

BLACKDUCK HIGH SCHOOL



2026-2027

**REGISTRATION AND
CURRICULUM GUIDE**

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 2027: 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. At least one English and one Social Studies credit must be taken each year in grades 9-12. Required classes include:

4 credits in English	English 9, World Lit, and American Lit are required
4 credits in Social Studies	Civics/World History, Geography, US History, Sr. Govt./ 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	
1/4 credit in Careers	
9 credits in Electives	

Class of 2028 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. At least one English and one Social Studies credit must be taken each year in grades 9-12. Required classes include:

4 credits in English	English 9, World Lit, and American Lit are required
4 credits in Social Studies	Civics/World History, Geography, US History, Sr. Govt/ Econ.
3 credits in Science	Integrated 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	
1/4 credit in Careers	
1/4 credit in Personal Finance	
8 3/4 credits in Electives	

Advanced Placement classes offered during the 2024-25 school year: Human Geography

Advanced Placement classes do not have a weighted GPA.

Students enrolled in these courses will be given college credit upon passing the Advanced Placement tests.

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

This is a 5-credit college class and does not have a weighted GPA.

Students enrolled in this course will be given both College and High School credit.

Senior High Band is a Central Lakes College in the High School Course.

This is a 2-credit college class and does not have a weighted GPA.

Students enrolled in this course will be given both College and High School credit.

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.

All schedule changes must be made with the Guidance Counselor.

Required Classes by Grade

9th Grade

English 9	year
Civics/World History	year
Integrated Science 9	year
Math - Algebra	
Geometry	year
Careers 9	1/4 year
Driver's Ed	1/3 year
Health	1/3 year
Personal Finance	1/3 year

10th Grade

Geography	year
World Literature	year
Biology	year
Math – Honors Algebra	
Geometry	year

11th Grade

American Lit.	year
Math Algebra II	
Pre Calc	year
Chemistry or Physics	year or Sr. year
American History	1 year

12th Grade

Senior English	year
Senior Economics	1/2 year
Senior Government	1/2 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 higher)
- 2 years 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 leather work, calligraphy, paper mache, macrame, photo weaving, and various projects.

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.

SR. HIGH PAINTING II 1st Quarter

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

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

PREREQUISITES: Previous art courses.

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 using coil & slab construction of projects and various 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 scratch art.

PREREQUISITES: Previous art courses.

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 using Adobe Photoshop, photography, digital imagery, techniques with various papers and screen printing, etc.

PREREQUISITES: Previous art courses.

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, research, preparation, and completion of art projects. Grading is based on Studio processes including daily on-task behavior, safety, respecting tools, proper cleanup, demonstrating technique, showing effort & growth.

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

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

PREREQUISITES: Previous art courses and approval of the instructor.

Business

CAREER EXPLORATION

Required 9th grade

COURSE DESCRIPTION: This one-quarter long class is designed to give students the opportunity to explore their post-secondary education plans for a successful transition from high school to post-secondary 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.

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.

CAREER EXPLORATIONS

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.

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.

WORK BASED LEARNING PROGRAM

(Available to Juniors & Seniors)

COURSE DESCRIPTION: Work Based Learning (WBL) is a structured academic program where students engage in real-world activities through career exploration, as well as work experience. Students will leave school to work at their designated place of employment during the school day. Students may have employment already secured or they can work with the WBL coordinator to find employment. Work agreements will be required for this program.

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

METHODS AND MATERIALS: WBL is designed to allow students early release from school. Students can design their work release at the beginning of the school day or at the end of the school day. For each hour of release from school, students will be required to work two hours at their designated employment for that week (1 hour of WBL you must work a minimum of 8 hours for the week). Time Sheets, Work-Site Visits, and other communication with employers and students will be an important part of this program. Students who do not pass any quarter of WBL will not be allowed to participate in the program for the remainder of the year.

PREREQUISITE: Students need pre-approval from the WBL Coordinator and the Guidance Counselor. A signed work agreement is required along with a valid driver's license for those students involved in the WBL program. Students must have already taken or be enrolled in the Career Explorations class.

Computer Applications II

Prerequisite- Keyboarding

(10-12) Offered Independent Study/Business Elective

COURSE DESCRIPTION: Computer Applications II is a semester course that covers the operation of the personal computer hardware and software (Microsoft Office). The course is an overview of a personal computer operating system, word processing (Word), presentations (PowerPoint), spreadsheet (Excel). Students will create many types of personal and business communications, professional looking reports, and charts. Students will apply technology applications to solve and/or present solutions to problems and will develop skills with file management and network use. Students in this course are encouraged to participate in the student organization Business Professionals of America (BPA).

COURSE OBJECTIVES:

- Create and manage word processing document
- Format text, paragraphs, and sections in word processing documents
- Create tables and lists in word processing documents
- Create and manage worksheets and workbooks in spreadsheet software
- Manage data cells and ranges in spreadsheet software
- Perform operations with formulas and functions in spreadsheet software
- Create charts and objects in spreadsheet software

Desktop Publishing/Publisher

(10-12) Offered Independent Study/Business Elective

COURSE DESCRIPTION: In this course, students will use advanced features and design concepts to create a portfolio of a variety of business and personal publications using industry standard software Microsoft Word, Publisher and Adobe Illustrator. Students will learn the principles of design and layout for print and digital work as applied in a variety of careers including graphic design, marketing, and administrative support careers. The principles of design including balance, proximity, alignment, repetition, consistency, color, and white space as taught in the creation of business documents. Document examples include conference signs, letterheads, business cards, calendars, address labels, newsletters, personal stationery, certificates, menus, coupons, flyers, and other business or personal documents. Students will learn skills to create projects simulating real world desktop publishing situations.

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

Principles of Business

(10-12) Offered Independent Study/Business Elective

COURSE DESCRIPTION: Principles of Business is a two-quarter course the 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.

PERSONAL AND BUSINESS LAW

(10-12) Offered Independent Study/Business Elective

COURSE DESCRIPTION: This course helps students develop a comprehensive understanding of business and personal law. It emphasizes legal concepts that are relevant to business in the broad areas of employment law, contract law, consumer law, and laws related to the formation and operation of businesses. The course will focus on business and civil law (rather than criminal law) and the court systems that enforce the laws. This course is filled with practical content that can be applied in the daily life of a student. Students will be challenged to think analytically as they study classic, as well as recently-decided legal cases.

Current issues and legal events are highlighted within each unit. Students in this course are encouraged to participate in the student organization Business Professionals of America (BPA).

Marketing I (10-12)

1 semester

COURSE DESCRIPTION: This course explores careers in marketing, sales, or small business operation, including opportunities in retail, wholesale, advertising, and other occupational fields using marketing principles. The central focus of the course is how the flow of goods and services from the producer to the consumer is impacted by marketing functions. Topics may include market research, the purchasing process, distribution systems, merchandising and promotion/display, salesmanship, sales promotions, store security and theft control, store operation, business management, and entrepreneurship. Human relations and interpersonal skills, use of the Internet and social media as marketing tools, and economics may be included. Job search and employability skills are an integral part of the course. This Course will include marketing experience by using retail and other industry simulations. ex. Fashion. Students examine the leadership styles of successful business leaders and marketing structures of business organizations, large or small. Students on this course are encouraged to participate in the student organization Business Professionals of America (BPA).

Marketing - Sports & Entertainment (10-12)

1 semester

COURSE DESCRIPTION: In this course, students gain an understanding of the basic marketing concepts and terminology related to the sports and entertainment industries. Students will learn core functions of marketing including channel management, marketing information management, market planning, pricing, product and/or service management, selling, branding, and promotion. Content and learning activities will emphasize the importance and interrelatedness of event marketing components that include endorsements, sponsorship, corporate partnerships, merchandising, and entertainment venues. Students in this course are encouraged to participate in the student organization Business Professionals of America (BPA).

Into to Hospitality, Travel, & Tourism (10-12)

1 semester

COURSE DESCRIPTION: This course introduces a wide range of topics in the hospitality, travel, and tourism industry. Job shadowing, industry tours, and student participation in simulations, such as hotel and restaurant hospitality. Students examine the leadership styles of successful business leaders and marketing structures of business organizations, large or small. Students in this course are encouraged to participate in the student organization Business Professionals of America (BPA).

Business Management (10-12)

1 semester

COURSE DESCRIPTION: This course explores management planning, staffing, financing, and controlling functions within a business. It may also explore the macro-level of the business world, including business structure, finance, and interconnections among industry, government, and the global economy. Course content includes human resource management, accounting and finance, marketing, and operations management. Emphasis is on problem-based, real-world applications of business concepts to formulate, analyze, and evaluate business decisions, and may include business simulations. The course provides an understanding of the American business system, its organizations, and the role of management. Students examine the leadership styles of successful business leaders and management structures of business organizations, large or small. Students in this course are encouraged to participate in the student organization Business Professionals of America (BPA).

Work Based Learning, Certified Nursing Assistant (16+ years of age or close)

You must be approved by Ms. Pickett to enroll in this course.

COURSE DESCRIPTION: In this course, students will go through the process of applying and being hired by a local medical facility. Once hired, students will spend an hour in class working on attaining their Certified Nursing Assistant Certification with the understanding that once they pass skills, technical and written tests, they will work in the medical facility in the Work Based Learning Program. Please see the Work Based Learning Program section of this registration guide.

ENGLISH

FRESHMAN ENGLISH (9th grade requirement)

COURSE DESCRIPTION: This is a year-long course that includes in-depth studies of literature such as short stories, poetry, drama (including *Romeo and Juliet*, and *The Miracle Worker*), and the abridged classic epic: *The Odyssey*, by Homer; and dystopian literature: *Animal Farm*, by George Orwell. Students will also receive instruction and practice in research writing, MLA formatting, and grammar.

COURSE OBJECTIVES: To discover in literature a source of entertainment and a sense of the commonality of the human experience throughout time and culture; to introduce students to classical 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 yearlong course focuses on American literature, including works by Nathaniel Hawthorne, Arthur Miller, Stephen Crane, Mark Twain and Anton Treuer. Study also includes analysis of early American documents and rhetoric, such as the Declaration of Independence, Constitution, Bill of Rights, and speeches by George Washington, Frederick Douglass, William Lloyd Garrison, and Abraham Lincoln; short stories, plays and poetry covering the Americas' writers from the 1700s through the 2000s.

COURSE OBJECTIVES: This course focuses on the skills required by the Minnesota Academic Standards for 11th grade English Language Arts. Students will read and analyze various literature texts from the major literary time periods, including fiction and nonfiction, from the Native Americans and the works of the earliest settlers through those of contemporary writers. Composition instruction will focus on improving student writing skills in various writing styles through a variety of assignments with an emphasis on the research process and the skills necessary to produce short papers. Student vocabulary and grammar skills will continue to be emphasized.

METHODS AND MATERIALS: Reading, movies, discussion, lecture, writing, and creative expression. Written work will use both laptop and pen/paper formats.

CRIME & LITERATURE

NOTE: Because of the highly sensitive nature of this class, all students will be required to have parental permission to join the class. This class studies real-life criminal cases, investigations, and legal proceedings, covering sensitive and potentially distressing topics related to crimes, at all levels of violence.

COURSE DESCRIPTION: A year long look at a range of crimes from the 19th century murder trial of Lizzie Borden to more contemporary crimes such as the wrongful conviction and eventual exoneration of the Central Park Five. In addition, students will look into the way that crimes are presented and consumed in literature and media, and their lasting impact on culture.

COURSE OBJECTIVES: This course will look at crime in America including, but not limited to true crime writings, real-life trials, legislation, and the presentation of true crime in media. Focus will be placed on looking at an array of literature, connecting fiction with historical events, developing strong research, critical thinking skills and understanding the impact of crimes on their victims and communities. A research paper will be assigned with a multimedia approach on related crimes in Minnesota.

METHODS AND MATERIALS: Reading, documentaries, articles, movies, discussion, lecture, writing, and creative expression. Students will need a computer, and notebook.

WRITING: ACADEMIC/BUSINESS/CREATIVE

COURSE DESCRIPTION: A yearlong class to hone writing skills, including academic writing, personal/professional writing, journalism, creative writing, and publishing.

COURSE OBJECTIVES: To hone writing skills, beginning with academic writing that will focus on the rules and mechanics of writing with the construction of multiple academic papers for a variety of purposes. The second part of the course will focus on personal and professional writing to prepare students for life after high school. We will cover letters of application for higher education and the workforce, resumes, college application essays, and interview skills. The final part of the course will focus on creative writing to include poetry and prose through various formats and prompts leading to an original final project. The final project will be to publish a creative writing book as a class and as individuals. Each area of writing will include prewriting, creation of a draft, revision and editing, and final draft submissions.

METHODS AND MATERIALS: Reading, lecture, and hands-on learning will all be included. Students will need a computer, notebook, and writing utensils daily.

YEARBOOK

COURSE DESCRIPTION: This year long course focuses on teaching design layout, photography and page editing to produce the school yearbook.

COURSE OBJECTIVES: Students will learn how to create the yearbook from the ground up, including, but not limited to design, writing, photography skills, and advertisements. In addition, students will actively be involved in the school community including, but not limited to events, polls, and morning announcements.

METHODS AND MATERIALS: Students will need a computer, creativity, and a willingness to learn.

MATHEMATICS

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.

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

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.

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.

SCIENCE

INTEGRATED SCIENCE 9

COURSE DESCRIPTION: This four quarter, sequential course is an introduction to Geology, Astronomy, Oceanography and Meteorology.

COURSE OBJECTIVES: Students will learn theories and concepts involving their world and observable universe. Students will have a better understanding of these areas of study in science as well as to help them understand phenomena encountered in everyday life.

METHODS AND MATERIALS: Textbook, handouts, notebook, calculator, Chromebook, 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.

NEUROSCIENCE (10-12 Non-Band/Choir)

COURSE DESCRIPTION: One quarter course covering nervous system anatomy, brain activity and how these things manifest themselves in our daily lives. Units will include "The brain and learning", "The brain and addiction", "The brain and love" and more.

ENVIRONMENTAL SCIENCE (10-12 Non-Band/Choir)

COURSE DESCRIPTION: One quarter course discussing relevant topics and issues involving the environment. Topics include sustainable forestry, water pollution, waste management and more.

ZOOLOGY (10-12 Non-Band/Choir)

COURSE DESCRIPTION: One quarter course going in depth on different classes of organisms including fish, birds, mammals and more. This course will include some dissection.

ASTRONOMY (10-12 Non Band/Choir)

COURSE DESCRIPTION: One quarter course acting as an introduction to the field of astronomy. Topics covered will include The Big Bang, star and planet formation, and more.

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.

CONCEPTS OF PHYSICS

COURSE DESCRIPTION: This year long 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.

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 an opportunity to learn with anatomical models, anatomical skeletons, and mammal dissection.

CHEMISTRY APPLICATIONS

COURSE DESCRIPTION: This year long 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.

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.**

SOCIAL STUDIES

9TH GRADE CIVICS

This semester course will focus on the basics of American Government and provide an introduction to government topics. It will include topics such as rights and responsibilities of citizens, the Declaration of Independence and the Constitution, civil rights of citizens, voting and elections, the judicial system, 3 branches of government, and checks and balances. Much more will be introduced and covered, but these are some of the main topics.

9TH GRADE WORLD HISTORY

This semester course will be a survey covering many different aspects of human civilization over time. It will be taught thematically, covering themes such as democracy and governing, revolution, progress, clash of ideas, power, culture, conflict and peace, and social responsibility. Each unit will touch on examples throughout world history, instead of just focusing on facts to memorize. Pay attention here, and your eyes will be opened to the variety of human group experiences, and you will be able to join in the conversation about what lies ahead for humanity.

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.

TEXTBOOKS: Human Geography A Spatial Perspective AP Edition 1st Edition, by Sarah Bednarz, Mark Bockenbauer, Fredrik Hiebert.

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.

PSYCHOLOGY (Semester Elective)

COURSE DESCRIPTION: Introduction to Psychology is a foundational course that explores the scientific study of human thought, emotion, and behavior. Students will examine key psychological concepts, including cognition, perception, learning, memory, personality, and mental health. The course introduces major psychological theories and research methods, providing insight into how biological, social, and cultural factors influence behavior.

COURSE OBJECTIVES: Through discussions, case studies, and experiments, students will develop critical thinking skills and a deeper understanding of human nature. This course is ideal for those interested in psychology as a field of study or seeking to apply psychological principles in everyday life.

DISCUSSION AND DEBATE (Semester Elective)

This one semester course will get students thinking about and interacting with issues in life and in America today. Students will learn about different topics and discuss them with each other. Talking about issues in the world today, and in our own lives, is more important now than ever. Understanding the viewpoints of other people, especially when they disagree with us, is a great skill to work on and get better at. As we learn about each other's perspective in this class, our eyes will be more open to the varieties of human experience, and to the forces and ideas that drive our thoughts and behavior as individuals and groups. Come ready to think deeper and discuss with your classmates in a comfortable and low-stakes setting.

NON-BAND/CHOIR OFFERING – FILM HISTORY: THE EVOLUTION OF CINEMA (Semester)

Lights, camera, action! In this exciting year-long course, students will explore the fascinating history of film, from its earliest beginnings to the modern blockbusters of today. We will dive into the origins of cinema, the rise of Hollywood, and how movies have evolved over time. Students will learn about the filmmaking process, from script to screen, and discover how different decades and historical events have shaped the stories we see on film.

Throughout the year, we will watch and analyze influential films after learning about the time period in which they were made. From silent films to the Golden Age of Hollywood, from the revolutionary 1960s to the blockbuster era and beyond, students will see the connection between film and the events that have shaped the world.

Join us as we travel through the history of cinema, discovering how movies reflect and influence the world around us!

SENIOR GOVERNMENT

This semester class continues where the 9th Grade Civics class leaves off. It is a more involved look at American Government. We will review the basics we learned in 9th grade and get into some of the more nuanced ideas about Government, with a more adult-focused point of view. Topics will include contemporary political issues, political parties, the influence of the media, the influence of money in politics, lobbying, taxes, voting, civil rights, argument and debate. The class will focus on helping students use critical thinking skills to prepare themselves to join political life in the United States.

SENIOR ECONOMICS

Economics is a one-semester course designed to equip students with a foundational understanding of how individuals, businesses, and governments make choices regarding the allocation of scarce resources. The curriculum explores both microeconomic principles—such as supply and demand, market structures, and consumer behavior—and macroeconomic concepts, including gross domestic product (GDP), inflation, unemployment, and the role of fiscal and monetary policies in fostering economic stability. Additionally, students often gain practical, real-world skills through lessons on personal finance. By analyzing the U.S. free enterprise system and its role in the global economy, this course prepares students to become informed citizens, responsible consumers, and effective participants in the workforce.

LANGUAGE

ANISHINAABE LANGUAGE 1 (Ojibwemowin I) Grades 7-12

COURSE DESCRIPTION: Anishinaabe Language 1 is an introductory course designed to develop foundational skills in **Ojibwemowin (the Anishinaabe language)** for students in grades 7–12. This course focuses on building basic vocabulary, pronunciation, listening, and speaking skills while strengthening cultural identity and connection to Anishinaabe traditions.

Students will learn everyday words and phrases related to greetings, family, numbers, colors, animals, weather, and common places. Emphasis is placed on **oral language development**, encouraging students to speak, listen, and understand Ojibwemowin in real-life situations. The course also introduces students to the cultural teachings and values embedded within the language. Students will explore how language reflects the Anishinaabe worldview, including respect for nature, community, and the interconnectedness of all living things.

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 be building an end table. We'll start the quarter learning about the machines and taking safety tests. Students will be graded based on their participation every day. 20 points per day are possible. 5 points for showing up on time and ready to work. 10 points for your work ethic during the hour. 5 points for putting things away and cleaning up until the bell. If you are gone you will have to set up a time with the instructor to make up your points and get caught up with your project.

COST: If the student wants to keep their final project the cost will be around \$30.

(NO CELL PHONES WILL BE ALLOWED IN THIS CLASS)

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 materials and processes.

METHODS & MATERIALS: We'll start the quarter learning about the machines and taking safety tests. 90% of this course will be hands-on, either working on the Building Trades home or working on various other projects as assigned. Students will be graded based on their participation every day. 20 points per day are possible. 5 points for showing up on time and ready to work. 10 points for your work ethic during the hour. 5 points for putting things away and cleaning up until the bell. If you are gone you will have to set up a time with the instructor to make up your points and get caught up with your project.

(NO CELL PHONES WILL BE ALLOWED IN THIS CLASS)

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: Students will build a 3 bedroom, 2 bathroom home from the floor-joist up. We will have an Open House by the beginning of May to show everyone our finished product. 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. Students should consider this class like an internship. If completed well this class will provide students with a job recommendation and a possible scholarship for post secondary education in the trades. Safety, work ethic and participation will be stressed

METHODS & MATERIALS: This is a hands-on class. We will be working in the rain, snow and cold. Students will be graded based on their participation every day. 20 points

per day are possible. 5 points for showing up on time and ready to work. 10 points for your participation/work ethic during the hour. 5 points for putting things away and cleaning up until the bell. If you are gone you will have to work out a time with the instructor to make up your points. Just like a job, if you're not there you don't get paid/credit for working.

PREREQUISITES: Students must fill out an application and have the instructor's approval BEFORE registering.

(NO CELL PHONES WILL BE ALLOWED IN THIS CLASS)

WOODWORKING/CABINETRY

COURSE DESCRIPTION: This is a four-quarter course for grades 10-12 in which students will develop skills in woodworking and cabinetry. Students will study project design, construction, and finishing techniques.

COURSE OBJECTIVES: Lasting skills in the use of woodworking tools, machines, processes and materials will be taught. Upon completion, students should be able to carry woodworking projects through from planning to finish.

METHODS AND MATERIALS: This is a hands-on class. Students will be graded based on their participation every day. 20 points per day are possible. 5 points for showing up on time and ready to work. 10 points for your participation/work ethic during the hour. 5 points for putting things away and cleaning up until the bell. If you are gone you will have to work out a time with the instructor to make up your points. Just like a job, if you're not there you don't get paid/credit for working.

(NO CELL PHONES WILL BE ALLOWED IN THIS CLASS)

MACHINING AND MANUFACTURING

COURSE DESCRIPTION: This course introduces students to machining and modern manufacturing processes. Students will learn how to safely, efficiently, and accurately produce parts with consistency and repeatability. Hands-on experience includes operating a CNC plasma cutter, 3D printer, and Brother ScanNCut machine. Projects may range from small mechanical components to larger builds such as fire rings or trailers.

COURSE OBJECTIVE: Students will develop an understanding of quality, precision, and attention to detail in manufacturing. While prior experience in Engineering or Metals is helpful, it is not required.

VOCATIONAL AGRICULTURE

HORTICULTURE I (9)

COURSE DESCRIPTION: This one-quarter course introduces students to the field of horticulture. Topics include plant structure, germination, growth, and development, as well as greenhouse operations and procedures. Students will apply their knowledge through activities involving bedding plants and vegetable gardening.

COURSE OBJECTIVE: Students will gain hands-on experience growing plants from seeds and cuttings while exploring the plant life cycle from germination to maturity.

METHODS and MATERIALS: Instruction includes greenhouse management, hands-on plant care, and participation in a plant sale.

METALS I (9)

COURSE DESCRIPTION: This one-quarter course introduces students to basic welding principles and techniques. Students will learn gas welding, arc welding, GMAW (MIG), and GTAW (TIG), along with proper equipment setup and safe operating procedures. Approximately 60% of the course focuses on hands-on learning.

COURSE OBJECTIVE: Students will develop foundational welding skills and demonstrate proficiency in various welding techniques through practical application.

METHODS and MATERIALS: Students must pass a safety test before participating in shop activities. The course includes skill exercises, a small project (time permitting), and a final assessment combining practical and written evaluations.

SMALL ENGINES (9)

COURSE DESCRIPTION: This one-quarter course explores the principles of small engine operation. Students will study engine systems, maintenance, and repair techniques.

COURSE OBJECTIVE: Students will learn to about maintenance, disassemble, diagnose, and rebuild a small engine, They will also develop technical reading skills through the use of engine manuals.

METHODS and MATERIALS: Instruction includes demonstrations, audio-visual resources, lab activities, and the use of precision measuring tools.

ENGINEERING 9

COURSE DESCRIPTION: This trimester course introduces students to the fundamentals of engineering and design. Students will use SolidWorks to develop solutions to real-world problems and gain hands-on experience with a 3D printer and CNC plasma cutter.

COURSE OBJECTIVE: Students will build problem-solving, design, and technical skills through applied engineering projects.

METALS II

COURSE DESCRIPTION: This semester-long course builds on the skills learned in Metals I, introducing more advanced welding techniques including gas, plasma, MIG, and TIG welding. Students will complete a variety of structured challenges while also designing and creating their own metal project.

COURSE OBJECTIVE: Students will apply design concepts and welding skills to create functional, high-quality metal projects while continuing to develop craftsmanship and efficiency.

METHODS and MATERIALS: Instruction includes project design, cost estimation, welding lab exercises, and hands-on fabrication.

PREREQUISITE: Metals I is recommended, though prior welding experience may be considered.

METALS III

COURSE DESCRIPTION: This semester course advances students' welding and metalworking skills through complex projects and design challenges. Students will further refine techniques in gas, plasma, MIG, and TIG welding while working toward a large, self-directed project.

COURSE OBJECTIVE: Students will demonstrate advanced proficiency in welding and metal fabrication by designing and completing a comprehensive project.

METHODS and MATERIALS: Coursework includes project design, cost analysis, welding labs, and metal fabrication projects.

PREREQUISIT: Metals I is recommended, though prior welding experience may be considered.

MOTORS AND MORE...

COURSE DESCRIPTION: This course explores motors, power transfer, robotics, and mechanical systems. Students will work with both gas and electric motors while learning about maintenance, repair, and performance. Basic machine principles will be introduced to help students understand how to increase power, torque, and speed.

COURSE OBJECTIVE: Students will develop an understanding of motion, power, and mechanical systems while designing, building, and maintaining motor-driven equipment.

METHODS and MATERIALS: This is a hands-on course involving work with various equipment, supported by written assignments on related topics.

PREREQUISITE: Metals or Small Engines is recommended but not required.

HEALTH & DRIVER'S ED

HEALTH

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.

DRIVER'S EDUCATION

COURSE DESCRIPTION: This is a quarter 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 daily. This organization provides many diverse opportunities for its members, including Large Group Contest, Pep Band, Solo/Ensemble Contest, and sometimes various Honor Bands, or other performance opportunities. The Sr. High Concert Band will perform several times throughout the year at community and school events and also may travel on an overnight performance tour. Student commitment to all performances is essential. Year-long enrollment is highly desired. CIS (college in the schools) credits are planned for the 2024-25 school year available for 10-12 grade students.

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 may have various opportunities to attend professional performances, clinics, contests, and festivals.

METHODS AND MATERIALS: Individual instruments. Music to be supplied by the School District.

PREREQUISITES: Participation in the Jr. High Band Program. Background/ability to play a band instrument. Please ask the instructor before registration if there are questions about prerequisites.

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

9th GRADE PHYSICAL EDUCATION

COURSE DESCRIPTION: This semester course will reinforce basic skills and activities while focusing on the introduction of intermediate skills where students apply skills and rules to game situations.

COURSE OBJECTIVES: Students should have the mastery of the basic sport skills with emphasis on the progressive skill development through exploration and experience in a wide variety of activities. Stressed during activities will be the importance of individual behaviors on group dynamics and team play. Students should identify individual differences and accept the strengths and weakness of others and themselves. Physical fitness will be approached as a living lab where students understand the relationship between daily life chores and a healthy lifestyle.

METHODS AND MATERIALS: Students must have gym-style shorts or sweatpants, a t-shirt or sweatshirt (no half shirts or offensive logos), socks, indoor tennis shoes and outdoor shoes. Class attendance, active participation, and positive class leadership will be the criteria upon which grades will be based.

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.

SR. HIGH PHYSICAL EDUCATION

COURSE DESCRIPTION: Physical Education is a class where students will develop overall personal fitness by exercising, developing skills, and gaining knowledge about personal fitness. This will be accomplished by participating in a dynamic fitness regimen and team sports/activities that you will be learning throughout the year.

COURSE OBJECTIVES: Students will learn the importance of exercise and how it relates to maintaining a healthy lifestyle. Through this development of knowledge in lifetime sports, students will be encouraged to be active their whole life and develop a better understanding of the benefits to their overall individual health.

ANISHINAABE PHYSICAL EDUCATION

Grades 7-12

COURSE DESCRIPTION: Anishinaabe Physical Education is a culturally-based wellness course designed for students in grades 7–12 that blends physical fitness with traditional Anishinaabe teachings, values, and ways of life. This class emphasizes the connection between the body, mind, spirit, and community through movement, activity, and cultural knowledge.

Students will participate in a variety of physical activities including strength training, cardiovascular fitness, team sports, and outdoor recreation, while also learning traditional Anishinaabe games, teachings, and practices. Activities may include lacrosse (baggataway), snowshoeing, running, and cooperative group games that promote respect, balance, and teamwork.

The course integrates the **Seven Grandfather Teachings**—Wisdom, Love, Respect, Bravery, Honesty, Humility, and Truth—into daily participation and personal growth. Students will explore how these teachings apply to physical health, decision-making, and leadership both in and outside of class.

In addition, students will learn basic Ojibwe vocabulary related to movement, the body, and wellness, helping strengthen language and cultural identity.

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.

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 teachers are available from Mrs. Templin.
3. Students will receive $\frac{1}{4}$ credit for each successfully completed semester of aide work.
4. Student Aide work sites for the 2026-27 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 aide and a study hall or two student aide hours during the same quarter.