

# 2021 2022

## Course Registration Guide



Duluth Denfeld High School  
Duluth East High School  
Academic Excellence Online

ISD  
60709 **Duluth**  
Public Schools



**ADDITIONAL INFORMATION**

[www.isd709.org/for-new-families/how-to-enroll](http://www.isd709.org/for-new-families/how-to-enroll)



**REGISTER ONLINE**

[www.isd709.org/for-new-families/how-to-enroll](http://www.isd709.org/for-new-families/how-to-enroll)



February 2021

Dear Duluth Public School Students and Families,

The past year has been a challenge to our staff, students, and families like no other, as teachers and students have been pushed into a distance learning model due to the Covid-19 pandemic. Much of our practices around teaching and learning have required adjustment to accommodate for a new learning model. Through it all, the goal of Duluth Public Schools has continued to be to inspire every student to achieve their potential, and prepare students to lead productive, fulfilling lives as citizens of Duluth and the wider world.

During high school, students begin to identify hopes and dreams, learn and explore opportunities, and build a strong foundation for future plans. The registration process is an important part of planning for the future. You have the opportunity to choose a career or educational pathway as a stepping stone to postsecondary options. As you choose your classes, please remember to discuss your choices with your family and ask your counselor and teachers for advice. The registration guide has been designed to assist you in the registration process and help you plan your high school career. Review carefully the course requirements for graduation; examine, as well, your interest and future plans; and then select courses that will contribute to the realization of those plans.

Students will be pre-registering in March for the upcoming school year. You should be fairly certain of what electives you want to take because the master schedule will be built based on the preregistration requests. Classes will only be made after all students have registered.

#### *Course Changes for 2021-2022*

There were many course changes this year in the area of Career and Technical Education (CTE). The program changes are better aligned to provide students with a clear understanding of the course pathway for engineering, manufacturing, and architecture.

Like last year, the course catalog and supplement is combined so all registration information is in one location. Improvements have been made to the functionality of the document to make it easier to navigate and return to the *Table of Contents* or *Course Listing Overview*.

It may seem like graduation is a long way off, but before you know it we'll be celebrating all of your efforts and accomplishments as a graduate of Duluth Public Schools.

Sincerely,



Jennifer Larva  
Interim Director of Curriculum & Instruction





## Duluth Public Schools Contact Information

Duluth Public Schools (DPS) will provide a comprehensive educational program to meet the needs of each of our students. This registration guide has been developed to provide you with detailed information regarding graduation requirements, course descriptions and educational options. Please use this information to help you design your personal educational program. As always, the DPS staff of administrators, counselors, teachers and specialists are available to assist you in this process.

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## MINIMUM GRADUATION REQUIREMENTS

<b>GRADUATING YEAR 2019 and Beyond</b>		
<b>TOTAL CREDITS</b>	<b>REQUIRED CREDITS</b>	<b>ELECTIVE CREDITS</b>
<b>22.5</b>	<b>15.5</b>	<b>7.0</b>

1.0	<b>Arts; Media Arts, Music or Visual Arts*</b>
4.0	<b>English-Language Arts*</b>
1.0	English 9**
1.0	English 10**
1.0	English 11**
1.0	English Electives (English options are listed in the course catalog.)
.5	<b>Health*</b>
3.0	<b>Mathematics*</b>
1.0	Intermediate Algebra
1.0	Geometry 9 or Geometry
1.0	Algebra 2 or Algebra 2 Concepts
.5	<b>Physical Education*</b>
3.0	<b>Science*</b>
1.0	Physical Science 9/Earth Science 9 Integrate
1.0	Biology**
1.0	Chemistry, Physics, or Aerospace Physics**
3.5	<b>Social Studies</b>
.5	Civics in Global Society
1.0	United States History** (formerly called American History)
1.0	World History or International Studies (Grade 11)**
.5	Economics (Grade 11 or 12)**
.5	Government (Grade 12)**
7.0	<b>Electives</b>
22.5	<b>Credits required to Graduate</b>

[\\*Minnesota Graduation Requirements](#)

\*\* See course catalog for all options including AP, CITS, Honors and online courses.

*What I Need (WIN)* is a 30-minute time period which is part of each student's school day. Every Monday, students schedule themselves for the remainder of the week into offerings according to their needs. Teachers and other school staff may also schedule students into WIN. WIN is a required part of every student's day and passing the course adds .25 elective credit to each student's transcript.

## **FOUR YEAR GRADUATION PLAN**

**Graduation Requirements: Total Credits 22.5 (Required 15.5, and Elective 7.0)**

Grade 9 First Semester	Grade 9 Second Semester
<ol style="list-style-type: none"> <li>1. English</li> <li>2. Civics in Global Society or PE</li> <li>3. Math</li> <li>4. Physical Science 9</li> <li>5. Art or Music (Recommended)</li> <li>6. Elective: _____</li> <li>7. WIN Period</li> </ol>	<ol style="list-style-type: none"> <li>1. English</li> <li>2. Civics in Global Society or PE</li> <li>3. Math</li> <li>4. Physical Science 9</li> <li>5. Art or Music (Recommended)</li> <li>6. Elective: _____</li> <li>7. WIN Period</li> </ol>
Grade 10 First Semester	Grade 10 Second Semester
<ol style="list-style-type: none"> <li>1. English</li> <li>2. Biology</li> <li>3. United States History</li> <li>4. Math</li> <li>5. Health or Elective</li> <li>6. Elective: _____</li> <li>7. WIN Period</li> </ol>	<ol style="list-style-type: none"> <li>1. English</li> <li>2. Biology</li> <li>3. United States History</li> <li>4. Math</li> <li>5. Health or Elective</li> <li>6. Elective: _____</li> <li>7. WIN Period</li> </ol>
Grade 11 First Semester	Grade 11 Second Semester
<ol style="list-style-type: none"> <li>1. English 11</li> <li>2. World History or International Studies</li> <li>3. Math</li> <li>4. Chemistry or Physics or Aerospace Physics</li> <li>5. Elective: _____</li> <li>6. Elective: _____</li> <li>7. WIN Period</li> </ol>	<ol style="list-style-type: none"> <li>1. English 11</li> <li>2. World History or International Studies</li> <li>3. Math</li> <li>4. Chemistry or Physics or Aerospace Physics</li> <li>5. Elective: _____</li> <li>6. Elective: _____</li> <li>7. WIN Period</li> </ol>
Grade 12 First Semester	Grade 12 Second Semester
<ol style="list-style-type: none"> <li>1. English Elective</li> <li>2. Government or Economics</li> <li>3. Elective: _____</li> <li>4. Elective: _____</li> <li>5. Elective: _____</li> <li>6. Elective: _____</li> <li>7. WIN Period</li> </ol>	<ol style="list-style-type: none"> <li>1. English Elective</li> <li>2. Government or Economics</li> <li>3. Elective: _____</li> <li>4. Elective: _____</li> <li>5. Elective: _____</li> <li>6. Elective: _____</li> <li>7. WIN Period</li> </ol>

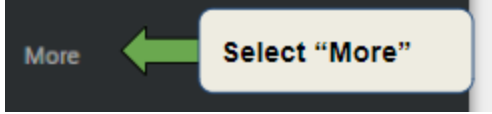
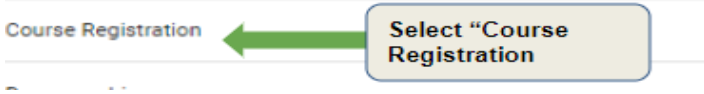
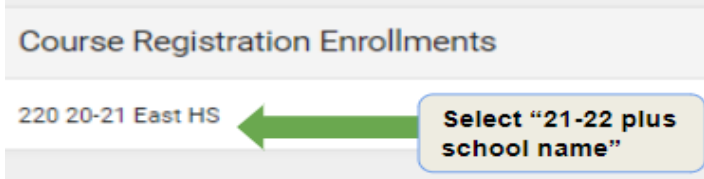
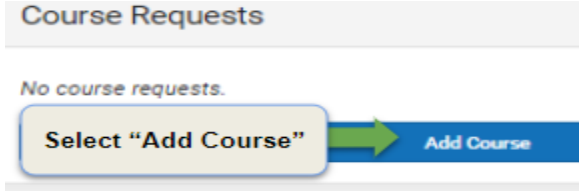
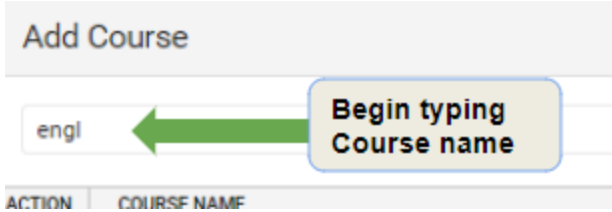
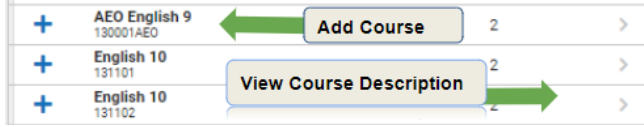
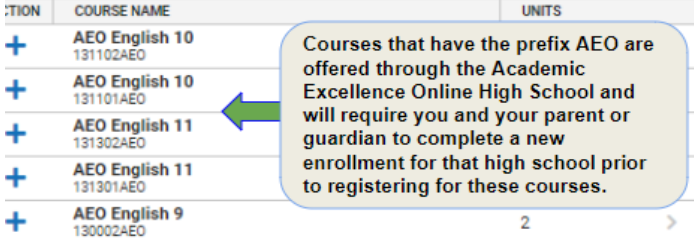
\*Four years of math and/or science may be required for entrance into certain colleges or universities. Please contact the admissions office of the college of choice for admission requirements.

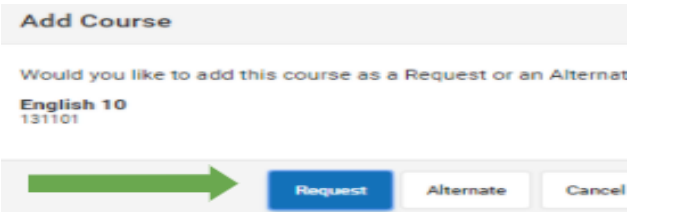
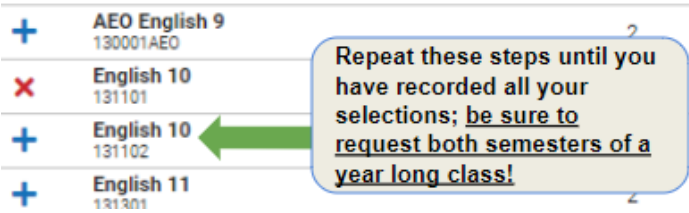
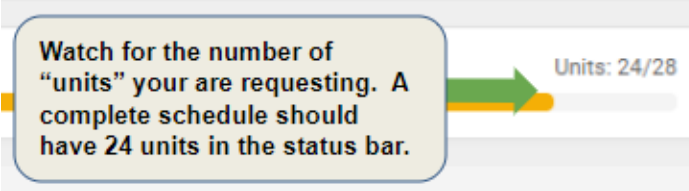
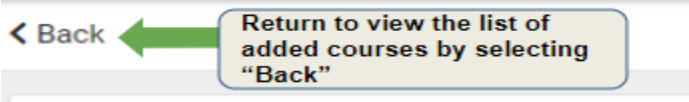
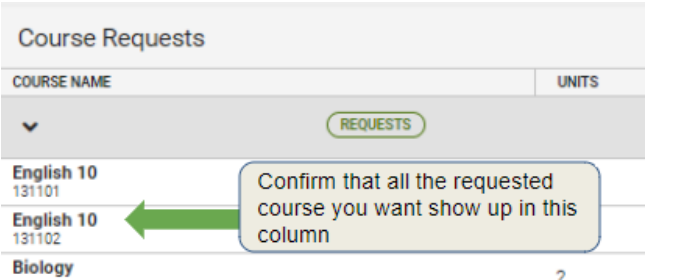
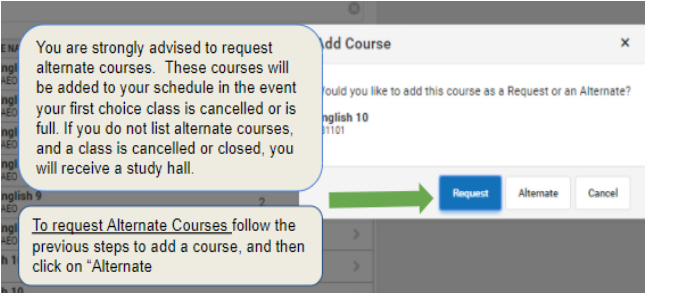
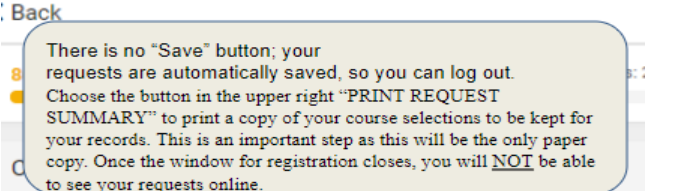
## STEPS TO REGISTER FOR COURSES

### **2021-2022 School Year - Registration March 2-23, 2021**

(As a student new to Duluth Public Schools, you will need to enroll before you can register.

To enroll - Go to [Duluth Public Schools](#) - How to enroll)

1. Log into Infinite Campus Student/Parent Portal and check for announcements.	
2. Find and select “more; at the bottom of the left-hand column.	
3. Find and select “Course Registration”.	
4. Under Course Registration Enrollments, find and select “21-22 East HS” or “21-22 Denfeld”.	
5. Under Course Requests, find and select “Add course” to begin selecting courses.	
6. Begin typing in a course name. As you begin typing, course names containing these letters will continue to spell the course name out.	
7. After the course appears in the list of courses, you may select the plus action symbol to add the course to your requests. You may also click on the grey arrow to view the course description.	
8. As you are selecting courses, note that some courses have the prefix AEO. These courses are offered through the Academic Excellence Online High School and will require you and your parents or guardian to complete a new enrollment for that high school prior to registering for these courses.	

<p>9. After you have chosen to add a course, you will be asked if you would “like to add this course as a Request or an Alternate”. Select Request to add this to your requested courses for the next school year.</p>	
<p>10. Repeat these steps until you have recorded all your selections; <u>be sure to request both semesters of a year-long class!</u></p>	
<p>11. Check the “units” you have registered for to be sure you have at least 24 units and no more than 28 units. When you have registered for a full 6 period schedule, the progress bar will indicate that you are 86% complete. If you have selected Zero Hour courses in addition to a full 6 period schedule, the progress bar will show 100% complete with 28 units reflected.</p>	
<p>12. To return to view a list of all added courses, select the back button above your progress bar.</p>	
<p>13. Review your Course Requests to ensure that all of your course selections appear.</p>	
<p>14. You are strongly advised to request alternate courses. These courses will be added to your schedule in the event your first-choice class is cancelled or is full. If you do not list alternate courses, and a class is cancelled or closed, you will receive a study hall. <u>To request Alternate Courses</u>, follow the previous steps to add a course, and then click on “Alternate”.</p>	
<p>15. YOU ARE DONE! There is no “Save” button; your requests are automatically saved, so you can log out now. Show your parents your requests by logging into Infinite Campus. Please print a copy if needed.</p>	

## CHANGES FOR CLASSES

All reasonable attempts will be made to grant requests for courses. Alternatives will be used if necessary. It is important to note that schedule conflicts are different from student or parent-initiated requests for schedule changes.

### REQUEST FOR SCHEDULE CHANGES

#### Reasons allowed by district policy for schedule changes:

- There is a gap in the student's schedule and/or the student is registered for two classes in the same hour.
- The student didn't register for a class required for graduation.
- There was an error and a student was placed in a class that was not requested.
- The student is scheduled for the same class twice.
- The student failed a class and needs to repeat the course.

#### Schedule changes will not be approved if:

- The student is trying to re-arrange their schedule to be with friends or a different lunch.
- The student is requesting a different teacher (unless the student failed a class with that teacher previously).
- The student is trying to re-arrange for early release or late start (Seniors only).
- The student changed their mind about what was requested at registration.

#### Adding classes will only be considered for the following reasons:

- A class is offered in an hour that a study hall has been scheduled.
- There is room in the course.
- The request to add is made before the end of the first week of school.

If your schedule changes meet any of these criteria, the change request form, available in the counselor's office, should be filled out completely including any required signatures. Students who need to see a counselor should do so before school, during lunch or study hall, or after school. All final decisions on next year's course requests need to be resolved with the counselor prior to the end of the school year.

## DROPPING CLASSES - POLICY

**Semester Courses** (i.e. Health, Physical Education, Psychology): Students will have **ten school days** after the start of first grade period to drop without penalty.

**Sequential/Year-long Semester Courses** (i.e. English 10, Geometry, United States History, Biology, Mathematics):

- First Semester - Students will have **ten school days** after the start of the first grade period to drop without penalty.
- Second Semester - Students will have **ten school days** after the start of the second semester to drop a second semester class without penalty.

Students who choose to drop a class after the above mentioned timelines would have as part of their transcript a record of their credit(s) attempted and credits earned. Example: If a student drops a class after the deadline, regardless of the grade earned at the time, the student will receive no credit and will receive a grade of "I". The grade point average will be permanently affected since this would be a credit attempted, but no credit earned.

**NOTE:** The current policy relative to removing a student from a class due to lack of attendance remains in effect. That is, any student removed from a class due to excessive truancies or absences will receive no credit and a permanent "I" grade. The grade point average will be permanently affected since this would be credit attempted, but no credit earned.



## REPEATING COURSES FOR GRADES

### *Repeating required course*


Repeating a course for credit refers to a high school course repeated via any delivery model, this includes online and seat based. Repeating **required** courses will only be allowed if a student receives a failing grade in that course. Students who have earned a grade of D or better in a course may repeat a course, but may not earn additional credit toward graduation *by* repeating the course. Students who repeat the course and earn a passing grade forfeit the credit previously earned. Students who repeat the course and then earn an *F do* retain credit earned from the previous attempt. In both cases, a student who fails a course may retake the course.

### *Repeating elective courses*

**Elective** courses may be repeated for additional credit as long as a **different curriculum** is provided to the student. An example would be a course where students are expected or could enroll in a class on a continuing basis with additional new curricular content, and the use of the same course number is recurring. The repeatable courses are identified with the icon in the course description. Additional credits may be earned for repeatable courses.


Examples of repeatable courses: Introduction to Foods, Introduction to Cooking, Classical Line Cooking, Classical Cooking, Advanced Drawing and Painting, Advanced Ceramics and Sculpture, and most music courses.

## ADDITIONAL OPTIONS TO RECEIVE HIGH SCHOOL CREDIT


 <b>AEO Explanation of Program</b>	<b>AEO Requirements</b>	<b>AEO Benefits</b>
<ul style="list-style-type: none"> <li>● AEO is Duluth Public School’s Online school option that offers choices in core courses and some advanced courses.</li> <li>● Minnesota public school students may enroll in AEO full-time or part-time.</li> <li>● Students may enroll part-time in AEO along with Denfeld or East.</li> <li>● AEO courses meet or exceed state academic standards and credits transfer to other public school districts.</li> <li>● All courses credits earned at AEO apply to high school graduation.</li> <li>● Many core courses have been approved by the <a href="#">NCAA to meet eligibility requirements</a>.</li> <li>● All AEO courses are taught by Minnesota licensed teachers.</li> <li>● <a href="#">Click here for complete details</a> or call 218-336-8766.</li> </ul>	<ul style="list-style-type: none"> <li>● AEO offers High School programming for grades 9-12.</li> <li>● Internet access needs to be available.</li> <li>● <a href="#">Complete AEO application</a>.</li> </ul>	<ul style="list-style-type: none"> <li>● AEO Online learning provides a unique way for students to continue, expand or enhance their education.</li> <li>● AEO Online learning offers students the ability to engage in learning opportunities they have not had access to before.</li> <li>● Students may build their schedule to include online classes along with their home high school classes from Denfeld or East.</li> <li>● Opportunity to earn high school credit and some college credits.</li> <li>● More information about AEO courses can be found at <a href="#">Academic Excellence Online</a>.</li> </ul>

## COLLEGE CREDIT OPTIONS

### ADVANCED PLACEMENT (AP)

 <b>Program Explanation</b>	<b>Requirement</b>	<b>Benefits</b>
<ul style="list-style-type: none"> <li>● AP is a College Board program that offers high school students the opportunity to take rigorous, college-level courses and the potential to earn college credit while in high school.</li> <li>● Students who complete an AP course and/or take the end-of-course examination may qualify for college credit from postsecondary institutions, provided their score meets the institution’s credit policy.</li> <li>● Duluth Public Schools (DPS) AP courses are taught by trained high school teachers and courses syllabi are approved by the college board.</li> </ul> <p><a href="#">Click here for more details.</a></p>	<ul style="list-style-type: none"> <li>● If you are interested in AP classes approval from a DPS counselor or teacher is required.</li> <li>● AP test is required for college credit and there is a cost for taking the test. (If you have significant financial need, contact your counselor for fee reduction options.)</li> <li>● AP courses are offered at Denfeld, East and AEO in content areas of English, Math, and Social Studies.</li> <li>● Students in grades 10-12 are eligible to take AP courses and earn college credit after successful completion of the exam.</li> </ul>	<ul style="list-style-type: none"> <li>● As a student in DPS you will save money on highly transferable college courses.</li> <li>● AP courses are rigorous courses and explore content at a deeper level.</li> <li>● Students continue to participate in high school sports and activities.</li> <li>● These courses prepare students for further education and college admissions offices often look favorably on a history of AP coursework on student transcripts.</li> <li>● Earn college credit with a successful exam score.</li> <li>● For more information on AP exams and credits <a href="#">College Board</a> website.</li> </ul>

### ARTICULATED CREDIT


 <b>Program Explanation</b>	<b>Requirement</b>	<b>Benefits</b>
<ul style="list-style-type: none"> <li>● Duluth Public Schools students that are high school sophomores, juniors, and seniors can begin a course of study in high school and continue in a community or technical college and earn articulated college credit for <u>Career and Technical Education (CTE)</u>.</li> <li>● Duluth Public Schools articulated course syllabi are approved by partnering colleges.</li> <li>● The articulation agreement (agreement between Duluth Public Schools and colleges) outlines specific guidelines to transfer from one institution to another.</li> <li>● <a href="#">Click here for more details.</a></li> </ul>	<ul style="list-style-type: none"> <li>● As a Duluth Public School student, you may earn articulated college credit beginning in grades 10-12.</li> <li>● Check with the college or university of your choice for specific criteria in a program or major — not all credits will move into all programs or majors you may choose.</li> <li>● Check with your CTE teacher to determine if the course has an articulation agreement.</li> <li>● All course work must be completed and approved by the instructor to receive the articulation credit.</li> </ul>	<ul style="list-style-type: none"> <li>● Articulation credit allows you to stay in your own high school to do your coursework.</li> <li>● Articulating credits help reduce the time it takes to earn a degree.</li> <li>● Articulated Credit programs combine academic courses needed for success in college AND technical courses that begin to prepare you for a career.</li> <li>● Accelerate academic progress</li> <li>● Reduce duplication of courses at the college level</li> <li>● Create the opportunity for expanded program content</li> <li>● Improve job placement potential</li> </ul>

**ARTICULATED COLLEGE CREDIT COURSES AND COLLEGES**


Articulated Credit programs are high school courses that contain the same course content as an equivalent college course, and for which a postsecondary institution has agreed to award college credit if the student meets requirements outlined in the course articulation agreement. Below are the articulation agreements with Duluth Public Schools.

Course #	Course Name	College	College Course Name	Cr	College Course #
121200	Introduction to Engineering and Design AND Advanced Engineering and Design	LSC	Prototyping Processes	3	INMG 145
121300			Advanced Manufacturing Technologies 11 (Denfeld students only)	3	WLDG 1560
171621-171622	Construction Technology 1	LSC	Carpentry Framing Lab 1	1	CARP 1412
			Roof Covering	1	CARP 1416
			Carpentry Exterior Lab 1	1	CARP 1510
171721-171722	Construction Technology 2	LSC	Carpentry Framing Lab 1	1	CARP 1412
			Roof Covering	1	CARP 1416
			Carpentry Exterior Lab 1	1	CARP 1510
171821-171822	Construction Technology 3	LSC	Carpentry Framing Lab 1	1	CARP 1412
			Roof Covering	1	CARP 1416
			Carpentry Exterior Lab	1	CARP 1510
171921-171922 And	Automotive Basics: Brakes and Engines AND Advanced Automotive	LSC	Automotive Shop Management I	1	ASTE 1490
			Brakes	1	ASTE 2440
			Charging and Starting Systems	1	ASTE 1500
			Engine Service	1	ASTE 1450
		WITC	Automotive Brake Systems	1	32404380
			Automotive Fundamentals	2	32404375
172121-172122 AND	Automotive Basics: Transmissions and Suspension AND Advanced Automotive	LSC	Transmission Lab	1	ASTE 2460
			Automotive Shop Management I	1	ASTE 1490
			Clutch and Differential	1	ASTE 2430
			Suspension and Steering Repair	1	ASTE 2400
			Basic Engine Driveability	1	ASTE 1470
			Air Conditioning	1	ASTE 1410
		WITC	Automotive Fundamentals	2	32404375
			Suspension & Alignment	1	32404379
114100	Introduction to Marketing	LSC	Principles of Marketing	3	BUS 2400
114200	Business and Personal Finance	LSC	Personal Finance (Pending)**	3	ACCT 1500
151100	Emergency Medical Responder	LSC	First Aid & CPR/AED for Healthcare Prof	1	ALTH 1430
151100	<i>Completion of EMR Testing</i>	LSC	EMS First Responder	3	FIRE 1556
	<i>AHA Heartsaver passed but not EMR</i>		Basic Life Support for Emergency Service Providers	1	FIRE 1560

**COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)**

 <b>Program Explanation</b>	<b>Program Requirement</b>	<b>Program Benefits</b>
<ul style="list-style-type: none"> <li>• The College-Level Examination Program® (CLEP) gives examinees the opportunity to receive college credit for what they already know by earning university-designated minimum scores on any of 34 exams.</li> <li>• Policies regarding CLEP exams are at the discretion of individual colleges and universities.</li> <li>• <a href="#">Click here for more details.</a></li> </ul>	<ul style="list-style-type: none"> <li>• Contact your counselor for more information.</li> <li>• Fee is required for taking the exam.</li> <li>• Take a course at <a href="#">CLEP exam center</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will receive a preliminary score immediately after taking the exam.</li> <li>• Students save money on college courses.</li> <li>• Each CLEP Exam is a fraction of the cost of a college course.</li> <li>• CLEP credits make it possible for you to place out of required introductory college classes and jump right into a more-challenging advanced course.</li> </ul>


**MINNESOTA BILINGUAL SEALS PROGRAM**

 <b>Explanation of Program</b>	<b>Program Requirement</b>	<b>Benefits</b>
<ul style="list-style-type: none"> <li>• Beginning in the school year 2021-22 Duluth Public Schools (DPS) will offer bilingual seals and to high school-graduates who demonstrate the required levels of language proficiency in speaking, writing, reading and listening for languages other than English, including American Sign Language (ASL) and American Indian (indigenous) languages in grades 10, 11, 12 regardless of how the language was learned.</li> <li>• Proficiency assessments must be based on the ACTFL proficiency guidelines.</li> <li>• <a href="#">Click here for more details.</a></li> </ul>	<ul style="list-style-type: none"> <li>• To receive a bilingual seal, you must demonstrate the required proficiency levels in a language other than English on an assessment based on the American Council on Teaching of Foreign Languages (ACTFL).</li> <li>• Demonstrate mastery of Minnesota's English language proficiency standards.</li> <li>• Satisfactorily complete all required English language arts credits..</li> <li>• Contact Laurie Kovacovic (<a href="mailto:laurie.kovacovic@isd709.org">laurie.kovacovic@isd709.org</a>) or Crystal Goldman (<a href="mailto:Crystal.goldman@isd709.org">Crystal.goldman@isd709.org</a>) for more information on the bilingual seals.</li> </ul>	<ul style="list-style-type: none"> <li>• Duluth Public School students who receive bilingual, multilingual seals, and world language proficiency certificates may earn college credit.</li> <li>• Students must request the college semester credits within three academic years of graduating from high school and upon enrollment in a Minnesota State college or university.</li> <li>• DPS students have the opportunity to receive elective course credits in world languages if able to demonstrate the requisite proficiency in a language other than English.</li> </ul>


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## POSTSECONDARY ENROLLMENT OPTIONS (PSEO)

 <b>Explanation of Program</b>	<b>Requirement</b>	<b>Benefits</b>
<ul style="list-style-type: none"> <li>● Duluth Public Schools (DPS) juniors, seniors and some sophomores can earn college credit while still in high school. This is done through enrollment in and successful completion of college nonsectarian courses at eligible postsecondary institutions.</li> <li>● Upon successful completion of the PSEO courses you will earn both high school and college credit for classes.</li> <li>● The courses are taught by college professionals and through a variety of delivery models. .</li> <li>● PSEO students can take courses part-time or full-time.</li> <li>● <a href="#">Click here for more details.</a></li> </ul>	<ul style="list-style-type: none"> <li>● As with all PSEO potential students, DPS students must meet admission requirements set by the college or university for PSEO courses. As requirements vary by each university it is important to verify the requirements by postsecondary schools.</li> <li>● Applications are due by May 30.</li> </ul>	<ul style="list-style-type: none"> <li>● If a student chooses PSEO courses they are available at no cost. (This includes course tuition, fees and textbooks. Transportation costs for eligible students.)</li> <li>● Colleges and universities offer a wide range of classes. This gives you the chance to explore more subjects and at an advanced level.</li> <li>● PSEO students have access to the same support services that the college students do, such as writing tutors.</li> <li>● You can also complete occupational certificates tuition-free.</li> <li>● You may still participate in activities sponsored at Denfeld, East or AEO.</li> </ul>

## COLLEGE IN THE SCHOOLS (CITS)

 <b>Explanation of Program</b>	<b>Program Requirement</b>	<b>Program Benefits</b>
<p>CITS courses are taught during the regular school day and are offered through a partnership between a Duluth Public School (DPS) and Lake Superior College, University of Minnesota - Duluth, Fond du Lac Tribal College, and College of St. Scholastica.</p> <p>DPS teachers of CITS courses are qualified and trained with the partnering college or university. Course syllabi are approved by the partner college or university. The delivery model of these courses may vary.</p> <p>Students earn a grade based on their work over the entire term.</p> <p><a href="#">Click here for more details.</a></p>	<ul style="list-style-type: none"> <li>● DPS currently offers CITS courses to eligible students in grades 11-12 at all of the high schools.</li> <li>● Approval from a counselor or teacher is required.</li> <li>● Contact participating schools for determination of eligibility.</li> <li>● Due to the requirements of teaching credentials by the Higher Learning Commission, identify alternative course choices in the event your first option is not available.</li> </ul>	<ul style="list-style-type: none"> <li>● DPS students earn both high school and college credits.</li> <li>● Both high school and college students are held to the same academic standards.</li> <li>● There is no cost to students who participate in the CITS program.</li> <li>● Students continue to participate in high school sports and activities.</li> <li>● Students have the opportunity to earn certification in CITS courses. DPS students are eligible to sit for the Nursing Assistant test out certification (NATO) upon passing the program.</li> <li>● Receive a college transcript from the college or university that partnered with your high school.</li> </ul>

# COLLEGE IN THE SCHOOLS (CITS) PARTNERSHIP REQUIREMENTS

## College of St. Scholastica (CSS) Requirements:

- Students who are high school juniors or seniors may enroll in the course. CSS has waived all other entrance requirements.
- Duluth Public School students will not have any of the other privileges afforded a CSS student.

**Dropping Course Policy:** See your high school counselor for information about deadlines for dropping or withdrawing from a course.

## Fond du Lac Tribal and Community College (FDLTCC) Requirements:

- High school freshman and sophomore students who rank in the upper one-tenth of their class or attain a score at or above the 90th percentile on a nationally standardized, norm-referenced test or have a favorable recommendation from a designated high school official to enroll in a course.
- High school juniors that rank in the upper one-third of their class, a score at or above the 70th percentile on a nationally standardized, norm-referenced test, or has a 3.0 grade point average.
- High school seniors who rank in the upper one half of their class, have a score at or above the 50th percentile on a nationally standardized norm referenced test, or have at least a 2.5 GPA.

**Dropping Course Policy** - Add/Drop/Withdraw Registration for CITS courses occurs as part of the regular high school registration process. The high school instructor/CITS coordinator will assist you with the paperwork process. The add/drop policy for CITS states the student has the first 25 days of FDLTCC's campus academic schedule to add or drop classes. After this date, a "W" (for withdraw) will appear on the student's transcript. Students wishing to drop after the 25th day must fill out a petition with their CITS coordinator. Students have until the 60th day of the semester to withdraw from a class.

## Lake Superior College (LSC) Requirements:

- Seniors must rank in the top half of their high school class or have a cumulative GPA of 2.5.
- Juniors must rank in the top third of their high school class or have a cumulative GPA of 3.0.
- Sophomores who have taken the 8th grade MCA reading test and have met the composite proficiency level of meets or exceeds may enroll in Career and Technical Education (CTE) courses.
- For more information visit the [Minnesota Department of Education](#).
- For most courses at LSC, the student must take the Accuplacer test in addition to meeting the GPA requirements. MCA scores may replace the Accuplacer. Please see the required list below:
  - ❖ Pre-Calculus requires an Elementary Algebra score of at least 76 and a College Math score of at least 50.
  - ❖ CITS Human Anatomy, Introduction to Cell Biology and CITS Medical Occupations both require a minimum reading score of 78.
  - ❖ CITS Nursing Assistant has no testing requirements.

**Dropping Course Policy:** See your high school counselor for information about deadlines for dropping or withdrawing from a course and how withdrawing from a course affects your academic progress and potential for future financial aid. Dropping a course may/will affect your Commitment Agreement for CITS courses. Please read your Commitment Agreement on the last page of the supplement.

## University of Minnesota, Duluth (UMD) Requirements:

- Be a high school Junior or Senior
- Possess a 3.0 overall GPA or
- *UMD makes the final determination on student eligibility.*

**Dropping Course Policy at UMD:** If students transfer out of a semester course after the tenth week, they must officially cancel the course via an approved UMD petition; a "W" symbol (student withdrew from the course) will automatically appear on their UMD transcript. Tuition fees are not refunded to the school district if a student withdraws after the deadline for dropping a course. Deadlines are established by the UMD Office of the Registrar



## COLLEGE IN THE SCHOOLS REQUIREMENTS (CITS)

### Additional Accuplacer Test Information:

Appropriate ACT scores may take the place of the Accuplacer:

Reading: 21      Math: 22      MCA Score: See below

Re-Test Policy: A student may retest once per calendar year. If after re-test, the student is still below requirement but meets the minimum scores below, he or she may petition to take the appropriate course.

### MCA Scores

Minnesota Statutes, section 120B.30 indicates that Minnesota State Colleges and Universities may use high school MCA reading and mathematics scores to assist in determining course enrollment by 2018–2019 school year. An analysis has been conducted by Minnesota State to identify the scores to be used.

Students who are at or above an identified score are expected to be able to successfully complete credit-bearing coursework without the need for remediation at a two- or four-year college or university, or another credit-bearing postsecondary program. These students must not be required to take a remedial, non-credit course in the corresponding subject area.

Student scores below the identified score indicate that the student's performance is not on track to meet career and college readiness, and additional information is necessary for course enrollment.

The table below shows the course type and scores identified by the Minnesota State Colleges and Universities.

<b>Intended Course of Enrollment (or equivalent)</b>	<b>Enrollment in Developmental Course Unless Additional Information Indicates Otherwise</b>	<b>Need More Information on Readiness</b>	<b>Enrollment in College Level Course</b>
College Algebra	1151 and below	1152–1157	1158 and above
Statistics	1145 and below	1146–1147	1148 and above
Other mathematics	1145 and below	1146–1149	1150 and above
Reading Intensive	1041 and below	1042–1046	1047 and above

### Additional Information:

It is helpful if you have readily available Internet access. You should earn a “C” or better in your CITS courses since these grades become a part of your college transcript. It is your responsibility to request that a transcript be sent from these institutions to the college(s) of your choice.

## COLLEGE IN THE SCHOOLS (CITS)

College in the Schools (CITS) is an educational program that offers high school students the opportunity to receive college credit through high school coursework. Listed below are CITS options, equivalent college courses, and colleges that Duluth Public Schools has agreement with for courses.

<b>COLLEGE OF ST. SCHOLASTICA (CSS)</b>			
<u>COLLEGE COURSE</u>	<u>CSS COURSE #</u>	<u>DPS COURSE #</u>	<u>COLLEGE CREDITS</u>
Introduction to Teaching, Introductory Field Experience	EDU 1540	202301-202302	3

<b>FOND DU LAC TRIBAL AND COMMUNITY COLLEGE (FLTCC)</b>			
<u>COLLEGE COURSE</u>	<u>FDTCC COURSE #</u>	<u>DPS COURSE #</u>	<u>COLLEGE CREDITS</u>
American Government	POL SCI 1010	231600	3
General Chemistry	CHEM 1010	222801-222802	5
General Psychology	PSYCH 2001	232000	4
Intro to Physics 1	PHYSICS 1001	223101-223102	4
Seeking Careers in the Criminal Justice System	LAW 1005	232400	3

<b>LAKE SUPERIOR COLLEGE (LSC)</b>			
<u>COLLEGE COURSE</u>	<u>LSC COURSE #</u>	<u>DPS COURSE #</u>	<u>COLLEGE CREDITS</u>
Intro to Cell Biology, Human Anatomy and Physiology 1	BIOL 1005 BIOL 1140	222401-222402	1 4
Intro to Allied Health Medical Terminology to	ALTH 1400 ALTH 1410	151221	2 1
Nursing Assistant/Home Health Aide	NUNA 1420	151322	4
Precalculus	Math 1150	181701-181702	5

<b>UNIVERSITY OF MINNESOTA DULUTH (UMD)</b>			
<u>COLLEGE COURSE</u>	<u>UMD COURSE #</u>	<u>DPS COURSE #</u>	<u>COLLEGE CREDITS</u>
Economics & Society	ECON 1003	231800	3
Introduction to Literature	ENGL 1907	131600	3
Intermediate German 1/2	GER 1201/1202	241251-241252	4/4
Calculus (all year course)	MATH 1296	181801-181802	5
Weight Training	PE 1616	211200	1
Introduction to Sociology	SOC 1101	232200	4
Intermediate Spanish 1/2	SPAN 1201/1202	241701-241702	4/4
College Writing	WRIT 1120	132000	3

## **POSTSECONDARY EDUCATION**

As the workforce becomes more technologically oriented, it is increasingly important for all students to seriously think about education beyond high school. Students should consider all of their options. Below is a sampling of current post secondary entrance requirements:

### **Minnesota Technical and Community Colleges:**

- High School diploma or GED is required with coursework in English, mathematics, science, and social studies
- Technical colleges and community colleges require placement tests that they administer to all incoming students
- No ACT or SAT is required, but recommended

### **Minnesota State Colleges and Universities (contact the specific college for admission requirements as requirements may vary between schools):**

- Four years of english, including composition, literature and speech
- Three years of math, including Elementary algebra, geometry, intermediate algebra (integrated math 1, 2 & 3). Examples of 4th year math include calculus (preferred), pre-calculus, analysis, integrated math 4
- Three years of science, including one year each of biological and physical science, all with significant laboratory experience
- Three years of social studies, including one year each of geography and U.S. history
- Two years of a single world language, including non- English native languages and American Sign Language
- One year of arts (visual arts and the performing arts of theater, music, dance and media arts)
- ACT or SAT may not be required as long as you meet the other requirements (check with college or university of choice for more information)

Additional recommendations may be required for [University of Minnesota System Twin Cities](#), [Morris](#), [Duluth](#), and [Crookston](#). Call the college admission office for specific requirements.

- Call the college admission office for specific requirements.
- [Minnesota Private Colleges](#) and [Wisconsin State University](#)

## **NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)**

The National Collegiate Athletic Association is a member-led organization dedicated to the well-being and lifelong success of college athletes. For more detailed information about qualifications please search this link: <http://www.ncaa.org/student-athletes/future/eligibility-center>. The following are the *minimum* requirements for Division I and Division II eligibility:

### **Division I Academic Eligibility**

**To be eligible to compete in NCAA sports during your first year at a Division I school, you must graduate high school and meet ALL the following requirements:**

- Complete **16 core courses**:
  - Four years of English
  - Three years of math (Algebra 1 or higher)
  - Two years of natural/physical science (including one year of lab science if your high school offers it)
  - One additional year of English, math or natural/physical science
  - Two years of social science
  - Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
- Complete 10 core courses, including seven in English, math or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a **2.3 GPA** in your core courses.
- Earn an **SAT combined score or ACT sum score** matching your core-course GPA on the Division I sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

### **Division II Academic Eligibility**

**To be eligible to compete in NCAA sports during your first year at a Division II school, you must meet academic requirements for your core courses, grade-point average (GPA) and test scores.**

You must graduate high school and meet **ALL** the following requirements:

- Complete **16 core courses**:
  - Three years of English.
  - Two years of math (Algebra 1 or higher).
  - Two years of natural or physical science (including one year of lab science if your high school offers it).
  - Three additional years of English, math or natural or physical science
  - Two years of social science
  - Four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy
- Earn at least a **2.2 GPA** in your core courses.
- Earn an **SAT combined score or ACT sum score** matching your core-course GPA on the Division II sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

**HIGH SCHOOL STANDARDIZED ASSESSMENTS**  
**2021-2022 SCHOOL YEAR**

Test	Grade	Purpose	Offered During the School Day	Fee	Required
MCA-III Reading or MTAS-III Reading	10	These statewide assessments are required in the areas of reading and math and are used for state and federal accountability purposes.	Yes	No	Yes
MCA-III Mathematics or MTAS-III Mathematics	11				
MCA-III Science or MTAS-III Science	10 or 11	These statewide science assessments are used for state and federal accountability purposes (participation only).	Yes	No	Yes
ACT Plus Writing	11, 12	The ACT Plus Writing measures college readiness in English, Math, Reading, Science, and Writing and also includes a career interest inventory. Students must be provided the opportunity to participate in a district-provided college entrance exam in grade 11 or grade 12 during the school day.	Yes**	Yes*	No
PSAT	11	The PSAT gives information on ability to do college work. Scores are given in Verbal, Math, and Writing. Practice for PSAT and screening for scholarships are controlled by the National Merit Scholarship Corporation.	Yes	Yes*	No
AP	10, 11, 12	AP exams are college-level exams in several subjects. Students who do well may earn college credit and/or advanced standing.	Yes	Yes*	No
SAT	11, 12	The SAT I measures Verbal, Math and Writing abilities necessary for college success. It is required for college admission for some out-of-state colleges and is offered seven Saturdays in the school year.	No	Yes*	No

\*A fee is charged for these tests; however, waivers are available for students receiving free or reduced priced lunch.

\*\*Students may also take the exam on a National Test Day.

## KEY FOR COURSE CATALOG

*Please use the symbols below to identify the available options for high school courses.*



### Repeatable Courses

**Elective** courses may be repeated for additional credit as long as a **different curriculum** is provided to the student. An example would be a course where students are expected or could enroll in a class on a continuing basis with additional new curricular content, and the use of the same course number is recurring. The repeatable courses are identified with the icon in the course description. Additional credits may be earned for repeatable courses. Examples of repeatable courses: Introduction to Foods, Introduction to Cooking, Classical Line Cooking, Classical Cooking, Advanced Drawing and Painting, Advanced Ceramics and Sculpture, and most music courses.



### Available through Academic Excellence Online (AEO)

Online high school is an option for students and families who desire a bit more flexibility in their schedule. Online learning provides a unique way for students to continue, expand or enhance their education. Online learning offers students the ability to engage in learning opportunities they have not had access to before. Students can advance their education through one of the most up-to-date and compliant online high school programs in the state that is offered through the Duluth Public Schools. Students benefit through a personalized, relationship-based, and interactive online academic experience. These courses meet MN State Standards.



### Advanced Placement (AP)

These courses are a great option for students looking to challenge themselves to have a more rigorous course and to help them be more academically challenged. The Advanced Placement Program, administered by The College Board and taught at local high schools, allows students to participate in a university level course and possibly earn university credit while still in high school. Secondary schools and universities cooperate in this program to give students the opportunity to show mastery in university-level courses by taking the AP exam in May of each school year. There may be a minimum grade point average or have taken certain classes before you are allowed to take AP courses.



### Articulated College Credit

Articulation allows high school students to earn Career and Technical Education (CTE) college credits as a sophomore, junior or senior. Students may earn credits while you stay in your own high school if they meet their high school's requirements and are in an articulation program. Articulation Agreements must be in place between the high school and college in order to receive articulated credit.



### College in the Schools (CITS)

College in the Schools allows students to earn both high school and college credit for classes offered through high school and taught by a high school teacher. Credits earned through the College in the High Schools program are accredited and transfer to other Minnesota colleges and universities. Acceptance of transfer credits by private and out-of-state colleges and universities is always guided by the policies of the postsecondary institution accepting the credits. Eligibility varies depending on the college that the courses are offered.










### Career and Technical Education

Career and Technical Education (CTE) programs are a sequence of courses that integrate core academic knowledge with technical and occupational knowledge and skills to provide students a pathway to postsecondary education and careers. CTE teaches transferable workplace skills in applied learning contexts to provide opportunities to explore high-demand career options, and gives students the technology and skills needed for success in adult life.

## HIGH SCHOOL COURSE NAME AND DESCRIPTION

### ART COURSES


<b>Course Key</b> For details see page 24					
					
<b>Also Available through AEO</b>	<b>Articulated College Credit</b>	<b>Advanced Placement (AP)</b>	<b>Career and Technical Education (CTE)</b>	<b>College in the Schools (CITS)</b>	<b>Repeatable</b>

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>100000 Art Across Mediums</u></b> <b>Grade(s):</b> 9 -12	
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Design and create artworks with a variety of mediums, such as jewelry, cartooning, printmaking, stained glass, book arts, fibers, digital design, set design, and airbrush. Each unit will focus on a unique creative process through historic/cultural contexts and design principles. Course meets the Minnesota Academic Standards in the Arts - Visual Arts.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>101000 Drawing and Painting 1</u></b> <b>Grade(s):</b> 9 -12
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Develop and improve your drawing and painting abilities for fine art or commercial design applications. Learn skills for drawing from direct observation and imagination and build understanding of design principles, visual literacy, color theory, and critical thinking. Design concepts are explored through a variety of media, such as pencil, charcoal, pastel and ink, watercolor, acrylic, collage, digital media, mixed media, and airbrush. Course meets the Minnesota Academic Standards in the Arts - Visual Arts.


<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>101100 Advanced Drawing and Painting</u></b> <b>Prerequisite:</b> Drawing and Painting 1 <b>Grade(s):</b> 9 -12	
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Expand your skills and develop your personal style for a range of functions, from narratives to creative applications for personal expression or commercial use. Students contract individually to research, plan, and design independent works of art within the context of the core class. Course meets the Minnesota Academic Standards in the Arts - Visual Arts.

Drawing and Painting 1 cannot be taken concurrently with Advanced Drawing and Painting 1.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>101300 Art of Photography and Cinematography 1</u></b> <b>Grade(s):</b> 9 -12
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Develop and demonstrate photography and composition skills through a variety of design themes, building digital photography/editing skills on a foundation of film and paper processes. Explore color imaging through print and media. Explore the evolution of still to moving images through animation and cinematography, practicing composition through camera movement, point of view, and digital video editing. Course meets the Minnesota Academic Standards in the Arts - Visual Arts, Media Art.


<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>101400 Advanced Art of Photography and Cinematography</u></b> <b>Prerequisite:</b> Art of Photography and Cinematography 1 <b>Grade(s):</b> 9 -12	
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Students continue to hone their behind-the-lens skills through photography and cinematography, using a variety of photography, animation and cinematography skills with digital editing tools. This course emphasizes individual creativity in both artistic and commercial media design, while students study photographic and cinematic artists and careers based on arts standards objectives. Course meets the Minnesota Academic Standards in the Arts - Visual Arts, Media Arts.

Advanced Art of Photography and Cinematography cannot be taken concurrently with Art of Photography and Cinematography 1.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>101600 Ceramics and Sculpture 1</u></b> <b>Grade(s):</b> 9 -12	
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Clay handbuilding and wheel-throwing skills, as well as glazing and clay decorative techniques, provide students with basic skills that carry into ceramics, sculpture and mixed-media work for both utilitarian and artistic purposes. Course meets the Minnesota Academic Standards in the Arts - Visual Arts.


<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>101700 Advanced Ceramics and Sculpture</u></b> <b>Prerequisite:</b> Ceramics and Sculpture 1 <b>Grade(s):</b> 9 -12	
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Students work independently in areas such as handbuilding and wheel throwing in clay, and a variety of mediums in sculpture. Students design and create more challenging pieces, developing personal style through individual student preferences and ideas. Course meets the Minnesota Academic Standards in the Arts - Visual Arts.

Advanced Ceramics and Sculpture may not be taken concurrently with Ceramics and Sculpture 1.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>101900 Stained Glass, Metals, and Fibers 1</u></b> <b>Grade(s):</b> 9 -12	
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Design and create works of art with a variety of techniques with contemporary and historic crafts such as mosaic, etchings, glass fusing, windows, tooled metals, jewelry, weavings, and casting. Course meets the Minnesota Academic Standards in the Arts - Visual Arts.







<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>102000 Advanced Stained Glass, Metals, and Fibers</u></b> <b>Prerequisite:</b> Stained Glass, Metals, and Fibers 1 <b>Grade(s):</b> 9 -12	
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Develop personal style, sharpen your skills, and use a range of technologies for a more in-depth exploration of these traditional and fine craft forms. Course meets the Minnesota Academic Standards in the Arts - Visual Arts.

Advanced Stained Glass, Metals, and Fibers may not be taken concurrently with Stained Glass, Metals, and Fibers 1.




## BUSINESS/MARKETING COMPUTERS

<b>Course Key</b> For details see page 24					
					
<b>Also Available through AEO</b>	<b>Articulated College Credit</b>	<b>Advanced Placement (AP)</b>	<b>Career and Technical Education (CTE)</b>	<b>College in the Schools (CITS)</b>	<b>Repeatable</b>


<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>110000 Business and Personal Finance*</u></b> <b>Grade(s):</b> 10 -12	 
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Students will gain the ability to manage their personal finances and make wise economic decisions. Areas explored include budget planning, banking, tax returns, investing, consumer credit, insurance, and career exploration. This course will help students become intelligent decision-makers in a global economy.

<b>Credit:</b> .5 Semester <b>Term(s):</b> S1 or S2	<b><u>114100 Introduction to Marketing and Business</u></b> <b>Grade(s):</b> 9 -12	
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Marketing and Business involves the many activities needed to get products/services from producers to consumers. It's one of the most exciting and vital career areas you could ever explore. This class is a must for all students who plan on succeeding in our very competitive Free Enterprise System. Students will be exposed to Marketing/Business, Economics and Human Relations. Activities will help students apply all of the marketing and business functions and relate them to any career opportunity. In addition, you will learn advanced skills in locating, applying for, and keeping a job.

**ARTICULATION:** *Articulation Agreement from Lake Superior College (LSC). See your counselor or the class instructor for more details.*

<b>Credit:</b> .5 Semester <b>Term(s):</b> S1 or S2	<b><u>114200 Sports and Entertainment Marketing</u></b> <b>Prerequisite:</b> Introduction to Marketing and Business <b>Grade(s):</b> 9 -12	
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The marketing and business field is seeing exponential growth in the sports and entertainment industry. Now a \$500 billion industry, the sports and entertainment industry has become a dominant presence not only in the U.S., but also in the rest of the world. The sports and entertainment industry encompass everything from digital communications to personal service and sales. Students will learn the fundamental principles and concepts identified with sports and entertainment marketing, and develop skills through marketing research and actual industry-based projects. Students will also have the opportunity to plan, implement and evaluate school and community sports and entertainment marketing practices and strategies.

*This course can be taken concurrently with Introduction to Marketing and Business.*

<b>Credit:</b> .5 Semester <b>Term(s):</b> S1 or S2	<b><u>114300 Business Management, Leadership, Coaching</u></b> <b><u>Prerequisite:</u></b> Introduction to Marketing and Business <b>Grade(s):</b> 9 -12	
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Marketing and Business Management gives students insight into the characteristics, organization, and operation of business, management and leadership. This class will give any student, whether planning to go on to school or work after graduation, the edge in the job market. To be successful in the global and diverse workplace, students must develop communication, human relations, self-management, and workplace enhancement skills. More than ever before, merely being technically competent is not sufficient.


*This course can be taken concurrently with Introduction to Marketing and Business.*

<b>Credit:</b> .5 Semester <b>Term(s):</b> S1 or S2	<b><u>114400 Starting Your Own Business-Entrepreneurship</u></b> <b><u>Prerequisite:</u></b> Introduction to Marketing and Business <b>Grade(s):</b> 9 -12	
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An Entrepreneur is a person who attempts to earn a profit by taking the risk of operating their own business enterprise. Thousands of people become entrepreneurs each year. They start their own businesses from scratch, buy existing businesses, or buy franchised business; if they are successful in providing products and services to consumers at a profit, they will build rewarding careers for themselves as entrepreneurs. This class will help you understand what it is like to be an entrepreneur and what is involved in starting a business. Economics will be emphasized in this class.


## EDUCATION

<b>Course Key</b> For details see page 24					
					
<b>Also Available through AEO</b>	<b>Articulated College Credit</b>	<b>Advanced Placement (AP)</b>	<b>Career and Technical Education (CTE)</b>	<b>College in the Schools (CITS)</b>	<b>Repeatable</b>


<b>Credit:</b> .5 per Semester <b>Term(s):</b> S1 and S2	<b><u>202301-202302 Pathways2Teaching: Introduction to Socially Just Education</u></b> <b>Grade(s):</b> 11 - 12	
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This course examines teaching as a career and the foundations of our educational system. Students will explore the sociopolitical context related to schools, communities, and teaching while providing an overview of such topics as school culture, diversity, ethnicity, and social realities in American schools. Students will learn research skills by reviewing and analyzing achievement data to generate questions, offer suggestions, and engage in critical dialogue about educational inequalities and educational justice. The course also incorporates field experiences within elementary or middle schools.

**CITS:** Upon successful completion of this course, students have the opportunity to receive three (3) college credits for this course from College of St. Scholastica (CSS). This course is equivalent to the CSS college course EDU 1540 - Introduction to Teaching (2 credits) and Introductory Field Experience (1 credit). CSS has waived the entrance requirements for this course.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>201400 Child Development/Child Psychology</u></b> <b>Grade(s):</b> 9 -12	
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In this course, students will develop knowledge and understanding in guiding the growth and development of children ages zero-six. Students will explore concepts of human growth and development influences and analyze the effect on a child's emotional, physical, social, and cognitive growth. This course is designed for students to explore careers that involve working with young children and is strongly recommended for those students considering pursuing careers involving young children. Part of the class experience will include working with young children in the community. These skills will help prepare students for future employment and will provide valuable training for various careers (i.e. summer camp counselor, recreational director, education and human services).

<b>Credit:</b> 1 per semester <b>Term(s):</b> S1 & S2 <b>Consecutive Blocks</b>	<b><u>201521-201522 Early Childhood and Education Professions*</u></b> <b>(2-hour class)</b> <b>Grade(s):</b> 10 -12 (9 <sup>th</sup> grade by arrangement)	
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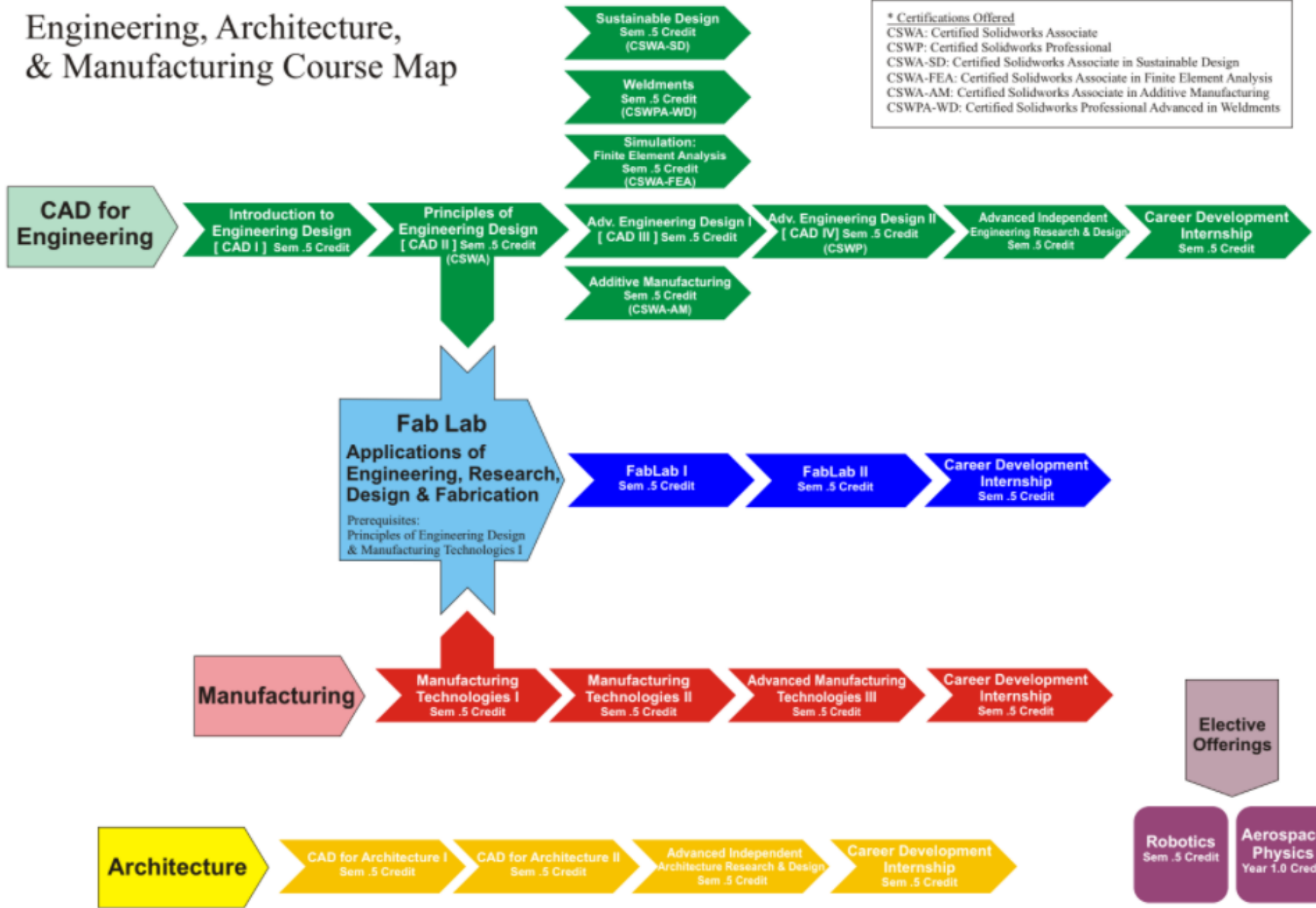
Early Childhood and Education Professions: Are you ready to work with children ages 4-5 while earning college credit? This course is a lab preschool setting with lecture and covers topics from birth through school aged children. Students will mentor a preschooler for the year and learn about child development, safety, guidance, theory, and best practices, teach basic curriculum, conduct observations, and earn hours towards industry certification through lab days. Students also have a student organization and opportunities to complete at the state and national level in this field. Practicum experiences are included. Use research based best practices and apply your skills directly. This is a block schedule and is a year-long course for consecutive semesters as well as same hours

*Please note: Students need to be scheduled for the same block both semesters.*







*\*This course is offered at Denfeld. East High School students may register for this course. Transportation is provided to and from Denfeld.*

# Engineering, Architecture, & Manufacturing Course Map



**\* Certifications Offered**  
 CSWA: Certified Solidworks Associate  
 CSWP: Certified Solidworks Professional  
 CSWA-SD: Certified Solidworks Associate in Sustainable Design  
 CSWA-FEA: Certified Solidworks Associate in Finite Element Analysis  
 CSWA-AM: Certified Solidworks Associate in Additive Manufacturing  
 CSWPA-WD: Certified Solidworks Professional Advanced in Weldments



## ENGINEERING AND INDUSTRIAL TECHNOLOGY

<b>Course Key</b> For details see page 24					
					
<b>Also Available through AEO</b>	<b>Articulated College Credit</b>	<b>Advanced Placement (AP)</b>	<b>Career and Technical Education (CTE)</b>	<b>College in the Schools (CITS)</b>	<b>Repeatable</b>



Engineering programs offer students an array of advantages, from career readiness and hands-on experience to college preparatory level classes, labs, and creative exercises. We set the highest standards for rigorous, focused, and engaging study, and develop students' innovative, collaborative, cooperative, and problem-solving skills. Our relationships with teachers, parents, local and national business leaders, and university partners allow us to offer a complete experience both for students wishing to pursue a secondary degree in a STEM related field and for those planning to join the workforce after high school.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1	<b><u>121211 Introduction to Engineering Design [CAD I]</u></b> <b>Grade(s):</b> 9 -12	 
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This course is a single semester introduction to engineering design concepts for students who would like to explore the Engineering Design program without the need to commit to a full year course. It also affords students who may not be able to fit a full-year course into their schedule the ability to get started on the Engineering Design pathway. Students learn about the engineering design process and parametric 3D modeling through the use of SolidWorks industry leading Computer Aided Drafting (CAD) software. Students who complete this course can continue on to Principles of Engineering to complete the prerequisite for advancement in the Engineering Design sequence as well as the Fab Lab courses. It is recommended for any students interested in exploring the engineering profession or who plan to pursue a career in engineering, design, technical illustration, 3D printing, machining, or other technical fields.

*Students who take this course and Principles of Engineering Design will have the opportunity to earn the Certified SolidWorks Associate (CSWA) certification.*

*Articulation: Upon successful completion of Introduction to Engineering and Design and Advanced Engineering Design, students can receive three (3) articulation credits from Lake Superior College (LSC) in courses in Prototyping Processes and Advanced Manufacturing Technologies. See your counselor or the class instructor for more details*


<b>Credit:</b> .5 per semester <b>Term(s):</b> S2	<b><u>121502 Principles of Engineering</u></b> <b>Prerequisite:</b> Introduction to Engineering Design <b>Grade(s):</b> 9 -12	 
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Principles of Engineering Design builds off the skills learned in Introduction to Engineering Design. Students continue to develop their understanding of engineering concepts and proficiency using SolidWorks state-of-the-art Computer Aided Drafting (CAD) software. They learn to create assemblies, to read and prepare drawings found in manufacturing and engineering industries, and begin to explore more advanced CAD techniques like stress analysis and motion studies. This course fulfills the prerequisite for advancement in the Engineering Design sequence as well as the Fab Lab courses. It is recommended for any students interested in pursuing a career in engineering, design, technical illustration, 3D printing, machining, or other technical fields.

*Students who take this course will have the opportunity to earn the Certified SolidWorks Associate (CSWA) certification.*


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<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>121600 Sustainable Design</u></b> <b>Prerequisite:</b> Principles of Engineering <b>Grade(s):</b> 10 -12	
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In Sustainable Design, students explore the environmental impact factors of design decisions. They examine Life Cycle Assessments (LCA) for product design including material extraction, production, manufacturing, product use, transportation, and end-of-life disposal/recycling. Students use the SolidWorks SustainabilityXpress program to examine designs for environmental impacts in natural resource depletion, energy consumption, air acidification, water eutrophication, and carbon footprint. They take product designs through an iterative engineering process to compare and propose alternatives in pursuit of more sustainable design options. This course may require students to complete some work independently.

*Students who take this course will have the opportunity to earn the Certified SolidWorks Associate in Sustainable Design (CSWA-SD) certification.*

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>121610 Weldments</u></b> <b>Prerequisite:</b> Principles of Engineering <b>Grade(s):</b> 10 -12	
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In this course, students explore the SolidWorks Weldments functionality to design welded structures. They design models using 3D sketches and weldment profiles. They learn to modify corner treatments such as mitered corners and end-butts, make their designs structurally sound using support beams and gussets, and apply finishing features like end caps and base plates. They determine the types of weld beads to be used for joining parts as well as how to specify them on an engineering drawing. They also learn how to use SolidWorks Weldments to derive cut-lists for their design. This course may require students to complete some work independently.

*Students who take this course will have the opportunity to earn the Certified SolidWorks Advanced Professional in Weldments (CSWAP-WD) certification.*

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>121620 Simulation: Finite Element Analysis</u></b> <b>Prerequisite:</b> Principles of Engineering <b>Grade(s):</b> 10 -12	
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In this course, students use SolidWorks Simulation to apply the Finite Element Method (FEM) to analyze engineering designs. They perform static analysis studies on parts to apply axial and shear forces to determine bending moments, displacements, reaction forces, strains, stresses, and factor of safety distribution. They examine the stress-strain curve for different materials, and how different loads and restraints affect deformation or displacement that can lead to a potential failure in a model. This course may require students to complete some work independently.

*Students who take this course will have the opportunity to earn the Certified SolidWorks Associate in Finite Element Analysis (CSWA-FEA) certification.*

<b>Credit:</b> .5 per semester <b>Term(s)</b> S1 or S2	<b><u>121630 Additive Manufacturing</u></b> <b>Prerequisite:</b> Principles of Engineering <b>Grade(s):</b> 10 -12	
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In this course, students explore the rapidly growing field of additive manufacturing, otherwise known as 3D printing. They examine the benefits and drawbacks for many different material types and processes available in the 3D printing industry. They learn how to design parts with printing considerations in mind, and how to use slicer software to take their CAD designs from SolidWorks into machine printable parts. They learn how to prepare and maintain a 3D printing machine, including changing nozzles, replacing filament, bed & nozzle heating, and alignment. Students investigate how different machine settings like print speed, wall thickness, infill, nozzle/bed temperature, and supports affect a 3D printed part. Students will create their own designs and print those parts using Fab Lab's state of the art 3D printers. This course may require students to complete some work independently.

*Students who take this course will have the opportunity to earn the Certified SolidWorks Associate in Additive Manufacturing (CSWA-AM) certification.*


<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>121301-121302 Advanced Engineering Design I and II [CAD III and CAD IV]</u></b> <b>Prerequisite:</b> Principles of Engineering <b>Grade(s):</b> 10 -12	
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This course is the main continuation of the Engineering Design pathway for students who have completed one year of engineering design studies or have already passed the Certified SolidWorks Associate (CSWA) exam. Students continue to build on their knowledge of CAD and engineering design procedures. They explore advanced CAD techniques like lofts, sweeps, surfacing, cavity molds, structural members, multibody parts, and complex top-down assemblies. They learn to create proper engineering drawings, including exploded view assemblies, bill of materials, detail views, callouts, datums, and tolerancing. Any students who have not yet earned their CSWA will work to obtain that certification early in the year. The course will include a reverse engineering project where students will thoroughly analyze an existing product and redesign it in CAD. They will explore possible design improvements or revisions for their reverse engineering project, and take those ideas through the process of design, analysis, and application. Throughout the year, the class will review preparation materials for all three segments of the Certified SolidWorks Professional (CSWP) exam. This course is a prerequisite for continuation on to Advanced Independent Engineering Research & Design (AIERD) and opportunity for a Career Development Internship.


*Students who take this course will have the opportunity to earn the Certified SolidWorks Professional (CSWP) certification.*

*Articulation: Upon successful completion of Introduction to Engineering and Design and Advanced Engineering Design, students can receive three (3) articulation credits from Lake Superior College (LSC) in courses in Prototyping Processes and Advanced Manufacturing Technologies. See your counselor or the class instructor for more details.*




<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>125000 Advanced Independent Engineering Research and Design</u></b> <b>Prerequisite:</b> Teacher Approval <b>Grade(s):</b> 11 -12	
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This course is the capstone program of the Engineering Design pathway. Students who have successfully completed beginning and intermediate coursework in the Engineering Design program are eligible for this course. Students will work under the premise of “engineer almost anything”. Students will work to develop, research, and create projects in engineering and design fields. From this research, students will develop personalized projects to apply advanced skills in design and engineering concepts. This hands-on course will allow students to independently develop skills for future career pathways in STEM, Engineering and Design. Student will work closely with instructor on developing individual learning plan and standards

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1	<b><u>121201 Fab Lab I</u></b> <b>Prerequisite:</b> Principles of Engineering Design and Manufacturing Technologies <b>Grade(s):</b> 10 - 12	
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The Fab Lab (Fabrication Laboratory) is a unique opportunity for students to take what they have been learning about engineering, design, and manufacturing and apply that knowledge to take ideas through the engineering design process and into prototype products. This hands-on course is designed to let students explore software, machines, and practices used in engineering design and give them practical experience. This course is modeled after an Massachusetts Institute of Technology (MIT) course that teaches digital design and prototyping, using 21st century software and equipment. Students will work both independently and in groups to create designs using CAD software and fabricate almost anything using the equipment available to them in the Fab Lab. A great deal of emphasis is placed on working as a team, problem solving, process iteration, design improvement, and creating things that interest you.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S2	<b><u>121202 Fab Lab II</u></b> <b>Prerequisite:</b> Fab Lab I <b>Grade(s):</b> 10 - 12	
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In Fab Lab II, students expand on what they learned in Fab Lab I. They continue to apply their knowledge of engineering, design, and manufacturing to take ideas through the engineering design process and into prototype products. This hands-on course is designed to let students explore software, machines, and practices used in engineering design and give them practical experience. Students work to solve engineering problems through design and development of a prototype, and then test their product and make any revisions to improve their design. Students will work both independently and in groups to create designs using CAD software and fabricate their prototype using the equipment available to them in the Fab Lab. A great deal of emphasis is placed on working as a team, problem solving, process iteration, design improvement, and creating things that interest you.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1	<b><u>124101 Manufacturing Technologies I</u></b> <b>Grade(s):</b> 9 - 12	
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In this course, students are introduced to the tools, materials, techniques, and skills that are found in manufacturing industries. Students will learn about the processes, procedures, and safety for taking raw materials into a finished manufactured product. Students learn to operate drill presses, table saws, miter saws, circular & belt sanders, grinders, planers, jointers, scroll saws, and band saws as well as many other hand tools. Students learn to etch designs into parts using the Epilog Helix Laser machine. Projects will focus on fabricating parts and products while working with metals, woods, and plastics. This course is one of the prerequisites for the Fab Lab pathway. It is recommended for students wishing to pursue a career in manufacturing, woodworking, design, construction, or building trades.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S2	<b><u>124102 Manufacturing Technologies II</u></b> <b>Prerequisite:</b> Manufacturing Technologies I <b>Grade(s):</b> 9 -12	
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In this course, students continue to explore techniques and skills found in the manufacturing industries that they started in Manufacturing Technologies I. Coursework will focus more heavily on precision machining as students learn to use a vertical mill. Students will work with a wide range of materials including wood, aluminum, steel, acrylic, HDPE, UHMW and other plastics. They will learn about the processes, procedures and safety for taking raw materials into finished manufactured products. This course is recommended for students wishing to pursue a career in manufacturing, machining, construction, or building trades

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>124100 Advanced Manufacturing Technologies III</u></b> <b>Prerequisite:</b> Manufacturing Technologies II <b>Grade(s):</b> 10 -12	
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In this course, students continue and expand their study of the tools, materials, techniques, and skills that are found in the machine tool and manufacturing industry. Students will apply their skills and knowledge of processes and techniques to more complex projects. Students will learn the basics of welding as well as computer-controlled machine operation using processes in CAD, CAM, and CNC. Students will be expected to design, plan and complete a large-scale project. Emphasis is placed on individual design, creativity, safety, and craftsmanship. In this course, students will be expected to work independently while developing leadership skills. This course is recommended for students wishing to pursue a career in manufacturing, wood working, metal working, machining, construction, or building trades.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1	<b><u>122101 CAD for Architecture I</u></b> <b>Grade(s):</b> 9 -12	
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This course is intended specifically for students interested in pursuing a career in an architectural field. Students are introduced to Revit Architectural design software where they learn to prepare various types of drawings found in the architectural drafting industry. Students learn about the composition of a typical structure while creating detailed working drawings and Building Information Models (BIM) for homes, duplexes, and cabins. This course is recommended for students interested in pursuing a career in architecture, real estate, interior decorating, or a building trade.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S2	<b><u>122102 CAD for Architecture II</u></b> <b>Prerequisite:</b> CAD for Architecture I <b>Grade(s):</b> 9 -12	
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This course builds off the skills learned in CAD for Architecture I. Students continue to develop their understanding of architectural concepts and proficiency using Revit Architectural design software. Students tackle more complex projects, creating detailed working drawings and in-depth Building Information Models (BIM) to design larger structures like malls and office buildings. This course is recommended for students interested in pursuing a career in architecture, real estate, interior decorating, or a building trade.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S2	<b><u>122110 Advanced Independent Architecture Research and Design</u></b> <b>Prerequisite:</b> CAD for Architecture I1 Grade(s): 9 -12	
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This course builds on professional skills learned in CAD for Architecture II. Students continue to develop their understanding of architectural concepts and proficiency using Revit Architectural design software. Students tackle more complex projects, focusing on detailed design prints. Students build a portfolio, with all their drawings for internships with local Architecture Firms. This course is recommended for students interested in pursuing a career in architecture, real estate, or commercial structural buildings.

<b>Credit:</b> 1 per semester <b>Term(s):</b> S1 & S2	<b><u>171621-171622 Construction Tech 1*</u></b> <b>(2-hour class)</b> <b>Grade(s):</b> 9 - 12	  
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This introductory course provides students a “hands-on” experience in various construction occupations to include carpentry, electrical, plumbing, heating, sheetrocking, and taping, painting, and cabinet installation. Most learning will take place on an actual construction site in the community building homes and/or working on rehabilitation projects for nonprofit organizations. Students will increase math abilities related to the trade and construct residential dwellings to meet codes while interpreting blueprints.

**Articulation:** Upon successful completion of this course, students have the opportunity to receive three (3) articulation credits for this course from Lake Superior College (LSC). This course is equivalent to the LSC courses CARP 1412 - Carpentry Framing Lab 1 (1 credit), CARP 1416 - Roof Covering and CARP 1510 - Carpentry Exterior Lab 1. See your counselor or the class instructor for more details.




*\*This course is offered at East High School. Denfeld High School students may register for this course. Transportation is provided to and from East*

<b>Credit:</b> 1 per semester <b>Term(s):</b> S1 & S2	<b><u>171721-171222 Construction Tech 2**</u></b> <b>(2-hour class)</b> <b>Prerequisite:</b> Construction Tech 1 <b>Grade(s):</b> 10-12	 
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Construction Technology 2 provides students with advanced skills, tools, and knowledge in current home construction techniques. Students will build a home and/or work on rehabilitation projects for nonprofit organizations. In addition, students will increase their skill levels in all trades and understand mathematical applications as applied to estimating materials so work on projects can progress in an orderly and coordinated schedule. Most learning will take place on a job-site located within the community. Students may participate in an optional youth apprenticeship/internship with a trade organization, if selected.

**Articulation:** Upon successful completion of this course, students have the opportunity to receive three (3) articulation credits for this course from Lake Superior College (LSC). This course is equivalent to the LSC courses CARP 1412 - Carpentry Framing Lab 1 (1 credit), CARP 1416 - Roof Covering and CARP 1510 - Carpentry Exterior Lab 1. See your counselor or the class instructor for more details.


*\*This course is offered at East High School. Denfeld High School students may register for this course. Transportation is provided to and from East.*

<b>Credit:</b> 1 per semester <b>Term(s):</b> S1 & S2	<u><b>171821-171822 Construction Tech 3*</b></u> <b>(2-hour class)</b> <b>Prerequisite:</b> Construction Tech 2 <b>Grade(s):</b> 11 -12	  
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This course provides students with leadership skills and knowledge in supervisory roles related to project management and advanced roles in building layout, planning, and cost estimation. Most learning will take place within the community while constructing a house and/or working on rehabilitation projects for nonprofit organizations.

**Articulation:** Upon successful completion of this course, students have the opportunity to receive three (3) articulation credits for this course from Lake Superior College (LSC). This course is equivalent to the LSC course CARP 1412 - Carpentry Framing Lab 1 (1 credit), CARP 1416 - Roof Covering and CARP 1510 - Carpentry Exterior Lab 1 (1 credit). See your counselor or the class instructor for more details.

\*This course is offered at East High School. Denfeld High School students may register for this course. Transportation is provided to and from East.


<b>Credit:</b> 1 per semester <b>Term(s):</b> S1 & S2	<u><b>171921-171922 Automotive Basics: Brakes and Engines</b></u> <b>(2-hour class)</b> <b>Grade(s):</b> 9 -12	
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This course introduces students to basic automotive technology including the maintenance and light repair of vehicles with a focus on brakes and engines. Students will earn SP2 shop safety certification. Students will learn to perform engine diagnostics as well as disc, drum, and ABS brake services and repairs. Students will utilize service information and testing equipment to diagnose problems and perform repairs. The instruction will also focus on employability skills, ethics training, and the technical career exploration necessary for entry level employment or post-secondary education in a technical field.

This is a year-long 2-hour (2 credit) course with no prerequisites. Courses Brakes and Engines and Transmissions and Suspensions may be taken in any order.

The program is accredited by the ASE (Automotive Service Excellence) Education Foundation.

**Articulation:** Upon successful completion of this course and Advanced Automotive students have the opportunity to receive three (3) articulation credits for this course from Lake Superior College (LSC). This course is equivalent to the LSC course Automotive Shop Management 1, Brakes, Changing and Starting Systems, Engine Service.

<b>Credit:</b> 1 per semester <b>Term(s):</b> S1 & S2	<u><b>172121-172122 Automotive Basics: Transmissions and Suspension*</b></u> <b>(2-hour class)</b> <b>Grade(s):</b> 9 -12	
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This course introduces students to basic automotive technology including the maintenance and light repair of vehicles with a focus on transmissions and suspensions. Students will earn SP2 shop safety certification. Students will perform the following: wheel and tire maintenance, power steering system service and inspections, front and rear suspension inspection, maintenance, and repair, and automatic and manual transmission service and adjustments. Students will utilize service information and testing equipment to diagnose problems and perform repairs. The instruction will also focus on employability skills, ethics training, and the technical career exploration necessary for entry level employment or post-secondary education in a technical field.


This is a year long 2-hour (2 credit) course with no prerequisites. Brakes and Engines and Transmissions and Suspension may be taken in any order.

The program is accredited by the ASE (Automotive Service Excellence) Education Foundation.

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**Articulation:** Upon successful completion of this course and Advanced Automotive students have the opportunity to receive three (3) articulation credits for this course from Lake Superior College (LSC). This course is equivalent to the LSC course Transmission Lab, Automotive Shop - Management 1, Clutch and Differential, Suspension and Steering Repair, Basic Engine Driveability and Air Conditioning.

<p><b>Credit:</b> 1 per semester <b>Term(s):</b> S1 &amp; S2</p>	<p align="center"><b><u>172231-172232 Advanced Automotive</u></b> <b>(2-hour class)</b> <b>Prerequisite:</b> Automotive Basics: Brakes and Engines Automotive Basics: Transmission and Suspension <b>Grade(s):</b> 10-12</p>	
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Experienced students will work at an advanced level in the automotive shop using test equipment and doing live on car diagnostic and repair work on electrical and electronic systems including HVAC systems and engine performance testing. Students will demonstrate the proper use of a digital volt meter and OBDII scan tools. The instruction will also focus on employability skills, ethics training, and the technical career exploration necessary for entry level employment or post-secondary education in a technical field. Students are encouraged to participate in job shadowing and/or an internship at a local repair facility.

This is a year long 2-hour (2 credit) course for students with prerequisites.

The program is accredited by the ASE (Automotive Service Excellence) Education Foundation

**ARTICULATION:** Upon successful completion of this course and passing of the ASE technical skills assessment, students have the opportunity to receive nine (9) articulation credits from Lake Superior College (LSC) or four (4) credits from Wisconsin Technical College (WITC). This course is equivalent to LSC - ASTE 1490 Automotive Shop Management 1 (1 credit), ASTE 2440 - Brakes (1 credit), ASTE 1500 - Charging and Starting Systems (1 credit), ASTE 1450 - Engine Service (1 credit), ASTE 2460 - Transmission Lab (1 credit), ASTE 2430 - Clutch and Differential (1 credit), ASTE 2400 - Suspension and Steering Repair (1 credit), ASTE 1470 - Basic Engine Driveability (1 credit), ASTE 1410 - Air Conditioning (1 credit). This course is equivalent to WITC 32404380 - Automotive Brake Systems (1 credit), 32404375 - Automotive Fundamentals (2 credits), 32404379 Suspension and Alignment (1 credit). See your counselor or instructor for more details.

\*This course is offered at Denfeld High School. East High School students may register for this course. Transportation is provided to and from Denfeld.

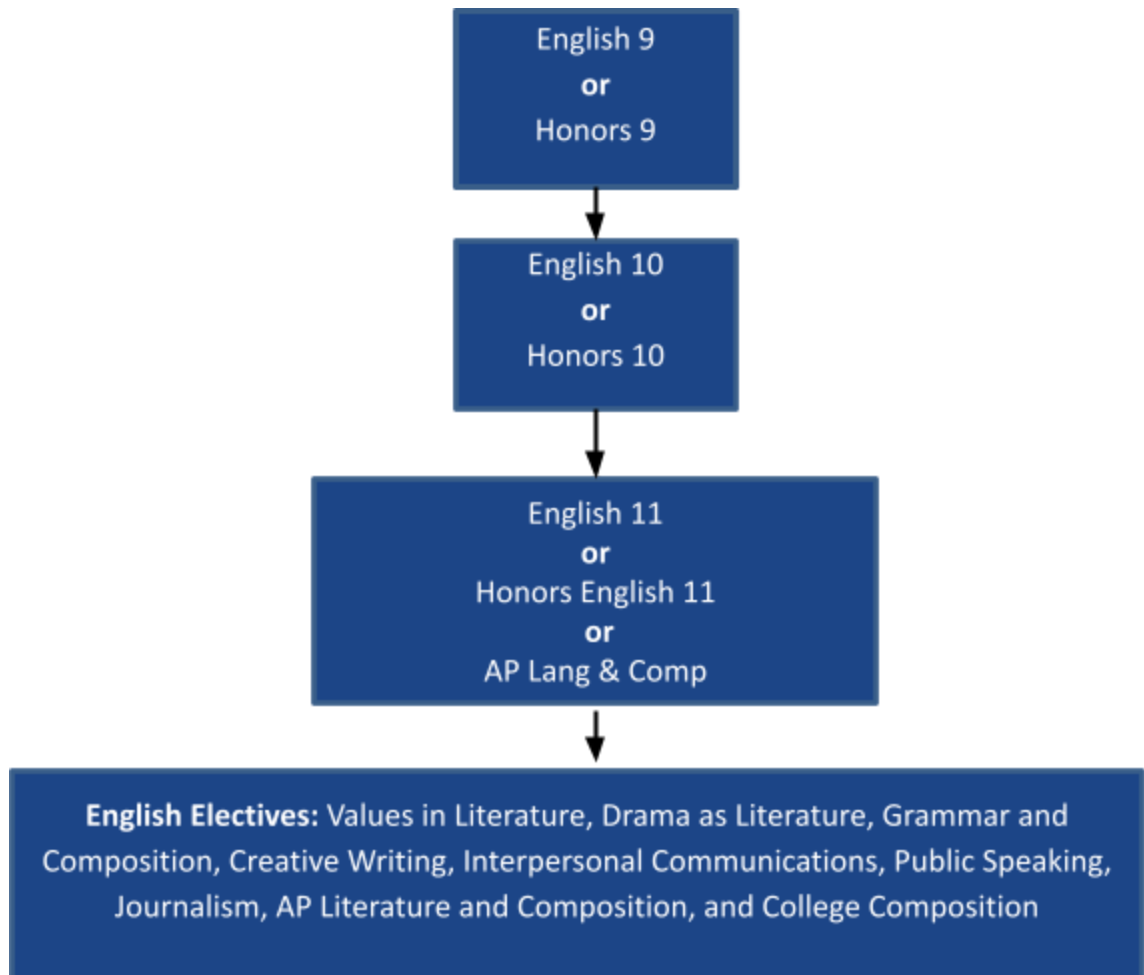
<p><b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2</p>	<p align="center"><b><u>172600 Robotics</u></b> <b>Grade(s):</b> 10 -12</p>	
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Robotics is a lab-based course that uses a hands-on approach to introduce the basic concepts of robotics, focusing on the construction and programming of autonomous and operator-controlled mobile robots. Students will learn how to use feedback from sensors and apply mathematics and measurement to program a robot to navigate in its environment. Students will have the opportunity to complete multiple challenges involving guided research, problem solving, and design documentation. The class will promote applications of engineering principles while exploring topics in design, programming, electrical wiring, pneumatics, and strategy. Emphasis will be placed on working as a team and project management. This course is a great introduction to robotics for students interested in joining a LeFIRST competition robotics team.







## ENGLISH LANGUAGE ARTS

### REQUIRED FOR GRADUATION


Four (4) credits of language arts, including one year of an elective, are needed for graduation from high school. Additional language arts courses are available for students with Individualized Education Plans (IEPs) and through credit recovery programs. See your case manager or high school counselor for further information. It is important to follow your pathway for English - you can have an honors course, switch to a regular English course, then switch back to honors the next year.



## ENGLISH LANGUAGE ARTS

<b>Course Key</b> For details see page 24					
					
<b>Also Available through AEO</b>	<b>Articulated College Credit</b>	<b>Advanced Placement (AP)</b>	<b>Career and Technical Education (CTE)</b>	<b>College in the Schools (CITS)</b>	<b>Repeatable</b>

All English courses offered by ISD 709 are aligned with the Minnesota English Language Arts Standards which can be found on the Minnesota Department of Education webpage. The standards calls for an integrated model of literacy driven by four strands: Reading of Informational and Literacy Text; Writing; Speaking, Listening, Viewing, and Media Literacy, and Language.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>130001-130002 English 9</u></b> <b>Grade(s):</b> 9	
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This course is designed to fulfill the expectations of the ninth-grade standards for English Language Arts. Students in this course will:


- Read and comprehend ninth grade literature and informational texts for personal enjoyment, interest, and academic tasks, and read widely to understand multiple perspectives and pluralistic viewpoints. Required ninth grade texts including novels and plays, short stories, essay and poetry. Required common texts include: *Romeo and Juliet*, *Spirit Car*, and *The Odyssey*.
- Use information from multiple print and digital sources, use a writing process to write for a range of tasks, purposes, and audiences
- Use MLA formatting; understand how to avoid plagiarism.
- Demonstrate command of the conventions of language while speaking and writing.
- Acquire and accurately use grade-level vocabulary.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>131001-131002 Honors English 9</u></b> <b>Prerequisite:</b> Commitment Agreement required <b>Grade(s):</b> 9
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This rigorous course augments the expectations of English 9. Expectations include:


- More in-depth knowledge expected and a broader understanding of concepts and generalizations is expected. More student generated classroom discussion and evaluation expected. Honors English is a student-sustained class.
- Students must be able to keep a fast pace of reading and understanding.
- Students will have homework each night as well as short and long-term projects. Projects will be completed individually and in groups with some projects involving class presentations.
- A significant amount of independent reading is required.
- Students should be self-motivated to complete higher level work and to take ownership of their academic success.



<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>131101-131102 English 10</u></b> <b>Grade(s):</b> 10	
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This survey course is designed to fulfill the expectations of the 10<sup>th</sup> grade standards for English Language Arts. Students will

- Read and comprehend 10<sup>th</sup> grade literature and informational texts for personal enjoyment, interest, and academic tasks, and widely to understand multiple perspectives and pluralistic viewpoints. Required 10<sup>th</sup> grade texts include novels and plays, short stories, essays and poetry. Required common texts include: *Julius Caesar* and/or *Much Ado About Nothing*, *Antigone*, Arthurian Legends, and *Lord of the Flies*.
- Using information from multiple print and digital sources, use a writing process to write for a range of tasks, purposes, and audiences
- Use MLA formatting; understand how to avoid plagiarism.
- Demonstrate command of the conventions of language while speaking and writing.
- Acquire and accurately use grade-level vocabulary.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>131201-131202 Honors English 10*</u></b> <b>Prerequisite:</b> Commitment Agreement required <b>Grade(s):</b> 10	
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This rigorous course augments the expectations of English 10. Expectations include:


- More in-depth knowledge expected and a broader understanding of concepts and generalizations is expected. More student generated classroom discussion and evaluation expected. Honors English is a student-sustained class.
- Students must be able to keep a fast pace of reading and understanding.
- Students will have homework each night as well as short and long-term projects. Projects will be completed individually and in groups with some projects involving class presentations.
- A significant amount of independent reading is required.
- Students should be self-motivated to complete higher level work and to take ownership of their academic success.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>131301-131302 English 11</u></b> <b>Grade(s):</b> 11	
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This course is designed to fulfill the expectations of the 11<sup>th</sup> grade standards for English Language Arts with an emphasis on American Literature. English 11 explores foundational works of American Literature that are inclusive of multiple cultural perspectives. English 11 semester 1 explores American literature from the pre-colonial period to the late nineteenth century. English 11 semester 2 explores American literature from the nineteenth century to the present. Students in this course will:

- Read and comprehend literature and informational texts for personal enjoyment, interest, and academic tasks.
- Read widely to understand multiple perspectives and pluralistic viewpoints.
- Read at least three of the following texts: *The Crucible*, *Of Mice and Men*, *The Great Gatsby*, *The Autobiography of Frederick Douglass*, *The Nickel Boys*, and *The Scarlet Letter*.
- Analyze foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
- Evaluate author's differing points of view, including differing points of view about Minnesota American Indian history on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- Delineate and evaluate the reasoning in seminal U.S. texts including the application of constitutional principles and use of legal reasoning (e.g., in the U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- Using information from multiple print and digital sources, use a writing process to write for a range of tasks, purposes, and audiences, use MLA formatting; understand how to avoid plagiarism. Demonstrate command of the conventions of language while speaking and writing and acquire and accurately use grade-level vocabulary.




<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>131401-131402 Honors English 11</u></b> <b>Grade(s):</b> 11	
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This rigorous course augments the expectations of English 11.

Expectations include:


- More in-depth knowledge expected and a broader understanding of concepts and generalizations is expected.
- More student generated classroom discussion and evaluation expected. Honors English is a student-sustained class.
- Students must be able to keep a fast pace of reading and understanding.
- Students will have homework each night as well as short and long-term projects. Projects will be completed individually and in groups with some projects involving class presentations.
- A significant amount of independent reading is required.
- Students should be self-motivated to complete higher level work and to take ownership of their academic success

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>131501-131502 AP Language and Composition</u></b> <b>Prerequisite:</b> Commitment Agreement required <b>Grade(s):</b> 11	
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This rigorous course teaches students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. Students will compose a variety of analytical and argumentative essays on non-literary topics. This course will prepare students to take the AP Exam in Language and Composition administered by the Educational Testing Service for the College Board. Students in this course will:

- Analyze the rhetoric of professional authors.
- Appropriately use rhetoric in writing, controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.
- Analyze and use a variety of credible sources to support arguments.
- Effectively communicate their analysis of text.

The course adheres to rigorous standards set by the College Board. Students will be asked to cover the cost of testing.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>131600 AP (CITS)* Literature &amp; Composition</u></b> <b>Prerequisite:</b> Commitment Agreement required <b>Grade(s):</b> 12	
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This rigorous course teaches students to become skilled readers of literature written in a variety of periods, genres, and contexts. Students will compose a number of literary analysis for a variety of purposes. This course will prepare the students to take the AP Exam in Literature and Composition administered by the Educational Testing Service for the College Board. Students in this course will:

- Focus on solid preparation in the areas of literary analysis, literary discussion/presentation, and literary essays.
- Study classic works of English and World Literature.
- Develop and work on critical reading skills and oral presentations.
- Create and improve upon detailed and lengthy essays and research papers.

The course adheres to rigorous standards set by the College Board. Students will be asked to cover the cost of testing.

**CITS:** Upon successful completion of this course, students have the opportunity to receive three (3) college credits from the University of Minnesota Duluth (UMD) This course is equivalent to the UMD college course ENGL 1907 - Introduction to Literature. Minimum requirements: cumulative GPA of 3.0 or approval from cooperating college.

\*Please refer to page 14 for an Important Update Regarding College in the Schools (CITS) Courses.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>131700 Values in Literature</u></b> <b>Grade(s):</b> 11 -12 Seniors will have priority in scheduling this class.	
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This unique course offers a discussion of basic philosophical questions through a study of literature and informational texts from ancient times to modern. Students in this course will:

- Analyze the development of the central ideas of literary and philosophical texts.
- Use textual evidence to support analysis of ideas and inferences drawn from the text.
- Write several essays including one on personal values.
- Examine the meaning of life from multiple perspectives.
- Engage in small group and class discussions of literature and values.
- Use MLA formatting; understand how to avoid plagiarism.
- Demonstrate command of the conventions of language while speaking and writing. Acquire and accurately use grade-level vocabulary.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>131800 Drama as Literature</u></b> <b>Grade(s):</b> 11 -12 Seniors will have priority in scheduling this class.
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The purpose of this course is to provide an intensive study of selected plays. Students in this course will:

- Understand the continuing development of plays throughout time.
- Analyze multiple interpretations of plays including recorded and/or live productions.
- Study the development of important themes of drama.
- Read and comprehend plays to understand multiple perspectives and pluralistic viewpoints.
- Read plays aloud.
- Study the history of theater integrating and evaluating multiple sources of information.
- Analyze how the playwright's choices affect play structure.
- Demonstrate literary analysis skills through writing and speaking.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>131900 Grammar and Composition</u></b> <b>Grade(s):</b> 11 -12 (Seniors will have priority in scheduling this class.)	
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This course is designed to increase proficiency in both writing and the understanding of grammar. Students in this course will:

- Write routinely over extended time frames for a range of tasks.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Develop and strengthen writing by planning, drafting, revising, editing, and rewriting.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Use MLA formatting to cite and credit sources.
- Write original compositions using grammar, language mechanics, and other conventions of standard written English.
- Demonstrate command of grammar, usage, and punctuation when writing.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b>132000 (CITS)* College Composition</b> <b>Prerequisite:</b> Commitment Agreement required <b>Grade(s):</b> 12	 
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This rigorous course is designed for the student who is capable of doing college level work in English while he/she is still in high school. Students are required to write an extensive research paper. Students in this course will:

- Conduct research and communicate findings.
- Access and use UMD databases for scholarly and peer reviewed research.
- Write arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Use research to present an argument in a variety of modes.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Conduct short as well as more sustained research projects to answer a question or solve a problem.
- Synthesize and evaluate the information gathered from print and digital sources; assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Demonstrate command of grammar, usage, and punctuation when writing.

**CITS:** Upon successful completion of this course, students have the opportunity to receive three (3) college credits from the University of Minnesota Duluth (UMD). This course is equivalent to the UMD college course WRIT 1120 - College Writing. Minimum requirements: cumulative GPA of 3.0 or approval from cooperating college. (AEO CITS credit is pending approval from UMD)

Please refer to page 14 for an Important Update Regarding College in the Schools (CITS) Courses.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b>132100 Creative Writing</b> <b>Grade(s):</b> 11 -12 Seniors will have priority in scheduling this class.
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This course is designed for students who like to write short stories, poems, and plays, and want to improve their writing. Students in this course will:

- Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Develop and strengthen writing by planning, drafting, revising, editing, and rewriting.
- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
- Select writing topics and formats for personal enjoyment, interest, and academic tasks.
- Learn to give feedback on the writing of others.
- Demonstrate command of English grammar, usage, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>132200 Interpersonal Communication</u></b> <b>Grade(s):</b> 11 -12 Seniors will have priority in scheduling this class.
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This course develops person-to-person communication skills. Students in this course will:

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- 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.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- Understand multiple perspectives and pluralistic viewpoints and their origins.
- Recognize ethical standards and safe practices in social and personal media communications.
- Interpret non-verbal communication.
- Practice focused listening skills.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>132300 Public Speaking</u></b> <b>Grade(s):</b> 11 -12 Seniors will have priority in scheduling this class.
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This introductory course provides students the opportunity to develop public speaking skills. Students in this course will:







- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 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.
- Deliver a variety of speeches such as informative, persuasive, impromptu, and oral interpretation.
- Practice effective delivery techniques.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Gather relevant information from multiple authoritative print and digital sources using advanced searches, integrating information while avoiding plagiarism.
- Practice cognitive listening techniques.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>132401-132402 Journalism</u></b> <b>Prerequisite:</b> Completion of application process <b>Grade(s):</b> 10 -12	
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This course is for students interested in journalism and in the production of the school newspaper. Members of the class will make up the newspaper staff. The journalism staff is seeking individuals who can commit to the class both before and after school. Students in this course will:

- Write informative/explanatory texts about community and school events that examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing by planning, drafting, revising, editing, and rewriting.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Gather relevant information from multiple print and digital sources, assess credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Demonstrate command of English grammar, usage, punctuation, and spelling when writing.
- Gain experiences in all aspects of journalistic writing and newspaper production and explore individual interest in the field.

## GENERAL ELECTIVES

<b>Course Key</b> For details see page 24					
					
<b>Also Available through AEO</b>	<b>Articulated College Credit</b>	<b>Advanced Placement (AP)</b>	<b>Career and Technical Education (CTE)</b>	<b>College in the Schools (CITS)</b>	<b>Repeatable</b>

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>250000 Freshman Seminar</u></b> <b>Grade(s):</b> 9
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This course will provide students with tools to ease the transition into high school and beyond with an orientation to the building, staff, policies, an examination of learning styles and study skills, and integrated technology skill-building in various computer skills including frequently used software and internet safety. A career exploration unit will include help in high school course selections. Reading and writing assignments will be integrated throughout the course to help prepare students to pass state tests required for graduation. Weekly "I-Time" lessons geared to parent/peer/teacher relationship-building, effective communication skills, problem-solving, and teamwork will be provided. Use of the text "The 6 Most Important Decisions You'll Ever Make" by Sean Covey, and other resources will address the six major social factors facing teens: school, friends, parents, dating and sex, addictions, and self-image/worth.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>251001-251002 Yearbook</u></b> <b>Prerequisite:</b> Application Process <b>Grade(s):</b> 10 -12
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Students will apply skills in journalism and editing, graphic design, and photography, advertising and marketing, as well as computer technology. This course requires dedication, self-motivation, attendance at extracurricular activities, and time outside of class to meet deadlines and sell advertisements. Attendance is mandatory and an application should be completed.







<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>251101-251102 Student Government</u></b> <b>Prerequisite:</b> Applications are taken in the spring and acceptance is based on teacher recommendation, academic standing, citizenship, and interview process. Class size is limited. <b>Grade(s):</b> 11 -12
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Students will learn leadership skills. They will be responsible for planning and implementing events and projects within the school and in the community. Students will be required to participate in school activities and complete community service projects. The goal of this class is to provide students with a hands-on chance to be good citizens. Students will learn the organizational and communications skills necessary for future careers.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>251200 Career Development Internship</u></b> <b>Prerequisite:</b> One semester in a related area of internship <b>Grade(s):</b> 10 -12	 
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Students will receive in-depth training and exposure in an entry-level paid employment position in conjunction with course work. A Youth Internship Agreement will be developed jointly with the employer, student, and internship coordinator to develop skills and work processes. Students need to have a reliable means of transportation to insure their attendance at the employer's work site.



## GRAPHIC ARTS COMMUNICATION TECHNOLOGY

<b>Course Key</b> For details see page 24					
					
<b>Also Available through AEO</b>	<b>Articulated College Credit</b>	<b>Advanced Placement (AP)</b>	<b>Career and Technical Education (CTE)</b>	<b>College in the Schools (CITS)</b>	<b>Repeatable</b>

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>102201-102202 Graphic Arts/Digital Design 1</u></b> <b>Grade(s):</b> 9 -12	
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Explore communication technology careers including pre-press, offset printing, silk screen, finishing work, and quality control. Extensive “hands-on” class using computers, scanners, offset printing presses, silk screens and other equipment found in the graphic arts industry. Students envision, design, and use resources to create, assemble, and deploy a finished project. Software use includes current industry standard, Adobe Creative Suite - InDesign, Illustrator, Photoshop and Flash. Units include paste-up, silk screening, scratch pads, elements of design, typography, small space ads, digital photography and poster design. Troubleshoot equipment including computers and printers. Produce real-world work for high school: posters, flyers, advertisements.

*By completing the full year of Graphic Arts/Digital Design 1, students will fulfill the 1.0 Arts credit requirement for the Duluth Public Schools.*

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>102301-102302 Graphic Arts/Digital Design 2</u></b> <b>Prerequisite:</b> Graphic Arts/Digital Design 1 <b>Grade(s):</b> 10 -12	 
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Course includes in-depth study of communication technology career paths. Units include color theory, 2-sided offset printing, tiling poster, ink mixing, business portfolios, rubber stamps, 2-color silk screening, spot colors, and poster design. Use digital and video cameras. Students create presentations using sound and motion. Troubleshoot equipment including computers, printers, scanners, offset presses. Produce real-world work for high school: staff business cards, school scratch pads, and promotion of school events.

*By completing the full year of Graphic Arts/Digital Design 2, students will fulfill the 1.0 Arts credit requirement for the Duluth Public Schools.*







<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>102401-102402 Graphic Arts/Digital Design 3</u></b> <b>Prerequisite:</b> Graphic Arts/Digital Design 2 <b>Grade(s):</b> 11 --12	 
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This upper-level course is a continuation of the skills learned in Graphic Arts 1 and 2. Students will prepare advanced multi-color projects for offset and silkscreen printing. Troubleshoot equipment including network issues, computers, printers, scanners, offset presses. Produce real-world work for high schools and community.

*By completing the full year of Graphic Arts/Digital Design 3, students will fulfill the 1.0 Arts credit requirements for the Duluth Public Schools.*



## HEALTH



<b>Course Key</b> For details see page 24					
					
<b>Also Available through AEO</b>	<b>Articulated College Credit</b>	<b>Advanced Placement (AP)</b>	<b>Career and Technical Education (CTE)</b>	<b>College in the Schools (CITS)</b>	<b>Repeatable</b>

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>140000 Health****</u></b> <b>Grade(s):</b> 10 - 12	
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This course is based on the National Health Standards and is designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. It uses a wellness approach stressing prevention and self-responsibility through informed choices. The inter-relationship of the physical, mental, and social dimensions of health and the effects on the total person is emphasized. Students use problem-solving, research, goal-setting, and communication skills to protect their health and that of the community. Students will receive their CPR Certification through this course.



\*\*\*\*Students taking this course at AEO may receive the CPR certificate upon completion of a scheduled hands-on certification session.

## HEALTH SCIENCE/MEDICAL

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>151100 Emergency Medical Responder</u></b> <b>Grade(s):</b> 11 -12	 
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This course is an introduction to Emergency Medical Service (EMS) careers sequence and is designed for students who want to explore Emergency Medical Responder (EMR) profession (law enforcement, firefighting, DNR, EMT, or health care. The Emergency Medical Responder course trains students to provide basic level emergency medical care). The course covers content and skills needed for the recognition of, and emergency care of sick or injured people, utilizing basic EMS equipment and assisting Emergency Medical Technicians once they have arrived. The primary focus of the Emergency Medical Responder is to initiate immediate lifesaving care to critically injured patients. Students enrolled in this course will learn the basic knowledge and skills necessary to provide lifesaving interventions while awaiting additional EMS response and to assist higher level personnel at the scene and during transport. -Students will be given the opportunity to receive American Heart Association First Aid/CPR, AED and BLS certifications; and their Emergency Medical Responder certification.

**ARTICULATION:** Upon successful completion of this course, completion of EMR Testing, and AHA Heartsaver passed but not EMR, students have the opportunity to receive four (4) college credits from Lake Superior College (LSC). This course is equivalent to the LSC college course ALTH 1430 - First Aid & CPR/AED for Healthcare Professionals (1 credit), FIRE 1556 - EMS First Responder (3 credits) and FIRE 1560 - Basic Life Support for Emergency Service Providers (1 credit). See your counselor or the class instructor for more details.



<b>Credit:</b> 1 per semester <b>Term(s):</b> S1	<b><u>151221 (CITS)* Medical Occupations</u></b> <b>(2-hour class)</b> <b>Prerequisite:</b> Biology/Commitment Agreement required <b>Grade(s):</b> 11 -12	 
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This course will provide students with a foundation of knowledge and skills in both Medical Terminology and Allied Health. Information learned will assist the student in the career decision-making process and prepare them for a healthcare career. Students will:

- Explore the range of health industry occupations through on site visits.
- Understand and use common medical abbreviations and terminology.
- Interpret information found in medical records.
- Understand the roles and responsibilities of members on the health care team.
- Practice safety and infection precautions.
- Demonstrate competence in communication and problem-solving.

**CITS:** Upon successful completion of this course, students have the opportunity to receive three (3) college credits for this course from Lake Superior College (LSC). This course equivalent to the LSC college course ALTH 1400 - Introduction to Allied Health (2 credits) and ALTH 1410 - Medical Terminology (1 credit). Minimum requirements: Juniors - cumulative GPA of 3.0 and achieve a passing score on the ACCUPLACER Placement Program, Seniors - cumulative GPA of 2.5 or approval from cooperating college and achieve a passing score on the ACCUPLACER Placement Program.

\*Please refer to page 14 for an Important Update Regarding College in the Schools (CITS) Courses.

<b>Credit:</b> 1 per semester <b>Term(s):</b> S2	<b><u>151322 (CITS)* Intro to Nursing/Home Health</u></b> <b>(2-hour class)</b> <b>Prerequisite:</b> Medical Occupations/Commitment Agreement required <b>Grade(s):</b> 11 -12	 
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This course meets the criteria necessary for entry-level employment as a Nursing Assistant/Home Health Aide and serves as an introduction to the medical/nursing career pathway for students who decide to advance in the medical/nursing profession and other Allied Health careers. Complete and pass background study clearance prior to clinical, which is a mandatory requirement of the Minnesota Department of Human Services. All state requirements must be met. Students will:







- Perform basic medical/nursing skills.
- Demonstrate ability to care for residents in an area long-term care facility.
- Understand concepts of basic human needs.
- Know individual career-related strengths.
- Be prepared to take the Minnesota Nursing Assistant/Home Health Aide Test out to be registered as a Nursing Assistant and Home Health Aide.
- Have the opportunity to attend state and national conferences for Health Occupations Students of America (HOSA).
- Apply basic principles in caring for the client at home.
- Have the opportunity to acquire American Heart Association Healthcare Provider Basic Life Support certification for CPR/AED (valid for two years).
- Pass physical examination and Mantoux screening, which is required for clinical.

**CITS:** Upon successful completion of this course, students have the opportunity to receive four (4) college credits for this course from Lake Superior College (LSC). This course is equivalent to the LSC college course NUNA 1420 - Nursing Assistant/Home Health Aide. Minimum requirements: Juniors - a cumulative GPA of 3.0 and achieve a passing score on the ACCUPLACER Placement Program, Seniors - cumulative GPA of 2.5 or approval from cooperating college and achieve a passing score on the ACCUPLACER Placement Program. Colleges such as the College of St. Scholastica and LSC require Intro to Nursing for entrance into their nursing programs.


\*Please refer to page 14 for an Important Update Regarding College in the Schools (CITS) Courses.




## HOSPITALITY AND TOURISM (CULINARY ARTS)

<b>Course Key</b> For details see page 24					
					
<b>Also Available through AEO</b>	<b>Articulated College Credit</b>	<b>Advanced Placement (AP)</b>	<b>Career and Technical Education (CTE)</b>	<b>College in the Schools (CITS)</b>	<b>Repeatable</b>



In the Culinary Arts Programs, students will use ingredients and techniques from all around the globe, but the focus is on preparing students to pursue entry-level opportunities in the culinary profession with a broad range of experience and skills. Students begin by sharpening fundamental cooking techniques and skills, exploring the world of international cuisines, and when complete will be ready to pursue an entry level job such as line cook or pantry cook.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>160000 Introduction to Cooking</u></b> <b>Grade(s):</b> 9 -12	
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This course is structured to expose students to the foundations of cooking. Students will be introduced to basic concepts of culinary techniques, learn how to safely use both residential and industrial kitchen equipment, identify and use ingredients in basic food preparation while learning basic recipes with hands-on experience. They will be introduced to proper knife skills, food safety and sanitation, and how to work collaboratively. This course is designed for students to explore not only the joy of learning how to cook but also explore career options in the field of hospitality and tourism.


<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>160020 Level 1 Restaurant Industry</u></b> <b>(1- hour class)</b> <b>Grade(s):</b> 9 -12	
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This course is structured to expose students to the foundations of working in a restaurant industry. It focuses on food safety and sanitation, proper knife skills, industrial equipment knowledge and identifying the correct measuring tools and ingredients along with reading recipes to create meals & desserts for the Clock Tower Cafe (student run restaurant). This course is designed for students to experience the restaurant industry with daily hands on experiences. This course will teach students the importance of work ethic and teamwork as well as how to fill out a job application and answer job interview questions. Local business guest speakers and field trips to restaurants, meat packing plants, dairy farms and college culinary programs are part of this hand on learning program (will vary each year). The Clock Tower Cafe Catering Club is an after school program available to students that take this course. The catering club allows students to cater scheduled events within our community for professional hands on training and building customer service skills, local business relationships and career opportunities. This is a one-hour course.

<b>Credit:</b> 1.per semester <b>Term(s):</b> S1 or S2	<u><b>161120 Level 2 Restaurant Industry</b></u> <b>(2-hour class)</b> <b>Prerequisite:</b> Intro to Cooking OR Level 1 Restaurant Industry <b>Grade(s):</b> 10 -12	 
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This course is structured to build off of the foundations from the Level 1 Restaurant Industry course. It focuses on food safety and sanitation, proper knife skills, on site training with health inspectors, food cost, customer service and food presentation while serving food to students and teachers during lunch hours and learning to run a cash register. They will take part in the creation of the Clock Tower Cafe's weekly menu along with decision making in regards to the daily soups and specials. The students will learn how to order food from local food vendors and create daily prep sheets. This course is designed for students to have a much more in depth experience within the restaurant industry and provide them employment opportunities. Local business guest speakers and field trips to restaurants, meat packing plants, dairy farms and college culinary programs are part of this hand on learning program (will vary each year). The Clock Tower Cafe Catering Club is an after school program available to students that take this course. The catering club allows students to cater scheduled events within our community for professional hands on training and building customer service skills, local business relationships and career opportunities. Students will have the opportunity to earn the Safe Serve certification. This is a two period (2 hour) course.


*\*This course is offered at Denfeld. East High School students may register for this course. Transportation is provided to and from Denfeld.*

<b>Credit:</b> 1 per semester <b>Term(s):</b> S1 or S2	<u><b>161320 Classical Line Cooking*</b></u> <b>(2-hour class)</b> <b>Grade(s):</b> 9 -12	
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This is an overview of food preparation techniques used by our casual/fine dining restaurant. This course emphasizes fast paced food production, station mise en place set up, timing, service, and menu concept. Basic cooking competencies will be reinforced. Cooking competencies consist of grain cookery, sandwich preparation, pasta cookery, broiling steaks, sautéing, salad preparation, with consideration of allergies. Some food math and recipe costing will also be explored. Students will work all kitchen positions on rotation through the semester. Students will:

- Have the ability to earn a Servsafe certificate. Demonstrate approved sanitation and safety practices in food handling and personal practices using the National Restaurant Association (ServSafe).
- Research and develop menu areas: appetizers, salads, sandwiches, steaks and ribs, fish and seafood, chicken and fowl, pastas, potatoes, rice, vegetarian, desserts, beverages, and ethnic foods.
- Understand the personal and professional expectations of the foodservice industry through daily performance.
- Operate and handle food service equipment as appropriate.
- Demonstrate measurable knowledge of food service terminology, tools, and equipment.
- Learn how to properly read a recipe.
- Learn classical cooking techniques such as the five grand sauces.


*\*This course is offered at Denfeld High School. East High School students may register for this course. Transportation is provided to and from Denfeld.*

<b>Credit:</b> 1 per semester <b>Term(s):</b> S1 or S2	<b><u>161420 Classical Cooking*</u></b> <b>(2-hour class)</b> <b>Grade(s): 9 -12</b>	
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In this course, students will learn what it means to be a chef. The focus of this program will be an overview of all facets of the culinary arts. Classroom instruction and in the kitchen lab are of equal importance to develop the student's knowledge. Students will:


- Have the ability to earn a Servsafe certificate.
- Demonstrate approved sanitation and safety practices in food handling and personal practices using the National Restaurant Association (ServSafe).
- Research and develop menu areas: appetizers, salads, sandwiches, steaks and ribs, fish and seafood, chicken and fowl, pastas, potatoes, rice, vegetarian, desserts, beverages, and ethnic foods.
- Understand the personal and professional expectations of the food service industry through daily performance.
- Operate and handle food service equipment as appropriate.
- Demonstrate measurable knowledge of food service terminology, tools, and equipment.
- Develop an understanding of food costs and percentages necessary to run a profitable food service operation.
- Learn how to properly read a recipe.
- Research and develop five (5) course theme dinners.
- Learn classical cooking techniques such as the five grand sauces.

*\*This course is offered at East High School. Denfeld High School students may register for this course. Transportation is provided to and from East.*

<b>Credit:</b> 1 per semester <b>Term(s):</b> S1 or S2	<b><u>161520 Restaurant Management*</u></b> <b>(2-hour class)</b> <b>Prerequisite:</b> 90% mastery in Waiter/Waitress Program <b>Grade(s): 10 -12</b>	
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This advanced course is designed to provide students with employee-business management experience. Students will be involved with training, mentoring and guiding the waiter/waitress students. They will learn customer service and marketing skills. Successful students will possess strong leadership skills, excellent problem-solving capacity, as well as being reliable.

*\*This course is offered at East High School. Denfeld High School students may register for this course. Transportation is provided to and from East.*

<b>Credit:</b> 1 per semester <b>Term(s):</b> S1 or S2	<b><u>161620 Waiter/Waitress</u></b> <b>(2-hour class)</b> <b>Grade(s): 9 -12</b>	
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This course is designed to provide students with hands-on experience in our student operated gourmet restaurant. Students will develop skills they can utilize in employment situations. Students will:

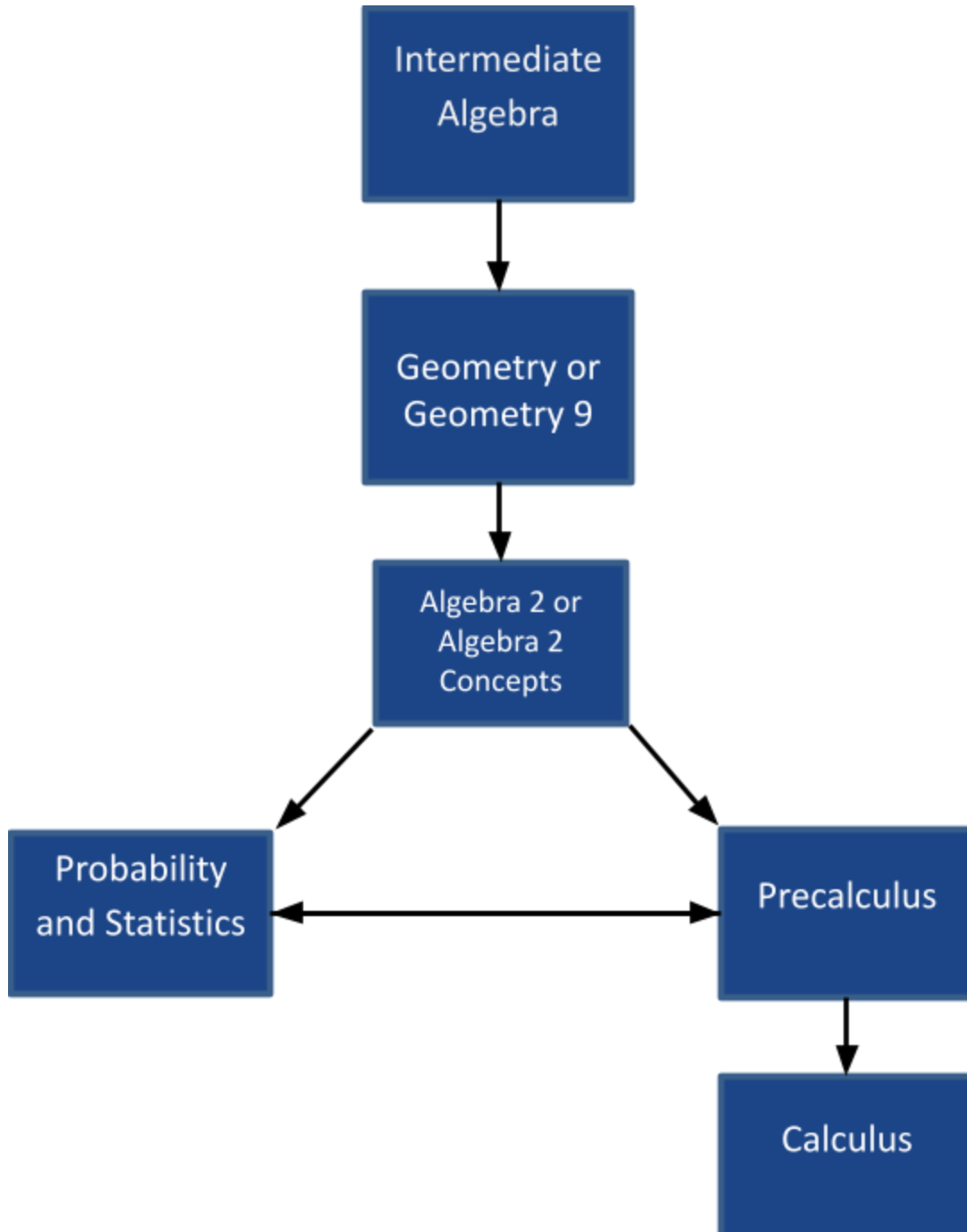
- Demonstrate essential sanitation and safety requirements as followed by the National Restaurant Association ServSafe.
- Understand the expectations of the U.S. Business Culture.
- Apply service skills required in daily restaurant operations.
- Apply effective problem-solving strategies in employer-employee, co-worker, and customer situations.
- Evaluate job performance according to real-work standards and expectations of the workplace and personal job goals.

*\*This course is offered at East High School. Denfeld High School students may register for this course. Transportation is provided to and from East.*







# MATHEMATICS

## REQUIRED FOR GRADUATION

Three (3) credits of mathematics are required for graduation from high school in Minnesota. Students must complete Intermediate Algebra, Geometry, Algebra 2 or its equivalent as part of the three (3) credit requirements. Four years of mathematics is recommended for students who plan on attending higher education. For students with Individualized Education Plans (IEPs) and through credit recovery programs. See your high school counselor and/or case manager for further information.




# MATH

<b>Course Key</b> For details see page 24					
					
<b>Also Available through AEO</b>	<b>Articulated College Credit</b>	<b>Advanced Placement (AP)</b>	<b>Career and Technical Education (CTE)</b>	<b>College in the Schools (CITS)</b>	<b>Repeatable</b>

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2 (Elective credit)	<b><u>180001-180002 Algebra 1</u></b> <b>Grade(s):</b> 9 Elective Credit Only
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This course is designed for ninth graders who need to develop mastery of skills and concepts which are prerequisites for Intermediate Algebra. Topics of study include relationships of data represented in various forms, linear functions and linear models, and properties of congruent and similar figures. This course is based on 8<sup>th</sup> grade and high school math standards. The student would receive 1.0 elective credit upon successful completion of the course. Students will still need to take Intermediate Algebra, Geometry and Algebra 2/Algebra 2 Concepts to fulfill graduation requirements.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>181001-181002 Intermediate Algebra</u></b> <b>Prerequisites:</b> Algebra 1 <b>Grade(s):</b> 9 -12	
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This course is designed for students who have successfully passed 8<sup>th</sup> grade Algebra 1. Students will understand the concept of function and identify its important features. Students will recognize and solve math problems involving linear, quadratic, and exponential functions in mathematical situations and represent functions with tables, graphs and symbols.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>181201-181202 Geometry 9</u></b> <b>Prerequisites:</b> Intermediate Algebra <b>Grade(s):</b> 9
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This course is designed for students who have successfully completed Intermediate Algebra in 8th grade. Students will calculate measurements of plane and solid geometric figures, solve geometric problems using algebraic methods, and construct logical arguments, based on axioms, definitions and theorems. Students will also know and apply properties of geometric figures (parallel and perpendicular lines, angles, triangles, quadrilaterals, Pythagorean Theorem, trigonometry, and circles) to solve real-world problems. Additional rigor will be incorporated into the course to extend students' learning.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>181401-181402 Geometry</u></b> <b>Prerequisites:</b> Intermediate Algebra <b>Grade(s):</b> 10 -12	
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This course is designed for students who have successfully completed Intermediate Algebra. Students will calculate measurements of plane and solid geometric figures, solve geometric problems using algebraic methods, and construct logical arguments, based on axioms, definitions and theorems. Students will also know and apply properties of geometric figures (parallel and perpendicular lines, angles, triangles, and quadrilaterals) to solve real-world problems.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>181501-181502 Algebra 2 Concepts</u></b> <b>Prerequisites:</b> Intermediate Algebra, Geometry <b>Grade(s):</b> 11 -12
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This course is designed for those students that have successfully completed Geometry. It will offer a review of Intermediate Algebra, and incorporate concepts from Algebra 2 such as functions, probability, statistics and graph theory, and will place an emphasis on quadratics.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>181601-181602 Algebra 2</u></b> <b>Prerequisites:</b> Geometry or concurrently with Geometry <b>Grade(s):</b> 10 -12	
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This course is designed for students who have successfully completed Geometry. Students will solve problems involving linear, quadratic, and exponential functions. Students will generate equivalent algebraic expressions involving polynomials, and radicals. Students are encouraged to purchase their own calculator.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>181651-181652 Probability and Statistics</u></b> <b>Prerequisites:</b> Algebra 2 or Algebra 2 Concepts <b>Grade(s):</b> 11 -12	
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This course is designed for students that have successfully completed Algebra 2 Concepts, Algebra 2, or Precalculus. An introduction to college statistics, students will work with probability, data collection, descriptive and inferential statistics, and technological tools to draw conclusions, identify trends and describe relationships. Students will also study statistical measures of centrality and spread, methods of data collection, methods of determining probability, binomial and normal distributions, hypothesis testing, and confidence intervals. Students will use multiple representations to present data including written descriptions, numerical statistics, formulas, and graphs. Students are encouraged to purchase their own calculator.

<b>Credit:</b> .5 per semester <b>Term:</b> S1 & S2	<b><u>181701-181702 (CITS)* Precalculus</u></b> <b>Prerequisite:</b> Algebra 2 <b>Grade(s):</b> 11 -12	 
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This course is designed for students who excelled in Algebra 2 and intend to study in a field requiring higher mathematics. Precalculus serves as the bridge between Algebra and Calculus. Students will solve problems involving algebraic functions, equations, inequalities, absolute value graphing, logarithmic, exponentials, and analytic trigonometry. Students are encouraged to purchase their own TI-84 calculator.

**CITS:** Upon successful completion of this course, students have the opportunity to receive five (5) college credits from Lake Superior College (LSC). This course is equivalent to the LSC course Math 1150 - Precalculus. Minimum requirements: cumulative GPA of 3.0 or approval from cooperating college.

\*Please refer to page 14 for an Important Update Regarding College in the Schools (CITS) Courses.

<b>Credit:</b> .5 per semester <b>Term:</b> S1 & S2	<b>181801-181802 AP (CITS)* Calculus</b> <b>Prerequisite:</b> Precalculus and Commitment Agreement required <b>Grade(s):</b> 12	
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This course is designed for students who excelled in Precalculus and intend to study in a field requiring higher mathematics. Students are strongly encouraged to purchase their own TI-83 calculator and will be expected to take the AP Exam for Calculus in May. Topics of study include: limits, logarithmic, exponential, and other transcendental functions, differentiation and integration.

The course adheres to rigorous standards set by the College Board. Students will be asked to cover the cost of testing.

**CITS:** Upon successful completion of this course, students have the opportunity to receive five (5) college credits from the University of Minnesota Duluth (UMD). This course is equivalent to the UMD college course MATH 1296 - Calculus. Minimum requirements: cumulative GPA of 3.0 or approval from cooperating college.


*\*Please refer to page 14 for an Important Update Regarding College in the Schools (CITS) Courses.*

## MUSIC


<b>Course Key</b> For details see page 24					
					
<b>Also Available through AEO</b>	<b>Articulated College Credit</b>	<b>Advanced Placement (AP)</b>	<b>Career and Technical Education (CTE)</b>	<b>College in the Schools (CITS)</b>	<b>Repeatable</b>

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>19001-19002 9th Grade Band</u></b> <b>Prerequisite:</b> Previous instrumental study and/or director permission <b>Grade(s):</b> 9
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This course provides instruction in basic high school band repertoire and develops each student's proficiency in music. Course requirements will include concert performances, contests, lessons or sectionals, performance evaluations, playing tests, and the continued study of music theory.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>19101-19102 Intermediate Band</u></b> <b>Prerequisite:</b> Previous instrumental study and audition <b>Grade(s):</b> 10 -12	
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This course provides instruction in more intermediate band repertoire and further develops each student's proficiency and appreciation of music. Course requirements will include concert performances, contests, lessons or sectionals, performance evaluations, playing tests, and the continued study of music theory. Students in this course will make up the Pep Band and Marching Band.


<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>191101-191102 Advanced Band</u></b> <b>Prerequisite:</b> Audition <b>Grade(s):</b> 10 -12	
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This course is designed for the advanced musician who already demonstrates excellent musical skills and wants to strengthen, enhance, and reach a higher level of performance. Course requirements will include concert performances, contests, lessons or sectionals, performance evaluations, playing tests, and the continued study of music theory. Students in the course will make up the Pep Band and Marching Band. Membership in this ensemble is based on needed instrumentation.


<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>191203-191204 Pop, Rock and Hip Hop</u></b> <b>Grade(s):</b> 9 -12	
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This course is open to all students who are looking to explore the sounds of Pop, Rock, and Hip Hop. Students will have an opportunity to learn the fundamentals of music while playing instruments such as guitar, keyboards, drums, and voice. The goal is to achieve an authentic experience of what it is like to play and compose these styles of music, while studying the history, stylistic features, and influential artists. No previous music experience is required.




<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>191210 Introduction to Guitar</u></b> <b>Grade(s):</b> 9 - 12	
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Introduction to guitar is a step by step approach to the basics of guitar and music fundamentals. Students will learn strumming patterns, chords, finger-picking, note reading, and improvisation through a variety of genres, ranging from classical to rock and roll. The online format will provide direct instruction to the student via video lessons and feedback from the teacher. Students may provide their own guitar, or may rent or borrow a guitar through various outlets that will be provided by the teacher.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>191220 Advanced Guitar</u></b> <b>Grade(s):</b> 9 -12	
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Advanced Guitar is the next course in learning how to play the guitar and music fundamentals. Students will continue to master various playing techniques such as strumming patterns, chords, and finger-picking. Music from a variety of genres and time periods will be studied along with note reading and improvisation. Students will begin learning how to perform alone and together within small ensembles. Students may provide their own guitar, or may rent or borrow a guitar through various outlets that will be provided by the teacher. Experience in playing the guitar or participation in Introduction to Guitar course is required.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>191301-191302 Jazz Ensemble</u></b> <b>Prerequisite:</b> Audition <b>Grade(s):</b> 10 -12	
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This course provides instruction in the fundamentals of jazz music, develops proficiency, and creates appreciation of jazz music. It provides each student with lessons or sectionals to improve musicianship, technique, and improvisational skills. Course requirements will include concert performances, contest or festival performances, lessons or sectionals, improvisational studies, and the fundamentals of music theory. Students in this course will make up the Pep Band and Marching Band. Membership in this ensemble is based on needed instrumentation.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>191451-191452 9th Grade Choir</u></b> <b>Grade(s):</b> 9	
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This course is available to all students without an audition. Basic sight-singing, theory, history, and vocal techniques are taught. All ninth-grade students who are interested in singing should enroll in this course. Students will attend appropriate concerts throughout the year and will be required to evaluate them with a written critique. Concert participation is mandatory

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>191601-191602 Intermediate Mixed Choir</u></b> <b>Prerequisite:</b> Audition <b>Grade(s):</b> 10 -12	
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This choir prepares students for participation in advanced choirs. It provides an appropriate choral experience for students who enjoy singing through concerts and special performances including different styles, cultures, and languages. This is a performing ensemble experience with a high level of expectation and high degree of commitment. Concert participation is mandatory. Students will attend appropriate concerts throughout the year and will be required to evaluate them with a written critique.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>191701-191702 Advanced SSA Choir (Soprano 1, Soprano 11 &amp; Alto)</u></b> <b>Prerequisite:</b> Audition <b>Grade(s):</b> 10 -12	
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This choir offers a focus on excellence in SSA's (Soprano I, Soprano II & Alto) choral literature. Students learn sight-singing and theory skills as they sing literature of various styles, cultures, and languages. This is a performing ensemble experience with a high level of expectation and high degree of commitment. Concert participation is mandatory. Students will attend appropriate concerts throughout the year and will be required to evaluate them with a written critique.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>191801-191802 Show/Jazz Choir</u></b> <b>Prerequisite:</b> Audition <b>Grade(s):</b> 10 -12	
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This is a very select small choral ensemble that teaches all aspects of stage performance through the use of vocal jazz and show choir music. Students develop an appreciation for the historic and cultural influences of vocal jazz and swing music in American society. This course provides comprehensive appropriate solo and group performance experiences including MSHSL solo and ensemble performance. Students will attend and critique appropriate concerts throughout the year. Concert participation is mandatory.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>191901-191902 Advanced Concert Choir</u></b> <b>Prerequisite:</b> Audition <b>Grade(s):</b> 10 -12	
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This choir is designed to expand student knowledge of choral literature that will include a variety of styles, cultures, and languages. A performing ensemble experience with a high level of expectation and high degree of commitment is expected. Students will attend and critique appropriate concerts throughout the year. Concert participation is mandatory.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>192001-192002 Chamber Choir</u></b> <b>Prerequisite:</b> Audition <b>Grade(s):</b> 11 -12	
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This choir is a performing ensemble with a high level of expectation and a high degree of commitment is expected. This highly select mixed (SATB) ensemble is involved in various styles with the use of challenging literature and performance styles. This group also provides MSHSL solo and ensemble performance experiences. Students will attend and critique appropriate concerts throughout the year. Concert participation is mandatory.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>192101-192102 9th Grade Orchestra</u></b> <b>Prerequisite:</b> Previous instrumental study and/or director permission <b>Grade(s):</b> 9	
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This course provides instruction in the basics of techniques and playing styles to develop each student's proficiency in music. Students will be assessed each semester with playing and music theory tests. Students will attend and critique appropriate concerts throughout the year. Concert participation is mandatory.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>192201-192202 Concert Orchestra</u></b> <b>Prerequisite:</b> Audition <b>Grade(s):</b> 10 -12	
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This course provides instruction in more advanced repertoire of orchestral literature and further develops each student's proficiency and appreciation of music. It provides each student with lessons or sectionals for better musicianship and technique. Students will be assessed each semester with playing and music theory tests. Students will attend and critique appropriate concerts throughout the year. Concert participation is mandatory.

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<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>192301-192302 Symphony Orchestra</u></b> <b>Prerequisite:</b> Audition <b>Grade(s):</b> 10 -12	
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This course provides instruction in the highest level of orchestral repertoire and further develops each student's proficiency and appreciation of music. It provides each student with lessons or sectionals for better musicianship and technique. Students will be assessed each semester with playing and music theory tests. Students will attend and critique appropriate concerts throughout the year. Concert participation is mandatory.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>192401-192402 Chamber Orchestra</u></b> <b>Prerequisite:</b> Audition <b>Grade(s):</b> 10 -12	
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This course provides unique performing experiences for a variety of functions (i.e. public performances, banquets, musicals) and extends the music student's realm of playing to include chamber/small group experiences, concerts, and festivals. Concert participation is mandatory.

## PHYSICAL EDUCATION


<b>Course Key</b> For details see page 24					
					
<b>Also Available through AEO</b>	<b>Articulated College Credit</b>	<b>Advanced Placement (AP)</b>	<b>Career and Technical Education (CTE)</b>	<b>College in the Schools (CITS)</b>	<b>Repeatable</b>

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>21000 Foundations of Physical Education</u></b> <b>Grade(s):</b> 9 -12	
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This course will enable students to fulfill their High School Physical Education .5 credit requirement in a traditional physical education class setting. Students will obtain physical skills and knowledge to achieve a health-enhancing level of physical activity for fitness activities, team sports, individual sports, games, lifetime activities and dance. Participation in physical activity is emphasized.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>211100 Personal Fitness 1</u></b> <b>Grade(s):</b> 9 -12	
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This course will enable students to fulfill their High School Physical Education .5 requirement in a fitness center, gym, and outdoor setting. Students will obtain physical skills and knowledge to achieve a health-enhancing level of physical activity focusing on improving or maintaining fitness. Students will create and implement a fitness plan using individual assessment of cardiovascular endurance, muscular endurance, flexibility and strength. Participation in physical activity is emphasized.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>211600 Personal Fitness 2</u></b> <b>Prerequisite:</b> Personal Fitness 1 <b>Grade(s):</b> 10 - 12	
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This course will expand on the physical skills and fitness knowledge gained in Personal Fitness 1. The student will further develop cardiovascular endurance, muscular endurance, flexibility, and strength using more advanced performance skills. This course is designed with a concentrated focus on planning and implementing lifetime activity or sport specific goals.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>211200 (CITS)* Strength Training</u></b> <b>Prerequisite:</b> Foundations of Physical Education or Personal Fitness 1 <b>Grade(s):</b> 11 -12	
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This is a college level course and the expectations and coursework will be at the collegiate level. Individual weight training and personal fitness, and creating and implementing a strength training plan is the focus of the class. Individual and team sports will also be part of the class but the main emphasis will be on fitness. Three days of the week will be spent in the fitness center, one day will be in the gym participating in various fitness activities, and one day will be in the gym playing individual or team sports.

*CITS: Upon successful completion of this course, students have the opportunity to receive one (1) college credit from the University of Minnesota Duluth (UMD). This course is equivalent to the UMD college course PE 1616 - Weight Training. Minimum requirements: cumulative GPA of 3.0 or approval from cooperating college.*

*\*Please refer to page 14 for an Important Update Regarding College in the Schools (CITS) Courses.*

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>211300 Lifetime Activities and Team Sports</u></b> <b>Prerequisite:</b> Foundations of Physical Education or Personal Fitness 1 <b>Grade(s):</b> 10 -12
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This course is designed for students to participate actively in a highly competitive environment. Students will learn strategies, etiquette, and officiating of team, dual, and individual sports. Personal fitness will be promoted through these team, dual, and individual sports. Current events and athletic topics will be discussed and analyzed.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>211500 Unified Physical Education</u></b> <b>Grades:</b> <u>9 - 12</u>
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This physical education course combines students of all abilities to participate in developmentally appropriate activities including lifetime activities, physical fitness, and sport. Students will work together to increase competence and confidence in a variety of physical activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students.

Aligned to State and National Standards, outcomes for all students include:

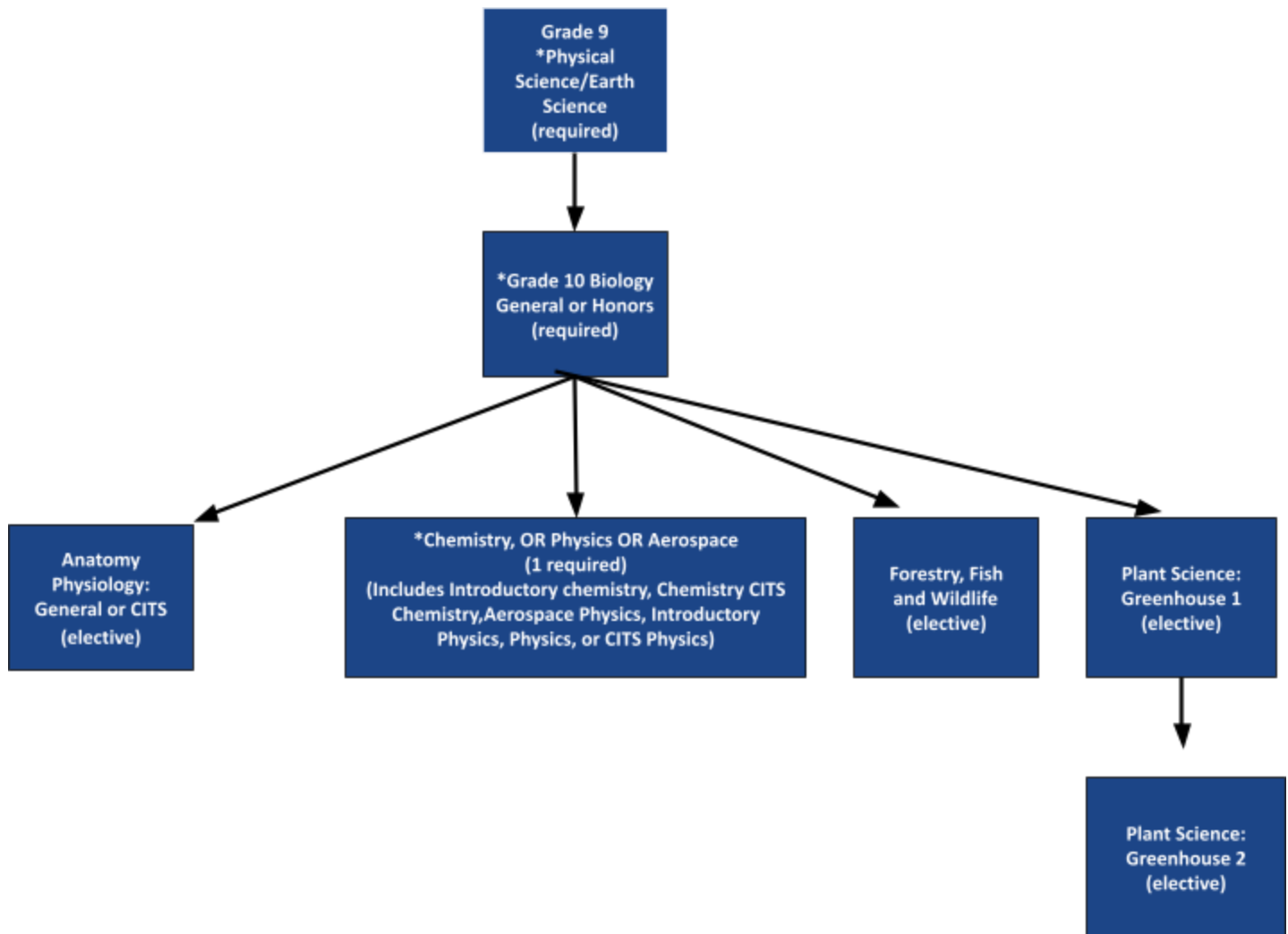
- Increased physical fitness and activity-specific skills
- New friendships and social inclusion fostered among classmates
- Reinforced positive habits and reasoning resulting in better health & lifestyle choices
- Advanced social and leadership competencies
- Deeper understanding of activity/game/sport rules and strategies
- Movement confidence and competence developed in a variety of physical activities/activity settings

# SCIENCE







## REQUIRED FOR GRADUATION


Three (3) credits of science, including physical science, biology and EITHER a physics or chemistry course credit are required for high school graduation. Additional science courses are available to meet graduation requirements for students with Individualized Education Plans (IEPs) and through credit recovery programs. See your case manager or high school counselor for further information. It is important to follow your pathway for Science- you can have an honors course, switch to a regular science course, then switch back to honors the next year.

### FLOWCHART




## SCIENCE

<b>Course Key</b> For details see page 24					
					
<b>Also Available through AEO</b>	<b>Articulated College Credit</b>	<b>Advanced Placement (AP)</b>	<b>Career and Technical Education (CTE)</b>	<b>College in the Schools (CITS)</b>	<b>Repeatable</b>

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>22001-22002 Physical Science 9/Earth Science 9 Integrated</u></b> <b>Grade(s):</b> 9	
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Physical Science is a two-semester course that introduces chemistry one semester and physics the other semester. The course is designed to help students understand basic chemistry and physics in a laboratory situation. The goal is to help students become more aware of the importance of science in the world around them. Students will develop an understanding of these disciplines through the process of scientific investigations, hands-on activities, group work, and projects. This course will also integrate Earth Science concepts into the Physical Science course. [Go back to table](#)

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>221101-221102 Biology</u></b> <b>Grade(s):</b> 10 -12	
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Biology is a course designed to teach the structure and function of living organisms then apply that knowledge to understand how organisms interact within larger systems. The major purpose of this course is to provide students with a basic understanding of biological concepts including: scientific method, ecology, cells, genetics, evolution, body systems, and the impact of humans on our planet. Students will develop an understanding of these concepts through scientific laboratory investigations (including dissection of a fetal pig), hands-on activities, group work, individual work and projects. Biology is a required course for graduation in Minnesota.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>221901-221902 Honors Biology</u></b> <b>Prerequisite:</b> <u>Commitment Agreement required</u> <b>Grade(s):</b> 10 -12
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Biology is a course designed to teach the structure and function of living organisms then apply that knowledge to understand how organisms interact within larger systems. The major purpose of this course is to provide students with a basic understanding of biological concepts including: scientific method, ecology, cells, genetics, evolution, body systems, and the impact of humans on our planet. Students will develop an understanding of these concepts through scientific laboratory investigations (including dissection of a fetal pig), hands-on activities, group work, individual work and projects. Honors Biology uses an AP level textbook and includes research on current events, labs with higher levels of thinking or application and a significant amount of independent reading. Students should be self-motivated and take ownership of the increased academic workload. Biology is a required course for graduation in Minnesota.

<b>Credit:</b> 1 per semester <b>Term(s):</b> S1 or S2	<b><u>221420 Forestry, Fish, and Wildlife*</u></b> <b>(2-hour class)</b> <b>Grade(s):</b> 10 -12	
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This course will give students the opportunity to experience forestry, fish, and wildlife firsthand. The school grounds serve as an outdoor classroom for studying tree morphology, identification, timber cruising, and small and large mammals. The school's proximity to Hawk Ridge and Lake Superior are ideal for learning about local birds and fish. Course work is divided into class discussions, group work, labs, projects, and outdoor activities. Upon completion of the class, students will have gained job skills related to the field of natural resources and an understanding of the importance of flora and fauna in Northern Minnesota. Students will perform a service-learning project at a Duluth city park or school property.

*\*This course is offered at East High School. Denfeld High School students may register for this course. Transportation is provided to and from East*

<b>Credit:</b> 1 per semester <b>Term(s):</b> S1 or S2	<b><u>221620 Plant Science</u></b> <b>(2-hour class)</b> <b>Grade(s):</b> 10 -12
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This course provides experiences in various plant science concepts, exciting hands-on activities and projects, and problems similar to those that plant science specialists such as horticulturists, greenhouse and nursery managers, and plant researchers face in their respective careers. Students will research the value of plant production and its impact on the individual, the local and global economy. Student experiences will involve the study of plant anatomy and physiology, classification, soil and soilless growing systems, propagation, and the fundamentals of production and harvesting.

*\*This course is offered at East High School. Denfeld High School students may register for this course. Transportation is provided to and from East*

<b>Credit:</b> 1 per semester <b>Term(s):</b> S2	<b><u>221822 Plant Science Greenhouse 2*</u></b> <b>(2-hour class)</b> <b>Prerequisite:</b> Plant Science <b>Grade(s):</b> 10 -12
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The state-of-the-art greenhouse allows students to continue the development of skills and knowledge needed to perform successfully in a career involving plants. Various challenging projects in the greenhouse and outdoors in the landscape provide real-world experiences. These include producing a spring horticulture crop for sale, and designing an environmentally friendly landscape. Students lead the way in a school Service Learning project of a schoolyard garden. Applying plant and soil science knowledge, along with technical math, occurs in these projects.

*\*This course is offered at East High School. Denfeld High School students may register for this course. Transportation is provided to and from East.*




<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>221720 Plant Science - Greenhouse 1</u></b> <b>(1-hour class)</b> <b>Grade(s):</b> 10 -12
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This course provides experiences in various plant science concepts, exciting hands-on activities and projects, and problems similar to those that plant science specialists such as horticulturists, greenhouse and nursery managers, and plant researchers face in their respective careers. Students will research the value of plant production and its impact on the individual, the local and global economy. Student experiences will involve the study of plant anatomy and physiology, classification, soil and soilless growing systems, propagation, and the fundamentals of production and harvesting.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>222301-222302 Human Anatomy &amp; Physiology</u></b> <b>Prerequisite:</b> Biology <b>Grades:</b> 11 -12	
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This course is designed for students who are interested in learning more about the structure and function of the human body and/or considering health-related careers. Using varied lab experiences, students will learn how the body's structure reflects its various functions and how it maintains homeostasis. Assessments will involve student-developed models as well as written and practical tests. Each student will have the opportunity to work with human bones and dissect a preserved cat specimen. Students are expected to participate in all lab activities.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>222401-222402 (CITS)* Human Anatomy &amp; Physiology</u></b> <b>Prerequisite:</b> Biology or Honors Biology/ Commitment Agreement required <b>Grade(s):</b> 11 -12	
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This is an advanced biology course for students who wish to learn the essentials of human body structure (anatomy) and its functions (physiology). This course is highly recommended for students interested in careers in the health field (medicine, dentistry, nursing, physical therapy) and/or physical education and athletics. It should also be of interest to anyone who is concerned about his/her own physical well-being. The course entails an in-depth study of how the body's structure reflects its various functions and how it maintains a state of constant change. Each student will have the opportunity to work with human bones and dissect a preserved cat specimen. Students are expected to participate in all laboratory activities.

**CITS:** Upon successful completion of this course, students have the opportunity to receive five (5) college credits for this course from Lake Superior College (LSC). This course is the equivalent to LSC BIOL 1005 - Intro to Cell Biology (1 credit) and BIOL 1140 Human Anatomy and Physiology 1 (4 credit). Minimum requirements: Juniors - cumulative GPA of 3.0 and achieve a passing score on the ACCUPLACER Placement Program, Seniors - cumulative GPA of 2.5 or approval from cooperating college and achieve a passing score on the ACCUPLACER Placement Program.


\*Please refer to page 14 for an Important Update Regarding College in the Schools (CITS) Courses.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>222601-222602 Introductory Chemistry</u></b> <b>Prerequisite:</b> Physical Science 9 <b>Grade(s):</b> 11 -12
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This course is designed to develop an understanding of chemistry concepts that every person should know. In this course, students will study chemistry concepts in the context of practical decision making and its relevance to everyday lives. For example, through lab, lecture and modeling activities, students will explore chemistry by visiting topics of water, resources, petroleum and everyday applications of the gas laws. This college prep class is designed for students who will attend either college or vocational training after high school and are not likely to take college chemistry. Fulfills Chemistry/Physics graduation requirements.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>222701-222702 Chemistry</u></b> <b>Prerequisite:</b> One year of high school science and one year of Algebra or equivalent. <b>Grade(s):</b> 11 -12	
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Chemistry is the study of materials, their composition and structure, and the changes that they undergo. Chemistry is a systematic body of knowledge gained from observation, study, and experimentation as opposed to guesswork and opinions. By studying chemistry, students will be able to understand the nature of the materials around them. Students enrolling in Chemistry will gain an understanding of the basic topics of chemistry including atomic structure, element families and the periodic chart, chemical bonding, formula writing, equation writing and balancing, acids and bases, and many others. Substantial emphasis will be placed on laboratory investigations requiring critical thinking, observing, and drawing conclusions. Skill in scientific writing will be developed as well. If your career plans include a college education, Chemistry or Honors Chemistry is recommended. Fulfills Chemistry/Physics graduation requirement.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>222801-222802 (CITS)* Chemistry</u></b> <b>Prerequisite:</b> One year of high school science and one year of Algebra or equivalent. Commitment Agreement required <b>Grade(s):</b> 11 -12	
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Our society depends on science and technology. First-class medical care, sufficient and varied food supplies, comfortable housing, rapid and reliable communication are but a few of the benefits that are a direct result of scientific and technological developments. Chemistry has played an important role in these developments. Honors Chemistry will provide you with a challenging and rewarding laboratory-based experience. Topics of study will include all those typical of a first-year course: atomic and molecular structure, bonding and formulas, chemical equations and their relationship to mass and volume, periodic relationships, acids, and bases. Emphasis will be placed on investigative lab work with outcomes both at the knowledge and skill levels. Considerable time will be spent developing and improving the student's abilities to observe, think critically, and communicate results and observations through scientific writing. Fulfills Chemistry/Physics graduation requirement.

**CITS:** Upon successful completion of this course, students have the option to receive five (5) semester college credits from Fond Du Lac Tribal Community College (FDLTCC). This course is equivalent to the FDLTCC CHEM 1010 - General Chemistry. Minimum requirements: Juniors - cumulative GPA of 3.0 and achieve a passing score on the ACCUPLACER Placement Program, Seniors - cumulative GPA of 2.5 or approval from cooperating college and achieve a passing score on the ACCUPLACER Placement Program.


\*Please refer to page 14 for an Important Update Regarding College in the Schools (CITS) Courses.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>222941-222942 Aerospace Physics</u></b> <b>Prerequisite:</b> Algebra 1 or Intermediate Algebra <b>Grade(s):</b> 11 -12
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Aerospace Physics is a hands-on, applied course where students learn the concepts of Physics through the exploration of Aerospace Engineering and Design. This course has been designed for students who want to learn Physics as well as explore the science of flight. During the year, students will gain a strong understanding of physics principles while being introduced to the theories of flight, the principles of engineering, and airplane design and manufacturing. The course uses problem based learning to enhance learning in theory of flight, airplane design, and airplane construction. Aerospace Physics has been designed for students who like hands-on problem solving, collaborative teamwork and creatively finding solutions. For the course final project, students will collaboratively use physics and engineering principles to design a model aircraft, build it and fly it. This course is an exciting opportunity for students interested in pursuing careers in engineering, airplane mechanic or technician, pilot, or any field within the aviation industry. Part of the course has been modeled in conjunction with Lake Superior College *Aviation Physics and Math* course. Fulfills Chemistry/Physics graduation requirement.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>222951-222952 Introductory Physics</u></b> <b>Prerequisite:</b> Algebra I or Intermediate Algebra <b>Grade(s):</b> 11 -12
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The conceptual approach engages students with analogies and imagery for real-world situations to build a strong understanding of physical principles ranging from classical mechanics to current physics theories. With this strong foundation, students will be better equipped to understand the equations and formulas of physics, and to make connections between the concepts of physics and their everyday world. This course is for students who want to learn about physics, but may have difficulties with higher level mathematics. Fulfills Chemistry/Physics graduation requirement.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>223001-223002 Physics</u></b> <b>Prerequisite:</b> Geometry <b>Grade(s):</b> 11 -12	
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Physics is a physical science that describes and explains the nature and interactions of matter and energy. Concepts, relationships, ideas and practical application are stressed rather than rote memorization. This course is recommended for future college and technical school students and students with a strong interest in science. Topics of study will include velocity, momentum, energy, acceleration, light, electricity, force, waves, magnetism, and Newton's laws of motion and gravitation. Fulfills Chemistry/Physics graduation requirement.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>223101-223102 (CITS)* Physics</u></b> <b>Prerequisite:</b> Completion, or, currently enrolled in Algebra 2/Commitment Agreement Required <b>Grade(s):</b> 11 -12	
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Honors Physics is for the college bound student seeking science, mathematics, engineering, or technology majors. Work assignments will be both more comprehensive and in depth than the regular physics course. Topics of study will include velocity, momentum, energy, acceleration, light, electricity, force, waves, magnetism, and Newton's laws of motion and gravitation. Fulfills Chemistry/Physics graduation requirement.







**CITS:** Upon successful completion of this course, students will receive four (4) college credits for this course from Fond du Lac Tribal Community College (FDLTCC). This course is equivalent to the FDLTCC course PHYSICS 1001- Intro to Physics 1. Minimum requirements: Juniors - cumulative GPA of 3.0 and achieve a passing score on the ACCUPLACER Placement Program, Seniors - cumulative GPA of 2.5 or approval from cooperating college and achieve a passing score on the ACCUPLACER Placement Program.


Please refer to page 12 for an Important Update Regarding College in the Schools (CITS) Courses.

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## SOCIAL STUDIES


<b>Course Key</b> For details see page 24					
					
<b>Also Available through AEO</b>	<b>Articulated College Credit</b>	<b>Advanced Placement (AP)</b>	<b>Career and Technical Education (CTE)</b>	<b>College in the Schools (CITS)</b>	<b>Repeatable</b>

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>230010 Civics In Global Society</u></b> <b>Grade(s): 9</b>	
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The goal of this course is to provide students with a foundational skill set for understanding global citizenship. Students will investigate how society is organized through various government and social structures, including citizenship, rights, and responsibilities. This course will also integrate geospatial skills to help understand human systems of settlement, population, and migration, and the impact of these systems on societies around the world.


<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>231001-231002 United States History</u></b> <b>Grade(s): 10</b>	
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This course is an examination of the history of the 20th century United States to the present. The class provides historical, cultural, social, economic, and political context of United States History from the early to mid-twentieth century. Major topics in the first semester will include the Progressive Era, the Industrial Age, the Age of Imperialism, World War I, Isolationism, Women's Suffrage, Prohibition, the Jazz Age, beginnings of the Great Depression, and the outbreak of World War II. Second semester topics include the Cold War, the Red Scare and McCarthyism, the Civil Rights Movement, the Great Society, Vietnam, the Women's Movement, Watergate, the end of the Cold War, and Contemporary America.


<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>231101-231102 AP United States History</u></b> <b>Prerequisite:</b> Commitment Agreement required <b>Grade(s):</b> 10 -12	
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The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses to develop the skills necessary to arrive at conclusions on the basis of an informed judgment and present reasons and evidence clearly and persuasively. This course will cover the earliest inhabitants and civilizations in the Americas before colonization through the post-Cold War Era.

*The course adheres to rigorous standards set by the College Board. Students will be asked to cover the cost of testing.*

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>231201-231202 International Studies*</u></b> <b>Grade(s):</b> 11 -12	
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This course provides a historical, cultural, social, economic, and political overview of nations and cultures with a focus on how they are interconnected. By studying the history of regions of the world and current world problems, students will analyze information and issues to gain an understanding of the complexities of our modern world. Topics covered in the first semester will include the United Nations, government and economic systems, world religions, conflicts in the Middle East, human rights, terrorism, trade, and current events. Second semester topics include economically developing nations, civil wars and genocide, immigration, environmental issues and current events. *This course will fulfill a 1.0 World History credit requirement for the Duluth Public Schools.*


<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>231301-231302 World History</u></b> <b>Grade(s):</b> 11 -12	
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World History gives a historical, cultural, social and political overview of the rise of complex human societies. The course provides an overview of history beginning with the development of early river civilizations. In the first semester, the era of complex societies from approximately 1,000 BCE through 1450 CE will be examined with an emphasis on developments in religion, philosophy, arts, sciences, technology, and governments. Second semester topics include the transformations of nation states starting in approximately 1450. The interactions among the Americas, Asian, African, and European realms through the twentieth century will be examined and compared to the Contemporary World.


<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>231401-231402 AP World History</u></b> <b>Prerequisite:</b> Commitment Agreement required <b>Grade(s):</b> 11 -12	
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The purpose of the AP World History course is to develop a greater understanding of the interaction of human societies. This understanding is advanced through a combination of factual knowledge and analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Historical periods as well as specific themes provide organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. This course will cover from 8000 B.C. to the present.

*The course adheres to rigorous standards set by the College Board. Students will be asked to cover the cost of testing.*

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>231500 American Government and Politics</u></b> <b>Grade(s):</b> 12	
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The purpose of this course is to provide students with an understanding of the functions and organizations of the federal, state, tribal, and local systems of government within the United States. Included in this course will be a look at the legislative, executive, and judicial branches of government. Topics covered will include the United States Constitution, amendment process, electoral process, state government, local government, policy making, and current political issues.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>231600 (CITS)* American Government and Politics</u></b> <b>Prerequisite:</b> Commitment Agreement required <b>Grade(s):</b> 12	
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This course will provide students with a study of the structure and function of the national government of the United States, as well as state, tribal, and local governments. The course examines the presidency, Congress, and federal courts in function, structure, and powers. This course also analyzes the impact of interest groups, political parties, and the media upon government and elections.

**CITS:** Upon successful completion of this course, students have the opportunity to receive three (3) college credits from Fond du Lac Tribal Community College (FDLTCC). This course is equivalent to the FDLTCC course POLYSCI 1010 - American Government. Minimum requirements: Juniors - cumulative GPA of 3.0 and achieve a passing score on the ACCUPLACER Placement Program, Seniors - cumulative GPA of 2.5 or approval of high school administrator and achieve a passing score on the ACCUPLACER Placement Program.

\*Please refer to page 14 for an Important Update Regarding College in the Schools (CITS) Courses.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>231700 Economics</u></b> <b>Grade(s):</b> 11 -12 Seniors will have priority in scheduling this class.	
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This course examines decision-making through the lens of microeconomics and macroeconomics. Fundamental principles of scarcity and choice guide students in understanding how economic decisions affect personal finance and business decisions as well as national and global well-being. Students will use and analyze economic data in order to understand such concepts as supply and demand, pricing, and opportunity cost, and comparative advantage.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>231800 (CITS)* Economics</u></b> <b>Prerequisite:</b> Commitment Agreement required <b>Grade(s):</b> 11 -12 (Seniors will have priority.)	
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This course examines micro- and macroeconomic principles. Microeconomic content includes fundamental economic concepts and principles such as the nature and function of product markets, market failures, and the role of government. Macroeconomic aspects of the course examines the way in which economic performance is measured as well as the impact of various types of policies on economic systems.


**CITS:** Upon successful completion of this course, students have the opportunity to receive three (3) college credits from University of Minnesota - Duluth (UMD). The course is equivalent to the UMD course ECON 1003 - Economics & Society. Minimum requirements: Juniors - cumulative GPA of 3.0 and achieve a passing score on the ACCUPLACER Placement Program, Seniors - cumulative GPA of 2.5 or approval from cooperating college and achieve a passing score on the ACCUPLACER Placement Program.

\*Please refer to page 14 for an Important Update Regarding College in the Schools (CITS) Courses.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>231900 Psychology</u></b> <b>Grade(s):</b> 11 -12	
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Psychology is the study of individual human behavior and cognitive processes. Students will examine the different types of psychology and the human mind. Specific topics such as sensation and perception, basic processes of learning, personalities and memory will be explored.




<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>232000 (CITS)* General Psychology</u></b> <b>Prerequisite:</b> Commitment Agreement required <b>Grade(s):</b> 11 -12	
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This course will provide students with an introduction to the scientific study of human behavior: History, background and methods, development, perception, learning, thinking, motivation, emotion, intelligence, personality adjustment, mental health, and social psychology.

*\*CITS: Upon successful completion of this course, students have the opportunity to receive four (4) college credits for this course from Fond du Lac Tribal Community College (FDLTCC). This course is equivalent to the FDLTCC course PSYCH 2001 - General Psychology. Minimum requirements: Juniors - cumulative GPA of 3.0 and achieve a passing score on the ACCUPLACER Placement Program, Seniors - cumulative GPA of 2.5 or approval from cooperating college and achieve a passing score on the ACCUPLACER Placement Program.*

*\*Please refer to page 14 for an Important Update Regarding College in the Schools (CITS) Courses.*

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>232100 Sociology</u></b> <b>Grade(s):</b> 11 -12	
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Sociology is the study of human behavior within and among groups. Topics of study will include socialization, culture, social institutions, gender roles and issues, and an in-depth look at how individuals, groups, and institutions react to, and influence specific social changes and social problems.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>232200 (CITS)* Sociology</u></b> <b>Prerequisite:</b> Commitment Agreement required <b>Grade(s):</b> 11 -12	
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This course provides an introduction to sociological concepts and the application of those concepts to achieve a better understanding of social life. Of key importance is to understand how these concepts provide us with a framework with which to view societies and the problems within societies. Social forces impact our lives in powerful ways. It is primarily because of these social forces that we do the things we do. Requirements include a research paper and/or project.

*CITS: Upon successful completion of this course, students have the opportunity to receive four (4) college credits for this course from University of Minnesota - Duluth (UMD). This course is equivalent to UMD college course SOC 1101 - Introduction to Sociology. Minimum requirements: GPA of 3.0 or approval cooperating college.*

*\*Please refer to page 14 for an Important Update Regarding College in the Schools (CITS) Courses.*

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b><u>232300 Civil and Criminal Law</u></b> <b>Grade(s):</b> 11 -12	
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This course will help students gain an introductory level of understanding of the American legal system through the study of the criminal and civil justice systems. Units of study will include a historical perspective on the judicial system, case studies, mock trial simulations, and application of law to current issues.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 or S2	<b>232400 (CITS)* Civil &amp; Criminal Law/  <u>Introduction to the Criminal Justice System and Related Careers</u></b> <b>Prerequisite:</b> Commitment Agreement required <b>Grade(s):</b> 11 -12	
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This course will help students gain an understanding of our legal system through the study of the civil and criminal justice systems. Students will examine the conflicting values that impact justice systems through case studies and attention to current issues. Units of study will include: History of Law, Criminal Law, Juvenile Law, Civil Law, Mock Trial, Careers in Justice.

**CITS:** Upon successful completion of this course, students have the opportunity to receive three (3) college credits for this course from Fond du Lac Tribal Community College (FDLTCC). This is the course equivalent of FDLTCC course LAWE 1005 - Seeking Careers in the Criminal Justice System. Minimum requirements: Juniors - cumulative GPA of 3.0 and achieve a passing score on the ACCUPLACER Placement Program, Seniors - cumulative GPA of 2.5 or approval from cooperating college and achieve a passing score on the ACCUPLACER Placement Program.

\*Please refer to page 14 for an Important Update Regarding College in the Schools (CITS) Courses.



## WORLD LANGUAGES

<b>Course Key</b> For details see page 24					
					
<b>Also Available through AEO</b>	<b>Articulated College Credit</b>	<b>Advanced Placement (AP)</b>	<b>Career and Technical Education (CTE)</b>	<b>College in the Schools (CITS)</b>	<b>Repeatable</b>

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>240001-240002 German Level 1</u></b> <b>Grade(s):</b> 9 -12
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This course is designed for students with little to no knowledge of the German language. During German 1 students will develop language skills allowing them to read, speak, write, and understand simple sentences about themselves and everyday life as well as explore various cultural aspects of the German-speaking world. Emphasis is given to building comprehension and literacy skills in German. This course is designed to develop language proficiency starting from the Novice-Low Proficiency Range as determined by the American Council on the Teaching of Foreign Languages (ACTFL).

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>241001-241002 German Level 2</u></b> <b>Prerequisite:</b> German Level 1 <b>Grade(s):</b> 9 -12
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German 2 focuses on expanding the range of everyday life topics that students can talk, read, listen, write and converse about. In German 2, students rely less on memorized phrases and begin communicating in longer and more varied sentence structures. They continue to make simple comparisons and connections with the products and practices of the German-speaking world and increase their independent reading skills. This course is designed to increase students' language proficiency starting from the Novice-Mid+ Proficiency Range as determined by the American Council on the Teaching of Foreign Languages (ACTFL).

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>241101-241102 German Level 3</u></b> <b>Prerequisite:</b> German Level 2 <b>Grade(s):</b> 10 -12
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In German 3, students begin to identify main ideas and related details from authentic texts, expand their ability to ask questions, and express their thoughts, opinions, preferences and reactions in more detail. Grammar topics focus on structures that allow students to communicate about the past, the future, their wishes, and uncertainties. Continued exploration of cultural aspects of the German speaking world is embedded in language study, and students will transition from the Novice to the Intermediate Proficiency Range as determined by the American Council on the Teaching of Foreign Languages (ACTFL).

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>241201-241202 German Level 4</u></b> <b>Prerequisite:</b> German Level 3 <b>Grade(s):</b> 11 -12
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The focus of German 4 is to develop student proficiency in the Intermediate Proficiency levels as determined by the American Council on the Teaching of Foreign Languages (ACTFL). Students will expand their range of vocabulary and refine their use of grammatical structures to allow them to boost their ability to communicate their thoughts, opinions, and experiences as they relate to cultural products, practices, and perspectives of the German-speaking world. Students will use more complex sentences and paragraphs in written work as well as focus on developing the ability to respond, reflect upon, and make connections between texts and in conversation.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>241251-241252 (CITS)* German Level 5</u></b> <b>Prerequisite:</b> German Level 4 <b>Grade(s):</b> 11 -12	
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CITS German Level 5 parallels the UMD Intermediate German curriculum covering speaking, listening, writing, reading and culture of the German speaking world.

*\*CITS: Upon successful completion of this course, students have the opportunity to earn (8) credits from the University of Minnesota - Duluth (UMD). This course is equivalent to the UMD college course GER 1201/1202. Minimum requirements: cumulative GPA of 3.0 or approval from cooperating college.*


*\*Please refer to page 14 for an Important Update Regarding College in the Schools (CITS) Courses.*

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>241301-241302 Spanish Level 1</u></b> <b>Grade(s):</b> 9 -12	
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This course is designed for students with little to no knowledge of the Spanish language. During Spanish 1 students will develop language skills allowing them to read, speak, write, and understand simple sentences about themselves and everyday life as well as explore various cultural aspects of the Spanish-speaking world. Emphasis is given to building comprehension and literacy skills in Spanish. This course is designed to develop language proficiency starting from the Novice-Low Proficiency Range as determined by the American Council on the Teaching of Foreign Languages (ACTFL).

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>241401-241402 Spanish Level 2</u></b> <b>Prerequisite:</b> Spanish Level 1 <b>Grade(s):</b> 9 -12	
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Spanish 2 focuses on expanding the range of everyday life topics that students can talk, read, listen, write and converse about. In Spanish 2, students rely less on memorized phrases and begin communicating in longer and more varied sentence structures. They continue to make simple comparisons and connections with the products and practices of the Spanish-speaking world and increase their independent reading skills. This course is designed to increase students' language proficiency starting from the Novice-Mid+ Proficiency Range as determined by the American Council on the Teaching of Foreign Languages (ACTFL).

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>241501-241502 Spanish Level 3</u></b> <b><u>Prerequisite:</u></b> Spanish Level 2 <b>Grade(s):</b> 10 -12	
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In Spanish 3, students begin to identify main ideas and related details from authentic texts, expand their ability to ask questions, and express their thoughts, opinions, preferences and reactions in more detail. Grammar topics focus on structures that allow students to communicate about the past, the future, their wishes, and uncertainties. Continued exploration of cultural aspects of the Spanish speaking world is embedded in language study, and students will transition from the Novice to the Intermediate Proficiency Range as determined by the American Council on the Teaching of Foreign Languages (ACTFL).

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>241601-241602 Spanish Level 4</u></b> <b><u>Prerequisite:</u></b> Spanish Level 3 <b>Grade(s):</b> 11 -12
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The focus of Spanish 4 is to develop student proficiency in the Intermediate Proficiency levels as determined by the American Council on the Teaching of Foreign Languages (ACTFL). Students will expand their range of vocabulary and refine their use of grammatical structures to allow them to boost their ability to communicate their thoughts, opinions, and experiences as they relate to cultural products, practices, and perspectives of the Spanish-speaking world. Students will use more complex sentences and paragraphs in written work as well as focus on developing the ability to respond, reflect upon, and make connections between texts and in conversation.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>241701-241702 (CITS)* Spanish Level 5</u></b> <b><u>Prerequisite:</u></b> Spanish Level 4/Commitment Agreement required <b>Grade(s):</b> 11 -12	
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CITS Spanish Level 5 parallels the UMD intermediate Spanish curriculum covering speaking, listening, writing, reading and culture of the Spanish speaking world.

**CITS:** Upon successful completion of this course, students have the opportunity to receive eight (8) credits from the University of Minnesota - Duluth (UMD). This course is equivalent to the UMD college course SPAN 1201/1202 - Intermediate Spanish 1/2 Minimum requirements: cumulative GPA of 3.0 or approval from cooperating college.

\*Please refer to page 14 for an Important Update Regarding College in the Schools (CITS) Courses.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>242301-242302 Ojibwemowin Level 1</u></b> <b>Grade(s):</b> 9 -12
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This course will provide students with opportunities to develop themselves as lifelong-learners of Ojibwemowin. Students will acquire fundamental listening, speaking, reading, and writing skills in Ojibwemowin. Topics include, but are not limited to, grammar functions and vocabulary development, fluency with survival phrases, understanding through hearing and speaking the sounds of Ojibwemowin, and an applied understanding of elements of the cultures of the diverse Ojibwe-speaking world. Ojibwemowin language skills will center on everyday life situations and Ojibwe perspectives of oneself and the world. Required texts may provide an historical framework for contemporary life experiences.







<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>242401-242402 Ojibwemowin Level 2</u></b> <b>Prerequisite:</b> Ojibwemowin Level 1 <b>Grade(s):</b> 9 -12
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This course will provide learners with opportunities to continue to develop themselves as lifelong-learners of Ojibwemowin. This course expands on the language skills and topics from the Ojibwemowin 1 course. Topics include, but are not limited to, increased grammatical understanding, vocabulary development, a continued focus on listening comprehension and speaking in narratives in Ojibwemowin with an increase in use of creative language that students will apply through conversational situations, and an applied understanding of elements of the cultures of the diverse Ojibwe-speaking world. Required texts may provide an historical framework for contemporary life experiences.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>242501-242502 Ojibwemowin Level 3</u></b> <b>Prerequisite:</b> Ojibwemowin Level 2 <b>Grade(s):</b> 11 -12
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This course will provide learners with tools and procedures necessary to function as a lifelong learner of Ojibwemowin. These tools and procedures include, but are not limited to, increased grammatical understanding, structure, increased vocabulary development, fluency with survival language, and a broader focus on listening comprehension and speaking narratives in Ojibwemowin. Students will apply daily language use and cultural understanding through active participation in classroom activities, school visits, immersion experiences, and Ojibwe community events. Students will identify and access Ojibwemowin resources, including first-language speakers, written texts and audio recordings, to further their ability to self-develop their language skills through the use of creative language and the application of cultural perspectives of the diverse Ojibwe-speaking world. Required texts may provide an historical framework for contemporary dynamics.

## SPECIAL EDUCATION

<b>Course Key</b> For details see page 24					
					
<b>Also Available through AEO</b>	<b>Articulated College Credit</b>	<b>Advanced Placement (AP)</b>	<b>Career and Technical Education (CTE)</b>	<b>College in the Schools (CITS)</b>	<b>Repeatable</b>

\*The courses in this section are only available to students with an Individual Education Plan (IEP). All courses will require approval by the IEP case manager.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>801131 - 801132 Reading/Writing Strategies</u></b> <b>Prerequisite:</b> Approval by IEP manager <b>Grade(s):</b> 9 - 12
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This class is individualized for students who have not passed the MCAs. Students will focus on improving reading and writing skills specific to reading fluency, decoding skills, and reading comprehension, based on IEP goals. This course can be taken multiple times for credit per IEP team decision.

<b>Credits:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>801181-801182 Math Strategies</u></b> <b>Prerequisite:</b> Approval by IEP manager <b>Grades(s):</b> 9 - 12
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This class is individualized for students who have not passed the MCAs. Students will focus on improving skills in addition, subtraction, multiplication, and division of whole numbers, decimals, fractions, and percents. Applied problems, measurements, ratios, proportion, circles, cylinders, probability, statistics, and graphing will also be studied based on IEP goals. This course can be taken multiple times for credit per IEP team decision.

<b>Credits:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>801251- 801252 Self Advocacy</u></b> <b>Prerequisite:</b> Approval by IEP manager <b>Grades(s):</b> 9 - 12
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This class offers students with emotional and/or behavior disorders opportunities to work as a part of a small group in activities related to attitudes and behaviors which will result in the ability to function successfully in school. A willingness to participate in discussion by using appropriate listening and speaking skills and by doing in-class reading and writing activities is required. This course also includes individual conferences regarding progress in all classes and individualized tutoring to assist in the completion of mainstream requirements. It is also designed to extend the skills of students who have been diagnosed as disabled in reading, writing, listening skills, oral expression, or study skills. Its purpose is to assist them in completing and earning required mainstream course credits. Students will be instructed in learning strategies for studying, test taking, and task completion. They will also receive instruction in organizational strategies to increase the probability of success. This course can be taken multiple times for credit per IEP team decision.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>801261- 801262 Transition</u></b> <b>Prerequisite:</b> Approval by IEP manager <b>Grades(s):</b> 9 - 12	
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This course will address the transition needs of students and will focus on the five areas of transition as identified by the student's IEP (i.e. Home Living, Jobs and Job Training; Postsecondary Education and Learning Opportunities; Recreation and Leisure; and Community Participation). Topics will include: career exploration, investigating post-secondary options, study skills, organization skills, social skills, money management, self-advocacy skills, health and safety issues, communication skills, consumer awareness, community participation, and the development of recreation and leisure skills. The coursework will be individualized for each student based on IEP goals. This course can be taken multiple times for credit per IEP team decision.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>801271- 801272 Life Skills</u></b> <b>Prerequisite:</b> Approval by IEP manager <b>Grades(s):</b> 9 - 12	
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In this class, special attention is given to developing student skills in daily living and life skills, vocational skill building, transition planning, and implementation. All areas of study are based on student IEP goals and objectives. Services are delivered through hands-on activities and community based learning. Students develop independent living and personal social skills necessary to manage a home, family and finances. Further, students will develop appropriate levels of independence, self-confidence, and socially acceptable behaviors. Through classroom instruction, hands-on activities and community outings, students study areas of: health, safety, nutrition, meal planning, preparation and clean up, consumer skills, home management skills, personal finances, and community living. Students will also receive career skills and training through curriculum and on-the-job experiences in the school and community.

<b>Credit:</b> .5 per semester <b>Term(s):</b> S1 & S2	<b><u>801281- 801282 Work Experience</u></b> <b>Prerequisite:</b> Approval by IEP manager <b>Grades(s):</b> 9 - 12	
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This course uses community job sites and seminars to teach students employment skills. Students may have a job, or will find a job with help from the work coordinator. The goal of the work experience program is to help students with job seeking and retention skills, through an individual employment plan. Students will learn specific employment skills, such as effectively interacting with co-workers and employers, and advocating for themselves at a work site. They will also develop good work habits and identify personal employment preferences.

## COURSE LISTINGS

### CAREER AND TECHNICAL EDUCATION (CTE) COURSE LISTINGS

<i>Key for Course Listings</i>			
<i>Courses offered at:</i> <b>D Denfeld E East</b> <i>Also Available through AEO</i>	<b>#College in the Schools (CITS) Courses</b>	<b>*Courses are a 2 hour block of time</b>	<b>All Honors CITS and AP courses require commitment agreement.</b>

<p><b><u>Business/Marketing</u></b>      <b><u>Number(s)</u></b></p> <p> Business and Personal Finance i    110000</p> <p>Introduction to Marketing            114100</p> <p>Sports and Entertainment            114200</p> <p>Marketing</p> <p>Business Management,                114300</p> <p>Leadership, Coaching</p> <p>Starting Your Own                      114400</p> <p>Business-Entrepreneurship</p>	<p><b><u>Engineering And Industrial Technology</u></b>      <b><u>Number(s)</u></b></p> <p>Introduction to Engineering Principles    121211</p> <p>Principles of Engineering                121502</p> <p>Sustainable Design                        121600</p> <p>Weldments                                  121610</p> <p>Simulation: Finite Element Analysis      121620</p> <p>Additive Manufacturing                 121630</p> <p>Advanced Engineering Design          121301-121302</p> <p>Advanced Independent Engineering R &amp; D    125000</p> <p>Fab Lab 1                                    121201</p> <p>Fab Lab 2                                    121202</p> <p>Manufacturing Technologies 1            124101</p> <p>Manufacturing Technologies 11         124102</p> <p>Advanced Manufacturing Technologies 111 124100</p> <p>CAD for Architecture 1                    122101</p> <p>CAD for Architecture 11                 122102</p> <p>Advanced Independent Architecture      122110</p> <p>Construction Tech 1 (E)                 171621-171622*</p> <p>Construction Tech 2 (E)                 171721-171222*</p> <p>Construction Tech 3 (E)                 171821-171822*</p> <p>Automotive Basics: Brakes and Engines (D) 171921-171922*</p> <p>Automotive Basics: Transmission and Suspension (D)                                172121-172122*</p> <p>Advanced Automotive                     172231-172232*</p> <p>Robotics                                    172600</p>	<p><b><u>Education</u></b>      <b><u>Number(s)</u></b></p> <p>Child Development/Child                201400</p> <p>Psychology</p> <p>Early Childhood and Education        201521-201522* (D)</p>
<p><b><u>Graphic Arts/Communication Tech</u></b>      <b><u>Number(s)</u></b></p> <p>Graphic Arts/Digital Design 1          102201-102202</p> <p>Graphic Arts/Digital Design 2          102301-102302</p> <p>Graphic Arts/Digital Design 3          102401-102402</p>	<p><b><u>Hospitality And Tourism</u></b>      <b><u>Number(s)</u></b></p> <p>Introduction to Cooking                 160000</p> <p>Level 1 Restaurant Industry            160020*</p> <p>Level 2 Restaurant Industry (D)        161120*</p> <p>Classical Line Cooking (E)             161320*</p> <p>Classical Cooking (E)                  161420*</p> <p>Restaurant Management                 161520</p> <p>Waiter/Waitress                         161620</p>	<p><b><u>Health Science/Medical</u></b>      <b><u>Number(s)</u></b></p> <p>Emergency Medical Responder        151100</p> <p>(CITS) Medical Occupations          151221*#</p> <p>(CITS) Introduction to Nursing        151322*#</p>

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






















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## 2021-2022 COURSE LISTINGS (OVERVIEW)

<i>Key for Course Listings</i>			
<b>Courses offered at:</b> <b>D Denfeld E East</b> <b>Also Available through AEO</b>	<b>#College in the Schools (CITS) Courses</b>	<b>*Courses are a 2-hour block of time</b>	<b>All Honors CITS and AP courses require commitment agreement. It is important to follow your pathway - you can take an honors course one year, then a regular course the next and switch back to an honors course the following year. See your counselor for details.</b>

<b>Art</b>	<b>Numbers</b>	<b>Business/Marketing</b>	<b>Number(s)</b>	<b>Education</b>	<b>Numbers</b>
Art Across Mediums	100000	Business and Personal Finance	110000	Pathways2Teaching; Introduction to	202301-202302
Drawing & Painting 1	101000	Introduction to Marketing	114100	Socially Just Education	
Advanced Drawing & Painting	101100	Sports and Entertainment Marketing	114200	Child Development/Child	201400
Art of Photo & Cinematography 1	101300	Business Management, Leadership, Coaching	114300	Psychology	
Advanced Art of Photo & Cinematography	101400	Starting Your Own		Early Childhood and Education (D)	201521-201522*
Ceramics & Sculpture 1	101600	Business-Entrepreneurship	114400		
Advanced Ceramics & Sculpture	101700				
Stained Glass, Metals & Fiber 1	101900				
Advanced Stained Glass, Metals & Fiber	102000				
<b><u>Engineering And Industrial Technology</u></b>	<b><u>Number(s)</u></b>	<b><u>English</u></b>	<b><u>Number(s)</u></b>	<b><u>General Electives</u></b>	<b><u>Number(s)</u></b>
Introduction to Engineering Principles	121211	English 9	130001-130002	Freshman Seminar	250000
Principles of Engineering	121502	Honors English 9	131001-131002	Yearbook *	251001-251002
Sustainable Design	121600	English 10	131101-131102	Student Government *	251101-251102
Weldments	121610	Honors English 10	131201-131202	Career Development	251200
Simulation: Finite Element Analysis	121620	English 11	131301-131302	Career Development Internship	See AEO catalog for details
Additive Manufacturing	121630	Honors English 11	131401-131402		
Advanced Engineering Design	121301-121302	AP Language & Composition	131501-131502		
Advanced Independent Engineering R & D	125000	AP/(CITS) Literature & Composition	131600#		
Fab Lab 1	121201	Values in Literature	131700		
Fab Lab 2	121202	Drama as Literature	131800		
Manufacturing Technologies 1	124101	Grammar & Composition	131900		
Manufacturing Technologies 11	124102	(CITS) College Composition	132000#		
Advanced Manufacturing Technologies 111	124100	Creative Writing	132100		
CAD for Architecture 1	122101	Interpersonal Communication	132200		
CAD for Architecture 11	122102	Public Speaking	132300		
Advanced Independent Architecture	122110	Journalism	132401-132402		
Construction Tech 1 (E)	171621-171622*				
Construction Tech 2 (E)	171721-171722*				
Construction Tech 3 (E)	171821-171822*				
Automotive Basics: Brakes and Engines (D)	171921-171922*				
Automotive Basics: Transmission and Suspension (D)	172121-172122*				
Advanced Automotive Robotics	172231-172232* 172600				
				<b><u>Graphic Arts/Communication Tech</u></b>	<b><u>Number(s)</u></b>
				Graphic Arts/Digital Design 1	102201-102202
				Graphic Arts/Digital Design 2	102301-102302
				Graphic Arts/Digital Design 3	102401-102402



<p><b>Health</b>   Health  <b>Health Science/Medical</b>  Emergency Medical Responder  (CITS) Medical Occupations  (CITS) Introduction to Nursing</p>	<p><b>Number(s)</b>  140000  <b>Number(s)</b>  151100  151221*#  151322*#</p>	<p><b>Hospitality And Tourism</b>  Introduction to Cooking  Level 1 Restaurant Management  Level 2 Restaurant Management (D)  Classical Line Cooking (E)  Classical Cooking (E)  Restaurant Management (E)  Waiter/Waitress (E)</p>	<p><b>Number(s)</b>  160000  160020*  161120*  161320*  161420*  161520*  161620*</p>	<p><b>Mathematics</b>  Algebra 1 (Elective Credit Only)   Intermediate Algebra  Geometry 9   Geometry  Algebra 2 Concepts   Algebra 2   Probability and Statistics   (CITS) Precalculus   AP (CITS) Calculus</p>	<p><b>Number(s)</b>  180001-180002  181001-181002  181201-181202  181401-181402  181501-181502  181601-181602  181651-181652  181701-181702#  181801-181802#</p>
<p><b>Music</b>  9th Grade Band  Intermediate Band  Advanced Band   Pop, Rock and Hip Hop   Introduction to Guitar   Advanced Guitar  Jazz Ensemble  9th Grade Choir  Intermediate Mixed Choir  Advanced SSA Choir  Show/Jazz Choir  Advanced Concert Choir  Chamber Choir  9th Grade Orchestra  Concert Orchestra  Symphony Orchestra  Chamber Orchestra</p>	<p><b>Number(s)</b>  190001-190002  191001-191002  191101-191102  191203-191204  191210  191220  191301-191302  191451-191452  191601-191602  191701-191702  191801-191802  191901-191902  192001-192002  192101-192102  192201-192202  192301-192302  192401-192402</p>	<p><b>Physical Education</b>   Foundation of Physical Education  Personal Fitness 1  Personal Fitness 2  (CITS) Strength Training  Lifetime Activities and Team Sports  Unified Physical Education</p>	<p><b>Number(s)</b>  210000  211100  211600  211200#  211300  211500</p>	<p><b>Science</b>   Physical Science 9   Biology  Honors Biology  Forestry, Fish &amp; Wildlife (E)  Plant Science (E)  Plant Science - Greenhouse 2 (E)  Plant Science - Greenhouse 1 (E)   Human Anatomy &amp; Physiology  (CITS) Human Anatomy &amp; Phy  Introductory Chemistry   Chemistry  (CITS) Chemistry  Aerospace Physics  Introductory Physics   Physics  (CITS) Physics</p>	<p><b>Number(s)</b>  220001-220002  221101-221102  221901-221902  221420*  221620*  221822*  221720  222301-222302  222401-222402#  222601-222602  222701-222702  222801-222802#  222941-222942  222951-222952  223001-223002  223101-223102#</p>
<p><b>Social Studies</b>   Civics In Global Society   United States History  AP United States History   International Studies   World History  AP World History   American Government and Politics  (CITS) American Government   Economics  (CITS) Economics   Psychology  (CITS) General Psychology   Sociology  (CITS) Sociology  Civil &amp; Criminal Law  (CITS) Civil &amp; Criminal Law/Introduction  To Criminal Justice System</p>	<p><b>Number(s)</b>  230010  231001-231002  231101-231102  231201-231202  231301-231302  231401-231402  231500  231600#  231700  231800#  231900  232000  232100#  232200  232300  232400#</p>	<p><b>Special Education</b>  Reading/Writing Strategies  Math Strategies  Self Advocacy   Transition  Life Skills  Work Experience</p>	<p><b>Number(s)</b>  801131-801132  801181-801182  801251-801252  801261-801262  801271-801272  801281-801282</p>	<p><b>World Languages</b>  German Level 1  German Level 2  German Level 3  German Level 4  (CITS) German Level 5   Spanish Level 1   Spanish Level 2   Spanish Level 3  Spanish Level 4  (CITS) Spanish Level 5  Ojibwemowin Level 1  Ojibwemowin Level 2  Ojibwemowin Level 3</p>	<p><b>Number(s)</b>  240001-240002  241001-241002  241101-241102  241201-241202  241251-241252#  241301-241302  241401-241402  241501-241502  241601-241602  241701-241702#  242301-242302  242401-242402  242501-242502</p>

**COMMITMENT AGREEMENT**  
**HONORS/ADVANCED PLACEMENT (AP) COLLEGE IN THE SCHOOLS (CITS)**  
**COURSE EXPECTATIONS**

Students who elect to take an Honors, AP, or CITS course should exhibit the following qualities and be aware of the following commitments required to complete the course:

1. Evidence of strength in skills relevant to the content area.
2. Commitment to assume personal responsibility for independent and long-term assignments.
3. Commitment to be challenged and to accept the rigorous standards and expectations of the course.
4. Recognition that the additional time commitment required for an Honors, AP, or CITS class may require a student to make time choices with regard to out-of-school activities.
5. Do not register for Honors, AP, or CITS classes with the idea that schedule changes will be made if the class does not work out. A decision to elect to take an Honors, AP, or CITS course is much like a contract that must be honored and not broken. Tutors are available to help students if necessary.

**Course Expectations**

As with all courses receiving credit, Honors, AP, and CITS courses will provide activities that meet state standards. In addition, course activities and assignments will address the following guidelines:

1. Although students will be expected to do more work in terms of homework and concepts covered, the major emphasis will be placed on high-level and rigorous activities, assignments, performance, and assessment.
2. Reading, writing, speaking, listening, and thinking activities will emphasize upper levels of comprehension.
3. Activities will strive for both breadth and depth of learning.
4. All written and oral communication activities will require higher critical thinking/reasoning skills; exhibit linguistic sophistication, and neatness in presentation.
5. The textbook will be supported and enriched through additional related materials and activities.
6. Although short-term assignments may characterize the day-to-day activities of the course, these will be enriched through long-term assignments.
7. Major assessment, such as projects and tests, will require application of concepts as well as recall of information acquired.

**When a student registers for any AP/Honors/CITS, they are agreeing and committing to the following statement:**

**"I understand the student expectations as stated above and agree to make a year long commitment to the course for which I am registering. If I am not able to complete the course as registered for, I understand I will be dropped to a study hall for the remainder of the semester."**

## REGISTRATION WORKSHEET

### 2021-2022 School Year Graduation Requirements: Total Credits 22.5 (Required 15.5, Elective 7.0)

Graduation Year: 2023, 2024, 2025, 2026

Student Name \_\_\_\_\_

When listing courses, please list the course number and name for each semester. Place a .5 credit for each semester. Please check your class graduation requirements on page one in this supplement. This is your list of course requests, your final schedule may differ than the requested courses. *If you choose to register for a College in the School course, we ask that you identify alternative course choices in the event your first option is not available.*

Course No.	Semester Title	Credit
<b>Total Semester Value</b>		

Course No.	Semester Title	Credit
<b>Total Semester Value</b>		

*Please list alternative courses as it is not always possible to schedule your first choices.*

Course No.	Alternate Course Title	Credit

Course No.	Alternate Course Title	Credit