BLACKDUCK HIGH SCHOOL

2021-2022

REGISTRATION AND CURRICULUM GUIDE

FOR

GRADES 9 - 12

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This Registration and Curriculum Guide is designed to aid you in your selection of courses at Blackduck High School. Should you have any questions or need assistance, please contact Theresa Templin, Guidance Counselor.

**1. Graduation Requirements:**

**Class of 2018 and beyond:**  A **minimum of 25 credits** in grades 9-12 must be earned for graduation. All students in grades 9-11 are required to enroll in **a minimum** **of six (6) credits of classes** per year. Required classes include:

4 credits in English 1 cr. English 9, 1 cr. World Lit, and 1 cr. American Lit are required

4 credits in Social Studies 1 Govt 9, 1 Geography, 1 Amer. History, ½ World History, ½ Econ.

3 credits in Science Physical Science, Biology**,** Chemistry or Physics

3 credits in Math 1 cr. Algebra, 1 cr. Geometry, 1 cr. Statistics & Probability/Algebra II

1 credit in Arts Music, Visual arts, Theater

1/2 credit in Phy Ed

1/4 credit in Health

1/2 credit in Careers

8 ¾ credits in Electives

Districts must assist students with career and college readiness, including the following:

• Offering students in grades 11 and 12 an opportunity to participate in a nationally recognized college entrance exam on a school day.

• Monitoring student’s development of and growth in career and college readiness.

• Assisting students no later than grade 9 in exploration and planning activities for career interests or postsecondary education.

Advanced Placement classes offered during the 2021-22 school year:

American History, Human Geography, English Literature,

Advanced Placement classes have a weighted GPA. Students enrolled in these courses will be given college credit upon passing the Advanced Placement tests.

**New for 2021-2022**

 College Calculus is a BSU College in the High School Course.

This is a 5 credit college class with a weighted GPA. Students enrolled in this course will be given both College and High School credit.

**All schedule changes must be made with the Guidance Counselor.**

#### Required Classes

#### 9th Grade

English 9 year

Government 9 year

Physical Science 9 year

Math - Geometry year

Health 9 1/4 year

Careers 9 Pers. Fin. 1/3 year

Engineering 9 1/3 year

Driver’s Ed 1/3 year

**10th Grade**

Geography year

World Literature year

Biology year

Math – Honors Algebra II year

 Intermediate Algebra year

**11th Grade**

American Lit. year

Math Algebra II

Pre Calc year

Chemistry or Physics year or Sr. year

Career Exploration 1/2 year

Economics 1/2 year

American History year or senior year

World History 1/2 year or Sr. year

**12th Grade**

Senior English year

American History year or Jr. year

World History 1/2 year or Jr. year

Chemistry or Physics year or Jr. year

### Requirements for Admission to State Colleges

English four years required

Mathematics three years required (Algebra I & Higher)

Science three years required (Including Biology & Physical Science)

Social Studies three years required (Including U.S. History & Geography

World Language individual colleges vary – check with their admissions office.

Specified Electives one year required

 Arts Music Theatre/Drama

 Visual Arts Dance World Culture

**NCAA Eligibility**

If you plan to enroll in any Division I or Division II college or university in the fall of 2005 or after, your NCAA initial eligibility will be evaluated under the new rules as follows.

**Division I**

 **2008 and after 16 Core Courses**

 4 years of English

 3 years of mathematics (Algebra I or higher)

 2 years of natural/physical science (1 year of lab if offered by high school)

 1 year of additional English, mathematics or natural/physical science

 2 years of social science

4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

**Division II**

 **2013 and after 16 Core Courses**

 3 years of English

 2 years of mathematics (Algebra I or highter)

 2 year of natural/physical science (1 year of lab if offered by high school)

 3 years of additional English, mathematics or natural/physical science

 2 years of social science

4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

ART

 9TH GRADE ART EXPLORATION 1st QUARTER

COURSE DESCRIPTION:  This is a level one course introducing a variety of art mediums such as wood burning, leather work, calligraphy, and paper mache.

COURSE OBJECTIVES:  Students will complete projects while learning basic techniques and exploring art forms beyond drawing and painting.

9TH GRADE PAINTING 2nd QUARTER

COURSE DESCRIPTION: This is a level one course introducing the techniques of acrylics and watercolor to create art.

COURSE OBJECTIVES:  Students will complete paintings while learning basic techniques of application, composition, and color theory.

9TH GRADE CERAMICS 3rd QUARTER

COURSE DESCRIPTION:  This is a level one course in clay techniques and construction.

COURSE OBJECTIVES:  Students will create 3 dimensional projects using coil, slab, and sculpture completed with basic glazing applications.

9th GRADE DRAWING 4th QUARTER

COURSE DESCRIPTION: This is a one-quarter course designed for 9th grade students. This is a level one course in the elements of drawing.

 COURSE OBJECTIVES:  Emphasis will be placed in the principles of composition, perspective, shading, and depth. Students will complete a variety of projects utilizing techniques to begin developing skills for successful drawings.

COSTS:  Students may supply their own 9 X 12 spiral bound sketchbook.

 SR. HIGH PAINTING II 1st Quarter

COURSE DESCRIPTION: This one-quarter class is a second year, advanced course using acrylic and watercolor

COURSE OBJECTIVES: Advanced techniques and use of additional painting mediums will be used in collaboration with acrylics and watercolor.

 PREREQUISITES: Previous art courses or approval of the instructor.

 CERAMICS II Qtr. 2

 COURSE DESCRIPTION: This is a second year course in which students will further advance skills of technique and construction of three-dimensional projects using clay.

 COURSE OBJECTIVES: Students will be introduced to wheel thrown pottery and advanced glazing techniques.

 PREREQUISITES: Previous art courses or approval of the instructor.

ART EXPLORATION II Qtr. 3

COURSE DESCRIPTION: This one-quarter course is a second year course further extending skills and techniques introduced in Art Exploration I.

COURSE OBJECTIVES:  Students will apply advanced skills in mediums such as wood burning, leatherwork, paper mache and calligraphy to art projects.

PREREQUISITES: Previous art courses or approval of the instructor.

MIXED MEDIA Qtr. 4

 COURSE DESCRIPTION: Students will use a variety of methods and techniques that incorporate use of multiple mediums for single art projects.

 COURSE OBJECTIVES: This will include use of methods in Adobe Photoshop, photography, and digital imagery along with painting, color pencil, pastels, and various papers to create unique and individualized art projects.

 PREREQUISITES: Previous art courses or approval of the instructor.

SENIOR HIGH STUDIO ART

COURSE DESCRIPTION: This is a class offered to students who have had previous art classes in Levels I and/or II. Students will independently initiate their individual planning, preparation, and completion of art projects.

COURSE OBJECTIVES: The instructor will provide guidance and knowledge as students work on their prospective projects. Participation in the Blackduck High School painted ceiling tile project is available to students taking this course.

            METHODS AND MATERIALS:  Specialized material fees may be incorporated depending on individual project needs.

 PREREQUISITES: Previous art courses or approval of the instructor.

**Business**

All courses are offered independent study with preapproval from Ms. Pickett

INTRO TO BUSINESS and MARKETING(10-12)

COURSE DESCRIPTION: Intro to Business and Marketing is a two-quarter coursethe focus of which is to establish the principles and practices that form the groundwork for all business operations both nationally and internationally and provide students with the skills necessary for a variety of jobs in the field of marketing.

COURSE OBJECTIVES: Business fundamentals such as economic, legal, and social foundations are presented. Students will examine the process of organizing businesses, marketing products and services, financing operations, managing and developing employees, and making difficult business decisions in a dynamic competitive atmosphere. The course focuses on the flow of goods and services from producer to consumer. Students will develop marketing research tools and strategies for sales, promotion, salesmanship, business management, human relations, and economics as well as become familiar with promotion and advertising media.

CAREER EXPLORATION AND PERSONAL FINANCE (9)

Required 9th grade

COURSE DESCRIPTION: This one-trimester long class is designed to give students the opportunity to explore their postsecondary education plans for a successful transition from high school to postsecondary education or employment. Students will understand the academic and career decision-making process and become aware of the tools and resources available for exploration. Students will delve into their own interests, values, personality traits, skills, personal learning styles, and experiences. Students will consider how their decisions today can affect their future lifestyle and employment. Students will also establish skills for understanding of finance in business, as well as personal life.

COURSE OBJECTIVES: To create a computer portfolio that can be reviewed annually. Students will be given an opportunity to investigate career options and determine a direction for their high school course plan. This course is also designed to provide students with exposure to personal financial fundamentals such as basic math skills, managing money, managing expenses, and making financial decisions.

METHODS AND MATERIALS: Class discussion, manual and computer application

ACCOUNTING (10-12)

COURSE DESCRIPTION: Accounting is a full year course that will help students identify standard accounting concepts and practices related to starting and running a business.

COURSE OBJECTIVES: You will also analyze how transactions affect the accounting equation as well as become familiar with financial statements. Other topics include receivables, payables, inventories, depreciation, fixed assets, and liabilities.

CAREER EXPLORATIONS (11TH)

 Required 11th grade

COURSE DESCRIPTION: This semester long class will expose students to occupational opportunities in a variety of fields. It will emphasize responsibilities, qualifications, work environment, ethics, and career paths. Students will do self-assessment in terms of educational and career opportunities and reasonable possibilities in the world of work as well as assessment for personal/career interests, values, needs, attitudes, skills, and other potential, and exploration of occupational information to establish career and educational goals. Students will expand their career portfolio and reinforce their personal finance skills.

COURSE OBJECTIVES: This course is designed to assist students making career choices. Students explore college and career planning within specific career cluster(s). Students research labor market information, learn job-seeking skills, and create documents required for employment. Students use self-knowledge to explore and set realistic goals and expand their portfolio.

 INTRO TO WORD PROCESSING, SPREADSHEETS, AND DESKTOP PUBLISHING (10-12) Offered Independent Study Prerequisite- Keyboarding

COURSE DESCRIPTION: Intro to Word Processing, Spreadsheets and Desktop Publishing is a full year course with the 1st Semester devoted to Word Processing and Spreadsheets using Microsoft Office software and the 2nd semester focusing on Desktop Publishing utilizing Microsoft Publisher software. Students will learn the basic tools of Microsoft Word, Excel, PowerPoint and Microsoft Publisher software, as well as develop the skills to create and format documents in the world of technology.

COURSE OBJECTIVES: The course is designed to provide the students with the ability to create letters, business cards, logos, flyers, compute mathematical functions, and other computer applications.

BUSINESS PROFESSIONAL OF AMERICA (10-12)

Prerequisite- at least one Business Elective and/or Business teacher permission

COURSE DESCRIPTION: BPA is a full year course, which will allow students to take part in the leading Career Technical Student Organization for students pursuing careers in business management, office administration, and other related career fields. This course also prepares students to succeed and assess real-world business skills and problem solving abilities in finance, business administration, management informational systems, marketing and communication.

COURSE OBJECTIVES: BPA students demonstrate their career skills at Regional, State, and National level conferences in 86 competitive events. BPA also offers leadership and educational based programs including the Torch Awards Program, BPA Cares Program, Officer Elections, certifications, and scholarships.

MONEY MATTERS (10-12)

Offered Independent Study

COURSE DESCRIPTION: Money Matters is a two-quarter course focusing on how to take control of your money in order to avoid money mistakes in the future. This course teaches students how to budget, save, spend wisely, avoid debt, grow their income over time, and protect their wealth.

 COURSE OBJECTIVES: The purpose of this course is to empower students with knowledge and application of basic financial principles so that they can make sound financial decisions for life.

GAME IT

 Offered Independent Study

 COURSE DESCRIPTION: In this course students will dive into the world of game development.

COURSE OBJECTIVES: Along the journey, you will learn what makes a good game, how the engineering design cycle is used to design and develop games, the math and physics skills used on game development, the career opportunities in this field, how to program games, using step by step instructions and finally how to build an original game.

 **ENGLISH**

 FRESHMAN ENGLISH (9th grade requirement)

            COURSE DESCRIPTION:  This is a year-long course which includes the study of grammar (sentence structure, punctuation, capitalization, and the eight parts of speech), different kinds of writing, and literature: short stories, poetry, drama (including *Romeo and Juliet*, and *The Miracle Worker*) and the classic novel: *Great Expectations*, by Charles Dickens, and the abridged classic epic: *The Odyssey,* by Homer; and dystopian literature: *Animal Farm*, by George Orwell.  Students will receive instruction and practice in preparation for the Writing requirement of the ACT Test to be administered junior year.

            COURSE OBJECTIVES:  To discover in literature a source of entertainment and sense of the commonality of the human experience throughout time and culture; to introduce students to classic literature, to develop the ability to write and share ideas, both written and verbal; to write according to the rules of the English language with a sense of purpose and audience; and to understand the basics of the written word through grammar, structure, voice, and style.  Reading benchmarks include the citing and analyzing of key ideas and details; craft and structure; and the integration of knowledge and ideas.  Writing benchmarks include the writing process; production and distribution of audience; understanding of writing for an audience; and a knowledge of language and vocabulary and the conventions of standard English.

            METHODS AND MATERIALS:  Class discussion, lecture, group activities, film studies, literature and grammar textbooks.

 SOPHOMORE ENGLISH (10th grade requirement)

 COURSE DESCRIPTION: This is a year-long course, which includes the study of several genres of literature: short stories, poetry, drama (including Julius Caesar, Trifles, and The Brute), selections of nonfiction, and the novel To Kill A Mockingbird, by Harper Lee.  Students will receive instruction and practice in preparation for the Minnesota Basic Standard Test in Reading to be administered in April.  Students will also receive instruction in the art of public speaking.  Successful completion of third quarter will result in the completion of the speaking standard for the state of Minnesota.

COURSE OBJECTIVES: Students will interpret and evaluate complex works of literature by applying specific criteria that represent an informed opinion or response.  Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  Students will make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  Students will adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

METHODS AND MATERIALS: The method of presentation is class discussion, lecture, group activities and individual speeches.  We will be using a literature textbook and handouts.  Students will prepare and present several speeches.

AMERICAN LITERATURE (11th grade requirement)

 COURSE DESCRIPTION: This is a full year course covering the literature from the American colonial period and ending with modern twentieth century literature. Many different genres and styles will be studied as well as all of the major literary movements.

 COURSE OBJECTIVES: The students should know a critical approach to interpreting and analyzing works of American Literature; understand the elements and structure of various forms of literature, and how it is used to create meaning; know artistic intent and the historical, cultural and social background of selected works of literature; understand properties and functions of literature from various historical periods or cultures. For each work, they must trace changes and/or developments of themes or ideas over time and across cultures, identify social or cultural contexts, know the form and function of each work, and know the expressive qualities of literature for each historical period. Students should be able to apply a critical approach to interpret and analyze works of literature; describe how particular effects are produced by the writer’s use of the elements of the literary form; communicate an informed interpretation using the vocabulary of the literary form. They should also gather information to analyze the development of a selected idea or theme through a written response to the literature. Finally, they should select, describe and interpret works of art in a historical and/or cultural framework.

 METHODS AND MATERIALS: Reading, discussion, lecture, and critical writing using the text and computers for word processing.

ENGLISH LITERATURE

 COURSE DESCRIPTION: A full year course covering literature from the classic literature of Greece and Rome to the twentieth century literature of the British Empire. Many different genres and styles will be studied as well as the major literary movements.

 COURSE OBJECTIVES: The students should know a critical approach to interpreting and analyzing works of English literature; understand the elements and structure of the various forms of literature; and how it is used to create meaning; know artistic intent and the historical, cultural and social background of selected works of literature; understand properties and functions of literature from various historical periods or cultures. For each work, they must trace changes and/or developments of themes or ideas over time and across cultures, identify social or cultural contexts, know the form and function of each work, and know expressive qualities of literature for each historical period. Students should be able to apply a critical approach to interpret and analyze works of literature; describe how particular effects are produced by the writer’s use of the elements of the literary form; communicate an informed interpretation using the vocabulary of the literary form. They should also gather information to analyze the development of a selected idea or theme through a written response to the literature. Finally, they should select, describe and interpret works of literature in a historical and/or cultural framework.

 METHODS AND MATERIALS: Reading, discussion, lecture, and critical writing using the text and computers for word processing,

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AP ENGLISH LITERATURE

 COURSE DESCRIPTION: This is a full year course designed to meet the expectations of a college level literature class. The works covered will be largely classical and will come from Greek, English, and American sources. Students will focus on moving beyond a surface understanding of the literature to critical analysis of those works.

 COURSE OBJECTIVES: Students will be prepared to take the College Board AP English Literature and Composition Exam. Students will understand the elements and structure of various forms of literature, and how it is used to create meaning. Students should be able to apply a critical approach to interpret and analyze works of literature, describe how particular effects are produced by the writer’s use of the elements of the literary form, understanding the effect of artistic intent. Students will communicate an informed interpretation using the vocabulary of the literary form. They should also gather information to analyze the development of a selected idea or theme through a written response to the literature.

 METHODS AND MATERIALS: Reading, small group discussion, formal and informal writing, word processing, and occasional research.

 PREREQUISITES: American Literature. Students must be proficient in reading comprehension and writing skills.

DEDICATED FILM STUDIES

COURSE DESCRIPTION:  A two-quarter course which explores historical and thematic film units through a variety of mediums in addition to traditional film.  Different genres, styles, and gender contributions will be explored.

                COURSE OBJECTIVES:  To interpret and evaluate film, applying various criteria based on the specific genre, theme, film-making techniques, directorial choices, acting, screen writing, cinematography, editing, and – in some cases – the historical accuracy of or social statements made by the film(s) and forming opinions and responses.  Students should understand the elements and structure of film; know artistic intent and the historical, cultural, and social background of the film and its purpose.  Students will identify common themes and human experience between current and classic film.  Critical and comparative analysis will be explored.

                METHODS AND MATERIALS:  Reading, viewing, discussion, lecture, and critical writing using the films and outside sources.  Sixteen to twenty films exploring: Drama, Comedy, Political Intrigue; Horror/Supernatural/Science Fiction; Romance; Legal Drama; Young Adult Themes; War; and Social Activism will be explored.

MODERN NOVELS: THE BEST SELLER

(Literature of a Period)

 COURSE DESCRIPTION: A two-quarter course which explores modern popular literature through several novels by current best-selling authors. Different genres, styles, and gender contributions will be explored.

 COURSE OBJECTIVES: To interpret and evaluate Modern Popular Literature, applying various criteria based on the specific genre and forming opinions and responses. Students should understand the elements and structure of literature; know artistic intent and the historical, cultural, and social background of the authors and their work. Students will identify common themes and human experience between current and classic literature. Critical analysis and historical accuracy of plotting will be explored.

 METHODS AND MATERIALS: Reading, discussion, lecture, and critical writing using the texts and outside sources. Six to eight novels exploring: Drama, Political Intrigue; Horror/Supernatural; Romance; Legal Drama; and Young Adult Themes.

SHAKESPEARE: STAGE AND SCREEN

(Literature of a Genre)

            COURSE DESCRIPTION:  This is a two-quarter course, which explores the works of William Shakespeare not currently, taught in other BHS courses.  Students will read and discuss the plays in class and view at least one film version of each play.  Students will analyze the production with interpretation of specific characters, and the specific technical elements involved in the production.  A second film version of the play or an adaptation of Shakespeare’s work may be used for purposes of comparison.  Students will receive some historical overview of how the play has been directed and performed from Shakespeare’s time to the present.  When theater schedules allow, students may be required to attend a stage performance of a Shakespearean play.  If possible, personnel from the production will be scheduled as speakers/resources.

            COURSE OBJECTIVES:  To interpret and evaluate Shakespeare’s plays, applying specific criteria, and forming opinions and responses.  Students should understand the elements and structure of drama; know artistic intent and the historical, cultural and social background of both author and plot; identify common themes and human experience between current social issues and Shakespeare’s drama.

            METHODS AND MATERIALS:  Reading, discussion, lecture, and critical writing using the texts and outside sources.

INDIGENOUS LITERATURE & CELLULOID INDIANS

(Literature of a People)

            COURSE DESCRIPTION:  A semester-long course that explores Native North American Literature, customs, crafts, and storytelling.  Different genres, styles and gender contributions will be studied. Celluloid Indians explores the way Native Americans are portrayed in film and documentary through the 20th and 21st Centuries.

            COURSE OBJECTIVES:  To interpret and evaluate North American Indian Literature, and film, applying various criteria based on the specific genre and forming opinions and responses.  Students should understand the elements and structure of literature; understand artistic intent and the historical, cultural, and social background of both author and plot; identify common themes and human experience between American mainstream and Native culture and literature.  Critical analysis of each chosen work, as well as historical accuracy of plotting will be explored.

            METHODS AND MATERIALS:  Reading, discussion, lecture, and critical writing using the texts and outside sources.  Texts include, *Medicine River*, by Thomas King; *The Absolutely True Diary of a Part Time Indian*, by Sherman Alexi; *Turtle Island Blues*, by William Borden; *Braided Lives*, an anthology; and more, as well as artistic materials and independent reading options, along with many films depicting Native life from pre-European influence through present day with critical analysis from the Native American Film Institute.

VIDEO COMMUNICATIONS

(elective credit)

COURSE DESCRIPTON: This is a full year course designed to teach the basic concepts used in creating short videos. Students will create and publish original work that will cover several genres and techniques of video production.

COURSE OBJECTIVES: Students will know the process of creating videos from concept to finished product. They will understand the steps involved in video and develop the skills required to complete each step. Technical aspects will include filming techniques such as basic camera settings, angles, focus, lighting, and sound. Students will learn to edit the video they take into a final product that will demonstrate the use of multiple points of view, voiceover, graphics, Chroma key, sound effects, slow motion, and more. The final step will be publishing a finished product on a You Tube channel and the school website.

METHODS AND MATERIALS: Demonstrations, Individual Projects, Group Projects.

 SHAKESPEARE II

Not Offered in 2021-22

COURSE DESCRIPTION:  This is a two-quarter course, which explores the works of William Shakespeare not currently, taught in other BHS courses.  Students will read and discuss the plays in class and view at least one film version of each play.  Students will analyze the production with interpretation of specific characters, and the specific technical elements involved in the production.  A second film version of the play or an adaptation of Shakespeare’s work may be used for purposes of comparison.  Students will receive some historical overview of how the play has been directed and performed from Shakespeare’s time to the present.   Student shall read one additional Shakespearean play independently and:

            a. take a series of tests on the play

            b. write an essay about the play’s message and meaning

            c. give a brief speech to the class about the play

 Student shall prepare two creative projects (as assigned by teacher) matching the curriculum of two separate plays read by the class. Student shall assist in preparing a post-course review with the teacher to demonstrate an advanced knowledge of the material and its meaning.

 PREREQUISITE: Shakespeare Class

#### MATHEMATICS

PLANE GEOMETRY

 COURSE DESCRIPTION: Geometry is a four-quarter course that covers reasoning, proofs, polygon relationships, circle relationships, trigonometry, plane and solid geometry.

 COURSE OBJECTIVES: Students will analyze and apply geometric concepts using logical reasoning skills, to solve problems that relate to the real world

 METHODS AND MATERIALS: Presentation will include lecture, modeling, and classroom discussion with extensive problem solving practice based on the text and the Minnesota Math Standards.

PREREQUISITES: Algebra I.

HONORS ALGEBRA II

COURSE DESCRIPTION: This four-quarter sequential course covers linear functions, polynomials, factoring and rational roots, quadratic relations and functions, irrational numbers and logarithms.

COURSE OBJECTIVE: The student will use discrete structures to model mathematical relationships and solve problems. They will analyze patterns, relationships, and functions and use algebraic concepts to model and solve problems.

METHODS AND MATERIALS: Presentation will include lecture with extensive modeling, group discovery, projects, and problem solving.

PREREQUISITES: Algebra I and Geometry.

INTERMEDIATE ALGEBRA

COURSE DESCRIPTION: Intermediate Algebra is a four-quarter course that is a review of concepts studied in Algebra 1 and an introduction to foundational skills used in Algebra II. This course covers solving equations, linear functions, factoring, quadratics, exponents, right triangle trigonometry, and probability.

 COURSE OBJECTIVES: The student will analyze and apply different algebraic concepts to model and solve problems.

 METHODS AND MATERIALS: Presentation will include lecture, modeling, classroom discussion, group discovery, and projects.

 PREREQUISITES: Algebra I and Geometry.

ALGEBRA II/DATA ANALYSIS \*

COURSE DESCRIPTION: This is a four-quarter sequential course that covers linear functions, polynomials, factoring, quadratic relations and functions, irrational numbers, number patterns, probability, and data analysis.

COURSE OBJECTIVE: The student will use discrete structures to model mathematical relationships and solve problems. They will analyze patterns, relationships, and functions and use algebraic concepts to model and solve problems.

METHODS AND MATERIALS: Presentation will include lecture with extensive modeling, group discovery, projects, and problem solving.

PREREQUISITES: Algebra I.

\* If you have already taken Algebra II, this course will not meet NCAA Eligibility. You will need a fourth year of math.

PRE-CALCULUS

 COURSE DESCRIPTION: This four-quarter course serves as a review of, and ties together, the Algebra, Geometry, and Trigonometry previously studied. Emphasis is placed on functions, especially transcendental functions, and their relationships. This course will cover limits and some basic calculus.

 COURSE OBJECTIVES: To prepare students for Calculus, to model mathematical relationships, and solve problems through discrete structures and mathematical patterns, relationships, and functions.

 METHODS AND MATERIALS: Lecture, discussion, modeling, and programmed practice through use of a textbook, Graphing Calculator and computer. Mathematical computer software is an integral part of the course.

 PREREQUISITES: Successful completion of Algebra II. (For transfer students this would include an Algebra II and Trigonometry course).

#### College Calculus I (5 credits at BSU)

COURSE DESCRIPTION:  This four-quarter course covers the concepts of limits, differentiation and integration of algebraic and trigonometric functions; applications of the derivative and curve sketching; applications of integration.   This course is offered concurrently with Bemidji State University and is equivalent to a full semester Calculus I course (5 college credits).

COURSE OBJECTIVE:  Students will extend concepts covered in Geometry, Algebra, Pre-Calculus, and Trigonometry.  Successful completion of this course will meet the basic math requirements for most colleges and prepare students for College Calculus II.

METHODS AND MATERIALS: Presentation will include lecture with extensive modeling, group discovery, projects, and problem solving.

COMPUTER PROGRAMMING (CODING)

           COURSE DESCRIPTION:  Students will study the world of computer programming through a variety of tasks depending on their previous experience with coding.  Projects may include but are not limited to the creation of basic animations and 2D computer games for beginners and multiplayer computer games, web based applets, other independent projects for advanced students.  Students may also have the option to work on programming for the Robotics team as well.

COURSE OBJECTIVE:   Students will learn the basics of programming, code writing, and troubleshooting.  They will use standard structures and syntax.  JAVA will be the primary programming language, but certain projects may also expose students to HTML, JavaScript, or other programming languages.

METHODS AND MATERIALS: Students will learn through a mixture of direct instruction, online and teacher made tutorials, and extensive hands on experience with trial and error.  Students will do some work on their chromebooks, but MacBooks will also be assigned for in-class use.



### SCIENCE

PHYSICAL SCIENCE 9

 COURSE DESCRIPTION: This four quarter, sequential course is an introduction to Chemistry and Physics.

 COURSE OBJECTIVES: Students will learn theories and concepts involving the chemical and physical properties of matter. These concepts will broaden their understanding of matter and its interactions. This course is designed both to prepare students for further study of chemistry and physics as well as to help them understand phenomena encountered in everyday life.

 METHODS AND MATERIALS: Textbook, handouts, notebook, calculator, observation and experimentation.

BIOLOGY

COURSE DESCRIPTION: This is a year-long required course.  Topics will include ecology, biochemistry, cell processes and reproduction, heredity, evolution and classification.  The class will also cover significant events in science history and new science technology.

PREREQUISITES:  None quarters must be taken in sequence.

CHEMISTRY

COURSE DESCRIPTION: This college prep four-quarter, sequential course is intended to prepare students for college general chemistry. Areas covered include atomic theory, bonding, periodicity, solution chemistry, reactions, rates, energy, and equilibrium.

COURSE OBJECTIVES: This course is designed to prepare students for college level general chemistry. Students will learn chemical concepts, theories, and principles as well as the historical and technological advances that led to this understanding of matter and energy.

         METHODS AND MATERIALS: Textbooks, handouts, calculators, notebooks, observation, experimentation and problem solving.

        PREREQUISITES: Above average mathematics understanding and achievement. Quarters must be taken in sequence.

PHYSICS

 COURSE DESCRIPTION: This four-quarter, sequential course covers a wide variety of areas including motion, (linear, circular, and projectile), force, laws of conservation, basic electricity and magnetism, acoustics, optics, electromagnetic radiation, and energy.

 COURSE OBJECTIVES: Students will learn about the interactions that take place between matter, forces, and energy, as well as develop an understanding of how major scientific advances have affected our world and way of living.

 METHODS AND MATERIALS: Textbooks, handouts, calculators, notebooks, observation experimentation, problem solving.

 PREREQUISITES:  **Students must be proficient in mathematics and have performed well in previous science courses.**

GENERAL ANATOMY

COURSE DESCRIPTION:  This two-semester course follows a comprehensive initial study of Biology and then examines the human body in more detail*.*Students learn about cells, tissues, anatomical terminology, medical terminology, and areas of the healthcare field. Students will use this knowledge to explore the anatomical features of specific human organ systems such as the integumentary, skeletal, muscular, digestive, circulatory and reproductive systems.

METHODS AND MATERIALS:  Students will learn by lecture, diagrams and class laboratories. There is also opportunity to learn with skeleton use. They may dissect mammals.

#  CONCEPTS OF PHYSICS

Offered in 2021-22

#

#             COURSE DESCRIPTION:  This course is designed to help students learn basic principles of physics, and the presence of physics in our society.  Though some mathematics is involved, emphasis will be on concepts and qualitative analysis rather than quantitative calculations.

#          METHODS AND MATERIALS: Textbooks, handouts, calculators, notebooks, observation, experimentation and problem solving.

#

# CHEMISTRY APPLICATIONS

Offered in 2022-23

#  COURSE DESCRIPTION: This course is designed to help students learn basic chemical principles, and the importance of chemistry in our society. Though some mathematics is involved, emphasis will be on concepts and qualitative rather than quantitative analysis.

#          METHODS AND MATERIALS: Textbooks, handouts, calculators, notebooks, observation, experimentation and problem solving.

SCIENCE ETHICS

Not offered in 2021-22

COURSE DESCRIPTION: This is a semester course designed to discuss current issues in science technology.  Topics may include; genetically modified organisms (GMOs), stem cell research, designer babies, animal testing, global warming, pesticide resistance, and vaccinations.

PREREQUISITES:  Biology, Junior or Senior standing.

 BIOLOGY II

Not offered in 2021-22

COURSE DESCRIPTION: This semester course will take a deeper look at many concepts from the biology course offered sophomore year.  It will cover parts of human and plant physiology, specifically macromolecular functions at an organ/cellular level.  Some dissections (involving organs) will also be a part of the course.

PREREQUISITES:  Teacher Approval, Junior or Senior standing

### SOCIAL STUDIES

GOVERNMENT 9

        COURSE DESCRIPTION: This year long course will cover civics skills, citizenship values, the principles of democracy, and processes of American government, among other topics. A huge point of emphasis is how to make strong arguments using supporting evidence, and thus a research and debate assignment is an integral part of the course as well.

        COURSE OBJECTIVES: To understand the interaction between people and cultures, to use information to make decisions, to provide an understanding of our nation’s system of government, to know the qualities of a good citizen, to provide the skills needed to participate in a democratic society, and to familiarize students with the contemporary issues that face the United States people.

        METHODS AND MATERIALS: The American Government textbook, iCivics resources, debates, lectures, and research.

HUMAN GEOGRAPHY

        COURSE DESCRIPTION: Human geography is a two-semester course that deals with the spatial distributions (maps) of all types of human activity. Map skills as well as online mapping software is used to analyze populations, food, resources, economics, crime, cities, farms, culture, and language of the globe’s humans. The three questions of geography inform all analyses; Where is it? Why is it there? Why does it matter? In learning this process, students transform their way of looking at the landscape, and begin to grasp the complex forces that shape our world.

        COURSE OBJECTIVES: To get students to think spatially, to learn the political and physical geography of the world, to see how the distribution of people, goods, ideas, resources, and everything else in the world over space affects us, and how we affect the earth.

        METHODS AND MATERIALS: Goode's World Atlas and Prentice Hall's World Geography textbook are the primary information sources for students. Lectures, group work, various readings and activities, and individual projects will be used as supplementary material.

ADVANCED PLACEMENT HUMAN GEOGRAPHY

COURSE DESCRIPTION: This course is a rigorous but interesting look at the world that goes beyond the globe and atlas to examine human systems, demography, and the way people and cultures change and are changed by the earth. It is not a traditional regional geography course. It does involve a great number of maps and mapping activities but not by way of memorization of nations or features. This course will encourage you to really think about your community and your world as to how it is organized politically, economically, and a number of other ways that you may have not yet considered.

        COURSE OBJECTIVES: This course is intended and designed to meet the standards created by the College Board for AP Human Geography. As a result, a strong focus will be set upon preparation for the AP Human Geography test to be taken in the spring. Each student, upon completion of this course, should be able to:

* Use and think about maps and spatial data
* Understand and interpret the implications of associations among phenomena in places
* Recognize and interpret at different scales the relationships among patterns and processes
* Define regions and evaluate the regionalization process
* Characterize and analyze changing interconnections among places

        METHODS AND MATERIALS: This course combines lecture material and text-based material with hands-on geographic analysis and map use. Students will be working with two textbooks throughout the year and performing a number of computer-based mapping exercises as well as some real world geographic analysis.

Texts:   Rubenstein, James M.  *The Cultural Landscape: An Introduction to Human Geography*, 9th ed. Upper Saddle River, N.J.: Prentice Hall 2008

Kuby, Michael, John Harner, and Patricia Gober. *Human Geography in Action*. 4th ed. New York: John Wiley, 2007

        PREREQUISITES: Students must have achieved a high level of academic success in rigorous coursework prior to registration for this course. It is open to Juniors and Seniors with exceptional GPA’s and an intent to attend college. Admission is subject to teacher approval.

AMERICAN HISTORY I - IV

COURSE DESCRIPTION: American History is a yearlong course composed of numerous units. The course will start with Reconstruction and will continue into the late 1970's. The units will not only cover the mainstream of social, political and economic development, but will also deal with minority history, ethnic contributions and special interest groups and issues.

COURSE OBJECTIVES: To develop an awareness of our country's heritage and increase knowledge of how our past relates to present events and policies.

METHODS AND MATERIALS: The textbook is used as a primary source along with a series of readings in American History. Lectures, analysis of primary source materials and supplementary audio-visual materials are presented.

COMPUTER USE: Students will be exploring websites, doing research and creating a PowerPoint presentation.

POST WWII (World History)

  COURSE DESCRIPTION: This semester course covers major events in the Post WWII Era. These include the rebuilding of Europe, the Cold War, China's Civil War, the independence movements of African countries, the creation of Israel and surrounding issues and the Iranian revolution and the rise of radical Islam.

COURSE OBJECTIVES: To develop in students an understanding of the crucial events of this time period and how their impact has continued into the present.

METHODS AND MATERIALS: Primary sources, materials from curriculum on South Africa/apartheid, the memoir "A Long Way Gone", various movies. Class discussion, lecture and research are the methods of instruction.

PREREQUISITES: None

EARLY 20TH CENTURY (World History

            COURSE DESCRIPTION:  This semester course covers major events of the early 20th century, including imperialism, WWI, the Russian Revolution, the Indian Independence movement, WWII and the Holocaust.

            COURSE OBJECTIVES: To develop in students an understanding of the crucial events of this time period and how their impact has continued into the present.

            METHODS AND MATERIALS: Primary sources, readings and questions from "Facing History and Ourselves", resources from the Choices Program - "Russian Revolution", and the novel "All Quiet on the Western Front. Class discussion, lecture and research are the methods of instruction.

            PREREQUISITES: None

ECONOMICS

COURSE DESCRIPTION: This semester course will introduce students to general economic concepts such as scarcity, measures of economic growth and supply and demand. It will continue with more in-depth study of competition and market structure, labor, government intervention, the business cycle and fiscal policy.

COURSE OBJECTIVES: Students will gain an understanding of the foundations of both macroeconomics and microeconomics.

METHODS: The textbook will be supplemented with simulations, group activities and some video clips.

ADVANCED PLACEMENT U.S. HISTORY

COURSE DESCRIPTION: The Advanced Placement United States History course is a two-semester class that offers a survey of American history from precontact societies to the present at a college freshman level. Extensive reading, writing and study skills useful in college will be emphasized. A college level exam prepared by the College Board will be given in May 2022. The exam, if passed, may result in college credit.

COURSE OBJECTIVE: This course is designed to provide a comprehensive overview of U.S. history and to provide students with analytical skills and factual knowledge to deal critically with the problems and materials in United States history. Students should learn to assess historical materials – their relevance to a given interpretive problem, their reliability and their importance – and to weigh the evidence and interpretations presented in historical scholarship.

METHODS AND MATERIALS: This class uses a college level textbook. There is substantial reading required, roundtable discussion, substantial writing of essays, and interpretation of primary source documents and analysis of historical scholarship.

PREREQUISITE: Students getting teacher recommendation to the course are given first priority. Teacher recommendation is based on ability level, participation level and work ethic. Students must enter the course by the first week of fall semester.

PSYCHOLOGY

Not offered in 2021-22

COURSE DESCRIPTION: This one semester course is intended as an introduction to basic concepts in the study of psychology. Topics covered include psychobiology, sensation and perception, sleep and consciousness, learning, human memory, intelligence, psychological disorders and personality.

COURSE OBJECTIVES: Students will gain an understanding of psychological concepts and the many aspects of psychology that affect their daily lives.

METHODS: This course does not use a textbook. The curriculum supplements lecture notes with activities, demonstrations and real world applications.

**INDUSTRIAL TECHNOLOGY**

WOODS 9

            COURSE DESCRIPTION:  This is a one-quarter class designed for 9th grade students.  This course will give students basic skills in woodworking.

            COURSE OBJECTIVES:  Teach woodworking skills through project planning, project constructing, and finishing techniques.

            METHODS AND MATERIALS:  Students will choose one of two projects: either a coffee table or gun rack to develop these skills.  Quality work is stressed!

            PREREQUISITES:  8th Grade Woodworking.

CONSTRUCTION TECHNOLOGY 9

            COURSE DESCRIPTION: This is a one-quarter class.  This class will introduce students to the fundamental technology, materials, processes and safety within construction.

            COURSE OBJECTIVES: Students will understand basic construction equipment and how to safely operate them.  Students will also know different construction material and how to read a plan.

            METHODS & MATERIALS: Textbook, lecture, worksheets, tests, and hands-on labs.

BUILDING TRADES

            COURSE DESCRIPTION: This is a four-quarter class for students in grades 11 & 12.  This class will cover safety, building codes, materials, processes, and engineering within carpentry, electrical, plumbing, and heating systems.

 COURSE OBJECTIVES: This class will be designed to provide students with a foundation for Construction Trades and/or a general knowledge to help an individual buy, remodel, or sell a home.

            METHODS & MATERIALS: Course work will include lecture/discussion, textbook assignments, transit layout labs, model house construction, and construction lab.  The text will be "Modern Carpentry" by Willis H. Wagner.

            PREREQUISITES:  9th grade Technical Graphics and all woods classes would be excellent foundation courses.  **Must have instructor approval to register.**

WOODWORKING I & II

Special note:  two credits are available in woodworking--one for a full year of Woodworking I and one for a full year of Woodworking II.  Woodworking I is the beginning course, and Woodworking II is the advanced course.  For scheduling flexibility, the course is designed to allow students of both ability levels to take the course during the same hour.

            COURSE DESCRIPTION:  This is a four-quarter course for grades 10-12 in which students will develop skills in the use of power woodworking machinery.  Safe use of power equipment is stressed in the construction of a useful product.  Students will study project design, construction, and finishing techniques.  In Woodworking II, students will expand previous learning experiences through principles of design, machine set-ups, layout procedures, types of construction, and application of finishes.

            COURSE OBJECTIVES:  Apply mathematics to solve complex technical problems.  Skills in woodworking will be developed on a beginning project and then applied in the construction of a major project of the student's choice.  Lasting skills in the use of power equipment are taught.  Upon completion, students should be able to carry projects through from planning to finish.

            METHODS AND MATERIALS:  Students will learn through textbook readings, demonstrations, and lectures.  Materials used in construction of a project will be the responsibility of the student.  Grades will be based on test results, classroom effort, and quality of craftsmanship.

            PREREQUISITES:  The equivalent of four quarters of Woodworking I is a prerequisite for Woodworking II.

INTRO TO ENGINEERING

COURSE DESCRIPTION: This 2-quarter class will focus on the field of engineering. You will be learning how to use solid works to create and assemble a variety of different projects.

COURSE OBJECTIVES: Students will understand the basic concepts of engineering and be able to use the solid works program to design, assemble, and create plans for projects.

METHODS AND MATERIALS: Students will be using the computer to draw parts and projects on the Solid works software.

ENGINEERING AND PROTOTYPING

COURSE DESCRIPTION: This two-quarter class will focus on the entire design process. You will be given a problem and ask to design a solution. In this class, you are the engineer! You will be responsible for designing a solution to your problem by creating a working prototype.

COURSE OBJECTIVES: Students will understand the process of designing a product and putting their plan into action by using their plans to create a working prototype.

METHODS AND MATERIALS: Student will need to know how to use the Solid works program. They will also be using the metals lab to fabricate their projects

             PREREQUISITES:  Intro to Engineering, Welding

MACHINING AND MANUFACTURING

 COURSE DESCRIPTION: This class will introduce students to the worlds of machining and Manufacturing processes. It will teach them how to produce safely, efficiently, and accurately with the ability to repeat that action.

 COURSE OBJECTIVE: This course will emphasize the importance of quality, precision and detail. Students will benefit from having taken Engineering and/or Metals prior to taking this course but it is not required.

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**VOCATIONAL AGRICULTURE**

HORTICULTURE I (9)

            COURSE DESCRIPTION:  This is a one-quarter class.  This course will introduce students to the horticulture field.  Students will study the germination process along with plant growth and development.  They will study parts of plants along with greenhouse operation and procedures.  Applications will be made to bedding plants & vegetable gardening.

            COURSE OBJECTIVE:  Students will have an opportunity to discover and grow plants from seeds and cuttings.  The life cycle of a plant from a seed to maturity will provide hands on learning experiences for the beginning horticulture learner.

            METHODS AND MATERIALS:  The textbook, Introductory Horticulture, is used.  Students will operate a greenhouse and have a plant sale.

METALS I (9)

            COURSE DESCRIPTION:  This one-quarter class will introduce welding principles and develop welding skills.  Types of welding will include gas welding, arc welding, and GMAW, GTAW welding.  Students will learn about equipment and set up, safe operation procedures, basic welding procedure and welding plans. About 60% of the student's grade will be hands on application.

            COURSE OBJECTIVES:  This course is designed to bring practical lab learning exercises into a process whereby students will be able to successfully demonstrate their ability to perform various types of gas, arc, and wire feed welds.

            METHODS AND MATERIALS:  The textbook, Welding FMO, will be used.  Students must take and pass a safety test in order to proceed with the shop exercises.  Upon completion of the welding skill exercises, the student may have time to build a small project.  A final test will include assessment of practical demonstration as well as written evaluation.

SMALL ENGINES (9)

 COURSE DESCRIPTION: A one-quarter course that studies the principles of small engine operation.

 COURSE OBJECTIVES: Students will develop an understanding of small engine operation. Students will demonstrate their ability to maintain, disassemble, and assemble a Briggs and Stratton small engine. Students will diagnose, test, precision measure and rebuild a small engine that they have brought from home. Students will read and apply technical reading skills as related to engine manuals.

 METHODS AND MATERIALS: Text; Principles of Small Engines, Audio-visual learning, lab practicums, micrometers and measuring tools.

ENGINEERING 9

COURSE DESCRIPTION: In this one trimester class student's will be introduced to the world of engineering.

COURSE OBJECTIVES: Students will be using Solidworks to design solutions to different problems.  They will also have a chance to learn how to use the 3D printer and CNC Plasma cutter.

METALS II

COURSE DESCRIPTION:   A one semester course that integrates advanced metal concepts with basic gas, plasma, MIG (wire feed) & TIG welding skills. Shop metal skills with safety instruction is part of this course.   This class will build off the skills learned in metals 1. There will be a variety of challenges that students will have to complete over the course of the semester. This class will also allow students to work on a metals project of their own. Students will be graded on their welds, their projects that they complete and their daily use of time.

COURSE OBJECTIVES: Students use the concepts of designing and creating to incorporate basic welding, and metals skills to complete a finished project.

METHODS AND MATERIALS:   Project design, cost calculations, welding lab practicums, metal projects.

PREREQUISITES:  Metals 1 is preferred although exposure to welding may be considered.

METALS III

COURSE DESCRIPTION:   A one semester course that integrates advanced metal concepts with basic gas, plasma, MIG (wire feed) & TIG welding skills. Shop metal skills with safety instruction is part of this course.   This class will build off the skills learned in metals 1. There will be a variety of challenges that students will have to complete over the course of the semester. This class will also allow students to work on a metals project of their own. Students will be graded on their welds, their projects that they complete and their daily use of time.

COURSE OBJECTIVES:  Students use the concepts of designing and creating an advanced project and incorporate basic welding and metals skills.

METHODS AND MATERIALS:  Metal creations, project design, cost calculations, welding lab practicums, metal projects.

PREREQUISITES:  Metals 1 is preferred although exposure to welding may be considered.

AG CO-OP SUPERVISED AGRICULTURE EXPERIENCE PROGRAM

COURSE DESCRIPTION:This course is designed to provide the student with on the job training.  Students are required to find a work site that will provide educational training as well as work experience.  Work agreements are required in most cases.  Students will leave school to be at their workstation.  Students will complete weekly logs and hours of completion.

COURSE OBJECTIVES: Students will develop school to work transition skills.  Students will evaluate career choices through informed decision

METHODS AND MATERIALS**:**   This course is designed to allow students early release from school.  Students can design their work release around their required courses.  Students that are involved in after school sports activities will usually not meet the requirements for work-study.  Students who do not pass any quarter of work-study will not be allowed to participate in the program for the remainder of the school year.

 PREREQUISITE:  Previous agriculture classes are helpful but not required. Students do need pre-approval from the Work-study co-coordinator and the guidance counselor.  A signed work agreement isrequired along with a valid driver’s license for those students that leave on early release.

##### HEALTH & DRIVER’S ED

HEALTH 9

COURSE DESCRIPTION: This one-quarter course will give students the tools necessary to promote healthy behavior. Students will learn how to manage stress, recognize and prevent abuse, and eat for optimum health. Cardiovascular disease and other major diseases will be presented as well as how to minimize your risk.

METHODS AND MATERIALS: Methods of presentation are class discussions using the textbook as a base and the Internet where appropriate. Assessment will be by quiz, worksheets, reports, and projects.

DRIVERS EDUCATION

            COURSE DESCRIPTION:  This is a trimester course which will be dealing with the topic of driver's education.  The course will fulfill the State of Minnesota requirement of 30 hours of classroom instruction leading to the driving permit.  The purpose of the course is to teach students driving and traffic rules and driving safety in preparation for taking the permit test and becoming an effective driver.  After the driving permit has been acquired, students can begin the six hours of behind-the-wheel instruction with a certified instructor.  Signs, road markings, vehicle safety requirements, as well as the issues of drinking and driving and distracted driving are key components of this course.

            COURSE OBJECTIVES:  To promote the development of a defensive driving attitude, knowledge of the rules of the road, and safe driving habits.  Also, to promote positive choices to enhance a healthy lifestyle.

            METHODS AND MATERIALS:  The primary resources will be the Minnesota Drivers Manual, published by the Department of Public Safety.  However, articles in newspapers, magazines, and videos are also used.  Quizzes and tests are given throughout the course.

            PREREQUISITES:  None.

**Music**

SENIOR HIGH BAND (Grades 9-12)

            COURSE DESCRIPTION:  Senior High Band is a four-quarter course that meets two days a week as a full concert band and two days per week as a wind ensemble for non-choir members.  This organization provides many diverse opportunities for its members, including Large Group Contest, Pep Band, Solo and Ensemble Contest, various Honor Bands, and other performance opportunities.  The Sr. High Concert Band will perform several times throughout the year at community and school events, and will travel on an overnight performance tour.  Student commitment to all performances is essential.

            COURSE OBJECTIVES:  The primary focus is the Concert Band setting in which a rich symphonic sound is the vehicle used to promote expression, communication and discipline.  A variety of music is explored, including marches, overtures, music from films and musicals, popular music, music of other cultures, and time periods.   Students strive for excellence in technical skill, balance and blend, articulation, dynamics and expression, and overall musicianship within an ensemble.  Students have various opportunities to attend professional performances, clinics, contests, and festivals.

            METHODS AND MATERIALS:  Individual instruments.   Digital Recording Equipment, Finale Computer Composition Software and Digital Keyboards, and music to be supplied by the School District.

            PREREQUISITES:  Participation in the Jr. High Band Program.  An audition, for chair placement, will take place in the spring to demonstrate the following:  3 Major Scales, chromatic scale, and a selected audition piece chosen by the Director to demonstrate phrasing, articulation, and musicianship.

SENIOR HIGH CONCERT CHOIR (Grades 9-12)

            COURSE DESCRIPTION: Senior High Choir is a four-quarter course that meets Tuesday and Thursday for students in band and every day for non-band members.  Choir provides many performing opportunities including a Fall, Winter, March and May concert, large group contest, solo and ensemble contests, and other performances throughout the year.

            COURSE OBJECTIVES:  This course is designed for students who have an interest in singing good choral music of various styles.  To sing music of all styles with correct tone, diction and interpretation are the primary goals.  Students will strive to improve singing tone and reading ability, balance and blend between sections, and learn interpretation through good articulation, dynamics and expression.

            METHODS AND MATERIALS:  The Teacher will select music purchased by the school district and provide handouts for technical and sight-reading improvement.

            PREREQUISITE:  It would be preferable if students participate in junior high choir, but this is not an absolute requirement.  Students may join at the beginning of any quarter.  All students will audition and demonstrate to the instructor that they can match pitches accurately.

### PHYSICAL EDUCATION

WEIGHT TRAINING

COURSE DESCRIPTION: In this course, students will be involved in an extensive strength and conditioning program. Each student will be instructed in a program to best meet individual needs. Emphasis will be on safety, basic lifting techniques, goal setting, physiological development processes, and the total fitness-training concept.

METHODS AND MATERIALS: Each student must dress appropriately for class:  Students must have gym style shorts or sweatpants, a T-shirt or sweatshirt (no half shirts, sleeves cut off, or offensive logos), socks, indoor tennis shoes and outdoor shoes.

TARGET SPORTS

 COURSE DESCRIPTION: In this two-quarter course, students will learn the basic rules, skill and safety procedures and apply principles of training necessary to improve lifetime fitness in a variety of sports. Activities include basketball, volleyball, soccer, softball, physical conditioning, weight training, floor hockey, Racquet sports, and golf. Content will vary depending on season.

METHODS AND MATERIALS: Each student must dress appropriately for class:  Students must have gym style shorts or sweatpants, a T-shirt or sweatshirt (no half shirts, sleeves cut off, or offensive logos), socks, indoor tennis shoes and outdoor shoes.

### WORLD LANGUAGES

GERMAN I

2021-22 is the last year German I will be offered

             COURSE DESCRIPTION:  German I is a four-quarter, sequential course in which students will learn basic conversational patterns dealing with day-to-day situations, such as communicating about themselves and their family, friends, immediate surroundings, and various leisure time activities.  The main emphasis is on speaking and listening.  Reading and writing are frequent activities, but are short and deal with personalized situations.  Language use is mostly limited to guided practice.  Culture is integrated throughout each unit.  Students will also be exposed to simple grammar patterns:  present, future, and present perfect tenses; nominative and accusative cases.  Students are encouraged to join the activities of the German Club, which complement the German program.

            COURSE OBJECTIVES:  Students will speak, read, and write in German at an elementary level.  They will understand various customs and beliefs held by German-speaking people through reading and participating in simulated events such as singing German folk songs and completing projects.

            METHODS AND MATERIALS:  Students will be actively involved on a daily basis.  Listening, speaking, reading, and writing skills will be developed through classroom activities--creative projects involving the vocabulary of a particular chapter, such as a poster, family tree, and autobiography--as well as homework assignments, tests, and quizzes.

            PREREQUISITES:  The four quarters of German I must be taken in sequence.  Students must successfully complete each quarter before taking the next.  Freshmen are welcome.

GERMAN II

             COURSE DESCRIPTION:  German II is a four-quarter, sequential course with a focus on more sophisticated language situations dealing with social experiences, cultural awareness, and global perspectives.  Examples include sports events, basic correspondence, travel situations, foods, and geography.  Emphasis continues to be on speaking and listening.  Grammar patterns expand to include the dative case, including useful phrases and an introduction to adjective endings.  German I grammar concepts are continuously integrated.  Reading comprehension will also be emphasized.  Options are participation in the German Club activities, cultural enrichment trips, and a weekend trip to the International Language Villages.

            COURSE OBJECTIVES:  Students will speak, read and write in German at an advanced beginning level.  Customs and beliefs of German-speaking people will be emphasized by reading, writing and participating in simulated events at an intermediate level.

            METHODS AND MATERIALS:  Students will be actively involved on a daily basis.  Original paragraphs, skits, conversations, creative individual and group projects such as creating a German city and setting up a German Market Day, as well as homework assignments, tests, and quizzes will develop the language skills.

            PREREQUISITES:  Students should have a "C-" average in German I or have instructor approval to enroll in German II.

**STUDENT AIDE PROGRAM**

Students are eligible to enroll in the Student Aide Program according to the following guidelines:

1. To be eligible, a student must be in grades 11-12 and be at grade level and in good standing academically. Students must have a cumulative grade point average of 2.0 and approval of administration.

2. Student Aide request forms for worksites are available from Mrs. Templin.

3. Students will receive ¼ credit for each successfully completed semester of aide work.

4. Student Aide work sites for the 2021– 2022 school year include the following: High School and Elementary classrooms, Library, Athletic Director’s office, Nurse’s office.

5. Students will not be scheduled as an aide in a classroom during a teacher’s prep time.

6. Juniors will not be able to have a student aid and a study hall or two student aide hours during the same quarter.

## STUDY HALLS

Study Hall (small groups) will be offered in the Library. Students are expected to follow the study hall rules. See the Guidance Counselor for more information.