

**DILWORTH-GLYNDON-FELTON  
HIGH SCHOOL**

**2014-2015 DGF COURSE GUIDE**



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## **REGISTRATION GUIDELINES**

When registering, it is important for students to carefully plan their academic program to coincide with future plans, interests, aptitudes, and special abilities. Students should not sign up for a course with the intent of trying it out, and dropping it if it is not what they like. Discuss your program with your parents, teachers, and counselor. If you have questions about a particular course, see a teacher in that subject area.

Before registering for a course, make sure you meet the prerequisites (indicated on each course description in the Registration & Curriculum Guide).

All students must register for seven periods (credit-earning courses) each semester.

## **COURSE CHANGES**

**NO SCHEDULE CHANGES WILL BE MADE UNLESS:**

- A student is not scheduled for a course she/he originally requested.
- A student has an incomplete schedule, and needs to add a course.
- A student doesn't meet the requirements for a course she/he is presently enrolled.
- A student needs to schedule a required course for graduation.
- A student is recommended by his/her teacher to move from one level to another within the same discipline.
- The change is a recommendation on a student's IEP, or the result of a special needs staffing for that student.
- A student needs to schedule a course that is required/recommended for admission to a post-secondary school or program.

**SCHEDULE CHANGES CAN ONLY OCCUR IN THE FIRST 5 DAYS OF A SEMESTER.**

# HONORS CREDITS/GRADING SYSTEM

## HONORS CREDITS / GRADING SYSTEM

At DGF High School, we also offer weighted grades, or honors credit, only to Concurrent College courses taught at DGFHS. In addition, when students transfer to DGFHS from schools that also offer Concurrent College courses, we only grant honors credit for those Concurrent College courses completed that are available to all DGFHS students. In this way, a student transferring to our school who may have taken AP courses and Concurrent College course that we do not offer, would not have an unfair advantage when determining class rankings.

In Concurrent College courses, one additional grade point is added to the same grade in a “regular” course. For example, an “A” in a regular course earns the student 4 grade points. In a Concurrent College course the student earns 5 grade points for an “A”. We do not grant honors credit for grades of D or F.

### Regular:

A = 4.00	B- = 2.67	D+= 1.33
A- = 3.67	C+ = 2.33	D = 1.00
B+ = 3.33	C = 2.00	D- = 0.67
B = 3.00	C- = 1.67	F = 0.00

### Weighted:

A = 5.00	B- = 3.67	D+= 1.33
A- = 4.67	C+ = 3.33	D = 1.00
B+ = 4.33	C = 3.00	D- = 0.67
B = 4.00	C- = 2.67	F = 0.00

To students in 8<sup>th</sup> grade Algebra I if they have passed 8<sup>th</sup> grade Algebra I and successfully completed Algebra 2 in the 9<sup>th</sup> grade. Assignment of the grade of “P” to the 8<sup>th</sup> grade Algebra I course may be granted following the completion of the Algebra 2 course.

## CONCURRENT COLLEGE IN THE HIGH SCHOOL COURSES

Students participating in these courses are eligible to obtain college credit through Minnesota State Community and Technical College. Courses will be taught by DGF instructors and classes will be held at the DGF High School during the regular school day.

### **College Composition ENGL1101**

**18 WEEKS (1/2 HS credit / 3 College credits)**

**\*Prerequisite: Accuplacer reading test score of 78, ACT English sub score of 18 or ACT Reading Sub Score 21. Seniors need a minimum of a 2.8 GPA and juniors need a minimum of a 3.2 GPA.**

College Composition is designed to offer students pursuing post-secondary education the opportunity to earn college credit concurrently with their high school English class. This is an introductory writing course designed to prepare students for later college and career writing. The course focuses on developing fluency through a process approach, with particular emphasis on revision. Students will consider purpose and audience, read and discuss writing, and further develop their own writing processes through successive revisions to produce polished drafts. Course work will include an introduction to argumentative writing, writing from sources, and a short research project.

### **College Composition ENGL1205**

**18 WEEKS (1/2 HS credit / 3 College credits)**

**\*Prerequisite: Accuplacer reading test score of 78, ACT English sub score of 18 or ACT Reading Sub Score 21. Seniors need a minimum of a 2.8 GPA and juniors need a minimum of a 3.2 GPA. Also, successful completion of ENGL 1101.**

This course builds on the foundations of College Writing and provides students with additional opportunities to develop fluency in their writing through a process approach. Students will read critically from a variety of literary genres, explore meaning through research, and respond through discussion and writing.

### **College Algebra MATH1114**

**18 WEEKS (1/2 HS credit/4 College credits)**

**\*Prerequisite: Accuplacer college level math test 3 score of 50 or ACT Math sub score of 22. Seniors need a minimum of a 2.8 GPA and juniors need a minimum of a 3.2 GPA.**

This course is offered for college credit through the Minnesota State Community and Technical College (MSCTC) system. The content of this course includes rational, polynomial, exponential, logarithmic, inverse and quadratic functions. The course also includes equations, inequalities, complex numbers, and systems of linear equations. Additional topics may include matrices and determinants. The graphing calculator (TI-83 Plus or TI-84) will be used frequently in class and homework. Students are strongly encouraged to purchase a graphing calculator.

### **College Functions/Trigonometry MATH1115**

**18 WEEKS (1/2 HS credit/4 College credits)**

**\*Prerequisite: (MATH 1114) Accuplacer college level math test 3 score of 76 or ACT math sub score of 25. Seniors need a minimum of a 2.8 GPA and juniors need a minimum of a 3.2 GPA.**

This course is offered for college credit through the Minnesota State Community and Technical College (MSCTC) system. Trigonometry has been used for millennia to solve problems related to astronomy, surveying, construction, and engineering. The content of this course includes trigonometric functions, right triangle trigonometry, radian measure and circular functions, identities, equations, inverse functions, oblique triangles, complex numbers, vectors, polar coordinates, and conic sections. Additional topics may include an introduction to limits. The graphing calculator (TI-83 Plus or TI-84) will be used frequently in class and homework. Students are strongly encouraged to purchase a graphing calculator.

### **College Statistics MATH1207**

**18 WEEKS (1/2 HS credit/3 College credits)**

**\*Prerequisite: (MATH 1114) Accuplacer test score of 76 or ACT math sub score of 25. Seniors need a minimum of a 2.8 GPA and juniors need a minimum of a 3.2 GPA.**

This course is offered for college credit through the Minnesota State Community and Technical College (MSCTC) system. Decision making is an important aspect of our lives. We make decisions based on the information we have, our attitudes, and our values. Statistical methods help examine information. Moreover, statistics can be used for making decisions when we are faced with uncertainties. Statistics provide appropriate methods for analyzing data and making decisions. Statistical methods enable us to look at information from a small collection of people or items and make inferences about a larger collection of people or items. Statistics is applicable to a wide variety of academic disciplines, from the physical and social sciences to the humanities. Statistics are also used for making informed decisions – and misused for other reasons – in all areas of business and government. Procedures for analyzing data, together with rules of inference, are central topics in the study of statistics. The book follows a non-theoretical approach without formal proofs, explaining concepts intuitively and supporting them with abundant examples. The applications span a broad range of topics such as business, sports, health, architecture, education, entertainment, political science, psychology.

This course will investigate descriptive and inferential statistical concepts including measures of central tendency, measures of variation, measures of position, frequency tables, statistical graphs, probability distributions, hypothesis tests, confidence intervals, regression and correlation. TI calculators or EXCEL may be used for data analysis. The graphing calculator (TI-83 Plus or TI-84) will be used frequently in class and homework. Students are strongly encouraged to purchase a graphing calculator.

### **Applied Calculus and Linear Algebra – Math 1122**

**18 WEEKS (1/2 HS credit/ 3 College credits)**

**\*Prerequisite: (MATH 1114) Accuplacer college level math test 3 score of 76 or ACT math sub score of 25. Seniors need a minimum of a 2.8 GPA and juniors need a minimum of a 3.2 GPA.**

This course is an introduction to optimization, the simplex method, differential and integral calculus with an emphasis on application in the areas of business, life and social sciences. This course is highly recommended for students pursuing business careers. This course will cover the following competencies: 1) operations with matrices; 2) express problems as linear programming problems; 3) solve linear programming problems graphically; 4) solve linear programming problems using the Simplex Method; 5) understand the concepts of limits, continuity, and differentiation; 6) state and apply the basic rules of differentiation to polynomial, rational, radical, exponential, and logarithmic functions; 7) use the properties of derivatives to solve applications; 8) state and apply the basic rules of integration; 9) state and apply the Fundamental Theorem of Calculus; 10) use the definite integral to solve applications. The graphing calculator (TI-84 Plus) will be used frequently in class and for homework. Students are strongly encouraged to purchase a graphing calculator.

### **College Intro. to Public Speaking COMM1120**

**18 WEEKS (1/2 HS credit/3 College credits)**

**\*Prerequisite: Accuplacer reading test score of 78 , ACT Reading sub score of 21, or ACT English sub score of 18. Seniors need a minimum of a 2.8 GPA and juniors need a minimum of a 3.2 GPA.**

This course clarifies the process of oral communication, clarifies the basic principles of public speaking, and allows the student to increase the application of these principles both while speaking and while listening.

### **College Government PSCI1120**

**18 WEEKS (1/2 HS credit / 3 College credits)**

**\*Prerequisite: US History and World History. Accuplacer reading test score of 78 , ACT Reading sub score of 21, or ACT English sub score of 18. Seniors need a minimum of a 2.8 GPA and juniors need a minimum of a 3.2 GPA.**

This course is offered for college credit through the Minnesota State Community and Technical College (MSCTC) system. This course provides an analysis of the organization, institutions and functions of the United States government. The content of the course includes an advanced and in-depth study of the: 1) relationships (Federalism) between the States and the Federal government, 2) structural, theoretical, and political contexts in which the Constitution was written, 3) methods and procedures by which campaigns and elections are conducted for Federal offices, 4) comparison of the legislative, executive and judicial processes, procedures, and powers of the Federal government, 5) roles of interest groups in the policy-making process, 6) importance of political opinion and

public participation in the Federal system, 7) theories, practices, and roles of bureaucratic systems in the Federal government, 8) role of the mass media in shaping and informing public opinion and the policy-making process, and 9) structure and function of political party organizations.

### **College Biology BIOL1122**

**18 WEEKS (1/2 HS credit/4**

#### **College credits)**

**\*Prerequisite: Biology I and II. Accuplacer reading test score of 78 , ACT Reading sub score of 21, or ACT English sub score of 18. Seniors need a minimum of a 2.8 GPA and juniors need a minimum of a 3.2 GPA.**

This class is a study of the cellular organization of an organism, the cell's physiology and its genetics. The emphasis on cellular study starts with basic concepts of biological organization, atomic structure, and an examination of inorganic and organic compounds through macromolecule composition. Cell structure and organelle function is then observed with an emphasis on metabolic activities (photosynthesis and cellular respiration), reproduction, cellular transport, protein synthesis, and heredity. Heredity will be looked at from the molecular level and move into Mendelian and population genetics. Lab work will include integration of critical thinking, hypothesis development, and collection of data with statistical and graphical analysis through the use of experimental design.

### **College Biology BIOL1123**

**18 WEEKS (1/2 HS credit/4**

#### **College credits)**

**\*Prerequisite: Biology I and II. Accuplacer reading test score of 78 , ACT Reading sub score of 21, or ACT English sub score of 18. Seniors need a minimum of a 2.8 GPA and juniors need a minimum of a 3.2 GPA.**

This class begins with the origin of life and an observation of the geological time table and its influences on today's taxonomic systems. The fundamentals of viruses, bacteria, algae, and fungi are observed through labs and trait comparisons. Infectious diseases will also be included. Also included is a botanical study that investigates plant structures, tissue function, and types of meristematic growth. Students will study zoological principles with a special emphasis on animal systems and their interrelationship from invertebrates to vertebrates. Different phyla in the animal kingdom will be observed by comparing and contrasting various systems of the body. Special emphasis will be made identifying characteristics in mammals. Lab work will include animal dissection and comparative anatomy and physiology.

### **College General Inorganic Chemistry I CHEM1111**

**36 WEEKS (1 HS honors**

#### **credit/5 College credits)**

**\*Prerequisite: High School Chemistry (starting with graduating class of 2015), Biology and MATH1114. Accuplacer math test score of 50 or ACT sub score of 22 in Math. Seniors need a minimum of a 2.8 GPA and juniors need a minimum of a 3.2 GPA.**

This course is offered for college credit through the Minnesota State Community and Technical College (MSCTC) system. This course is the first course of a two-course series (CHEM1111 and CHEM1112). Students will learn the general chemistry principles: atomic structure, stoichiometry, solutions, bonding, thermochemistry, electronic structure, periodic properties of the elements, intermolecular forces and properties of solids, liquids and gases. The course includes a lab

## **COLLEGE PREP HOUR**

Juniors and seniors who are enrolled in a college in the high school course at DGF have the option of a college prep hour. College prep hour is a schedule hour during the school day where the student would remain on campus for extra time to work on homework.

## PSEO (POST-SECONDARY ENROLLMENT OPTIONS)

The PSEO Program allows eleventh and twelfth grade students at Dilworth-Glyndon-Felton High School to take courses offered by approved post-secondary institutions for both high school and college credit. The program provides students with a greater variety of class offerings and the opportunity to pursue more challenging course work. *Students interested in participating in the PSEO Program should see the counselor for more information.*

Student Eligibility	Students at Dilworth-Glyndon-Felton High School who are interested in attending a four-year approved school must be in grades eleven or twelve and rank in the top 25% of their class. To participate at a two-year technical college, eleventh grade students need to rank in the top 33% of their class and twelfth grade students must rank in the top 50% of their high school class. Participating students must maintain a minimum GPA of 2.0. Failure to do so will result in ineligibility for at least one semester.
Permission to Enroll	A Notice of Student Registration form must be completed by the students and their parent/guardian. The form must be signed by counselor/principal and returned to the participating post-secondary institution.
Credits	A full time PSEO student may register for 16 credits per semester at a participating post-secondary school.
Payment	PSEO tuition and books are paid for by the high school District of attendance; however, the high school district does not pay for credits for remedial classes or books for remedial classes. Books should be returned to the high school.
Extracurricular	Enrollment in PSEO courses does not reduce a student's Activities eligibility to participate in high school extracurricular activities.
Transferring Credits	Transferring post-secondary credits to another institution will be at the discretion of the accepting institution; however, credit earned at regionally accredited institutions will generally transfer.



## DGF GRADUATION REQUIREMENTS FOR THE CLASS OF 2015 – 2018

All students shall successfully complete the following courses:

1. The equivalent of 24 credits to include:

**A. Four credits of Language Arts to include:**

- One credit: Literary Elements
- One credit: World Literature
- One credit: American Literature
- One credit: British Literature

**B. Four credits of Social Studies to include:**

- ½ credit: Geography
- ½ credit: Civics
- One credit: U.S. History
- One credit: World History
- ½ credit: Government
- ½ credit: Economics

**C. Three credits of Science to include:**

- One credit: Physical Science
- One credit: Biology
- One credit: Chemistry or Physics

**D. Three credits of Math to include:**

- One credit: Algebra or Integrated/Concepts Algebra
- One credit: Algebra II or Integrated/Concepts Algebra II
- One credit: Geometry or Integrated/Concepts Geometry/Stats

**E. Other required credits:**

- ½ credit: Computer Applications
- ½ credit: Personal Finance
- ½ credit: Health
- ½ credit: Physical Education 9
- ½ credit: Physical Education 10
- ½ credit: Physical Education choice in grades 10-12

**F. Academic Arts to be chosen from one of the following content areas:**

1. Music - One credit

**OR**

2. Visual Arts - One credit

**G. Remaining semester credits are of the student's choice or the student has met requirements of an IEP/504.**

**\*Students must be registered for class all seven periods or the equivalence thereof.**

# GRADUATION REQUIRED ASSESSMENTS FOR DIPLOMA (GRAD)



## What Statewide Assessments Will My High School Student Take This Year?

The table below outlines which statewide assessments the typical grade 9, grade 10, grade 11, and grade 12 student will take in school year 2013-2014. These assessments are given 1) to measure student achievement, 2) to ensure district and school accountability, and 3) to enable students to meet state graduation assessment requirements. Additional district assessments may also be administered, so parents/guardians should contact their child's school for further information. Note: While the MCA is included on the chart below, students with an Individualized Education Program (IEP) may take other assessments (MCA-Modified and MTAS) in place of the MCA. For additional information, please refer to the parent fact sheets for these assessments on the MDE website.

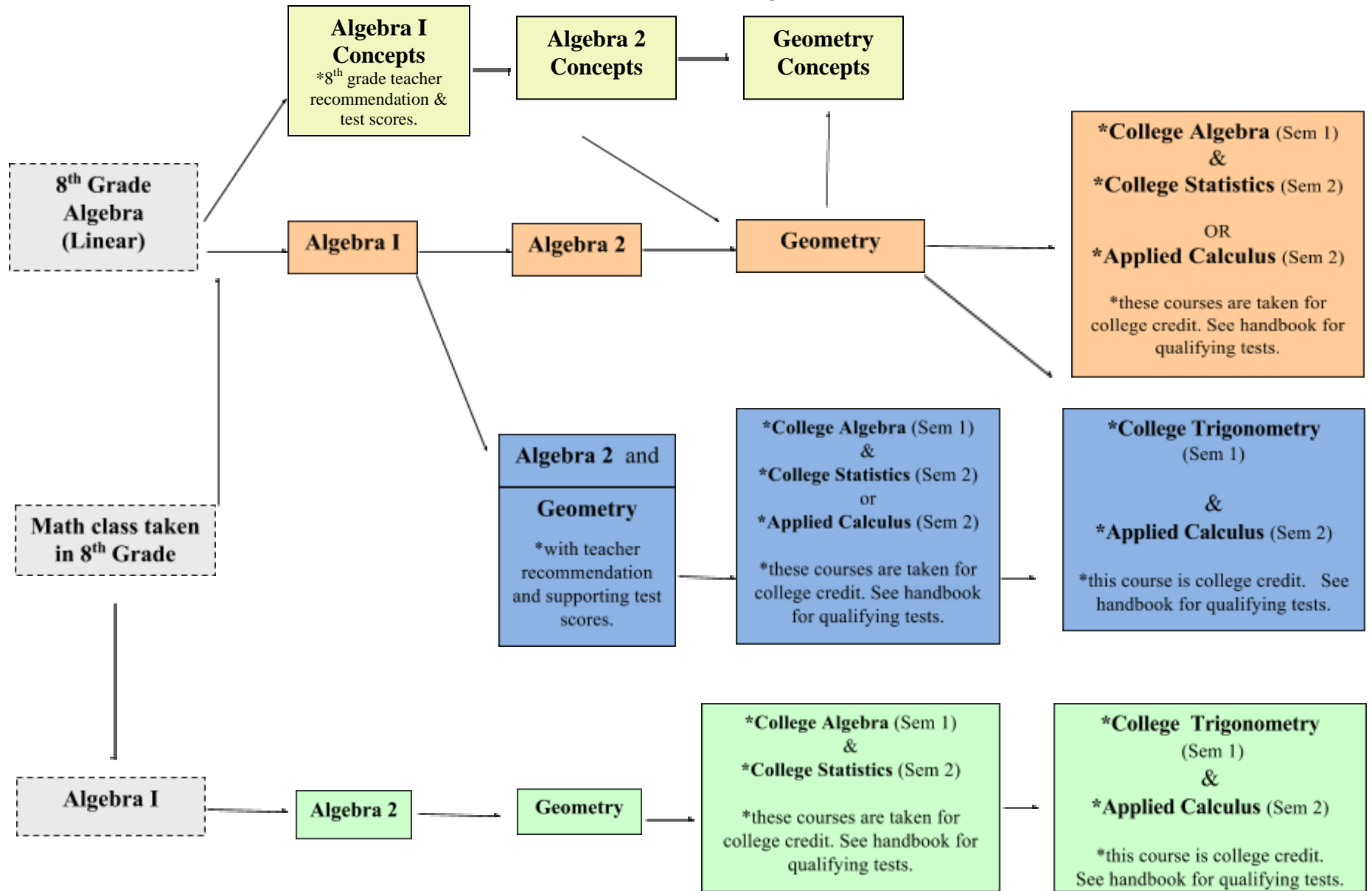
Students must meet graduation assessment requirements in reading, mathematics, and writing in order to receive a diploma from a Minnesota public high school. However, legislation passed in 2013 has changed these requirements as noted below:

- Students currently enrolled in grades 9 and 10 will take a new set of assessments to meet graduation assessment requirements that will provide information on career and college readiness. These assessments will be given beginning in 2014-2015 and the table will be updated accordingly.
- Students currently enrolled in grades 11 and 12 have a number of assessment options to meet graduation assessment requirements as outlined below.
- For additional information, refer to the Graduation Assessment Requirements Parent Fact Sheet on the Testing Information page of the MDE website.

### Statewide Assessments Administered in 2013-2014

Grade 9 (Class of 2017)	Grade 10 (Class of 2016)	Grade 11 (Class of 2015)	Grade 12 (Class of 2014)
<p>Take Science MCA for accountability (taken once in high school when taking life science/biology course)</p> <p><i>No graduation assessments administered</i></p>	<p>Take Reading MCA for accountability <b>and</b> Take Science MCA for accountability (if not already taken)</p> <p><i>No graduation assessments administered</i></p>	<p>Take the Mathematics MCA for accountability <b>and</b> Take Science MCA for accountability (if not already taken)</p> <p><i>Meet graduation assessment requirements in reading, mathematics, and writing:</i></p> <ul style="list-style-type: none"> <li>• Proficiency on MCA or pass GRAD retest, <b>OR</b></li> <li>• Take or have taken ACT/WorkKeys/Compass/ASVAB, <b>OR</b></li> <li>• Receive score on district determined equivalent assessment.</li> </ul>	<p>Take Science MCA for accountability (if not already taken)</p> <p><i>Meet graduation assessment requirements in reading, mathematics, and writing:</i></p> <ul style="list-style-type: none"> <li>• Proficiency on MCA or pass GRAD retest, <b>OR</b></li> <li>• Take or have taken ACT/WorkKeys/Compass/ASVAB, <b>OR</b></li> </ul> <p>Receive score on district determined equivalent assessment</p>

# MATHEMATICS SCOPE AND SEQUENCE CHART



## **POST HIGH SCHOOL PLANNING CAREER CENTER**

The counselor's office contains college catalogs, various software programs, brochures and information sheets on all levels of job opportunities and requirements. The most common post high school possibilities are briefly described in the following paragraphs:

### **TYPICAL FOUR YEAR COLLEGES AND UNIVERSITIES**

In general, being academically prepared for college means adequate preparation in English, history/social studies, mathematics and science. Many colleges and college programs require the study of a foreign language. Also, study in these fields may enable students to score higher on the college entrance tests. Nearly all colleges would expect students to have taken at least 18 semester credits in these college preparatory, academic areas while in grades 10-12. The more selective the college, the more preparation they expect in core academic disciplines.

To learn about specific admission requirements, students should consult the websites, catalogs, and other informational materials, of the colleges and universities in which they are interested in possibly attending. As always, if a student has any questions about admission requirements, he/she should talk with their respective counselor.

### **MORE SELECTIVE FOUR YEAR COLLEGES AND UNIVERSITIES**

Most colleges require as a minimum the following courses/credits in Grades 9-12:

1. 4 credits in English (emphasis on writing, speaking and literature) (Grades 9-12)
2. 4 credits in math (2 years of algebra, 1 year of geometry, and 1 year of FCT)
3. 3 credits in laboratory sciences (Grades 9-12)
4. 3 credits in social sciences (Grades 9-12)
5. 1-2 credits in a single world language, strongly recommended (Grades 9-12)

The expectations at competitive colleges are significantly higher.

Contact the counselor for further information and assistance regarding college planning.

### **UNIVERSITY OF MINNESOTA**

Students planning to attend the University of Minnesota (Duluth, Morris, Rochester or the Twin Cities) as freshmen should complete, at a minimum, the following in Grades 9-12:

1. 4 credits in English (emphasis on writing, speaking and literature)
2. 4 credits in mathematics (1 year each of algebra, geometry, and advanced algebra) Examples of fourth-year courses include but are not limited to courses such as: pre-calculus: analysis: integrated math 4: functions, statistics & trigonometry; a math intensive science class; or economics.
3. 3 credits in laboratory sciences (1 year each of a biological and a physical science)
4. 2 credits in a single world language (Grades 9-12)
5. 3 credits in social studies (United States history)

In addition, the University of Minnesota-Twin Cities requires one year (or 2 credits) in visual and performing arts, including instruction in the history and interpretation of the art form (e.g., theater arts, music, band, chorus, orchestra, drawing, painting, photography, graphic design, etc.).

## **MINNESOTA STATE UNIVERSITY - MOORHEAD**

1. 4 credits in English
2. 3 credits in mathematics
3. 3 credits in laboratory sciences
4. 2 credits in a single world language
5. 3 credits in social studies
6. 1 credits in world cultures or the arts
7. ACT score of 21 OR top half of class

## **NORTH DAKOTA STATE UNIVERSITY**

1. 4 credits in English
2. 3 credits in mathematics (Algebra and above)
3. 3 credits in laboratory sciences
4. 3 credits in social studies

NDSU recommends applicants have a cumulative high school grade point average of **2.5** (4.0 scale) with strong consideration given to grades earned in college preparatory courses. An ACT composite score of 21 or higher or SAT score of 970 or higher is recommended. Students who do not meet these guidelines will be considered if other supporting factors show potential for success.

**We strongly encourage students to take courses beyond these minimum requirements. Additional coursework beyond these minimums increases a student's chances for admission.**

### **COMMUNITY COLLEGES**

Community colleges offer some vocationally oriented programs involving one or two years of study to prepare for full-time employment. They also offer the first two years of a traditional four-year college program. Most community colleges admit any student who has graduated from high school. However, some programs have special admissions requirements. Interested students should check catalogs and/or phone directly.

### **TRADE, BUSINESS AND TECHNICAL SCHOOLS AND COLLEGES**

A wide variety of programs are offered in these schools, both public and private. Some involve prior training in high school. Interested students should check the catalogs of these schools in the Career Center or phone the school directly for suggested high school preparation.

### **JOB ENTRY AFTER HIGH SCHOOL**

A student who plans to go directly to work after high school must develop entry level skills that others will be developing in colleges and technical colleges after graduation. This person is called upon to be more mature, more knowledgeable of his/her own interests, abilities, and achievements and be more knowledgeable of careers. It is important that this person be sure he/she is ready to face the world of work directly after high school graduation. Students who plan to enter employment directly after high school graduation may want to consider courses to improve their skills in mathematics, communications and technical fields. Your counselor can be of particular help to you with these plans.

### **MILITARY SERVICE**

All branches of the military service are now offering more competitive career opportunities for the qualified person. They are demanding the same background entrance requirements as civilian schools and employers. If you are planning to enter the military service after graduation and pursue a particular vocation, prepare for it in the same way that you would if you were going to pursue the vocation in civilian life. Your doing so will increase your opportunities for success. Your counselor will be glad to discuss the opportunities with you.

## **ATHLETIC ELIGIBILITY FOR COLLEGE-BOUND STUDENT-ATHLETES DIVISION I OR II**

If you are planning to enroll in college as a first-year student and you wish to participate in NCAA Division I or Division II athletics (like the University of Minnesota or State Universities), you must be certified by the NCAA Initial-Eligibility Clearinghouse. The Clearinghouse ensures consistent application of NCAA initial-eligibility requirements for all prospective student athletes at all member institutions. Requirements for eligibility are very specific and rigid. It is the responsibility of all prospective NCAA Division I and Division II student athletes at DGF Senior High to familiarize themselves with these requirements and to apply to the Clearinghouse.

Because some classes taken at DGF High School may not meet the NCAA definition of a core class, prospective NCAA student athletes should meet with both their coach and their school counselor to obtain written materials and an application. Students should apply after their junior year transcript is complete (normally the fall of their senior year.)

### **ATHLETIC ELIGIBILITY REGISTRATION PROCESS**

Clearinghouse Registration Materials are available on the website [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net) that maintains and processes all of the initial-eligibility certifications. Complete the online form at the website listed above or call the NCAA publications hotline at 800-638-3731 for a free copy of the Guide for the College-Bound Student-Athlete which contains the registration forms and a Clearinghouse brochure. This guide can also be viewed online in the Student-Athlete Eligibility and recruiting section of the web site.

### **TEST SCORES**

To be certified, you must submit your ACT or SAT scores to the NCAA Clearinghouse. Your scores must be sent directly from the testing agency to the Clearinghouse.

### **CORE COURSE GUIDELINES/ NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE**

The NCAA Initial-Eligibility Clearinghouse has the following courses on file as meeting NCAA core course guidelines. The courses listed below have been approved and will be used in certifying the initial eligibility of student-athletes from Dilworth-Glyndon-Felton High School. If a course is not listed, it has not been approved and, therefore, a student taking such a course would not be eligible for an athletic scholarship as a freshman in college. Students should see their counselor if they have questions about anything related to the NCAA or athletic eligibility.

## **COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)**

The College-Level Examination Program or CLEP provides students of any age with the opportunity to demonstrate college-level achievement through a program of exams in undergraduate college courses. For more information about the CLEP program go to: [www.collegeboard.com/clep](http://www.collegeboard.com/clep) or see the counselor.

# **BUSINESS**

## **Computer Applications**

**18 WEEKS (1/2 credit)**

Students today are expected to achieve mastery level on the keyboard and have a good understanding of Microsoft Office products. This required class will bring you up to speed on both. The course will take you through the basics of formatting term papers, reports, letters and other business documents using the industry standard word processing application, Microsoft Word. Students will also gain hands-on experience with spreadsheets, slide show presentations, and Internet applications using Excel, PowerPoint, and Internet Explorer.

## **Microsoft Office I & II**

**18/18 WEEKS (1 credit)**

\*Prerequisite: Computer Applications

This course is designed for the technical college-bound student who is an independent learner. The textbook is one used at technical and community colleges. Microsoft Word, Excel, PowerPoint, Access and Outlook are the programs covered in class for an overview of word processing, spreadsheets, databases, slideshows, email and keeping a calendar. An end-of-course job simulation ties all the products together in the final project. *\*Completion of Microsoft Office I & II may qualify the student for (3) Advanced Standing College Credits at Minnesota State Community and Technical College in Moorhead.*

## **Yearbook Desktop Publishing I & II**

**18/18 WEEKS (1 credit)**

Grades 11-12 \*Prerequisite: Computer Applications \*Suggested: **Digital Media**

This is a hands-on course where students create, edit, and design the high school yearbook working extensively with Pictavo. Students take pictures and become skilled in the use of Adobe Photoshop to enhance and edit pictures. Using the four basic principles of contrast, repetition, alignment, and proximity, students will create backgrounds and layouts according to a chosen theme. Students gain real-life experience with planning, organizing, and scheduling, and learn how to ready publications to an outside printing source. *\*Completion of Yearbook Desktop Publishing may qualify the student for (3) Advanced Standing College Credits at Minnesota State Community and Technical College in Moorhead.*

## **Digital Media I/II**

**18/18 weeks (1 credit)**

Grades 9-10 Digital Media is about communicating electronically. It is a creative convergence of digital arts, technology, and business. If you should decide to pursue a career focusing on one or more fields related to image management, this course should provide a good foundation. The class focuses on concepts, not specific software, so you should be able to transfer your knowledge to different software. You will acquire both the concepts and the skills that will make it easier for you to pursue an in-depth study of your area of interest. This is a suggested class for those students taking Desktop Publishing Yearbook.

## **Accounting I & II**

**18/18 WEEKS (1 credit)**

It is necessary that all people entering the business world have knowledge of accounting. Salespersons, bankers, office managers, clerical workers, business owners, farmers, and bookkeepers are just a few of the people who must have a basic understanding of the principles of accounting in order to succeed today. Poor financial records are the single largest reason for business failure. Accounting skills are also important for properly maintaining records at home.

*\*Completion of Accounting I & II may qualify the student for (3) Advanced Standing College Credits at Minnesota State Community and Technical College in Moorhead*

## **Careers**

**18 WEEKS (1/2 credit)**

Grades 9-10

This class will help students develop their pathway to employment. The pathway includes: creating a careers portfolio, realizing the importance of education, understanding the skills necessary to be successful in the workplace, learning and

understanding about themselves through the use of assessment tests, aligning those assessments with different occupations, researching and choosing an occupation, developing a high school schedule according to the occupation chosen, calculating the cost of college and determining which one to attend, looking at Q-Brief's and cover letters, applying for a job, keeping that job, and learning about the ten core virtues of character education.

### **Personal Finance**

**18 WEEKS (1/2 credit)**

\*Required in 11th or 12th grade

This class teaches students the necessary skills to function proficiently in today's society as consumers, citizens, and business people. The focal points in this class are: creating savings and investing plans, developing budgets and maintaining checking accounts, calculating taxes and preparing tax forms, properly using and managing credit, making good financial decisions in life, exploring career options, calculating insurance and understanding legal protection. *\*Completion of Personal Finance may qualify the student for (3) Advanced Standing College Credits at Minnesota State Community and Technical College in Moorhead.*

### **Retail Store Operations I & II**

**18/18 WEEKS (1 credit)**

Grade Level: 11-12

If you would like to learn the ins and outs of managing a retail business, the retail store operations class is for you. Students will learn and apply the dynamics of retailing including product design, merchandising, promotion, selling, inventory control, financial record keeping, and management.

### **Teacher Aide**

**18 WEEKS (1/2 credit)**

Grade Level: 11-12

The teacher aide program is set up for juniors and seniors to experience working with someone at school. Students must be full time DGF students and have a cumulative GPA of at least 2.25 to be considered for the program. Students choose a work/study area they have interest in and they must report each day for attendance and instruction. Students will receive a pass/fail grade and may elect to take credit toward graduation for this class. Eligible students must get signed permission from the instructor before being accepted into the program. A licensed staff member is to have no more than one teacher aide per semester.

### **Work Experience**

**18/18 WEEKS (1 credit)**

Grade Level: 12

The goal of the Work Based Learning program is to facilitate students to become responsible citizens involved in the community, prepare students for the work force, build career awareness and enhance critical thinking skills and to prepare students for life after high school. Students in this course must hold a job or an internship. The first week of the semester each student is required to submit documentation of employment or internship as well as a training plan that involves the student, employer and coordinator. This course is traditionally a two hour block; 6<sup>th</sup>/7<sup>th</sup> hours.

There is a corresponding seminar that will be held each week. The attendance of the seminar is mandatory. If the internship or employment interferes with the seminar other arrangements will be made. Students must provide their own transportation to and from work. Juniors who wish to enroll in the WBL program must complete an application and interview process before admission to the program which is under the coordinators discretion.



# **ENGLISH**

## **Literary Elements I & II**

**18/18 WEEKS (1 credit)**

Short stories will be read with emphasis on the primary literary elements. The difference between fiction and nonfiction will be noted as the class reads independently-chosen novels and selections from the text. Students will also read and interpret two or three classic novels and major works of drama. The techniques of poetry will be introduced and students will write a research paper. Students will also work on listening, spelling and vocabulary skills. Grammar will be reviewed through Daily Oral Language and other exercises.

## **World Literature I & II**

**18/18 WEEKS (1 credit)**

The material covered in this course is developed using the foundation of World Literature. Students will study extensive units on fiction (short stories and novels), nonfiction, drama, and poetry. A selection from Shakespeare will be included. Students will study both grammar and vocabulary through a variety of exercises. During this course, students will begin to understand and study research and academic writing. The literature studied consists of several selections from around the world. These units include works by authors from America, Great Britain, Africa, Asia, North America, and several other regions of the world.

## **American Literature I & II**

**18/18 WEEKS (1 credit)**

American Literature will follow the timeline of history, examining how literary trends in the United States were impacted and/or shaped by events of the time. Students will be exposed to a wide variety of American authors and their works through poetry, drama, fiction and nonfiction selections. Critical thinking skills, in the form of analysis and interpretation of literary selections, will be emphasized through both discussion and a variety of both formal and informal writing assignments.

## **British Literature I & II**

**18/18 WEEKS (1 credit)**

The material covered in this course is developed using the foundation of British Literature. Novels written by major British authors will be read and other genres of British literature will be studied. Macbeth and another drama by Shakespeare will be read and viewed as well as several other dramas from the medieval times to present day. A multi-genre paper is written as well as several other writing exercises. Vocabulary remains a focus in class and is enhanced by grammar practices of Daily Oral Language. Students are required to keep a school-related journal.

## **Intro to Public Speaking**

**8 WEEKS (1/2 credit)**

Speaking in public can be fun. Learn how to ease your fears and develop your skills as a competent speaker. This class will help prepare you for College Speech, but it is not limited to those students alone. The class is open to all students in grades 9-12.

# **FAMILY AND CONSUMER SCIENCE (FACS)**

## **Food & Nutrition**

**18 WEEKS (1/2 credit)**

This class will teach students basic food preparation skills and techniques used in cooking. Focus will be on kitchen safety & sanitation practices, measurements, equivalents and reading recipes. Emphasis will also be placed on the food groups and incorporating proper nutrition into everyday food choices. Students will practice cooperative skills and proper kitchen management during food labs. A class fee of \$10.00 is required for food cooked and consumed.

## **Food Basics**

**18 WEEKS (1/2 credit)**

This class teaches basic food preparation skills, nutrition basics, meal appeal, and how to select and prepare quality food. Students will utilize interpersonal and small group skills when working in cooperative groups in the foods lab. Students will learn about and prepare a variety of food items including: breads, fruits, vegetables, dairy, breakfast dishes, desserts, etc. A class fee of \$10.00 is required for food cooked and consumed.

## **Creative Foods**

**18 WEEKS (1/2 credit)**

This foods class broadens an understanding and appreciation of food and further develops cooking skills and techniques. Students will utilize food preparation skills and meal planning that goes beyond the basics. A class fee of \$10.00 is required for food cooked and consumed.

## **Child Development and Parenting**

**18 WEEKS (1/2 credit)**

In this class we will study the development of a child from infancy through preschool. Conception, pregnancy, birth and parenting theories will also be focus areas. Observation and working with preschool age children will be a major project in this class.

## **International Foods**

**18 WEEKS (1/2 credit)**

This foods class increases awareness and appreciation for cultures and cuisines from around the world. Students will develop their cooking skills and techniques while preparing ethnic dishes. Emphasis will also be placed on culture and how it influences food choices and preparation techniques. A class fee of \$10 is required for food cooked and consumed.

# INDUSTRIAL TECHNOLOGY

## Wood Technology I

18 WEEKS (1/2 credit)

**Grades 9-12**

A special emphasis is placed on basic processes, safety, proper tool and machine usage. Students will create shop drawings with proper design and detail. Several required lab projects will be constructed to develop and refine practical skills. Each student will be charged for project materials purchased through the school. **This class is limited to 16 students or work stations.**

## Wood Technology II

18 WEEKS (1/2 credit)

**\*Prerequisite: Woods Technology I**

**Grades 9-12**

A class in fine woodworking intended to expand those skills achieved in Woods Tech. I. Students will learn and practice advanced more advanced wood construction techniques to achieve maximum quality production. Laboratory experiences will allow students to fabricate larger and more detailed projects of choice. Each student will be charged for project materials received through the school. **This class is limited to 16 students or work stations.**

## Advanced Woods

18 WEEKS (1/2 credit)

**\*Prerequisite: Woods Technology I & II**

**Grades 10-12**

This is an advanced cabinet making course beginning where the student left off in Woods Tech. II. Lab time will be spent on projects of the student's choice and build to industry standards. Each student will be charged for project materials received through the school. **This class is limited to 16 students.**

## General Mechanics

18 WEEKS (1/2 credit)

**Grades 10-12**

General mechanics is a course designed to familiarize students with general mechanical techniques and skills. Students can learn to use analysis equipment and mechanical tools effectively on such things as small engines, automotive, electric motors, alternators, farm equipment, hydraulic components, etc. Units in basic welding and sheet metal will also be studied. Students must provide their own projects (small engines, motors, etc.) and repairs for laboratory work. Lab fees will be charged for welding and sheet metal materials. **This class is limited to 16 students or work stations.**

## Welding

18 WEEKS (1/2 credit)

**Grades 10-12**

This is a practical course in many phases of welding. Areas of concentration include welding safety, materials science, blueprint reading, arc "stick" welding, arc "wire" welding, oxy-acetylene welding, cutting, brazing, and soldering. Students will learn welding techniques in various positions, and then inspect and test their welds. Lab fee will be charged for welding materials. **This class is limited to 16 students or work stations.**

## Construction Trades (2 hour course)

18/18 WEEKS (2 credits)

**\*Prerequisite: Woods Technology I**

**Grades 11-12**

In this course a student will experience constructing a house from the beginning to the finished product. Students will learn a wide variety of construction techniques and practices, along with learning to use a variety of construction tools and machines. Students will be involved in all phases of building construction. **Limited to 18 students maximum.**

# MATHEMATICS

## Algebra I Concepts

**18/18 WEEKS (1 credit)**

**\*Prerequisite: Teacher's recommendation from 8<sup>th</sup> Grade Instructor and 8<sup>th</sup> Grade NWEA test score.**

Algebra I Concepts is the first class in a series of three courses that are needed in order to fulfill the Minnesota Academic Mathematics Standards. This course will cover several key algebraic concepts such as: exploring and communicating mathematics, using measures and equations, representing data, coordinates and functions, equations for problem solving, ratios, probability, similarity, direct variation, and linear equations as models. Algebra I Concepts is a prerequisite for Algebra II Concepts.

## Algebra II Concepts

**18/18 WEEKS (1 credit)**

**\*Prerequisite: Algebra I Concepts**

Algebra II Concepts is the second class in a series of three courses that are needed in order to fulfill the Minnesota Academic Mathematics Standards. This course will cover several key algebraic concepts such as: reasoning and measurement, quadratic equations as models, sampling and reasoning, models of variation and growth, linear systems and matrices, and quadratic functions and graphs. Algebra II Concepts is a prerequisite for Geometry Concepts.

## Algebra I

**18/18 WEEKS (1 credit)**

**\*Prerequisite: Teacher's recommendation from 8<sup>th</sup> Grade Instructor and 8<sup>th</sup> Grade NWEA test score.**

Algebra is a system of letters and other symbols used in calculating. Algebra focuses on the use of expressions, equations, inequalities, graphing, rational numbers, polynomials, and factoring. A student's ability to organize data and graph it in an appropriate manner will allow students to make prediction about the data. These skills are needed to better understand and analyze properties of science and advanced mathematics. Students in this course will complete the entire textbook (chapters: 1–13) during a school year. Algebra I is a prerequisite for Algebra II and Geometry.

## Algebra II

**18/18 WEEKS (1 credit)**

**\*Prerequisite: Teacher recommendation is required for any student with an average grade lower than a C- for Algebra I.**

This course reviews and extends topics covered in Algebra I, and introduces new topics necessary to prepare the student for advanced mathematics courses such as: chemistry, physics, engineering, and the mathematically based disciplines. This is accomplished through analysis of data and mathematical patterns, relationships and functions. These are used to make critical judgments, predictions or decisions. Students are strongly encouraged to purchase a TI-83 graphing calculator. Students who wish to take Pre-Calculus may take both Algebra II and Geometry in the same school year. Algebra II is a prerequisite for Geometry, College Trigonometry and Functions, College Algebra, and College Statistics.

## Geometry

**18/18 WEEKS (1 credit)**

**\*Prerequisite: Teacher recommendation is required for any student with an average grade lower than a C- for Algebra 2.**

**(Students must have at least a "B" average in Algebra I to "double up" courses.)**

Students who complete this course will improve their logical reasoning, will develop habits of clear thinking, improve their ability to think deductively and extend the elementary geometric ideas already learned. Students are introduced to proofing theorems of geometry as well as being introduced to some trigonometric functions. This course logically follows algebra II and contributes to a good mathematical background for whatever occupation a student pursues. Topics to be covered include: the basics of geometry, reasoning and proof, perpendicular and parallel lines, congruent triangles, properties of triangles, quadrilaterals, transformations, similarity, right triangles, an introduction to trigonometry, circles, areas of polygons, and surface area and volume.

### **Geometry Concepts**

**18/18 WEEKS (1 credit)**

#### **\*Concurrently Enrolled in Geometry**

The purpose is to provide additional support to students in their effort to meet standards in Geometry. This course is taught concurrently with a student's regular Geometry class, giving extra time and utilizing a variety of strategies to help students build stronger foundation for success in their current class. Elective credit is earned for this course and is graded on a P/F format. Opportunities will be provided as follows: focus on mastery of standards being taught, review content with a focus on standards not previously mastered, previewing of concepts, and placing a strong emphasis on building a positive disposition toward learning.

### **Applied Math 1**

**18 Weeks (1/2 credit)**

\*Prerequisite: Successful completion of Geometry. Teacher recommendation is required for any student earning a C- or lower in Geometry.

This liberal arts mathematics course provides an introduction to several areas and concepts in mathematics including problem solving, numerical sequences, methods of counting, probability & statistics. Equivalent to M|State Math 1100. This course is appropriate as general education for those who intend to pursue the regular college mathematic courses and is the first of two introductory courses that can be taken at M|State.

*\*Completion may qualify the student for College Credits at Minnesota State Community and Technical College in Moorhead.*

### **Applied Math 2**

**18 Weeks (1/2 credit)**

\*Prerequisite: Successful completion of Geometry. Teacher recommendation is required for any student earning a C- or lower in Geometry.

This course is an introduction to systems of linear equations and inequalities, matrices, linear programming, mathematics of finance and elementary probability and statistics. Applied Math 2 is equivalent to M|State Math 1102. This course is appropriate as general education for those who intend to pursue the regular college mathematic courses and is the second of two introductory courses that can be taken at M|State. This course is highly recommended for students in the areas of management, health sciences and other applied technologies.

*\*Completion may qualify the student for College Credits at Minnesota State Community and Technical College in Moorhead.*

# MUSIC

## Ninth Grade Band

**18/18 WEEKS (1 credit)**

The main objective of this band will be the development of musical knowledge, development of musical skills, development of musical understanding and appreciation, and development of a sense of musical discrimination. In addition to the regular rehearsals, students will be expected to participate in concerts. Ninth grade Band and Choir meet during the same class hour and students may choose to be in both. *On the registration form, please select the 9th Grade Band & Choir option if choosing both classes.*

## Concert Band

**18/18 WEEKS (1 credit)**

**\*Prerequisite: 9th Grade Band and/or successful audition from 9<sup>th</sup> Grade Band**

The Concert Band is the major performing group of the Instrumental Music Department. Performance, however, will not obscure the basic musical objectives of the development of musical knowledge, playing skills, and music appreciation through challenging literature and music listening. Students will be expected to participate in all Concert Band activities, both curricular (rehearsals & concerts) and extra-curricular (pep band, pep rallies, contests, etc.).

## Rebel Women's Choir

**18/18 WEEKS (1 credit)**

The main objective of this choir will be the development of musical knowledge and the development of musical skills. In addition to the regular rehearsals, students will be expected to participate in concerts. All 9th Grade Women that are not in Band will be in this group.

## Concert Choir

**18/18 WEEKS (1 credit)**

The Concert Choir is the major performing group of Vocal Music Department. Performance, however, will not obscure the basic musical objectives of the development of musical knowledge and the development of musical skills through challenging literature. A considerable amount of multi-cultural music and music of the twenty-first century will be studied and performed. Students will be expected to participate in all Concert Choir activities. *"Ninth grade Band and Choir meet during the same class hour and students may choose to be in both. On the registration form, please select the 9th Grade Band & Choir option if choosing both classes."*

## Acapella Choir

**18/18 WEEKS (1 credit)**

**\* By audition only, see choir instructor for materials**

This choir is going to range from 40-60 members based on auditions. Acapella is open to 10-12 grade students through **audition** with choir instructor. The goal of this class is to perform at a high level of musicianship and technicality. We will do a wide range of literature and will be a great outlet for those students whom seek to perform at a high level.

## Acoustic Guitar I & II

**18/18 WEEKS (1 credit)**

**\*Prerequisite: Grades 10-12**

Coursework will include a brief study of musical theory to prepare for the study of guitar. Materials necessary for this class are: acoustic guitar (preferably nylon string) and "Guitar School by Jerry Snyder (Book and CD - \$17.95). **Students must purchase these items by the first Friday of school in September.**

## Music History/Theory I & II

**18/18 WEEKS (1 credit)**

**\*Prerequisite: Must have 1 year of music in H.S. (Choir/Band/Guitar)**

We will explore the history of music in different periods. Genre's will include Rock and Roll, Jazz, Contemp music, ect. We will also explore the world of basic theory and technology of music.

# **PHYSICAL EDUCATION/HEALTH**

## **9<sup>th</sup> Grade Physical Education**

**18 WEEKS (1/2 credit)**

This class will teach developmental skills in various team sports including: Flag football, soccer, basketball, volleyball, softball, floor hockey, and wiffle ball. Recreation dual and individual sports of badminton, bowling, archery and roller-skating are taught. Other activities that may be introduced include: weight training, aerobics, and rock climbing.

## **10<sup>th</sup> Grade Physical Education**

**18 WEEKS (1/2 credit)**

This physical education course included all items listed in the 9<sup>th</sup> grade description. The 10<sup>th</sup> grade P.E. class will go on a downhill skiing field trip.

## **Health**

**18 WEEKS (1/2 credit)**

In the first nine-week period, the units taught include mental health, nutrition, exercise and fitness, diseases and disorders. Some of the more detailed topics to be discussed are: wellness, promoting mental health, mental disorders, stress management, healthful eating, making decisions about foods, and benefits of physical fitness, cardiovascular diseases and cancer. The second nine-week period includes three major areas: Human sexuality, chemical use and abuse, diseases of disorders. Topics in human sexuality include: Communication and responsible decision making in relationships, sexuality and responsible dating, responsible sexual behavior, male and female reproductive systems, sexually transmitted diseases (including AIDS), birth control, sexuality and self-protection. Chemical education includes drugs, alcohol, and tobacco information with emphasis on a lifestyle free from drug misuse and abuse.

## **Advanced Physical Education**

**18 WEEKS (1/2 credit)**

This course offers a student the opportunity to participate in a variety of the activities, which have a carryover value for later life. The student will gain an understanding of maintaining a physically fit body, while participating in activities. Some possible activities include: archery, basketball, badminton, soccer, flag football, softball, volleyball, team handball, broomball, and floor hockey.

## **Recreational Physical Education**

**18 WEEKS (1/2 credit)**

This course will offer the student the opportunity to participate in a variety of recreational / lifelong activities which will carry over for life. The student will gain an understanding of maintaining a healthier body and be exposed to the use of a heart monitor. Some possible activities include: archery, badminton, rock climbing, volleyball, speedminton, eclipseball, skiing, dance, broomball, pickle ball, yoga, taeko, snowshoe, and circuit training.

## **Weight Lifting I & II**

**18/18 WEEKS (1 credit)**

This class will be open to students who are interested in techniques of weight lifting for lifetime fitness. The Bigger, Faster, Stronger Program will be used to develop strength and speed. The course will stress weight training and cardiovascular fitness. Proper techniques in lifting and lifting safety will be stressed. Muscular system anatomy, body weight gain and loss, and nutrition will also be discussed and a written test will be completed in these areas.

# SCIENCE

## Physical Science I & II

18/18 WEEKS (1 credit)

### **Physical Science I:**

This course begins with lab preparation skills, a lab safety review, and the teaching of general measuring skills in general science. After a couple weeks, it expands into the basics of physics that include energy, acceleration, momentum, and the usage of simple machines. The scientific method and proper graphing techniques are also emphasized as Newton's many laws are examined. The class will have many labs on topics such as: measurements, motion, speed, simple machines, magnetism, electricity, and radioactivity. Class size limited to 24 students per period.

### **Physical Science II:**

The second half of the year provides an emphasis on the chemical properties of matter. Matter is broken down into its composition, the varying atomic structure it exhibits, the chemical bonds that hold it together, and the environmental influences that affect its many states. General chemistry highlights both organic and inorganic concepts. These areas include the formation of compounds and the balancing of chemical equations. Students will do a poster presentation on an element on the periodic table as well as labs on topics such as: elements, compounds, mixtures, chemical reactions, and organic compounds. Class size limited to 24 students per period.

## Biology I & II

18/18 WEEKS (1 credit)

### **Biology I:**

General foundational science material is taught in Biology I. The class starts with a unit on methods and data analysis which integrates the study of plants (botany) with general environmental concepts as they pertain to this area of Minnesota. During this time, local plants and animals are highlighted. General biological processes are then stressed with an emphasis on ecology and local biomes by showing its importance in influencing community relationships through biological systems. One of the first semester's major objectives involves getting students to properly use the scientific method and interpret scientific graphing and reading.

### **Biology II:**

The second semester of Biology is used by applying many of the major concepts taught in the first semester. It begins with the use of biochemistry and organic chemistry and its importance in the life of an organism. The study of the cell, its use of organelles, cellular transport mechanisms are next. Study then moves into understanding the processes of photosynthesis, cell respiration, cell growth, and reproduction. A major unit, during second semester, deals with genetics and determining the probability by using punnett squares. Additionally, the examination of classification systems, a brief look at some human systems, and ecosystems are observed at the end of the semester. Completion of the course occurs with a scavenger hunt reviewing some of the major concepts of the year.

## Basic Biology I & II

18/18 WEEKS (1 credit)

**\*Prerequisite: Recommendation of the 9<sup>th</sup> grade physical science teacher and the basic biology instructor.**

### **Basic Biology I:**

Basic Biology is designed for the special needs student. This is not a class that should be taken by a student that is college bound. The class is geared down to a junior high reading level and is project based. Entry into the class is only with the recommendation of the ninth grade physical science teacher and the basic biology instructor. Applications is also possible if the student has failed a Biology I/II and with the approval of the principal and the biology instructor. The first semester includes the scientific method, cells, tissues, viruses, bacteria, genetics, evolution, and taxonomy.

### **Basic Biology II:**

The second semester of Basic Biology starts with a look into the human body systems and applies what we have learned with a dissection of the fetal pig. The class will also cover plant and fungus diversity, physiology, and reproduction and will end with a unit on ecology and environmental science focusing on Minnesota.



**Chemistry I & II**  
**Grades 11 and 12 only**

**18/18 WEEKS (1 credit)**

There is no greater mystery than the atom. Join us as we discover the basic concepts, theories, and laws governing the atom and the way it interacts with other atoms. Using over twenty experimental investigations we will attempt to prove what historical chemists and physicists have discovered about the atom. In the laboratory we will combine atoms to form compounds, react atoms with other compounds to unleash reactive gases like hydrogen, make water freeze at 4 degrees F instead of 32 degrees F, plus much, much more! Give yourself a head start on your way to college and join us in our quest to understand 'the atom'!

**Physics I & II**  
**Grades 11 and 12 only**

**18/18 WEEKS (1 credit)**

How much energy does it take to run up the stairs? Can a 100-pound person lift a 4,000-pound car? Which type of engine is the best? Can light be slowed down? Physics is the study of light, heat, energy, sound, time, power, work, electricity, thermonuclear reactions, and much more. In a series of 30 different experiments we will attempt to discover the basic laws of physics. Using mathematical principles, real world mysteries like the force of gravity, are revealed. If you like knowing 'why', this course is for you.

**Environmental Science I & II**  
**Grade 11 and 12 only**

**18/18 WEEKS (1 Credit)**

Ever been curious about the world around you? Ever wonder why Minnesota has so many lakes? Or why we live on a prairie? Are all bacteria harmful? What are infectious diseases? What hazardous wastes are in your home? How can you save money by being more energy efficient? This course is designed to study the dynamic Earth and all its unique details. Volcanoes, earthquakes, tsunamis, are studied. Relationships between animals and plants are broken down by ecosystems and biomes. Understanding the importance of biodiversity and how humans influence our world is evaluated. Join us as we discover the biomes of the world, gaze skyward to marvel at the depths of space, and dive into the mysteries of what Minnesota lakes hold. Problems dealing with pollution, global warming, acid rain, renewable energy, are discussed and evaluated. What can you do to help the environment around us? As you discover more about your everyday surroundings, we will deal with issues about Forestry, Aquatics, Soils, Animals, and Environmental problems pertaining to Minnesota. Open your eyes and discover the world around you! This class is not designed for the college bound student interested in the medical, chemical or engineering fields.

**Fundamentals of Chemistry**  
**Grades 11 and 12 only**

**18/18 WEEKS (1 Credit)**

This course is designed for high school students who must meet at least one chemistry requirement. This course offers a non-intimidating, easy-to-understand classroom lecture and laboratory experiment series for those students not pursuing a college degree. Following a standard math-based chemistry curriculum, it covers: Elements, The Periodic Table, Ionic & Covalent compounds, Chemical reactions, Acids & Bases, and Electrochemistry, Organic & Nuclear Chemistry, Stoichiometry, & Thermodynamics.

# **SOCIAL STUDIES**

## **Civics**

**18 WEEKS (1/2 credit)**

The purpose of this course is to give the students a general idea of how the three branches of government work within the framework of the U.S. Constitution. Students will gain a better idea of how the different levels of government (federal, state, local) work together to shape their life.

## **Geography**

**18 WEEKS (1/2 credit)**

Students will use maps, globes, and other data bases to answer geographic questions at a variety of scales from local to global. The student will understand the regional distribution of the human population at local to global levels. The students will describe and provide examples of the factors behind the pattern of cultures in the U.S and worldwide. The student will explain how the regionalization of space into political units affects human behavior. The student will analyze the patterns and the processes that affect the location of cities. The student will analyze the patterns of economic activity in the U.S. and around the world. The student will explain how humans influence the environment and in turn are influenced by it.

## **U.S. History**

**18/18 WEEKS (1 credit)**

This course will cover the following: A look at the discovering of America; growth of British territory; start of the American way of life and democratic ideas; a movement for independence and the creation of a confederation and later a Federal Union; growth of the nation in size and power; rise in sectionalism and the nation's boundaries; time of crisis, compromise and the Civil War; rebuilding the nation and conquering the last frontier; rise of industrialism; the arrival of reform and the Square Deal; American expansion overseas and WWI; U.S. becomes a world power; "Roaring Twenties," "Great Depression," and "Jazz Age"; from isolation through WWII; age of rapid growth; a new and modern era of the 1960's – 2000's.

## **World History**

**18/18 WEEKS (1 credit)**

The purposes of this course are to demonstrate to students how past events, people, and governments shape our lives today and how the United States relates in time and place to the achievements and beliefs of other countries of our world. This course will review the progress of man from prehistoric times until present time. Units studied will include: The early civilizations of the Middle East, Greece, Rome, India, Asia, South America, and Africa; a study of the major religions of the world; the Medieval world; the Renaissance and Reformation; Age of Absolutism; Age of Reason; Revolution in England, America, and France; Congress of Vienna; nationalism; agricultural and industrial revolutions; rise of democracy; Victorian Age; European Imperialism; rise of dictatorships; World War I, World War II, cold war, and the Middle East.

## **Government**

**18 WEEKS (1/2 credit)**

Did you know that in presidential elections, states become the colors red or blue? Do you think it is fair that in Minnesota you can vote when you are 18 years old but cannot run for public office until you are 21? Learn how you could change that law. The purposes of this government class are to prepare students to understand the functions and composition of the three branches of our state and local governments within the framework of the Constitution and demonstrate to students the need and mean to participate in the political process in the state of Minnesota and the United States. Students will gain knowledge and appreciation for the dynamics and characteristics of our political system. Students will explain and demonstrate ways to become an active citizen and participant in being a community builder. The rights and responsibilities of an active citizen on a state and local level will be conveyed in this class. Students will gain an understanding of the three branches of Minnesota government and the functions of each branch. The students will participate in a mock legislature to understand the dynamics of how a bill becomes a law, conduct an election campaign where they will demonstrate their knowledge of the political and electoral systems, conduct a mock trial to learn the procedures of a court trial and practice and learn the techniques of direct and cross-examinations and the rules of evidence within a court trial and Federal, state and local elections will be stressed throughout the class.

**Economics****18 WEEKS (1/2 credit)**

Through the study and use of the fundamental concepts of economics, (supply, demand, elasticity, monopoly, etc.) a student shall demonstrate understanding of the interactive nature of global, national, and local economic systems, how government decisions impact those systems, and how individuals, households, businesses, and governments use scarce resources to satisfy unlimited wants and needs.

**Sociology****18 WEEKS (1/2 credit)**

Most people would say that they determine their own thoughts, feelings, and actions. However, through the study of sociology, we will examine how groups and social structures can also affect our beliefs and behaviors. During this course we will study many areas of sociology including the following: Culture and Social Structure, Social Inequality, Education, Sociology and its effects on Religion and Sports, and Social Change.

**Psychology****18 WEEKS (1/2 credit)**

Psychology is the study of the mind through the examination of our behavior. Our experience and needs cause us to react to each new situation in a different way. The course covers the areas of learning, thinking, memory, motivation, human development and measurement.

# VISUAL ARTS

## Intro to Studio Art

**18 WEEKS (1/2 credit)**

The studio course introduces students to a variety of mediums and techniques as well as the process of becoming self-motivated and driven to become independent in the field of art. After the student has been introduced to the mediums and techniques he/she will plan some of their own projects selecting subject, content, and medium for creation.

## Advanced Studio Art

**18 WEEKS (1/2 credit)**

**\*Prerequisite: Intro to Studio Art**

This course is designed for the emerging artist. If the student has taken a minimum of two art courses they are ready to develop a portfolio of works. Every work of art completed will be photographed and prepared for a CD portfolio that will include a breadth, concentration and quality section of works. This class will work in a studio atmosphere of independent study.

## Intro to Drawing

**18 WEEKS (1/2 credit)**

This first semester course is for the beginner. Students will be required to purchase and maintain a drawing notebook. Students will learn basic approaches to the study of space and value in drawing. This class will explore basic drawing and shading techniques. Various works of art will be observed for the purpose of Art Criticism (description, analysis, interpretation and evaluation.)

## Drawing Studio

**18 WEEKS (1/2 credit)**

**\*Prerequisite: Intro to Drawing**

This course is a studio course in drawing. Students will chose and create drawings using different mediums like charcoal, pen & ink, pastels (oil & chalk). Some works are planned by the student.

## Intro to Painting

**18 WEEKS (1/2 credit)**

The first semester is an introduction to painting mediums, techniques and practice paintings. Students will learn how to work with different painting mediums and how to mix and match colors. Students will practice different styles and develop their own process of *Painting as Communication*.

## Painting Studio

**18 WEEKS (1/2 credit)**

**\*Prerequisite: Intro to Painting**

This course is a studio course in painting. Students will chose and create paintings using different mediums like watercolor, tempera, acrylic, and oil. Most works are planned by the student.

## Intro to Sculpture

**18 WEEKS (1/2 credit)**

Students will observe and practice basic sculpting techniques. Observational drawings of volume and mass will aide in the understanding of what it takes for a sculptor to sculpt three-dimensional forms. Some techniques explored include modeling, construction, assemblage, and molding.

## Intro to Ceramics

**18 WEEKS (1/2 credit)**

**\*Prerequisite: none (offered 2<sup>nd</sup> semester only)**

Students will observe and practice basic ceramic techniques. Drawings of ideas will aide in the communication of the plans and concepts for three-dimensional forms. Techniques explored include pinching, coiling, slab construction, and the wheel throwing process.

### **Intro to Graphic Arts**

**18 WEEKS (1/2 credit)**

Students will learn what it means to have a career in graphic design. What is graphic design? What is the roll of the graphic artist? The course is project based so that each student can learn through process the skills required to work as a graphic designer.

### **Graphic Arts Studio**

**18 WEEKS (1/2 credit)**

**\*Prerequisite: Intro to Graphic Arts**

Students will develop their skills working with design and creations incorporating: design basics, identity, typography, communications, packaging etc. The student will be the designer who solves the design problem. The student will also make products appeal to the consumer by getting the audience's attention through the creative use of images and type. Students will produce their work using hands on and computer processes.

### **Photography I: B & W/Digital**

**18 WEEKS (1/2 credit)**

**Grades 11 and 12 only**

Students will learn through hands-on experiences how to: operate a 35 mm camera, look for and take good pictures, develop film and make prints. We will also learn how to operate the digital camera as well as the digital imaging program: Photoshop CS3.

### **Photography II: B & W/Digital—Special Effects**

**18 WEEKS (1/2 credit)**

**Grades 11 and 12 only**

**\*Prerequisite: Photography I: B&W/Digital**

The second semester of Photography is an opportunity to create photographs using special effects working with the camera, darkroom and Photoshop CS3. Students will make prints of double exposures, solar printing, sepia toning, etc.

# WORLD LANGUAGE

## Spanish 1 I & II

18/18 WEEKS (1 credit)

This course is an introduction to the Spanish language. All aspects of the language are covered; listening, speaking, reading, and writing. Grammar study is an important part of the course, as is the amassing of vocabulary. Practical applications and conversation are stressed. Both oral and written evaluations are used as well as projects. The student also begins a study of Hispanic Culture.

## Spanish 2 I & II

18/18 WEEKS (1 credit)

**\*Prerequisite: Spanish 1 I & II**

This course is a continuation of Spanish I. Grammar study is combined with conversational Spanish through exercises, dialogues and other activities. The student continues the study of Hispanic customs and literature and the cultures of Mexico, Central and South America and Spain. Evaluations continue to be oral and written as well as projects.

## Spanish 3 I & II

18/18 WEEKS (1 credit)

**\*Prerequisite: Spanish 1 and Spanish 2**

This course continues the study of the Spanish language with an emphasis on conversation. Short stories and short novels are read and discussed as well as magazines and newspapers. A cultural study of Spain is pursued. Evaluations are oral or in the form of a project. Outings are taken to practice conversation in real situations. Spanish 3 may be taken any hour as an independent study with consent of instructor.

## Spanish 4 I & II

18/18 WEEKS (1 credit)

**\*Prerequisite: Spanish 1, 2, and 3**

Students will continue studying the Spanish language with emphasis on speaking. Evaluations are oral or in the form of projects or longer written assignments. Outings are taken to practice conversation. Spanish 4 may be taken any hour as an independent study with consent of instructor.