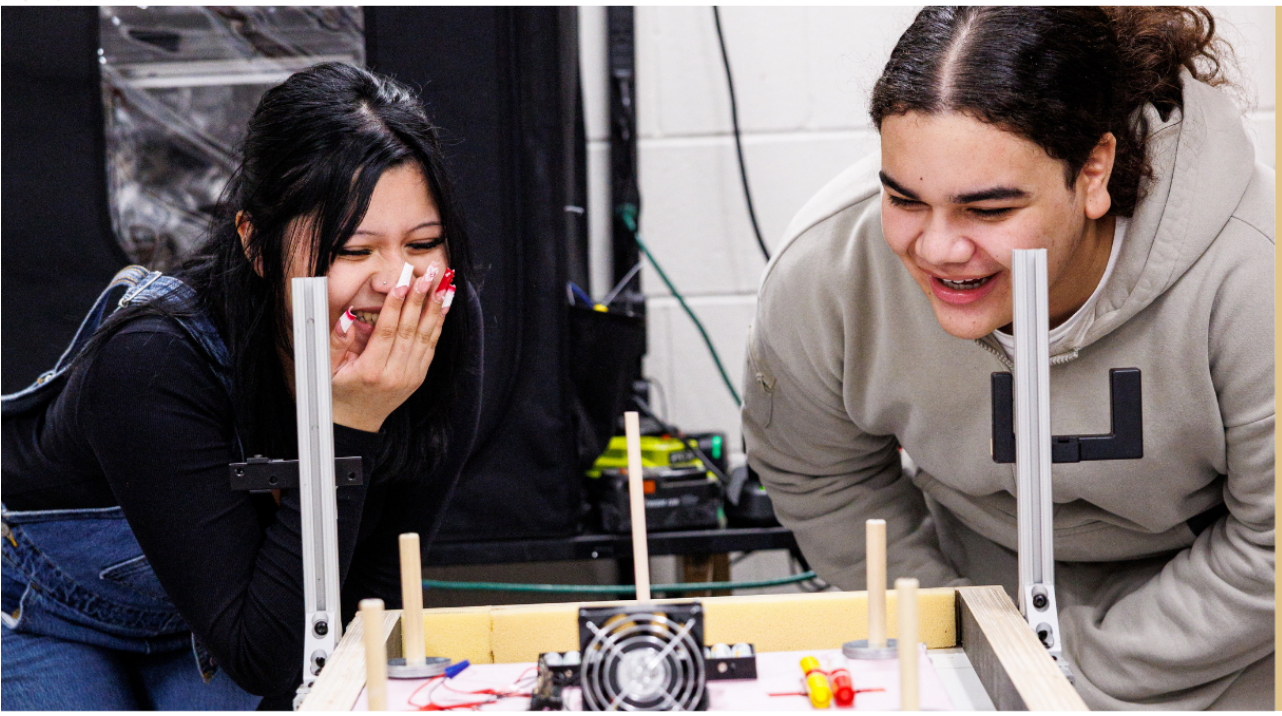


# TWO RIVERS HIGH SCHOOL
# ACADEMIC PLANNING GUIDE
## 2027-2028

#WARRIORSTRONG

# Two Rivers High School

1897 Delaware Avenue
Mendota Heights, MN 55118
651-403-7100 | 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

*Serving students with last names that start with:

| | | |
|---|---|---|
| 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 |

**Scan QR code to visit tworivers.isd197.org**

## High School Leadership

| | | |
|---|---|---|
| Principal | Dr. Jessica Cabak | 651-403-7211 |
| Associate Principal (Grade 9) | Megan Ahlberg | 651-403-7104 |
| 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 | Dr. Peter Olson-Skog | 651-403-7002 |
| Director of Curriculum, Instruction and 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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# From the Principal



Dear Two Rivers Students,

I am honored to be the principal of Two Rivers. This is an incredible community, and I'm grateful to be a part of it!

At Two Rivers, our goal is to create a supportive and inclusive environment where every student can learn, grow, and thrive. We want students to discover their potential, experience the joy of learning, and leave ready to make their mark on the world.

We are committed to building a sense of belonging for every student and family. However that may look for you, please know that you are welcome here, and we look forward to working together throughout the year.

This academic planning guide outlines the many opportunities we have here at Two Rivers. I encourage you to try something new, challenge yourself, and explore courses that will help you prepare for your next steps after high school.

In addition to choosing courses, I encourage you to find extracurricular opportunities as well. Finding balance in your schedule to include activities, athletics, service groups, and more will make your high school experience even better.

Together, let's make this a great year to be a Warrior!

Sincerely,
Dr. Jessica Cabak
Principal, Two Rivers High School




Two Rivers Administration: Prentice Smith, Tom Orth, Dr. Jessica Cabak, Megan Ahlberg, and Scott Karlen

# General Information

## 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. You should consider your interests, strengths, aptitude, future plans, and special abilities. Discuss your choices with your guardian(s), teachers, and 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.

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

**NOTE:** All student registrations are considered final. This information is used to determine course offerings, numbers of sections for each course, and teacher assignments. All students must identify alternate course selections on their registration form. Alternate course selections can be assigned for multiple reasons, including: 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 level changes

Students inappropriately placed in the level of course (ex. move from AP Biology to Biology) must do so no later than the 20th school day of Semester 1. Students who wish to change levels for Semester 2 must do so before the first day of Semester 2. To change the level of a course, students must submit a form (available in the Counseling Office) that needs to be signed by the parent/guardian and their current teacher.

### Dropping a course

Students will only be able to switch to a new elective on a space-available basis within the first 3 days of the semester. Students wishing to drop a course (not changing level) must do so by November 15 in Semester 1 and April 1 in Semester 2. Courses dropped after that deadline will result in a grade of F for the Semester. Students in 9th, 10th, and 11th grade who already have a study hall will be required to complete the semester in the course. Students in 12th grade must have a minimum of 5 credit bearing classes and be on track for graduation to drop a course.

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. 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

### 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 information 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.

### 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 |  | Meets Personal Finance Requirement |

### Course Information

- Courses meet either for a semester or for the full year. Semester classes equal ½ 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.

# General Information

### Homework Guide and 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.

### Philosophy and 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 assessments
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 2 semesters. A final grade is given at the end of each semester. 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 that are 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 Class of 2028 | | |
|---|---|---|
| **Period** | **Semester 1** | **Semester 2** |
| **GRADE 9** | | |
| 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 | | |
| **GRADE 10** | | |
| 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 | | |
| **GRADE 11** | | |
| 1 | World Literature OR CIS Intro to Literature | World Literature OR CIS Intro to Literature |
| 2 | U.S. History OR Adv. OR AP® | U.S. History OR Adv. OR AP® |
| 3 | Math | Math |
| 4 | Science | Science |
| 5 | | ** Personal Finance Choice |
| 6 | | |
| 7 | | |
| **GRADE 12** | | |
| 1 | Composition and Literature OR AP® English Language and Composition | Composition and Literature OR AP® English Language and Composition |
| 2 | Economics Choice | Government or Government CE |
| 3 | | |
| 4 | | |
| 5 | | |
| **WARRIOR GRADUATION!** | | |

* Could take College Health CE in junior or senior year if student meets entrance requirements.

** 1/2 credit of personal finance in junior or senior year is required.

A 1/2 credit is required in grade 11 or 12. In addition to the courses listed 1 credit in PhyEd and 1 credit in Art is required.

# General Information

| Warrior Graduation Plan for Class of 2029 and Beyond | | |
|---|---|---|
| **Period** | **Semester 1** | **Semester 2** |
| **GRADE 9** | | |
| 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 | | |
| **GRADE 10** | | |
| 1 | American Literature OR Adv. American Lit | American Literature OR Adv. American Lit |
| 2 | World History OR AP® | World History OR AP® |
| 3 | Math | Math |
| 4 | Biology OR AP® Biology | Biology OR AP® Biology |
| 5 | | * Health |
| 6 | | |
| 7 | | |
| **GRADE 11** | | |
| 1 | World Literature OR CIS Intro to Literature | World Literature OR CIS Intro to Literature |
| 2 | U.S. History OR U.S. History CE | U.S. History OR U.S. History CE |
| 3 | Math | Math |
| 4 | Science | Science |
| 5 | | **Personal Finance Choice |
| 6 | | |
| 7 | | |
| **GRADE 12** | | |
| 1 | Composition and Literature OR AP® English Language and Composition | Composition and Literature OR AP® English Language and Composition |
| 2 | Economics Choice | Government or Government CE |
| 3 | | |
| 4 | | |
| 5 | | |
| **WARRIOR GRADUATION!** | | |

* Could take College Health CE in junior or senior year if student meets entrance requirements.

** 1/2 credit of personal finance in junior or senior year is required.

A 1/2 credit is required in grade 11 or 12. In addition to the courses listed 1 credit in PhyEd and 1 credit in Art is required.

# General Information

**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 icportalsupport@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

# TWO RIVERS HIGH SCHOOL

# ACTIVITIES & ATHLETICS

## Clubs

Asian & Pacific Islander Club
Bass Fishing Club
Beads for Humanity
Black Student Union
Bowling
Boys Volleyball
Digital Wellbeing
Dungeons & Dragons
Fellowship of Christian Athletes
Flag Football - Girls
GISA (Gender Identity Sexuality Alliance)
Jewish Student Union
Kindness Club
Letters of Love
Library Club
LiveGreen
Model United Nations
Muslim Student Association
Native Student Club
Pickleball Club
Ping Pong Club
Pokemon Club
Pom Squad
Trap Shooting
Unified Club
Women in STEM

## Activities

Debate
Fall Play
Jazz Band
Math League
Marching Band
Musical
One Act Play
Robotics
Science Olympiad
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**
Cheerleading
Cross Country - Boys
Cross Country - Girls
Football
Soccer - Boys
Soccer - Girls
Swim & Dive - Girls
Tennis - Girls
Volleyball

**Winter**
Basketball - Boys
Basketball - Girls
Cheerleading
Dance
Gymnastics
Hockey - Boys
Hockey - Girls
Nordic Ski - Boys/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.smith@isd197.org

Dustin Boll, Activities Administrative Assistant
651-403-7206 • dustin.boll@isd197.org

Katie Naughton, Activities Coordinator
651-403-7206 • katie.naughton@isd197.org

www.trwarriors.com

Scan QR code to learn more

# General Information

## Two Rivers Media Center

### Mission

The mission of the library is to ensure that students and staff know that when in doubt, go to the library (school or public). Our library strives to create a safe inclusive environment and help our community become effective users of ideas and information through access to materials in a variety of formats, stimulating interest in reading, and using information and ideas. The library collaborates with educators to meet the needs of students.

### Hours

The library is open to students before and after school without a pass. During the school day, students need their classroom teacher's permission and a SMART pass. Students can work quietly, play games, use the maker's space and checkout books.



### Resources

- Physical books
- Ebooks
- Audiobooks
- Databases
- Magazines
- Games
- School project supplies to use in the library (scissors, gluesticks, markers, posterboard, etc.)

### 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.

Students can access their cards during the school year. They should go to our library's website to reset their password. Their student card number is 197 followed by their six digit school identification number. Scan the QR code at the bottom to go quickly to our site.

**Teen Lit Con:** This incredible free literature conference for teenagers celebrated its 10th anniversary in 2026. Created by a librarian at Two Rivers High School and partnered with MELSA and Metronet, the conference celebrates teen literature, promotes reading and writing, and strives to create a community of readers by connecting teens and authors. Love reading, drawing or writing? This is a conference you don't want to miss. Held at the end of April.

**Scan the QR code to link to our library's website.**

# General Information

## 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. The tables on pages 10 and 11 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 16 and 17 summarize the requirements by graduation year.

# General Information

| 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)<br>American Literature courses (1 credit)<br>World Literature courses (1 credit)<br>Composition and Literature courses (1 credit) |
| Social Studies | 4 | Geography and Ethnic Studies courses (1 credit)<br>World History courses (1 credit)<br>U.S. History courses (1 credit)<br>Economics and Government courses (1/2 credit of each) |
| Mathematics | 3 | Many Pathways<br>Must achieve Algebra II or higher |
| Science | 3 | Physical Science OR Pre-AP® Science (1 credit)<br>Biology courses (1 credit)<br>Chemistry courses OR Physics courses (1 credit) |
| Physical Education and Health | 1.5 | Health (.5 credit)<br>Physical Education courses (1 credit) |
| Warrior Seminar | .5 | *Warrior Seminar (.5) |
| Arts | 1 | Various, multiple choices |
| Personal Finance | .5 | Various, multiple choices |
| Electives | 5.5 | Various, multiple choices |
| **TOTAL** | **23** | *Multiple pathways, find and pursue your interests, earn college credits, gain a career perspective* |

*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)<br>American Literature courses (1 credit)<br>World Literature courses (1 credit)<br>Composition and Literature courses (1 credit) |
| Social Studies | 4 | Geography and Ethnic Studies courses (1 credit)<br>World History courses (1 credit)<br>U.S. History courses (1 credit)<br>Economics and Government courses (1/2 credit of each) |
| Mathematics | 3 | Many Pathways<br>Must achieve Algebra II or higher |
| Science | 3 | Earth and Space Science or AP® Environmental (1 credit)<br>Biology courses (1 credit)<br>Chemistry courses OR Physics courses (1 credit) |
| Physical Education and Health | 1.5 | Health (.5 credit)<br>Physical Education courses (1 credit) |
| Warrior Seminar | .5 | *Warrior Seminar (.5) |
| Arts | 1 | Various, multiple choices |
| Personal Finance | .5 | Various, multiple choices |
| Electives | 5.5 | Various, multiple choices |
| **TOTAL** | **23** | *Multiple pathways, find and pursue your interests, earn college credits, gain a career perspective* |

*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 | CIS Intro to Literature |
| 12 | Composition and Literature | AP® Language and Composition |
| **Elective Options:** Acting, Creative Writing, Newspaper 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 33 to 37 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 and Ethnic Studies | AP® Human Geography |
| 10 | World History | AP® World History |
| 11 | U.S. History | U.S. History CE |
| 12 | Economics<br>Government | Economics - Micro or Macro CE<br>U.S. History CE |
| **Elective Options:** Psychology, Sociology, Youth Leadership, Absent Narratives, CIS Psychology | | |

Course descriptions for Social Studies can be found on pages 38 to 42 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 | | | Advanced Math 7 (not a high school level course) | | Intermediate Algebra | |
| 8 | Linear Algebra (not a high school level course) | | Intermediate Algebra | | Pre AP® Geometry | |
| 9 | Intermediate Algebra | | Geometry | PreAP® Geometry | Algebra 2 | PreAP® Algebra 2 w/ Trigonometry |
| 10 | Geometry | PreAP® Geometry | Algebra 2 | PreAP® Algebra 2 with Trigonometry | PreAP® Algebra 2 with Trigonometry | AP® Pre Calculus |
| 11 | Algebra 2 | PreAP® Algebra 2 with Trigonometry | Functions and Trigonometry OR *PreAP Algebra 2 with Trigonometry | AP® Pre Calculus | AP® Pre Calculus | AP® Calculus AB |
| 12 | Functions and Trigonometry OR Math for Trades CE OR AP® Statistics OR CIS College Algebra | AP® Pre Calculus OR AP® Statistics | *AP® Pre Calculus OR AP® Statistics OR CIS College Algebra | AP® Calculus AB OR AP® Statistics | AP® Calculus AB OR AP® Statistics | AP® Calculus BC OR AP® Statistics |
| Elective: Intro to Computer Programming, AP® Computer Science Principles, AP® Computer Science A, AP® Cybersecurity, AP® Networking | | | | | | |

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 PreAP® Algebra 2 with Trigonometry before AP® Pre Calculus.

Course descriptions for Math can be found on pages 44 to 49 in the guide.

## 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® Science, Biology, Chemistry, and Physics.

| Grade | Required Courses for Class of 2028 | |
|---|---|---|
| | General Options | Enriched Options |
| 9 | Physical Science | Pre-AP Science |
| 10 | Biology | AP® Biology |
| | Students **must** take **either** Chemistry or Physics. | |
| 11-12 | Essential Chemistry<br>OR Chemistry<br>Foundations in Physics<br>CIS: Physics by Inquiry | AP® Chemistry<br>CIS: Introductory to College Physics<br>AP® Physics Mechanics C |

**Elective Options:** Scientific Research and Design
**Career/Internship Opportunities:** Certified Nursing Assistant; TriDistrict Healthcare Careers and Medicine; TriDistrict CAPS: Natural Resources, Sustainability and Food Systems

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 50 to 54 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<br>OR<br>AP® Environmental Science |
| 10 | Biology | Biology<br>OR<br>AP® Biology |
| Students must take either Chemistry or Physics to meet graduation requirements | | |
| Chemistry Options | Essential Chemistry<br>OR<br>Chemistry | Chemistry<br>OR<br>AP® Chemistry |
| Physics Options | Foundations of Physics<br>OR<br>CIS: Physics by Inquiry<br>OR<br>CIS: Intro to College Physics | Foundations of Physics<br>OR<br>CIS: Physics by Inquiry<br>OR<br>CIS: Intro to College Physics<br>OR<br>AP® Physics Mechanics C |
| Elective Options | • AP® Environmental Science (if not taken in grade 9)<br>• Scientific Research and Design<br>• Human Anatomy and Physiology | |
| Career/ Internship Opportu-nities | • TriDistrict Healthcare Careers and Medicine OR TriDistrict CAPS: Natural Resources, Sustainability and Food Systems<br>• Certified Nursing Assistant | |

*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 50 to 54 in the guide.

### 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 | Unified Physical Education I<br><br>Walking and Jogging<br><br>Empowered Fitness | Unified Physical Education II<br><br>Empowered Strength and Speed<br><br>Walking and Jogging CE<br><br><br>Sports Leadership<br><br>Competitive Sports |
| Organized Sports and Activities | Intro to Organized Sports | Team Sports | |
| Strength and Speed | Intro to Strength and Speed | Strength and Speed I | Strength and Speed II, III, IV, V<br><br>Weight Training CE<br> |

Students are required to earn .5 credits in Health.

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

| Health Education |
|---|
| Required |
| Health or College Health CE  |

Course descriptions for Health and Physical Education can be found on pages 55 to 58 in the guide.

### Warrior Seminar

Warrior Seminar is a course that is taken by all freshmen, unless they are in AVID (page 63) or AP® Human Geo Enrichment (page 38). 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 59-62)

| | |
|---|---|
| 0716 | Digital Arts |
| 0701 | Video Production |
| 0707 | Drawing |
| 0708 | Painting |
| 0712 | Pottery |
| 0703 | Sculpture |
| 0718 | Digital Arts II |
| 0723 | Digital Arts III |
| 0721 | Drawing and Painting II |
| 0724 | Drawing and Painting III |
| 0714 | Pottery II |
| 0725 | Pottery III |
| 0719, 0720 | Foundations of Art and Design CE |
| 0705, 0706 | Mass Media Production |
| 0702 | Live Event Production Workshop |

**Family Consumer Science Courses** (page 77)

| | |
|---|---|
| 0501 | Clothing I |
| 0502 | Clothing II |
| 0503 | Clothing lll |
| 0515 | Housing and Interior Design I |
| 0516 | Housing and Interior Design II |

**Language Arts Courses** (page 37)

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

**Music Courses** (pages 80-84)

| | |
|---|---|
| 0727, 0728 | Concert Band |
| 0731, 0732 | Symphonic Band |
| 0741, 0742 | Wind Ensemble |
| 0743 | Instrumental Studio |
| 0777, 0778 | Varsity Treble Choir |
| 0775, 0776 | Varsity Tenor/Bass Choir |
| 0761, 0762 | Carillon Choir |
| 0773, 0774 | Concert Choir |
| 0771, 0772 | Chamber Choir |
| 0770 | College Choir CE |
| 0753 | Guitar Techniques CE |
| 0747, 0748 | Concert Orchestra |
| 0749, 0750 | Sinfonia Orchestra |
| 0751, 0752 | Philharmonic Orchestra |
| 0754 | Intro to Music Theory |
| 0755, 0756 | Music Theory CE |
| 0757 | Guitar Techniques |
| 0779 | Digital Music Production I |
| 0780 | Digital Music Production II |
| 0781 | Musical Theater |

**Technology Education Courses** (page 89)

| | |
|---|---|
| 0565 | Introduction to Photography |
| 0566 | Advanced Photography |

## Personal Finance Credit

In order to graduate, a student's high school coursework must include at least a half credit from the list of courses that meet the Personal Finance requirement. Watch for this symbol next to course descriptions throughout the catalog. It indicates that the course offers an opportunity to earn Personal Finance credit.

**Personal Finance Courses**

| | |
|---|---|
| 0013, 0014 | AP® Business with Personal Finance (page 85) |
| 0616 | Personal Finance (page 67) |
| 0012 | College and Career Financial Planning (page 85) |
| 0517 | Independent Living (page 79) |

# Academic Departments



## Art

All art courses fulfill the Fine Arts requirement.



| Level 1<br>Introduction | Level 2<br>Application | Level 3<br>Mastering |
|---|---|---|
| Video Production | Mass Media Production | Live Event Production Workshop |
| Digital Arts | Digital Arts II | Digital Arts III |
| Drawing | Drawing and Painting II | Drawing and Painting III |
| Painting | | |
| Pottery | Pottery II | Pottery III |
| Sculpture | | |
| College Credit Options: Foundations of Art and Design CE | | |



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. See page 25 for a full list of courses.

Course descriptions for Art can be found on pages 59 to 62 in the guide.

### 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 maintin 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 63 to 64 in the guide.

## 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<br><br>AP® Computer Science Principles | AP® Computer Science A<br>AP® Cybersecurity<br>AP® Networking | |
| Finance | Accounting I<br>Personal Finance | Accounting II | AP® Business with Personal Finance |
| Legal | Introduction to Personal Law | | |
| **Career/Internship Opportunities:** TriDistrict Careers in Computer Science and Information Technologies, TriDistrict Careers in Business and Entrepreneurship, Genesys Works, Student Technology Help Desk (see p. 67-73) | | | |

Course descriptions for Business can be found on pages 64 to 67 in the guide.

### Family Consumer Sciences

| Pathway | Level 1 | Level 2 | Level 3 |
|---|---|---|---|
| Fashion | Clothing I | Clothing II | Clothing III |
| Interior Design | Housing and Interior Design I | Housing and Interior Design II | |
| Restaurant and Food/ Beverage Service | Introduction to Foods - Nutrition and Cooking<br>Unified Introduction to Foods | Whole Foods and Nutrition Cooking<br>Culinary I | Culinary II |
| Education and Training | Child Psychology<br>CIS Exploring the Teaching Profession I | CIS Exploring the Teaching Profession II | |
| | **Elective Options:** Independent Living<br>**Career/Internship Opportunities:**<br>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<br>Varsity Tenor/Bass Choir | Concert Choir | Chamber Choir<br>Carillon Choir<br>College Choir CE |
| Band | Concert Band | Symphonic Band | Wind Ensemble |
| Orchestra | Concert Orchestra | Sinfonia Orchestra | Philharmonic Orchestra |
| Exploratory Music Courses | Guitar Techniques CE<br>Intro to Music Theory<br>Guitar Techniques<br>Digital Music Production I<br>Musical Theater<br>Instrumental Studio | Digital Music Production II | Music Theory CE |

Course descriptions for Music can be found on pages 80 to 84 in the guide.

# Academic Departments



## Technology Education

| Pathway | Level 1 | Level 2 | Level 3 |
|---|---|---|---|
| CADD | CADD | | |
| Automotive | Small Gas Engine Repair<br><br>Super Mileage Car Design I | Basic Auto Mechanics<br><br>Super Mileage Car Design II | |
| Construction | Woodworking I<br><br>Metals | Woodworking II | Woodworking III |
| Digital Arts | Printing Technology | | |
| Visual Arts | Introduction to Photography  | Advanced Photography  | |
| **Career/Internship Opportunities:**<br>TriDistrict CAPS Transportation and 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 87 to 89 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<br>Spanish IV CE | Spanish V<br>Spanish V CE |
| Spanish for Native Speakers | | | | |
| Beginning Ojibwe I CE | Beginning Ojibwe II CE | | | |
| Native Language Restoration I | Native Language Restoration II | | | |

Course descriptions for World Language can be found on pages 90 to 94 in the guide.

## 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 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 the 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. 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

**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 American literature. Course work continues to develop 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

**0181, 0182 – CIS INTRODUCTION TO LITERATURE**
Full Year - 1 credit - Grade 11

Prerequisites: To be eligible for this course, you must meet one requirement from the Academic Criteria list below AND one requirement from the Supplemental Criteria list.

**Academic Criteria (Choose ONE):**

- Class Rank: Achieve a class rank in the top 20%.
- English Course GPA: Maintain a 3.25 or better cumulative GPA in all previous high school English courses.

**Supplemental Criteria (Choose ONE):**

- Demonstrated Skill: Students show strong reading and writing abilities, as confirmed by 10th grade American Literature teacher.
- Demonstrated Passion: Students show a passion for reading and writing about literature, as confirmed by instructor approval.

**English/Language Arts - Continued**

This is a college level course, worth 4 college credits through the University of Minnesota. This course meets the MN Transfer curriculum for goal 1b.

This is a writing-intensive course that also meets the Literature Core requirement. From epic battles against monsters in legendary kingdoms to stories about characters in worlds similar to our own, literature engages us with the diverse perspectives and experiences that make up our communities and world. ENGL 1001W introduces students to ways of understanding and appreciating literature in English across cultures and historical periods. Throughout this course, we will develop skills to help us understand literature, especially the ability to read language closely (a skill valuable in many disciplines beyond literature). We will explore how writers use language and literary aspects, such as genre, voice, tone, symbol, motif, theme, imagery, narrative, and form. We also will learn how to write about literature, sharing our interpretations of how and why literary works have meaning for ourselves and others, while viewing them through critical cultural lenses, including ways to understand how gender, race, ethnicity, religions, and class can function in literary texts.

Weighted Grade, 1.2 Multiplier
Homework Guide = 3

## 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 – AP® 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 course focuses on college level reading and writing skills. Students engage with texts written in a variety of periods, disciplines, and rhetorical contexts. They work on becoming skilled writers who compose for a variety of purposes. Both the reading and writing should increase student awareness of the interactions among a writer's purpose, audience expectations, and subjects. Students should also increase awareness of the way conventions and 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 in any context. Students are encouraged to place emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing. In addition, students explore methods of academic and scholarly research. All students will write a research paper.

Weighted Grade, 1.2 Multiplier
Homework Guide = 3

# Course Descriptions

## 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 and informational text. 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

**English/Language Arts - Continued**

## Elective Options

**0113 – ACTING**
Semester - ½ credit -Grades 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 – Grades 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 - Grades 9-12

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 - Grades 9-12

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. 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

## 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 – AP® 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

**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

**0209, 0210 – AP® 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 historial 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

**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

**0239 – U.S. HISTORY TO 1877 CONCURRENT ENROLLMENT (CE)**
**0240 – U.S. HISTORY SINCE 1877 CONCURRENT ENROLLMENT (CE)**



Full Year - 2 credits - 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 first semester course is designed to provide an overview of America's political, social, economic, and cultural development from earliest colonization to 1877.

The second semester course is a survey of American History from the end of Reconstruction to the present with a special emphasis on political and social developments. Upon successfully completing each semester, students will earn 4 transferable college credits from Minnesota State University Mankato; which can be applied. Goal Area 5 or 7 with the Minnesota State Colleges and Universities System.

Note: Students must successfully complete both semesters of U.S. History (0239 and 0240) to meet MN State Standards and the graduation requirement.

Weighted Grade, 1.2 Multiplier
Homework Guide = 5

**Social Studies - Continued**

## 12th Grade Options

*Students in their senior year are required to take 1/2 credit in Economics (Economics, AP® Econ-Micro, or AP® 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 Southwest Minnesota State University 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 microeconomics that apply to the functions of the individual decision makers, both consumers and producers, within the large economic system. This course provides an introduction to supply and demand analysis; study of competition and monopoly power; resource allocation, pricing and the market system; business and labor regulation; and income distribution.

Weighted Grade, 1.2 multiplier
Homework Guide = 4



**0284 – MACROECONOMICS CONCURRENT ENROLLMENT (CE)**
Semester - ½ credit - Grade 12

Prerequisite: Application and acceptance to Southwest Minnesota State University 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

**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

**0291 – U.S. GOVERNMENT CE**
Semester - 1/2 credit- Grade 12



Prerequisites: Seniors with a 3.0 GPA or higher.

This course replaces AP Government. This is a college level course, worth 4 college credits through Minnesota State University-Mankato. This course meets the MN Transfer curriculum for goals 5 and 9.

This course introduces students to major topics, approaches, and methods in Political Science with an emphasis on comparative analysis. Topics will include: purpose and methods of comparison and classification, understanding political processes and public policy (what is politics; purpose of government; common policy challenges). Specifically, you will explore the following foundational concepts: sovereignty, authority, power, institutions, citizenship, society, the state, and political and economic change. In your comparative exploration of the Political Science discipline and contemporary issues, you will critically examine your own political values, experiences and behaviors.

Major Unit Highlights:
- U.S. Constitution/Federalism.
- Critical examination of contemporary U.S. domestic and foreign policy issues.

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 A 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-teachers 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 - Grades 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 - Grades 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.

Weighted Grade, 1.2 Multiplier
Homework Guide = 5

**0222 – SOCIOLOGY**
Semester - ½ credit - Grades 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

**0839, 0840 – ABSENT NARRATIVES: A COMPREHENSIVE STUDY OF MARGINALIZED VOICES IN HISTORY**
Semester - ½ credit - Grades 10-12
Prerequisite: Human Geography and Ethnic Studies

In this course, students will explore whose stories get told in history, whose get left out, and why it matters. Students will examine how race, ethnicity, nationality, gender, and sexuality have shaped historical events and the way those events are remembered. Through investigation and interpretation of primary sources and community voices, students will uncover the contributions, resilience, and leadership of people whose perspectives are often missing from the record. Students will reflect on their own place in this history, drawing on their own background and experiences, to build a fuller understanding of the world and the living history around us.

Homework Guide = 2

## Elective Options - Continued

**0299 – YOUTH LEADERSHIP**
Semester - ½ credit - Grades 11-12

(Offered 1st semester only)
Prerequisite: Application required. The application is available in the Guidance Office.
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

## 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 - Grades 7-12

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 - Grades 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 - Grades 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, transformations, linear regression, and formal reasoning. Homework Guide = 3

**0443, 0444 – PreAP® GEOMETRY**
Full Year - 1 credit - Grades 8 - 10

Prerequisites: Intermediate Algebra or equivalent. Guideline: "B+" or above OR teacher recommendation.

This rigorous, fast-paced year-long course extends all topics covered in Geometry and also includes data analysis, statistics, matrices, and financial literacy. It is designed to prepare students for PreAP® Algebra II with Trigonometry, AP® PreCalculus, and AP® Calculus.

**Major Unit Highlights:** Extends Geometry topics and includes **data analysis and statistics**. Includes matrices and financial literacy. Homework Guide = 3

## Mathematics - Continued

**0417, 0418 – CONCEPTUAL ALGEBRA II**
Full Year - 1 credit - Grades 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 - Grades 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 data analysis, logarithmic and exponential functions, matrices, and sequences.

Homework Guide = 3

**0423, 0424 – MATH FOR TRADES CE**
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 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.

Weighted Grade, 1.2 Multiplier
Homework Guide = 2

**0431, 0432 – PreAP® ALGEBRA II WITH TRIGONOMETRY**
Full Year - 1 credit - Grades 9-12

Prerequisite: A grade of "B+" or better in Intermediate Algebra and PreAP® Geometry and/or teacher recommendation.

In addition to extending most of the topics covered in the Algebra II course, this course will also include dividing polynomials, theorems about roots of polynomial equations, combining and simplifying rational expressions, solving rational and radical equations, logarithmic functions, trigonometry, functions in trigonometry, trigonometric identities and formulas. The required Algebra II standards not covered in this course were covered in PreAP® Geometry. **A TI-83 or TI-84 graphing calculator is suggested.**

Homework Guide = 4

## Mathematics - Continued

### 0461, 0462 – FUNCTIONS AND TRIGONOMETRY

Full Year - 1 credit - Grades 11-12

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 – Grades 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® PRE CALCULUS



Full Year - 1 credit - Grades 10 - 12

Prerequisite: PreAP® Algebra II with Trigonometry Guideline: "C+" in PreAP® 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

## Mathematics - Continued

### 0463, 0464 – AP® STATISTICS



Full Year - 1 credit - Grades 11-12

Prerequisite: Algebra II
Guideline: "B" or better in Algebra II, and/or "C" or better in PreAP® 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® Exam. **A TI-84 graphing calculator is required.**

Weighted Grade, 1.2 Multiplier.
Homework Guide = 4

### 0481, 0482 – AP® CALCULUS (AB)



Full Year - 1 credit - Grades 9-12

Prerequisite: PreAP® Algebra II with Trigonometry AND AP® Pre-Calculus
Guideline: "C" or better in PreAP® Algebra II w/ Trig AND a grade of "C+" or better in AP® 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® 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 – AP® CALCULUS (BC)



Full Year – 1 credit – Grades 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® 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

## 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.**

**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 A 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.

## 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 Science. 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 requirements.

### 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 - Grades 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 classroom lecture. This is a college level course in which college credit can be earned through taking the College Board AP® Exam.

Weighted Grade, 1.2 Multiplier
Homework Guide = 5

# Course Descriptions

**Science - Continued**

## 10th grade Options

**0303, 0304 – BIOLOGY**
Full Year - 1 credit - Grades 10-12

Prerequisite: Earth and Space Science (full year)

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

Homework Guide = 3

**0361, 0362 – AP® BIOLOGY**
Full Year - 1 credit - Grades 10-12

Prerequisite: AP® Environmental Science 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 AP® 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® 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® 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: Earth and Space Science and Biology. Students who plan on a science-related career should take Chemistry.

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

**Science - Continued**

**0311, 0312 – CHEMISTRY**
Full Year - 1 credit - Grades 11-12

Prerequisite: Intermediate Algebra or higher and Earth and Space Science, 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 – AP® CHEMISTRY**
Full Year - 1 credit – Grades 11-12

Prerequisite: Chemistry or AP® Environmental Science

The course will prepare students for the College Board's AP® 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® Exam.

Weighted Grade, 1.2 Multiplier
Homework Guide = 5

**0331, 0332 – FOUNDATIONS IN PHYSICS**
Full Year - 1 credit - Grades 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 - Grades 11-12

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

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 – Grades 11-12

Prerequisite: Algebra ll 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 Mechanics C.

Weighted Grade, 1.2 Multiplier
Homework Guide = 4

**0319, 0320 – AP® PHYSICS MECHANICS C**
Full Year – 1 credit – Grades 11-12

Prerequisite OR Concurrent Enrollment: AP® 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® 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® Exam.

Weighted Grade, 1.2 Multiplier
Homework Guide = 5

**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.

**Science - Continued**

**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 - Grades 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 main systems of the body. Students should have earned a B+ or better average in general biology or general chemistry.

Homework Guide = 4

**0353, 0354 – SCIENTIFIC RESEARCH AND DESIGN**
Full Year - 1 credit - Grades 9-12

This course teaches 21st-century skills critical for students considering careers in science, engineering, medical, and technology fields. Students learn how to conduct research, interpret scientific publications, implement the engineering cycle, and design and carry out experiments, culminating in presenting research at the Twin Cities Regional International Science and Engineering Fair.

**Major Unit Highlights:**
- **Fundamentals of Scientific Research**, including how to do research using journals and catalogs, and reading/interpreting scientific publications.
- **Experimental Design and Conducting Experiments**, with students designing and carrying out an experiment for the International Science and Engineering Fair.

**Costs**: Science fair registration fee of $20 per student per project and $20 per scientific paper submitted per student (total $40).

Homework Guide = 3

## Physical Education and Health

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

**1019 – INTRODUCTION TO RECREATIONAL SPORTS AND 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 and 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 - Grades 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 and 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

## Physical Education and Health - Continued

**1031 – STRENGTH AND SPEED I**
Semester - ½ Credit - Grades 9-12 l Prerequisite: Must have successfully completed a Tier 1 course
This is a Tier 2 course in the Strength and Speed 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 l 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 AND SPEED II**
Semester - ½ Credit - Grades 10-12 l 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 AND SPEED III**
Semester - ½ Credit - Grades 11-12 l Prerequisite - Strength and Speed 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 SPEED IV**
Semester - ½ Credit - Grades 11-12 l Prerequisite - Strength and Speed 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.
Homework Guide = 0

**1027 – WALKING/JOGGING 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.
Weighted Grade, 1.2 Multiplier. Homework Guide = 1

## Physical Education and Health - Continued

### 1035 – STRENGTH AND SPEED V: INTRODUCTION TO STRENGTH COACHING

Semester - ½ Credit - Grades 11-12 l Prerequisite - Strength and Speed IV

This course will continue to support our athletes' development of high-level strength and speed 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 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.

Weighted Grade, 1.2 Multiplier
Homework Guide = 0

### 1036 – SPORTS LEADERSHIP

Semester - ½ Credit - Grades 11-12 l 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

### 1040 – EMPOWERED STRENGTH AND SPEED

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 speed, 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 Speed 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

**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.

Weighted Grade, 1.2 Multiplier
Homework Guide = 3

## Art

All art classes meet the Art requirement for graduation.

**0716 – DIGITAL ARTS**
Semester – ½ credit – Grades 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.
Homework Guide = 0.5

**0701 – VIDEO PRODUCTION**
Semester – ½ credit – Grades 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. 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.
Homework Guide = 0.5

**0705, 0706 – MASS MEDIA PRODUCTION**
Full Year - 1 credit - Grades 10 - 12
Prerequisite: One or more of the following: A grade of "C" or higher in Video Production, Digital Art, Advanced Photo, Yearbook

Do you enjoy creating digital content for social media apps? 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 Production course is a perfect fit for you.

As a member of the Mass Media Production 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

Each of your projects that are created will have an audience in mind, whether that is through live-streaming of 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

# Course Descriptions

**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.
Homework Guide = 1

**0707 – DRAWING**
Semester - ½ credit - Grades 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. 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.
Homework Guide: 0.5

**0708 – PAINTING**
Semester - ½ credit - Grades 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 - Grades 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

## Art - Continued

### 0703 – SCULPTURE



Semester - ½ credit - Grades 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 – DIGITAL ARTS II



Semester – ½ credit – Grades 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 – DRAWING AND PAINTING II



Semester - ½ credit - Grades 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 – POTTERY II



Semester - ½ credit - Grade 10-12
Prerequisite: A grade of "C" or higher in Pottery
This class is designed to allow advanced pottery 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 – DIGITAL ARTS III



Semester - ½ credit - Grade 10-12
Prerequisite: A grade of "C" or higher in 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 – DRAWING AND PAINTING III**
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 – POTTERY III**
Semester - ½ credit - Grade 10-12
Prerequisite: 3D Studio Art I
This advanced studio course is for the pottery and sculpure 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 couse is designed for a high-degree of independene and choice. **Course materials fee of $20.**
Homework Guide = 2

**0726 – FOUNDATIONS OF ART AND DESIGN CE**
Semester - ½ credit - Grade 11-12
Prerequisites: Drawing and Painting II

In this course students will explore the visual elements and the organizing principles of design in a 2-D context. Various media will be used in studio assignments that investigate concepts covered in lectures and readings. A vocabulary will be established that will enable students to discuss their works in a group setting. The College Now version of this art course helps students with creative thinking skills, expressive abilities, and self-management needed in the college setting.

Weighted Grade, 1.2 Multiplier

Homework Guide = 2

# 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 and 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.

### 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.

Weighted Grade, 1.2 Multiplier
Homework Guide = 2

## Business and Computer Science

### Business Management

**0615 – BUSINESS AND ENTREPRENEURSHIP**
Semester – ½ credit – Grades 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 - Grades 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

**Business and Computer Science - Continued**

## Computer Science

### 0453 – INTRODUCTION TO COMPUTER SCIENCE

Semester - ½ credit - Grades 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 (3 elective) - 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® Computer Science. Students will also be able to earn their A+ certification. The A+ credential is an industry recognized certificate required for most entry level IT roles.

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.

Weighted Grade, 1.2 Multiplier
Homework Guide = 2

### 0457, 0458 – AP® COMPUTER SCIENCE PRINCIPLES



Full Year - 1 credit - Grades 9-12

As an 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.

Weighted Grade, 1.2 Multiplier
Homework Guide = 1

**Business and Computer Science - Continued**

**0459, 0460 – AP® COMPUTER SCIENCE A**
Full Year - 1 credit - Grades 10-12
AP® Computer Science A is an advanced placement course that trains students in object-oriented programming at a level aligned with a standard first-year collegiate computer science course. Using the Java programming language, students learn fundamental concepts including problem-solving, algorithm development, data structures, and code design across object-oriented principles, control structures, and array manipulations. Core skills include; Analyzing Code, Designing and Writing Code, and Testing Code. No prior computer science experience is required, though strong foundational algebra skills are recommended. Students should be motivated to work both individually and collaboratively on college-level programming projects.
Weighted Grade, 1.2 Multiplier
Homework Guide = 1

**0469, 0470 – AP® NETWORKING**
Full Year - 1 credit - Grades 10-12
AP® Networking is a hands-on Information Technology (IT) course that teaches students how computer hardware, routers, switches, and internet systems connect and communicate, focusing on tech infrastructure. Aligned with standard first-year college computer networking courses, students learn to build, configure, secure, and troubleshoot computer networks of increasing scale using real-world hardware and simulation software. Throughout the course, students manage the physical and digital architecture that powers modern technology, from local Wi-Fi networks and corporate setups to online gaming servers, streaming platforms, and cloud infrastructure. No prior computer science or coding experience is required; students simply need the motivation to work both individually and in teams on real-world, college-level tech projects.

In addition to potential college credit, students who earn a qualifying score (3 or higher) on the AP® Networking Exam are provided with free access to professional industry training materials and exam vouchers, which include:
- **CompTIA Network+ Exam Voucher:** A free voucher covering the full cost (valued at up to $350) to take the industry-recognized CompTIA Network+ certification exam.
- **Included Prep Materials:** Full access to TestOut Network Pro training software alongside official CompTIA exam prep tools (such as CertMaster).

Weighted Grade, 1.2 Multiplier
Homework Guide = 1

**0467, 0468 – AP® CYBERSECURITY**
Full Year - 1 credit - Grades 10-12
AP® Cybersecurity trains students in the cybersecurity field at a level aligned with standard first-year college courses. Students learn defense-in-depth strategies to analyze risk, mitigate vulnerabilities, and detect threats across computer networks, devices, applications, physical spaces, and data. These three core skills spiral through all five units of the course. No prior computer science experience is required; students simply need the motivation to work both individually and in teams on real-world, college-level projects.

In addition to potential college credit, students who earn a qualifying score (3 or higher) on the AP® Cybersecurity Exam are provided with free access to professional industry training materials and exam vouchers, which include:
- **CompTIA Security+ Exam Voucher:** A free voucher covering the cost to take the industry-recognized CompTIA Security+ (SY0-701) certification exam.
- **Included Prep Materials:** Full access to TestOut Security Pro training software alongside official CompTIA exam prep tools.

Weighted Grade, 1.2 Multiplier
Homework Guide = 1

**Business and Computer Science - Continued**

## Finance



**0616 – PERSONAL FINANCE**
Semester – ½ credit – Grades 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 - Grades 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.

## Career and Internship Experiences - Continued

**The TriDistrict CAPS Program and 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 and Entrepreneurship programs. 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.

**4013, 4014 – TRIDISTRICT - CAPS HEALTHCARE AND MEDICINE**

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

Location: South St. Paul Community Learning Center; Meets Periods 5-7

Prerequisite – None. Application required.

The TriDistrict Healthcare Careers course fully immerses students through collaboration with a number of partners, giving students in-depth and authentic access to real world experiences in the diverse field of healthcare. Collaborating 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!

Homework Guide = 2

**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 Inver Hills Community College enrollment requirements. Application and acceptance to IHCC.

This two period course, with concurrent enrollment through Inver HillsCommunity 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

**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.

**4015, 4016 – TRIDISTRICT - CAPS TRANSPORTATION AND SKILLED TRADES**

Full Year – 3 credits (2 elective credits, 1 English credit) – Grades 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 and Skilled Trades program connects 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 and 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.

Homework Guide = 2

**Career and Internship Experiences - Continued**

**4019, 4020 – TRIDISTRICT - CAPS BUSINESS AND ENTREPRENEURSHIP**
Full Year – 3 credits (2 elective credits , 1 credit English) – Grades 11-12
Location: Evolve Workplace, West St. Paul
Prerequisite: None. Application required.

TriDistrict CAPS Business and 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 and 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!

Weighted Grade, 1.2 Multiplier
Homework Guide = 2

**4021, 4022 – TRIDISTRICT - CAPS COMPUTER SCIENCE AND INFORMATION TECHNOLOGY**
Full Year – 3 credits (3 elective) – 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® Computer Science Principles. Students will also be able to earn an Tech+ certification. The Tech+ certification is an industry recognized certificate required for most entry level IT roles.

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.

Weighted Grade, 1.2 Multiplier
Homework Guide = 2

**Career and Internship Experiences - Continued**

**0011 – STUDENT TECHNOLOGY HELP DESK**
Semester – ½ credit – Grades 10-12

Prerequisites: Instructor approval (due to 2-3 spots per hour). One year as a member of the Tech Warrior Club or a Computer Science Course completed.

This semester course will introduce students to the world of Information Technology (IT). Students will engage in lessons and hands-on IT work at the Student Technology Help Desk. They will learn to help students and staff with their technology issues ranging from resetting chromebooks to problems with printers and classroom tech. Over the semester students will learn how to diagnose and repair damaged chromebooks through training with teachers and other students. Students will also have access to professional certifications that can open career pathways in the technology industry, which will include but are not limited to; COMPTIA Tech+, Google Help Desk IT Certification, and AV Technologist Certificate.

**Major Unit Highlights:**
Introduction to the Repair Environment and Daily Shift Procedures.
Help Desk Functions, including providing support, learning basic hardware/software troubleshooting, and intaking damaged devices into a ticketing system.

Homework Guide = 2

**4023, 4024 – TRIDISTRICT CAPS: NATURAL RESOURCES, SUSTAINABILITY, AND FOOD SYSTEMS**
Full year - 3 credits (1 credit Chemistry, 2 credits elective) - Grades 11-12
Location: Dodge Nature Center
Prerequisite: None. Application Required
This exciting interdisciplinary course dives into the world where food systems, sustainability, natural resources, and chemistry collide. Co-taught by a chemistry and agriculture teacher, the course explores the science behind growing food, managing natural resources responsibly, and building resilient communities—through the lens of soil, air, and water chemistry. Through hands-on labs, real-world projects, and field-based learning, students will investigate plant growth, soil health, sustainable natural resource management and agricultural practices, and the impact of agriculture on ecosystems. Emphasizing the importance of renewable resources, biodiversity, and conservation, students will apply chemical principles to explore food science, soil analysis, and responsible environmental stewardship—ultimately becoming changemakers equipped to tackle real-world challenges in their local food systems and natural spaces.

In the second semester, students will engage in an in-depth internship, volunteer placement, or service-learning opportunity with local and regional community partners. These experiences are designed to connect students' classroom learning to meaningful, real-world work while supporting career exploration in fields such as environmental science, agriculture, food systems, and sustainability. Through mentorship, reflective practice, and applied fieldwork, students will deepen their understanding of course content while developing critical thinking, collaboration, and problem-solving skills. By the end of the course, students will not only gain a holistic understanding of the interconnectedness between agriculture, chemistry, and the environment, but also emerge as informed citizens prepared to make responsible choices about food, resources, and their impact on the world.

Homework Guide = 2

**Career and Internship Experiences - Continued**

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

Full Year – 1 elective High School credit, 6 University of Minnesota credits – Grades 11-12
Location: Two Rivers High School
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.

Weighted Grade, 1.2 Multiplier
Homework Guide = 2

### 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 and 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.

Weighted Grade, 1.2 Multiplier

**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
Grades 10-12
Prerequisite if seeking college credit: Application and acceptance to Dakota County Technical College

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 careers 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, eligible students may earn 1 concurrent enrollment college credit at Dakota County Technical College.

Weighted Grade: 1.2 Multiplier only if seeking college credit
Homework Guide = 2

**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, financial strategies, connecting with local businesses, and industry tours. There is also an emphasis on industry standard certifications including (but not limited to) OSHA 10.

**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.*

Work-based learning field experience provides students with opportunities to apply the skills and knowledge within a professional work environment during the school day. 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.

**1109 – TWO RIVERS SCHOOL STORE: RETAIL OPERATIONS**
Semester - 1/2 credit - Grades 11, 12

This semester-long work-based learning-style course, is designed to provide students with hands-on experience in the fundamentals of retail management through the operation of a school store. Through a combination of classroom instruction and practical application, students will gain valuable insights into the day-to-day operations of a retail environment. Students will engage in product development, market research, branding/creativity, marketing, promotion/sales, and inventory management. There will also be a significant focus on financial literacy as it relates to running a business.
Homework Guide = 0

## Career and Internship Experiences - Continued

**0947 – INDEPENDENT LIVING SKILLS: MEAL PREPERATION**
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 AND 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: Work-Based Learning

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.**

## 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 estalish 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 wo 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**

**7059 – COLLEGE SUCCESS STRATEGIES FOR ENGLISH LEARNERS CE**

Semester - 0.5 credit - Grades 11 and 12
Prerequisites: Juniors and seniors with a 2.0 GPA or higher and an EL student in level 5 or higher
Concurrent Enrollment through Inver Hills Community College

This course is designed to support students, particularly our English learners, in successfully making their transition to college. This course provides a supportive environment for the critical transition for students. Topics 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. This course fulfills the FYE (first year experience) requirement for Goal 2 of the MnTC.

Weighted Grade, 1.2 Multiplier
Homework Guide = 2

**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 approached 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 A SECOND LANGUAGE: SHELTERED CLASSES: 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**

Full Year - No Credit - Grades 9-12

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.

Homework Guide = 0

# Course Descriptions

**Family Consumer Sciences**

## Fashion

**0501 – CLOTHING I**
Semester - ½ credit - Grades 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 - Grades 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, redesigning 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 and 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 AND INTERIOR DESIGN I**
Semester - ½ credit - Grades 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 AND INTERIOR DESIGN II**
Semester - ½ credit - Grades 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

**Family Consumer Sciences - Continued**

## Restaurant, Food, and Beverage Service

**0511 – INTRODUCTION TO FOODS - NUTRITION AND COOKING**
Semester – ½ credit – Grades 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 food safety certification from the National Restaurant Association and Culinary 1 certification from YouScience.
Material fee of $20 l 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 Cerification from YouScience.
Material fee of $20 l Homework Guide = 1

**0512 – WHOLE FOODS AND NUTRITION COOKING**
Semester – ½ credit – Grades 10-12
Prerequisite: Introduction to Food - Nutrition and 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 and Wellness Certification from YouScience.

Material fee $20 l Homework Guide = 1

**0505, 0506 – CULINARY I**
Full Year – 1 credit – Grades 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 l Homework Guide = 2

**Family Consumer Sciences - Continued**

**0507, 0508 – CULINARY II**
Full Year – 1 credit – Grades 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 l Homework Guide = 2

## Education

**0521 – CHILD PSYCHOLOGY**
Semester – ½ credit – Grades 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

**0517 – INDEPENDENT LIVING**
Semester - ½ credit - Grades 11-12



Prerequisites: None

This course is intended for any student, whatever their post-high school plans are, as it 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, exploring the FAFSA and other tasks and costs associated with college admissions, paycheck analysis, state and federal income taxes, consumer rights, roommate compatibility, renting an apartment, purchasing a vehicle, credit card usage, budgeting, insurance and investments. Meets state financial literacy requirement. An opportunity to earn nationally accredited certification in General Financial Literacy.

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 - Grades 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

## 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 – Grades 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 – Grades 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 - Grades 10-12
Students must register for both semesters.
Prerequisite: Instructor approval required.

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 - Grades 10-12
Students must register for both semesters.
Prerequisite: Instructor approval required.

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

**Music - Continued**

**0770 – COLLEGE CHOIR CE**
Semester 1 - ½ credit - Grade 12
**0772 - CHAMBER CHOIR**
Semester 2 - ½ credit - Grade 12
Seniors enrolled in Chamber Choir are eligible to participate in the Concurrent Enrollment (CE) option through IHCC (MUSC 1105) during the first semester and can earn up to 2 college credits. Students MUST also register for Chamber Choir, course number 0772 for second semester.
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 with an emphasis on healthy vocal production. This ensemble maintains a very active schedule with performances in school concerts and other community events.
Weighted Grade, 1.2 Multiplier | Homework Guide = 1

**0781 – MUSICAL THEATER**
Semester - ½ credit - Grades 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. Homework Guide = 1.5

## 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).

**0747, 0748 – CONCERT ORCHESTRA**
Full Year - 1 credit - Grade 9
Students must register for both semesters,
Prerequisite: Previous work in orchestra or teacher recommendation
This course is open to all 9th graders who play a stringed instrument sufficiently well to be able to play orchestral literature. Students will study and perform the literature for string ensemble, study the structure of music and perform the literature for string ensemble, study the structure of music composition, improve their playing techniques, and listen to selected musical styles and composers. Students may be placed in chamber groups (trios/quartets/quintets) to support independent learning. Each student is expected to practice at a minimum of 2 1/2 hours weekly, outside of regular rehearsals. Homework Guide = 2.5

**0749, 0750 – SINFONIA ORCHESTRA**
Full Year - 1 credit - Grades 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

# Course Descriptions

**Music - Continued**

**0751, 0752 – PHILHARMONIC ORCHESTRA**

Full Year - 1 credit - Grades 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 indepdent 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

## Music Theory

**0753 – GUITAR TECHNIQUES CE**
Semester – ½ credit – Grades 10-12

Prerequisite: Application and acceptance to Inver Hills Community College and 2.0 GPA
Guitar Techniques CE 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.
Weight Grade Multiplier, 1.2

Homework Guide = 2.5

**0757 – GUITAR TECHNIQUES**
Semester – ½ credit – Grades 9-12

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.

**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 CE.

Homework Guide = 2

# Course Descriptions

**Music - Continued**

**0755, 0756 – MUSIC THEORY CE**
Full Year - 1 credit - Grades 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

**0779 – DIGITAL MUSIC PRODUCTION I**
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.

Homework Guide = 0

**0780 – DIGITAL MUSIC PRODUCTION II**
Semester - ½ Credit
Grades 9 - 12
Prerequisite: Digital Music Production I
The focus for students in Music Production II is on creating more polished and complete musical compositions. Students delve deeper into the capabilities of Logic, exploring the use of various audio plug-ins and mixing/mastering techniques in order to create the sounds their individual projects require. Students in this class work much more independently, and often incorporate live recording (vocals, piano, guitar, etc) into their music.

Homework Guide = 0

## Non-Departmental

### 0009 – PUBLIC SPEAKING CE

Semester - 1/2 credit - Grades 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.

Weighted Grade, 1.2 Multiplier
Homework Guide = 2.5

### 0013, 0014 – AP® BUSINESS WITH PERSONAL FINANCE

Full Year - 1 credit - Grades 11, 12
Prerequisites: None

AP® Business with Personal Finance is a yearlong course. It is part of the new AP® Career Kickstart™ program. This course is designed to fulfill the National Standards for Personal Financial Education and will introduce students to the fields of entrepreneurship, marketing, finance, accounting, and management. This content will be delivered through real-world business application, case studies, and project based learning. The course aims to teach workforce-ready skills that prepare students for success in a range of careers and various workplaces, such as small local businesses, the financial industry, a family farm, large corporations, or nonprofits. Regardless of the career path a student pursues, the required project-based work and assessments are intended to ensure they gain fundamental business knowledge, decision-making skills, and in-depth learning of personal finance standards. Students also have the opportunity to earn college credits accepted by thousands of universities and potentially an employer-endorsed credential, signaling skills valued by employers.

Weighted Grade, 1.2 Multiplier
Homework Guide = 4

### 0012 – COLLEGE AND CAREER FINANCIAL PLANNING

Semester - 1/2 credit - Grades 11, 12
Prerequisites: Seniors with a 3.0 GPA or higher.

College and Career Financial Planning is a course designed to get students ready for the financial realities of life after high school. Whether students are heading to college, straight into a career, or living on their own, they will learn how their emotions affect their money decisions, explore different ways to earn income, understand how banks and credit work, and learn to manage debt and risks. The course will cover essential topics including budgeting and investing, navigating student loans, and building good credit. Content will be delivered using real-world examples, simulations, and guest speakers to make it relatable and practical. Students will gain hands-on experience with tools for budgeting, investment strategies, and practicing credit score building, enabling them to confidently handle finances and make smart choices for their future. This course addresses key areas including financial psychology, earning and income, financial systems, credit and debt management, risk management, and budgeting and investing.

Homework Guide = 1

# Course Descriptions

**Non-Departmental - Continued**

**0021, 0022 – QUIET STUDY HALL**
Semester - No credit - Grades 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 - Grades 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.

**0951, 0952 – INDIVIDUAL INSTRUCTION**
Full Year - 1 credit - Grades 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. **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 - Grades 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 - Grades 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.

## Technology Education

### CADD Pathways

**0543 – COMPUTER AIDED DESIGN / DRAFTING (CADD)**
Semester - ½ credit - Grades 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.

Homework Guide = 0

### Automotive

**0557 – SMALL GAS ENGINE REPAIR**
Semester – ½ credit – Grades 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 = 0

**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 = 0

**0556 – SUPER MILEAGE CAR DESIGN I**
Semester – ½ credit – Grades 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 = 0

**0558 – SUPER MILEAGE CAR DESIGN II**
Semester – ½ credit – Grades 10-12 l 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 = 0

**Technology Education - Continued**

## Construction

**0574 – WOODWORKING I**
Semester – ½ credit – Grades 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 = 0

**0575 – WOODWORKING II**
Semester – ½ credit – Grades 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 = 0

**0576 – WOODWORKING III**
Semester – ½ credit – Grades 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 = 0

**0551 – METALS**
Semester – ½ credit – Grades 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 = 0

## Visual and Digital Art

**0565 – INTRODUCTION TO PHOTOGRAPHY**
Semester - ½ credit - Grades 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 the semester. Students will learn to use Film and Digital cameras.

Material fee of $10
Homework Guide = 0

**0566 – ADVANCED PHOTOGRAPHY**
Semester - ½ credit - Grades 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 Photoshop. 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 = 0

**0561 – PRINTING TECHNOLOGY**
Semester - ½ credit - Grades 9-12

Printing Technology is designed to provide the student with a basic overall understanding of the printing industry and allied fields. Coursework in the Printing Technology program incorporates practical hands-on practice and classroom lectures. Students will be introduced to desktop publishing software such as (Indesign) and editing software (Photoshop). Students will take projects such as logos, stationary, brochures, buttons, T-shirts, etc. from inception through final production. T-shirt presses are also part of the learning process where students produce their own shirts with personalized logos.

Homework Guide = 0

## 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.

### Ojibwe

**0837 – BEGINNING OJIBWE I CE**
**0838 – BEGINNING OJIBWE II CE**

Full Year - 1 credit - Grades 11-12

Prerequisites: Students must meet specific academic requirements that vary by grade level. Seniors can qualify by ranking in the top 50% of their class, having a cumulative GPA of at least 3.0, or achieving a composite ACT score of 21 or higher with a 2.7 GPA. Juniors must meet a higher standard by ranking in the top 33%, holding a cumulative GPA of at least 3.3, or scoring a 24 or higher on the ACT with a 2.7 GPA.

**Important Note:** This course is likely to be a traditional PSEO course, not taught by a Two Rivers High School teacher, that meets synchronously online four days a week, and has one day of asynchronous work and application time.

This is a college level course, worth 4 college credits each through Mankato State University and required an PSEO enrollment as stated in the prerequisites. This course meets the MN Transfer curriculum for both goals 7A and 8. This course offers college-level instruction in Beginning Ojibwe, designed for 11th and 12th-grade students. Both courses are an introduction to the basic skills of listening, speaking, reading and writing in the Ojibwe language as well as non-linguistic aspects of cultural background and history. Weighted Grade, 1.2 Multiplier l Homework Guide = 4

**0839, 0840 – NATIVE LANGUAGE RESTORATION I CE AND NATIVE LANGUAGE RESTORATION II CE**

Full Year - 1 credit - Grades 11, 12
Prerequisites: GPA 2.0 or higher.
This two-semester sequence focuses on Indigenous language acquisition, offering instruction in Dakota, Ojibwe, or a combination of both, using cultural history and traditional practices as the primary tools for learning. Designed to build functional language skills through rich cultural context, the sequence connects vocabulary and grammar directly to lived traditions across a full academic year:

- **Semester 1: AIS 112 Native American Perspectives** (4 credits through South Central College) Builds core language skills in Dakota and/or Ojibwe through Indigenous storytelling, literature, and historical narratives.
- **Semester 2: AIS 130 Indigenous Cuisine** (3 credits through South Central College) Expands conversational fluency through hands-on food traditions, culinary vocabulary, and everyday language practice.

Weekly instruction blends guided language lessons, interactive digital tools, and cultural activities where students actively practice Dakota, Ojibwe, or both in context. By the end of the two course sequence, students will build foundational conversational fluency, learn to express everyday and historical events in their chosen target language, and gain a deep appreciation for the culture that shapes it.

Weighted Grade, 1.2 Multiplier
Homework Guide = 2

**World Languages - Continued**

## French

**0801, 0802 – FRENCH I**
Full Year - 1 credit - Grades 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 - Grades 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 - Grades 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

**0807, 0808 – FRENCH IV / COLLEGE IN THE SCHOOLS (CIS)**
Full Year - 1 credit - Grades 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 - Grades 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 l Homework Guide = 2

## German

**0811, 0812 – GERMAN I**
Full Year - 1 credit - Grades 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 - Grades 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 - Grades 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 l Homework Guide = 1

**0817, 0818 – GERMAN IV / COLLEGE IN THE SCHOOLS (CIS)**
Full Year - 1 credit - Grades 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 l Homework Guide = 1

**World Languages Continued**

## Spanish

**0821, 0822 – SPANISH I**
Full Year - 1 credit - Grades 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 - Grades 9-12

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 - Grades 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 - Grades 9-12

Prerequisite: Spanish II or equivalent
Students are expected to use Spanish as much as possible as the instructor increasingly 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 are exposed to music from the Spanish speaking world, write compositions, and create/perform skits. Emphasis is placed on literature throughout the year by reading short stories and a novel, as well as articles on current and cultural events.

Homework Guide = 1

# Course Descriptions

## Spanish - Continued

**0827, 0828 – SPANISH IV**
Full Year - 1 credit - Grades 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 CE**
Full Year - 1 credit - Grades 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 recommedation 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 - Grades 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 CE**
Full Year – 1 credit – Grades 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

# College Readiness

## 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 Earth 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 Readiness

## College Admission Guidelines

<table>
<tr><th>Requirement</th><th>Community and Technical College</th><th>Moderately Selective College</th><th>Selective College</th><th>Very Selective College</th><th>Extremely Selective College</th></tr>
<tr><td></td><td>e.g., Inver Hills, Century, Dakota Technical</td><td>e.g., Bethel, MN State Universities, NDSU, UMD, UND</td><td>e.g., Gustavus, Beloit, UW-LaCrosse, Hamline, UW-Eau Claire, St. Thomas</td><td>e.g., U of M - Twin Cities, St. Olaf, Lawrence, UW-Madison</td><td>e.g., Harvard, Stanford, Amherst, Pomona, Carleton</td></tr>
<tr><td>Rigorous Courses</td><td>No specific coursework required</td><td>Some Honors/ AP® coursework helpful</td><td>Honors/AP® coursework helpful</td><td>Honors/AP® coursework highly recommended</td><td>Honors/AP® coursework required</td></tr>
<tr><td>English</td><td rowspan="6">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.</td><td colspan="4">4 years</td></tr>
<tr><td>Math</td><td>3 years including Intermediate Algebra, Geometry and Algebra II</td><td>4 years including Intermediate Algebra, Geometry and Algebra II</td><td>4 years including Intermediate Algebra, Geometry and Algebra II</td><td>4 years including Intermediate Algebra, Geometry and Algebra II</td></tr>
<tr><td>Science</td><td colspan="2">3 years including Biology and Physical Science with lab experience</td><td colspan="2">4 years including Biology and Physical Science with lab experience</td></tr>
<tr><td>Social Studies</td><td>3 years</td><td>3-4 years</td><td>4 years</td><td>4 years</td></tr>
<tr><td>Second Language</td><td>2 years</td><td>2-4 years</td><td>4-5 years</td><td>4-5 years</td></tr>
<tr><td>Fine Arts</td><td colspan="2">No Requirement</td><td>No Requirement</td><td>Some require 1 year</td><td>Some require 1 year</td></tr>
<tr><td>Activities</td><td></td><td></td><td>Involvement in extra-curricular activities</td><td>Active involvement in extra-curricular activities</td><td>Leadership in extra-curricular activities, community service</td></tr>
<tr><td>College Assessment</td><td>Testing provided by the college</td><td>ACT composite 21 or higher</td><td>ACT composite 23 or higher</td><td>ACT composite 26 or higher</td><td>ACT composite 30 or higher possibly required SAT Subject Tests</td></tr>
<tr><td>Grades or Class Rank</td><td>No specific rank or GPA</td><td>Preferred class rank in top 50%</td><td>Class rank in top 50%</td><td>Class rank in top 20%</td><td>Class rank in top 10%</td></tr>
</table>

# College Readiness

## 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 (AP®)** 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 AP® 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 and deadlines are 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®) | AP® Biology<br>AP® Business w/ Personal Finance<br>AP® Calculus AB<br>AP® Calculus BC<br>AP® Chemistry<br>AP® Computer Science A<br>AP® Computer Science Principles<br>AP® Cybersecurity<br>AP® Environmental Science<br>AP® Human Geography<br>AP® Language Composition<br>AP® Networking<br>AP® Physics - Mechanics<br>AP® Pre Calculus<br>AP® Statistics<br>AP® World History | 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:<br>https://apstudents.collegeboard.org/getting-credit-placement/search-policies |

# College Readiness

| Type of Course | Courses Offered | Students accepted into and successfully completing this course will earn*: |
|---|---|---|
| College in the Schools | French IV<br>French V<br>German III<br>German IV<br>Physics Inquiry<br>Introduction to Physics<br>College Algebra through Modeling<br>Exploring the Teaching Profession<br>CIS Pyschology<br>CIS Introduction to Literature | 5 U of M Semester Credits (FREN 1003)<br>5 U of M Semester Credits (FREN 1004)<br>5 U of M Semester Credits (GER 1003)<br>5 U of M Semester Credits (GER 1004)<br>4 U of M Semester Credits (CI 1563)<br>4 U of M Semester Credits (PHYS 1101W)<br>3 U of M Semester Credits (CI 1806)<br>2 U of M Semester Credits (CI 3901)<br>4 U of M Semester Credits (PSY 1001)<br>4 U of M Semester Credits (ENGL 1001W)<br><br>*Applies to College in Schools and Concurrent Enrollment (CE) |
| Concurrent Enrollment | AVID 12 College Success Strategies CE | 2 MNSCU College Credits through Inver Hills Community College for INTS 1101 |
| | Certified Nursing Assistant | 5 MNSCU college credits through Inver Hills Community College for NURA 1001 |
| | College Health CE | 3 MNSCU college credits through Inver Hills Community College for HLTH 1120 |
| | Guitar Techniques CE | 2 MNSCU college credits through Inver Hills Community College for MUSC 1133 |
| | Macroeconomics CE | 3 MNSCU college credits through Southwest State for ECON 1105 |
| | Math for Trades CE | 6 MNSCU college credits through Dakota County Technical College (DCTC) for MATS 1000 and MATS 1205 (3 credits each) |
| | Microeconomics CE | 3 MNSCU college credits through Southwest State for ECON 1106 |
| | Music Theory CE | 4 MNSCU college credits through Inver Hills Community College for MUSC 1111 and MUSC 1112 |
| | Spanish IV CE<br>Spanish V CE | 4 MNSCU college credits through MN State University, Mankato for each course SPAN 201 and 202 (4 credits each) |
| | Weight Training CE | 2 MNSCU college credits through Inver Hills Community College for PHED 1109 |
| | Work-Based Learning Seminar CE | 1 MNSCU college credit through Dakota County Community College for INTS 1010 |

# College Readiness

| Type of Course | Courses Offered | Students accepted into and successfully completing this course will earn*: |
|---|---|---|
| Concurrent Enrollment Continued | Beginning Ojibwe I CE<br>Beginning Ojibwe II CE | 4 MNSCU college credits per class through Mankato State. (AIS 112, AIS 113) |
| | College Choir CE | 2 college credits through Inver Hills Community College for MUSC 1105 |
| | College Success for Strategies for English Learners CE | 2 MNSCU college credits through Inver Hills Community College (INTS 1101) |
| | Foundations for Art and Design CE | 3 MNSCU college credits through Southwest MN State University for ART 102 |
| | Native Language Restoration I CE<br>Native Language Restoration II CE | 4 credits through South Central College for AIS 112<br>3 credits through South Central College for AIS 130 |
| | Public Speaking CE | 3 MNSCU college credits through MN State University, Mankato for COMM 102 |
| | TriDistrict CAPS Business and Entrepreneurship CE | 3 MNSCU college credits through Inver Hills Community College for BUS 1105 |
| | U.S. Goverment CE | 4 MNSCU college credits through Mankato State for POL 100 |
| | U.S. History Since 1877 CE | 4 MNSCU college credits through MN State University, Mankato for HIST 191 |
| | U.S. History to 1877 CE | 4 MNSCU college credits through MN State University, Mankato for HIST 190 |
| | Walking/Jogging CE | 2 MNSCU college credits through Inver Hills Community College for PHED 1145 |
| 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: http://education.mn.gov/MDE/fam/PROD069924 |

# College Readiness

## 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 practice ACT test. 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 |
|---|---|---|---|
| Spring | PreACT 8/9 | Practice ACT | 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.

### 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.

### 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

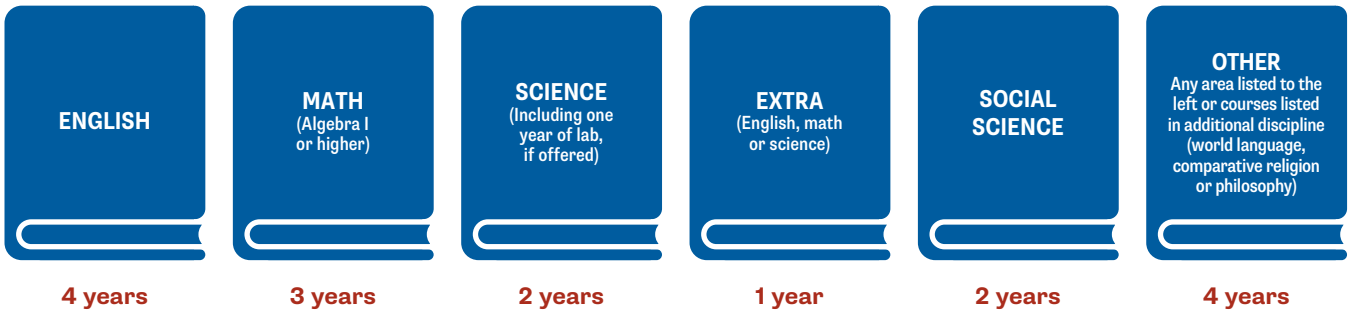
If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at **eligibilitycenter.org**. Plan to register before your freshman year of high school. For more information on registration, visit **on.ncaa.com/RegChecklist**.

## 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

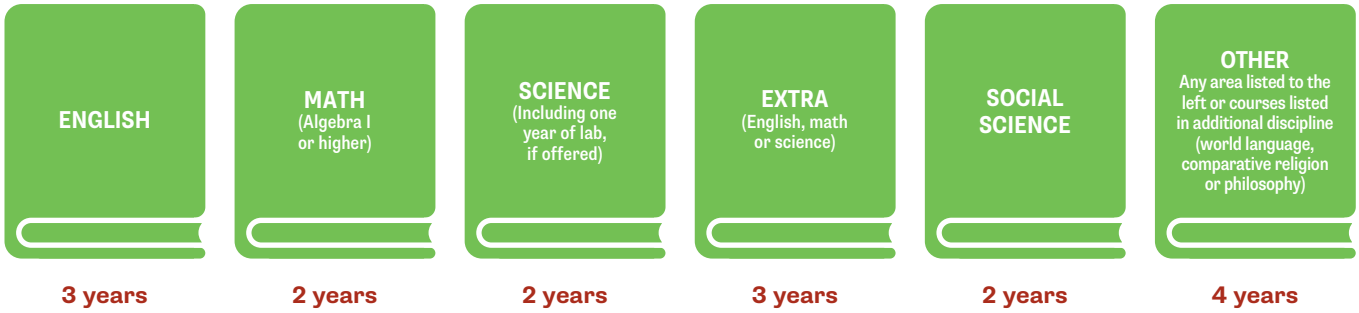
1. Earn 16 NCAA-approved core-course credits in the following areas:




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** for a free Profile Page account at **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** 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**.
- 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**

| 9th GRADE | 10th GRADE | 11th GRADE | 12th GRADE |
|---|---|---|---|
| (1) English | (1) English | (1) English | (1) English |
| (1) Math | (1) Math | (1) Math | (1) Math |
| (1) Science | (1) Science | (1) Science | (1) Science |
| (1) Social Science and/or other | (1) Social Science and/or other | (1) Social Science and/or other | (1) Social Science and/or other |
| 4 CORE COURSES | 4 CORE COURSES | 4 CORE COURSES | 4 CORE COURSES |

### CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec):
877-262-1492 (toll free), Monday-Friday
9 a.m. to 5 p.m. Eastern time

@ncaaec @ncaaec @ncaaec @playcollegesports



NCAA is a trademark of the National Collegiate Athletic Association. September 2023.

# Career Exploration

The Minnesota Career Fields, Clusters and 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 and 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 and 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 and 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




## ■ Marketing
> Merchandising
> Marketing Management
> Marketing Communications
> Marketing Research
> Professional Sales

## ■ Business, Management, and Administration
> Administrative Support
> Operations Management
> Business Information Management
> Human Resources Management
> General Management

## ■ Finance
> Banking Services
> Business Finance
> Securities and Investment
> Accounting
> Insurance

## ■ Hospitality and Tourism
> Lodging
> Recreation, Amusements and Attractions
> Restaurants and Food/Beverage Services
> Travel and Tourism

## ■ Agriculture, Food, and Natural Resources
> Animal Systems
> Agribusiness Systems
> Environmental Service Systems
> Food Products and Processing Systems
> Natural Resources Systems
> Plant Systems
> Power, Structural, and Technical Systems

## ■ Arts, Audio/Video Technology, and Communications
> Audio/Video Technology and Film
> Journalism and Broadcasting
> Performing Arts
> Printing Technology
> Telecommunications
> Visual Arts

## ■ Information Technology
> Information Support and Services
> Network Systems
> Programming and Software Development
> Web and Digital Communications

MINNESOTA STATE
Career and Technical Education

DEPARTMENT OF EDUCATION

## ■ Law, Public Safety, Corrections, and Security
> Correction Services
> Emergency and Fire Management Services
> Law Enforcement Services
> Legal Services
> Security and Protective Services

## ■ Government and Public Administration
> Revenue and Taxation
> Foreign Service
> Governance
> National Security
> Planning
> Public Management and Administration
> Regulation

## ■ Human Services
> Consumer Services
> Counseling and Mental Health Services
> Early Childhood Development and Services
> Family and Community Services
> Personal Care Services

## ■ Education and Training
> Administration and Administrative Support
> Professional Support Services
> Teaching/Training

## ■ Health Science
> Biotechnology Research and Development
> Diagnostic Services
> Support Services
> Health Informatics
> Therapeutic Services

## ■ Transportation, Distribution, and Logistics
> Facility and Mobile Equipment Maintenance
> Health, Safety, and Environmental Management
> Logistics Planning and Management Services
> Sales and Services
> Transportation Operations
> Transportation Systems/Infrastructure Planning, Management, and Regulation
> Warehousing and Distribution Center Operations

## ■ Architecture and Construction
> Construction
> Design/ Pre-construction
> Maintenance/ Operations

## ■ Manufacturing
> Production
> Manufacturing Production Process Development
> Maintenance, Installation, and Repair
> Quality Assurance
> Logistics and Inventory Control
> Health, Safety, and Environmental Assurance

## ■ Science, Technology, Engineering, and Mathematics
> Engineering and Technology
> Science and Mathematics

**Learn about Programs of Study**
www.programsofstudy.org

**iSPEAK CTE Blog**
www.mnlearningthatworks.org

**Legend:**
■ = Career Cluster
> = Career Pathway

Explanation provided on reverse side.

Version 2017

## 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 Engine Repair, Super Mileage Car Design I and II, Woodworking I, II and III, Printing Technology, Metals, Computer Aided Design/Drafting (CADD), Math for Trades CE

### 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<br>11015 Clark Rd., Inver Grove Heights (transportation provided) | Periods 5, 6, 7 | 2 elective credits and<br>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. Interested students can also contact the TriDistrict CAPS Director at 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 69 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 |
|---|---|---|
| South St. Paul Community Learning Center (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. Interested students can also contact the TriDistrict CAPS Director at bkusch@tridistrictce.org.

# Career Exploration



## Arts, Communications, and Information Systems

### Career Pathways

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

### Related Two Rivers Courses

Art: Digital Arts, Video Production, Drawing, Painting, Ceramics, Sculpture, Digital Communications, Drawing and Painting II, Pottery II, Foundations of Art and Design CE, Mass Media Production, Drawing and Painting III, Pottery III
Business: Intro to Computer Programming, AP® Computer Science Principles, AP® Cybersecurity, AP® Networking, AP® Computer Science A

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, Guitar Techniques CE, Concert Orchestra, Sinfonia Orchestra, Philharmonic Orchestra, Digital Music Production I and II, Intro to Music Theory, Music Theory CE, Musical Theater

Technology Education: Intro to Photography, Advanced Photography
Non Departmental: Live Event Production Workshop

### Career or Intern Experiences

- Student Technology Help Desk, TriDistrict CAPS Computer Science and Information Technology

# Career Exploration

Arts, Communications and Information Systems

## 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 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® Computer Science Principles. Students will also be able to earn an A+ certification. The A+ certification is an industry recognized certificate required for most entry level IT roles

| Location | Time | Credits Earned |
|---|---|---|
| Two Rivers High School | Periods 5, 6, 7 | 3 elective credits |

**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. Interested students can also contact the TriDistrict CAPS Director at 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, AP® Business with Personal Finance, Business and Entrepreneurship, Personal Finance

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 and 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<br>1897 Delaware Ave.<br>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

# Career Exploration

**Business, Management and Administration**

### 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<br>260 Wentworth Ave E.<br>St. Paul, MN 55118<br>*(transportation provided)* | Periods 5, 6 and 7 | Two elective credits<br>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. Interested students can also contact the TriDistrict CAPS Director at 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 | Time | Credits Earned |
|---|---|---|
| Two Rivers High School<br>1897 Delaware Ave<br>Mendota Heights, MN 55118 | Period 1 | 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.

# Career Exploration



## 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

- **AP® Environmental 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.

## Career or Intern Experiences

### TriDistrict CAPS: Natural Resources, Sustainability and Food Systems

This exciting interdisciplinary course dives into the world where food systems, sustainability, natural resources, and chemistry collide. Co-taught by a chemistry and agriculture teacher, the course explores the science behind growing food, managing natural resources responsibly, and building resilient communities—through the lens of soil, air, and water chemistry. Through hands-on labs, real-world projects, and field-based learning, students will investigate plant growth, soil health, sustainable natural resource management and agricultural practices, and the impact of agriculture on ecosystems. Emphasizing the importance of renewable resources, biodiversity, and conservation, students will apply chemical principles to explore food science, soil analysis, and responsible environmental stewardship—ultimately becoming changemakers equipped to tackle real-world challenges in their local food systems and natural spaces.

In the second semester, students will engage in an in-depth internship, volunteer placement, or service-learning opportunity with local and regional community partners. These experiences are designed to connect students' classroom learning to meaningful, real-world work while supporting career exploration in fields such as environmental science, agriculture, food systems, and sustainability. Through mentorship, reflective practice, and applied fieldwork, students will deepen their understanding of course content while developing critical thinking, collaboration, and problem-solving skills. By the end of the course, students will not only gain a holistic understanding of the interconnectedness between agriculture, chemistry, and the environment, but also emerge as informed citizens prepared to make responsible choices about food, resources, and their impact on the world.

| Location | Time | Credits Earned |
|---|---|---|
| Dodge Nature Center<br>1689 Charlton St.<br>West St. Paul, MN 55118<br>*(transportation provided)* | Periods 5, 6 and 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. Interested students can also contact the TriDistrict CAPS Director at bkusch@tridistrictce.org.

# Glossary

**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 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. AP® 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

**Personal Finance Icon (  ):** Indicates that a course meets the personal finance requirement for graduation.

**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 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 students’ score on this test as part of the admissions evaluation for entrance.

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

# Course Summary


| | Course | Gr. | Cr | Page |
|---|---|---|---|---|
| **ART** | | | | |
| 0716 | Digital Arts | 9-12 | ½ | 59 |
| 0701 | Video Production | 9-12 | ½ | 59 |
| 0702 | Live Event Production | 10-12 | ½ | 60 |
| 0705, 0706 | Mass Media Production | 10-12 | 1 | 59 |
| 0707 | Drawing | 9-12 | ½ | 60 |
| 0708 | Painting | 9-12 | ½ | 60 |
| 0712 | Pottery | 9-12 | ½ | 60 |
| 0703 | Sculpture | 9-12 | ½ | 61 |
| 0718 | Digital Arts II | 10-12 | ½ | 61 |
| 0721 | Drawing and Painting II | 10-12 | ½ | 61 |
| 0714 | Pottery II | 10-12 | ½ | 61 |
| 0723 | Digital Arts III | 10-12 | ½ | 61 |
| 0724 | Drawing and Painting lll | 10-12 | ½ | 62 |
| 0725 | Pottery lll | 10-12 | ½ | 62 |
| 0719, 0720 | Foundation of Art and Design CE | 11-12 | ½ | 62 |
| **AVID** | | | | |
| 0641, 0642 | AVID l | 9 | 1 | 63 |
| 0643, 0644 | AVID ll | 10 | 1 | 63 |
| 0645, 0646 | AVID lll | 11 | 1 | 63 |
| 0647, 0648 | AVID lV College Success Strategies | 12 | 1 | 63 |
| **BUSINESS AND COMPUTER SCIENCE** | | | | |
| 0625 | Accounting I | 9-12 | ½ | 67 |
| 0626 | Accounting II | 9-12 | ½ | 67 |
| 0615 | Business and Entrepreneurship | 9-12 | ½ | 64 |
| 0601 | Keyboarding | 9-12 | ½ | 64 |
| 0611 | Introduction to Personal Law | 10-12 | ½ | 67 |
| 0616 | Personal Finance | 11-12 | ½ | 67 |
| 0453 | Intro to Computer Science | 9-12 | ½ | 65 |
| 0467, 0468 | AP® Cybersecurity | 10-12 | 1 | 66 |
| 0469, 0470 | AP® Networking | 10-12 | 1 | 66 |
| 0459, 0460 | AP® Computer Science A | 10-12 | 1 | 66 |
| 0457, 0458 | AP® Computer Science Principles | 9-12 | 1 | 65 |
| **CAREER AND INTERNSHIP EXPERIENCES** | | | | |
| 4021, 4022 | CAPS Computer Science and IT | 11-12 | 3 | 65 |
| 4023, 4024 | CAPS Natural Resources, Sustainability and Food Systems | 11-12 | 3 | 71 |
| 4013, 4014 | CAPS Healthcare and Medicine | 11-12 | 3 | 68 |
| 4015, 4016 | CAPS Transportation and Skilled Trades | 11-12 | 3 | 69 |
| 4019, 4020 | CAPS Business and Entrepreneurship | 11-12 | 3 | 70 |
| 0523, 0524 | CIS Exploring Teaching | 11-12 | 1 | 72 |
| 4011, 4012 | Genesys Works | 12 | 3 | 72 |
| 0015 | Certified Nursing Assistant | 10-12 | 1 | 69 |
| 0947, 0948 | Independent Living Skills | 9-12 | 1 | 74 |
| 0941, 0942 | Warrior Wake Up | 9-12 | 1 | 74 |
| 0931, 0932 | Career Seminar l | 9-12 | 1 | 74 |
| 0933, 0934 | Career Seminar ll | 9-12 | 1 | 74 |
| 0167, 0168 | Work Experience Program | 9-12 | 1 | 74 |
| 1101 | Work-Based Learning Seminar l | 10-12 | ½ | 73 |
| 1102 | Work-Based Learning Seminar ll | 10-12 | ½ | 73 |
| 1105, 1106 | Work-Based Learning Field Exp | 10-12 | ½ | 73 |
| 0011 | Student Tech Help Desk | 10-12 | ½ | 71 |

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| **ENGLISH LEARNERS** | | | | |
| 7001, 7002 | EL 1 | | 1 | 75 |
| 7003, 7004 | EL Language Lab | | 1 | 75 |
| 7005, 7006 | EL 2 | | 1 | 75 |
| 7007, 7008 | EL 3 | | 1 | 75 |
| 7009, 7010 | EL 4 | | 1 | 75 |
| 7011, 7012 | EL 5 | | 1 | 75 |
| 0025, 0026 | EL Guided Study | | 1 | 76 |
| 7059 | College Success Strategies for English Learners CE | 11-12 | ½ | 76 |
| **FAMILY CONSUMER SCIENCE** | | | | |
| 0501 | Clothing I | 9-12 | ½ | 77 |
| 0510 | Unified Intro to Foods | 11-12 | ½ | 78 |
| 0511 | Intro to Foods | 9-12 | ½ | 78 |
| 0512 | Whole Foods and Nutrition Cooking | 10-12 | ½ | 78 |
| 0515 | Housing and Interior Design l | 10-12 | ½ | 77 |
| 0516 | Housing and Interior Design ll | 10-12 | ½ | 77 |
| 0502 | Clothing II | 10-12 | ½ | 77 |
| 0503 | Clothing lll | 10-12 | ½ | 77 |
| 0505, 0506 | Culinary I | 10-12 | 1 | 78 |
| 0521 | Child Psychology | 11-12 | ½ | 79 |
| 0517 | Independent Living | 11-12 | ½ | 79 |
| 0507, 0508 | Culinary II | 10-12 | 1 | 79 |
| **ENGLISH/LANGUAGE ARTS** | | | | |
| 0193, 1194 | Language Arts 9 | 9 | 1 | 33 |
| 0195, 0196 | Advanced Language Arts 9 | 9 | 1 | 33 |
| 0175, 0176 | American Literature | 10 | 1 | 34 |
| 0179, 0180 | Advanced American Literature | 10 | 1 | 34 |
| 0103, 0104 | World Literature | 11 | 1 | 34 |
| 0181, 0182 | CIS Introduction to Literature | 11 | 1 | 34 |
| 0125, 0126 | Composition and Literature | 12 | 1 | 35 |
| 0127, 0128 | AP® Language and Composition | 12 | 1 | 35 |
| 0115, 0116 | LS Language Arts | 9-12 | 1 | 36 |
| 9001, 9002 | Real Language Arts | 9-12 | 1 | 36 |
| 0113 | Acting | 9-12 | ½ | 37 |
| 0154 | Creative Writing | 10-12 | ½ | 37 |
| 0157, 0158 | Yearbook | 9-12 | 1 | 37 |
| 0155, 0156 | Newspaper Journalism | 9-12 | 1 | 37 |

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| **MATHEMATICS** | | | | |
| 0411, 0412 | Intermediate Algebra | 7-12 | 1 | 44 |
| 0439, 0440 | Conceptual Geometry | 10-12 | 1 | 44 |
| 0441, 0442 | Geometry | 9-12 | 1 | 44 |
| 0401, 0402 | LS Math - Foundation | 9 | 1 | 48 |
| 0403, 0404 | LS Math - Consumer Math | 10-12 | 1 | 48 |
| 0405, 0406 | LS Math - Personal Finance | 11-12 | 1 | 48 |
| 9007, 9008 | REAL Math | 9-12 | 1 | 48 |
| 0417, 0418 | Conceptual Algebra II | 11-12 | 1 | 45 |
| 0421, 0422 | Algebra II | 9-12 | 1 | 45 |
| 0423, 0424 | Math for Trades CE | 12 | 1 | 45 |
| 0431, 0432 | PreAP® Algebra II Trigonometry | 9-12 | 1 | 45 |
| 0463, 0464 | AP® Statistics | 11-12 | 1 | 47 |
| 0461, 0462 | Functions and Trigonometry | 11-12 | 1 | 46 |
| 0465, 0466 | CIS College Alg through Model | 11-12 | 1 | 46 |
| 0473, 0474 | AP® PreCalculus | 10-12 | 1 | 46 |
| 0481, 0482 | AP® Calculus-AB | 9-12 | 1 | 47 |
| 0483, 0484 | AP® Calculus-BC | 9-12 | 1 | 47 |
| 0443, 0444 | PreAP Geometry | 8-10 | 1 | 44 |
| **MUSIC** | | | | |
| 0727, 0728 | Concert Band | 9-10 | 1 | 80 |
| 0731, 0732 | Symphonic Band | 9-12 | 1 | 80 |
| 0741, 0742 | Wind Ensemble | 10-12 | 1 | 80 |
| 0777, 0778 | Varsity Treble Choir | 9-12 | 1 | 81 |
| 0775, 0776 | Varsity Tenor/Bass Choir | 9-12 | 1 | 81 |
| 0761, 0762 | Carillon Choir | 10-12 | 1 | 81 |
| 0773, 0774 | Concert Choir | 10-12 | 1 | 81 |
| 0771, 0772 | Chamber Choir | 10-12 | 1 | 81 |
| 0753 | Guitar Techniques CE | 10-12 | ½ | 83 |
| 0757 | Guitar Techniques | 9-12 | ½ | 83 |
| 0779 | Digital Music Production I | 9-12 | ½ | 84 |
| 0780 | Digital Music Production II | 9-12 | ½ | 84 |
| 0747, 0748 | Concert Orchestra | 9 | 1 | 82 |
| 0749, 0750 | Sinfonia Orchestra | 9-12 | 1 | 82 |
| 0751, 0752 | Philharmonic Orchestra | 9-12 | 1 | 83 |
| 0755, 0756 | Music Theory CE | 10-12 | 1 | 84 |
| 0743 | Instrumental Studio | 9-12 | ½ | 84 |
| 0754 | Intro to Music Theory | 9-12 | ½ | 83 |
| 0781 | Musical Theater | 9-12 | ½ | 82 |
| 0770 | College Choir CE | 12 | ½ | 82 |
| **NON-DEPARTMENTAL** | | | | |
| 0009 | Public Speaking CE | 11-12 | ½ | 85 |
| 0021, 0022 | Quiet Study Hall | 9-12 | 0 | 86 |
| 0097 | Warrior Seminar | 9 | ½ | 24 |
| 4001, 4002 | Independent Study | 11-12 | ½ | 86 |
| 0031, 0032 | Relaxed Study Hall | 11-12 | 0 | 86 |
| 5001, 5003 | School Service | 11-12 | 0 | 86 |
| 0041, 0042 | 1st Period Release | 12 | 0 | 86 |
| 0051, 0052 | 7th Period Release | 12 | 0 | 86 |
| 0951, 0952 | Individual Instruction | 9-12 | 1 | 86 |
| 0013, 0014 | AP® Bus. w/ Personal Finance | 11-12 | 1 | 85 |
| 0012 | College and Career Financial Planning | 11-12 | 1 | 85 |
| 1109 | Two Rivers School Store | 11-12 | ½ | 73 |

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| **PHYSICAL EDUCATION AND HEALTH** | | | | |
| 1018 | Intro to Speed and Strength | 9 | ½ | 55 |
| 1019 | Recreational Sports and Fitness | 9-12 | ½ | 55 |
| 1030 | Intro to Organized Sports | 9-12 | ½ | 55 |
| 1035 | Empowered Fitness | 9-12 | ½ | 55 |
| 1026 | Walking/Jogging | 10-12 | ½ | 55 |
| 1028 | Team Sports | 9-12 | ½ | 55 |
| 1027 | Walking/Jogging CE | 11-12 | ½ | 56 |
| 1029 | Weight Training CE | 11-12 | ½ | 57 |
| 1031 | Strength and Speed I | 9-12 | ½ | 56 |
| 1038 | Competitive Sports | 10-12 | ½ | 56 |
| 1032 | Strength and Speed II | 10-12 | ½ | 56 |
| 1033 | Strength and Speed III | 11-12 | ½ | 56 |
| 1034 | Strength and Speed IV | 11-12 | ½ | 56 |
| 1035 | Strength and Speed V | 11-12 | ½ | 57 |
| 1036 | Sports Leadership | 11-12 | ½ | 57 |
| 1040 | Empowered Strength and Speed | 10-12 | ½ | 57 |
| 1013 | Health | 10-12 | ½ | 58 |
| 1017 | College Health CE | 11-12 | ½ | 58 |
| 1042 | Unified Physical Education I | 10-12 | ½ | 58 |
| 1043 | Unified Physical Education II | 10-12 | ½ | 58 |
| **SCIENCE** | | | | |
| 0389, 0390 | Earth and Space Science | 9 | 1 | 50 |
| 0391, 0392 | AP® Environmental Science | 9-12 | 1 | 50 |
| 0303, 0304 | Biology | 10-12 | 1 | 51 |
| 0361, 0362 | AP® Biology | 10-12 | 1 | 51 |
| 0365, 0366 | AP® Chemistry | 11-12 | 1 | 52 |
| 0319, 0320 | AP® Physics Mechanics C | 11-12 | 1 | 53 |
| 0311, 0312 | Chemistry | 11-12 | 1 | 52 |
| 0307, 0308 | Essential Chemistry | 11-12 | 1 | 51 |
| 0323, 0324 | CIS Intro. College Physics | 11-12 | 1 | 53 |
| 0321, 0322 | CIS Physics By Inquiry | 11-12 | 1 | 52 |
| 0331, 0332 | Foundations in Physics | 11-12 | 1 | 52 |
| 0351, 0352 | Human Anatomy and Phys. | 11-12 | 1 | 54 |
| 0315, 0316 | LS Science | 9-12 | 1 | 53 |
| 0353, 0354 | Scientific Research and Design | 9-12 | 1 | 54 |

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| **SOCIAL STUDIES** | | | | |
| 0285, 0286 | Human Geo and Ethnic Studies | 9 | 1 | 38 |
| 0287, 0288 | AP® Human Geography | 9 | 1 | 38 |
| 0093, 0094 | AP® Human Geo Enrichment | 9 | 1 | 38 |
| 0211, 0212 | World History | 10 | 1 | 39 |
| 0209, 0210 | AP® World History | 10 | 1 | 39 |
| 0233, 0234 | U.S. History | 11 | 1 | 40 |
| 0239 | U.S. History to 1877 CE | 11 | ½ | 40 |
| 0240 | U.S. History Since 1877 CE | 11 | ½ | 40 |
| 0220 | Economics | 12 | ½ | 41 |
| 0283 | Microeconomics CE | 12 | ½ | 41 |
| 0284 | Macroeconomics CE | 12 | ½ | 41 |
| 0227 | Psychology | 11-12 | ½ | 43 |
| 0222 | Sociology | 11-12 | ½ | 43 |
| 0225, 0226 | CIS Psychology | 11-12 | 1 | 43 |
| 0299 | Youth Leadership | 11-12 | ½ | 44 |
| 0292 | Government | 12 | ½ | 42 |
| 0291 | US Government CE | 12 | ½ | 42 |
| 0839, 0840 | Absent Narratives | 10-12 | ½ | 43 |
| **TECHNOLOGY EDUCATION** | | | | |
| 0543 | CADD | 9-12 | ½ | 87 |
| 0565 | Intro to Photography | 9-12 | ½ | 89 |
| 0566 | Advanced Photography | 9-12 | ½ | 89 |
| 0561 | Printing Technology | 9-12 | ½ | 89 |
| 0557 | Small Gas Engine Repair | 10-12 | ½ | 87 |
| 0556 | Super Mileage Car Design l | 9-12 | ½ | 87 |
| 0558 | Super Mileage Car Design ll | 10-12 | ½ | 87 |
| 0551 | Metals | 9-12 | ½ | 88 |
| 0555 | Basic Auto Mechanics | 11-12 | ½ | 87 |
| 0574 | Woodworking I | 9-12 | ½ | 88 |
| 0575 | Woodworking II | 10-12 | ½ | 88 |
| 0576 | Woodworking III | 11-12 | ½ | 88 |
| **WORLD LANGUAGES** | | | | |
| 0801, 0802 | French I | 9-12 | 1 | 91 |
| 0803, 0804 | French II | 9-12 | 1 | 91 |
| 0805, 0806 | French III | 10-12 | 1 | 91 |
| 0807, 0808 | French IV – CIS | 11-12 | 1 | 91 |
| 0809, 0810 | French V – CIS | 11-12 | 1 | 92 |
| 0811, 0812 | German I | 9-12 | 1 | 92 |
| 0813, 0814 | German II | 9-12 | 1 | 92 |
| 0815, 0816 | German III – CIS | 10-12 | 1 | 92 |
| 0817, 0818 | German IV – CIS | 11-12 | 1 | 92 |
| 0821, 0822 | Spanish I | 8-12 | 1 | 93 |
| 0823, 0824 | Spanish II | 9-12 | 1 | 93 |
| 0819, 0820 | Spanish for Native Speakers I | 9-12 | 1 | 93 |
| 0825, 0826 | Spanish III | 9-12 | 1 | 93 |
| 0827, 0828 | Spanish IV | 10-12 | 1 | 94 |
| 0831, 0832 | Spanish IV – CE | 11-12 | 1 | 94 |
| 0829, 0830 | Spanish V | 11-12 | 1 | 94 |
| 0833, 0834 | Spanish V – CE | 11-12 | 1 | 94 |
| 0837 | Beginning Ojibwe I CE | 11-12 | 1 | 90 |
| 0838 | Beginning Ojibwe II CE | 11-12 | 1 | 90 |
| 0839 | Native Language Restoration I | 11-12 | 1 | 90 |
| 0840 | Native Language Restoration II | 11-12 | 1 | 90 |


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