

Ashby Public School

Preparing Students for Success



Course Description Guide

2020-2021

Ashby Public School

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*All subject areas and criteria are subject to change and discretion of school administration.

Agriculture Vocational Education

Course: *Sustainable Agriculture*

Level: 12

Length: Sem

This course introduces the topic of sustainability in agriculture, with an emphasis on local food production. The course's goal is to encourage an understanding of the influence of specific agricultural practices by examining the environmental science and agronomy of both conventional and alternative agriculture. Basic principles of horticulture will be introduced with an emphasis on production and processing of garden produce. The course concludes by examining the trends in the sustainable and organic food industry, as well as obstacles and benefits to widespread adoption of more environmentally sustainable farming practices.

Course: *CAD (Computer Aided Drafting)*

Level: 12

Length: Sem

This course deals with using Computer Aided Drafting (CAD) software to develop plan views, layouts, elevations, parts, and assemblies. Building on the basics of drafting learned in previous years, students will develop skills in the areas of architectural and mechanical drafting and engineering using a CAD program to create required drawings and designs. An emphasis here will be on the mechanical form with both simulated and real prototypes.

Course: *Carpentry I&II*

Level: 11-12

Length: Sem/Yr

This class is designed to give students a general understanding of the skills involved in site prep, building construction, and home maintenance. Along with the construction process, structural materials, terminology, and procedures will also be covered. Much of the course emphasizes a hands-on approach to learning. Many real life examples are used throughout the course and laboratory participation is incorporated. Students will be expected to create group and individual projects related to the course material, which often includes a role in the building of custom ice fishing houses.

Course: *Welding*

Level: 11-12

Length: Sem

Students will develop their skills in the forms of metal joinery and cutting that is available in the shop. Students will gain an understanding of welding fundamentals, safety, types, electrode classifications, and careers in welding as well as metal properties and uses. The course provides an excellent foundation for metal fabrication by actually performing the different types of welding on group and/or individual tasks and projects.

Course: *Animal Science (Science credit)*

Level: 11-12

Length: Sem

Through this class, students will gain a general understanding of the science involved in the production and processing of animals. Beef, dairy, sheep, poultry, swine, equine, crops, weeds, soil, and water are all studied including anatomy, physiology, production, and reproduction of those areas. The relationship of people to animals as well as current issues and future perspectives of agriculture are also covered. Science elective credit may be received from completion of this course.

Course: *Plant Science (Science Credit)*

Level: 11-12

Length: Sem

Through this class, students will gain a general understanding of the science involved in the production and processing of plants. Crops, weeds, soil, and water are all studied including anatomy, physiology, production, and reproduction of those areas. The relationship of people to plants as well as current issues and future perspectives of agriculture are also covered. Science elective credit may be received from completion of this course.

Course: *Landscaping I&II***Level: 11-12****Length: Sem**

This course involves the application of principles in materials, design and construction of the landscaping area with an emphasis on outdoor furniture. A majority of hands-on approaches to learning about landscape design and construction is used in this course so outdoor physical work and laboratory participation is required.

Course: *Leadership***Level: 10****Length: Year**

Leadership skills and goals along with careers possibilities related to agriculture using some FFA materials as a guideline make up half of this class. Opportunities to work with peers, younger students and their teachers, and local business people will be included.

The other half of this course is based on students taking an intense look at the issues affecting agriculture today. Students will be researching and discussing current issues and relaying the information in the form of article reviews, speeches, presentations, research papers, and debates.

Course: *Engineering***Level: 9****Length: Sem**

Two main units are covered in this course, Machinery Maintenance and Safety & Engineering Basics and Forces. Each will introduce the students to the different areas, allowing them to develop basic skills and also give them an opportunity to gain interest in these areas. A utility tractor will be used as the basis of the machinery unit and bridge construction for the other.

Course: *Careers/Resource Management***Level: 9****Length: Sem**

Two main units are covered in this course, Career Exploration & Personal Finance. Students will identify career opportunities within a career cluster that match personal interests, talents, goals and preferences. They will then examine career advancement requirements (education, certification, training, etc.) for a chosen career option, interview someone in that field, and present to the class. Students will also learn personal finance management skills to function effectively, efficiently, and responsibly in their financial tasks (earning, saving, spending, giving, etc). For both units, they will create goals for continuous growth as well as update and improve the tools and skills necessary to do so.

Course: *Ag 8***Level: 8****Length: Sem**

We will review shop safety, woodworking, measuring, drafting, tools, etc. as well as the shop safety exam. Also we will review measuring, identification, and proper use of drafting equipment and will complete drawings as part of an introduction to CAD. The final project will be using the skills gained in class to construct and finish the wood project from the required CAD drawing. Full FFA membership opportunity is available to students beginning this year.

Course: *Ag 7***Level: 7****Length: Sem**

This class we will cover shop safety, woodworking, measuring, drafting, tools, etc. Each student will be prepped for and must complete a state-required shop safety exam. Also we will introduce measuring, identification, and proper use of drafting equipment and will complete drawings including one of a wood project to be made in class. Tools used in wood working, their identification, and proper use will be part of this course. The final project will be using the skills gained in class to construct and finish the wood project from the required drawing.

Art

8th Grade Art

Semester

Materials Needed..... 5 good quality pencils (or \$.50), eraser (or \$.25), hand held sharpener, sm. box of colored pencils, sm. box of fine line markers, camera (can be borrowed for 2 weeks), money to pay for, or access to, printing of 20 assigned photos (must be printed), 2- pocket folder for idea bank

The eighth grade art class will be an overview of art. They'll be creating their very own works of original art, but will also be learning about art from different cultures, thoughts, lands, and times.

Design elements and principles, the very art foundations, will be taught to give them a better understanding of what makes a good art composition. They'll learn the importance of art in everyday life and discover how it is all around us. They'll learn to appreciate art in others who have different styles and ways of doing things, but especially be encouraged to develop their own style, ideas and expression.

They'll be taught drawing, painting, printmaking, design, photo composition, mixed media, sculpture, and large group painting and more including what's happening "now" in the world of art.

They'll learn how to 'see like an artist', developing perception and the ability to draw realistically, and to notice beauty in the life and in nature around them.

Included in this class is the annual October field trip to the Terry Redlin Art Museum in Watertown, SD. There they will tour the museum and participate in a drawing competition. Parents, guardians and grandparents are invited to join in for this multicultural event.

The students will present their works in an art exhibit held at the same time as the school play or concert.

OUTCOMES: Student will:

````learn to draw realistically

````become familiar with some art history, styles, movements in art, and cultures

````learn how to think more creatively

````experience creating works of art in a variety of media

````they'll increase their knowledge of art foundations and good design

````they'll have several finished artworks displayed in an exhibit

````they'll see that there is more than one way to do things and appreciate the art of others

## **HIGH SCHOOL ART I**

Semester

Materials needed: 5 good quality pencils (or \$.50), eraser (or \$.25), 2 extra fine sharpie markers, camera (for just 20 photos, about 2 weeks), and money for printing for 20 photos (Must be printed), 2- pocket folder for photos and idea bank

This class will focus mainly on the drawing and painting fields with the use of many various materials. These include but are not limited to: markers, various pencils, pastels, tempera and acrylic paints, large canvases, mixed media and new materials to try. They'll be other projects, some from other lands, and short intro to calligraphy, working with text in visual art, and printmaking.

Art foundations, the elements and principles of design, will be further developed. Woven into their art production will be art history, art appreciation and an awareness of what is happening now in the world of art. Students will be encouraged to develop their own styles, ideas, and choice of subject in original work. They create an idea bank of resources they've collected and researched to draw inspiration from. They'll learn how

to compose 20 photos for their idea bank. This will be one source for their personal, original art. They'll create their own art gallery on the computer. They'll continue to learn about art interpretation. Students display their finished artwork at the art exhibit held at the time of the school play or concert. During this semester students will go to the Minneapolis Institute of Arts to see famous art from the USA and all lands, past and present. (This coincides with the Guthrie Trip the juniors and seniors take every other year.)

### **HIGH SCHOOL ART II**

No Prerequisite

Semester

Materials needed: 5 good quality pencils (or \$.50), eraser (or \$.25), one extra fine black sharpie marker, camera (for just 10 photos, about 1 week), and money, if need be, to print them. They must be printed.

This class IS NOT the same as HS Art 1 but the first 3-4 weeks there will be a similar teaching on drawing basics as was in HS Art I, as drawing is core to all the visual arts. Students who have taken HS Art I will be doing new and different, more in depth drawings during the first 3-4 weeks. Besides more in depth and larger paintings, realistic and abstract, they'll be other various projects and media such as clay, lg. group painting, scratch art, sculpture, art with text, mixed media, a craft, art from other lands, and more.

Their work will be displayed at an art exhibit at graduation.

### **HIGH SCHOOL ART III**

Prerequisite: High school Art I & II

Semester

Materials needed: Same as High School Art I

This class will be held the same time as High School Art I. They will start with similar drawing projects as HS Art I only in more depth and with more choices of media and different subject matter. They will join in on class projects, art history, and idea building etc but with a different emphasis and different area of study of their choosing. They will join in on group projects.

They will explore more in depth their media of choice determined ahead of time with Ms. Schultz. This could be clay, sculpture, and painting on huge canvases, varieties of drawings, working with mixed media or text, or a combination doing whatever they've been desiring to really get into.

They'll participate in the art exhibit at the time of the school play or concert. With their visual art they will also display a written "art statement of intent" briefly writing about their art.

### **HIGH SCHOOL ART IV**

Prerequisite: HS ART II

Second Semester

Materials needed: Same as HS ART II

This class will parallel HS ART II, sometimes doing the same projects only in more depth and with variations in ideas, subject matter and media. They will join in on group projects. They will have plenty of time to work on a media or area of study of their own choice. This will be planned, thought through with guidelines, and written up before they begin.

They will display their work along with a brief written artist's statement of intent at the graduation exhibit.

# Business Education

## Ag Leadership, and Personal Finance

### **(10<sup>th</sup> Grade Required)**

Freshman Business Education emphasizes career research and personal finance, and is taught in conjunction with word processing, spreadsheet, and presentation software. The students will learn additional keyboarding and word processing skills to help them write. Students will research a career and write a report using the newly learned computer skills. Finally personal finance will teach students the economic skills needed in today's society to help them cope with their financial life.

# English

## College Writing 1101

College Writing I is a semester-long college course for seniors with emphasis in rhetoric writing. Students will write a minimum of five major essays, including, but not limited to narrative, descriptive, cause-effect, and argumentation/persuasion. This course concentrates on the fundamentals of English writing as a process (prewriting through publication of a written work). Students earn their high school English credit and are eligible to receive three (3) college credits upon successful completion of the course. This is a concurrent enrollment course offered through Minnesota State Community and Technical College (M-State) and meets MnTC Goal Area 1. Students must qualify for the course based on their Accuplacer score and GPA. Textbook: *"They Say / I Say" : The Moves That Matter in Academic Writing*. Textbook provided by Ashby Public School.

## Writing About Literature 1205

Writing About Literature is a college level course offered by Ashby High School through the Concurrent Enrollment Program at Minnesota State Community and Technical College (M State). Meets MnTC Goal Area 1. This course builds on the foundations of College Writing (1101 is a prerequisite) 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, learn the foundations of literary theory, explore meaning through academic research, and respond through discussion and writing. Students earn their high school English credit and are eligible to receive three (3) college credits upon successful completion of the course. Textbook: Various novels, plays, and poetry; subject to change.

## English 12

Students will read, interpret, analyze, and evaluate various works of literature, literary nonfiction, nonfiction, film, and other media. The theme of this year-long course will challenge students to look at literature, and therefore the world, through different perspectives, or lenses, other than just their own. Students will read from a variety of genres from various time periods including, non-fiction, short story, poetry, drama, novels, multimedia. Works that are read or viewed in class will represent authors from various cultures and perspectives of the human experience. Students will learn and practice standard English language conventions. Students will write for various purposes and audiences including creative, analytical, informative and persuasive writing. Students will work on developing their oral communication skills through discussions and projects/presentations. Students will also explore various multimedia sources such as podcasts, photojournalism, documentary shorts, etc... and will create their own multimedia project. Minnesota Core Standards for 11/12 are the foundation of every unit, lesson, assignment, and assessment.

## **English 11**

In this year-long course, students will read, interpret, analyze, and evaluate various works of literature, literary nonfiction, including film and media sources. The theme of this year-long course will focus on what we can discover about humanity (ourselves) through human journeys. Students will read, watch, and listen to a variety of genres from various time periods including short story, poetry/epic, drama, novel, film, etc... Works that are read in class will represent authors from various cultures and perspectives of world experience. Students will write for various purposes and audiences including creative, analytical, informative, and persuasive writing. Students will work on developing their oral communication skills through discussions, storytelling, and informal public speaking. Students will write a longer research paper and all that process entails. Minnesota Core Standards for 11/12 are the foundation of every unit, lesson, assignment, and assessment.

## **English 10**

English 10 is a full-year comprehensive Language Arts course for sophomores and covers the following topics:

1. All genres in literature are read and analyzed
  - this includes short stories, poetry, drama, and novels.
2. Writing narratives, research and expository compositions.
3. Grammar and reading/viewing/listening skills.
4. Speech communications both written and oral.

Minnesota Common Core Standards\* for grade 10 are addressed in various formats. Students are issued a hard copy of the textbook, Holt McDougal Literature for Grade 10 which can also be accessed from any computer via the Internet at [my.hrw.com](http://my.hrw.com). A Reading Program requirement exists and is worth 20% of the overall grade each quarter. Students will earn credit through oral book checks or written book checks, which prove not only that they have read the books, but also that they are mastering course concepts such as plot, characterization, theme, etc. The amount of pages required varies based on students' individual reading levels.

## **English 9**

English 9 is a full-year comprehensive Language Arts course for freshmen and covers the following topics:

1. Fundamentals of English are the core of the curriculum as students read and analyze various genres of literature and media.
2. Writing includes narratives, poetry, expository writing, and a research paper.
3. Grammar and reading/viewing/listening skills.
4. Speech communications both written and oral.

Minnesota Common Core Standards\* for grade 9 are addressed in various formats. Students are issued a hard copy of the textbook, Holt McDougal Literature for Grade 9, and it can also be accessed from any computer via the Internet at [my.hrw.com](http://my.hrw.com). A Reading Program requirement exists and is worth 20% of the overall grade each quarter. Students will earn credit through oral book checks or written book checks, which prove not only that they have read the books, but also that they are mastering course concepts such as plot, characterization, theme, etc. The amount of pages required varies based on students' individual reading levels.

## **English 8**

Students will read, interpret, analyze, and evaluate various literary works. Students will read from a variety of genres from various time periods including, non-fiction, short story, poetry, drama, and novel. Works that are read in class will represent authors from various cultures and perspectives. Students will learn and practice standard English language conventions. Students will write for various purposes and audiences. Students will work on developing their oral communication skills through small group discussions. Each unit will consist of readings and activities from various texts that will address the Minnesota Academic Standards for English



Language Arts for 8th Grade. We will read the play, *A Raisin in the Sun* by Lorraine Hansberry, the play, *A Diary of a Young Girl* by Anne Frank, and *The Outsiders* by S.E. Hinton, student choice novels, in addition to other material. We will also learn and practice non-fiction reading strategies using the text: *Reading Nonfiction : Notice & Note Stances, Signposts, and Strategies* by Kylene Beers, and Robert E Probst. Material is subject to change. Students will also participate in writing, discussion, projects/presentations, and grammar practice.

## **English 7**

English 7 is a full-year comprehensive Language Arts course for 7<sup>th</sup> graders and covers the following topics:

### **1. Literature analysis and reading skill practice:**

- Analysis of plot, characters, setting, theme, author’s purpose and point of view in short stories, essays, and novels.
- Poetry exploration: types, purposes, forms, symbolism, figurative language use,
- Non-fiction: Reading strategies, finding thesis, paraphrase/summarizing skills, fact vs. opinion, looking for bias, analysis of sources
- Use of critical thinking skills to compare and contrast, find cause and effect, predict outcomes, support opinions
- Vocabulary and spelling is covered in the context of the literature being read

### **2. Writing for a variety of purposes—to convince, entertain, express, and persuade:**

- Essays either single or multiple page lengths--personal narrative, book summaries, research paper, advantage/disadvantage, opinion paper. Focus on the writing process; achieving the purpose of the paper; and developing organization, transitions, and sentence fluency.
- Poetry—form and free verse
- Letters—for different purposes

### **3. Grammar and mechanics:**

- The mechanics, grammar, and usage topics are covered in mini-lesson format and are based on the context of what literature or writing topic is being covered at the time.

### **4. Speech Communications:**

- An introduction to oral and written speech communications and public speaking in various formats.

Minnesota Common Core Standards\* for grade 7 are addressed in various formats. Students are issued a hard copy of the textbook, Holt McDougal Literature for Grade 7, and it can also be accessed from any computer via the Internet at [my.hrw.com](http://my.hrw.com). A Reading Program requirement exists and is worth 20% of the overall grade each quarter. Students will earn credit through oral book checks or written book checks, which prove not only that they have read the books, but also that they are mastering course concepts such as plot, characterization, theme, etc. The amount of pages required varies based on students’ individual reading levels.

## **Communication Arts**

This course is an English Elective open to high school juniors and seniors that focuses on real world writing and communications.

This is a semester course with the Fall Semester focusing on writing for the real world, while the Spring Semester focuses on Verbal communications in the real world.

With the daily explosion of new technology and social media sites, it is vital that students learn how to effectively and respectfully represent themselves in the virtual and real world. From Facebook to Twitter to Wiki to Snapchat and everything in between, this class will explore real world writing and how it impacts our lives. **Materials needed:** Students should have their personal devices (supplied by school or individual), pen/pencil, notebook. If students have cell phones, they may bring them to class as there will be times we will utilize their functions.

**Units included in this course** will cover blogging, texting, social media posts, cyberbullying, etc., as well as resume-writing, business correspondence, and media communication. We will discuss the pros and cons of networking using the various sites and apps, as well as explore how they impact us personally and professionally. The class will have an online blog that students will be responsible for contributing to weekly. On this blog we will explore how social media impacts each of us personally, how we represent ourselves through posts online, and how our online actions will potentially affect our futures. Students will learn not only how to write, but also WHY they should write.

**Ashby Assisted Living Center** Students will also visit the Ashby Living Center every week to visit with the residents. The goal of these visits is to broaden communications between generations, learn the art of striking up a conversation with someone, and experience firsthand the importance of social interaction between a variety of people.

# Foreign Language

## Español Uno - Spanish One

The first year of the course sequence designed to introduce students to the skills needed for proficiency in the language and cultures of Spanish-speaking countries. Classroom sessions are supplemented with instructional technology. Emphasis is on reading and listening comprehension and oral and written communication in Spanish.

## Español Dos - Spanish Two

Exposes students to the diversity found in the cultures of the Spanish-speaking world. Students refine oral and written communication skills through oral presentations, group activities, cultural readings, essays and an examination of Spanish grammar.

# Mathematics

## **Math 7**

Math 7 is a yearlong course for all 7th graders focusing on the development of pre-algebra skills as students are being prepped for Algebra 1. Students will concentrate on the following domains: integers and rational numbers, expressions, equations and inequalities, ratios and proportional relationships, consumer math, geometry, statistics and probability. The primary textbook for this course is Prentice Hall's Algebra Readiness.

## **Algebra I**

Algebra 1 is an eighth grade yearlong course understanding patterns, relations, and functions. Linear algebra will be presented following an in depth study of problems solving skills for equations and inequalities. The primary textbook for this class is McDougal Littell's Math Course 3 by Larson, Boswell, Kanold and Stiff.

## **Algebra II**

Algebra II is a ninth grade yearlong course understanding patterns and functions in linear and non-linear situations. This course will emphasize conceptual understanding, focus on critical thinking and reasoning, and to model mathematics for solving problems that arise in everyday life. The primary textbook for this class is McDougal Littell's Algebra 1 by Larson, Boswell, Kanold and Stiff.

## **Geometry**

Geometry is a sophomore year long course at Ashby High School based on the understanding of spatial sense. During the course students will analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships. They will also use visualization, spatial reasoning, and geometric modeling to solve problems. There will be a need for understanding algebra along with a study of trigonometry. The primary textbook for this course is McDougal Littell's Geometry by Larson, Boswell, Kanold and Stiff.

### **Intermediate Algebra**

Intermediate Algebra is a course intended for students who enter with below-average mathematical and problem solving skills. It is the alternative course for juniors to take to meet their math credit requirement and a remediation course for seniors. It is a yearlong course for the juniors and a semester course for the seniors. This course will cover several similar topics as Advanced Algebra, but at a less rigorous level. This course will also prepare students to take the MCA II math test and, if needed, the GRAD retest. The level of preparedness for future math classes will not be as high with this class and students should plan carefully so they are ready for their program of choice after high school.

### **Advanced Algebra**

Advanced Algebra is a yearlong course intended for students who enter with typical or above-average mathematical and problem-solving skills. This course will prepare students to take the MCA II math test, the ACT test, and to continue on with their math education in future years both in high school and at the postsecondary level. The course covers a variety of functions including linear, quadratic, exponential, logarithmic, radical, and rational functions. There is also a study of probability and data analysis along with geometry and trigonometry. Students will also learn to model real-world situations and to use a graphics calculator to better understand advanced math topics. The primary textbook for this course is McDougal Littell's Algebra 2 by Larson, Boswell, Kanold and Stiff

### **College Algebra**

College Algebra is a semester course covering topics which include rational and polynomial functions, exponential and logarithmic functions, inverse functions, quadratic equations, inequalities, matrices, progressions, complex numbers, theory of equations and variations, and linear equations in one, two and three unknowns. Qualifying students may receive 4 semester college credits upon completion of this class. Prerequisite is the successful completion of Advanced Algebra and an accuplacer score. The textbook used is Precalculus Functions and Graphs by Larson, Hostetler, & Edwards copyright 2008.

### **Functions and Trig**

Functions and Trig is a semester course detailed study of mathematics needed for calculus. Qualifying students may receive 4 semester college credits upon completion of this class. Concepts presented are trigonometric functions, right triangle trigonometry, radian measure and circular functions, identities, equations, inverse functions, oblique triangles, complex numbers, vectors and polar coordinates and conic sections. Prerequisite is a successful completion of College Algebra. The textbook used is Precalculus Functions and Graphs by Larson, Hostetler, & Edwards copyright 2008.

### **PreCalculus**

## **Music**

### **High School Concert Choir:**

High School Concert Choir is a yearlong course available for grades 8 through 12 that explores choral music from a wide variety of cultures and time periods through study and performance. Students are expected to participate in performances once per semester along with large group contest and lessons as a major part of

their grade. During the course of the year time is spent focusing on learning new music, sight-reading, singing as a group, enhancing vocal technique, and learning music theory.

### **High School Concert Band:**

High School Concert Band is a yearlong course available for grades 8 through 12. Students are expected to participate in performances once per semester along with pep band, large group contest, and lessons as a major part of their grade. During the course of the year students study a wide variety of concert band repertoire, music theory, music history, scales, while also enhancing their sight-reading skills and playing as a large group.

### **JH Band:**

Junior High Band is a yearlong course available for grades 6 and 7. Students are expected to participate in performances once per semester along with pep band and lessons as a major part of their grade. During the course of the year students study a wide variety of concert band repertoire, music theory, music history, scales, while also enhancing their sight-reading skills and playing as a large group.

### **JH Choir:**

Music Culture is essentially a 2 year long music course for non band students in 6<sup>th</sup> and 7<sup>th</sup> grade. Within these two years the students study world music, jazz and blues history, Rock n Roll history, as well as many other aspects and concepts within the world of music. The goal for this course is that students would leave with a deeper level of appreciation and understanding for the culture, history, and concepts of music.

## **Physical Education & Health**

### **Physical Education**

#### P.E

Length of course: Yearlong 4 quarters

Course offered: 7-9th grade

Course Description: Physical Education will stress fitness through muscular strength, cardiovascular exercise, flexibility, skill development and lifetime fitness with individual and team activities. Some units include: Soccer, Football, Presidential Fitness, Ultimate Frisbee, Frisbee Golf, Handball, Basketball, Volleyball, Team Handball, Softball, and a Physical Fitness Unit.

#### LIFETIME FITNESS (ODD YEARS)

Length of course: Yearlong 4 quarters

Course offered: 9-12th grade

Course Description: Lifetime Fitness will stress fitness through muscular strength, cardiovascular exercise, flexibility, skill development and lifetime fitness with individual and some team activities. The class will consist of weekly testing of muscular strength based on the goals of each individual student. We will utilize the weight room four days out of the week and play a team orientated game on Fridays when available. An emphasis on attaining the goal of each individual student will be stressed.

**LIFETIME SPORTS (EVEN YEARS)**

Length of course: Yearlong 4 quarters

Course offered: 9-12th grade

Course Description: Lifetime Sports is a course that focuses on physical fitness and lifetime skills needed to participate in various team sports. students will gain the knowledge necessary to become an educated participant and spectator. The involvement in specific sports will provide an atmosphere that is enjoyable to the participants, promotes cooperation among peers and develop an appreciation for the degree of fitness necessary to participate.

**GRADE 9 Health**

Length of course: 1 semester Q3 & Q4

Course Description:

Students will have an understanding of overall health by learning and participating in class. Students will learn how taking responsibility for their own health has positive effects for themselves and those around them.

Health curriculum:

|                               |                 |                    |
|-------------------------------|-----------------|--------------------|
| Mental Health                 | Social Health   | Human Development  |
| Nutrition and Fitness         | Substance Abuse | Disease Prevention |
| Environment/ Community Health |                 | Body Systems       |
| Relationships                 | CPR             |                    |

Students will:

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

3. Students will demonstrate the ability to access valid information and products and services to enhance health.

4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

5. Students will demonstrate the ability to use decision-making skills to enhance health.
6. Students will demonstrate the ability to use goal-setting skills to enhance health.
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid health risks.
8. Students will demonstrate the ability to advocate for personal, family, and community health.

## Science

### Life Science 7

**Length of Course:** Yearlong; 4 quarters

**Information Covered:**

Life Science 7 covers the following topics:

1. **Characteristics** of living organisms
2. **Cells:** The Cell Theory, parts and functions of cells and their organelles
3. **Cellular processes:** Osmosis, diffusion, cellular respiration, photosynthesis, mitosis, and meiosis
4. **Genetics:** Mendel's work, inheritance of traits, DNA, human inheritance and common genetic disorders, advances in genetics, sexual and asexual reproduction
5. **Natural Selection:** Darwin's theory, the evidence for evolution, principles of natural selection
6. **The Classification System:** Linnaeus, the 6 Kingdoms of life and their characteristics
7. **Plant Kingdom:** General characteristics of non-vascular plants and seed plants; specific characteristics of Angiosperms, gymnosperms, seeds, seed dispersal, plant reproduction
8. **Animal Kingdom:** General overview of the main phyla and identifying characteristics of each
9. **Ecology:** Ecosystems and the interactions between factors, energy flow, environmental issues
10. **The Scientific Method:** the skills used by scientists in experiments and scientific inquiry
11. How **technology** continues to affect scientific knowledge and vice versa

**Course Goals/student outcomes:**

Life Science 7 is centered around the MN Academic Standards –Life Science strand. The goal is that all students will receive a passing score or better on the standardized test they take in 8<sup>th</sup> grade.

**Textbook used:**

*Prentice Hall: Science Explorer Life Science 2001*

### Earth Science 8

**Length of Course:** Yearlong; 4 quarters

**Information Covered:**

Earth Science 8 covers the following topics:

1. **Rocks and Minerals:** Formation of, Identifying/classifying characteristics, the Rock Cycle,
2. **Plate Tectonics:** Earth's interior, Continental Drift, Seafloor spreading, features and landforms on earth related to plate tectonics, earthquake basics, volcano basics
3. **Weathering and Soil formation:** Chemical/mechanical weathering, how soil forms, soil conservation, land use issues

4. **Erosion:** by water, glaciers, waves, wind and the features caused by each type.
5. **Geologic time:** Fossils, relative and absolute age of earth and earth's rocks, Earth's history and time periods
6. **Water:** water cycle, fresh water and surrounding issues, ocean water and surrounding issues, water use and environmental concerns
7. **Atmosphere:** Layers, characteristics of, heating of, global warming and ozone investigations
8. **Weather:** factors that create it, how to measure and predict it, features of weather
9. **Astronomy:** Sun, earth, and moon motions; solar system and planet investigation; stars, galaxies, and the universe; the Big Bang theory
10. **The Scientific Method:** the skills used by scientists in experiments and scientific inquiry
11. How **technology** continues to affect scientific knowledge and vice versa

#### **Course Goals/student outcomes:**

Earth Science 8 is centered on the MN Academic Standards –Earth Science strand. The goal is that all students will receive a passing score or better on the standardized test they take in 8<sup>th</sup> grade.

#### **Textbook used:**

*Prentice Hall: Science Explorer Earth Science 2002*

#### **9<sup>th</sup> Grade Physical Science:**

**Required**

**Full Year**

**4 Credits**

This course is broken down into two semesters. The first semester is filling half of the new state requirements for the Chemistry/Physics credit. Our school system has chosen the Chemistry portion of these requirements and focus on the standards set forth by the Minnesota Department of Education. Topics included are: Understanding the Periodic Table; Balancing equations; Chemical formula writing; Acids and bases; Intro into Organic Chemistry; Understanding atomic number, atomic mass, and isotopes ; Physical and chemical properties of matter; Metric system; Laboratory techniques used and Chemistry and the use of laboratory tools.

The second semesters focuses on the Physics portion of Physical Science. Again material covered is based on the state standards. Topics included are: Newton's Law of Motion; Speed and acceleration; Gravitational forces; Simple machines; Work and power; Energy transfer; Momentum; Electricity

This course is designed to prepare the students for more advanced classes in Chemistry and Physics.

#### **10<sup>th</sup> Grade Biology**

**Required**

**Full Year**

**4 Credits**

Tenth grade Biology covers all of the concepts that constitute life, from the smallest unit of life, the cell, all the way to the most advanced living organisms. Topics covered include: cellular Biology, photosynthesis and cellular respiration, DNA and RNA, chromosomes, genetics, evolution, classification, ecological concepts, protein synthesis, and dissections. All course material is based on the state standard of Biology. Students will also be required to take the state MCA test at the end of the year based on the material covered throughout the year. As of now, they do not need to pass this test to fulfill their requirements for graduation.



### **11<sup>th</sup> and 12<sup>th</sup> Grade Anatomy**

**Elective**

**Semester**

**2 Credits**

Students will understand the inner workings of the body and functions of the organs. They will also be able to identify organs, muscles, and bones of the body. There will be a dissection that goes along with this class and an identification test on this dissection. The course is designed to prepare students for a college Anatomy class. Body systems covered: Integumentary; Skeletal; Respiratory; Digestive; Circulatory; Muscular; Nervous

### **Senior High Earth Science - 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grade**

**Required Standards**

**Semester**

**2 Credits**

Senior High Earth Science is a required class that covers the senior high standards for Earth Science. A trip to the Moorhead State Planetarium and to WDAY's meteorology center is part of the class. The concepts covered include: Astronomy, Meteorology, Geology, Oceanography, and Plate Tectonics.

### **Field Biology- 11<sup>th</sup> and 12<sup>th</sup> Grade**

**Elective**

**Semester**

**2 Credits**

Field Biology is a class that is involved in the identification of organisms found in Minnesota, including birds, mammals, reptiles, and trees. There are several different projects required for this class, including a mammal project that we do at the Minnesota State Zoo. The other project is a leaf book, picture book, video project, bird wing project, or a mammal skin project. This project consists of a display of various organisms that have been collected, along with their scientific names, habitat, region found and interesting facts about the organisms. Students may choose the project that best interests them. This class concentrates on outdoor activities and getting familiar with common plant and animal species of Minnesota.

### **Ecology- 11<sup>th</sup> and 12<sup>th</sup> Grade**

**Elective**

**Semester**

**2 Credits**

Ecology is an environmental class that looks at today's environmental problems and issues and ways they can be solved. Topics such as global warming, energy, ozone depletion, overpopulation, pollution, ecosystems, biomes, food chains and webs are discussed openly in class. An environmental paper is written on a subject chosen by the students. Debates on environmental issues are also part of the class.

## **Course Description for Animal Behavior**

**Elective**

**Semester**

**2 Credits**

Animal behavior, or ethology, includes animal communication, predation, defense, aggression, mating, imprinting, fixed action patterns and releasers, and migration. We will also discuss basic psychology practices along with famous psychological studies done on animals. The end of the quarter will include your own individual study on rats and their behaviors.

## **Chemistry**

**Elective**

**Full Year**

**4 Credits**

Our goal in the Chemistry curriculum is to prepare students for a freshman Chemistry class in college. It is probably the most difficult science class offered. Subject matter includes: Balancing Equations, Stoichiometry, bonding of atoms, chemical and physical properties of matter, chemical and physical changes in matter, atomic theory, metric conversion and familiarity with the metric system, laboratory exercises, and an introduction into Organic Chemistry. This class will fulfill the Chemistry requirement for the credit needed in Physical Science.

# **Social Studies**

## **7<sup>th</sup> Grade: U.S. History I**

Students will learn about and understand the beginnings of American History from the first Native Americans who lived here, through the period of European exploration, the Colonial period, Revolutionary War, foundations of the American Government and Nation, Western Expansion, to the Civil War.

Textbook: Deverell and White, United States History

Student Materials: notebook, folder, writing utensil

One year, Required.

## **Geography – 2 Semesters - Grade 8 - Required Course**

This class will explore the world we live in, the people who live there, and what they do, as well as the relationship between people and the natural environment. We will look at the characteristics of the regions of the world and how they are both different and similar to our own. We will cover the topics of diversity, population growth and distribution, migration, environmental concerns, food and energy distribution as well as basic concepts of latitude, longitude, governmental and economic systems, natural resources, topography and climate. Map reading and graph interpretation will be emphasized as well.

Text: Baerwald and Fraser, World Geography: Building a Global Perspective

Student Materials: notebook, folder, writing utensil

One year, Required.

### **9<sup>th</sup> Grade: Civics**

Students will learn and understand all aspects of Local, State, and Federal Government in the United States, as well as the Rights, Duties, and Responsibilities of its Citizens, as well as an in depth examination of the Declaration of Independence, the U.S. Constitution, and the Three Branches of Government.

Textbook: Davis and Fernlund, Civics: Participating in Government

Student Materials: notebook, folder, writing utensil

One year, Required.

### **10<sup>th</sup> Grade: U.S. History II**

Students will learn about and understand the development of the History of the United States from the closing of the Western Frontier, through the Ages of Industrialization, Imperialism, the Progressive Era, WW1, the Roaring Twenties, the Great Depression, WW2, the Cold War, the Civil Rights Era, the Korean War, the Vietnam War, to Modern Times.

Textbook: Holt McDougal, The Americans

Student Materials: notebook, folder, writing utensil

One year, Required.

### **11<sup>th</sup> Grade: World History**

Students will learn and understand the development of Modern Humans from the earliest Hunter-gatherers, through the Great Civilizations of the Middle East, Egypt, Greece, Rome, the Middle Ages, the Renaissance, the Reformation, to the development of the Modern Nation States of Europe, as well as an emphasis on the history and development of the major World Religions.

Textbook: Holt McDougal, World History: Patterns of Interaction.

Student Materials: notebook, folder, writing utensil

One year, Required.

### **Social and Legal Issues – 1 Semester – Grades 11 and 12 - Elective Course**

This course is concerned with social and legal issues of our time. The course is designed to keep students abreast on current events as well as various social problems. They will study the location of current events around the world and look at the who, what, when, where, how and why of both social issues and the criminal and civil realms of legal issues. In addition, they will do in depth studies of global and societal concerns such as environmental degradation, poverty, crime, physical and mental health, multiculturalism and racism. They will also look at post secondary educational options and preparing for career paths by assessing personal interests, aptitudes, values and goals; aligning them with career opportunities, education requirements and the necessary skills and abilities to become a competitive applicant in today's job market.

- Students will be given the opportunity to participate in the Minnesota Bar Association's Mock Trial program through their studies in this class. This program allows students to use their knowledge in the legal system and trial process to compete against other schools arguing a court case.

In this course students will:

- Be introduced to various sociological perspectives on social problems.

- Develop the skills needed to read, write and think critically and think analytically about complex social issues.
- Cultivate an understanding of the complexities of American social problems and sensitivity to the problems faced by individuals and groups in our society.
- Develop the ability to identify, define, and investigate social problems and to propose ways of dealing with them.
- Identify personal attributes, interests, governing values, aptitudes and life goals and how they may relate to a chosen career field
- Be able to write a cover letter and resume
- Understand the importance and purpose of letters of recommendation
- Understand the proper etiquette in interviewing
- Understand the US legal system
- Understand trial etiquette and function
- Be able to write opening and closing statements as well and direct examination and cross examination questions
- Be able to critically assess evidence and its value
- Be able to recognize, understand and apply the rules of evidence in a mock trial room setting
- Understand the evidentiary standards and the elements of the burden of proof

Text: Places and Regions in Global Context; Knox and Marston  
 Criminal Justice Today; Schmalleger  
 Street Law Mock Trial Manual; McQuire

### **Law and Society – 1 Semester – Grades 11 and 12 - Elective Course**

This course is designed to introduce students to the basics of the legal system in our society. Students will learn about deviance, crime, how the criminal and civil justice systems work, the juvenile justice system, the role and functions of the court system and the trial process.

\* Students will be given the opportunity to participate in the Minnesota Bar Association’s Mock Trial program through their studies in this class. This program allows students to use their knowledge in the legal system and trial process to compete against other schools arguing a court case.

Students will be able to:

- Understand deviance, how it varies, the function it plays in society and theories of its existence
- Understand social norms and controls in society
- Identify theories of crime, categories of crime and what affects crime statistics
- Identify different types of laws
- Understand and recognize the various components of the criminal justice system and their functions
- Understand the history behind the juvenile justice system, the system today and how it is in transition
- Understand the US legal system
- Understand trial etiquette and function
- Be able to write opening and closing statements as well and direct examination and cross examination questions

- Be able to critically assess evidence and its value
- Be able to recognize, understand and apply the rules of evidence in a mock trial room setting
- Understand the evidentiary standards and the elements of the burden of proof

Text: Criminal Justice Today; Schmalleger  
 The Streets, The Courts and The Community; Constitutional Rights Foundation  
 Street Law Mock Trial Manual; McQuire

**Twentieth Century History College Course – 1 Semester – Grades 11 and 12 - Elective Course - Concurrent Enrollment - College Credit**

This course is designed to introduce the students to the scientific study of behavior and mental processes and how they are affected by one physical and mental state as well as their environment. This is a comprehensive overview of psychology that studies human behavior and mental processes. Topics include research methods, the history of psychology, theories of human behavior, the physiological basis of behavior, sensation, perception, behavioral learning, memory, problem solving, language development, personality theory, intelligence, the influence of groups in the behavior of individuals, and altered states of consciousness such as sleep and dreams. Our goal is to introduce the major areas of study in psychology and to enable students to understand a scientific approach to studying behavior.

Students will be able to:

- Explain the historical development of our present definition of psychology
- Describe three research methods and how they are used to shed light on human behavior.
- Apply the theories of human behavior to explain a behavioral problem from several different viewpoints.
- Explain behavior learning.
- Explain the biological basis of behavior.
- Contrast Sensation and perception.
- Examine methods used by cognitive psychologists in exploring the development of language, problem solving and intelligence.
- Identify the effects of groups on the behavior of individuals.
- Contrast how abnormal behavior might be explained and treated by different schools of psychology,
- Access personal values regarding the use of psychological diagnostic labels.
- Analyze the ethical nature of psychological experimentation on animals and people.
- Demonstrate knowledge of legal rights on individuals with mental health disorders.

Text: Bernstein, Penner, Clarke-Stewart and Roy, Psychology; Seventh Edition

**American Government – 1 Semester – Grades 11 and 12 – Required Course**

This course is a study of the American system of government. Students will learn about the principles of government, the origins of American government, the US Constitution, Federalism, political parties, voting, interest groups, intergovernmental relations, electoral politics, the legislative, executive and judicial branches

and various debates about governance and politics in the United States. The purpose of this course is to provide a basic survey of the institutions and processes of the United States national government.

Students will be able to:

- Understand that a democratic government relies on informed and engaged citizens who value civic duty, vote, engage in civil discourse and shape public policy
- Identify key foundational documents, historical events and people that are the foundation of our government
- Identify and understand the key democratic principles of liberty, individual rights, justice equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights
- Recognize that individuals have both rights and responsibilities and these are established by law
- Understand the way power is delegated in a federal republic and through the separation of powers
- Understand that the primary purpose of laws are to protect individual rights, promote the general welfare and provide order
- Identify what influences public policy
- Understand that free and fair elections are key elements of our political system
- Understand the role the US plays in world affairs
- Recognize how both political and economic institutions influence foreign policy

Text: Wilson and Dilulio, American Government; Ninth Edition

Text: McKenna and Feingold, Taking Sides; Clashing Views on Controversial Political Issues; Fourteenth Edition

### **Introduction to Sociology – 1 Semester – Grades 11 and 12 – Elective Course – Concurrent Enrollment - College Credit**

This course is designed to introduce the students to the scientific study of human society from the sociological perspective as a part of understanding the larger society and themselves. The course deals with human relationships in groups and as individuals. Students will be introduced to the sociological perspective, current approaches, components of culture, social structure and the socialization process. In addition, we will look at social inequality and institutions within our society. Topics reviewed include basic concepts of sociology, the process of socialization and social change, deviant behavior, social inequalities or various groups, sociological theories, and major social institutions.

Students will be able to:

- Utilize research methods to investigate sociological topics
- Seek multiple perspectives on select social issues through the use of various sociological paradigms
- Search for cause-effect relationships pertaining to various sociological topics, such as class relationships, gender dynamics, and inter-ethnic relationships
- Employ sociological methods in the process of conducting their own research projects
- Examine social institutions, social characteristics and social processes of various cultures and subcultures
- Develop alternative explanations and solutions for contemporary social issues

- Examine the development of and the changing meaning of group identities (gender, age, ethnicity) in the United States
- Utilize functional, conflict and integrationist perspectives in developing a more thorough awareness of the individual and institutional dynamics
- More thorough awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society
- Analyze personal attitudes, behaviors, concepts and beliefs regarding diversity issues
- Discuss the experience and contributions of some of the many groups that shape American society and culture

Text: Macionis, Sociology; Fifth Edition

### **Economics – 1 Semester – Grades 11 and 12 – Required Course**

This course is designed to introduce students to the study of economics and consider decision we must make about our resources. Students will understand the economic system and fundamental concepts such as scarcity and choice, opportunity costs and tradeoffs, productivity, institutions and incentives, exchange, money, interdependence, micro economic markets and prices, supply and demand, competition and market structure, income distribution, market failure and the role of government.

Students will be able to:

- Explain why different individuals, households, organizations and governments make different choices
- Make a financial plan that considers budgets and asset building to meet goals
- Evaluate investment options
- Evaluate the benefits and cost of credit
- Explain pricing, sales, advertising and marketing from a consumer perspective
- Identify tradeoffs related to choice and describe opportunity costs
- Explain how resources can limit the production of goods and services
- Compare and contrast different economic systems
- Identify broad economic goals
- Understand the concepts of supply and demand and how they lead to the allocation of resources
- Use supply and demand curves to explain equilibrium price
- Explain how shortages and surpluses determine what is offered for sale
- Understand how shifts in markets lead to changes in quantity and price
- Compare and contrast various market structures and their impacts
- Explain the role of financial institutions
- Measure economic growth, inflation and unemployment
- Understand fiscal policies of government
- Apply the principles of comparative advantage

Text: O’Sullivan and Sheffen, Economics; Principles in Action

# Media/Computer

## **GRAPHIC COMMUNICATIONS/GRAPHIC ARTS**

Grades 9-12

Semester Elective

No Prerequisite

Students learn a variety of methods used in the visual communications field: graphic design, computer graphics, and digital printing. These skills are developed through a series of projects completed digitally on the computer. Projects include: business cards, tickets, greeting cards, T-shirts, posters, programs, calendars, and others. The software used will include Microsoft Publisher, Photofilter 7, and Google Drawing plus several web-based programs. The course will also include electronic image manipulation, page layout, web page design, and writing for the school newspaper.

## **COMPUTER GRAPHICS/GRAPHIC DESIGN**

Grades 9-12

Semester Elective

No Prerequisite

This class covers the fundamental concepts in creating graphical images on the computer. Computer graphics uses ideas from Art, Mathematics, and Computer Science to create images. Students will learn the basic design principles and the required software for electronic publishing and pre-press. The course will focus on electronic image manipulation, font creation, page layout, and web page design. The course will also include writing for the school newspaper. The software used in the class includes Photofilter 7, Google Drawing, and Publisher. Students will complete a series of digital/computer projects determined at the beginning of the semester.

## **COMPUTER GRAPHICS/MULTIMEDIA**

Grades 9-12

Semester Elective

No Prerequisite

Students will use advanced computer graphics programs such as Photo filter, Movie Maker, WeVideo, Prezi, Digital Video Cameras, Digital Cameras, Google Slides, and Publisher to create realistic visual images and interactive digital projects. Students will use advanced computer skills to create 3D renderings, interactive multimedia programs, video editing, audio splitting, and computer animation. Students will complete 5-6 independent projects throughout the semester. The course will also include electronic image manipulation, page layout, web page design, and writing for the school newspaper.

## **DIGITAL PHOTOGRAPHY**

Grades 9-12

Semester Elective

No Prerequisite

Students will explore the fundamental principles, techniques and application of camera-based image making and learn technical skills, techniques, electronic image manipulation, and outputting digitized photographic images utilizing Photofilter, collage makers, and other web based photographic programs. This course will focus on techniques for digital photographing of our natural environment (nature) as well as portrait



photography, including formal and informal studio portraits and apply techniques in field situations using digital media. Students will explore the application of camera, lenses, and digital media in the production of newsworthy photographs, captions, and articles suitable for publication in newspapers, magazines and other visual communications media and incorporate these into page layouts, web page design and the school newspaper. This course will allow in-depth exploration of computer based photo projects resulting in preparation and presentation of work in portfolio form by the end of the semester. Each student will assemble a portfolio of images appropriate to their educational and personal goals. Digital cameras will be provided to all students or students may use their own digital camera or camera phone.

## **STUDY SKILLS**

### **REACH**

Grades 9-12

Elective

No prerequisite

REACH is a semester or year long elective aimed towards supporting students who may struggle academically or in other areas. REACH offers support through skill building, goal setting, and accountability. The class focuses on personal growth, academic growth, skill development, community building, and also provides students with time to study and focus on school work with support.

### **Study Skills**

Grade 7

Semester

The 7<sup>th</sup> grade Study Skills class provides students with skills to stay organized, promote critical thinking, and provide opportunities for personal growth through the use of multimedia presentations, rubrics, and reflection. Students learn and develop study skills such as how to plan, read for a purpose, strategically solve problems, and manage time. This course uses Scholastic's Read XL grade 7 book which is a high interest text with a real world curriculum. Students are taught essential vocabulary concepts and word study strategies. In this course students will develop tools for reading comprehension and vocabulary skills necessary for success on standardized tests.

### **STUDY SKILLS**

Grade 8

Semester

The 8<sup>th</sup> grade Study Skills class teaches reading, writing, speaking, listening, and collaborative strategies used purposefully to build knowledge and skills and to help students become more proficient independent readers, writers, and thinkers as they transition into high school. The primary goals of the course are to foster independent learning, encourage in-depth exploration and research of the content, and develop inference tactics. The student will read and listen to both printed and electronic texts bringing them various strategies to aid in comprehension and vocabulary use. The eighth grade student will examine the MCA standardized tests by studying the format of the test and strategies for test taking. Tips for critical reading and reading for a purpose will be practiced. Vocabulary is emphasized through creative activities and projects related to prefixes, suffixes, synonyms, antonyms, word history, and word roots.

## Teacher Assistant Program (TAP)

Beginning with the spring semester, 2008 students who would like to TAP for a teacher for credit will need to complete the following procedures:

1. Teachers will post openings, with expectations, for TAP positions in the spring of the previous year.
2. Students who would like to TAP will fill out an application for the position and deliver it to the teacher.
3. Interviews will be conducted for the position and a student will be chosen for the assignment.

In addition, students must have a minimum GPA of 3.0 and be up to date on all credits. Students who are behind on credits will not be eligible for TAP.

## Concurrent Enrollment Classes

College Writing I  
Intro to Sociology  
Twentieth Century History

## Online College Classes

Students who meet the criteria set by the Minnesota Online College in the High School program will be allowed to enroll in those classes provided the following standards/criteria are adhered to:

- 1) If the Ashby School does not offer classes in the same discipline, students may take the online class.
- 2) The student must have successfully completed (with a grade of C or better), or be enrolled concurrently in, elective classes we offer in the same discipline to enroll in the online class. For example, if we offer a social studies class (sociology, American government, psychology, etc.), a student may not take a college online class in social studies until these courses have been taken or the student is enrolled in them at the same time as the online class.
- 3) Students must take the online class during the regular school day and must do so within the Ashby School building.

It is the sole responsibility of the student to comply with and meet all expectations of the online class. The school is not the provider of the class, nor the instructional leader. The school only provides for the opportunity for students meeting the above criteria to enroll in these classes as a supplement to the curricular offerings we already have.

## Post Secondary Enrollment Options (PSEO)

**Students interested in this program will meet with the counselor, principal, and parents to determine the best pathway for the individual. Students enrolled in the PSEO program are responsible for meeting all high school graduation requirements. It is important to remember that each individual college has**

**different requirements for eligibility: Most schools require students rank in the upper 1/3 of their class as juniors and upper ½ of their class as seniors. All students must take and score at an acceptable level on either the ACT or Accuplacer test.**

**STUDENT ELIGIBILITY - Refer to Minn. Stat. & 124D.09 (2012)**

Any Minnesota public, nonpublic, home school or American Indian-controlled tribal contract or grant student classified as an 11th or 12th grader and accepted by a postsecondary institution, may enroll either full- or part-time in nonsectarian courses or programs at an eligible postsecondary institution. Beginning fall semester of 2102, eligible 10th grade students may enroll in a Career and Technical Education (CTE) course. Please review additional requirements below. Foreign students participating in cultural exchange programs are not eligible.

A. A student must be enrolled in school in the 11th or 12th grade; **OR**

A student who is in the 10th grade may apply to an eligible postsecondary institution for the purpose of enrolling in a Career and Technical Education (CTE) course. The 10th grade student must have taken the 8th grade MCA reading test in the 8th grade and have met the composite proficiency level of meets or exceeds.

B. A student who enters the program:

- 1) At the **beginning** of the 10th grade year may continue in the program for the equivalent of three academic high school years, except for state approved Learning Year Programs pursuant to Minnesota Statutes, section 124D.128, summer sessions not included.
- 2) At the **beginning** of the 11th grade year may continue in the program for the equivalent of two academic high school years, except for state approved Learning Year Programs pursuant to Minnesota Statutes, section 124D.128, summer sessions are not included.
- 3) At the **beginning** of the 12th grade year a student may continue in the program for the equivalent of one academic high school year.

C. For purposes of determining PSEO eligibility, the student must have reduced instructional time in the secondary setting. Students cannot access PSEO on top of a full course load at the high school.

D. In either case, if the student first enters the program **during** the academic year, the window of opportunity is reduced proportionally.

E. If a student, withdrew from high school for medical or other unavoidable reasons prior to the beginning of the postsecondary institution's 2nd semester and generated no general education revenue through the remainder of the school year after withdrawal, the student would be eligible to extend eligibility by one semester.

F. An institution shall **not** enroll secondary pupils, for postsecondary enrollment options purposes, in sectarian, remedial, developmental, or other courses that are **not** college level.

G. In 2003, the PSEO law was amended so that the books are now returned to the college not the high school. Minnesota Statute, section 124D.09, Subdivision 20 (2002), is amended to read: "*Subdivision 20, **TEXTBOOKS; MATERIALS.** All textbooks and equipment provided to a pupil, and paid for under subdivision 13, are the property of the pupil's **postsecondary institution.** Each pupil is required to return all textbooks and equipment to the **postsecondary institution** after the course has ended.*"

For more detailed information on the program and its requirements, please [view the Postsecondary Enrollment Options Program information \(http://education.state.mn.us\)](http://education.state.mn.us) on the MDE Website.

## **Ashby High School Graduation Requirements**

### **Course Requirements by Grade**

#### **6<sup>th</sup> Grade:**

Choices: Band/Phys. Ed. Or General Music/Phys. Ed.

Required: English 6

Required: Study Skills 6

Required: Science 6

Required: Math 6

Required: History 6

Required: Ag 6, Art 6, Experiential Learning 6

#### **7<sup>th</sup> Grade:**

Choices: Band/Phys. Ed. Or General Music/Phys. Ed.

Required: English 7

Required: Health 7/Study Skills 7

Required: Science 7

Required: Math 7

Required: History 7

Required: Ag 7, Art 7, Experiential Learning 7

#### **8<sup>th</sup> Grade:**

Choices: Band/Phys. Ed. Or General Music/Phys. Ed.

Required: Geography 8

Required: Art 8/Study Hall

Required: Algebra 8

Required: Science 8

Required: English 8

Required: Ag 8, Art 8, Experiential Learning 8

#### **9<sup>TH</sup> GRADE**

- REQUIRED CLASSES:
1. ENGLISH 9
  2. PHYSICAL SCIENCE
  3. ALGEBRA I
  4. AGRICULTURE 9 / PHYSICAL EDUCATION 9
  5. CIVICS
  6. COMPUTER & PERSONAL FINANCE
  - 7.

COURSE CHOICES: BAND and/or CHOIR, MEDIA ARTS, LIFETIME FITNESS

## 10<sup>TH</sup> GRADE

- REQUIRED CLASSES:
1. ENGLISH 10
  2. BIOLOGY
  3. GEOMETRY
  4. HEALTH 10
  5. U.S. HISTORY/GEOGRAPHY
  - 6.
  - 7.

COURSE CHOICES: BAND and/or CHOIR, MEDIA ARTS, LIFETIME FITNESS, SPANISH I, AG 10, GEOLOGY, PHYSICAL EDUCATION, COMPUTER APPS. IN AG

## 11<sup>TH</sup> GRADE

- REQUIRED CLASSES:
1. ENGLISH 11
  2. WORLD HISTORY 11/GEOGRAPHY
  - 3.
  - 4.
  - 5.
  - 6.
  - 7.

COURSE CHOICES: BAND and/or CHOIR, MEDIA ARTS, LIFETIME FITNESS, SPANISH I or II, **ADVANCED ALGEBRA**, **AMERICAN GOVERNMENT**, *LAW & SOCIETY I*, **PSYCHOLOGY**, *WELDING*, INTERMEDIATE ALGEBRA, *ANATOMY*, CHEMISTRY, ACCOUNTING, PHYSICS, *GEOLOGY*, *FIELD BIOLOGY*, *ECOLOGY*, *NATURAL RESOURCES*, *ANIMAL SCIENCE*, *PLANT AND SOIL SCIENCE*, *AG CONSTRUCTION*, *COMPUTER APPLICATIONS IN AGRICULTURE*, **COLLEGE ENGLISH (1/2 YEAR COLL. WRITING & 1/2 YEAR PUBLIC SPEAKING)**, BRITISH LITERATURE, AMERICAN LITERATURE, ART 11&12, **COLLEGE ALGEBRA**, **PRE-CALCULUS**, **SOCIOLOGY**, *LEGAL AND SOCIAL ISSUES*, *LANDSCAPING*

## 12<sup>TH</sup> GRADE

- REQUIRED CLASSES:
1. ENGLISH 12
  2. AMERICAN GOV'T/ECONOMICS
  - 3.
  - 4.
  - 5.
  - 6.
  - 7.

COURSE CHOICES: SPANISH III, ALL COURSES LISTED ABOVE, **CLASSES IN BOLD ARE FOR 3 or 4 COLLEGE CREDITS EACH THROUGH MState-Fergus Falls** (minimum requirements exist for eligibility into college level courses)

\*\*\*\*\*CLASSES NOTED IN ITALICS ARE SEMESTER CLASSES\*\*\*\*\*

#####WE ALSO NOW OFFER ONLINE COLLEGE IN THE HIGH SCHOOL (OCHS) CLASSES TO THOSE WHO ARE INTERESTED AND WHO MEET ALL REQUIREMENTS OF THIS PROGRAM#####

## **\*\*Graduation requirements include the following:**

- A.** Students will be required to earn a total of 96 credits. 2 credits are earned per semester class.
- B.** If a student fails two out of four quarters of a year-long class, the student will receive no credit for that class.
- C.** 72 credits must be received in the following areas: English: 16 credits; Social Studies: 16 credits; Science: 12 credits; Physical Education: 4 credits (6 cr. Required if not in minimum of 2 sports); Ag: 2 credits; Health: 2 credits; Mathematics: 12 credits; Computer Career Research/Personal Finance: 2 credits; Arts: (Band, Choir, Art, Media Arts): 4 credits. A minimum of 26 credits will come from other elective courses.

## **Academic and Career Guidance Services**

Services are available 3<sup>rd</sup> hour and before and after school by appointment. Mr. Peterson provides information on careers, colleges, universities, technical colleges, the armed services, financial aid, scholarship opportunities, scheduling, course information, academic planning and some testing.

**Career Fair...**every other year students from grades 6-12 attend the AHS Career Fair where approximately 40 careers and 15 post secondary options are presented.

### **Grade 8**

- \* EXPLORE...Practice test for ACT college entrance exam.
- \* Future Choices...Minnesota Higher Education Services program that assists students in planning for high school and higher education.

### **Grade 9**

- \* Freshman Orientation...four year course academic planning

### **Grade 10**

- \* PLAN...Practice test for the ACT college admission exam.
- \* Individual counseling sessions

### **Grade 11**

- \* ASVAB...Multiple-aptitude test battery that helps identify skills and competencies.
- \* PSAT...Optional practice test for SAT college admission exam and vehicle to qualify as a National Merit Scholar.
- \* ACT and SAT...college admission exams
- \* Individual counseling sessions
- \* College Visit Days (2 excused days to be used anytime during their junior or senior year for campus visits)
- \* Visits on the AHS campus from area technical colleges, universities and the armed services

### **Grade 12**

- \* ACT and SAT...college admission exams
- \* Individual counseling sessions...information is provided on admission exams, applications, orientation/registration, financial aid, scholarships, placement tests,

transcripts, immunizations, housing etc.

- \* College Visit Days (2 excused days to be used anytime during their junior or senior year for campus visits)
- \* Visits on the AHS campus from area technical colleges, universities and the armed services

# ASHBY HIGH SCHOOL COURSE PLAN

1. Use pencil. Write in the courses you plan to take throughout high school. Consider the following: Graduation Requirements / Postsecondary Admissions Requirements / NCAA Eligibility Requirements / Scholarship Requirements.
2. Review your 4-Year High School Course Plan each semester. Make revisions as needed.

| <b>9TH GRADE</b>    |                     |
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| <b>10TH GRADE</b>   |                     |
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| <b>11TH GRADE</b>   |                     |
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| <b>12TH GRADE</b>   |                     |
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