a college level course and follows the curricular requirements set by the College Board. The following description of AP<sup>®</sup> English Language is from the College Board AP English Course Description: An AP<sup>®</sup> Course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

The curriculum emphasizes the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. Students are encouraged to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing. In addition, students will explore methods of academic and scholarly research. All students will write a research paper.

Homework Guide = 3

Weighted Grade, 1.2 Multiplier

# Course Descriptions

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## English/Language Arts - Continued

### **0115, 0116 - LS LANGUAGE ARTS**

Full Year - 1 credit - Grades 9-12

The Life Skills English Course focuses on understanding the perspective of characters (others) by addressing literal and inferential comprehension skills through a series of novels. This course focuses on increasing vocabulary skills as it applies to the context. The integration of individualized academic writing skills are also addressed throughout the course. **This course is reserved for students with disabilities and is part of an IEP Team process.**

### **9001, 9002 - REAL LANGUAGE ARTS**

Full Year - 1 credit - Grades 9-12

This course focuses on a functional approach to reading instruction, including differentiated comprehension questions, fluency and vocabulary. The integration of individualized functional writing skills are also addressed throughout the course. **This course is reserved for students with disabilities and is part of an IEP Team process.**

## **ENGLISH LANGUAGE LEARNERS: SHELTERED CLASSES**

This adapted course is reserved for students enrolled in our English Language Learner program. Course offerings may vary from year to year depending on student need. This is a course for students with WIDA Language Proficiency Levels 1.0-3.0. The course content is modified to meet the linguistic needs of students new to the English language. Specific instructional strategies and approaches are implemented in order to teach the content through the development of academic reading, writing, listening, and speaking skills. Students in sheltered classes require language scaffolds to support the acquisition of vocabulary, syntactic and semantic structures of the content area language in order to access the course.

## **ENGLISH LANGUAGE LEARNERS: CO-TAUGHT CLASS**

Co-taught course offerings may vary from year to year depending on student need. This is a course for students with WIDA Language Proficiency Levels 3.0-4.5 in which an ELL teacher and a content teacher share classroom instructional duties to best meet the needs of all students. The content is supported by drawing specific attention to the academic reading, writing, listening, and speaking skills necessary to access the course. Students receiving ELL service in these classes make up a small cluster of the student body. Co-taught classes serve as a bridging support for students in the ELL program as they transition to more mainstream classes. Students are able to access the content but may need specific supports to develop the academic language of that content area.

# Course Descriptions

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## English/Language Arts - Continued

### Elective Options

#### 0113 – ACTING

Semester - ½ credit -Grade 9-12



This performance-based course highlights acting fundamentals. Students gain performance experience while enhancing their self-confidence. Students are required to prepare and perform in front of the class.

Homework Guide = 1

#### 0154 – CREATIVE WRITING

Semester - ½ credit – Grade 10-12



Prerequisite: Students must have strong fundamental writing skills.

This course is designed for the serious student of creative writing. Students write stories, poems, and drama in an intensive workshop atmosphere. Students read and respond to one other's work and develop the critical viewpoint necessary for successful writing.

Homework Guide = 1

#### 0157, 0158 – YEARBOOK

Full Year - 1 credit - Grade 10-12



Prerequisite: Students must have earned a “B” average in previous Language Arts courses, have their previous year's Language Arts teacher's recommendation, and must agree to the class's behavioral contract.

This course publishes the only photographic and written history of the year, the Two Rivers yearbook. Students will learn about the media, desktop publishing, layout and design, journalism, writing styles, photography, graphics, publication budgets, and press law issues. While this course offers students significant opportunity and responsibility, it consequently requires that students make a significant and serious commitment.

Homework Guide = 1

#### 0155, 0156 – NEWSPAPER JOURNALISM

Full Year - 1 credit - Grade 10-12



Prerequisite: Maintain a B average in previous Language Arts courses. Introduction to Photography course (or equivalent experience) is recommended, but not required.

Students taking the Newspaper Journalism course will be tasked with the production of the high school's online newspaper the Tribune. Students will learn about the history of the press, the First Amendment, and press law issues. They will also learn about journalistic writing and types of articles, layout and design, writing styles, photography, and graphics.

Homework Guide = 1

# Course Descriptions

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## Social Studies

### 9th Grade Options

#### **0285, 0286 – HUMAN GEOGRAPHY AND ETHNIC STUDIES**

Full Year - 1 credit - Grade 9

This full year course explores the complex interplay between power dynamics and language in shaping social constructs related to race, religion, geography, ethnicity, and gender. Students apply this analysis to personal and marginalized identities in Minnesota, examining struggles for freedom and identifying strategies for lasting change. Students will also participate in rich field experiences, including a trip to B'dote, the heart of Mni Sota, the homeland of the Eastern Dakota Oyate where they will explore the importance of our district's local community in the past, present, and future landscapes of modern Minnesota through the lens of a geographer. Students will also do field work near Wita Tanka (Pike Island), Fort Snelling, Oheyawahi (Pilot Knob), and Mni Sni (Cold Spring).

Homework Guide = 1.5

#### **0287, 0288 – ADVANCED PLACEMENT HUMAN GEOGRAPHY**

Full Year - 1 credit - Grade 9

\*Option for grades 10-12 with priority registration for grade 9

This is a yearlong, college-level introductory course that examines the human experience on the planet earth at both the macro and micro-geographic level. Students will study the impact humans have on the landscape – both physically and culturally. A spatial approach will be used to interpret this impact, focusing on the interaction between various groups of people, the interaction between human and environment, and the consequences and contributions of humans on the planet and beyond. This overall approach will be embedded in seven units that examine the nature of geography, population and migration, culture, political geography, agriculture, development and industrialization, and urbanization. The course will be taught using a variety of methods including lectures, student-led presentations, in-class debates, fieldwork and writing projects, with a two-fold goal of mastering the subject matter and preparing for the Advanced Placement Human Geography test. Student participation is vital in achieving these goals and performing well on the AP® test.

Weighted Grade, 1.2 Multiplier

Homework Guide = 5

#### **0093, 0094 – AP® HUMAN GEO ENRICHMENT**

Full Year - 1 credit - Grade 9 only

Prerequisite: None

AP® Human Geography (APHG) Enrichment is a year-long course for freshmen only who are also concurrently registered for AP® Human Geography. This course is not tied to earning a separate AP® credit opportunity through exam, the course is designed to support successfully earning the AP® credit within AP® Human Geography.

Over the course of the year, students who enroll in APHG Enrichment will be working through the regular College Board APHG material and outcomes, as well as the essential activities and projects that are provided in Warrior Seminar. Therefore, students who enroll in APHG Enrichment will NOT need to enroll in a separate Warrior Seminar course, this course will replace the need to take it separately.

APHG Enrichment supports students' transition to high school while taking rigorous courses. The course also provides extended learning in the area of AP® Human Geography. Lastly it serves as a place for students to explore post secondary and career readiness.

Homework Guide: 2

# Course Descriptions

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## Social Studies - Continued

### 10th Grade Options

#### 0211, 0212 – WORLD HISTORY

Full Year - 1 credit – Grade 10

This course will provide students with the history and geography of world cultures and regions. Political, economic, and cultural traditions of the Middle East, East Asia, South Asia, Europe, Africa and the Americas will be studied. The course will also provide a strong emphasis on contemporary issues that challenge these regions in the 21st century.

Homework Guide = 1.5

#### 0213, 0214 – ADVANCED WORLD HISTORY

Full Year – 1 credit – Grade 10

This course provides students with the history and geography of world cultures and regions. Political, economic, and cultural traditions of Europe, the Middle East, Asia, Africa, and the Americas are studied. The course also provides a strong emphasis on contemporary issues that challenge these regions in the 21st century. The course is intended for students seeking a rigorous class. It is appropriate for students who are planning on attending college and have strong reading and writing skills. It is taught in a hybrid format with students working independently in an online environment several days per week.

Homework Guide = 2-3

#### 0209, 0210 – ADVANCED PLACEMENT WORLD HISTORY

Full Year - 1 credit - Grade 10



Prerequisite: Teacher recommendation.

In AP® World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians; analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Students earning a grade of “C-“or lower may be moved to World History at quarter or semester. Students are expected to take the AP® exam.

Weighted grade, 1.2 multiplier

Homework Guide = 5



# Course Descriptions

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## Social Studies - Continued

### 11th Grade Options

#### **0233, 0234 – UNITED STATES HISTORY**

Full Year - 1 credit - Grade 11

This course will provide students with the skills necessary to analyze and interpret the political, social, economic, global and technological themes throughout the United States. This course is appropriate for all students.

Homework Guide = 1.5

#### **0235, 0236 – ADVANCED UNITED STATES HISTORY**

Full Year - 1 credit - Grade 11

Prerequisite: Teacher recommendation.

This course will provide students with the skills necessary to analyze and interpret the political, social, economic, global and technological themes of the United States during the twentieth century. This course is designed for students with excellent reading and writing skills who may not want to seek the college credit offered in the Advanced Placement Program.

Homework Guide = 3

#### **0239 – US HISTORY TO 1877 CONCURRENT ENROLLMENT (CE)**

Semester - 1/2 credit - Grade 11



Prerequisite: Application and acceptance to MN State University, Mankato, includes 11th grade, 3.3 GPA or 24 composite score on ACT (and a 2.7 GPA) or 12th grade, 3.0 GPA or 21 composite score on ACT (and a 2.7 GPA, have a teacher recommendation and student statement)

This course is designed to provide an overview of America's political, social, economic, and cultural development from earliest colonization to 1877.

Weighted Grade, 1.2 multiplier

Homework Guide = 5

#### **0240 – US HISTORY SINCE 1877 CONCURRENT ENROLLMENT (CE)**

Semester - 1/2 credit - Grade 11



Prerequisite: Application and acceptance to MN State University, Mankato, includes 11th grade, 3.3 GPA or 24 composite score on ACT (and a 2.7 GPA) or 12th grade, 3.0 GPA or 21 composite score on ACT (and a 2.7 GPA, have a teacher recommendation and student statement)

The course is US History Since 1877. A survey of American History from the end of Reconstruction to the present with a special emphasis on political and social developments.

Weighted Grade, 1.2 multiplier

Homework Guide = 5

# Course Descriptions

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## Social Studies - Continued

### 12th Grade Options

Students in their senior year are required to take 1/2 credit in Economics (Economics, AP<sup>®</sup> Econ-Micro, or AP<sup>®</sup> Econ-Macro) and 1/2 credit in Government.

#### 0220 – ECONOMICS

Semester - ½ credit - Grade 12

Economics is a comprehensive semester long survey course intended to familiarize students with such macroeconomic concepts as the role of the government, monetary policy, banking, financial markets and employment as well as microeconomic topics such as supply and demand, market structures and prices.

Homework Guide = 1.5

#### 0283 – MICROECONOMICS CONCURRENT ENROLLMENT (CE)

Semester - ½ credit - Grade 12



Prerequisite: Application and acceptance to Inver Hills and one of the following: 3.0 GPA, top half of graduation class, or 50th percentile on Nationally Standardized Test

The purpose of this college level course is to give students a thorough understanding of the principles of macroeconomics. This course examines the economy as a whole: measurement of the level of aggregate economic activity, growth, employment and unemployment, inflation, government spending, taxation and deficits, the monetary system, international trade, and how other economic systems work. Upon successfully completing this course, students will earn 3 transferable college credits from Southwest Minnesota State University, which can be applied to Goal Area 5, within the Minnesota State Colleges and Universities system.

Weighted Grade, 1.2 multiplier

Homework Guide = 4

#### 0284 – MACROECONOMICS CONCURRENT ENROLLMENT (CE)

Semester - ½ credit - Grade 12



Prerequisite: Application and acceptance to Inver Hills and one of the following: 3.0 GPA, top half of graduation class, or 50th percentile on Nationally Standardized Test

The purpose of this college level course is to give students a thorough understanding of the principles of macroeconomics. This course examines the economy as a whole: measurement of the level of aggregate economic activity, growth, employment and unemployment, inflation, government spending, taxation and deficits, the monetary system, international trade, and how other economic systems work. Upon successfully completing this course, students will earn 3 transferable college credits from Southwest Minnesota State University, which can be applied to Goal Area 5, within the Minnesota State Colleges and Universities system.

Weighted Grade, 1.2 multiplier

Homework Guide = 4

# Course Descriptions

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## Social Studies - Continued

### 12th Grade Options - Continued

#### 0292 – GOVERNMENT

Semester - 1/2 credit - Grade 12

In this course, students will gain the knowledge and skills needed for informed, responsible participation in public life. The content focuses on a study of constitutional principles and the democratic foundation of our national, state, and local institutions. The course will also provide the opportunity to study the political process and structures of government, grounded in the understanding of constitutional government under the law.

Homework Guide = 1.5

#### 0297, 0298 – AP® GOVERNMENT AND POLITICS

Full Year - 1 credit - Grade 12 | Prerequisite: None



The course provides an opportunity for students to engage with the US Government on a collegiate level. Students are able to deepen their understanding of government systems and ideologies. It is an environment that will create curiosity, creativity and action. It provides high expectations in a rigorous environment for students to deepen their knowledge.

Weighted grade, 1.2 multiplier | Homework Guide: 5

#### ENGLISH AS A SECOND LANGUAGE: SHELTERED COURSES

These courses are for students with WIDA Language Proficiency levels 1.0-3.0 in which the course content is modified to meet the linguistic needs of the students new to the English language. Specific instructional strategies and approaches are implemented in order to teach the content through the development of academic reading, writing, listening and speaking skills. Students receiving ELL services make up the class, and the courses are co-taught by a content area teacher and EL teacher. These are credit bearing courses in the core content areas of Social Studies, Language Arts, Science and Math.

#### ENGLISH AS SECOND LANGUAGE: CO-TAUGHT CLUSTER CLASSES

These courses are for students with WIDA Language Proficiency Levels 3.0-4.5 in which an EL teacher co-teaches with a content teacher. The majority of the class are mainstream students with a small group of EL students are supported by drawing specific attention to the academic reading, writing, listening and speaking skills necessary to access the course content. Co-taught classes serve as a bridging support as the students transition to mainstream classes. Students are able to access the content but might need specific supports to develop the academic language of that content area. These are credit bearing courses in the core content areas of Social Studies, Language Arts, Science and Math.

## Elective Options

### 0227 – PSYCHOLOGY

Semester - ½ credit - Grade 11-12

This is an introductory course in topics of psychology, which emphasizes human behavior. Topics covered include: introduction to psychology (approaches and subfields), research methods, biological basis of behavior (the brain), learning, personality development, and psychological disorders including treatment options. This course fulfills ½ of the 12th grade Social Studies requirement.

Homework Guide = 1.5

### 0225, 0226 – CIS PSYCHOLOGY

Full year - 1 credit - Grade 11-12



Prerequisite: Application and acceptance to University of Minnesota. Junior or senior with a class rank in the top 20%, or instructor approval; previous coursework in high school psychology or high school biology, and reading score review are recommended. Open to 10th graders with CIS instructor permission.

This course explores fundamental questions about human behavior that lend themselves to scientific study. This course explores how human behavior can be studied including biological, social and environmental influences on human behavior; predictable ways of behaving, reasoning, remembering and feeling; and ways in which humans differ. For example, why do we find certain people attractive? How does language develop? Why do some people become criminals?

Students will also learn about the scientific methods used in psychology, including experimental design, data collection, and analysis. The course will emphasize the importance of evidence-based practices and critical thinking skills in understanding and applying psychological concepts. By the end of the course, students will have a deeper understanding of human behavior and the diverse factors that shape our experiences and actions.

Homework Guide = 5

### 0222 – SOCIOLOGY

Semester - ½ credit - Grade 11-12

Sociology is a semester length course that investigates the patterns of human social behavior. The course will examine the following topics: The sociological point of view, agents of socialization, cultural diversity, cultural conformity, social stratification, deviance and social control. Special attention will be given to the issues of race, ethnicity, gender, and class. Students will complete a variety of projects that demonstrate their ability to apply course material to their own lives. This course is an elective that fulfills ½ of the 12th grade Social Studies requirement and may be taken by students in 11th grade.

Homework Guide = 1.5

### 0299 – YOUTH LEADERSHIP

Semester - ½ credit - Grade 11-12

(Offered 1st semester only)

Prerequisite: Application required. The application is available in guidance.

The focus of this course will be on student development of communication, leadership and helping skills such as active listening, decision-making, cooperation and dealing with conflict. Students will be released 2-3 times a week during the semester. During Quarter 1, students will have a release two days a week. During Quarter 2, students will be volunteering in one of the district schools 2-3 times a week during class time. Students will be required to log 35 volunteer hours with community agencies or established groups. Students should possess a strong interest in developing personal skills and attributes as well as service to others.

Homework Guide = 2

# Course Descriptions

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## Mathematics

Students must earn **3 credits** in math and complete math through Algebra 2. For math courses beyond Algebra 2, see the math section in Warrior Electives portion of the guide. \*To follow the single or double acceleration pathway, students needed to successfully complete and earn high school math credit in the same or comparable courses in middle school.

### **0411, 0412 – INTERMEDIATE ALGEBRA**

Full Year - 1 credit - Grade 9-12

This course includes the study of the real number systems, operations with polynomials, linear, exponential, quadratic equations and inequalities, functions, stats and probability, and radicals.

Homework Guide = 2

### **0439, 0440 – CONCEPTUAL GEOMETRY**

Full Year - 1 credit - Grade 10-12

Prerequisite: Teacher recommendation

This course integrates synthetic and coordinate geometry while continually reinforcing algebra skills. Topics included are measurement formulas, three dimensional figures, congruence, similarity, and formal reasoning. To best support individual student needs, a student may be placed in this course by administration.

Homework Guide = 2

### **0441, 0442 – GEOMETRY**

Full Year - 1 credit - Grade 9-12

Prerequisite: Intermediate Algebra or equivalent.

Guideline: "C" or above OR teacher recommendation.

This course integrates coordinate geometry while continually reinforcing algebra skills. Topics included are: measurement formulas, three dimensional figures, congruence, similarity, and formal reasoning.

Homework Guide = 3

# Course Descriptions

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## Mathematics - Continued

### 0417, 0418 – CONCEPTUAL ALGEBRA II

Full Year - 1 credit - Grade 11-12

Prerequisite: Conceptual Geometry or teacher recommendation.

This course includes the study of the real number systems, operations with polynomials, linear and quadratic equations and inequalities, functions, radicals, logarithms, and stats and probability. To best support individual student needs, a student may be placed in this course by administration.

Homework Guide = 2

### 0421, 0422 – ALGEBRA II

Full Year - 1 credit - Grade 9-12

Prerequisite: Intermediate Algebra and Geometry or teacher recommendation. Guideline: “C” or better or teacher recommendation.

This course includes the study of real and complex numbers systems, linear, quadratic and polynomial functions, inequalities, radicals, stats and probability, logarithmic and exponential functions, series and sequences.

Homework Guide = 3

### 0423, 0424 – MATH FOR TRADES

Full Year - 1 credit - Grade 12



Prerequisite: Application and acceptance to Dakota County Technical College and one of the following: 2.4 GPA, 2.0 GPA and 220 Arith Accuplacer, or 2.0 GPA and 14 on ACT Math subtest.

Mathematics for the Trades equips students with a solid foundation in the math needed for a variety of technical and vocational trades such as construction, plumbing, auto mechanics, electrical trades, with a specific focus on applied mathematics in the areas of welding and electricity. This course is aligned with Dakota County Technical College requirements and students that successfully complete this course will be eligible for Dakota County Technical College credit.

Note: Mathematics for Trades can be taken as a graduation requirement replacement for Advanced Algebra, but only by students who plan to attend a trade school and are concurrently enrolled in a trade class. All students considering a 4-year institution after high school must take Algebra 2.

### 0431, 0432 – ALGEBRA II WITH TRIGONOMETRY

Full Year - 1 credit - Grade 9-12

Prerequisite: A grade of “B+” or better in Intermediate Algebra and Geometry and/or teacher recommendation.

In addition to extending all topics covered in the Algebra II course, this course will also include trigonometry, functions in trigonometry, trigonometric identities and formulas. **A graphing calculator is suggested.**

Homework Guide = 4

# Course Descriptions

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## Mathematics - Continued

### 0461, 0462 – ANALYSIS

Full Year - 1 credit - Grade 10-12

Prerequisite: Geometry and Algebra II. Guideline: “C” or better or teacher recommendation.

Analysis is an advanced study of functions, radicals, complex numbers, inequalities, logarithms, and trigonometry and probability.

Homework Guide = 3

### 0465, 0466 – CIS COLLEGE ALGEBRA THROUGH MODELING

Semester – 1 credit – Grade 11-12



Prerequisite: Application and acceptance to University of Minnesota. Earned C+ or better in HS Intermediate Algebra and Algebra II classes, or successfully completed three years high school math, or satisfactory placement test score, or teacher recommendation.

College Algebra Through Modeling introduces students to the art of mathematical prediction through algebraic modeling and elementary probability theory. As a class that satisfies the University of Minnesota Mathematical Thinking Core requirements, topics support students’ understanding of the dual nature of mathematics. First, mathematics is a body of knowledge that relies on precise, symbolic means of communication and analysis. Second, mathematics provides descriptive and problem solving tools to address authentic questions in a wide range of disciplines.

Can earn 3 college credits. Weighted Grade, 1.2 Multiplier

Homework Guide = 3



### 0473, 0474 - AP PRECALCULUS

Full Year - 1 credit - Grades 10 - 12

Prerequisite: Algebra II with Trigonometry Guideline: “C+” in Algebra II with Trigonometry or better or teacher recommendation.

The focus of AP Precalculus will be to prepare students for college level calculus. In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. The framework focuses on four key units of study that colleges expect students to demonstrate to qualify for credit or placement. 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. **A TI-83 or TI-84 graphic calculator is required.**

Weighted grade, 1.2 multiplier

Homework Guide: 4

# Course Descriptions

## Mathematics - Continued

### 0463, 0464 – ADVANCED PLACEMENT STATISTICS

Full Year - 1 credit - Grade 11-12

Prerequisite: Algebra II

Guideline: “B” or better in Algebra II, and/or “C” or better in Algebra II with Trigonometry or teacher recommendation.

Students will learn techniques used in descriptive statistics, emphasizing measures of location and dispersion, rules of basic probability and the properties of probability distributions, the importance of random sampling, and the techniques of basic inferential statistics: hypothesis testing, correlation and regression.

NOTE: This course is an advanced level course that is the equivalent to a Statistics I course in college. The pace is that of a college course. Students are expected to take the AP<sup>®</sup> Exam. **A TI-84 graphing calculator is required.**

Weighted Grade, 1.2 multiplier.

Homework Guide = 4



### 0481, 0482 – ADVANCED PLACEMENT CALCULUS (AB)

Full Year - 1 credit - Grade 9-12

Prerequisite: Pre-Calculus or teacher recommendation.

Guideline: “C” or better in Pre-Calculus.

Students will develop an understanding of the concepts, methods, and applications of calculus. The concepts, problems, and applications will be represented graphically, numerically, analytically, and verbally. The course is a unified study of functions, and derivatives, integrals, limits, approximations, applications, and modeling. Students who successfully complete the course and AP<sup>®</sup> examination may receive college credit, advanced placement, or both (according to each institution’s individual policy). Students will be expected to take the AP Exam. **A graphing calculator is required, preferably a TI-83+, TI-84+, or TI-89.** Students are reminded to check prerequisites carefully and obtain teacher signature.

Weighted Grade, 1.2 multiplier.

Homework Guide = 6



### 0483, 0484 – ADVANCED PLACEMENT CALCULUS (BC)

Full Year – 1 credit – Grade 9-12

Prerequisite: AP Calculus (AB), “C” or better or teacher recommendation.

This course is a further study of Calculus topics in preparation for the AP Calculus BC exam. It is the equivalent of a second semester of college level Calculus course. The course will extend the concepts of differentiation and integration established in the prerequisite AP<sup>®</sup> Calculus AB course. In addition, the content will include parametric equations and polar coordinates as well as an in depth exploration into series and sequences. Students who successfully complete the course and AP examination may receive college credit, advanced placement, or both (according to each institution’s individual policy). Students will be expected to take the AP Exam. A graphing calculator is required, preferably a TI-83+, TI-84+, or TI-89. Students are reminded to check prerequisites carefully and to obtain teacher signature.

Weighted Grade, 1.2 Multiplier

Homework Guide = 6





# Course Descriptions

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## Mathematics - Continued

### **0401, 0402 - Life Skills Math - Math Foundation (9th Grade)**

Full Year - 1 credit - Grades 9 - 12

The purpose of this course is to provide students with a solid base of math skills. Topics of study will include, but are not limited to, multiplication and division, fractions, basic algebra skills, time awareness, and money. Math 180 will be used for assessments, supplemental practice, and additional instructional videos. Possible pathways after this course may include Intermediate Algebra, Conceptual Geometry, or a continuation of the Life Skills course.

### **0403, 0404 - Life Skills Math - Consumer Math (10/11 Grade)**

Full Year - 1 credit - Grades 9 - 12

The Consumer Math course was developed to bridge the gap between algebra and geometry, as well as provide math enrichment through the lens of consumer mathematics. Students will be exposed to a variety of mathematical concepts that contain algebra, geometry, and consumer math in order to:

- A.) Strengthen student understanding of core algebraic components
- B.) Introduce components of geometry with a scope and sequence that meets the student population on an individual basis.
- C.) Apply math and algebraic math skills to real-world situations via consumer mathematics.

Consumer Math is situated between Math Foundations and Personal Finance, and these courses should be viewed as a progression from one to the other.

### **0405, 0406 - Life Skills Math - Personal Finance (11/12 Grade)**

Full Year - 1 credit - Grades 9 - 12

The purpose of this course is to provide students with knowledge and decision-making tools necessary for understanding finances in the real world. Students will gain an understanding of personal finance and its role in their future financial independence. Topics of study will include but are not limited to: checking accounts, credit scores, credit cards, budgeting, personal taxation, loans and interest rates, earnings and savings, and Insurance.

### **9007, 9008 - REAL MATH**

Full Year - 1 credit - Grades 9 - 12

This course focuses on real life functional math skills. Elements of this course include budgeting, banking and pre-algebra skills. **Scheduling this course is reserved for students with disabilities and is part of an IEP Team process.**

# Course Descriptions

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## Mathematics - Continued

### ENGLISH AS A SECOND LANGUAGE: SHELTERED CLASSES

This adapted course is reserved for students enrolled in our English as Second Language program. Course offerings may vary from year to year depending on student need. This is a course for students with WIDA Language Proficiency Levels 1.0-3.0 in which the course content is modified to meet the linguistic needs of students new to the English language. Specific instructional strategies and approaches are implemented in order to teach the content through the development of academic reading, writing, listening, and speaking skills. Students receiving ESL service make up the majority of the student body in the course. Students in sheltered classes require language scaffolds to support the acquisition of vocabulary, syntactic and semantic structures of the content area language in order to access the course.

### ENGLISH AS SECOND LANGUAGE: CO-TAUGHT CLASS

Co-taught course offerings may vary from year to year depending on student need. This is a course for students with WIDA Language Proficiency Levels 3.0-4.5 in which an ESL teacher and a content teacher share classroom instructional duties to best meet the needs of all students. The content is supported by drawing specific attention to the academic reading, writing, listening, and speaking skills necessary to access the course. Students receiving ESL service in these classes make up a small cluster of the student body. Co-taught classes serve as a bridging support for students in the ESL program as they transition to more mainstream classes. Students are able to access the content but may need specific supports to develop the academic language of that content area.

# Course Descriptions

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## Science

Students must earn three credits for graduation. Beginning with the Class of 2029, students entering 9th grade take Earth and Space Science or AP® Environmental. Students take Biology or AP® biology in 10th grade. Students entering grades 11 and 12 must choose at least one course from Chemistry or Physics to fulfill this requirement.

### 9th Grade Options

#### **0389, 0390 – EARTH AND SPACE SCIENCE**

Full year - 1 credit - Grade 9

Prerequisite: None

This course is designed to help students create logical explanations of phenomena using scientific evidence, developing their reasoning and critical thinking skills. Throughout the year students will study topics including the origin of the universe, the solar system, Earth's interior, geologic processes, meteorology, climate change, and human impacts.

Homework Guide =2

#### **0391, 0392 – AP® ENVIRONMENTAL SCIENCE**



Full year - 1 credit - Grade 9-12

Prerequisite: Enrolled in Geometry or higher level math. B- or higher earned in 8th grade Physical Science.

Explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made. You'll take part in laboratory investigations and field work. This is a college level course in which college credit can be earned through taking the College Board AP® Exam.

Homework Guide = 5

# Course Descriptions

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## Science - Continued

### 10th grade Options

#### **0303, 0304 – BIOLOGY**

Full Year - 1 credit - Grade 10-12

Prerequisite: Physical Science 9 (full year)

Units to be studied include scientific methods, biochemistry, cell biology, genetics, evolution, microbiology and ecology.

Homework Guide = 3

#### **0361, 0362 – ADVANCED PLACEMENT BIOLOGY**

Full Year - 1 credit - Grade 10-12



Prerequisite: Pre-AP<sup>®</sup> Science 9 or Biology and Chemistry (concurrent acceptable), and/or recommendation of their current science teacher. Guideline: “B” or higher in both.

The course will prepare students for the College Board’s Advanced Placement Biology exam. This course is equivalent to the first semester college Biology course and will be taught at the rigor and expectation of a college course. Students passing the AP<sup>®</sup> exam may earn college credit. Topics will include ecology, biochemistry, cells and membranes, enzymes, cell communication, cellular respiration, photosynthesis, genetics, molecular genetics and regulation, evolution, and homeostasis in both plant and animal systems. Students usually have the most success if they have advanced reading skills and strong work ethic. Students are expected to take the AP<sup>®</sup> Exam.

Weighted Grade, 1.2 multiplier

Homework Guide = 5

### Chemistry and Physics Options - one is required for graduation

#### **0307, 0308 – ESSENTIAL CHEMISTRY**

Full Year - 1 credit - Grade 11-12

Prerequisite: Physical Science 9 and Biology. Students who plan on a science-related career should take Chemistry. Course cannot be taken after successful completion of Pre-AP<sup>®</sup> Science 9.

This course is designed primarily for the large number of students who plan to pursue non-science careers. Its purposes are to help students realize the important role that chemistry will play in their personal and professional lives; use principles of chemistry to think more intelligently about current issues they will encounter that involve science and technology; and develop a lifelong awareness for the potential and limitations of science and technology.

Homework Guide = 1

# Course Descriptions

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## Science - Continued

### 0311, 0312 – CHEMISTRY

Full Year - 1 credit - Grade 11-12

Prerequisite: Intermediate Algebra or higher and Physical Science 9, and Biology

Guideline: "C" or higher in each

This course will focus on understanding and applying the concepts of matter and measurement: mole concept; nomenclature of compounds; kinetic molecular theory; atomic theory and periodicity; gas laws, chemical bonding; acid-base chemistry; rate and equilibrium; and molecular structure. This intensive class is designed for college-bound students and is intended to prepare students for chemistry in college.

Homework Guide = 4

### 0365, 0366 – ADVANCED PLACEMENT CHEMISTRY



Full Year - 1 credit – Grade 11-12

Prerequisite: Chemistry or Pre-AP Science 9

The course will prepare students for the College Board's Advanced Placement Chemistry exam. This course is equivalent to a first semester college Chemistry course. Students passing the AP exam may earn college credit. Topics will include: bonding, equilibrium, kinetics, electrochemistry, thermodynamics, acids bases, atomic structure, and organic chemistry. Students are expected to take the AP<sup>®</sup> Exam.

Weighted Grade, 1.2 multiplier

Homework Guide = 5

### 0331 0332 – FOUNDATIONS IN PHYSICS

Full Year - 1 credit - Grade 11-12

This class welcomes all students who are interested in understanding the world around us using physics concepts. Students will explore physics using hands-on activities, interactive learning, and projects. For success in this class, students should be comfortable using basic algebra.

Homework Guide = 2

### 0321, 0322 – CIS PHYSICS BY INQUIRY



Full Year - 1 credit - Grade 11-12

Prerequisite: Algebra II. Application and acceptance to University of Minnesota - Twin Cities. Must have earned a passing grade in Algebra I.

Physics by Inquiry is a U of M science class where students use observations, experiments, and discussions with group members to construct the rules for how things work. Emphasis is placed on using evidence to justify explanations. The major topics are electric circuits, light and color, and astronomy. Students also do weekly writing to explore how they learn and researching extra topics. There is group work every day.

This course is designed primarily for college bound students pursuing non-science majors. Students earn 4 hours of credit that satisfies a University of Minnesota requirement for "physical science with lab" for humanities majors.

Weighted Grade, 1.2 multiplier

Homework Guide = 2

# Course Descriptions

## Science - Continued

### 0323, 0324 - CIS INTRODUCTORY COLLEGE PHYSICS

Full Year - 1 credit – Grade 11-12



Prerequisite: Algebra II or higher in math. Application and acceptance to University of Minnesota - Twin Cities. Junior or senior who has earned a B or better in a rigorous high school Algebra 2/trig course and courses in algebra and geometry. Guideline: Pre-Calculus as a pre- or co-requisite. “B” or higher in Biology or Chemistry

Physics 1101 is the first semester University of Minnesota introduction to physics course. We will have three areas of concentration: Science process skill (designing and executing science investigations), critical thinking (creating and evaluating arguments from scientific evidence), and problem solving. Topics include one- and two-dimensional kinematics, Newton’s laws, energy, and momentum. This course satisfies the University of Minnesota requirement for a writing-intensive course. Students who successfully complete the course earn four hours of physics credit through University of Minnesota.

This course is intended for college-bound students who are interested in a science-related field. Students intending in majoring in engineering, pre-med, mathematics, or physical science such as chemistry or physics should enroll in AP Physics C Mechanics.

Weighted Grade, 1.2 multiplier

Homework Guide = 4



### 0319, 0320 – ADVANCED PLACEMENT PHYSICS MECHANICS C

Full Year – 1 credit – Grade 11-12

Prerequisite OR Concurrent Enrollment: AP<sup>®</sup> Calculus (AB)

This course uses calculus in the exploration of motion of objects, energy, and forces and makes a clear connection between physics and math. Emphasis is on both deep conceptual understanding of physics concepts and reasoning, and developing expert problem-solving skills. This is a challenging class that will prepare students for success on the AP<sup>®</sup> Physics Mechanics C Exam and more importantly for success in rigorous math and science courses in college.

This is a calculus-based physics course intended for students interested in studying science, engineering, math, or other major requiring calculus-based physics, such as pre-med, in college. Students are expected to take the AP<sup>®</sup> Exam.

Weighted Grade, 1.2 multiplier

Homework Guide = 5

# Course Descriptions

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## Science - Continued

### **0315, 0316 - LIFESKILLS SCIENCE**

Full Year - 1 credit - Grades 9 - 12

The LS Science course is designed to expose students to science vocabulary and concepts as they relate to the real world. Students will complete labs and projects, create Models, and real science-related articles. Topics include Physical Sciences, Geology, Astronomy, Ecology and Biology. **Scheduling this course is reserved for students with disabilities and as part of an IEP Team process.**

### **ENGLISH AS A SECOND LANGUAGE: SHELTERED CLASSES**

This adapted course is reserved for students enrolled in our English as Second Language program. Course offerings may vary from year to year depending on student need. This is a course for students with WIDA Language Proficiency Levels 1.0-3.0 in which the course content is modified to meet the linguistic needs of students new to the English language. Specific instructional strategies and approaches are implemented in order to teach the content through the development of academic reading, writing, listening, and speaking skills. Students receiving ESL service make up the majority of the student body in the course. Students in sheltered classes require language scaffolds to support the acquisition of vocabulary, syntactic and semantic structures of the content area language in order to access the course.

### **ENGLISH AS SECOND LANGUAGE: CO-TAUGHT CLASS**

Co-taught course offerings may vary from year to year depending on student need. This is a course for students with WIDA Language Proficiency Levels 3.0-4.5 in which an ESL teacher and a content teacher share classroom instructional duties to best meet the needs of all students. The content is supported by drawing specific attention to the academic reading, writing, listening, and speaking skills necessary to access the course. Students receiving ESL service in these classes make up a small cluster of the student body. Co-taught classes serve as a bridging support for students in the ESL program as they transition to more mainstream classes. Students are able to access the content but may need specific supports to develop the academic language of that content area.

## Elective Options

### **0351, 0352 – HUMAN ANATOMY AND PHYSIOLOGY**

Full Year - 1 credit - Grade 11-12

Prerequisite: Biology

This course is designed to prepare students for college level Anatomy and Physiology, a course required for most health related careers including nursing, medical technology and advanced medical degrees. The curriculum studies the three levels of the organisms (health, injury/recovery), tissue (disease/treatment), and the microscopic (histology). Students should have earned a B+ or better average in general biology or general chemistry.

Homework Guide = 4

# Course Descriptions

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## Physical Education and Health

*Students must pass at least one Tier 1 course to satisfy graduation requirements.*

### **1019 – INTRODUCTION TO RECREATIONAL SPORTS & FITNESS**

Semester - ½ Credit - Grades 9-12

This course is a Tier 1 course in the Lifetime Wellness Pathway. This course will allow students to explore various recreational activities and non-competitive team sports. Students will learn fundamental concepts in fitness components and dance, as well as develop skills in self management and social wellness. Homework Guide = 0

### **1030 – INTRODUCTION TO ORGANIZED SPORTS**

Semester - ½ Credit - Grades 9-12

This course is a Tier 1 course in the Organized Sports & Activities Pathway. This course lays a foundation for competitive sports, both individual and team. Students will also learn fundamental concepts in fitness components and dance, as well as develop skills in self management and social wellness. Homework Guide = 0

### **1018 – INTRODUCTION TO STRENGTH AND SPEED**

Semester - ½ Credit - Grade 9

Prerequisite: None

This course is a Tier 1 course in the Strength and Conditioning pathway. This course lays the groundwork for future Strength and Conditioning classes. This is an introductory course to the concepts and principles of Strength and Speed principles. Students will demonstrate basic techniques and protocols for safe, and effective training. Homework Guide = 0

**TIER 2 COURSES: Students must pass at least one Tier 2 course to satisfy graduation requirements.**

### **1035 – EMPOWERED FITNESS**

Semester - ½ Credit - Grade 9-12

This course is a Tier 2 course in the Lifetime Wellness pathway. This course will provide students with an opportunity to participate in physical activity in a comfortable and non-intimidating setting. Students will explore a variety of fitness activities within the school and the community in a way that promotes confidence. Activities can include (but are not limited to) strength training, yoga, group exercise, self defense, and sport and recreational activities. Students will also learn about wellness, nutrition, and physical activity throughout the lifespan. This course also focuses specifically on strategies for developing healthy self-esteem, common health issues, and advocating for the individual's own health. Homework Guide = 0

### **1026 – WALKING/JOGGING**

Semester - ½ Credit - Grades 10-12

Prerequisite: Tier 1 PE Course

Provides students the opportunity to improve their cardiovascular fitness through walking and jogging. Students will follow a walking or running program. Progress will be monitored throughout the semester. Students will learn the benefits of walking or running as a lifetime activity. Homework Guide = 0

### **1028 – TEAM SPORTS**

Semester - ½ Credit - Grades 9-12

Prerequisite: Must have successfully completed a Tier 1 course.

This course is a Tier 2 course in the Organized Sports & Activities Pathway. This course offers advanced concepts in strategy, and skill development in team sports. It provides an avenue for students to participate in a wide variety of competitive sports outside of the extracurricular setting. Students will pursue activities in the local environment for their own benefit and enjoyment as well as learn about wellness, nutrition, and physical activity throughout the lifespan. Homework Guide = 0



# Course Descriptions

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## Physical Education and Health - Continued

### 1031 – STRENGTH & CONDITIONING I

Semester - ½ Credit - Grades 9-12 | Prerequisite: Must have successfully completed a Tier 1 course

This is a Tier 2 course in the Strength & Conditioning pathway. This is an introductory course to the concepts and principles of physical conditioning. Students will demonstrate basic techniques and protocols for safe, effective training. An emphasis is placed on ground-based, multi-joint; total body strength training. Students will pursue activities in the local environment for their own benefit and enjoyment as well as learn about wellness, nutrition, and physical activity throughout the lifespan. Homework Guide = 0

**TIER 3 (ELECTIVE) COURSES: Students may take an elective course after successful completion of their graduation requirements for physical education (a Tier 1 AND Tier 2 class).**

### 1038 – COMPETITIVE SPORTS

Semester - ½ Credit - Grades 10-12 | Prerequisite - Successful completion of a Tier 1 and Tier 2 class

This course moves beyond play and focuses on game play design. Along with participating in sport at a competitive level, students will evaluate rules of the game, conduct game play with a deeper emphasis on sport etiquette, learn how to set up tournaments and officiate. Homework Guide = 0

### 1032 – STRENGTH & CONDITIONING II

Semester - ½ Credit - Grades 10-12 | Prerequisite - Successful completion of a Tier 1 and Tier 2 class

This is an elective course where students will continue to develop sound techniques when performing strength training exercises. Students begin to learn about the different phases of strength training (muscular endurance and hypertrophy) and the appropriate volume, intensity, rest, and recovery needed to maximize performance in each phase. Homework Guide = 0

### 1033 – STRENGTH & CONDITIONING III

Semester - ½ Credit - Grades 11-12 | Prerequisite - Strength & Conditioning II

An intermediate course where students expand their skills with more advanced training techniques. Students will continue to learn about the phases of strength training (muscular strength and power) and the appropriate volume, intensity, rest, and recovery needed to maximize performance in each phase. Homework Guide = 0

### 1034 – STRENGTH AND CONDITIONING IV

Semester - ½ Credit - Grades 11-12 | Prerequisite - Strength & Conditioning III

This collegiate level course will provide students with the opportunity to continue to develop skills in more technical strength training exercises. Understanding the biomechanics is explored and students will evaluate current research to debunk common exercise-related myths. Students will learn about the periodization of programming to maximize the benefits of both in- and off-season training, fitness components, fitness principles, muscle identification, proper lifting technique, nutritional guidelines, and body composition. Students will develop a personal weight-training program based on their fitness pretests and goals. Upon successfully completing this course, students will earn 2 concurrent enrollment college credits through Inver Hills Community College. Homework Guide = 0

### 1027 – WALKING/JOGGING CONCURRENT ENROLLMENT (CE)



Semester - ½ credit - Grades 11-12 | Prerequisite: Completion of Tier 1 and Tier 2 course. Application and acceptance to Inver Hills and a 2.0 GPA.

Provides students the opportunity to improve their cardiovascular fitness through walking and jogging. Students will develop and execute a personal walking or running program. Progress will be monitored throughout the semester. Students will learn the benefits of walking or running as a stress reduction activity. Lecture topics include fitness components, fitness principles, nutritional guidelines, body composition, stress management, and personal wellness. Homework Guide = 1

# Course Descriptions

## Physical Education and Health - Continued

### 1035 – STRENGTH & CONDITIONING V: INTRODUCTION TO STRENGTH COACHING

Semester - ½ Credit - Grades 11-12 | Prerequisite - Strength & Conditioning IV

This course will continue to support our athletes' development of high-level strength and conditioning and is for any student who may be interested in pursuing coursework after high school in a career such as coaching, health and wellness, or physical therapy. The course will have four overall areas of focus:

- Continuing to progress in their own strength and conditioning plans and fine tuning their techniques
- Learning new concepts in anatomy, physiology, and physics as they related to strength coaching and theory
- Providing basic techniques and support for athletes who are earlier in their strength and conditioning development
- Learning how to organize and operate a weight room, and recognize the importance of safety and the liability associated with running one

Homework Guide = 0



### 1029 – WEIGHT TRAINING CONCURRENT ENROLLMENT (CE)

Semester - ½ Credit - Grades 11-12 | Prerequisite: Completion of Tier 1 and Tier 2 course. Application and acceptance to Inver Hills and a 2.0 GPA. This collegiate level course will provide students with the opportunity to continue to develop skills in more technical strength training exercises. Understanding the biomechanics is explored and students will evaluate current research to debunk common exercise-related myths. Students will learn about the periodization of programming to maximize the benefits of both in- and off-season training, fitness components, fitness principles, muscle identification, proper lifting technique, nutritional guidelines, and body composition. Students will develop a personal weight-lifting program based on their fitness pretests and goals. Upon successfully completing this course, students will earn 2 concurrent enrollment credits through Inver Hills Community College. Homework Guide = 0, Weighted Grade, 1.2 Multiplier

### 1036 – SPORTS LEADERSHIP

Semester - ½ Credit - Grades 11-12 | Prerequisite - Successful completion of a Tier 1 and Tier 2 class

Sports Leadership is a course that will focus on deeper skill development in a variety of sports, as well as providing the necessary training and/or experiences in which certifications in coaching or officiating are possible. Homework Guide = 0

### 1037 – LIFEGUARD CERTIFICATION

Semester - ½ Credit - Grades 10-12 | Prerequisite - Successful completion of a Tier 1 and Tier 2 class. Prerequisite skills include a 300-yard endurance swim, two minutes of treading water with legs only, and a timed 20-yard swim to retrieve a 10-pound brick from the bottom of the pool and back. The purpose of the American Red Cross Lifeguarding course is to provide entry-level lifeguard participants with the knowledge and skills to prevent, recognize, and respond to aquatic emergencies and to provide care for breathing and cardiac emergencies, injuries, and sudden illnesses until emergency medical services (EMS) personnel take over. Upon completion of this course, participants will receive an American Red Cross certificate for Lifeguarding/First Aid/CPR/AED valid for two years. \*Students must be at least 15 years old at the time of certification.

### 1040 – EMPOWERED STRENGTH AND CONDITIONING

Semester - ½ Credit - Grades 10-12

This course is Tier 3 (elective) course in the Lifetime Wellness pathway, and builds specifically upon the fitness skills introduced in Empowered Fitness. This course puts an emphasis on strategies for developing healthy self-esteem, avoiding and overcoming common health issues related to strength and conditioning, and advocating for the individual's own health. Throughout this course, students will have the chance to participate in the comprehensive weight training program but in a different setting and style from our traditional Strength and Conditioning classes. This course will feature strength and conditioning activities at higher intensity levels and for longer periods of time. Workout tempos will be structured to better match the increased intensity of these activities. Students will also focus on ACL injury reduction, knowing that some people are three times more likely to suffer an anterior cruciate ligament rupture of the knee than others. There are steps that can be taken to help reduce that chance of injuring ACLs and those will be regularly included within the workouts. Instruction will be individualized for students within each section to meet each student's needs and progress. Homework Guide = 0

# Course Descriptions

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## 1042 – UNIFIED PHYSICAL EDUCATION I

Semester - 1/2 credit - Grades 10-12

This course is a Tier 2 course in the Lifetime Wellness Pathway. This course is the study of sports, recreation, wellness and leadership. Unified PE focuses on the physical, intellectual and social growth of all participants, while engaging in physical activity and sport alongside peers with and without disabilities helping to foster important social relationships. Unified PE is a standards based course with a unique opportunity for students with varying ability levels and backgrounds to come together on equitable terms through ongoing fitness, sports, leadership and wellness activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students.

Students who are interested in continuing with a second semester of Unified PE can enroll in Unified PE II.

Homework Guide = 0

## 1043 – UNIFIED PHYSICAL EDUCATION II

Semester - 1/2 credit - Grades 10-12

Prerequisite: Unified PE I

This course is intended to provide students who have already successfully completed Unified PE I another opportunity to strengthen their leadership and interpersonal communication skills as well as continue to develop their physical, intellectual and social skills within the Unified PE environment. Just as Unified PE was intended, this course will provide students with the opportunity to engage in physical activity and sport alongside peers with and without disabilities, which helps to foster important social relationships. Unified PE is a standards based course with a unique opportunity for students with varying ability levels and backgrounds to come together on equal terms through ongoing fitness, sports, leadership and wellness activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students.

Homework Guide = 0

## HEALTH

*Students must earn ½ credit in Health.*

## 1013 – HEALTH

Semester - ½ credit - Grades 10 - 12

The semester course will be geared toward making responsible decisions about health issues that are important to teenagers. Topics covered will be wellness, mental and emotional health, social health issues, nutrition, weight management and fitness, sexual health, sexually transmitted diseases, and drug abuse.

Homework Guide = 2

## 1017 – COLLEGE HEALTH CE

Semester: ½ credit



Grades 11-12

Prerequisite: Application and acceptance to Inver Hills and a 2.0 GPA.

College Health is a concurrent enrollment option for only 11th and 12th grade students to earn their high school credit while earning college credits at the same time. Topics that students will learn about include addiction and drugs, aging, environmental health, genetic research, health risks and disease, nutrition and weight control, personal health promotion, physical fitness, sexuality and reproduction, stress and emotional well being along with mental and emotional health issues, relationships and violence prevention, and personal safety and first aid. Upon successfully completing this course, students will meet their health graduation requirement as well as earn 3 concurrent enrollment credits from Inver Hills Community College.

Homework Guide = 3

Weighted Grade, 1.2 Multiplier

# Course Descriptions

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## Art

All art classes meet the Art requirement for graduation. If a student has only taken Introduction to Art then students should register for a level 1 course.

### 0716 – DIGITAL ART

Semester – ½ credit – Grade 9-12

Prerequisite: None



This class is designed to give students an introductory look into computer-aided art and design through Photoshop and other digital tools. Students will create original and innovative projects through the use of layers, masking, blend modes, and transformational commands. We will cover topics about the professional side of the design industry, career-related procedures, and possible uses for these skills in other areas. Lessons range from basic computer and Photoshop skills, enhancing the workflow with shortcuts, and utilizing advanced editing techniques. This course is designed to allow for a high level of independence in terms of topics and styles. Students are encouraged to experiment with new techniques and technology to push the boundaries of their creative comfort zone. Helpful tutorials are available online for students to continue learning more advanced concepts that might not be covered in this class. Students interested in pursuing a design-related career are encouraged to continue by taking the Multimedia Studio Art.

Homework Guide = 0.5

### 0701 - VIDEO PRODUCTION

Semester – ½ credit – Grade 9-12



Students in video production will explore the various facets of the media industry, becoming actively aware participants of making and consuming media. We will focus on these important aspects of video: making and producing content, film studies and appreciation, media studies and mass communication (including media literacy and awareness, and digital citizenship), and critically evaluating video. Come prepared to learn about video production through hands-on experience with recording and cutting-edge industry-standard software. This class will simulate the roles and responsibilities of working in the film industry from recording to script writing, editing, sound engineering, and special effects. Types of projects covered in this class may include commercials, music videos, short films, and more. Assignments will emphasize both independent and group work. Video Production is a crash-course introduction to filmmaking and the media industry. No prior experience is necessary. Daily participation and a willingness to explore new concepts is a must.

Homework Guide = 0.5

### 0705, 0706 - MASS MEDIA PRODUCTION

Full Year - 1 credit - Grades 10 - 12



Prerequisite: One or more of the following: Video Production, Digital Art, Advanced Photo, Yearbook

Do you enjoy creating digital content for social media apps like Tik Tok, Instagram, and Snapchat? Have you ever wanted to sit in the press booth of sporting events and provide play-by-play commentary or be in charge of the content on the digital video display as a big game unfolds at Two Rivers High School? If any of those statements caught your attention, then the Mass Media in Modern Culture course is a perfect fit for you.

As a member of the Mass Media in Modern Culture course, you will be able to hone your talents in order to become a published content creator in one or more of the following areas;

- Social media platforms
- Digital media venues (e.g., scoreboard video screens, digital boards)
- Streaming services
- Broadcasting
- Photojournalism

# Course Descriptions

## Art I 0705, 0706 - MASS MEDIA PRODUCTION - Continued

Each of your projects that are created will have an audience in mind, whether that is through our district's Instagram account, district and community newsletters, live-streaming off various events, activities and athletics, or on display through digital video boards intended for public consumption. Through this course, you will develop skills in digital photography and videography, marketing and advertising, and media communication. These skills will help you to develop your own professional portfolio of work, which will have your namesake attached to it, and you can use to create your own footprint in the world of mass media and production.

Homework Guide: 1

## 0702 - LIVE EVENT PRODUCTION WORKSHOP

Semester - ½ credit

Grades 10 - 12



The purpose of the Live Event Production Workshop is to provide hands-on training to individuals who are interested in becoming live event production technicians for theater, streaming, sports, or live events. This program focuses on broad transferable skills and stresses understanding and demonstration of the following elements of the live event industries: working as part of a team, safe and efficient work practices, use of lighting and sound equipment, operation of broadcast video camera, set-up and use of audio recording equipment, operation of control room equipment, and organization/managing events from conception to reality. Coursework will lead to students being ready to complete several industry-recognized certifications, which could include but are not limited to; Digital Audio I, Event Planning and Management, Video Production I, Backstage Certification, AVIXIA AV Technologist Certification.

## 0707 – DRAWING

Semester - ½ credit - Grade 9-12



In this class, students will learn a brief overview of the different types of art through hands-on practice and projects. Students should be prepared to learn and grow through various activities, take risks, and be alright making mistakes and learning from them. All students can be successful at art through hard work, determination, and practice. We will examine different artistic styles, critique work, respond to art pieces, and revise our artwork based on feedback. An important component of this class will be critiquing each other's work and being able to speak about what makes an artwork successful. We will cover a broad range of art mediums, from charcoal and graphite to colored pencils, chalk and oil pastels, pen and ink, and markers. This class is designed to give students an introductory experience in the art world, exposing students to new techniques, cultures, and applications for art. Students will focus on developing their own interests in art and find applications for this knowledge in other classes, at home, and in preparation for future careers. We will not just be covering how to be an artist but rather take a look at how creative problem-solving can be applied in other areas of life.

Homework Guide: 0.5

## 0708 – PAINTING

Semester - ½ credit - Grade 9-12



This course introduces a variety of painting techniques while learning about the elements of art. Students will experience many styles of art ranging from realism to surrealism and more. Acrylic and watercolor paint mediums will be used. Students will develop creative thinking, artistic problem solving strategies, and an understanding of the fundamental concepts of design.

Homework Guide = 0.5

## 0712 – POTTERY

Semester - ½ credit - Grade 9-12



This is an introduction course to the world of clay. Students will learn hand-built and wheel-thrown methods of constructing functional pottery, as well as the art and science of glazing pottery. Some ceramic sculpture techniques will be explored as well. Students will develop fundamental ceramic techniques and design concepts while creatively thinking and problem solving. **Course material fee of \$20.**

Homework Guide = 0.5

# Course Descriptions

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## Art - Continued

### 0703 – SCULPTURE

Semester - ½ credit - Grade 9-12



This class explores the various materials used to create sculptures, which include: wood, plaster, wire, clay, and paper mache. Students learn how to manipulate these materials, use sculpting tools safely, and examine geometric, abstract and organic forms. Students will develop creative thinking, artistic problem solving strategies, and an understanding of the fundamental concepts of design.

Homework Guide = 0.5

### 0718 – MULTIMEDIA STUDIO ART I

Semester – ½ credit – Grade 10-12

Prerequisite: Digital Art and/or Video Production



Continue developing your interest in digital arts and video through more advanced multimedia and professional projects. Students will work towards honing and perfecting their areas of interest and building upon their previous work, having more independence in subject matter and choice of media. Possible options include: video game construction, graphic design, web design, advanced video production, classic 2D animation, digital modeling and 3D animation, architecture and professional photo retouching processes. This class is designed for students to explore career paths in the digital arts and determine their areas of specialization and is designed for a high-degree of independence and choice.

Homework Guide = 1

### 0721 – 2D STUDIO ART I

Semester - ½ credit - Grade 10-12

Prerequisite: BOTH Drawing and Painting or just one with teacher recommendation

A continuation of Drawing and/or Painting. This is a course for students who have a passion for art and have high technical artistic skills. Students will build a range of approaches when thinking, planning, and creating art. They will build upon the techniques and fundamental concepts of design previously learned in past art courses and they will place greater emphasis on creativity and individual expression and start to develop their own personal artistic style. Students have the option to focus more on one medium or the other.

Homework Guide = 1



### 0714 – 3D STUDIO ART I

Semester - ½ credit - Grade 10-12

Prerequisite: Pottery and/or Sculpture

A continuation of Pottery and/or Sculpture. Students will choose to take either the sculptural or pottery course tracks. This class is designed to allow advanced pottery and sculpture students to work on developing a personal expression in 3D forms, students will gain a more in depth knowledge of functional vs. nonfunctional pottery and figurative vs. non figurative sculpture. This course places greater importance on creativity, original ideas, expression, and problem-solving.

**Course materials fee of \$20.**

Homework Guide = 1



### 0723 – MULTIMEDIA STUDIO ART II

Semester - ½ credit - Grade 10-12

Prerequisite: Multimedia Studio Art I

This is an advanced-level continuation of Multimedia Studio Art for students to continue exploring the practical and creative applications of the digital arts. Students taking this class should have a high level of independence and a strong proficiency with using the computer to aid in graphical applications. Final evaluation is based on documentation of daily progress, participation, goal setting, and product quality.

Homework Guide = 2



# Course Descriptions

## Art - Continued

### 0724 – 2D STUDIO ART II

Semester - ½ credit - Grade 10-12

Prerequisite: 2D Studio Art I



This advanced studio course is for the drawing and painting lovers that want to continue to work towards mastery of their 2D artistic skills and are planning on taking the AP® Studio Art course. Students will create advanced level artworks that focus on conceptual ideas as well as technique and creativity. Students will start to document and understand their artistic process as an artist, and start to build a portfolio of their work. This course is designed for a high-degree of independence and choice.

Homework Guide = 2

### 0725 – 3D STUDIO ART II

Semester - ½ credit - Grade 10-12

Prerequisite: 3D Studio Art I



This advanced studio course is for the pottery and sculpture lovers that want to continue to work towards mastery of their 3D artistic skills and are planning on taking the AP® Studio Art course. Students will create advanced level artworks that focus on conceptual ideas as well as technique and creativity. Students will start to document and understand their artistic process as an artist, and start to build a portfolio of their work. This course is designed for a high-degree of independence and choice. **Course materials fee of \$20.**

Homework Guide = 2

### 0719, 0720 - AP STUDIO ART

Full Year - 1 credit - Grade 11-12



Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. Students submit this portfolio for possible college credit rather than take a traditional exam.

The AP® Art and Design program consists of three different courses and AP Portfolio Exams corresponding to college and university foundations courses:

- **3D Art and Design:** This portfolio is designated for work that focuses on the use of three-dimensional (3-D) elements and principles of art and design, including point, line, shape, plane, layer, form, volume, mass, occupied/unoccupied space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, connection, juxtaposition, and hierarchy. Students should consider how materials, processes, and ideas can be used to make work that involves space and form.
- **2D Art and Design:** This portfolio is designated for work that focuses on the use of two-dimensional (2-D) elements and principles of art and design, including point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ ground relationship, connection, juxtaposition, and hierarchy. Students should consider how materials, processes, and ideas can be used to make work that exists on a flat surface
- **Drawing:** This portfolio is designated for work that focuses on the use of mark-making, line, surface, space, light and shade, and composition. Students should consider marks that can be used to make drawings, the arrangement of marks, the materials and processes used to make marks, and relationships of marks and ideas.

Homework Guide = 3

# Course Descriptions

## Advancement Via Individual Determination - AVID

Students are enrolled in AVID through an application and interview process. Ninth grade students and new applicants should register for AVID only if they receive an acceptance letter.

### 0641, 0642 – AVID I

Full Year - 1 credit - Grade 9

*Prerequisite: Enrollment in a minimum of Intermediate Algebra or higher and at least one advanced, AP®, or Pre-AP® course.* AVID is a rigorous college prep program for students in grades 9-12. It is an elective class for students who are looking to realize their academic potential. This program is for highly motivated students with average-to-high standardized test scores. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance academic success in these challenging courses. Students work collaboratively in tutor-led groups twice per week. Note-taking, writing, speaking, reading, and test-taking skills are strengthened through various strategies. Students will also complete Naviance lessons that emphasize college and career readiness. The AVID curriculum focuses on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). Students interested in the AVID program should have a 2.5-3.5 GPA, no discipline problems, good attendance, and be enrolled in a rigorous course of study. Students should also be dedicated to continuing their education at a post-secondary institution. Interested students will be interviewed by the AVID selection committee during the early spring, prior to the course selection process.

Homework Guide = 1

### 0643, 0644 – AVID II\*

Full Year - 1 credit - Grade 10

*Prerequisite: Enrollment in a minimum of Geometry and at least one advanced, CIS or AP course.*

\*Students do not need to be enrolled in AVID I to register for AVID II, but will need to apply and be accepted into the program during the registration process. Students can contact their counselor to receive the application materials. The course builds upon AVID I curriculum with an emphasis on collegiate vocabulary and participation in an e-mentor program. The overall focus of the class will be on college & career readiness.

Homework Guide = 1

### 0645, 0646 – AVID III\*

Full Year - 1 credit - Grade 11

*Prerequisite: Enrollment in a minimum of Algebra 2 and at least one advanced, CIS or AP® course.*

\*Students need a recommendation from their school counselor if they were not enrolled in AVID II. AVID III is designed to expose students to the rigor required for college success. Students engage in higher-level WICOR strategies learned in prior years. This level of reading, writing, inquiry, discussion, and analysis will be the foundation for an in-depth research project. The course will focus on college-bound activities from the AVID “Preparing for College” curriculum and will emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills, and test taking strategies.

Homework Guide = 1

### 0647 AVID IV - 0648 AVID IV - College Success Strategies

Full Year - 1 credit - Grade 12



*Prerequisite: Students must be on track to graduate, have successfully completed at least one year in AVID, and be enrolled in at least one CIS, PSEO or AP® course. **Students must be enrolled in four core classes all year long.***

AVID IV is the culmination of a student’s years in the AVID program. It is designed to prepare students for entrance into a post-secondary institution. Emphasis is placed on college acceptance, AP®, and college entrance exam prep, college study skills, and research. Students engage in a service-learning project focused on a contemporary issue or social concern. The focus is on college success. Attention will be paid to filling out college applications, scholarship applications, and financial aid forms as well as other tasks to support students as they move closer to confirming their post-secondary plans.



# Course Descriptions

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## **AVID - College Success Strategies - Continued**

In the second semester, students will also be enrolled in the INTS 1101 College Success Strategies course through Inver Hills Community College. This course is designed to assist students in successfully making their transition to college. Topics of study include: higher education culture, campus and community resources, financial and digital literacy, campus technology, academic and career goal setting, communication skills, time management and academic skills. Upon successfully completing this course, students will earn 2 transferable college credits within the Minnesota State Colleges and Universities system. This course also fulfills the FYE (First Year Experience) requirement for Goal 2 of the MnTC.  
Homework Guide = 2  
Weighted Grade, 1.2 Multiplier

## **Business and Computer Science**

### **Business Management**

#### **0615 - BUSINESS AND ENTREPRENEURSHIP**

Semester – ½ credit – Grade 9-12

Are you interested in owning your own business? Then this class is for you. An entrepreneur is an individual who owns, organizes, and manages a business. This valuable class will look at a variety of topics related to starting your own business including budgeting for a business, marketing a business and building a brand. Students will also participate in a realistic business simulation to set up a business. At the conclusion of the course, students will have a working Business Plan and a chance to present their idea to local business leaders in a simulated “Shark Tank.” This class is heavily based on projects.  
Homework Guide = 0

### **Computer Applications**

#### **0601 – KEYBOARDING**

Semester - ½ credit - Grade 9-12

Do you want to type 40 plus words per minute without looking at the keyboard? Ninety-five percent of our students accomplish this goal. This is a lifelong skill that you will use everyday. Students will use computers to learn the correct touch technique of keyboard operations on both the alphabetic and numeric keyboard. They will learn to copy and format production materials such as personal and business letters, reports with endnotes, bibliography and title page. Copy will include straight, longhand, and rough draft with practice in correct use of capitalization, syllabication, and composition.  
Homework Guide = 0

# Course Descriptions

## Business and Computer Science - Continued

### Computer Science

#### 0453 – INTRODUCTION TO COMPUTER SCIENCE

Semester - ½ credit - Grade 9-12

Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. CS Discoveries is designed to be an accessible and engaging course for all students, regardless of background or experience. It provides students opportunities to engage with culturally and personally relevant topics in a wide variety of contexts and aims to show all students that CS is for them. Throughout their experience in CS Discoveries, students will be using their creativity and technology skills to build websites using HTML, designing interactive games in Javascript, even building from scratch a mobile app to help solve everyday problems.

Homework Guide = 1

#### 4021, 4022 – TRIDISTRICT CAPS - COMPUTER SCIENCE AND INFORMATION TECHNOLOGIES

Full Year - 3 credits (2 elective, 1 Math credit) - Grades 11 -12

Location: TBD

Prerequisite: None. Application Required

In this course, students will develop the professional skills and the technical knowledge required to forge forward in exploring multiple areas of information technology, computer science, and the affiliated fields that drive the IT/CS industry. Discover a vast array of specialty areas available in technology careers where professionals utilize technology to solve business problems and design products. Immerse yourself in a professional environment while you tackle and solve real-world problems. Explore the following areas as they relate to PCs and mobile devices: software engineering, web development, operating systems, hardware technologies, network design/technologies, management information systems and emerging technologies. Discrete and applied mathematics topics will be embedded in the course. Students who successfully complete this course will earn HS credits for AP® Statistics and AP® Computer Science Principles, and have the opportunity to take the AP® exams in both.

Eligibility: Entrance to TriDistrict CAPS Computer Science and Information Technology is based on eligibility criteria, a completed application, and a recommendation. Limited space is available and placement will be determined by a review of all applications. Applications must be submitted online. The application process and additional information will be communicated during the registration process. See your counselor with any questions.

#### 0457, 0458 – ADVANCED PLACEMENT COMPUTER SCIENCE

Full Year - 1 credit - Grade 10-12

Prerequisite: Introduction to Computer Science recommended.

As an Advanced Placement (AP®) course, CS Principles offers college credit for enrollment in a high school course. No special knowledge of computers is required, but the Introduction to Computer Science class is helpful. Students who want to study computer science in college can save time and money on an introductory course in their major. Students not majoring in computer science can save time and money on a college elective. The course prepares students to take the AP® Exam for college credit. Seventy percent of course and exam content is on topics like digital privacy, big data, the internet, and computer history. The remaining 30% is a student-created computer app that is graded as part of the AP® Exam. Students will be given time in class to create the app and will be instructed on coding. This is a fun course for students of all interests.

Homework Guide = 1

Weighted Grade, 1.2 Multiplier



# Course Descriptions

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## Business and Computer Science - Continued

### Finance

#### **0616 - PERSONAL FINANCE**

Semester – ½ credit – Grade 11-12

Do you want to become a millionaire? If you answered, “YES” then this course is for you. This course will inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets, gain knowledge in finance, debt and credit management, and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence.

Homework Guide = 0

#### **0625 - ACCOUNTING I**

Semester - ½ credit - Grades 9-12

This is an introductory course in double entry accounting procedures. Students will learn to keep financial records for a service or retail business. Principles covered include the bookkeeping cycle, debit/credit theory, financial statements, use of various journal and ledgers, worksheets, accounts receivable and payable, and payroll systems. Computers will be used for simulation and projects. This course is highly recommended for students pursuing a career in business and/or if you want to own your own business.

Homework Guide = 0

#### **0626 - ACCOUNTING II**

Semester - ½ credit - Grades 9-12

This course offers increased emphasis on the why of accounting principles and procedures with modern accounting tools. Curriculum areas covered include: basic review of accounting procedures, plant assets and depreciation inventory control, accounting for notes and interest, departmental and payroll accounting, study of corporations financial statement preparation and continued emphasis in computerized accounting. Historically, this class runs with an Accounting I class and is self-paced.

Homework Guide = 0

### Legal/Law

#### **0611 – INTRODUCTION TO PERSONAL LAW**

Semester - ½ credit - Grade 10-12

Students will study basic legal concepts, rights and duties of individuals, criminal and civil law, and the making of contracts. In addition, there will be several guest speakers from a variety of legal occupations, and an individual project will be done in this class. Plus, we take a field trip to the Dakota County Court House, where you will meet a judge along with several professionals who work in or around the courtroom.

Homework Guide = 1

## Career and Internship Experiences

The TriDistrict Career and College Readiness Initiative is a unique partnership that has developed between the school districts of South St. Paul, Inver Grove Heights and West. St. Paul - Mendota Heights - Eagan. This partnership between these three districts is a collaborative effort to guarantee that each student of South St. Paul High School, Simley High School, and Two Rivers High School graduate with a plan for their “next step” and has the skills, knowledge, attributes and attitudes to be successful.

It is critical for each student to have a wide array of Career and College Readiness experiences, exposures, and explorations. To support the goals of our Initiative in this regard, TriDistrict Schools, in collaboration with community and business partners, have developed unique and immersive learning experiences for TriDistrict juniors and seniors, known as TriDistrict Center for Advanced Professional Studies, or TriDistrict CAPS.

### The TriDistrict CAPS Program & Courses

TriDistrict CAPS courses are part of a network of programs found locally, regionally, nationally, and internationally. CAPS is an internationally recognized network of schools and programs that place student learning in context. Students learn about broad career opportunities within a given career field, and the specific professional skills needed to succeed in the particular industry encompassed by the course. Equally important, students also learn to transfer these skills to other career areas and their personal and professional lives in general. In most programs, in the fall semester, students attend class on-site at a local business partner’s campus. Instruction and exploration is led and facilitated by an interdisciplinary team of teachers that draw upon the professionals within the host-business site, as well as across the target industry and its sectors. Classroom work may include project management and completion, job-shadows, site visits, guest speakers, and mentoring, among other activities. In the spring semester, students then apply what they learned and leverage those skills in an internship experience. Students work within their own networks and/or with the help of program instructors to find an internship of interest.

We have learned through our business partners that there is a significant demand for excellent communication skills of all types (written, spoken, presentation skills, listening) in all roles, and at all levels of business. These courses will expose students to and develop their proficiency with a wide variety of literature and trade journals as a means to practice a variety of skills. These skills include - but are not limited to - writing, reading, speaking, research, organization and thinking/reasoning. Daily writing will occur, both informally and formally. As a result, students completing TriDistrict CAPS courses (not Genesys Works) earn both elective credit, and required graduation credit in the area of Language Arts. Language Arts credit is granted in the Healthcare, Transportation, and Business & Entrepreneurship programs. In CS/IT, students earn a math credit for Probability and Statistics. In Food Systems, Natural Resources and Sustainability, students earn a chemistry credit.

**Eligibility:** Entrance to TriDistrict CAPS programs and courses is based on eligibility criteria and a completed application. Limited space is available and placement will be determined by a review of all applications. Applications are online and the application process will be communicated during registration. All applications are due at the close of registration. See your counselor for any questions regarding the application process.

# Course Descriptions

## Career and Internship Experiences - Continued

### **4013, 4014 – TRIDISTRICT - CAPS HEALTHCARE & MEDICINE**

Full Year – 3 credits (2 elective, 1 English credit) – Grade 11 – 12

Location: Inver Hills Community College; Meets Periods 5-7

Prerequisite – None. Application required.

The TriDistrict Healthcare Careers course fully immerses students at Inver Hills Community College and its allied health programs, giving students in-depth and authentic access to real world experiences in the diverse field of healthcare. Partnering with experienced medical professionals, students will advance their understanding of healthcare systems, communications, legal issues, medical terminology, patient care, professionalism, ethics, and explore many career opportunities in healthcare. TriDistrict courses require students to be active, independent learners and foster empowerment, self-discovery, collaboration, and critical thinking skills. Students will engage in a variety of opportunities including case studies, problem and project-based learning, and on and off site learning experiences.

The TriDistrict Healthcare Careers Internship extends the first semester course by giving students direct experience working in the healthcare field. Students will gain invaluable professional skills working alongside industry professionals. A variety of internships are available; students will be able to pursue internships that most interest them. All students will apply and interview for these competitively placed positions. Students will work directly with healthcare professionals and clients through a series of shadowing and project-based experiences. Students who have participated in internships show a higher chance of completing college and with less debt. Get a start on your future and develop your competitive edge!

### **4015, 4016 – TRIDISTRICT - CAPS TRANSPORTATION & SKILLED TRADES**

Full Year – 3 credits (2 elective credits, 1 English credit) – Grade 11 – 12

Location: North American Trailer in Inver Grove Heights; Meets Periods 5-7

Prerequisite –None. Application required.



Are you looking for a different kind of learning experience? Do you like the idea of working in an industry that pays well, and can be both high-tech and hands-on? Would you like to learn and practice the skills that will help you network with others and develop the professional skills you need to advance in any career?

The TriDistrict CAPS Transportation & Skilled Trades program fully immerses students with leading, local transportation and related industry businesses as they attend classes at North American Trailer. The course provides students with unprecedented exposure to real world experiences in the dynamic field of transportation and the technologies that literally keep it running. Students partner with experienced industry professionals and advance their understanding of transportation systems, logistics, communications, local, regional and federal regulations, terminology, client services, professionalism, and ethics. Students also learn about the business and entrepreneurial aspects of transportation and explore the wide range of career opportunities in the many different transportation sectors. TriDistrict courses require students to be active, independent learners and foster empowerment, self-discovery, collaboration, and critical thinking skills. Students will engage in a variety of opportunities including case studies, problem and project-based learning, and on and off site shadowing experiences.

The TriDistrict CAPS Transportation & Skilled Trades Internship extends the first semester course experience by giving students direct experience working in the field of transportation and the technologies and systems that support them. Students will gain invaluable professional skills working alongside transportation and other heavy equipment professionals. A variety of internships are available; students will be able to pursue internships in sectors that most interest them. All students will apply and interview for these competitively placed positions. Students will work directly with transportation professionals and clients through a series of shadowing and project-based experiences. Students who have participated in internships show a higher chance of completing college and with less debt.

# Course Descriptions

## Career and Internship Experiences - Continued

### **4019, 4020 - TRIDISTRICT - CAPS BUSINESS & ENTREPRENEURSHIP**

Full Year – 3 credits (2 credits elective, 1 credit English)

Location: Evolve Workplace, West St. Paul

Prerequisite: None. Application required.

TriDistrict CAPS Business & Entrepreneurship provides a dynamic introduction to business with unparalleled access to local businesses and entrepreneurs. Students will partner with leading experts from local and regional business centers to learn the principles of all aspects of the professions within the business environment. Students will also begin to develop their “Entrepreneurial Mindset,” and learn from area entrepreneurs about how to bring their own great ideas to market. The hands-on, project driven curriculum will include, but is not limited to: marketing, sales, hospitality, event planning, entrepreneurship, human resources training and development, and leadership and management skills. In this course, students can earn up to 3 college credits.



The TriDistrict CAPS Business & Entrepreneurship Internship then extends learning by giving students direct experience working in the dynamic field of business. Students will gain invaluable skills working alongside business and management professionals. A variety of internships are available; students will be able to pursue internships that most interest them. All students will apply and interview for these competitively placed positions. Through authentic work, students will learn first-hand the high expectations of the industry. Students who have participated in internships show a higher chance of completing college and with less debt. Get a start on your future and develop your competitive edge!

### **4021, 4022 - TRIDISTRICT - CAPS COMPUTER SCIENCE & INFORMATION TECHNOLOGY**

Full Year - 3 credits (2 elective, 1 Math credit) - Grades 11 -12

Location: Two Rivers High School

Prerequisite: None. Application Required

In this course, students will develop the professional skills and the technical knowledge required to forge forward in exploring multiple areas of information technology, computer science, and the affiliated fields that drive the IT/CS industry. Discover a vast array of specialty areas available in technology careers where professionals utilize technology to solve business problems and design products. Immerse yourself in a professional environment while you tackle and solve real-world problems. Explore the following areas as they relate to PCs and mobile devices: software engineering, web development, operating systems, hardware technologies, network design/technologies, management information systems and emerging technologies. Discrete and applied mathematics topics will be embedded in the course. Students who successfully complete this course will earn HS credits for AP<sup>®</sup> Statistics and AP<sup>®</sup> Computer Science Principles, and have the opportunity to take the AP<sup>®</sup> exams in both.

Eligibility: Entrance to TriDistrict CAPS Computer Science and Information Technology is based on eligibility criteria, a completed application, and a recommendation. Limited space is available and placement will be determined by a review of all applications. Applications must be submitted online. The application process and additional information will be communicated during the registration process. See your counselor with any questions.

### **4023, 4024 - TRIDISTRICT CAPS: CULTIVATING OUR FUTURE: NATURAL RESOURCES, SUSTAINABILITY & FOOD SYSTEMS**

Full year - 3 credits (1 credit Chemistry, 2 credits elective) - Grades 11-12

Prerequisite: None. Application Required

This exciting interdisciplinary course dives into the world where food systems, sustainability, natural resources, and chemistry collide. Explore the science behind growing food, managing resources responsibly, and building a thriving community – through the lens of soil, area and water chemistry.

# Course Descriptions

## Career and Internship Experiences - Continued



### 0523, 0524 – CIS EXPLORING THE TEACHING PROFESSION I AND II

Prerequisite: Rising junior or senior who is in the top 50% of their class or with teacher approval.

The Exploring the Teaching Profession program is an excellent opportunity for students interested in one of the many careers available in the field of education. Students will see, first-hand, the rewards of being a teacher when they participate in a field experience at an elementary school as part of the course. The field experience is similar to the hours teachers complete as part of their college teacher education program. Coursework will include two day trips to the University of Minnesota. Registration to the University of Minnesota will be completed in class. An opportunity to earn nationally accredited in Teaching as a Profession I and II certification from You Science. Homework Guide = 2

Location	Time	Credits Earned
Two Rivers High School	Period 1	1 Elective High School Credit / 6 University of Minnesota Credits

### 4011, 4012 - GENESYS WORKS

Full Year – 3 credits- Grade 12

Prerequisite: Application, interview, and successful completion of summer training.

Genesys Works is a Twin Cities non-profit organization with whom TriDistrict High Schools partners. This collaboration seeks to bring diversity to the IT (Information Technology) workforce. It accomplishes this through a unique program model aimed at helping close the educational achievement and opportunity gaps currently challenging our communities. By connecting youth to the right opportunities and support at the right time, they enable more young adults to join the economic mainstream.

This program goes beyond the classroom to prepare students for college, career, and life. It actively addresses this through an innovative program model, which has prepared thousands of high school students for college and career success.

The Genesys Works model consists of four interlocking program elements, conducted in an environment of high expectations and support:

- Skills Training - 8 weeks of vigorous training during the summer before students' senior year of high school
- Meaningful Internships - A paid year-long professional internship at one of our partner companies
- College & Career Coaching - Focused classroom instruction and one-on-one counseling on appropriate college and career pathway
- Alumni Support - Genesys Works staff proactively supports students as they deal with the academic, social and financial obstacles that might otherwise prohibit students from college and career success.

Students apply for this program in January of their junior year, and must complete the application and the following interview to be eligible for the summer Skills Training, typically located in downtown St. Paul for TriDistrict students. Completion of the Skills Training makes students eligible for the year-long internship during their senior year. Genesys Works works closely with school and business partners to place students in internships that are located as closely geographically as possible to each student's home high school. TriDistrict internship students have served as IT interns in companies such as Patterson Company, Blue Cross/Blue Shield, Sun Country Airlines, and CHS. Students earn elective credit for their internship that is commensurate with the number of credits their internship replaces. Juniors must speak with their counselor in January if they are interested in this unique, collaborative, and immersive opportunity. Students that successfully complete this program can also earn up to \$12,000 or more in this paid internship opportunity.

Pivot Interactives is a startup edtech company that makes science education videos, software and curriculum. Our videos and curriculum have been used over 2 million times around the world at elite universities like MIT and Princeton, to rural schools in South Africa. Our cutting-edge science learning research is funded by the National Science Foundation.

## Career and Internship Experiences - Continued

Our start-up has partnerships with Pearson, Cengage, and Vernier Software and Technology, who act as our commercial distributors. Students have two opportunities to participate -- the first is a one-period semester introductory class and the second is a more in-depth, two-period semester course.

### 4008 - PIVOT INTERACTIVES INTRO

Semester – ½ credit – Grades 9-12

Students attend one period per day, to be arranged by instructor

Prerequisite: None

Interested students need to complete an application and interview

### 4009 - PIVOT INTERACTIVES

Semester – 1 credit – Grades 11-12

Students attend TWO periods per day, to be arranged by instructor

Prerequisite: application and interview only

Prerequisites: any of the following Chemistry, Physics, CADD in Engineering, Intro to Computer Science

- **Fabrication:** Students will design and construct apparatus that will be featured in the videos and used to demonstrate science concepts. Students will build on existing knowledge of fabrication using CNC and other fabrication methods.
- **Videography:** Students will make videos in our well-equipped video studio using professional-level video cameras, lenses, and lights. Students will also perform video editing using professional level video workstations.
- **Marketing:** Students will contribute to Pivot Interactives marketing efforts, including the social media campaign, customer journey mapping, and customer discovery.
- **Programming:** students will work on our web-app database program, learning to configure the platform to accommodate new videos. Students will work on a variety of platforms including the Pivot Interactives web-app, Wordpress, readme.io, and other web tools.
- **Physics, Chemistry, Biology Instruction:** Students will contribute to the development of new curriculum by collecting data and testing new approaches to science learning. Students will also help analyze feedback from other Pivot Interactive users to inform curriculum development.

Through the application and interview process, students can apply for internships in one or more of the areas above. Students will be accepted for this program based on evidence of having a strong work ethic, being willing to work and problem-solve independently, and having a high standard for producing quality work.

Intended outcomes include, but are not limited to: making a measurable contribution to Pivot Interactive videos and curriculum, publishing the results of research, making a measurable effect on the company's marketing effort.

### 0015 - CERTIFIED NURSING ASSISTANT

Semester - 1 credit - Grades 10-12



Prerequisite: Students must meet long term care facility medical and regulatory screening requirements, must be in 10th grade or higher, and must meet IHCC enrollment requirements. Application and acceptance to Inver Hills.

This two period course, with concurrent enrollment through Inver Hills Community College enables students to gain an important credential in the healthcare field. The Certified Nursing Assistant Certificate program provides training required for basic entry into health care as a nursing assistant or home health aide, including 16 hours of supervised clinical experience in a long-term care facility. Students are prepared to take the state registry exam for certification upon completion of the course. ISD 197 does not provide funding for the state exam. This course is concurrently enrolled with Inver Hills Community College. Students who successfully complete the course will be eligible for five college credits.

Weighted grade, 1.2 multiplier

Homework Guide: 3



# Course Descriptions

## Career and Internship Experiences - Continued

**Work Based Learning Overview:** The purpose of work-based learning is to provide students the opportunity to connect what they learn in school with work-site applications to enable a smooth transition into the workforce and/or postsecondary education after graduation from high school.



### **1101 - WORK-BASED LEARNING SEMINAR I/JOB SEARCH SKILLS**

Semester - ½ credit (5th period)

Grades 10 - 12

Prerequisite: Application and acceptance to Inver Hills

This class is offered to all students and is a **requirement** to earn high school credit for work based learning field experience. WBL Seminar class is a semester-long course where students learn the basics of seeking, securing and maintaining employment as well as planning for future career and the world of work. Focus areas prepare students for the world of work beyond high school by learning about workplace safety, employee rights and responsibilities, and child labor laws. Job readiness, career investigation, personal finance and professional skills/communication will be covered as well. Upon successfully completing this course, students may earn 1 concurrent enrollment college credit at Dakota County Technical College.

Weighted grade, 1.2 multiplier

### **1102 - WORK-BASED LEARNING SEMINAR II**

(Semester) - ½ credit

Grades 11 - 12

Students will analyze their personal strengths and abilities, investigate careers of interest, develop an employment plan, and apply the skills they have learned in their place of employment. This course focuses on reviewing employee rights and responsibilities, occupational safety, soft skills to support employment, connecting with local businesses, industry tours, informational interviews or job shadowing. Apprenticeship/mentorship and post-secondary planning will be encouraged and supported.

### **1105, 1106 - WORK-BASED LEARNING FIELD EXPERIENCE**

Semester or Full Year - ½ credit - 1.0 credit

Prerequisite: Work Based Learning Seminar I

Course only offered periods 6 and/or 7

Grades 10 - 12 - *Work experience is recommended for students 16 years or older or those in grades 10-12. Federal and state labor laws and individual business policies may also impact the age requirements for students' participation.*

*Students may earn a maximum of three semester credits per semester (½ for seminar and up to 1.0 credits for work: with 1-2 work-based/internship hours) in the Work Experience Program.*

Work experience courses provide students with opportunities to apply the skills and knowledge within a professional work environment in a field related to their career interests. Students interact with industry professionals to develop postsecondary and career readiness knowledge and skills. Goals (and work hours) are set cooperatively by the student, teacher, employer and guardians. Students will provide their own transportation to and from the field experience.

### **Credit for Employment in HealthCare or Childcare**

Under School District 197 policy "620-Credit for Learning," 11th and 12th-grade students employed in eligible healthcare or childcare settings—such as long-term care facilities, licensed assisted living facilities, home and community-based service providers, hospitals, clinics, or child care centers—may earn up to two elective credits per year toward graduation. Students earn one elective credit for every 350 hours worked outside school hours, including summer, as per Minnesota Statutes, section 120B.024. To receive credit, students must submit an application, and the school district will verify hours with the employer. Work-based learning (WBL) students cannot receive dual credit unless the hours worked fall outside the WBL program. Interested students should contact their counselor.

# Course Descriptions

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## Career and Internship Experiences - Continued

### 0947 - INDEPENDENT LIVING SKILLS: MEAL PREPARATION

Full Year - 1 credit - Grades 9 - 12

This course focuses on kitchen safety, understanding cooking vocabulary, identifying and using kitchen tools, reading and following recipes, and meal planning and preparation. **Scheduling this course is reserved for students with disabilities and is part of an IEP Team process.**

### 0948 - INDEPENDENT LIVING SKILLS: APARTMENT MAINTENANCE & COMMUNITY

Full Year - 1 credit - Grades 9 - 12

This course focuses on independent living skills for the home/apartment, the community, and the workplace. It's a blend of functional apartment maintenance tasks (24) along with curriculum that includes: job search, community resources, transportation and travel, health and safety, getting ahead at work, managing money, consumer spending and moving out on your own. **Scheduling this course is reserved for students with disabilities and is part of an IEP Team process.**

### 0941, 0942 - WARRIOR WAKE UP

Full Year - 1 credit- Grades 9-12

Warrior Wake Up is our student-run coffee shop. Students in this course will learn customer service and vocational skills through a hands-on experience. This course is designed to provide students with on-the-job training in a supported work environment. Students will also address goals in math, reading, communication, and employment. **Scheduling this course is reserved for students with disabilities and is part of an IEP Team process.**

### 0931, 0932 - CAREER SEMINAR 1

Full Year -1 credit-Grades 9-12

Career Seminar 1 is a full year course in which students gain knowledge and skills to pursue employment in career pathways of interest. This course is directed towards special education students who may require more focus on life skills and less academic rigor. Students will complete vocational assessments, steps in obtaining a job, review basic and soft skills necessary for job maintenance, investigate careers, develop portfolio and VR vocational team. This seminar class is required for the Work Experience Program. **Scheduling for this course is reserved for students with disabilities and is part of an IEP Team process.**

### 0933, 0934 - CAREER SEMINAR 2

Full year - 1 Credit - Grades 9-12

Career Seminar 2 is a full year course in which students gain knowledge and skills to pursue employment in career pathways of interest. This course is directed towards higher level special education students who may require continued vocational skill development, post secondary training and higher academic rigor than Career Seminar 1. Students will complete vocational assessments, steps in obtaining a job, review basic and soft communication skills, explore careers. This seminar class is required for the Work Experience Program. **Scheduling for this course is reserved for students with disabilities and is part of an IEP Team process.**

### 0167, 0168 - WORK EXPERIENCE PROGRAM

Semester or Full year .5 or 1 Credit-Grades 10-12

Prerequisites: Basic Career

Students who enroll in the Basic Work Experience Program receive class credit for community employment. If assistance is required for job obtaining and training it may be provided. Students will be graded upon employment reviews by employer and teacher. Students will be required to maintain 15 hours of work weekly for 1 period and 20 hours of work weekly for 2 periods. All safety, attendance, job performance and vocational social skills will be maintained and adherence to contracts and work goals is expected. **Scheduling this course is reserved for students with disabilities and is part of an IEP Team process.**

# Course Descriptions

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## English Learners Program (EL)

### 7001, 7002 – EL 1

1 credit

This course is designed for those students who are new to the country or have arrived in the United States within the last year. The curriculum for this course is focused on essential vocabulary and English language structure. Students practice beginning-level reading, writing, speaking, and listening designed to give them a base for academic success.

Homework Guide = 1.5

### 7003, 7004 – EL LANGUAGE LAB

1 credit

This course is designed to provide an additional hour of support to students who are new to the country. This course specifically focuses on reading strategies to help students accelerate their reading comprehension skills. For students who are new to the language and/or possibly have interrupted schooling, this course will help establish the beginning of reading fluency, phonics, and letter sounds in English.

Homework Guide = 1.5

### 7005, 7006 – EL 2

1 credit

This class expands on the grammar skills from level 1 and expands language use. This class focuses on moving students from the sentence level to the discourse level of language production. This class focuses heavily on grammar, developing reading comprehension, and increasing writing complexity.

Homework Guide = 1.5

### 7007, 7008 – EL 3

1 credit

This course expands upon the academic language development in the EL Intermediate course, utilizing the English 3D curriculum. This class is intended for students who have been exposed to the English language for several years, or who are orally proficient but need to further develop their academic reading and writing skills, and who are otherwise taking mainstream classes.

Homework Guide = 1.5

### 7009, 7010 – EL 4

1 credit

This course expands upon the academic language development in the EL Intermediate course, utilizing the English 3D curriculum. This class is intended for students who have been exposed to the English language for several years, or who are orally proficient but need to further develop their academic reading and writing skills, and who are otherwise taking mainstream classes.

Homework Guide = 1.5

### 7011, 7012 – EL 5

1 credit

This class is designed for students who qualify for EL services based on their ACCESS scores, but who are advanced English speakers. This class focuses on advanced reading and writing skills that students need for success in high school and beyond. Students can expect to read and write every day in this class. It is a rigorous class based on participation and homework is very rare. The class is designed to support students in reaching academic reading and writing at grade level.

Homework Guide = 1.5

## English Learners Program - Continued

### **ENGLISH AS A SECOND LANGUAGE: SHELTERED CLASSES**

These courses are for students with WIDA Language Proficiency levels 1.0-3.0 in which the course content is modified to meet the linguistic needs of the students new to the English language. Specific instructional strategies and approaches are implemented in order to teach the content through the development of academic reading, writing, listening, and speaking skills. Students receiving EL services make up the class, and the courses are co-taught by a content area teacher and an EL teacher. These are credit-bearing courses in the core content areas of social studies, language arts, science, and math.

### **ENGLISH AS SECOND LANGUAGE: CO-TAUGHT CLUSTER CLASSES**

These courses are for students with WIDA Language Proficiency Levels 3.0-4.5 in which an EL teacher co-teaches with a content teacher. The majority of the class are mainstream students with a small group of EL students are supported by drawing specific attention to the academic reading, writing, and speaking skills necessary to access the course content. Co-taught classes serve as a bridging support as the students transition to mainstream classes. Students are able to access the content but might need specific supports to develop the academic language of the content area. These are credit-bearing courses in the core content areas of social studies, language arts, science, and math.

### **0025, 0026 - EL GUIDED STUDY**

Guided study is a two semester course that focuses on meeting individual student need. Students are supported in their mainstream coursework by a highly qualified ELL professional. Students also receive lessons on academic English development in the four domains; reading, writing, listening, and speaking. The course is designed to help high level English learners exit the ELL program and achieve mainstream academic success.

# Course Descriptions

## Family Consumer Sciences

### Fashion

#### 0501 – CLOTHING I

Semester - ½ credit - Grade 9-12



Want your clothes to make you look your best? See how using the elements and principles of design can help you reach that goal. Learn how to use the sewing machine, embroidery machine, and serger to construct clothing that will make you look your best. In the process you will learn how to save money on your clothing through sewing it yourself, identifying quality clothing in the stores, and caring for your clothing. We will be sewing a minimum of two garments while creating and designing two other projects. If you have never sewn before, no experience is necessary! If you have, we will find challenging projects that will increase your sewing skills! An opportunity to earn nationally accredited certification in Sewing Construction and Textiles 1 from YouScience. Materials Fee: \$10 Homework Guide = 1

#### 0502 – CLOTHING II

Semester - ½ credit - Grade 10-12

Prerequisite: Clothing I



After experiencing the techniques and creativity in learning how to sew in Clothing 1, we will complete advanced sewing techniques. You will learn how to expand your wardrobe through sewing new garments, re-designing some of your old garments, and making your own accessories to stretch your clothing dollars. The entire semester is spent working at the sewing machine, embroidery machine, and serger. An opportunity to earn nationally accredited certification in Sewing Construction and Textiles 2 from YouScience. Materials Fee: \$10 Homework Guide = 1

#### 0503 – CLOTHING III

Semester - ½ credit - Grades 10-12

Prerequisite: Successful completion of Clothing I and II

Clothing 3 is designed for students who want to expand their sewing skills beyond those completed in Clothing 1 & 2. Within the semester each student is required to complete a minimum of 5 projects. Three of the projects will be garments made to fit you. The projects will be completed at school. An opportunity to earn nationally accredited certification in Sewing Construction and Textiles III from YouScience. Homework Guide = 1



### Interior Design

#### 0515 – HOUSING & INTERIOR DESIGN I

Semester - ½ credit - Grade 10-12



Would you like to learn how to design your own dream home? By the end of this course you will have learned these skills in this introductory interior design course. You will draw floor plans and select and arrange furniture. In addition, you will be choosing wall treatments, floor coverings, window treatments. The application of the elements and principles of design will be demonstrated in course projects. An opportunity to earn nationally accredited certification in Interior Design 1 from YouScience. Homework Guide = 2

#### 0516 – HOUSING & INTERIOR DESIGN II

Semester - ½ credit - Grade 10-12



Would you like to learn how to design your own dream home? By the end of this course you will have learned This course is for students who have a strong interest in Interior Design as a possible career and have successfully completed Interior Design 1. Students will expand knowledge and experience in housing and interior design as a potential career choice. An opportunity to earn nationally accredited certification in Interior Design II from YouScience. Homework Guide = 2

# Course Descriptions

## Family Consumer Sciences - Continued

### Restaurant, Food, and Beverage Service

#### 0511 – INTRODUCTION TO FOODS - NUTRITION & COOKING

Semester – ½ credit – Grade 9-12

This course affords students the opportunity to learn the basics of food preparation, food selection, cooking equipment, and cooking techniques by preparing and serving a wide variety of healthy, savory, and aesthetically pleasing foods. Some of the main units of study include quick breads, yeast breads, cookies, pies, eggs, fruits, pasta, vegetables, and proteins. Other topics include nutrition and table manners/settings. An opportunity to earn nationally accredited food safety certification from the National Restaurant Association and Food Science and Nutrition 1 Certification from YouScience.

Material fee of \$20

Homework Guide = 1

#### 0510 - UNIFIED INTRODUCTION TO FOODS

SEMESTER: ½ CREDIT - Grades 11-12

This course follows a similar concept as Unified PE, however Unified Introduction to Foods is designed to increase the student's skills in basic food preparation. This course focuses on the intellectual, and social growth of all participants, while engaging in food preparation activities alongside peers with and without disabilities helping to foster important social relationships. Emphasis is on practical experiences of cooking and nutrition. Labs include breads, main dishes, side dishes, cakes, desserts and snacks. An opportunity to earn a Food Science and Nutrition 1 Certification from YouScience.

#### 0512 – WHOLE FOODS & NUTRITION COOKING

Semester – ½ credit – Grade 10-12

Prerequisite: Introduction to Food - Nutrition & Cooking or Unified Introduction to Foods

This course is designed for students that have a passion for nutrition and wellness. We will examine the food system and its dynamic role in our daily lives. Topics within the food system include: evaluation of ingredients, special diets, history, marketing, processing, distribution, cultural aspects, safety, and measurements. Cooking will be involved to incorporate what you learn on these topics. An opportunity to earn nationally accredited Nutrition & Wellness Certification from YouScience.

Material fee \$20

Homework Guide = 1

#### 0505, 0506 – CULINARY I

Full Year – 1 credit – Grade 10-12

Prerequisite: Introduction to Food Guideline: C or higher in Intro to Foods or teacher recommendation

Culinary I is a course for students interested in a serious culinary and cooking experience and those interested in exploring one of the largest employers in the U.S. – The Food-Service/Hospitality Industry. Culinary I uses the Prostart curriculum written by the National Restaurant Association and teaches students practical skills for working in the food-service industry. Areas of study include – introduction to the industry, understanding workplace and food safety, reading and conversion of recipes, restaurant management/food cost control and exploring a variety of careers in the food-service/hospitality industry. Students will experience culinary labs ranging from stock, soup and sauce preparation. There will also be an introduction to baking through the preparation of cookies and quick breads. In addition, there will be labs dedicated to making salads, dressings and dips. Plus, sandwiches and pizza will be made. As well as practicing dry and moist heat cooking methods. Hands-on experience is a must, as well as mastery of the many technical and French terms for success in this program. Students will be expected to read, take tests, complete homework assignments and complete a timed meal as a final project. Students taking this course are expected to have a high level of motivation and interest in in-depth culinary training. Students earning a "C" or higher can qualify for the Certificate of Achievement (College Credits) as set up by the National Restaurant Association. An opportunity to earn nationally accredited Culinary 1 certification from YouScience.

Materials fee of \$50 per year

Homework Guide = 2

# Course Descriptions

## Family Consumer Sciences - Continued

### 0507, 0508 – CULINARY II

Full Year – 1 credit – Grade 10-12

Prerequisite: Culinary I

Culinary II is a course for students that have completed Culinary I and want to continue on the journey exploring the Food-Service and Restaurant Industry. Culinary II uses the Prostart curriculum written by the National Restaurant Association and teaches students practical skills for working in the food –service industry. Areas of study include – breakfast foods, understanding marketing, cost control, purchasing and inventory, nutrition, making desserts and baked goods, cooking meats and seafoods, and understanding sustainability practices. As well as continued practice of dry and moist heat cooking methods. Hands on experience is a must, as well as mastery of the many technical and French terms for success in this program. Students will be expected to read, take tests, complete homework assignments and complete a timed meal as a final project. Students taking this course are expected to have a high level of motivation and interest in in-depth culinary training. Students who earn a “C” or higher can qualify for the Certificate of Achievement (College Credits) as set up by the National Restaurant Association. An opportunity to earn nationally accredited Culinary II certification from YouScience.

Materials fee of \$40 | Homework Guide = 2

## Education

### 0521 – CHILD PSYCHOLOGY

Semester – ½ credit – Grade 11-12

If you enjoy children or would just like to learn more about them, consider enrolling in this class. Most people will at some point in their lives either become a parent or be in a role of caring for children. This class combines theory and practical experiences in the area of child development. You will study the physical, emotional, social, and intellectual development of children, birth to age six. Teaching in a four-week Play School program puts the class learning into practice. An opportunity to earn nationally accredited certification in Child Development from You Science.

Homework Guide = 2



### 0523, 0524 – CIS EXPLORING THE TEACHING PROFESSION I AND II

Prerequisite: Rising junior or senior who is in the top 50% of their class or with teacher approval.

The Exploring the Teaching Profession program is an excellent opportunity for students interested in one of the many careers available in the field of education. Students will see, first-hand, the rewards of being a teacher when they participate in a field experience at an elementary school as part of the course. The field experience is similar to the hours teachers complete as part of their college teacher education program. Coursework will include two day trips to the University of Minnesota. Registration to the University of Minnesota will be completed in class. An opportunity to earn nationally accredited in Teaching as a Profession I and II certification from You Science. Homework Guide = 2

#### Location

Two Rivers High School

#### Time

Period 1

#### Credits Earned

1 Elective High School Credit / 6 University of Minnesota Credits

### 0517 – ON YOUR OWN

Semester - ½ credit - Grade 11-12

This course focuses on the components of successful living away from home. Students will examine their roles as consumers while implementing decision-making, values and goals. Additional topics addressed in the course include career exploration, paycheck analysis, state and federal income taxes, consumer rights, roommate compatibility, renting an apartment, purchasing a vehicle, credit card usage, budgeting, insurance and investments.

Homework Guide = 2

# Course Descriptions

## Music

Performances are an essential element of each music program. Most performances take place outside the school day (approximately once a quarter with the more advanced ensembles having more performances). Students are expected to make every effort to attend performances as they serve as a summative assessment of their learning.

### Band Program

Two Rivers has three performing concert bands that meet during the school day. The Wind Ensemble and Symphonic Bands are auditioned bands while the Concert Band is a non-auditioned group. Most 9th grade students are members of the Concert Band. All bands cover a curriculum designed to expand the student's skills and knowledge in music literacy, music theory, music history, improvisation and technical facility on their instrument.

#### 0727, 0728 – CONCERT BAND



Full Year - 1 credit - Grade 9-10

Students must register for both semesters.

Prerequisite: Previous work in band or desire to learn a band instrument

The Concert Band is an ensemble consisting of mostly students in grades 9-10. This ensemble performs intermediate level band music. Musicians should be interested in developing basic skills necessary for good concert performance and rehearsal technique. The fundamentals of music literacy, music history and practice technique will be discussed in this ensemble. Performing is at the heart of being in Band and our performances are part of our face to the public. This includes our quarterly curricular concerts and various Pep Band performances throughout the year. Attendance and participation in these performances is expected as a part of this course.

Homework Guide = 2

#### 0731, 0732 – SYMPHONIC BAND



Full Year - 1 credit – Grade 9-12

Students must register for both semesters.

Prerequisite: Audition

The Symphonic Band is a select group of instrumentalists in grades 10-12. This is an audition only group. This group of musicians will play intermediate to advanced and technically challenging band repertoire. Performing is at the heart of being in Band and our performances are part of our face to the public. This includes our quarterly curricular concerts and various Pep Band performances throughout the year. Attendance and participation in these performances is expected as a part of this course.

Homework Guide = 2

#### 0741, 0742 – WIND ENSEMBLE



Full Year - 1 credit - Grade 10-12

Students must register for both semesters.

Prerequisite: Audition

The Wind Ensemble is a select group of instrumentalists in grades 10-12. This is an audition only band. This group of musicians will play advanced and more technically challenging band repertoire. Wind Ensemble members perform a Masterwork in the Gala Concert with the top Orchestra and Choirs. This is a rigorous band for Two Rivers' top performing musicians. Performing is at the heart of being in Band and our performances are part of our face to the public. This includes our quarterly curricular concerts and various Pep Band performances throughout the year. Attendance and participation in these performances is expected as a part of this course.

Homework Guide = 3



# Course Descriptions

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## Choir Program

The Two Rivers Choir Program consists of five curricular choirs: Chamber Choir, Carillon Women's Choir, Concert Choir, Varsity Treble and Tenor/Bass Choirs. Chamber Choir and Carillon Choir are advanced level choirs that require a great deal of commitment by the students. The Concert Choir is a mixed, intermediate-level choir. Varsity Treble and Tenor/Bass Choirs are entry level ensembles that do not require the same time commitment as Chamber and Carillon Choir.

### **0777, 0778 – VARSITY TREBLE CHOIR**

### **0775, 0776 – VARSITY TENOR/BASS CHOIR**

Full year – 1 credit – Grade 9-12

Prerequisite: None

The Varsity Treble Choir and Varsity Tenor/Bass Choir are offered to any student interested in singing in a choir at Two Rivers High School. Each group rehearses separately, and sings materials selected for their group as well as some pieces combined with the other choirs. Students in these choirs will focus on developing the needed skills to sing in our advanced choirs.

Homework Guide = 1.5



### **0773, 0774 – CONCERT CHOIR**

Full Year – 1 credit – Grade 10-12

Prerequisite: Prior enrollment in Varsity Treble or Tenor/Bass Choir recommended.

Freshmen must register for Varsity Treble or Tenor/Bass choir. An accelerated level of performance, a high level of comprehension of music standards, and a commitment of time outside the school day are the primary requirements of this course. Concert Choir is our non-auditioned mixed ensemble and is a perfect choir for students looking to improve their singing without having the added challenges and obligations of the auditioned choirs.

Homework Guide = 1.5



### **0761, 0762 – CARILLON CHOIR**

Full Year - 1 credit - Grade 10-12

Students must register for both semesters.

Prerequisite: Audition required. Participation in Varsity Treble or Tenor/Bass Choir recommended. An audition does not guarantee placement into Carillon.

Carillon Choir is the top treble ensemble consisting of 10-12 grade students. Entrance into Carillon is by audition only. This group focuses on challenging 4-6 part repertoire. Healthy vocal production, as well as the development of a rich and natural choral tone, is stressed during rehearsals and performances. This auditioned ensemble maintains a very active schedule with performances in school concerts and surrounding communities.

Homework Guide = 1.5



### **0771, 0772 – CHAMBER CHOIR**

Full Year - 1 credit - Grade 10-12

Students must register for both semesters.

Prerequisite: Students must audition to join Chamber Choir. An audition does not guarantee placement into Chamber Choir.

Chamber Choir is the top mixed, curricular ensemble consisting of primarily 10-12th grade students. Entrance into Chamber Choir is by audition only. This group focuses on challenging SATB repertoire from the Renaissance to the Twentieth Century and is primarily an a cappella choir. Healthy vocal production is stressed during rehearsals and performances. This auditioned ensemble maintains a very active schedule with performances in school concerts and in surrounding communities.

Homework Guide = 1.5



# Course Descriptions

## Music - Continued



### 0781 – MUSICAL THEATER

Semester - 1/2 credit - Grade 9-12 | Prerequisite: None

In this course students will focus on vocal development as they practice and prepare solos, duets, and ensemble songs from the world of musical theater. Students will study the ways that songs are used as tools to give us deeper insight into the characters and allow the story to unfold on the stage in profoundly powerful ways. We will spend time using context clues within the songs, and scenes those songs come from, to create characters that feel real and believable to the audience, and how to move during those songs in ways that enhance the storytelling.

## Orchestra Program

The Two Rivers Orchestra Program offers two curricular options for orchestra: Sinfonia Orchestra (SinOrch) and Philharmonic Orchestra (PhilOrch). In addition, a one-semester class in Guitar Techniques is also offered (see the description below). Both orchestras cover a curriculum designed to expand the student's skills and knowledge in music literacy, music theory, music history, improvisation and technical facility on their instrument. PhilOrch is an advanced level ensemble that requires an audition and significant experience as a string player. SinOrch is an intermediate level ensemble requiring basic to intermediate experience. String players new to the high school should register for Sinfonia Orchestra (SinOrch).

### 0753 – GUITAR TECHNIQUES CONCURRENT ENROLLMENT

Semester – ½ credit – Grade 10-12 | Prerequisite: Application and acceptance to Inver Hills and 2.0 GPA



CE Guitar Techniques is an elective course offered as part of the Orchestra program. This class is open to students at the beginner and intermediate level who wish to learn or enhance their skills and provides an entry-level understanding of beginning guitar technique as well as understanding notation, improvisation, elementary chord construction and theory. This forum provides an opportunity for students to explore their musical aspirations through Folk, Rock, Blues and Classical guitar. Due to the limitations of earning college credit in high school from Higher Learning Commission in Minnesota, students taking this course in 9th grade may find their college credits expire before completing high school. Upon successfully completing this course, students in grades 10-12 will earn 3 concurrent enrollment college credits through Inver Hills Community College. Homework Guide = 2.5

### 0749, 0750 – SINFONIA ORCHESTRA

Full Year - 1 credit - Grade 9-12



Students must register for both semesters.

Prerequisite: Previous work in orchestra or teacher recommendation.

This course is open to all students who play a stringed instrument sufficiently well to be able to play orchestra literature. Students will study and perform the literature for string ensemble, study the structure of musical composition, and improve their playing technique, and listen to selected musical styles and composers. Students are placed in chamber groups (quartets/quintets) to support independent learning. Each student is expected to practice at a minimum 2 ½ hours weekly, outside of regular rehearsals. Homework Guide = 2.5

### 0751, 0752 – PHILHARMONIC ORCHESTRA

Full Year - 1 credit - Grade 9-12



Students must register for both semesters.

Prerequisite: Audition only

An accelerated level of performance is the focus of this group. Although not limited to, it is primarily composed of 10-12th grade students who have been in Sinfonia Orchestra. Due to a standard repertoire being performed, basic skills must be established before participation in this ensemble. Advanced techniques are explored along with a more professional approach during rehearsals. Students are placed in chamber groups (quartets/quintets) to support independent learning. This group will perform a Masterwork along with the Wind Ensemble and the top Choirs for the Gala Concert. Each student is expected to practice at a minimum of three hours weekly, outside of regular rehearsals. Homework Guide = 3

# Course Descriptions

## Music - Continued

### Music Theory

#### 0755, 0756 – MUSIC THEORY CONCURRENT ENROLLMENT

Full Year - 1 credit - Grade 10-12

Offered bi-annually in odd year

Students must register for both semesters.

CE Music Theory is designed to be an in-depth study of how music works and functions, how it affects the listener, the composer's intent, and the performer's choices. Music of all types and different cultures will be analyzed for melody, harmony, form, and purpose. Over the course of the year, students will learn the harmonic, formal and contrapuntal analysis encompassing the 16th through the 20th centuries. Upon successfully completing this course, students will earn 4 concurrent enrollment college credits (2 per semester) through Inver Hills Community College.

Weighted Grade, 1.2 multiplier

Homework Guide = 5



#### 0743 - INSTRUMENTAL STUDIO

Semester - ½ Credit - Grades 9 -12

Prerequisite: None

Instrumental Studio is open to any student who plays an instrument. The focus of this class is to provide guided instruction to students who are preparing a solo, all-state or college audition, or learning a new or second instrument.

Homework Guide = 0



#### 0754 - INTRO TO MUSIC THEORY

Semester - ½ Credit - Grades 9 -12

Intro to Music Theory is a course designed for students who would like to increase their knowledge of the fundamentals of music beyond the aspects of ensemble performance, as well as those who desire it for enrichment. The class teaches the basics of music theory, ear training, and composition. Topics including scales, key signatures, intervals, triads, inversions, rhythmic, melodic and harmonic dictation, four-part harmony, musical forms, and common compositional techniques will be covered through written, aural, and oral formats in order to give the student a well-rounded understanding of the building blocks of music. Emphasis will be given to elements covered in greater depth in AP® Music Theory.

Homework Guide = 2



#### 0780 - DIGITAL MUSIC PRODUCTION

Semester - ½ Credit - Grades 9 - 12

The evolution of the Digital Audio Workstation (DAW) has brought the ability to create professional sounding music recording from the studio into our homes. In this course, we will explore the recording and production of music using Apple's Logic Pro X, one of the industry standard DAWs. The course will cover basic songwriting and composition, using the MIDI keyboard, creating loops, editing and mastering music, and more. Students in Music Production 2 will explore higher level applications of the software, and will focus more on creating full and complete songs.

Homework Guide = 0



# Course Descriptions

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## Non-Departmental

### **0009, 0010 – PUBLIC SPEAKING - CONCURRENT ENROLLMENT**

Semester - 1/2 credit - Grade 11 - 12

Prerequisite: Application and acceptance to Minnesota State - Mankato. One of the following: 3.0 GPA or Top half of grad class, or ACT Composite score 21+.



A college level course in communication principles to develop skills in the analysis and presentation of speeches. Through a combination of theory and practical exercises, students will learn to craft and deliver informative and persuasive messages tailored to specific audiences. The course will focus on developing proficiency in topic selection, audience analysis, organization, and content development, ensuring that students can engage and captivate their listeners.

Homework Guide = 2.5

### **0021, 0022 – QUIET STUDY HALL**

Semester - No credit - Grade 9-12

Quiet Study takes place in a classroom setting with teachers available to support academic progress. Students are to use this time to quietly study, read and/or use computers for learning. Students must be on track to graduate in order to enroll in study hall. Students are only allowed one study hall per semester. Students enrolled in study hall will not be able to drop any course after the first two weeks of a semester.

### **0031, 0032 – RELAXED STUDY HALL**

Semester - No credit - Grade 11-12

Relaxed Study is where students are expected to use their time wisely for reading and learning. Students must be on track to graduate in order to enroll in study hall. Students are only allowed one study hall per semester.

### **0041, 0042 – 1ST PERIOD RELEASE**

### **0051, 0052 – 7TH PERIOD RELEASE**

Semester - No credit - Grade 12

This option is **ONLY** available to seniors who are on track with their credits for graduation. Students must have written approval from parent/guardian. This option allows seniors to arrive late or leave school at the end of period six for work/study purposes. Applications are available in the guidance office.

Students participating in athletics or a co-curricular activity that meet after school are encouraged to only choose the first period release option.

# Course Descriptions

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## Non-Departmental - Continued

### **0951, 0952 – INDIVIDUAL INSTRUCTION**

Full Year - 1 credit - Grade 9-12

Individual Instruction is a course designed to address students' Individual Education Plan goals and objectives while supporting them with their curriculum. Transitional planning and development will be provided to promote success after high school. Students receive general elective credit for the course and it is taken in addition to a required core course.

**Scheduling this course is reserved for students with disabilities and is part of an IEP Team Process.**

### **4001, 4002 – INDEPENDENT STUDY (Non-GPA)**

Semester - ½ credit - Grade 11-12

A student will select a topic and find a qualified teacher who will help develop a personalized learning contract. Study should build upon foundational courses that we offer. A student may enroll in only one Independent Study each semester. Students need to complete an Individualized Course Proposal Form, (available in the guidance office). It must be approved before they will be registered for the course. Independent Study cannot be used to complete a required class.

### **5001, 5003 – SCHOOL SERVICE**

Semester - No credit - Grade 11-12

Students need to be on track to graduate to enroll. Students enrolled in School Service will be assigned to various departments or offices of the school and will assist them with minor tasks every day. Students are not permitted to work with "confidential" materials. School Service request cards will be available in the guidance office in the fall. **NO CREDIT WILL BE OFFERED FOR SCHOOL SERVICE.** The number of positions are limited.

# Course Descriptions

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## Technology Education

### CADD Pathways

#### 0543 – COMPUTER AIDED DESIGN / DRAFTING (CADD)

Semester - ½ credit - Grade 9-12

CADD is a project, problem-based course where students learn to sketch and design parts and assemblies. Then create the drawings needed for production using CADD. They will also use the design process to build on foundational engineering concepts with an emphasis on the application of modeling to generate solutions and new products. This course is recommended for students 9-12 who are exploring a future career used in multiple fields.

### Automotive

#### 0557 – SMALL GAS ENGINE REPAIR

Semester – ½ credit – Grade 9-12

This course will cover theory and operation of small engines. Typical applications for small engines are lawn mowers and snow blowers. Topics include component identification and systems identification. Systems covered include basic engine operation, fuel, ignition, and exhaust. This course is recommended for students interested in further exploration of Basic Auto Mechanics as a career. **Students must purchase and wear clear OSHA approved safety glasses.** Homework Guide = 1

#### 0555 – BASIC AUTO MECHANICS

Semester – ½ credit – Grade 11-12

Prerequisite: Small gas engines is recommended but not required. (10th grade if requirements are met)

This course will familiarize students with basic operations of automobiles, use of related tools, and theory of gas engines. Topics include basic maintenance and systems identification. Systems covered include basic engine operation, suspension, brakes, and fuel. Students are responsible for buying all parts and materials needed for repair. **A student must have a valid driver's license and proof of insurance before the end of the third week of class.** Students entering 10th grade without the above noted requirements should contact the instructor. **Students must purchase and wear clear OSHA approved safety glasses.** Homework Guide = 1

#### 0556 – SUPER MILEAGE CAR DESIGN I

Semester – ½ credit – Grade 9-12

In Super Mileage Car Design, students will design, fabricate, and test a small vehicle with the goal of carrying a person 30 MPH at the highest mile per gallon rate possible. Students will learn CAD, tool use, welding, theory of engines, and problem solving. Optional: Students will have the opportunity to spend three days at Brainerd International Speedway for testing and to compete against other Minnesota schools. The trip's cost is \$100. Homework Guide = 1

#### 0558 – SUPER MILEAGE CAR DESIGN II

Semester – ½ credit – Grade 10-12 | Prerequisite: Successful completion of Super Mileage Car Design I

In Super Mileage Car Design II, students take a leadership role in the design, fabrication, and testing of the super mileage cars. They focus on the design of the car, help with fabrication, and manage data collection during testing. It is an opportunity for students to continue in the program with the addition of leadership and management roles added. Optional: Students will have the opportunity to spend three days at Brainerd International Speedway for testing and to compete against other Minnesota schools. The trip cost is \$100. Homework Guide = 1

## Technology Education - Continued

### Construction

#### 0574 – WOODWORKING I

Semester – ½ credit – Grade 9-12

Students will gain experience with woodworking hand tools, power tools, woodworking machines, and finishing techniques. The areas of tool/equipment use, safety, project/work planning and common wood construction are emphasized. Students will pay for materials used for take-home projects. **Students must purchase and wear clear OSHA approved safety glasses.** This is an activity-based class.

Material fee of \$25

Homework Guide = 1

#### 0575 – WOODWORKING II

Semester – ½ credit – Grade 10-12

Prerequisite: Woodworking I

Students will build a small cabinet through planning, constructing, and finishing. Students will gain skills in the safe use of power equipment. The areas of tool/equipment use, safety, project/work planning, common wood construction and cabinet making are emphasized. Students will pay for materials used for take-home projects. **Students must purchase and wear clear OSHA approved safety glasses.** This is an activity based class.

Material fee of \$25

Homework Guide = 1

#### 0576 – WOODWORKING III

Semester – ½ credit – Grade 11-12

Prerequisite: Woodworking I and II

Students will build an advanced cabinet project of their own design. The areas of tool/equipment use, safety, project/wood planning and advanced wood construction will be emphasized. This course will encompass skills and knowledge for them to succeed in the workplace. Students will pay for materials used for take-home projects. **Students must purchase and wear clear OSHA approved safety glasses.** This is an activity based class.

Material fee of \$25+

Homework Guide = 1

## Technology Education - Continued

#### 0551 – METALS

Semester – ½ credit – Grade 9-12

This is a project-oriented course where students will explore the areas of welding processes, sheet metal and bench metals. Students design and build such projects as tool boxes, etc. Students will pay for materials used for take-home projects. **Students must purchase and wear clear OSHA approved safety glasses.**

Material fee of \$25

Homework Guide = 1

## Technology Education - Continued

### Visual and Digital Art

#### 0565 – INTRODUCTION TO PHOTOGRAPHY

Semester - ½ credit - Grade 9-12



Introduction to Photography is an exploratory course that exposes the student to the entire history of photography, from the discovery of the camera obscura through the film era and finishing with the latest in digital technology. Students will learn basic camera operation, composition, film development, print enlarging editing and mounting, and presenting prints. Each student will complete several written and laboratory photographic assignments during each semester. Having access to a digital camera will be beneficial to students.

Material fee of \$10

Homework Guide = 1

#### 0566 – ADVANCED PHOTOGRAPHY

Semester – ½ credit – Grade 9-12



Prerequisite: Introduction to Photography

Advanced Photography is for the student who may be exploring photography as a career or just loved to take pictures. In this class, students will focus on all aspects of a photography career such as posing, lighting, advanced composition, and editing in Lightroom. They will learn to use professional DSLR cameras, studio lighting, exposure, and white balance to create masterful shots. Students will have many projects to simulate real world jobs with professional results. In these projects, students will take the project from the planning stage through the photo shoot, editing, and final presentation. Examples of projects include: portrait shoots, commercial photography, architecture, landscapes, macro photography, and others based on student interest.

Homework Guide = 1

#### 0561 – PRINTING TECHNOLOGY

Semester - ½ credit - Grade 9-12

This is an exploratory level course where the students will be involved in learning about the printing industry by making projects such as stationery, holiday cards, silk screen projects, etc. Students will explore desktop publishing.



# Course Descriptions

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## World Languages

Detailed descriptions of proficiency in each language and further information are available from the world language staff. Please notice that the focus is on language use and real communication. Grammatical accuracy is important to the extent that it improves communication. We encourage you to pursue your language study with real communication in mind and to take advantage of the many opportunities for practice and interaction with your classmates and native speakers. The longer you pursue your language study, the better your chances for being able to use it in the real world. Daily homework is expected, including review of class work. Native speakers will be placed appropriately within language studied.

### French

#### **0801, 0802 – FRENCH I**

Full Year - 1 credit - Grade 9-12

French is valuable in the world of politics, diplomacy, law, business, science and technology, and in the arts. French 1 is an introductory course with no prerequisites. In French 1, we learn basic parts of the language from a functional standpoint, based on situations and contexts. There are many formats through which this information can come – songs, readings, creating skits, etc. – but the four basic skills of reading, writing, speaking, and listening are nearly equally emphasized. There are group activities, listening and reading exercises, workbook pages, occasional films in French, and periodic tests. We will discover French-speaking parts of the world and explore their cultures through song, food and readings.

Homework Guide = 1

#### **0803, 0804 – FRENCH II**

Full Year - 1 credit - Grade 9-12

Prerequisite: French I

In French II, we review the basics from French I and expand. Reading, writing, speaking, and listening competencies are emphasized with more emphasis being placed on group participation, hands-on projects, and speaking than in French I. There are more skits and group presentations, and many new irregular verbs are introduced. There are group activities listening and reading exercises, workbook pages, occasional films in French and periodic tests. We discuss all parts of French-speaking world, but specifically a couple of French regions and later the Ivory Coast are highlighted.

Homework Guide = 1

#### **0805, 0806 – FRENCH III**

Full Year - 1 credit - Grade 10-12

Prerequisite: French II

In French III, we start to move from the beginner level to the intermediate level of language competency. We review and expand on past tenses, verb moods and giving directions, but we cover a wide array of new material as well. Listening, speaking, writing, and reading are all emphasized. Readings are longer and more authentic, and writings begin to take the form of extended journals. Many idiomatic, colloquial and conversational expressions are introduced in French III. We discuss and explore French-speaking Europe and the regions of France initially, then pass into French-speaking Africa and the Middle East.

Homework Guide = 1

# Course Descriptions

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## World Languages - Continued

### French - Continued

#### **0807, 0808 – FRENCH IV / COLLEGE IN THE SCHOOLS (CIS)**

Full Year - 1 credit - Grade 11-12



Prerequisite: Application and acceptance and University of Minnesota. “C-” in French III and teacher approval; be in top 30% of class.

Students who choose the CIS option learn to work more at the pace of a university–level course. The course is at the intermediate level and focuses on improving control of grammar concepts with strong emphasis on the four skills of speaking, listening, reading, and writing. We write essays and journals and students complete conversations/skits. The readings are always authentic, taken from French-language sources, both journalistic and literary. The listening exercises tend to be much more realistic (like real conversation) and there are many songs included. Students are expected to speak French much of the time in class. Students read their first full novel in French IV, and they also participate in a field day at the U of MN campus that brings them together with other students participating in CIS around the metro area. A grade of “C-” or better earns five U of MN credits.

Weighted Grade, 1.2 multiplier

Homework Guide = 2



#### **0809, 0810 – FRENCH V / COLLEGE IN THE SCHOOLS (CIS)**

Full Year - 1 credit - Grade 11-12

Prerequisite: Application and acceptance and University of Minnesota. “C-” or better in French IV and top 30% of class.

The course is at the intermediate level and focuses on improving control of advanced grammar concepts with a strong emphasis on the skills of speaking, listening, reading, and writing. French V introduces advanced and compound tenses, and essays and oral presentations are longer and more involved. The readings are always authentic, taken from French-language sources, both journalistic and literary. The listening exercises tend to be much more realistic (like real conversation) and there are some songs included. Students speak French most of the time in class and they read another novel during the year. Students also participate in a field day at the U of MN campus. Five U of MN credits are earned with successful completion of French V (FREN1004), bringing the total for French IV and French V (FREN1003 and 1004) to 10 university credits.

Weighted Grade, 1.2 multiplier

Homework Guide = 2

# Course Descriptions

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## World Languages - Continued

### German

#### **0811, 0812 – GERMAN I**

Full Year - 1 credit - Grade 9-12

Learning German can be rewarding and fun. This series of courses gets students communicating in German from the very first day. Students are taught using a variety of methods in order to accommodate the different learning styles students bring to the language classroom. Students are encouraged to speak German as much as possible in order to improve their individual fluency.

Homework Guide = 1

#### **0813, 0814 – GERMAN II**

Full Year - 1 credit - Grade 9-12

Prerequisite: German I

German II focuses on improving listening and speaking skills. Writing and reading skills will continue to be developed. Students will learn about German foods, shopping and some important cities of Germany, Austria, and Switzerland.

Homework Guide = 1

#### **0815, 0816 – GERMAN III / COLLEGE IN THE SCHOOLS (CIS)**

Full Year - 1 credit - Grade 10-12



Prerequisite: Application and acceptance to University of Minnesota. "C-" or better in German II or teacher approval and top 30% of class.

Students who choose the College in the Schools option earn high school credit plus five University of Minnesota semester credits. The course is intermediate college-level work and focuses on improved control of advanced grammar concepts with a strong emphasis on the skills of listening, speaking, reading, and writing within an interesting cultural context. Students learn to cope with the pace and expectations of college work while benefiting from the support of their high school teacher. A detailed syllabus is provided. A field day at the University of Minnesota campus brings together all metro area students participating in the College in the Schools German program.

Weighted Grade, 1.2 multiplier

Homework Guide = 2

#### **0817, 0818 – GERMAN IV / COLLEGE IN THE SCHOOLS (CIS)**

Full Year - 1 credit - Grade 11-12



Prerequisite: Application and acceptance to University of Minnesota. "C-" or better in German III/College in the Schools.

This course is the second semester in the College in the Schools program. Please read the description for GERMAN III. Upon completion of the two semesters, students will have earned 10 University of Minnesota credits and will have completed the language requirement for the College of Liberal Arts at the U of MN. These credits have a high transfer rate to other universities and colleges.

Weighted Grade, 1.2 multiplier

Homework Guide = 2

# Course Descriptions

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## World Languages - Continued

### Spanish

#### **0821, 0822 – SPANISH I**

Full Year - 1 credit - Grade 8-12

Students in this course will begin with the basic fundamentals of Spanish. Basic practical vocabulary and sentence structure in the present and immediate future tenses are introduced throughout the year. Two important elements in the classroom are the teacher's use of spoken Spanish and the students' development of good listening skills and pronunciation. Culture is also studied through songs, current events, movies, research, and presentation. Skits, dialogues, games, and videos are used to supplement the text and foster increased language ability. **Note: This class is not intended for native speakers unless approved by the teacher.**

Homework Guide = 1

#### **0819, 0820 – SPANISH FOR NATIVE SPEAKERS**

Full Year - 1 credit - Grade 9-12

*Not offered in 2025-2026*

Prerequisite: Students must be raised in a home where Spanish is spoken and possess receptive (comprehension) and productive (speaking) skills in the language. These students may be immigrants with limited literacy due to limited schooling or first- or second-generation heritage speakers who are bilingual in Spanish and English, with limited literacy skills in Spanish. This year-long course is designed to develop and challenge students' ability in speaking, reading, writing, listening, and culture development in Spanish. This course offers Spanish-speaking students an opportunity to study Spanish formally in an academic setting. Students reactivate the Spanish they have learned previously and develop it further, to learn more about their language and cultural heritage, to acquire Spanish literacy skills, to develop or augment Spanish academic language skills, and to enhance career opportunities.

Homework Guide = 1

#### **0823, 0824 – SPANISH II**

Full Year - 1 credit - Grade 9-12

Prerequisite: Spanish I or equivalent.

Students in Spanish II will continue to study the fundamentals of the language. In addition to reviewing the present and simple future, class covers preterit, imperfect, familiar commands and present progressive, as well as other grammatical structures and vocabulary. This is accomplished by a variety of listening, speaking, reading, and writing activities such as songs, paired work and small group work, readings, compositions, and original skits. **Note: This class is not intended for native speakers unless approved by the teacher.**

Homework Guide = 1

#### **0825, 0826 – SPANISH III**

Full Year - 1 credit - Grade 9-12

Prerequisite: Spanish II or equivalent

Students are expected to use Spanish as much as possible as the instructor presents most material in Spanish. The course includes a comprehensive review of commands and verb tenses previously studied. Students learn compound verb tenses and the present subjunctive (forms and basic uses). There is continued emphasis on both oral and written skills. Students learn songs, write compositions, and create/perform skits. Emphasis is placed on literature throughout the year by reading poetry and short stories, as well as articles on current and cultural events.

Homework Guide = 1

# Course Descriptions

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## World Languages - Continued

### **0827, 0828 – SPANISH IV**

Full Year - 1 credit - Grade 10-12

Prerequisite: Spanish III or equivalent.

Students are expected to use Spanish as much as possible to improve their oral ability. The course is taught, almost exclusively, in Spanish. Coursework involves an advanced study, review, and mastery of grammatical concepts covered thus far. A systematic review of verb tenses is done. Reading strategies are practiced to encourage more fluent reading skills, to increase vocabulary, and to provide a basis for discussion and writing in Spanish. The course is based on specific situations that make the language use more real for the student.

Homework Guide = 1.5

### **0831, 0832 – SPANISH IV CONCURRENT ENROLLMENT (CE)**



Full Year - 1 credit - Grade 11-12

Prerequisite: Application and acceptance to MN State University, Mankato, includes 11th grade, 3.3 GPA or 24 composite score on ACT (and a 2.7 GPA) or 12th grade, 3.0 GPA or 21 composite score on ACT (and a 2.7 GPA), have a teacher recommendation and student statement. Students who choose the CE option earn high school credit plus four MN State University, Mankato credits. The course is Intermediate Spanish 201, 3rd semester college-level work and focuses on improved control of advanced grammar concepts with a strong emphasis on the skills of listening, speaking, reading, and writing within an interesting cultural context. Students learn to thrive with the pace and expectations of college work with the support of their high school teacher.

Weighted Grade, 1.2 multiplier

Homework Guide = 2

### **0829, 0830 – SPANISH V**

Full Year - 1 credit - Grade 11-12

Prerequisite: Spanish IV or equivalent.

Students in this college-level course are expected to use Spanish at all times in order to improve their oral ability. The course is taught, almost exclusively, in Spanish. Coursework involves an advanced study, review, and mastery of grammatical concepts covered thus far. Further literary study and advanced composition work are included. Emphasis is on building cultural awareness through texts, movies, music, dance, and jokes. Several projects are completed throughout the year to foster creative use of the language. Practice college entrance exams are worked on to prepare students for intermediate course study at the university level.

Homework Guide = 1.5

### **0833, 0834 – SPANISH V CONCURRENT ENROLLMENT (CE)**



Full Year – 1 credit – Grade 11-12

Prerequisite: Application and acceptance to MN State University, Mankato, includes 11th grade, 3.3 GPA or 24 composite score on ACT (and a 2.7 GPA) or 12th grade, 3.0 GPA or 21 composite score on ACT (and a 2.7 GPA). Students who choose the CE option earn high school credit plus four MN State University, Mankato credits. The course is Intermediate Spanish 202 4th semester college-level work and focuses on improved control of advanced grammar concepts with strong emphasis on the skills of listening, speaking, reading and writing within an interesting cultural context. Students learn to thrive with the pace and expectations of college work with the support of their high school teacher. The class is project based.

Weighted Grade, 1.2 multiplier

Homework Guide = 2

## Post-Secondary Planning

Whether you plan on attending a four-year college, two-year college, community college, technical college, enlisting in the armed forces, or pursuing another endeavor, the faculty and staff at Two Rivers High School are dedicated to providing an appropriate, quality education that will prepare you for life after high school.

For students intending to enroll in a post-secondary institution, admission requirements are important to consider when planning your high school program. It is necessary to be aware of the specific requirements that each institution has in place for new students. Below are recommended preparation requirements (Grades 9-12) for students planning to attend various types of post-secondary institutions. (Please see chart on next page).

## Applying for Admission to College

As a general rule, college-bound students should take 4 years of math and 4 years of science (such as physical science, biology, chemistry, and physics). Students are strongly encouraged to enroll in advanced level language arts, social studies, and 2-4 years of study in world languages for college preparation. College entrance requirements vary. Some institutions require selective courses while others will accept students with a high school diploma. For this reason, college-bound students should meet with their school counselor to become familiar with the entrance requirements of their chosen colleges. Naviance and college websites should be researched for specific admission requirements.

Most colleges in Minnesota require students be in the upper half of their graduating class and/or perform satisfactorily on an entrance test such as the American College Test (ACT), or Scholastic Aptitude Test (SAT). Colleges look favorably upon students who have taken challenging courses, earned good grades, been involved in co-curricular/athletic activities, and participated in volunteer or leadership roles.

## Applying for Admission to a Vocational or Technical College

For those students who are planning a specific career after high school, the courses selected should be chosen with vocational preparation in mind. Students should choose courses that provide a broad base of preparation for the future.

Good grades are important, in addition to the development of a good general school record. The importance of positive attitudes about school, as well as good study habits, should not be underestimated. Prospective employers are very interested in applicants' records of absences, tardiness, and effort in schoolwork. A good mathematics background, algebra, geometry and advanced algebra, is strongly recommended for post-high school, vocational school and Armed Forces training in such fields as drafting, electronics, construction and machine trades. Business, technical and trade schools are emphasizing the importance of good communication skills in reading, writing, speaking, and listening. Employers often hire applicants with certain expectations about their potential for future advancement. Therefore, it is most important that vocation-bound students plan their high school courses with care.

## College Admission Guidelines

Requirement	Community & Technical College	Moderately Selective College	Selective College	Very Selective College	Extremely Selective College
	e.g., Inver Hills, Century, Dakota Technical	e.g., Bethel, MN State Universities, NDSU, UMD, UND	e.g., Gustavus, Beloit, UW-LaCrosse, Hamline, UW-Eau Claire, St. Thomas	e.g., U of M - Twin Cities, St. Olaf, Lawrence, UW-Madison	e.g., Harvard, Stanford, Amherst, Pomona, Carleton
Rigorous Courses	No specific coursework required	Some Honors/AP® coursework helpful	Honors/AP® coursework helpful	Honors/AP® coursework highly recommended	Honors/AP® coursework required
English	No specific coursework required. Students should be on track for high school graduation and student should take the most difficult classes they can succeed in to prepare for college-level courses.	4 years			
Math		3 years including Intermediate Algebra, Geometry and Algebra II	4 years including Intermediate Algebra, Geometry and Algebra II	4 years including Intermediate Algebra, Geometry and Algebra II	4 years including Intermediate Algebra, Geometry and Algebra II
Science		3 years including Biology and Physical Science with lab experience		4 years including Biology and Physical Science with lab experience	
Social Studies		3 years	3-4 years	4 years	4 years
Second Language		2 years	2-4 years	4-5 years	4-5 years
Fine Arts	No Requirement		No Requirement	Some require 1 year	Some require 1 year
Activities			Involvement in extra-curricular activities	Active involvement in extra-curricular activities	Leadership in extra-curricular activities, community service
College Assessment	Testing provided by the college	ACT composite 21 or higher	ACT composite 23 or higher	ACT composite 26 or higher	ACT composite 30 or higher Possibly required SAT Subject Tests
Grades or Class Rank	No specific rank or GPA	Preferred class rank in top 50%	Class rank in top 50%	Class rank in top 20%	Class rank in top 10%

## College Credit Opportunities

Two Rivers High School is committed to providing students with as many opportunities to earn post secondary credit while in high school. There are three course types where students can earn post-secondary credit: Advanced Placement (AP®), Concurrent Enrollment/College In the Schools (CE/CIS) and Post Secondary Enrollment Options (PSEO). All of these credit-bearing opportunities have slight differences in key areas. Before a student chooses to enroll in one of these courses it is important to understand how they differ based on the student's needs. Review the information below to determine which class would be best suited for you or your child.

**Advanced Placement** courses are taught by high school teachers on the high school campus. All students are eligible to enroll in the course. Students and families should consider the students previous experience in the subject matter and reading ability. Students earn high school credits and a weighted high school GPA based on coursework. In order to receive college credit students must take the College Board Advanced Placement Exam and earn a minimum of a score of 3 or higher. Post Secondary Institutions will determine at what score they will assign college credit. The course itself is free but there is a cost for the exam. The cost of the exam varies, see your counselor for the specifics this year.

**Concurrent Enrollment/College In the Schools** courses are taught by high school teachers who have been approved to teach the course by the supporting post secondary institution. Courses are taught on the high school campus. Student eligibility is determined by the supporting post-secondary institution for each course. These requirements shift dramatically based on the institution and course, please refer to the course guide by course. Students earn high school credits and a weighted high school GPA based on course work. Students earn college credit based on their coursework. This grade is reflected on their college transcript and affects their academic status at post secondary institutions. There is no cost to students for these courses.

**Post Secondary Enrollment Options** courses are taught by college instructors on a college campus or online. Students follow the college schedule for the course. Student eligibility is determined by the post secondary institution. Students earn high school credits and a weighted high school GPA based on course work. Students earn college credit based on their coursework. This grade is reflected on their college transcript and affects their academic status at post-secondary institutions. There is no cost to students for these courses.

### College Credit Opportunity

Look for this symbol next to course descriptions to identify courses offering college credit opportunities.



The following are opportunities for students to earn college credit while enrolled at Two Rivers High School. See your counselor for more information about these opportunities.

Type of Course	Courses Offered	Description
Advanced Placement	AP® Biology AP® Calculus AB AP® Calculus BC AP® Chemistry AP® Computer Programming AP® Government and Politics AP® Human Geography AP® Language Composition AP® Physics – Mechanics AP® Pre Calculus AP® Seminar AP® Statistics AP® Studio Art 2D AP® World History AP® Environmental Science	College credits are determined by scores on AP® exams and individual college AP® credit policies. To find out the AP® policies of the colleges you are interested in, go to:  <a href="https://apstudents.collegeboard.org/getting-credit-placement/search-policies">https://apstudents.collegeboard.org/getting-credit-placement/search-policies</a>



Type of Course	Courses Offered	Description
College in the Schools	French IV French V German III German IV Physics Inquiry Introduction to Physics College Algebra through Modeling Exploring the Teaching Profession CIS Pysch	Students accepted into and successfully completing this course will earn: 5 U of M Semester Credits (FREN 1003) 5 U of M Semester Credits (FREN 1004) 5 U of M Semester Credits (GER 1003) 5 U of M Semester Credits (GER 1004) 4 U of M Semester Credits (CI 1563) 4 U of M Semester Credits (PHYS 1101W) 3 U of M Semester Credits (CI 1806) 2 U of M Semester Credits (CI 3901) 4 U of M Semester Credits (Psy 1001)
Concurrent Enrollment	AVID 12 College Success Strategies - 2  Certified Nursing Assistant  Spanish IV Spanish V  Math for Trades  Microeconomics CE  Macroeconomics CE  College Health CE  Guitar Techniques CE  Music Theory CE  Weight Training CE  Work-Based Learning Seminar	2 MNSCU College Credits through Inver Hills Community College for INTS 1101  5 MNSCU college credits through Inver Hills Community College for NURA 1001  4 MNSCU college credits through MN State University, Mankato for each course SPAN 201 and 202 (4 credits each)  6 MNSCU college credits through Dakota County Technical College (DCTC) for MATS 1000 and MATS 1205 (3 credits each)  3 MNSCU college credits through Inver Hills Community College for ECON 1106  3 MNSCU college credits through Inver Hills Community College for ECON 1105  3 MNSCU college credits through Inver Hills Community College for HLTH 1120  2 MNSCU college credits through Inver Hills Community College for MUSC 1133  4 MNSCU college credits through Inver Hills Community College for MUSC 1111 and MUSC 1112  2 MNSCU college credits through Inver Hills Community College for PHED 1109  3 MNSCU college credits through Inver Hills Community College for INTS 1010

Type of Course	Courses Offer	Description
Concurrent Enrollment Continued	Public Speaking	3 MNSCU college credits through MN State University, Mankato for COMM 102
	US History to 1877	4 MNSCU college credits through MN State University, Mankato for HIST 190
	US History Since 1877	4 MNSCU college credits through MN State University, Mankato for HIST 191
	Walking/Jogging	2 MNSCU college credits through Inver Hills Community College for PHED 1145
	TriDistrict CAPS Business & Entrepreneurship	3 MNSCU college credits through Inver Hills Community College for BUS 1105
Post-secondary Enrollment Options (PSEO)	Various courses taken	Minnesota's PSEO program allows qualified sophomores, juniors and seniors to take college coursework on Minnesota college campuses. If you are considering taking PSEO coursework during the school year, please notify your school counselor of your plans in writing by October 30 or May 30 of each year of the intent to enroll in postsecondary courses during the following academic term. You are bound by notifying or not notifying the district by October 30 or May 30. For more information visit: <a href="http://education.mn.gov/MDE/fam/PROD069924">http://education.mn.gov/MDE/fam/PROD069924</a>

## College Readiness and Entrance Assessments

### ACT

The ACT is a nationally administered standardized test that helps colleges evaluate candidates. The ACT consists of curriculum-based tests of educational development in English, Math, Reading and Science which are designed to measure the skills needed for success in first-year college coursework. Minnesota Statute 120B.30 requires all districts to provide a nationally normed college entrance exam for students.

School District 197 provides a sequence of assessments to measure college readiness beginning in 9th grade and culminating with the ACT in a student's junior year. Generally, students take the ACT their junior year of high school. Many college-bound students will take the ACT two or more times since the student's highest score is considered for admission.

In fall 2020, School District 197 began to administer the PreACT 8/9 assessment. In grade 9, students take the PreACT 8/9. The results from this assessment are used to predict ACT results in English, Reading, Math and Science. In grade 10, students take the pre-ACT. This assessment provides information to students on areas of strength and areas for growth prior to them taking the ACT in grade 11. In the spring of grade 11, all School District 197 students are given the opportunity to take the ACT with writing per MN statute 120B.30. Students have access to practice ACT tests through Naviance. Students are encouraged to complete practice tests prior to taking the ACT. Community education also offers ACT prep classes.

	9th Grade	10th Grade	11th Grade
Fall	PreACT 8/9 - Spring	PreACT - Spring	Practice ACT - Fall
Spring	Review results in Warrior Seminar, AVID I OR AP Human Geo Enrichment	Review results with counselor	ACT

The ACT can be taken at additional times, if a student chooses. Additional attempts of the ACT are at the student/family's expense. The ACT is administered on Saturday at various locations throughout the state of Minnesota. Two Rivers is not a site for Saturday administration. For a complete listing of test dates and sites, see ACT's website.

### PSAT

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program co-sponsored by the College Board and National Merit Scholarship Corporation (NMSC). It's a standardized test that measures critical reading skills, math problem-solving skills and writing skills, as well as providing first hand practice for the SAT. It also gives students a chance to enter NMSC scholarship programs and gain access to college and career planning tools. The PSAT can be taken by grade 10 and 11 students at Two Rivers. The assessment is administered during the school day in October. Students register for this assessment individually and should see their counselor or the guidance office with specific questions. Students who are interested in a National Merit distinction have to take the PSAT in grade 11 and should consider taking the PSAT for practice in grade 10. To learn more about this see a counselor or visit [www.nationalmerit.org](http://www.nationalmerit.org).

### SAT

The SAT is a college entrance exam created by the College Board, also creator of Advanced Placement exams. The College Board has made changes to the SAT in 2016. The redesigned SAT focuses on knowledge, skills, and understanding that research has identified as most important for college and career readiness. The first administration of the redesigned SAT was in the spring of 2016. Carefully check the colleges you are interested in applying to when deciding which college entrance exam to take.

## College Readiness and Entrance Assessments - Continued

### SAT Subject Tests

SAT Subject Tests are hour long exams in: Math, US History, World Language, Literature and the Sciences. Different schools have different requirements. Students should review college requirements carefully.

Students who are considering competitive colleges and universities, for example, the Ivy League or the University of California system, will need to submit two separate SAT Subject Test scores. However, some schools will now accept ACT in place of SAT Subject Tests. It is strongly recommended that students take the SAT Subject Tests in the spring, especially if they are currently taking an AP course, because the test aligns well with the AP test.

For more information visit [www.collegeboard.com](http://www.collegeboard.com).

### NUMATS (Northwestern University's Midwest Academic Talent Search)

NUMATS is a research-validated program that utilizes above grade-level testing to help you understand the educational needs of the top 10 percent of students in grades 3 through 9. Through NUMATS students are able to take the PSAT, SAT or ACT if they meet eligibility requirements. Tests are offered throughout the year at a variety of locations. For more information please go to the NUMATS website at <https://www.ctd.northwestern.edu/above-grade-level-assessment>.

### Accuplacer

Accuplacer is a computerized placement test used by many colleges and tech schools to assess an incoming student's proficiency in reading, writing, English and mathematics. The Accuplacer test was developed by the College Board which also administers the SAT test.

### Armed Services Vocational Aptitude Battery (ASVAB)

The ASVAB is a timed multi-aptitude test, which is given at over 14,000 schools and Military Entrance Processing Stations (MEPS) nationwide and is developed and maintained by the Department of Defense. Your scores in four critical areas -- Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension and Mathematics Knowledge -- count towards your Armed Forces Qualifying Test (AFQT) score. The AFQT score determines whether you're qualified to enlist in the U.S. military.

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# Initial-Eligibility Standards

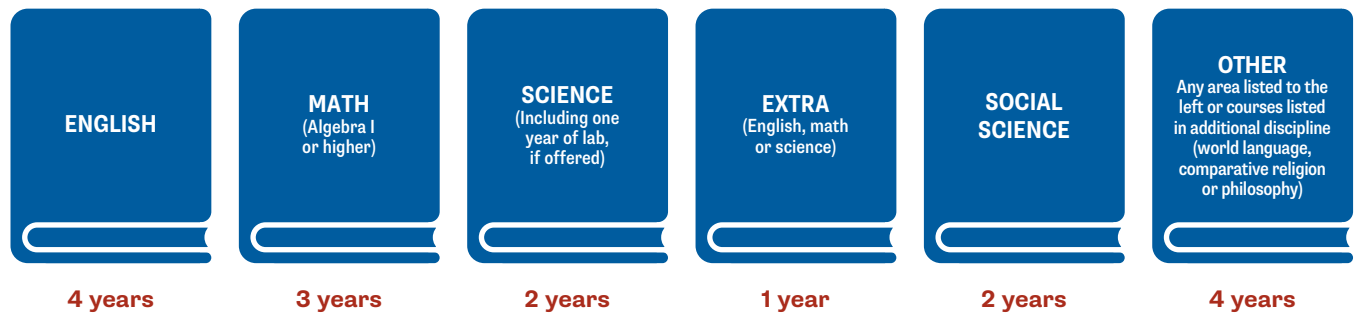
If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at [eligibilitycenter.org](https://eligibilitycenter.org). Plan to register before your freshman year of high school. For more information on registration, visit [on.ncaa.com/RegChecklist](https://on.ncaa.com/RegChecklist).

## Academic Requirements

**Division I and II** schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

### Division I

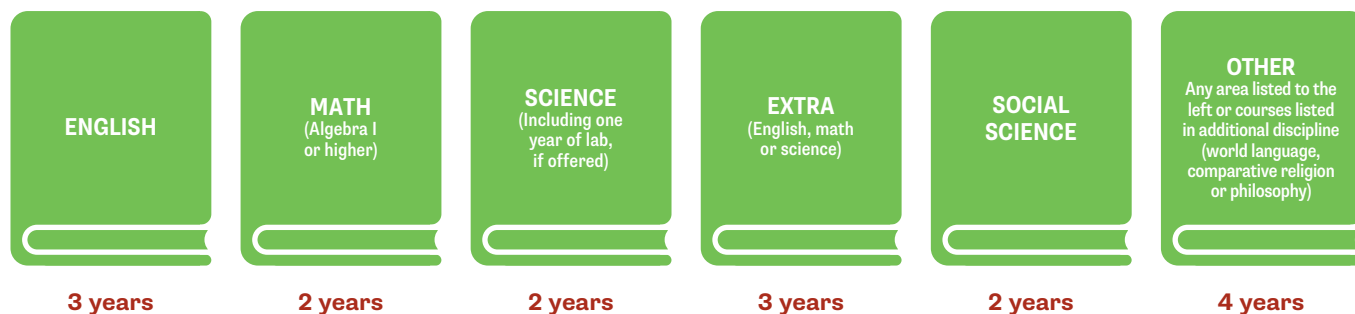
1. Earn 16 NCAA-approved core-course credits in the following areas:



2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 **core-course GPA**.
5. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

### Division II

1. Earn 16 NCAA-approved core-course credits in the following areas:



2. Earn a minimum 2.2 **core-course GPA**.
3. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

### Division III

While **Division III schools** set their own admissions and academic requirements, **international student-athletes** (first-year enrollees and transfers) who are enrolling at a Division III school after Aug. 1, 2023, must be certified as an amateur by the Eligibility Center. Contact the Division III school you plan to attend for more information about its academic requirements.

GRADE  
**9**  
REGISTER

- » If you haven't yet, [register](https://eligibilitycenter.org) for a free Profile Page account at [eligibilitycenter.org](https://eligibilitycenter.org) for information on NCAA initial-eligibility requirements.
- » Use NCAA Research's [interactive map](#) to help locate NCAA schools you're interested in attending.
- » Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/courselist](https://eligibilitycenter.org/courselist) to ensure you're taking the right courses, and earn the best grades possible!

GRADE  
**10**  
PLAN

- » If you're being actively recruited by an NCAA school and have a Profile Page account, [transition](#) it to the required [certification account](#).
- » Monitor the [task list](#) in your NCAA Eligibility Center account for next steps.
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.
- » If you fall behind academically, ask your high school counselor for help finding [approved courses](#) you can take.

GRADE  
**11**  
STUDY

- » Ensure your [sports participation](#) information is correct in your Eligibility Center account.
- » Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved [core courses](#) and graduate on time with your class.
- » Share your [NCAA ID](#) with NCAA schools recruiting you so each school can place you on its [institutional request list](#).
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.

GRADE  
**12**  
GRADUATE

- » [Request your final amateurism certification](#) beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at [eligibilitycenter.org](https://eligibilitycenter.org).
- » Apply and be accepted to the NCAA school you plan to attend.
- » Complete your final NCAA-approved [core courses](#) as you prepare for graduation.
- » After you graduate, ask your high school counselor to upload your final [official transcript](#) with proof of graduation to your Eligibility Center account.

How to plan your high school courses to meet the 16 core-course requirement:

**4 x 4 = 16**

**9<sup>th</sup>** GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or other

**4 CORE COURSES**

**10<sup>th</sup>** GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or other

**4 CORE COURSES**

**11<sup>th</sup>** GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or other

**4 CORE COURSES**

**12<sup>th</sup>** GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or other

**4 CORE COURSES**



**CONTACT THE NCAA ELIGIBILITY CENTER**

U.S. and Canada (except Quebec):  
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# Career Exploration

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The Minnesota Career Fields, Clusters & Pathways chart on the next page graphically depicts the organizing framework of the foundation knowledge and skills, career fields, career clusters, and career pathways that Minnesota will use for developing programs of study in career and technical education.

## Career Fields, Clusters & Pathways at Two Rivers High School

Courses at Two Rivers have been reviewed and those that provide career exploration, exposure or opportunities in a specific career field have been identified in the following pages and are organized by career field. Students that have an interest in a specific pathway should consider taking a course or sequence of courses in the specific pathway.

As part of the district's work, we continue to look for ways to provide career or intern experiences in every pathway in the coming years. Experiences are listed on each career field page. Additional information on these experiences can be found in the Global Electives section of the guide. Many of the current experiences span multiple class periods and may be held off campus. Most of these opportunities are also only open to upper classmen.

Below is a description of how to read the Minnesota Career Fields, Clusters & Pathways chart, beginning in the center and moving out.

### Foundation Knowledge and Skills

Foundation Knowledge and Skills, located in the centermost circle of the Minnesota Career Fields, Clusters & Pathways chart, represent the base from which to build work and college readiness.

### Career Fields

Career Fields, which are identified in the segmented ring around Foundation Knowledge and Skills, are the organizing structure for the 16 career clusters and 79 pathways. The fields represent the broadest aggregation of careers. Students are exposed to career field exploration in middle school and it is further developed throughout high school. The preceding pages of this guide are organized by career field.

### Career Clusters

Career Clusters, which are identified in the bold, colored bullets (n), represent a grouping of occupations and broad industries into a national classification of 16 clusters that are based upon common knowledge and skills. Career clusters include hundreds of occupations that may be grouped into pathways around which educational programs of study can be built.

### Career Pathways

Career Pathways, which are identified by the symbol (>) under each cluster heading, represent an organization of related occupational areas within a specific career cluster. Each of these pathways has identified knowledge and skills validated by industry from which programs and programs of study are developed.



# Minnesota Career Fields, Clusters & Pathways



## Engineering, Manufacturing, and Technology

### Career Pathways

- Architecture and Construction (e.g., electrician, civil engineer)
- Manufacturing (e.g., welder, machine tool operator, painter)
- Science, Technology, Engineering, and Mathematics (e.g., environmental engineer, actuary)
- Transportation Distribution and Logistics (e.g., auto mechanic, service technician)

### Related Two Rivers Courses

Basic Auto Mechanics, Small Gas Engines, Super Mileage Car Design, Woodworking I, Woodworking II, Printing Technology, Metals, Computer Aided Design/Drafting (CADD) in Engineering, Math for the Trades

### Career or Intern Experiences

TriDistrict CAPS Careers in Transportation and Skilled Trades

### TriDistrict CAPS Transportation and Skilled Trades

The Careers in Transportation Technologies program is an excellent opportunity for students interested in business, entrepreneurship, or a specific career within the transportation and related trades industries (engineer, technician/mechanic, driver, sales, mobile or towing services, parts distribution, construction, etc.).

Students in this program will be immersed in the day-to-day operations of local businesses that are regional and national leaders in transportation-related fields. In the first half of this year-long course, students will learn directly from individuals currently working in transportation and skilled trades related careers. In the second half of the course, learning will be facilitated through a hands-on internship. Students will leave this course with an understanding of the many opportunities available and the skills necessary for a career in the transportation and skilled trades industries, including:

- Service, diagnostics, and repair
- Sales, marketing, and advertising
- Employee recruitment, hiring, training, and retention
- Customer service
- Finance and management
- Business growth and forecasting
- Warehouse, delivery, inventory, and logistics

Location	Time	Credits Earned
North American Trailer 11015 Clark Rd., Inver Grove Heights (transportation provided)	Periods 5, 6, 7	2 elective credits and 1 English credit

### Application Requirements

- Rising junior or senior who is on track to graduate
- Good attendance and behavior record
- A completed application, including a recommendation from your school

Students should visit their school counselor for more information or [www.careercollegeready.org](http://www.careercollegeready.org). Interested students can also contact the TriDistrict CAPS Director at [bkusch@tridistrictce.org](mailto:bkusch@tridistrictce.org).

### Health Sciences Technology

#### Career Pathways

- Health Science (e.g., nurse, doctor)
- Science Technology (e.g., MRI technician, biomedical engineer)

#### Related Two Rivers Courses

Human Anatomy and Physiology

#### Career and Intern Experiences

Certified Nursing Assistant (see page 68 for more information)

TriDistrict CAPS Healthcare and Medicine

#### TriDistrict CAPS Healthcare and Medicine

The Healthcare Careers and Medicine program is an excellent opportunity for students interested in business, healthcare administration or a specific career within the medical field (doctor, nurse, veterinarian, emergency responder, lab technician, researcher, etc.).

Students will be immersed in a hands-on learning environment led by healthcare professionals and TriDistrict staff and will have direct access and exposure to authentic experiences in the field of medicine.

In the first half of this year-long course, students will learn directly from individuals currently working in healthcare careers. In the second half of the course, learning will be facilitated through a hands-on internship. Students will leave this course with an understanding of the many opportunities available and exposure to the skills necessary for a career in the healthcare industry, including:

- Healthcare systems
- Human physiology
- Medical ethics and professionalism
- Communications and medical terminology
- Patient care



Location	Time	Credits Earned
Inver Hills Community College (Transportation provided)	Periods 5, 6, 7	2 elective credits and 1 English credit

#### Application Requirements

- Rising junior or senior who is on track to graduate
- Good attendance and behavior record
- A completed application, including a recommendation from your school

Students should visit their school counselor for more information or [www.careercollegeready.org](http://www.careercollegeready.org). Interested students can also contact the TriDistrict CAPS Director at [bkusch@tridistrictce.org](mailto:bkusch@tridistrictce.org).

## Arts, Communications, and Information Systems

### Career Pathways

- Arts, Audio/Visual Technology (e.g., commercial artist, producer)
- Communications (e.g., commercial artist, reporter)
- Information Technology and Computer Science (e.g., computer programmer, help desk specialist)

### Related Two Rivers Courses

Art: Digital Art, Video Production, Drawing, Painting, Ceramics, Sculpture, Digital Communications, 2D Art, 3D Art, AP Studio Art, Mass Media Production

Business: Intro to Computer Programming, AP Computer Programming

Language Arts: Acting, Creative Writing, Yearbook

Music: Concert band, Symphonic Band, Wind Ensemble, Varsity Women's or Men's Choir, Carrillon Choir, Concert Choir, Chamber Choir, Guitar Techniques CE, Sinfonia Orchestra, Philharmonic Orchestra, Digital Music Production, Intro to Music Theory, Music Theory CE, Musical Theater

Technology Education: Intro to Photography, Advance Photography

Non Departmental: Live Event Production Workshop

### Career or Intern Experiences

- PIVOT Interactives
- TriDistrict CAPS Computer Science & Information Technology

### PIVOT Interactives

PIVOT Interactives is an excellent opportunity for students interested in videography, marketing, computer programming, fabrication and/or science.

Location	Time	Credits Earned
Two Rivers High School 1897 Delaware Ave. Mendota Heights (transportation provided)	One or two class periods	Determined by the instructor

### Application Requirements

A completed application and/or interview

## TriDistrict CAPS Computer Science and Information Technology

TriDistrict CAPS Computer Science and Information Technology connects students to a breadth of career opportunities in the IT/CS industry, including hardware and software, programming, data analytics, and more. Students will work in collaboration with TriDistrict instructors and industry professionals to learn IT/CS basics, as well as develop insights into more advanced programming concepts.

In the first half of this year-long program, students will learn from and interact with individuals working in CS/IT careers, and engage in coursework that sets them up for success in working with a variety of hardware configurations and software systems. In the second half of the course, students put into practice what they've learned in an internship setting. Students will leave this course with an understanding of the variety of opportunities available to them across settings, as well as with the skill necessary to enter into the IT/CS industry. Students also have the opportunity to earn Advanced Placement credit as a function of this course. Students will also be able to earn industry-recognized credentials or certifications in this course.

Location	Time	Credits Earned
Two Rivers High School	Periods 5, 6, 7	2 elective credits and 1 math credit

### Application Requirements

- Rising junior or senior who is on track to graduate
- Good attendance and behavior record
- A completed application, including a recommendation from your school

Students should visit their school counselor for more information or go to [www.careercollegeready.org](http://www.careercollegeready.org). Interested students can also contact the TriDistrict CAPS Director at [bkusch@tridistrictce.org](mailto:bkusch@tridistrictce.org).

## Business, Management, and Administration

### Career Pathways

- Business, Management, and Administration (e.g., small business owner)
- Finance (e.g., accountant, financial planner)
- Hospitality and Tourism (e.g., chef, hotel management)
- Marketing (e.g., social media marketing manager, advertising specialist)

### Related Two Rivers Courses

Business: Accounting I and II, Business and Entrepreneurship, Personal Finance, Sales, Marketing & School Store Management

Family Consumer Science (FCS): Clothing I and II, Intro to Foods, Whole Foods

### Career or Intern Experiences

Culinary

TriDistrict CAPS in Business and Entrepreneurship

### Culinary

The Culinary program is an excellent opportunity for students interested in a rigorous, professional-style cooking experience and those interested in exploring an industry that is one of the largest employers in the United States. Students will need to complete 400 hours outside of class in order to earn a Certificate of Achievement.

Location	Time	Credits Earned
Two Rivers High School 1897 Delaware Ave. Mendota Heights	One class period	One elective credit

### Application Requirements

- Rising sophomore, junior, or senior who is highly motivated and interested in an in-depth culinary training course

## TriDistrict CAPS Business and Entrepreneurship

The TriDistrict Business and Entrepreneurship Program is an excellent opportunity for students to gain a broad understanding of the wide-ranging aspects of the world of business, as well as to develop their own entrepreneurial mindset as they learn the rigors and rewards of being your own boss. Students learn first-hand from business leaders in our communities and region the careers that exist in the business sector, and what it takes to succeed in areas including, but not limited to finance, marketing, sales, management, entrepreneurship, advertising, and many more. Along the way, students will learn the professional skills that support success in the work environment and practice these skills as they develop a professional resume, digital profile, and engage in practice interviews, site visits, and guest presentations. Students will also earn an English credit for this course as they improve their writing, reading, presentation and other communication skills through a variety of materials and activities. Students also have the ability to earn up to 3 college credits in this course.

In the second semester, students put what they've learned to the test as they enter into an internship experience with a business partner. This internship will provide students the opportunity to deepen their learning into an area of particular interest; it can also be an opportunity to partner with an area entrepreneur and learn more about the successes and challenges of owning your own business.

Location	Time	Credits Earned
Evolve Workplace 260 Wentworth Ave E. St. Paul, MN 55118 <i>(transportation provided)</i>	Periods 5, 6 & 7	Two elective credits and one English credit

### Application Requirements



- Rising junior or senior who is on track to graduate
- Good attendance and behavior record
- A completed application, including a recommendation from a Two Rivers staff member or coach

Students should visit their school counselor for more information or go to [www.careercollegeready.org](http://www.careercollegeready.org). Interested students can also contact the TriDistrict CAPS Director at [bkusch@tridistrictce.org](mailto:bkusch@tridistrictce.org).

## Human Services

### Career Pathways

- Education and Training (e.g., teacher, preschool provider)
- Government and Public Administration (e.g., city manager)
- Human Services (e.g., social worker, home health aide)
- Law, Public Safety, Corrections and Security (e.g., police officer, lawyer)

### Related Two Rivers Courses

Business: Introduction to Law

Family Consumer Science (FCS): Child Psychology

Social Studies: Psychology, Youth Leadership

### Career or Intern Experiences

CIS Exploring the Teaching Profession



### CIS Exploring the Teaching Profession

The Exploring the Teaching Profession program is an excellent opportunity for students interested in one of the many careers available in the field of education. Students will see, first-hand, the rewards of being a teacher when they participate in a field experience as part of the course. The field experience is similar to the hours teachers complete as part of their college teacher education program. Coursework will include a day trip to the University of Minnesota. Transportation will be provided.

#### Location

Two Rivers High School  
1897 Delaware Ave  
Mendota Heights, MN 55118

#### Time

Period 1

#### Credits Earned

One Elective Credit

### Application Requirements

- Rising junior or senior who is in the top 50% of their class or with teacher approval
- Registration to the University of Minnesota will be completed in class.



## Agriculture, Food and Natural Resources

### Career Pathways

- Agriculture and Food (e.g., organic farmer, vet)
- Natural Resources (e.g., conservation officer, power plant technician)

### Related Two Rivers Courses

### Career or Intern Experiences

### TriDistrict CAPS: Cultivating our Future: Natural Resources, Sustainability & Food Systems

Location	Time	Credits Earned
Dodge Nature Center 1701 Charlton St. West St. Paul, MN 55118 (transportation provided)	Periods 5, 6 & 7	Two elective credits and one Chemistry credit

### Application Requirements

- Rising junior or senior who is on track to graduate
- Good attendance and behavior record
- A completed application, including a recommendation from a Two Rivers staff member or coach

Students should visit their school counselor for more information or go to [www.careercollegeready.org](http://www.careercollegeready.org). Interested students can also contact the TriDistrict CAPS Director at [bkusch@tridistrictce.org](mailto:bkusch@tridistrictce.org).

# Glossary

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**Advanced:** Certain courses are designated as advanced courses because of the challenging nature of the curriculum.

**ACCUPLACER:** ACCUPLACER is a test used along with your academic background, goals and interests to help match your skill level with selecting courses.

**ACT:** ACT assessment is a five-hour national college admissions test which includes five sections: writing, science, math, reading and English. Most colleges will accept a student's ACT scores as part of the admissions evaluation. Eleventh grade students take this assessment during a regular school day at the high school.


**AP®:** Advanced Placement. Advanced Placement courses are designed by the College Board. In May, students take a test for each AP course in which they are enrolled; students who achieve a certain score may, if their college accepts the AP® credit, receive college credit. There is a separate fee required for each AP® test taken by the student.

**Articulation Credit:** Several Career and Technical Education courses which are offered at Two Rivers can be used for college credit upon enrollment in an applicable program at the community college level. Students in grades 10, 11 or 12 who take a qualifying course and earn a grade of a B or better in that course will receive an articulated college credit certificate (valid for 5 years). Upon enrollment in an applicable community college program the student will be able to use that certificate to transfer the high school course in as college credit as defined in the articulation agreement.

**ASVAB:** ASVAB is a multiple aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military.

**College:** In contrast to a university, a college traditionally only offers undergraduate degrees and programs. (There are, of course, some exceptions to this definition.)

**College Admissions Test:** A test often required by four-year colleges to help determine which students to admit to their school. The most common tests are the ACT and SAT.


**College Credit Icon** (  ): Indicates that course offers the opportunity to earn college credits.

**College in the Schools (CIS):** Courses offered at the high school where students can earn earn college credit and experience the pace and rigor of a college course.

**Community College:** Schools that prepare students for certain jobs or to transfer to a four-year college.

**Concurrent Enrollment (CE):** A program that provides high school students with the opportunity to take college-credit bearing courses taught by college-approved high school teachers, generally on the high school campus.

**FAFSA:** The abbreviation for Free Application for Federal Student Aid.

**Fine Arts Icon** (  ): Indicates that course meets the fine arts requirement for graduation.

**Free Application for Federal Student Aid (FAFSA):** This form is required for any student who wants to be considered for need-based federal aid. Make sure you get your form in by the deadline! Visit <https://fafsa.ed.gov/> for more information.

**Grade Point Average (GPA):** The average of a student's grades, typically based on a four-point scale.

**Homework Guide:** A rating that indicates the number of hours an average student would spend on homework in a week.

**Individual Education Plan (IEP):** A plan or program developed to ensure that a child who has a disability identified under law gets the supports and services needed to make progress and succeed in school.

# Glossary

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**Post-Secondary:** This term means “after the completion of high school.” It typically refers to any education a person receives beyond or after high school, including four-year colleges and universities and community colleges.

**Prerequisite:** A prerequisite is a required course that is to be completed before a student can take a course in question.

**PSAT:** An assessment developed by The College Board to determine college readiness. Students are assessed in the areas of critical reading, mathematics, and written expression in preparation for the SAT 1: Reasoning Test. The PSAT is offered once a year in October to any interested student for a nominal fee. Juniors taking the exam may qualify through their scores for the National Merit Scholarship program.

**PSEO:** An abbreviation that refers to “Postsecondary Enrollment Options”. This is a program that allows high school students to earn college credit while still in high school through enrollment and successful completion of college-level courses. With traditional PSEO, these courses are generally offered on the campus of the postsecondary institution.

**Resumé:** A summary of a person’s skills, activities and work experience often used when applying for a job.

**SAT:** A standardized, five-hour test developed by The College Board that measures verbal, mathematical reasoning, and writing skills. Four-year colleges use a student’s score on this test as part of the admissions evaluation for entrance.

**Transcript:** A record of your academic history.

# Course Summary

Course					Course						
Course	Gr.	Cr	Page	Course	Gr.	Cr	Page	Course	Gr.	Cr	Page
<b>ART</b>					<b>ENGLISH LEARNERS</b>						
0716	Digital Art	9-12	½	60	7001, 7002	EL 1			1	75	
0701	Video Production	9-12	½	60	7003, 7004	EL Language Lab			1	75	
0702	Live Event Production	10-12	½	61	7005, 7006	EL 2			1	75	
0705, 0706	Mass Media Production	10-12	1	60	7007, 7008	EL 3			1	75	
0707	Drawing	9-12	½	61	7009, 7010	EL 4			1	75	
0708	Painting	9-12	½	61	7011, 7012	EL 5			1	75	
0712	Pottery	9-12	½	61	0025, 0026	EL Guided Study			1	76	
0703	Sculpture	9-12	½	62							
0718	Multimedia Studio Art I	10-12	½	62	<b>FAMILY CONSUMER SCIENCE</b>						
0721	2D Studio Art I	10-12	½	62	0501	Clothing I	9-12	½		77	
0714	3D Studio Art I	10-12	½	62	0510	United Intro to Foods	11-12	½		78	
0723	Multimedia Studio Art II	10-12	½	62	0511	Intro to Foods	9-12	½		78	
0724	2D Studio Art II	10-12	½	63	0512	Whole Foods & Nutrition Cooking	10-12	½		78	
0725	3D Studio Art II	10-12	½	63	0515	Housing & Interior Design I	10-12	½		77	
0719, 0720	AP® Studio Art	11-12	1	63	0516	Housing & Interior Design II	10-12	½		77	
					0502	Clothing II	10-12	½		77	
					0503	Clothing III	10-12	½		77	
<b>AVID</b>					0505, 0506	Culinary I	10-12	1		78	
0641, 0642	AVID I	9	1	64	0521	Child Psychology	11-12	½		79	
0643, 0644	AVID II	10	1	64	0517	On Your Own	11-12	½		79	
0645, 0646	AVID III	11	1	64	0523, 0524	CIS Exploring the Teaching Profession					
0647, 0648	AVID IV College Success Strategies	12	1	64			11-12	1		79	
					0507, 0508	Culinary II	10-12	1		79	
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0626	Accounting II	9-12	½	67	0195, 0196	Advanced Language Arts 9	9	1		34	
0615	Business & Entrepreneurship	9-12	½	65	0175, 0176	American Literature	10	1		35	
0601	Keyboarding	9-12	½	65	0179, 0180	Advanced American Literature	10	1		35	
0611	Introduction to Personal Law	10-12	½	67	0103, 0104	World Literature	11	1		35	
0616	Personal Finance	11-12	½	67	0107, 0108	Advanced World Literature	11	1		35	
0453	Intro to Computer Science	9-12	1	66	0125, 0126	Composition & Literature	12	1		36	
0457, 0458	AP® Computer Science	10-12	1	66	0127, 0128	AP Language & Composition	12	1		36	
					0115, 0116	LS Language Arts	9-12	1		37	
<b>CAREER AND INTERNSHIP EXPERIENCES</b>					9001, 9002	Real Language Arts	9-12	1		37	
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4013, 4014	CAPS Healthcare & Medicine	11-12	3	69	0157, 0158	Yearbook	10-12	1		38	
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4008	Pivot Interactives Intro	9-12	½	72							
4009	Pivot Interactives	11-12	1	72							
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0947, 0948	Independent Living Skills	9-12	1	74							
0941, 0942	Warrior Wake Up	9-12	1	74							
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0167, 0168	Work Experience Program	9-12	1	74							
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# Course Summary

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0209, 0210	AP® World History	10	1	40
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0235, 0236	Advanced U.S. History	11	1	41
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0240	U.S. History Since 1877 CE	11	½	41
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0284	Macroeconomics CE	12	½	42
0227	Psychology	11-12	½	44
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0225, 0226	CIS Psychology	11-12	1	44
0299	Youth Leadership	11-12	½	44
0292	Government	12	½	43
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0566	Advanced Photography	9-12	½	88
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0557	Small Gas Engine Repair	10-12	½	86
0556	Super Mileage Car Design I	9-12	½	86
0558	Super Mileage Car Design II	10-12	½	86
0551	Metals	9-12	½	87
0555	Basic Auto Mechanics	11-12	½	86
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0575	Woodworking II	10-12	½	87
0576	Woodworking III	11-12	½	87
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0803, 0804	French II	9-12	1	89
0805, 0806	French III	10-12	1	89
0807, 0808	French IV – CIS	11-12	1	90
0809, 0810	French V – CIS	11-12	1	90
0811, 0812	German I	9-12	1	91
0813, 0814	German II	9-12	1	91
0815, 0816	German III – CIS	10-12	1	91
0817, 0818	German IV – CIS	11-12	1	91
0821, 0822	Spanish I	9-12	1	92
0823, 0824	Spanish II	9-12	1	92
0819, 0820	Spanish for Native Speakers I	8-12	1	92
0825, 0826	Spanish III	9-12	1	92
0827, 0828	Spanish IV	10-12	1	93
0831, 0832	Spanish IV – CE	11-12	1	93
0829, 0830	Spanish V	11-12	1	93
0833, 0834	Spanish V – CE	11-12	1	93



