

# **2018-2019 Course Descriptions**

**WASHBURN HIGH SCHOOL  
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Minneapolis, Minnesota 55419**

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## **MISSION STATEMENT**

Through intercultural understanding and respect, Washburn High School's mission is to ensure students' academic and social growth in an environment that fosters active student involvement while nurturing compassionate life-long learners and global citizens. Education at Washburn takes place within integrated/inclusive classrooms where instruction focuses on raising the achievement of all students thereby narrowing the gaps between the highest and lowest performing students and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

## **ACADEMIC PROGRAMS OF STUDY AND COURSE OFFERINGS**

### **ADVANCED PLACEMENT (AP)**

Advanced Placement (AP) classes are college level courses. Like IB courses, they are challenging. The following AP courses are offered at Washburn: AP U.S. History, AP Human Geography, AP Chemistry and AP Statistics. Students may register to take the AP exam in these courses. Also, students who are interested in taking other AP exams may study on their own and register to take the exam at WHS in May. Some North American colleges and universities award college credit for exemplary exam scores (please check with the college for specific requirements).

### **AUTISM**

The Autism program is designed to serve students who have been identified as having autism spectrum disorders. Program components include highly structured, individualized programming, intensive communication and language training, social skills training, utilization of natural environments for instruction, positive behavioral programming, educationally-based sensory activities, as appropriate, and inclusion with mainstream peers and activities when appropriate. Related services including speech/language, occupational therapy, and adaptive physical education are also provided based on individual need.

## **AVID**

**Advancement Via Individual Determination (AVID)** is a college preparatory program for students who are highly motivated to obtain a post-secondary education, but may face obstacles such as being the first in their family to attend college, belonging to an ethnic group traditionally underrepresented in college, and/or coming from low income households. The AVID program consists of key components to prepare students for application to and success in four-year colleges and universities. The components include intensive writing and critical reading practice, development of organization skills, tutorials to practice working and studying in small groups, encouragement and support in taking AP, IB and honors classes, and visits to area colleges.

### **ENGLISH LANGUAGE LEARNERS (ELL)**

Washburn ELL students are all levels of students. The intermediate and advanced students receive services through collaborative instruction courses and/or co-taught or co-planned content classes. ELL teachers plan and teach together with social studies teachers to ensure English Language Development progress. Students may have one ELL class to help strengthen English language skills. Student schedules also depend on their academic needs. The beginning and newcomer students are put into classes that will assist in their language development until they have acquired the language levels to be successful in the intermediate or advanced coursework. The ELL team works with individual students to succeed in their classes and increase academic skills to pass required tests and graduate with a Washburn High School diploma.

### **PROJECT LEAD THE WAY (PLTW)**

PLTW is a national organization that works with schools across the country to prepare a larger and more diverse group of students to be successful in engineering and engineering technology programs. Successful students in these courses have a strong work ethic, enjoy hands-on activities, are inquisitive and not afraid to ask for help. Courses offered at Washburn are Introduction to Engineering Design, Civil Engineering and Architecture, Principles of Engineering, Computer Integrated Manufacturing and Digital Electronics. Students

may earn college credit upon successful completion of the course. Generally, students who take PLTW courses do better in their math and science courses.

<http://www.mnpltw.org/parents-students/college-credit/>

## **WORLD LANGUAGE**

Most 4-year colleges will require at least two years of a single world language (e.g.: Spanish 1 and Spanish 2). Students are strongly encouraged to take at least two years of a single world language, although more are recommended.

## **INTERNATIONAL BACCALAUREATE PROGRAMME (IB)**

**The IB Learner Profile** is the IBO mission statement translated into a set of learning outcomes for the 21st century. The attributes of the profile express the values inherent to the IB continuum of international education. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.

## **IB DIPLOMA PROGRAMME (DP), GRADES 11 & 12**

The IB Diploma Programme is an academically-challenging and balanced college preparatory program of education for success at university and life beyond. The programme is offered to junior and seniors. It has gained recognition and respect from the world's leading universities. The IB Programme has high academic standards, emphasizes "international-mindedness" and allows for both breadth and depth of study in all subject areas. The IB Programme at Washburn is "open access"; that is, all students are encouraged to consider taking one or more IB courses, but they should possess the maturity to think and work consistently at the high degree of sophistication demanded in these classes.

## **THE IB DIPLOMA PROGRAMME CURRICULUM**

Students choosing to pursue the internationally-recognized IB DIPLOMA study six courses at higher level or standard level. They must choose one subject from each of groups 1 to 5, thus

ensuring breadth of experience in languages (English and a second language), History/social studies, the experimental sciences and mathematics. The sixth subject may be a subject chosen from group 6 (IB arts). Alternatively, the students may choose to study a second subject from groups 1 to 5.

In addition, the Diploma Programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

**The extended essay** is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

**Theory of knowledge (TOK)** is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical). See the course description in this curriculum guide.

**Creativity, action, service (CAS)** requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

Washburn students may choose one of two additional pathways that lead to earning the Washburn IB Medallion, or earning an IB Certificate. Details of each pathway are available on the IB portion on the Washburn website. Make sure you meet with your counselor and IB Coordinator if you want to earn your IB Diploma or IB Medallion. Most students in IB courses take the externally-graded IB exam at the end of their junior and/or senior years. Most college and universities award credit and/or advanced standing for exemplary exam scores. You must check with individual colleges for credit requirements.

## **GRADING POLICIES**

### **GRADE POINT AVERAGE (GPA)**

Students receive a letter grade at the end of each 9 week quarter. Washburn does not weight grades, GPA is cumulative and computed quarterly for all courses taken in which a letter

grade is received. Each letter grade is assigned a grade numerical point value; the number of grade points is divided by the number of total grades to determine GPA.

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

### **ACADEMIC HONORS**

Honor Roll is determined by GPA and is posted outside of the school counselors' office. There are some conditions (i.e. too few academic courses, too many ungraded courses, etc.) in which a student may not be eligible to be on the Honor Roll.

- Honor Roll: 3.25-3.74 GPA (posted on a quarterly basis)
- High Honor Roll: 3.75-4.0 GPA (posted on a quarterly basis)
- Academic Letter Winner: 3.75-4.0 GPA for school year (posted in the Fall on annual basis)
- "Honors" designation on the high school diploma: 3.25 cumulative GPA
- "Highest Honors" designation on the high school diploma: 3.75 + cumulative GPA

### **CREDIT/NO CREDIT**

\*Credit /No Credit (Cr/NC) is NOT an option for students in required courses.

\*Elective courses may be taken on a credit/no credit bases with the following conditions:

1. No more than one class may be taken for CR/NC each quarter
2. Student must indicate an intention to do so within the first 3 weeks of the quarter by completing a CR/NC form with their counselor and signed by the teacher
3. The CR/NC policy will be voided if the student exceeds 7 absences in the class. The grade would revert to the letter grade earned.

4. Classes taken on the credit/no credit basis may not be counted toward the NCAA course requirements.

### **CREDIT RECOVERY**

Credit Recovery is available for failed classes; see your counselor for details. Classes are also offered through Minneapolis Online and Minneapolis Summer School. Students should discuss their options with their counselor.

### **GRADUATION REQUIREMENTS**

#### **GRADUATION CRITERIA**

In order to receive a high school diploma, students must meet the following criteria:

- ✓ Earn at least 21.5 credits
- ✓ Of the above mentioned credits, credits must be earned in the following areas:
  - English, 4 credits (16 qtrs.)
  - Social Studies, 3.5 credits (14 qtrs.)
  - Math, 3 credits (12 qtrs.)
  - Science, 3 credits (12 qtrs.) Must include 1 credit of Biology
  - Health, .5 credit (2 qtrs.)
  - Physical Education, .5 credit (2 qtrs.)
  - Fine Arts, 1 credit (4 qtrs.)
- ✓ Complete "My Life Plan"

#### **Starting with the class of 2013, Minneapolis Public School students can meet required state graduation testing by:**

1. Passing the MBST/GRAD tests in Writing, Reading and Math. Students must meet the state determined cut scores on the GRAD to pass the test and meet the graduation requirement. OR
2. Taking the ACT with writing. OR
3. Taking the Accuplacer college placement test with the following components: Sentence Skills; College Math; and Reading Comprehension. OR
4. MPS will accept original, verifiable score reports from the following tests: ASVAB; WorkKeys; and Compass.

Students may participate in the graduation ceremony if they are no more than .75 credits short of the requirements needed for a diploma. However, these students may not receive a diploma until diploma requirements are met as outlined above.

## CREDIT TRANSFER

Credits for students who transfer from another school will be honored if an official transcript is presented from an accredited institution. Juniors and seniors may use credits earned in the Post-Secondary Enrollment Options Program (PSEO) to fulfill credit requirements. Students must earn their final 4<sup>th</sup> quarter senior year credits from Washburn, a Minneapolis Public Schools Contract Alternative School, or PSEO in order to receive a Washburn High School diploma.

## MY LIFE PLAN

My Life Plan (MLP) is a post-secondary (after high school) planning graduation requirement. MLP requires students to explore self, college and career. Each grade level has required milestones that students typically complete through a classroom activity. Activities include personality and interest assessments, career and college research and self-reflection surveys.

## POST SECONDARY ENROLLMENT OPTIONS (PSEO)

The Post-Secondary Enrollment Options Program allows sophomores, juniors and seniors in high school to take courses, full or part-time, at a liberal arts, community college, technical college, a university, or non-profit degree granting trade school for high school credit. The purposes of the program are to promote rigorous educational pursuits and to provide a wider variety of options for students. Courses that are taken through this program count for high school credits as well. The tuition, fees, and required textbooks are at no cost to the student. The grades received from these institutions are averaged into the student's GPA. See your counselor for more information.  
<http://education.state.mn.us/MDE/StuSuc/CollReadi/PSEO/index.html>

## SCHEDULING/ACADEMIC PLANNING

### COURSE REGISTRATION

Course registration takes place January and February when students select their classes for the following school year. Students receive their course request worksheets, participate in a course information day and meet with their teachers to review recommendations. The course request process concludes when

students meet individually with their counselor to review their transcript, discuss their proposed courses, review recommendations and finalize their academic plan. A letter confirming courses selected by students will be mailed home to families May 15, 2018.

## COURSE REQUEST/SCHEDULE CHANGES

It is of utmost importance for students to give thoughtful consideration of their options when registering for classes. Master schedule development and teacher staffing depends on student course selections. It is for this reason that there are limited parameters for which a request for a change in classes will be accepted.

- A. Until June 8th: All requests for changes for any course will be accepted. To make a request, students can email her/his counselor or stop by the counseling office.
- B. August 22<sup>th</sup>- Welcome Back Night: All requests for changes to core classes (English, Math, Social Studies, Science) will be considered only if it involves a change in level (ex. IB or AP course to a non-IB or AP course or vice-versa) and there is a seat available in the new course. No requests for elective changes will be accepted during this time unless the student received a class that he/she *did not sign up for even as an alternate choice*. Requests for changes during this time should be made to the student's counselor through e-mail.
- C. First Week of School: Same as "B" above except that students, (not parents) must make the request **in person** to the counseling office during the class period in which the student wishes to make the change.
- D. One week prior to the end of each quarter: Same as "C" above. In addition, students in year-long electives may make a request for a change at the end of 2<sup>nd</sup> quarter.

**TEACHER AIDE**

Juniors and Seniors in good standing and credit ready with at least a 2.0 GPA are permitted to be teacher aides. Student aides receive a Credit/No Credit grade rather than a letter grade. No more than three (3) teacher aide credits may be counted toward the credits needed for graduation.

**CREDIT ADJUSTMENTS**

In the event that a student enrolls at Washburn in the middle of a term or there has been an administrative move from one class to another, students will only earn a credit that is proportional to the amount of time enrolled in each class. Students who enroll within the last 10 days of the quarter will not be eligible for any credit from Washburn. Students making schedule changes after the first 10 days of the quarter may be subject to credit adjustments also.



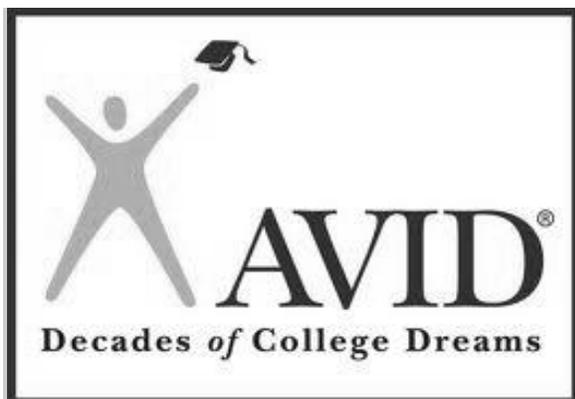
# COURSE DESCRIPTIONS

## 2018-2019 ACADEMIC OFFERINGS

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### AVID

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**AVID (Advancement via Individual Determination) 00011/00012/00013/00014**

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Elective credit

Year

Grades 9, 10, 11 & 12

Prerequisite: Annual Application & Interview; preference is given to those students who are already in AVID. Enrollment in AVID requires an application, interview and contract based on the Washburn AVID Commitment Statement: You voluntarily choose to participate in AVID because you are planning to attend a four-year college, and you acknowledge the need to develop and strengthen study skills and/or grades, and you are motivated to take the necessary steps in your academic life that will help you succeed in the future.

**Course Description:** AVID (Advancement Via Individual Determination) is an elective course offered in all grades, and provides students with an intensive preparation for higher education by developing the writing, inquiry, collaboration, organization, and reading skills necessary for them to succeed after high school. As a result of participating in this course, students will be able to build critical thinking and literacy skills as well as strategic reading and writing skills necessary

for success in the classroom, standardized assessments and the workforce.

**Instructional Methods/Assessments:** The AVID curriculum uses research-based methods that focus on writing, inquiry, collaboration, organization and reading (WICOR). Students also learn strategies in note taking, reflection, and goal setting to enhance skills and access curriculum in preparation for college. Students participate in a group tutoring process, go on field trips (including college visits), test prep, team building, service learning and research.

**Recommended Background for Success:** AVID is for students who have the *Individual Determination*, the desire to go to college, and the willingness to work hard. These are students who are capable of completing rigorous curriculum, but who are falling short of their potential. AVID students are good role models and support one-another in becoming better students. The average homework requirement for AVID is about one hour per week, since the expectation is for AVID students to complete ALL the homework for ALL their other courses.

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# Career and Tech Ed

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**All courses are offered for elective credit  
(certain combinations of PLTW courses may  
be used for art credit)**



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## INTRODUCTION TO ENGINEERING DESIGN (IED) PLTW 95406

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Year - College credit.  
Grade 9-12  
Prerequisite: None

**Course Description:** This course is an introductory course, which develops student problem solving skills, with emphasis placed upon the concept of developing a 3D model or solid rendering of an object. Students focus on the application of visualization processes and tools provided by modern, state-of-the-art computer hardware and software, and Inventor. This modern computer-based process replaces the traditional hand drawing method. This course will emphasize the design development process of a product, and how a model of that product is produced, analyzed, and evaluated, using a Computer Aided Design System.

Various design applications will be explored with discussion of possible career opportunities.

**Instructional Methods/Assessments:** Include lectures, class discussion, and lab work (both real and simulated), courses are founded on STEM (Science, Technology, Engineering, and Mathematics) and students will apply the design process to document each learning activity. Classes are 2/3 activities and group work with online curriculum. Quizzes, reports and projects (95%), final (5%.)

**Recommended Background for Success:** Interest in engineering, manufacturing and basic design processes. Students may earn college credit upon successful completion of the course.

Generally, students who take PLTW courses do better in their math and science courses.

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## PRINCIPLES OF ENGINEERING (POE) PLTW 95416

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Year - College credit.  
Grade 10-12  
Prerequisite: Intro to Engineering Design

**Course Description:** The course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. This course also includes concerns about social and political consequences of technological change.

**Instructional Methods/Assessments:** Include lectures, class discussion, and lab work (both real and simulated), courses are founded on STEM (Science, Technology, Engineering, and Mathematics) and students will apply the design process to document each learning activity. Classes are 2/3 activities and group work with online curriculum. Quizzes, reports and projects (95%), final (5%.)

**Recommended Background for Success:** Interest in engineering, manufacturing and basic design processes. Students may earn college credit upon successful completion of the course. Generally, students who take PLTW courses do better in their math and science courses.

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## CIVIL ENGINEERING & ARCHITECTURE (CEA) PLTW 95506

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Year - College credit.  
Grade 10-12  
Prerequisite: Intro to Engineering Design

**Course Description:** The major focus of this course is a long-term project that involves the development of a local property site. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of this property. This course provides freedom to the teacher and students to develop the property as a simulation or to students to model the real-world experiences that civil engineers and architects experience when developing property. In addition, students will use 3D design software called Rivet to help them design solutions to solve their major course project. Students will

learn about documenting their projects, solving problems, and communicating their solutions to their peers and members of the professional community of Civil Engineering and Architecture.

**Instructional Methods/Assessments:** Include lectures, class discussion, and lab work (both real and simulated), courses are founded on STEM (Science, Technology, Engineering, and Mathematics) and students will apply the design process to document each learning activity. Classes are 2/3 activities and group work with online curriculum. Quizzes, reports and projects (95%), final (5%.)

**Recommended Background for Success:** Interest in engineering, manufacturing and basic design processes. Students may earn college credit upon successful completion of the course. Generally, students who take PLTW courses do better in their math and science courses.

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**DIGITAL ELECTRONICS (DE) PLTW 95426**

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Year - College credit.

Grade 11-12

Prerequisite: Intro to Engineering & Principles of Engineering

**Course Description:** Digital Electronics is a course of study in applied digital logic. Students will study the application of electronic logic circuits and devices and the use of Boolean logic to support solutions to these applications. These applications are found in the smart circuits of calculators, computers, medical devices and digital electronics to name a few. The use of smart circuits is present in virtually all aspects of our lives making Digital Electronics and important course of study for a student exploring a career in engineering/engineering technologies.

**Instructional Methods/Assessments:** Include lectures, class discussion, and lab work (both real and simulated), courses are founded on STEM (Science, Technology, Engineering, and Mathematics) and students will apply the design process to document each learning activity. Classes are 1/3 activities and group work with online curriculum. Quizzes, reports and projects (95%), final (5%.)

**Recommended Background for Success:** Interest in engineering, manufacturing and basic design processes. Students may earn college credit upon successful completion of the course. Generally, students who take PLTW courses do better in their math and science courses.

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**COMPUTER INTEGRATED  
MANUFACTURING (CIM) PLTW 95516**

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Year - College credit.

Grade 11-12

Prerequisite: Prerequisite: Intro to Engineering & Principles of Engineering

**Course Description:** The purpose of this course is to expose students to the fundamentals of computerized manufacturing technology. The course is built around several key concepts - computer modeling, CNC equipment, CAM software, robotics and flexible manufacturing systems. The integrated application of these concepts with skills learned in the Introduction to Engineering Design course will give students a solid foundation into the core of how Engineering Design and Manufacturing processes link together to design, redesign, find solutions for a design problem or produce a product.

**Instructional Methods/Assessments:** Include lectures, class discussion, and lab work (both real and simulated), courses are founded on STEM (Science, Technology, Engineering, and Mathematics) and students will apply the design process to document each learning activity. Classes are 2/3 activities and group work with online curriculum. Quizzes, reports and projects (95%), final (5%.)

**Recommended Background for Success:** Interest in engineering, manufacturing and basic design processes. Students may earn college credit upon successful completion of the course. Generally, students who take PLTW courses do better in their math and science courses.

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**ROBOTICS 91639**

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Semester

Grade 9-12

Prerequisite: None

**Course Description:** Robotics is an introduction to industrial design and problem solving focusing on robots to solve industrial problems. Students will learn basic electronic control and some elements of advanced programming logic. This course also includes more time for several student explorations in mechanics. Students should be actively engaged in inquiry-based lessons that teach lessons on mechanical advantage, measurement, ratios and proportions. Students will be involved an open-ended challenge where

they will get practice with problem solving, teamwork, and project management.

**Instructional Methods/Assessments:** Classes are 90 percent group activities. One third is self-paced online instruction with the remaining time in open-ended problem solving. Quizzes, reports and projects (95%), final (5%).

**Recommended Background for Success:** Students must want to solve problems that there is more than one correct answer.

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**DIGITAL PHOTOGRAPHY 1** **92606**

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Art credit  
Semester Grades 9-12  
Pre-requisite: None.

**Course Description:** This course introduces students to digital photography. The advantages of digital photography will be explored along with camera features, lighting, composition, on-location and studio shooting, useful photo accessories, computer requirements, cataloging and managing images. In Digital Photography 1, the students concentrate on the camera and capturing the image. The student will be introduced to Adobe Photoshop, which will be used as an editing program. This is a hands-on course where the students will develop a project using the knowledge gained in class.

**Instructional Methods/Assessments:** Grades will be based on the following criteria: quizzes, critiques, reports, projects (70%), participation, notes/portfolio on student website (30%).

**Recommended Background for Success:** A willingness to work productively individually and in a group, experience with digital media.

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**DIGITAL PHOTOGRAPHY 2** **92616**

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Art credit  
Semester Grades 9-12  
Pre-requisite: Intro to Digital Media, Photo 1, Yearbook, or other photography experience.

**Course Description:** This course is a continuation of Digital Photography 1. Topics include editing and printing using Adobe Photoshop, panoramas, metering modes, focal points, lighting, composition, styles and subjects; photo manipulation, changing tones and pixels, scanning, the digital darkroom, and other technologies used in digital photography. As a final project students will present their best work using a slide show and printed media.

**Instructional Methods/Assessments:** Grades will be based on the following criteria: quizzes,

critiques, reports, projects (70%), participation, notes/portfolio on student website (30%).

**Recommended Background for Success:** A willingness to work productively individually and in a group, experience with digital media.

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**DESIGN THEORY** **92116**

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Art credit  
Semester  
Grades 9-12  
Pre-requisite: None

**Course Description:** This course will provide an overview of the graphic design process with a focus on learning to identify and apply design elements and principles to visual communication projects. Students will be introduced to the current Adobe Creative Suite. The basic design skills of creating vector-based illustrations, composing pages and using type will be addressed. Students will employ the design process in their hands on projects, working from thumbnail to finished work.

**Instructional Methods/Assessments:** Grades will be based on the following criteria: quizzes, critiques, reports, projects (70%), participation, notes/portfolio on student website (30%).

**Recommended Background for Success:** A willingness to work productively individually and in a group.

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**CAREER READINESS SEMINAR** **99201**

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Semester  
Grades 9-12  
Prerequisite: Required course for students participating in CBVT Curriculum Based Vocational Training or OJT On the Job Training Program

**Course Description:** This course is for 9th through 12th grade students who are, or will be, participating in the 99202 Career Experience/Internship or 99204 IB CP Personal and Professional Skills. The Seminar will provide the students with opportunities to meet and discuss common job-related experiences, cover health and safety issues, on the job employer-employee relations, as well as gain insights into the culture and environment of work, thereby understanding the "All Aspects of Industry" and reinforce the connections between classroom content and work-related learning.

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**CAREER EXPERIENCE INTERNSHIP (Not offered 2019) 99202**

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Semester  
Grades 11-12  
Prerequisite: Career Readiness Seminar

**Course Description:** This is a structured program whereby students in the 11th and 12th grade receive school-site occupational instruction and related work site experience for application in that instruction. Students will have the chance to extend the classroom into a workplace setting, combining classroom activities with actual work experience. The overall purpose is to provide students the opportunity to connect what they learn in school with work site application to enable a smooth transition into the workforce or postsecondary education upon high school graduation. The course provides opportunities to meet and discuss common job-related experiences, cover health and safety issues, on the job employer-employee and relations.

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**INTRODUCTION TO TECHNOLOGY 91000**

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Semester  
Grade 9-12  
Prerequisite: None

**Course Description:** This course provides both content and experiences which address the nature of technology, technology and society, relationships of technology with other content areas, and design concepts. Different technologies provide exciting contexts and content which comment the world with what is being studied. Students will address crucial issues, current and future problems and learn about the opportunities associated with technology. They will study technology in relationship to the natural world and technologies rapid and sometimes unexpected consequences. Students will gain a better understanding of how technology is developed, used, controlled and assessed through hands-on activities and projects. Students will produce written and graphic images using traditional and digital media tools.

**Instructional Methods/Assessments:**  
**Recommended Background for Success:**

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**DIGITAL MEDIA SURVEY 92106**

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Art credit  
Semester  
Grade 9-12

Prerequisite: None

**Course Description:** This class introduces the student to the field of computer graphics. Students will be introduced to the four most widely used computer graphics programs. They will learn about elements and principles of design, electronic color theory, electronic storyboarding, vector and raster graphics, electronic illustration, file types and formats, digital imaging and digital printing. Students will explore the softwares **Adobe Photoshop, Adobe Illustrator, Adobe InDesign, and QuarkXPress**. While using these softwares, students will gain an understanding of how each application is different and yet similar.

**Instructional Methods/Assessments:**  
**Recommended Background for Success:**

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## English

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*All courses are a year in length except where noted and offered for English credit.*

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**ENGLISH 9 01001**

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Grade 9  
Prerequisite: None

**Course Description:** English 9 curriculum follows MPS Focused Instruction (FI) and is designed to engage students in high-level reading and writing activities. Students will explore literature and informational texts from multiple cultures and traditions and apply learned techniques to their writing in a variety of genres and styles.

**Anchor Texts:**

- The Absolutely True Diary of a PartTime Indian, Sherman Alexie
- Of Mice and Men, John Steinbeck
- Romeo and Juliet, William Shakespeare
- Persepolis, Marjane Satrapi

**Learning Outcomes:** Students will be able to read and critically analyze varied texts and increase their understanding through collaborative discussion with their peers. Students will be able to write effectively in different styles for varied purposes and audiences.

**Instructional Methods/Assessments:** In this course, students will develop their writing skills as they work through the writing process (outlines, rough drafts, and peer editing). Major written assessments include an expository essay, a comparative response to literature, a

multi-genre project, and a dramatic monologue. Students will also participate in shared inquiry discussion and Socratic seminars.

**Recommended Background for Success:**

Students should arrive with a foundation in writing, reading, and discussion. Additionally, students must have an open mind and sense of curiosity as they encounter new perspectives within the assigned texts as well as the classroom environment itself.

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**HONORS ENGLISH 9**

**01001H**

Grade 9

Prerequisite: None

**Course Description:** (\*Underlined text notes difference from English 9)\*.

By requiring additional texts, Honors English 9 curriculum extends beyond MPS Focused Instruction (FI). The course engages students in deep exploration of literature and nonfiction in its many forms and genres and from authors of diverse backgrounds. Assessments include oral and written analyses and commentaries on the works read as well as informational and creative writing. Students are expected to complete almost all reading and much of the writing outside of class (anticipate 75-100 pages of reading and/or a weekly essay). The course is designed to prepare students for advanced classes.

**Texts/Curricular Materials:** Honors English 9 focuses on reading both fiction and non-fiction, analysis, and creative and expository writing. Anchor texts from FI will be studied, in addition to a rich selection of supplemental reading. This course offers a blend of classic and contemporary works from authors of diverse backgrounds. Authors may include John Steinbeck, Larry Watson, Sherman Alexie, William Shakespeare, Stephen Chbosky, Marjan Satrapi, Michelle Alexander, W.E.B. DuBois, J.R.R. Tolkien and others.

**Learning Outcomes:** Through this course, students will practice thinking deeply and richly about both fiction and non-fiction. Honors English 9 places a heavy emphasis on a variety of writing skills, including personal narrative, compare-contrast, informational writing, literary analysis and several different creative pieces. Students in Honors 9 will also study and practice effective speaking and debate skills. Students should expect a rigorous, challenging, active experience in the course.

**Instructional Methods/Assessments:**

This course requires students to read, appreciate, discuss and interpret texts over the course of the academic year. In addition, students will keep a weekly writing journal and complete two formal writing projects per quarter, using standard conventions of English and MLA format. Students must come to class prepared to discuss and analyze. Grading in Honors 9 will be based primarily on summative assessments.

**Recommended Background for Success:**

This course requires significant time and dedication. The successful student should consider the following: interest in writing and reading, desire for challenge, consistently above average grades in Language Arts, ability to work independently, and a public library card for access to extra reading materials.

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**ENGLISH 10**

**01002**

Grade 10

Prerequisite: English 9

**Course Description:**

In this course, students will explore issues and gain knowledge through deep reading and critical analysis of contemporary and classical literature. They will develop and expand their reading comprehension strategies as well as their writing, language, and research skills.

Students will also discuss and analyze the relationships between and among the elements of literature.

**Learning Outcomes:**

Students will work to reach and exceed specific learning targets based on the Minnesota State Standards, the International Baccalaureate Middle Years Program and the requirements for the MCA Writing test. The goal of this course is to support students in becoming more critical readers and thinkers, capable of effectively expressing their unique opinions by using evidence, purposeful language, and well-crafted writing. Through this course, students will be prepared for success in all of the options available to them in 11<sup>th</sup> grade including the International Baccalaureate Diploma Programme.

**Anchor Texts:**

- *The Things They Carried*, Tim O'Brien
- *1984*, George Orwell
- *Macbeth*, William Shakespeare
- *Night*, Elie Wiesel

**Instructional Methods/Assessments**

This is a rigorous course with an emphasis on critical thinking, careful reading, the writing process, and shared inquiry discussion.

Students should be prepared to question, journal about new ideas, teach each other, and avoid simple regurgitation of information. Weekly activities include mechanic practice, writer's workshop, and discussions. Additionally, students will complete several summative assessments including literary analysis papers, a persuasive speech, and a research paper.

**Recommended Background for Success**

In addition to completing English 9, students should enter this course with an open mind and a desire to improve as a learner. Further, students should have experience in classroom discussion and the writing process.

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**AP ENGLISH LITERATURE & COMPOSITION**  
**01416**

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Grade 10

Prerequisite: English 9

**Course Description:** The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

**Texts/Curricular Materials:** The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Texts and other literary pieces will include the anchor texts use in the Focused Instruction-based English 10 and texts from 16th- to 21st-century American and British literature, along with other literature written in or translated to English. A list of works from authors selected from a representative list cited by the College Board will be provided to all enrolled students.

**Learning Outcomes:** Through this course, students will be able to read complex imaginative literature appropriate for college-level study; write interpretations of a piece literature based on textual details, considering literary elements and conventions and compose

several form; and compose in several forms (e.g., narrative, expository, analytical and argumentative essays) based on students' analysis of literary texts.

**Instructional Methods/Assessments:** This course requires students to read, appreciate, and interpret texts over the course of the academic year and take the three-hour long AP Literature and Composition Exam which employs multiple choice questions and free-response prompts to test students' skill in literary analysis of passages from prose and poetry texts. Students will also write an analysis essay that examines a specific concept, issue or element in a work of literary merit selected by the student.

**Recommended Background for Success:**

Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing. Students should have experience writing critical analysis essays about literary texts as well as discussing the themes and stylistic choices of literature within a group setting. Further, students should have organizational skills to accommodate daily reading (about 25 to 50 or more pages) and/or writing assignments.

**For further information, go to:**

[http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/2124.htm](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2124.htm)

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**CREATIVE WRITING** **01104**

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Meets writing graduation requirement

Semester

Grade 11-12

Prerequisite: English 9/Honors English 9, English 10/AP Literature and Composition

**Course Description:** Creative Writing is a semester long, writing intensive course. Students will study writing devices and literary terms through writing and reading.

**Anchor texts**

- *Plot*, Ansen Dibell
- Selected poems from *Modern American Poetry*
- Selected short-stories from a variety of authors

**Learning Outcomes**

Students will study and improve their skills in grammar/mechanics. Students will write short-narratives that are both fiction and non-fiction for the purpose of publication. Additionally, students will exit the course with a deeper understanding of the craft of writing, an

understanding that will enhance their ability to read texts more critically.

**Instructional Methods/Assessments:**

Lectures, large and small group discussions and shared inquiry will be used regularly. Silent, sustained writing occurs weekly. Outside course reading, one to two hours per week, will occur weekly. Writers' workshops occur three to four times per quarter. Students will be assessed on three to four primary writings per quarter and their ability to demonstrate knowledge of the writing devices discussed in our readings and lectures. Students will be assessed on homework, quizzes, quarterly portfolios, reading quizzes, class participation, and Miller PRIDE.

**Recommended Background for Success:**

Students taking Creative Writing must keep up with their reading assignments and writing assignments. Deadlines are set with the best interest of the instructor and class in mind. Students must be respectful of deadlines. You will need to demonstrate perseverance as a writer and openness to others. Your work is written to be published. Your work is written to be read by others.

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**DRAMATIC LITERATURE 010614**

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Meets reading graduation requirement  
Semester  
Grade 11-12

Prerequisite: English 9/Honors English 9,  
English 10/AP Literature and Composition

**Course Description:** Dramatic Literature is a semester long, literary analysis course. It focuses on dramatic lit, literature written to be performed. It partners with Creative Writing in the sense prior knowledge from Creative Writing will be used in making analytical claims about the dramas we read. The course will include historical information about the evolution of theatre throughout time and through various cultures. Students will be required to attend theatre performances beyond the school day.

**Anchor Texts**

- *Ma Rainey's Black Bottom*, August Wilson
- *The Glass Menagerie*, Tennessee Williams
- *The Importance of Being Earnest*, Oscar Wilde
- *Fences*, August Wilson

- Further readings include text from Sophocles, Aeschylus, Shakespeare and others.

**Learning Outcomes**

Students will develop an understanding of the context of the dramatic literature in terms of its historical, social, and cultural implications at the time of production and reception. Further, students will continue to deepen their knowledge of literary devices and techniques, especially those used in dramatic literature.

**Instructional Methods/Assessments:**

Lectures, large and small group discussions and shared inquiry will be used regularly. Silent, sustained writing occurs weekly. Outside course reading, one to two hours per week, will occur weekly. Writers' workshops occur three to four times per quarter. Students will be assessed on three to four primary writings per quarter and their ability to demonstrate knowledge of the writing devices discussed in our readings and lectures. Students will be assessed on homework, quizzes, quarterly portfolios, reading quizzes, class participation, and Miller PRIDE.

**Recommended Background for Success:**

Students taking Creative Writing must keep up with their reading assignments and writing assignments. Deadlines are set with the best interest of the instructor and class in mind. Students must be respectful of deadlines. We will be reading plays and poetry extensively. No whining about text is acceptable. You will need to be open to and available to attending live dramatic performances.

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**CONTEMPORARY LITERATURE 01062**

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Meets reading graduation requirement  
Semester  
Grade 11-12

Prerequisite: English 9/Honors English 9,  
English 10/AP Literature and Composition

**Course Description:** Contemporary Literature is a semester long course that explores literature informed by contemporary life and culture through literature written in the last 75 years. In this course, students will read literature from multiple cultures, nations, and viewpoints. Students will respond to literature through small group and whole class discussion and a variety of course writings. This course is open to 11<sup>th</sup> and 12<sup>th</sup> graders.

**Anchor Texts:**

- *How to Read Literature Like a Professor*, Thomas C. Foster
- Literature circle novel - selected by group
- Teacher selected novel
- Student's free choice novel or non-fiction text

**Learning Outcomes:**

Students will formulate an understanding of literature as art and develop their palates as readers through the exploration of contemporary literature.

**Instructional Methods/Assessments:**

Students will develop and refine their critical reading and writing skills as they participate in literature circle and shared inquiry discussions. Additionally, they will compose a reading response paper and a "refining your palate" reflection paper. Students will consider the role of the critic as they develop and create a unique contemporary criticism project.

**Recommended Background for Success:**

Students will develop an understanding of the context of the contemporary literature in terms of its historical, social, and cultural implications at the time of production and reception. Further, students will continue to deepen their knowledge of literary devices and techniques. This is a reading intensive course, so be prepared to read approximately 50 pages a week.

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**COLLEGE PREP WRITING 01991**

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Meets writing graduation requirement  
Semester  
Grade 11-12  
Prerequisite: English 9/Honors English 9,  
English 10/AP Literature and Composition

**Course Description:** College Prep Writing is a writing intensive course that prepares students for the challenges of college-level writing. Students should expect to learn how to use a research database and how to cite sources in both the MLA and APA styles common to most college courses. Students will work on research writing, professional writing, and writing for the humanities. College application essays will also be discussed and practiced. This course is open to 11<sup>th</sup> and 12<sup>th</sup> graders.

**Anchor Texts:**

- *Write for College*
- *Write Source*

**Learning Outcomes:**

Students will produce an effective college application essay and be prepared to manage the challenges of college writing.

**Instructional Methods/Assessments:**

In this course, students will develop, edit, and refine a college application essay. Further, students will build their confidence in producing MLA style writing and MLA works cited pages. Additional summative writing assessments include a Creative Narrative and Reflection Paper and a Cultural Criticism Research Paper.

**Recommended Background for Success:**

Students taking College Writing must keep up with their reading assignments and writing assignments. Deadlines are set with the best interest of the instructor and class in mind. Students must be respectful of deadlines. You will need to demonstrate perseverance as a writer and openness to others.

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**AFRICAN AMER LIT (BLACK VOICES) 010641**

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Meets reading & writing graduation requirement  
Semester  
Grade 11-12  
Prerequisites: English 9/Honors English 9,  
English 10/AP Literature and Composition

**Course Description:** Black Voices is a survey of African American literature, film, and music. Examine the lives that brought us from a rich oral tradition to the poetry, novels, and rap of today. See the results of the Harlem Renaissance and the Civil Rights Movement in contemporary films of black artists. Look at the changes in America as represented in her Black Voices.

**Learning Outcomes:** Students will develop a deeper understanding of the significance of African American writing and art within American society and culture. Further, students will analyze how an artist's choices impact the overall message audiences receive. Students will learn how to critique, reflect, inform, and entertain through formal and creative writing, media production, spoken word performance, and oral presentations.

**Methods and Assessments:** In this course, students will critically read, analyze, write, and discuss a range of texts including film, music, and media. Assessments will include critical writing and reflection essays, student produced media projects, spoken word and oral presentations, and participation in class discussions.

**Recommended Background For Success:**

This course is for 11th and 12th grade students who are interested in exploring the literary and artistic creations of American black culture.

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**MASS MEDIA****01999**

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Semester

Grade 11-12

Prerequisite: None

**Course Description:** This course presents a variety of texts as media to be studied and analyzed. These media include written texts such as newspaper articles and tweets, as well as non-written media as advertisements, films, television shows, Youtube videos, songs, etc. The course will start with an historical perspective of mass media and transition into an examination of journalism as mass media, as it was last century and as it is now. The course may include other units such as 1.) a unit focusing on "fake news" at how the producers of fake news manipulate their audience, 2.) a unit on visual design and advertising and how race and gender are represented in advertising, 3.) a unit on camera and film techniques and how they are used to tell a story. The curriculum will be flexible enough to allow students to introduce media that they encounter in their lives and to ask the class to examine these media through the lens of mass media production. Finally, students will produce or perform their own media as a final project incorporating what they have learned in the class.

**Instructional Methods/Assessments:** The classwork will revolve around developing the tools students need to analyze various media: What are the key elements of photography or advertising? What are the most common camera techniques used to film movies? The preliminary analysis of media will done through whole-class discussions and Socratic seminars. Summative assessments will short 1-2 page analytical essays. There will be at least one summative assessment that will ask the students to create their own media product.

**Recommended Background for Success:**

This course asks students to use their curiosity to observe the world around them and to use their analytical minds to interpret the meaning of that world. A successful student will start seeing that anything can be a text to be studied, and that knowledge can be gained from a wide variety of experiences and sources. The content of the course might favor students with visually-oriented learning styles and skills, and those

who can actively engage in classroom discussions.

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**IB HL LANGUAGE & LITERATURE Year 1 & 2****013031/013032**

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2 Year course

Grade 11-12

Prerequisite: English 10/AP Lit &amp; Comp

**Course Description:** Language & Literature is a two-year International Baccalaureate course in which students study a variety of text types (film, essays, novels, poems) to better understand the purpose of language and its power. In addition to current media, students will explore the following

**Anchor Texts:**

- *Their Eyes Were Watching God*, Zora Neale Hurston

Selected poetry of Langston Hughes

*Zeitoun*, Dave Eggers

*The Stranger*, Albert Camus

*The Handmaid's Tale*, Margaret Atwood

*The Great Gatsby*, F. Scott Fitzgerald

*How The Garcia Girls Lost Their Accents*, Julia Alvarez

*Hemingway's Short Stories*, Ernest Hemingway

**Learning Outcomes:**

Through this course, students will learn to think critically, synthesize knowledge, and make interdisciplinary connections. Students will make inferences and provide support for their claims. They will analyze how audience, context, and purpose affect the structure, content, and interpretation of texts. Further, students will understand the way mass media uses language and images to inform, persuade, or entertain.

**Instructional Methods/Assessments:**

Students will participate in the writing process, student led discussions, media analysis of texts, media production including blogging, building videos, and websites and analyzing texts' purpose, audience, bias, and context. The major IB assessments include literary analysis essays, creative writing, collaborative presentation on topics related to texts, and individual oral commentaries.

**Recommended Background for Success:**

Students should be able to work independently and collaboratively. They must be willing to take risks and accept and incorporate constructive feedback. **Students must be comfortable with public speaking and/or willing to practice this skill.** This course moves quickly; when a text is assigned, students are expected

to read 70-100 pages a week. **Major written assignments will require time outside of class to be completed.**

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**WRITING FOR SOCIAL JUSTICE** xxxxx

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Elective  
Semester  
Grade 9-12  
Prerequisite: None

**Course Description:** Writing for social justice is a process that we use to critique society, the world, and our own personal histories; it affirms life and struggle. Community creates trust, which allows us to be vulnerable. We become vulnerable so that we can become empowered. When we become empowered, we begin to develop actionable plans for our lives. Writing for social justice gives both students and teachers a mindful purpose to our work. We want our students to have a safe space in which they question. A social justice framework allows students to develop a voice and to become creators of knowledge. We want our students to be able to use language as a way to build confidence and strengthen communication. We must honor their efforts and willingness to engage. Why do we write for social justice? We write because we believe it will matter. We believe another world is possible and that our writing can help create it. We believe in reading outside of our worlds to engage in conversations with the worlds of others. We write to access our own power. We write to help others access their power.

**Instructional Methods/Assessments:**

Students should arrive with a foundation in writing, reading, and discussion. Additionally, students must have an open mind and sense of curiosity as they encounter new perspectives within the assigned texts as well as the classroom environment itself.

**Recommended Background for Success:**

The successful student should consider the following: interest in writing and reading, desire for challenge, consistently above average grades in Language Arts, ability to work independently, and a public library card for access to extra reading materials.

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# Fine Arts

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## Music

**All courses are offered for art credit**  
**All courses are a year in length, except as otherwise noted**

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**CONCERT BAND** 06222

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Grade 9-12  
Prerequisite: At least 2 years prior participation in Band.  
Lab Fee: School instrument rental suggested fee \$35/yr (if needed) \$10/yr fee for percussionists.

**Course Description:** 9<sup>th</sup> grade Students with Concert Band playing experience are eligible for this course. A wide variety of styles of band literature and a medium to medium advanced level of difficulty of music are used to develop individual and group performance skills. The fundamentals of basic musicianship will be emphasized. All band members are encouraged to be involved in some form of lesson experience to develop personal music understanding, appreciation, playing techniques, and musicianship. Emphasis is placed on a high level of proper breathing, tone quality, intonation, articulation, development of range, music reading skills, etc. Students participating must be available for public performances, and occasional after school rehearsals, and are expected to practice their instruments at home. Opportunities are available for solo and ensemble experiences through the year. The Concert Band performs throughout the year for Concerts and Athletic events, and has a local tour every year with an out of state performance tour every other year.

**Instructional Methods/Assessments:** A high level of instrumental technique will be taught through scales and exercises, and is used in selected literature, appropriate for the group. Students will be assessed through daily performance, playing tests, and other coursework. Assessments include written and

playing tests and concert participation.

**Recommended Background for Success:**

Students need instrumental skills at the 8th grade level and knowledge of appropriate playing technique of their individual instrument. Students must have the ability to demonstrate basic rhythm and skills, with the ability to play independently. Students should be on time, be respectful, always strive for their best achievement, be prepared for rehearsals through practicing, and always be musical.

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**BEGINNING ORCHESTRA/STRINGS 06211**

Grade 9-12

Prerequisite: 2 years orchestra experience

Lab Fee: School instrument rental suggested fee \$35/yr (if needed)

**Course Description:** The WHS Concert Orchestra is open to all students in grades 9 – 12 who play violin, viola, cello or the double bass. Throughout the year, students will study a variety of repertoire covering several different musical styles. The fundamentals of basic musicianship will be emphasized. Additionally, students will continue to improve previously acquired skills such as position shifting, vibrato, note-reading and musical interpretation, ear training skills, music theory, and appropriate rehearsal/performance disciplines will be taught and maintained within the group. Students participating must be available for public performances, solo and ensemble adjudicated events, and occasional after school rehearsals. The Orchestra performs throughout the year for concerts and has a local tour every year with an out of state performance tour every other year.

**Instructional Methods/Assessments:** Strong technique will be taught through scales and exercises. Assessments are used in selected literature appropriate for the level of the group. Students will be assessed through daily performance, playing tests, and other coursework. Assessments include written and playing tests and concert participation.

**Recommended Background for Success:**

Students should have instrumental skills at the 8th grade level and knowledge of appropriate playing technique of their individual instrument. Students should be on time, be respectful, always strive for their best achievement, be prepared for rehearsals through practicing, and always be musical.

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**ADVANCED (Chamber) ORCHESTRA  
06213**

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Grade 9-12

Prerequisite: Previous Orchestra experience. Chamber orchestra requires an Audition for placement.

Lab Fee: School instrument rental suggested fee \$35/yr (If needed)

**Course Description:** The WHS Orchestra Program is open to all students in grades 9 – 12 who play violin, viola, cello or the double bass. Proper technique, ear training skills, music theory, and appropriate rehearsal/performance disciplines will be taught and maintained within the group. Students participating must be available for public performances, solo and ensemble adjudicated events, and occasional after school rehearsals.

Chamber Orchestra is (By Audition only). Our group is for students with 4 or more years of playing experience, grades 10-12. 9th grade applicants are by Audition/Recommendation from the director. Students enrolled are expected to improve their individual performance skills and musicianship. Performances and concerts, and festivals are highlighted throughout the year.

Emphasis is placed on a high level of techniques and musicianship. Preparation for the State Spring Solo and Small Ensemble Contest will be an integral part to the whole student musician within the ensemble.

**Instructional Methods/Assessments:** A superior level of technique will be taught through scales and exercises. Assessments used in selected literature appropriate for the level of the group. Students will be assessed through daily, and scheduled performance, playing tests, and other coursework. Assessments include written, playing tests and concert participation.

**Recommended Background for Success:**

Students should have instrumental skills at the 9th grade level and knowledge of appropriate playing technique of their individual instrument. Students should demonstrate the highest level of performance practices, be on time, be respectful, always strive for their best achievement, be prepared for rehearsals through practicing, and always be musical.

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**JAZZ BAND 06231**

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Grade 9-12

Prerequisite: Co-enrollment in Concert Band, Orchestra, Choir and/or Band Director's approval.

Lab Fee: School instrument rental suggested fee \$35/yr (If needed)

**Zero Hour (meets 3 days per week)**

**Course Description:** Students with performing experience in Concert Band, Orchestra, or Choir are eligible to audition for this course. Auditions are held in the first week of the school year. This group is our most advanced big band, playing music written for this ensemble, from the early jazz bands through modern compositions. Playing all styles of Jazz. A wide variety of styles of literature and difficulty of music are used to develop individual and group performance skills. The fundamentals of basic musicianship and style will be emphasized. All members are strongly encouraged to be involved in some form of lesson experience to develop personal music understanding, appreciation, playing techniques, and musicianship. Emphasis is placed on proper understanding of the many styles of music they will rehearse and perform. Emphasis will be placed on a high level of tone quality, improvisation intonation, articulation, development of range, music reading skills, etc. Students participating must be available for public performances, solo and ensemble adjudicated events, and occasional after school rehearsals. Opportunities will be available for small ensemble experiences throughout the year. The Jazz 1 Band performs throughout the year for school performances and functions, and will have a local tour every year with an out of state performance tour every other year.

**Instructional Methods/Assessments:**

Students will be assessed through daily performance, and performances, with a high emphasis on having a strong technique, which will be taught through scales and exercises, and listening. Assessments will be used in selecting a level of literature appropriate for the group.

**Recommended Background for Success:**

Students need instrumental skills at the 8th grade level and knowledge of appropriate playing technique of their individual instrument. Students must have the ability to demonstrate basic rhythm and scale skills, with the ability to play independently. Students should be on time, be respectful, always strive for their best achievement, be prepared for rehearsals through practicing, and always be musical.

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**JAZZ ENSEMBLE (Gold Medal Jazz) 06233**

Grade 9-12

Prerequisite: Co-enrollment in Concert Band, Orchestra, Choir and/or Band

Director's approval. Students will audition in the beginning of the new school year.

Lab Fee: School instrument rental suggested fee \$35/yr

**Zero Hour (meets 3 days per week)**

**Course Description:** Students with performing experience in Concert Band, Orchestra, or Choir are eligible to audition for this course. A wide variety of styles of literature and difficulty of music are used to develop individual and group performance skills. The fundamentals of basic musicianship and style will be emphasized. All members are strongly encouraged to be involved in some form of lesson experience to develop personal music understanding, appreciation, playing techniques, and musicianship. Emphasis is placed on a high and proper understanding of the many styles of music they will rehearse and perform. Emphasis will be placed on a high level of tone quality, improvisation intonation, articulation, development of range, music reading skills, etc. Students participating must be available for public performances, solo and ensemble adjudicated events, and occasional after school rehearsals. Opportunities will be available for small and large ensemble experiences throughout the year. The Jazz Ensemble ( Gold Medal Jazz) performs throughout the year for school performances and functions. We will have a local tour every year with an out of state performance tour every other year.

**Instructional Methods/Assessments:**

Instructional methods include a high emphasis on having a strong technique, which will be taught through scales and exercises, and listening. Assessments will be used in selecting a high level of literature appropriate for the group. Students will be assessed through daily performance, and performances.

**Recommended Background for Success:**

Students need instrumental skills at the 8th grade level and knowledge of appropriate playing technique of their individual instrument. Students must have the ability to demonstrate advanced rhythm and scale skills, with the ability to play independently. Students should be on time, be respectful, always strive for their best achievement, be prepared for rehearsals through practicing, and always be musical.

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**WIND ENSEMBLE 06224**

Grade 10-12

Prerequisite: Audition

Lab Fee: \$35.00 suggested fee for school

owned instrument rental/\$8.00 suggested  
Percussion fee

**Course Description:** Students with Concert Band playing experience are eligible to audition for this course. A wide variety of styles of band literature and higher difficulty of music are used to develop individual and group performance skills. The fundamentals of basic and high levels of musicianship will be emphasized. All band members are encouraged to be involved in some form of lesson experience to develop personal music understanding, appreciation, playing techniques, and musicianship. Emphasis is placed on proper breathing, tone quality, intonation, articulation, development of range, music reading skills, etc. Students participating must be available for public performances, solo and ensemble adjudicated events, and occasional after school rehearsals.

Opportunities are available for solo and ensemble experiences throughout the year. The Wind Ensemble performs throughout the year for Concerts and Athletic events and has a local tour every year with an out of state performance tour every other year.

**Instructional Methods/Assessments:** A high level of instrument and ensemble techniques will be taught through a variety of exercises. Assessments are used in selecting a high level of literature, appropriate for the level of the group. Students will be assessed through daily performance, playing tests, and other coursework. Assessments include written and playing tests and concert participation.

**Recommended Background for Success:** Students need instrumental skills at the 9th grade level and knowledge of appropriate playing technique of their individual instrument. Students must have the ability to demonstrate basic rhythm and scale skills, with the ability to play independently. Students should be on time, be respectful, always strive for their best achievement, be prepared for rehearsals through practicing, and always be musical.

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| <b>BEGINNING GUITAR</b> | <b>06251</b> |
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Semester  
Grade 9-12  
Prerequisite: Beginning Guitar 06250 (having earned at least a B), or audition.  
Lab Fee: \$10.00

**Course description:** This is an ensemble class. Students will learn to play group songs based on skills learned in Beginning Guitar. Students will

review common chords, strumming patterns, music reading and tablature. Guitar 06251 will prepare a student to transition into Guitar 2:06252.

**Instructional methods** include cooperative learning, aural training, and standard ensemble rehearsal techniques. Assessments include rehearsal skills, term tests, and concert participation.

**Recommended Background for Success:** Students must have successfully completed Beginning Guitar 06250, or pass a proficiency audition. Students must have the ability to demonstrate basic skills in reading melodic and rhythmic notation, with the ability to play independently. Students should be on time, be respectful, always strive for their best achievement, prepare for rehearsals through practicing, and always be musical.

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| <b>INTERMEDIATE GUITAR</b> | <b>06252</b> |
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Semester  
Grade 9-12  
Prerequisite Beginning Guitar 06250 and Guitar 06251, or successfully pass an audition.  
Lab Fee: \$10.00

**Course Description:** This class builds on skills learned in Beginning Guitar and Guitar, but develops skills in melodic and rhythmic notation, chord theory, and technique in all forms of guitar literature, including American and World Music styles. Students can expect to gain experience in a variety of: strumming patterns, fingerpicking patterns, time signatures, and key signatures. Students will play and perform publically in small and large ensembles. This class prepares students to compete at the State Level high school contests, as well as continue to a higher-level guitar ensemble.

**Instructional Methods/Assessments:** Instructional methods include cooperative learning, aural training, and standard ensemble rehearsal techniques. Assessments include rehearsal skills, term tests, and concert participation.

**Recommended Background for Success:** Students must have successfully completed Beginning Guitar 06250, or pass a proficiency audition. Students must have the ability to demonstrate basic skills in reading melodic and rhythmic notation, with the ability to play independently. Students should be on time, be respectful, always strive for their best achievement, prepare for rehearsals through practicing, and always be musical.

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**BEGINNING PIANO/KEYBOARDING**  
**INTERMEDIATE PIANO/KEYBOARDING**  
**06241/06242**

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Semester

Grade Piano 1 9th grade

Piano 2 10-12th grade

Prerequisite: Piano 1 - willingness to learn to play the piano or prior experience. Piano 1 is the prerequisite for Piano 2.

Lab Fee: None

**Course Description:** This course is offered to students at any level of proficiency ranging from beginner to advanced. To provide a positive music learning experience for each student through the development of piano skills. This course is designed for students who wish to develop basic piano playing skills, or expand on their existing skills. Time in class will be spent both on and off the keyboards. While playing, students will be working individually to master the techniques of playing and to learn pieces for performance and assessment. There will be time spent in-group instruction on musical notation and theory, which will provide a greater understanding and knowledge base of music, for more access to more musical opportunities.

**Instructional Methods/Assessments:**

Instructional methods include individual learning, one-on-one with teacher and peers, rote learning, direct instruction of music theory, history and performance practices and techniques. Assessments include performance practices and techniques, term tests, evaluative writing and daily, weekly and quarterly performances.

**Recommended Background for Success:**

Student who are strong independent learners, and take direction well. No previous music experience is necessary, just the belief you will learn something new, you will be able to use and utilize throughout your life.

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**TREBLE CHOIR** **06206**

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Grade 9

Prerequisite: Females only

Lab Fee: \$20

**Course Description:** Treble Choir is a high school introductory SSA choir that meets daily for rehearsals. Concerts are presented quarterly throughout the year. Students will study a variety of musical styles including classical, folk, jazz, pop, gospel, and other contemporary literature. Vocal ensemble arranging and piano chord

chart-reading units are essential components of this course. Sight-reading, small ensemble experiences, and vocal pedagogy are embedded throughout the year.

**Instructional Methods/Assessments:**

75% Performances, Reflection Journals,

Part testing, and Music Theory

25% Rehearsal Activities

**Recommended Background for Success:** A love for singing and commitment to working as a team player.

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**BASS CHOIR (Men's Choir)** **06204**

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Grade 9

Prerequisite: Males only

Lab Fee: \$20

**Course Description:** Men's Choir is a high school introductory TB choir that meets daily for rehearsals. Performances are presented quarterly throughout the year. Students will study a variety of musical styles including classical, folk, jazz, pop, gospel, and other contemporary literature. Vocal ensemble arranging and piano chord chart-reading units are essential components of this course. Sight-reading, small ensemble experiences, and vocal pedagogy are embedded throughout the year.

**Instructional Methods/Assessments:**

75% Performances, Reflection Journals,

Part testing, and Music Theory

25% Rehearsal Activities

**Recommended Background for Success:** A love for singing and commitment to working as a team player.

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**INTERMEDIATE CHOIR (Choraliers)** **06202**

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Grade 10

Prerequisite: Audition

Lab Fee: \$20

**Course Description:** Choraliers is a SATB choir that meets daily for rehearsals. Performances are presented quarterly throughout the year, which include concerts, contests, cabarets, and other community functions. Students will study a variety of musical styles including classical, folk, jazz, pop, gospel, and other contemporary literature. Vocal ensemble arranging and piano chord chart-reading units are essential components of this course. Sight-reading, small ensemble experiences, and vocal pedagogy are embedded throughout the year.

**Instructional Methods/Assessments:**

75% Performances, Reflection Journals,  
Part testing, and Music Theory  
25% Rehearsal Activities

**Recommended Background for Success:** A love for singing challenging music and commitment to working as a team player.

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**POP CHOIR (Crew 612) 06208**

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Grade 10-12  
Prerequisite: Audition  
Lab Fee: \$20

**Course Description:** Crew 612 meets daily for rehearsals. Performances are presented quarterly throughout the year, which include concerts, contests, cabarets, and other community functions. Students will study jazz, pop, gospel, and other contemporary literature. Vocal ensemble arranging and piano chord chart-reading units are essential components of this course. Sight-reading, small ensemble experiences, and vocal pedagogy are embedded throughout the year.

**Instructional Methods/Assessments:**

75% Performances, Reflection Journals,  
Part testing, and Music Theory  
25% Rehearsal Activities

**Recommended Background for Success:** A love for singing contemporary music with movement and/or choreography. In addition, a commitment to working as a team player.

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**ADVANCED CHOIR (Miller Voices) 06203**

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Grade 11-12  
Prerequisite: Audition  
Lab Fee: \$20

**Course Description:** Miller Voices is an advanced SATB choir that meets daily for rehearsals. Performances are presented quarterly throughout the year, which include concerts, MN state large group contest, cabarets, a yearly spring trip, and other community functions. Students will study a variety of musical styles including classical, folk, jazz, pop, gospel, and other contemporary literature. Sight-reading, small ensemble experiences, and vocal pedagogy are embedded throughout the year.

**Instructional Methods/Assessments:**

75% Performances, Reflection Journals,  
Part testing, and Music Theory  
25% Rehearsal Activities

**Recommended Background for Success:** A love for singing challenging classical music and

commitment to working as a team player.

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**IB SL MUSIC 06264**

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Year  
Grade 11-12  
Prerequisite: At least 2 years experience performing with a choir, band, orchestra or other instrumental group  
Lab Fee: None

**Course Description:** The purpose of the IB Music course is to provide a strong foundation for the further study of music at the university level or in music career pathways as well as an enriching course of study leading to lifelong participation in the world of music for all students, regardless of their eventual career choice.

Students will develop knowledge and awareness of the history and evolution of music from both Western Art Music and non-Western cultures and will be able to identify, evaluate, and reflect upon the similarities and differences of any two musical works. To do this, they will need knowledge of the musical fundamentals of melody, medium, harmony, meter, form, style, context, and technique, together with appropriate musical vocabulary. They will also apply this knowledge to the development of their individual musicianship skills as both performers and creators, with numerous opportunities to perform, compose, and arrange music. In all components, students will engage in a combination of teacher directed studies, independent research, and group research projects.

In addition to these musical applications, students will also explore broader issues of musical context, the role of music in the history of humankind, artistic standards, and the relationship of music to other disciplines. (Theory of Knowledge)

**Instructional Methods/Assessments:**

Students will be expected to demonstrate: knowledge, understanding and perception of music in relation to time, place and culture; the appropriate musical terminology to describe and reflect their critical understanding of music, the analysis of music in relation to time, place and cultures; creative skills through exploration, control and development of musical elements; performance skills through solo music making or group music making; and critical thinking skills through reflective thought. Perform a 20 minute recital and complete two listening exam for the

required compositions.

**Recommended Background for Success:**

Some enrollment in a music program, private instrumental or vocal lessons. Have an interest in listening to all styles, and periods and cultures of music. Have a positive and healthy attitude for learning.

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**IB HL MUSIC Year 2** **062652**

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Year

Grade 12

Prerequisite: IB SL Music

Lab Fee: None

**Course Description:** Through the music course students develop their knowledge and potential as musicians, both personally and collaboratively. Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment.

**Instructional Methods/Assessments:**

**HL/IB Assessment**

External assessment consists of:

30% *Listening paper* (musical perception questions) in May 2017

20% *Musical links investigation* (research paper/project)

Internal assessment consists of:

50% HL: Creating (three original composition or arrangements and a 20-minute solo recital.

**Recommended Background for Success:**

Enrollment in the IB Music Course of study for two years.

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**THEATER PRODUCTION (7th Hr Only)** **06421**

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Semester - CR/NC only

Grade: 9-12

Prerequisite: None

Lab Fee: \$40

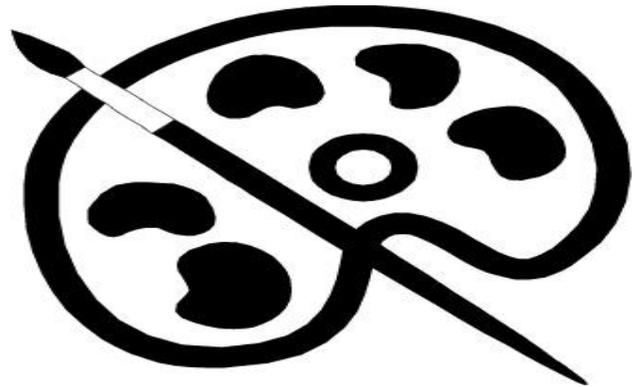
**Course Description:** Students will learn practical application of the technical aspects of theater. Areas of explorations include lighting and sound design and application, props, set, and costume design and construction.

**Instructional Methods/Assessments:** Along with instruction, guest technicians are brought in to mentor students, learning is applied to the various productions at Washburn.

75 % Project portfolio, Reflection Journal

25% Weekly Project activities

**Recommended Background for Success:** An interest in all the technical aspects of theater.



## Visual Arts

**All courses are offered for art credit and have a lab fee of \$10**

**All courses are a Semester in length unless otherwise noted**

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**STUDIO ART** **06021**

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Grade 9-12

Prerequisite: None

**Course Description:** This course is an introduction to the WHS visual arts program. Studio Arts gives students experience with a variety of materials and techniques, which may include: drawing, painting, printmaking, graphics, ceramics, photography and sculpture.

**Instructional Methods/Assessments:**

Instructional methods include lectures, demonstrations, hands-on studio work, written artist statements and critiques. Assessments include completion and quality of work and participation in critiques and discussions.

**Recommended Background for Success:**

Students will need to be open to new art forms and experiences and be ready to develop as an artist.

**This course is a prerequisite for all other art courses.**

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**CERAMICS 1** **06141**

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Grade 9-12

Prerequisite: Studio Art

**Course Description:** Ceramics1 students will study multiple methods of clay construction, surface decoration, glazing and firing the kiln. Projects will include the design and creation of functional pottery and sculpture. Exemplar art from a variety of cultures will be studied. Students will be expected to apply knowledge of history, aesthetics and art criticism on a regular basis. This is an art course that teaches basic understanding and implementation of skills and techniques of working with clay. Students will learn techniques in wheel-thrown and hand-built pottery.

**Instructional Methods/Assessments:**

Methods include demonstrations, studio work, and professional/student examples. Assessment is based upon project criteria, participation in critiques, problem-solving and completion of work.

**Recommended Background for Success:**

Students should have an interest in the art form of working with clay and glazing.

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**CERAMICS 2** **06142**  
Grade 10-12  
Prerequisite: Ceramics 1

**Course Description:** Ceramics 2 students will continue the study of the multiple methods of clay construction, surface decoration, glazing, firing the kiln and using the potter's wheel. Projects will include design of functional pottery, sculpture and continued study of a variety of exemplar art as well as written analysis of own, peer and professional work.

**Instructional Methods/Assessments:**

Methods include demonstrations, studio work and professional/student examples. Assessment is based upon project criteria, participation in critiques, problem-solving and completion of work.

**Recommended Background for Success:**

Students who have excelled in Ceramics 1 and have an interest in advancing skill development in pottery.

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**DRAWING 1** **06101**  
Grade 9-12  
Prerequisite: Studio Art

**Course Description:** In Drawing 1 students will explore the fundamentals of drawing, and develop a basic understanding of multiple drawing skills. The course will emphasize

refinement of drawing techniques in various media including pencil, charcoal, crayon, ink, watercolor, pastel and printmaking. Weekly drawings and journaling in sketchbooks will be required, as well as written analysis of student and professional work. Students will be working on a wide variety of subject matter in their assignments. The Art Elements and Principles, as well as research of topics, will guide students in the completion of fun and interesting assignments.

**Instructional Methods/Assessments:** A variety of artwork, both professional and student, will show the use of different skill levels and techniques. Demonstrations will be done through the use of various technologies to strengthen student understanding and success. Occasional peer critique sessions will help in problem-solving and in the development of ideas. Assessment is based on: observed self-improvement, comprehension and implementation of skills and techniques taught.

**Recommended Background for Success:**

Students should have patience, be goal-oriented and have an eye for detail. Seeing how light and shadows are used to make a drawing powerful is very important.

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**DRAWING 2** **06102**  
Grade 10-12  
Prerequisite: Drawing 1

**Course Description:** Students will continue to grow, further honing their skills and techniques learned in Drawing I. Students will be applying these skills and techniques to many new mediums including: textured papers, scratchboard, Plexiglas, etc. This is a research-based art class involving a lot of observation and retrieval of visual aids from printed formats to online searches. Students will put together various project packets which will include: thumbnail and comprehensive sketches, photographs, field studies and final drawings.

**Instructional Methods/Assessments:** A variety of artwork, both professional and student, will show the use of different skill levels and techniques. Demonstrations will be done through the use of various technologies to strengthen student understanding and success. Occasional peer critique sessions will help in problem-solving and in the development of ideas. Assessment is based on: observed self-improvement, comprehension and implementation of skills and techniques taught.

**Recommended Background for Success:**

Students should have patience, strong organizational skills, a good work ethic and an eye for implementing.

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**PAINTING 1** **06111**

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Grade 9-12  
Prerequisite: Studio Art

**Course Description:** Painting 1 addresses the study of painting technique and the history of painting. Students will use tempera, watercolor and acrylic paints. Focus will be on studio time, improving various painting techniques and completing long-term paintings. Students will be asked to think creatively and manifest those thoughts in painting. The course begins with a unit on color theory, art terms and a focus on strong composition. A variety of techniques that will be explored through different painting assignments. A variety of painting surfaces will be used including paper and canvas board.

**Instructional Methods/Assessments:**

Demonstrations and presentations will be made at the beginning of class. Examples of famous paintings, artists and styles will be shown. Assessment is based on the quality of completed work in painting the degree of involvement (use of time) in class, work completion and general cooperation in the room.

**Recommended Background for Success:** It is helpful to have some drawing skills, as it will be necessary to make sketches or compositions for each painting.

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**PAINTING 2** **06112**

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Grade 10-12  
Prerequisite: Painting 1

**Course Description:** In Painting 2 more attention is placed on technical excellence and experimenting with different painting mediums. Students are assisted in developing more personalized paintings. Painting styles are explored and techniques are researched according to each student's interests and needs.

**Instructional Methods/Assessments:** The instructor will work closely with individual students to help them develop ideas, compositions and techniques that are appropriate for each student. Assessments are based upon degree of involvement, quality of preliminary sketches, participation in critiques, group participation, cooperation, painting production, and completion of work.

**Recommended Background for Success:**

Familiarity with painting with acrylics is essential. Good drawing skills and knowledge of color mixing and color theory will also be helpful to the student.

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**IB SL VISUAL ARTS** **060041**

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Year long  
Grade 11-12  
Prerequisite: Studio Art  
Lab Fee: N/A

**Course Description:** This course introduces students to artistic tools and ways of thinking about art. Students practice creating art with various media and become comfortable with art analysis.

**Instructional Methods/Assessments:**

Students will develop artistic skills and ideas independently but within a diverse social, cultural and historical context. Students will keep a sketchbook to record artistic exploration and analysis. They will participate in self and peer critiques, museum and gallery visits and artist workshops.

Assessments will include assessments of artwork, sketchbook and analysis proficiency. At year's end students will curate/participate in an off-campus art exhibit.

**Recommended Background for Success:**

Students should have completed Studio Arts class. They should be willing to take responsibility for their own artistic growth and be willing to take risks.

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**IB HL VISUAL ARTS, Year 1** **060051**

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Year 1 of 2 year course  
Grade 11  
Prerequisite: Studio Art

Lab Fee: N/A

**Course Description:** This course introduces students to artistic tools and ways of thinking about art. Students practice creating art with various media and become comfortable with art analysis. They will prepare for increasingly independent creative work in HL Year 2.

**Instructional Methods/Assessments:**

Students will develop artistic skills and ideas independently but within a diverse social, cultural and historical context. Students will keep a sketchbook to record artistic exploration and analysis. They will participate in self and peer critiques, museum and gallery visits and artist workshops.

Assessments will include assessments of artworks, sketchbook and analysis proficiency. At year's end students will participate in an off-campus art exhibit.

**Recommended Background for Success:** Students should have completed Studio Arts class. They should be willing to take responsibility for their own artistic growth and be willing to take risks.

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**IB HL VISUAL ARTS, Year 2** **060052**

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Year 2 of 2 year course

Grade 12

Prerequisite: IB HL Visual Arts, Year 1

Lab Fee: N/A

**Course Description:** This course continues the study of in-depth, independent artistic creation. Students will create art that is personally meaningful and technically sophisticated. Students will critique own, peer and professional works of art.

**Instructional Methods/Assessments:**

Students will continue developing ideas for creating art within a diverse social, cultural and historical context and create artwork independently. They will participate in self and peer critiques. Summative assessments will include the assessment of artwork, assessment of process (as shown in the sketchbook) and assessment of an art research project.

At year's end students will curate/participate in an off-campus art exhibit.

**Recommended Background for Success:**

Students must have completed HL Year 1. They should be willing to take responsibility for their own artistic growth.



## Theater

*All courses are offered for art credit and have a lab fee of \$10.*

*All courses are a Semester in length unless otherwise noted.*

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**BEGINNING THEATER**

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**06411**

Grade 9-12

Prerequisite: None

**Course Description:** Students of all levels welcome to a class all about performance, acting, and getting in touch with your artistic voice. Technique is developed through improvisational theatre activities, stage movement, dance, and collaboration with guest artists. Students will create and define safe space, write spoken word poetry, and participate in two original performances for the community.

**Instructional Methods/Assessments:** Include-hands on, group activities, as well as one on one partner work and a reflection process. Students are assessed on participation, work attitude and ethic, commitment, cooperation, and final performance.

**Recommended Background for Success:**

The class is designed for students with a strong interest in performing and with a desire to work with and get to know others. No previous experience necessary, an open mind and willingness to try new things a must!

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**PERFORMANCE THEATER 2**

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**06412**

Grade 10-12

Prerequisite: Beginning Theater

**Course Description:** This is an advanced class, and students are expected to have a strong understanding of the value of safe space, ensemble, and the power of artistic voice. Theatre II students will be performing and setting an example for Washburn staff/students, beginning theatre students, as well as communities outside of Washburn High School. In theatre II, each student has the opportunity to develop their artistic voice, through performance, poetry, writing, and visual arts. We will create and perform original theatre that reflects YOUR ideas, your experience, your goals and hopes for this world.

**Instructional Methods/Assessments:** Include-hands on, group activities, as well as one on one partner work and a reflection process. Students are assessed on participation, work attitude and ethic, commitment, cooperation, and final performance.

**Recommended Background for Success:**

The class is designed for students with a strong interest in performing. Students who want to further artistic development and had strong leadership and passion for theatre 1 will enjoy

theatre 2. You must be prepared to step into leadership roles, and be ready to take risks.

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**PERFORMANCE THEATER 3** **06413**

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Year

Grade 11-12

Prerequisite: Performance Theater 2, interview with Ms. Spring

**Course Description:** Students take on leadership roles in the classroom and community by developing an original touring production over the course of 1 year. Students commit to fostering a deeper understanding of their artistic identity. Theatre 3 is a touring theatre company that acts as a vehicle for student empowerment based strongly in arts leadership training. Theatre 3 students will represent Washburn in the greater Twin Cities community through public performances that address student identified social issues and concerns to their community.

**Instructional Methods/Assessments:** Include- hands on, group activities, as well as one on one partner work and a reflection process. Students are assessed on participation, work attitude and ethic, commitment, cooperation, and final performance.

**Recommended Background for Success:** The class is designed for students with a strong interest in performing and being community leaders. Students who want to further artistic development and had strong leadership and passion for theatre 1 & 2 can carry on the torch in Theatre 3. You must be prepared to step into leadership roles, and be ready to take risks. Be prepared to travel and represent Washburn in the greater Twin Cities community.

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**THEATER PRODUCTION (7th Hr Only)** **06421**

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Semester - CR/NC

Grade: 9-12

Prerequisite: None

Lab Fee: \$40

**Course Description:** Students will learn practical application of the technical aspects of theater. Areas of explorations include lighting and sound design and application, props, set, and costume design and construction.

**Instructional Methods/Assessments:** Along with instruction, guest technicians are brought in to mentor students, learning is applied to the various productions at Washburn.

75 % Project portfolio, Reflection Journal

25% Weekly Project activities

**Recommended Background for Success:** An interest in all the technical aspects of theater.

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## Fitness and Health

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**All courses are offered for Physical Education or Health credit except as otherwise noted.**

**All courses are a Semester in length**

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**FITNESS FOR LIFE** **12000**

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Required for Graduation

Semester

Grade 9-12

Prerequisite: None

**Course Description:** The focus will be on decision-making, cardiovascular fitness, and skill development in various sport and lifetime leisure activities. Students will be informed of the benefits of fitness and sport through this knowledge base. Students will be equipped with the knowledge to make informed decisions in developing a healthy lifestyle. Cardiovascular endurance and conditioning will be emphasized through fitness and sport activities. These activities will be aimed at improving strength, agility, flexibility, and cardiovascular endurance. Students will be exposed to a variety of team, dual, and individual activities. These will focus on skill development (basic through advanced) and knowledge. All students will learn about and be engaged in these activities daily.

**Instructional Methods/Assessments:** This is a participation based class. Students will be assessed on their daily participation, knowledge of activities participated in, and attitude and effort during activities. All students will also be assessed on the fitness levels using the pacer test, push up test, and sit up test.

**Recommended Background for Success:** Students are expected to dress and participate in rigorous physical activities in order to be successful in the class.

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**HEALTH** **11000**

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Required for Graduation

Semester

Grade 9-12

Prerequisite: None

**Course Description:** This is a one-semester health course required for graduation, taken as a freshman. Units covered incorporate the eight National Health Standards. The course is designed as a blended model of online curriculum and classroom instruction. Units of study include personal health and wellness, nutrition, substance abuse, sexuality, HIV/AIDS and other sexually transmitted infections, Safer Choices sexuality curriculum, relationships, first aid and CPR and other current health trends.

**Instructional Methods/Assessments:**

Students are encouraged to become an advocate of healthy decision making to help friends and family, and the community at large. Technology is used to enhance teaching and learning for our students. The incorporation of individual, partners and small group work are built into the classes. A variety of unit assessments, warm-ups, projects and classwork are used to augment lessons, and class share outs.

**Recommended Background for Success:**

Students will find success in this class through daily participation in group discussions and willingness to share and present ideas on health topics through verbal and written work.

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**IB SPORTS, EXERCISE AND HEALTH SCIENCE 08120**

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Elective credit only  
 Year Long  
 Grade 11-12  
 Prerequisite: Fitness for Life & Health

**Course Description:** This course involves the study of the science that explains Human Performance and provides the opportunity to apply these principles. The course incorporates the traditional disciplines of Anatomy and Physiology, Biomechanics, Psychology and Nutrition, which are studied in the context of Sport, Exercise and Health. Students will cover a range of core including Anatomy, Exercise Physiology, Energy Systems, Movement Analysis, Skill in Sport, and Measurement and Evaluation of Human Performance. This course will cover an additional 2 option topics that include Optimizing Physiological Performance, Psychology of Sport, Physical Activity and Health, and Nutrition for Sport, Exercise and Health. This course will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze Human Performance. Where relevant, the course will address issues of

international dimension and ethics by considering sport, exercise and health relative to the individual and in a global context.

**Instructional Methods/Assessments:** This course fulfills the Group 4 requirements of the IB Diploma. An IB Group 4 project will be required.

**Recommended Background for Success:**

This Course is recommended for students who are interested in pursuing careers in fields that include Coaching, Exercise Science, Health Science, Medical Professions, Nursing, Nutrition, Sport Science, and Sport Psychology.

**\*This course cannot be substituted for a required fitness or Health class for graduation.**

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**PERSONAL & COMMUNITY HEALTH 128053**

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Elective  
 Semester  
 Grade 10-12  
 Prerequisite: Health  
 Lab Fee: None

**Course Description:** This is a elective health course is designed to help students identify healthy life skills and productive daily patterns and to develop problem solving strategies, skills and attitudes for managing a family and living space. This class provides students with the information necessary to improve, promote, and maintain a healthy self sufficient lifestyle.

**Course Units:** Throughout the next 18 weeks, the following topics will be discussed:

| Personal and Community Health            |                                    |
|--|------------------------------------|
| -Relationships (Family, Dating)(2 weeks) | -Home Organization (1 week)        |
| -Abuse and Sexual Violence ((1 week)     | -Task Management (2 weeks)         |
| -Pregnancy and Parenting (2 weeks)       | -Meal Planning (2 weeks)           |
| -Sexual Health (1 week)                  | -Home economics (1 week)           |
| -Child Development (1 week)              | -Home Efficiencies (1 week)        |
| -Non-Communicable/Communicable Disease   | -First Aid & CPR renewal (2 weeks) |
| -Disorders, Disabilities (2 weeks)       |                                    |

**Instructional Methods/Assessments:** The Health elective courses overall grading is consistent with school-wide grading protocol. The primary purpose of grading is to communicate the academic achievement status of students to students, their families, employers, and post-secondary institutions. A grade should accurately reflect **what students know** and are **able to do** in a course.

**Course Assessments:  
70% - Summative**

*Unit Projects: on topics assigned are researched and presented in a creative, yet informative manner with audience participation.*

*Written Tests: questions constructed from unit readings, classroom discussions and presentations in which students' demonstrate knowledge and application of skills to live a healthy life.*

*And any other form of Summative Assessment created by the department during the semester.*

**30% - Formative**

*30% Assignments, Journals, Socratives, Kahoots, warm-ups, exit slips, in-class notes, and any other formative assessments created during the semester not noted above.*

**Recommended Background for Success:**

Students must have completed the required for graduation Health Science course which provides students with a solid base of basics needed to dive deeper into other health related material.

**\*This course cannot be substituted for a required health class for graduation.**

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**NEW MOVES (Female Emphasis) 12201**

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Elective credit only

Semester

Grade 9- 12 (limited space available for 9th gr)

Prerequisite: Successful completion of Fitness for Life

**Course Description:** New moves is an all female Physical Education class. This class is an elective and cannot be taken unless the fitness for life credit has been passed. The emphasis of this class will be a healthy mind and a healthy body. Activities will include yoga and total body conditioning. The goal of the class will be for students to learn and practice healthy ways to deal with stress.

**Instructional Methods/Assessments:** The

instructional methods/ assessment for new moves will include daily participation, written journals and assessment on basic skills.

**Recommended Background for Success:**

The recommended background for success includes successful completion of Fitness for Life.

**\*This course cannot be substituted for a required fitness class for graduation.**

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**SPECIFIC SPORTS ACTIVITIES (Basketball) 128013**

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Elective credit only

Semester

Grade 9- 12 (limited space available for 9th gr)

Prerequisite: Successful completion of Fitness for Life

**Course Description:** • This class is for students that want to learn more about basketball and play basketball.

• This class includes: Shooting, dribbling skills and drills.

- Lead up games
- Defense
- Offense
- Pick-up games
- Tournaments

**Instructional Methods/Assessments:**

Students will be graded on daily participation, skill basics, and rule basics.

**Recommended Background for Success:** Any student with the desire to have fun, be active, and learn more about the above mentioned net sport will be a perfect fit for the class.

**\*This course cannot be substituted for a required fitness class for graduation.**

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**SPECIFIC SPORTS ACTIVITIES (Net Sports) 128013**

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Elective credit only

Semester

Grade 9-12 (limited space available for 9th gr)

Prerequisite: Successful completion of Fitness for Life

**Course Description:** This course is designed for students who want to participate in more Net games. Students will have a more focused experience on activities that may include Badminton, Volleyball, Pickleball, Ping pong and weather permitting soccer and Lacrosse.

**Instructional Methods/Assessments:**

Students will be graded on daily participation, skill basics, and rule basics.

**Recommended Background for Success:**

Any student with the desire to have fun, be active, and learn more about the above mentioned net sports will be a perfect fit for the class.

**\*This course cannot be substituted for a required fitness class for graduation.**

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**TEAM SPORTS** **12131**

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Elective credit only

Semester

Grade 9- 12 (limited space available for 9th gr)

Prerequisite: Successful completion of Fitness for Life

**Course Description:** This class will focus on team sports at a competitive level. Students in this class will be asked to participate in daily team sport activities. Students will be introduced to the history, strategy, and skills required for each activity. This class will be expected to look more in depth at the history and philosophy of sport as well as sport psychology through independent research assignments. Activities will be both indoor and outdoor. The list of activities may include but not limited to Basketball, Soccer, Floor Hockey, Team Handball, Ultimate Frisbee, Football, Lacrosse, and Softball.

**Instructional Methods/Assessments:** This is a participation based class. Students will be assessed on their daily participation, knowledge of activities participated in, and attitude and effort during activities. All students will also be assessed on the fitness levels using the pacer test, push up test, and sit up test.

**Recommended Background for Success:** Students are expected to dress and participate in rigorous physical activities in order to be successful in the class.

**\*This course cannot be substituted for a required fitness class for graduation.**

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**WEIGHT TRAINING** **12021**

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Elective credit only

Semester

Grade 9-12 (limited space available for 9th gr)

Prerequisite: Successful completion of Fitness for Life

**Course Description:** The students will be educated about Strength and Conditioning with an emphasis on athletic development. Students will be expected to know proper weight lifting techniques and will be able to design a comprehensive weight lifting program that is

realistic and attainable for their specific goals. Students will also learn more advanced lifts such as the Clean & Jerk and the Snatch. This course does require a high level of physical activity surrounding Weight Training, Plyometric Training, and Anaerobic Conditioning. This course requires written work and possible research surrounding the strength and conditioning field.

**Instructional Methods/Assessments:** This is a participation based class. Students will be assessed on their daily participation, knowledge of activities participated in, and attitude and effort during activities. All students will also be assessed on the fitness levels using the pacer test, push up test, and sit up test.

**Recommended Background for Success:** Students are expected to dress and participate in rigorous physical activities in order to be successful in the class.

**\*This course cannot be substituted for a required fitness class for graduation.**

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**WORLD GAMES** **12151**

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Elective credit only

Semester

Grade 9-12 (limited space available for 9th gr)

Prerequisite: Successful completion of Fitness for Life

**Course Description:** This upper level elective course is designed for the student who wishes to explore activities that are played throughout the world. These are creative and challenging for both the mind and body, with emphasis on cultural history and game play. Strength and Conditioning will be utilized for these activities, and there will be times where this domain will be needed to help the student better prepare for a successful participation in the unit covered. Units will focus on games that include nets and/or recreational balls made from various materials. In addition to various others, games may include: ·Sepak takraw, a kick volleyball game native to Southeast Asia ·Games of the North, a group of traditional Inuit sports to strengthen mind, body, and spirit ·Badminton, which can be traced to mid-18th century British India ·Gaelic Football, a combination of soccer and football ·Jeu de Boules, a game from France that is similar to Bocce ball · Cooperative Challenges from around the world.

**Instructional Methods/Assessments:** This is a participation based class. Students will be assessed on their daily participation, knowledge of activities participated in, and attitude and

effort during activities. All students will also be assessed on the fitness levels using the pacer test, push up test, and sit up test.

**Recommended Background for Success:**

Students are expected to dress and participate in rigorous physical activities in order to be successful in the class.

**\*This course cannot be substituted for a required fitness class for graduation.**

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# Mathematics

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**All courses are offered for Math credit except as otherwise noted**

**All courses are a year in length except as otherwise noted**

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## INTERMEDIATE ALGEBRA 04110

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Grade 9-12

Pre-requisite: None

**Course Description:** Intermediate Algebra encourages and enables students to use the language, symbols and notations of mathematics, to be confident using mathematics to analyze and solve problems both in and out of school, and to develop the knowledge and skills necessary to pursue further studies in mathematics. The course includes a thorough review of linear relationships, an introduction to exponential and quadratic relationships, a survey of transformations and a solid study of secondary level statistics and probability.

**Instructional Methods/Assessments:**

Instructional methods include lectures, discussions, cooperative learning and individual investigation. Assessments include daily work, homework, tests, quizzes and final exam.

**Recommended Background for Success:**

Students should be able to solve one and two-step linear equations; understanding and use of number operations and order of operations with integers; understanding and use of fractions, percents, ratios and proportions and able to graph linear equations. Students should know how to use a graphing calculator (TI-84 plus).

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## GEOMETRY 04201

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Grade 9-12

Prerequisite: Intermediate Algebra

Lab Fee: Students will need to purchase a compass and a protractor

**Course Description:** Geometry students will study points, lines, line segments, rays, planes,

and vectors in their exploration of angles, polygons, circles, lengths, areas, and volumes. Mathematical patterns and life's patterns will also be explored. Emphasis will be placed on congruent figures, as well as similar figures and their ratios, and right triangle trigonometric ratios. The concept of proof will be investigated and the utility of logic will be emphasized. Algebraic skills will be used to build further understanding of the interconnectedness of mathematics.

**Instructional Methods/Assessments:**

Instructional methods include Investigations, teacher and student-led class discussions, and lectures. Assessments include tests, homework, projects, and semester final.

**Recommended Background for Success:**

Students should have had Intermediate Algebra which includes topics such as linear, exponential, and quadratic patterns. They should have had exposure to basic geometric shapes and concepts such as area and perimeter, parallel and perpendicular, etc. Students may wish to have at minimum a scientific calculator capable of doing basic trigonometric functions. Students may also wish to purchase a protractor and compass for use on homework.

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## ADVANCED ALGEBRA 04301

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Grade 9-12

Prerequisite: Geometry

**Course Description:** Advanced Algebra students will learn how to recognize, describe and generalize patterns to make predictions; use algebraic symbols and operations to represent and analyze mathematical structures and relationships; analyze the relationships and interactions between quantities to model and compare patterns of change for complex functions. Students will study sequence, linear, polynomial, and exponential functions, logarithmic functions, and the graphs that correspond to them, transformations, growth, and decay models; explore data through statistical graphs, measures of central tendency, lines of best fit; learn how to factor, solve radicals, and understand complex numbers, trigonometric functions; and use graphing calculators to solve problems.

**Instructional Methods/Assessments:**

Instructional methods include lectures, group discussion, and individual investigation. Assessments include tests, quizzes, homework, projects, and semester final.

**Recommended Background for Success:** It is recommended that students have a graphing calculator (TI-84 plus). Students should be able to simplify expressions, solve for a variable requiring multiple steps, and solve systems of linear equations. Additionally, this course builds on Intermediate Algebra skills, requiring students to have a strong understanding of variables and the order of operations.

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**PRE-CALCULUS** **04401**

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Grade 10-12

Prerequisite: Advanced Algebra

**Course Description:** This is for students who have completed Advanced Algebra and have an interest in advanced mathematics. Pre-calculus concepts are necessary for many post-secondary fields. In this course, students will solve and graph polynomial and trigonometric functions, work with exponential and logarithmic functions, solve problems involving sequences and series, and use probability and statistics. This class provides an opportunity to gain a deeper understanding of topics from the past and presents new topics that are foundational for math beyond Advanced Algebra. There is not an IB Exam associated with this class.

**Instructional Methods/Assessments:**

Instructional methods include lectures, group discussion, and individual investigation. Assessments include tests, quizzes, homework, projects, and semester final.

**Recommended Background for Success:**

This is recommended for students who have passed Advanced Algebra and are looking to continue working with mathematics. The use of a graphing calculator is important.

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**AP STATISTICS** **04606**

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Grade: 10-12

Pre-requisite: Advanced Algebra

**Course Description:** AP Statistics is the equivalent of a one semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students will learn how to design, administer, and tabulate results from surveys and experiments, probability and simulations will aid students in constructing models for chance phenomena, and the understanding of sampling distributions will provide the logical structure for confidence intervals and hypothesis tests. To

develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data. All students are expected to spend significant time outside of class reading text, doing homework problems, and preparing themselves to participate in class.

**Instructional Methods/Assessments:**

Instructional methods include lectures, demonstrations using statistical software and web-based applets, group discussion, and individual/group investigations. Assessments include homework, classwork, tests, small projects, and a large project following the AP exam.

**Recommended Background for Success** This is recommended for students who were strong in Advanced Algebra (a B or better) or teacher recommendation. It is expected that students have a graphing calculator (TI-84 Plus) for daily use on classwork and homework. Students should be able to solve equations; represent and solve real-world problems using equations and diagrams; display data in histograms, boxplots, and scatterplots; have a strong understanding of probability.

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**IB SL MATH STUDIES** **04704**

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1 year course

Grade 11-12

Prerequisite: Advanced Algebra

**Course Description:** This course is for students who have successfully completed Advanced Algebra and have a desire for a one year IB mathematics course. The class is a survey class and students will explore topics from the IBO math studies course guidelines which include: sets, mathematical logic, probability, trigonometry, two-variable statistics, financial mathematics, and an introduction to differential calculus. The course is taught in a way that topics apply to contexts related to other curriculum subjects and common general world occurrences. All students are expected to spend significant time outside of class reading text, doing homework problems, and preparing themselves to participate in class. In addition, students will be required to complete a written work exploring an area of mathematics of their choosing. It is expected that students enrolled in this course will sit for the IB Exam in May.

**Instructional Methods/Assessments:**

Instructional methods include lectures, group discussion, and individual internal assessment in the form of a paper. Assessments include tests,

quizzes, homework, projects, quarter/semester finals exams, and the IB External Exam. Students will also write a math exploration paper known as an Internal Assessment.

**Recommended Background for Success:**

This course is for students who have passed Advanced Algebra and have a desire for a one year IB mathematics course. It is expected that students have a graphing calculator (TI-84 plus). Students should be able to simplify rational expressions, solve rational expressions, and solve systems of linear and nonlinear equations; represent real world problem situations using variables and/or geometric models and solve polynomial equations. Students should have had exposure to logarithms and algebraic functions.

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**IB SL MATH Year 1** **047341**

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Year 1 of a 2-year course

Grade 11

Prerequisite: Advanced Algebra

**Course Description:** This is for students who have a strong interest in advanced mathematics. In this course, students study pre-calculus, statistics, probability, vectors, matrices, as well as series sequences. This course is a prerequisite to IB SL Mathematics Year 2. This class promotes a deeper understanding of topics from the past and presents new topics that are foundational for success in IB math classes. All students are expected to spend significant time outside of class reading text, doing homework problems, and preparing themselves to participate in class.

**Instructional Methods/Assessments:**

Instructional methods include lectures, group discussion, and individual investigation. Assessments include tests, quizzes, homework, projects, and semester final.

**Recommended Background for Success:**

This is recommended for students who were strong in Advanced Algebra (a B or better). It is expected that students have a graphing calculator (TI-84 Plus). Students should be able to simplify rational expressions, solve rational expressions, and solve systems of linear and nonlinear equations; represent real world problem situations using variables and/or geometric models and solve polynomial equations. Students should have had exposure to logarithms and algebraic functions.

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**IB HL MATH, Year 1** **047251**

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Year 1 of a 2-year course

Grade 11 and 12

Prerequisite: Completion of Pre-Calculus or IB SL Math Year 1 is required

**Course Description:** This course is for students who have a strong interest in advanced math and/or could see themselves studying math after high school. The course covers the Calculus curriculum as set forth by the College Board Advanced Placement (AP) program and the International Baccalaureate Programme (IB). The course includes topics such as limits, definition of the derivative, applications of the derivative, the Mean Value Theorem, and integral calculus concepts. In addition, the course reviews other topics, such as, vectors and trigonometry. Students who successfully complete this course should be prepared to take the AP Calculus AB exam. This course is also the first year of the two year IB HL Math course.

**Instructional Methods/Assessments:**

Instructional methods include lectures, group discussion, and individual investigation. Assessments include tests, quizzes, homework, projects, and quarter/semester finals exams.

**Recommended Background for Success:**

This is recommended for students who were very strong in PreCalculus or IB SL Math Year 1. IB HL Year 1 is a challenging class where material is covered quickly. It is expected that students in this course have completed prerequisite courses with relative success and have strong algebraic skills. With that in mind, successful students will be those who enjoy hard thinking and are willing to commit to the workload of the class.

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**IB SL MATH, Year 2** **047342**

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Year 2 of a 2-year course

Grade 11-12

Prerequisite: Pre-Calculus OR IB HL Year 1

**Course Description:** This course is for students who successfully completed Pre-calculus or IB HL Year 1. Students should enjoy the study of mathematics and have a strong background in math. The course will cover the basics of differential and integral calculus. In the third quarter, students will look at some advanced probability and statistics as well as review for the IB SL Mathematics exam. All students are expected to spend significant time outside of class reading text, doing homework problems, and preparing themselves to participate in class. Students will explore a mathematics topic and write an Internal Assessment. All students

enrolled in IB SL Year 2 will be expected to sit for the IB exam in May.

**Instructional Methods/Assessments:**

Instructional methods include lectures, group discussion, and individual internal assessment in the form of a paper. Assessments include tests, quizzes, homework, projects, quarter/semester finals exams, and the IB External Exam, which covers material from Pre-Calculus/SL Year 1 and SL Year 2. Students will also write a math exploration paper known as an Internal Assessment.

**Recommended Background for Success:**

This is recommended for students who successfully completed SL Year 1 or HL Year 1 (with a C or better). IB SL Year 2 is a challenging class where material from the first year of college calculus is covered. It is expected that students in this course have completed prerequisite courses with relative success. Students in this course should enjoy mathematics.

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**IB HL MATH, Year 2** **047252**

Year 2 of a 2-year course

Grade 12

Prerequisite: IB HL Math Yr 1

**Course Description:** This course is for students who have a strong interest in advanced math and/or could see themselves studying math after high school. Topics in this course include, but are not limited to, differential calculus, integration, vectors, complex numbers, limits, probability and statistical distributions, and mathematical induction. All students are expected to spend significant time outside of class reading text, doing homework problems, and preparing themselves to participate in class. Students also complete a math exploration paper during the school year, and take an IB Exam at the end of the school year.

**Instructional Methods/Assessments:**

Instructional methods include lectures, group discussion, and individual investigation. Assessments include tests, quizzes, homework, projects, quarter/semester finals exams, and the IB External Exam, which covers material from IB HL Math Years 1 and 2. Students will also write a math exploration paper known as an Internal Assessment.

**Recommended Background for Success** This is recommended for students who were strong in HL Year 1 (a B or better). IB HL Year 2 is a challenging class where material is covered quickly. It is expected that students in this

course have completed prerequisite courses with relative success. Students whose IB HL Year 1 grades are below a B should consider taking IB SL Math Year 2 instead of this course. With that in mind, successful students will be those who enjoy hard thinking and are willing to commit to the workload of the class.

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**COLLEGE PREP ALGEBRA & STATISTICS**  
**04811**

Grade 12

Prerequisite: Advanced Algebra

**Course Description:** College Prep Algebra and Statistics will focus on providing a strong conceptual foundation in algebraic relationships and statistical analysis to prepare students to take credit-bearing college math classes. Students will apply practical algebraic skills to further and deepen understanding of the interconnectedness of mathematics, through linear, exponential, quadratic and logarithmic relationships.

**Instructional Methods/Assessments:**

Instructional methods include lectures, discussions, cooperative learning and individual investigation. Assessments include daily work, homework, tests, quizzes and final exam.

**Recommended Background for Success:**

This course is open to all students who have taken Advanced Algebra. Students should be able to solve multi-step equations including quadratics and systems of equations. Students should have an understanding and use of number operations and order of operations with integers as well as fractions, percents, ratios and proportions. Students should have a solid understanding of graphing all types of functions. Students should be familiar with graphing calculators.

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**MCTC C-NOW APPLIED ALGEBRA** **043070**

Semester - College credit through MCTC

Grade 12

Prerequisite: Advanced Algebra & concurrent enrollment through MCTC

**Course Description:** This course places a strong emphasis on application of algebra and especially on current uses of function models (linear, quadratic, radical, logarithmic, and exponential). The relationship among data, graphs and functions is thoroughly explored. Translating statements and questions from English into mathematics, answering those

questions using algebraic procedures and then stating the results again in English will also be discussed in depth. Only symbolic manipulations that have immediate applications will be studied.

**Instructional Methods/Assessments:**

Instructional methods include lectures, group discussions, and individual/group investigations. Assessments include homework, classwork, tests, and a project at the end of the course.

**Recommended Background for Success:**

This is recommended for students who found some success in Advanced Algebra (a D or better) or by teacher recommendation. Students who are not ready for IB or AP level math classes and who are highly motivated would benefit from this course. Students should have an understanding of the order of operations and be able to simplify mathematical expressions. Being able to graph functions, solve multi-step equations, and solve word problems are all recommended for success in this course.

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**MCTC INTRO STATISTICS 046070**

Semester - College credit through MCTC  
Grade 12

Prerequisite: Applied Interm Algebra (MCTC) and concurrent enrollment through MCTC

**Course Description:** This course is an introduction to the fundamental concepts of descriptive and inferential statistics, with an emphasis on applications. Course content includes: sample surveys and experiment designs; graphic presentation of data; measures of central tendency, variation and position; exploratory data analysis; introductory probability; random variables and probability distributions; normal distributions; the Central Limit Theorem; estimation; hypothesis testing; comparisons of two populations; correlation and regression. Statistical software and/or statistical graphing calculators are introduced and used extensively.

**Instructional Methods/Assessments:**

Instructional methods include lectures, demonstrations using statistical software and web-based applets, group discussions, and individual/group investigations. Assessments include homework, classwork, tests, and a project at the end of the course.

**Recommended Background for Success:**

This is recommended for students who found were successful in Applied Intermediate Algebra (a C or better). Students should be able to solve equations; represent and solve real-world

problems using equations and diagrams; display data in histograms, boxplots, and scatterplots; have an understanding of probability.

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# Science

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*All courses are offered for Science credit and are a year in length except as otherwise noted*

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**PHYSICAL SCIENCE 056010**

Grade 9

Prerequisite: None

**Course Description:** The Physical Science course will address all Physical Science and most Earth Science standards. This class is intended for 9<sup>th</sup> grade students transitioning from middle school science. Students will examine the topics of Motion, Forces and Energy in Physics. Students will examine the topics of Star and Star System formation and Cosmology in Astronomy. Students will examine Atomic Structure, Behavior and Reactions in Chemistry. Students will examine the topics of geochemical cycles, crustal movements and atmospheric science in Earth Systems.

**Instructional Methods/Assessments:**

Experiments, classroom discussions, textbook assignments, group projects, computer simulations and more.

**Recommended Background for Success:**

Students should have understood well the concepts in basic Algebra, as the time for reviewing math concepts will be limited. Mastery of higher algebra will be helpful in problem solving with each topic.

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**BIOLOGY 052010**

Grade 10-11

Prerequisite: Physical Science

**Course Description:** Students will inquire into the history and nature of science, investigate and study ecosystems and populations, and the complexities of human interaction within ecosystems. Furthermore, students will investigate cell chemistry, the cell theory, the structure and function of the cell, and the cell cycle as basic to life. Students will also answer questions about heredity, genetics, reproduction, and DNA. Students will study the comparative

anatomy of the circulatory, digestive, and nervous systems across the animal kingdom. Students will answer questions about evolution and classification. Students will study the behavior of plants, animals and humans and investigate homeostasis.

**Instructional Methods/Assessments:**

Experiments, classroom discussions, textbook assignments, group projects, computer simulations and more.

**Recommended Background for Success:**

Students should have understood well the concepts in basic Algebra, as the time for reviewing math concepts will be limited. Mastery of higher algebra will be helpful in problem solving with each topic.

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**CHEMISTRY** **053010**

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Grade 10-12

Prerequisite: Physical Science & Algebra 1

Lab Fee: Need scientific calculator

**Course Description:** Chemistry is taught in an interdisciplinary manner, that is to say that all other classes will be supported. Therefore, you can expect to read, write, perform math calculations, do library research, etc., along with lectures, note taking, lab work, homework, quizzes, tests, and class participation. Lab work in chemistry is evolving and now requires more student input in the form of inquiry, where students design an experiment, make a claim, record evidence, and defend conclusions by scientific reasoning. The labs in Chemistry will frequently follow this model. Students will also need a scientific calculator for this class.

**Instructional Methods/Assessments:**

Instructional methods include projects, lectures, activities, and media. Assessments include benchmark assessments, quizzes, projects, and semester finals.

**Recommended Background for Success:**

Successful completion of Algebra 1, and basic laboratory skills.

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**HONORS CHEMISTRY** **053020**

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Grade 10

Prerequisite: Physical Science & Algebra 1

Lab Fee: Need scientific calculator

**Course Description:** Honors Chemistry is an advanced comprehensive high school chemistry course for students who would like to continue in AP or IB Chemistry courses. Students with a high interest and ability in science and

mathematics should consider taking this year long course. The approach is math intensive, and the topics are similar to those in chemistry but are studied in more depth. The course will also use labs extensively to illustrate theory. Independent student work will be required. Units covered include measurement and calculations, the atomic theory, periodicity, chemical bonding and chemical formulas, chemical stoichiometry, writing, balancing and predicting chemical equations, gas laws, solutions and their behaviors, thermodynamics, reaction rates, reaction mechanisms chemical equilibrium, acid/base reactions, titrations, organic chemistry, electrochemistry, and qualitative analysis.

**Instructional Methods/Assessments:**

The course work will draw from AP (College Board) chemistry curriculum to help the student transition into AP Chemistry course. All homework, quizzes, and assessments will be geared towards AP chemistry curriculum. Assessments include tests, quizzes, internal assessments, and a final exam. Instructional methods include Discussion, Hands on Lab, Projects, Demonstrations, Presentation, Research, Model Making, Problem Solving, Lecture and Videos.

**Recommended Background for Success:**

Students should have understood well the concepts in basic Algebra, as the time for reviewing math concepts will be limited. Mastery of higher algebra will be helpful in problem solving with each topic. 9th grade science teachers will be asked to comment on a student's likelihood for success in Honors chemistry.

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**PHYSICS** **054010**

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Grade 11-12

Prerequisite: Physical Science and Chemistry or Honors Chemistry

**Course Description:** Physics is the study of the relationship between matter and energy. Although much of the course is based upon understanding concepts, the ability to apply mathematics in order to describe these concepts is important. This course is designed to meet Minnesota State Standards in Physical Science, Earth and Space Science, and History and Nature of Science. This Course helps meet graduation requirements in that it meets the district requirement for 1 years credit in science and provides the Physics Component of the

Physical Science District graduation requirement. Key topics will include: History and Nature of Science, Kinematics, Solar System, Forces, Work, Power and Energy, Electricity and Magnetism, Waves, the Universe and Einstein.

When colleges are choosing to accept or reject applicants, the fact that a student has had success in a high school physics course provides evidence that the student is willing to take on challenges above and beyond the required course work.

**Instructional Methods/Assessments:** This will include demonstrations, inquiry as well as guided inquiry, lectures, projects, field studies, cooperative learning activities, and individual work. Available technology will be integrated as much as possible.

**Recommended Background for Success:** To be successful in the physics course requires a different approach to study skills and habits, attitude toward science and perspective from the ones some students have been using in other classes. Merely cramming the facts and completing task will not be sufficient to grantee success. It requires curiosity and ability to ask questions. Students are expected to investigate phenomena, have multiple perspectives, ability to think conceptually, symbolically and mathematically. Yes! Lots of mathematics. Successful students in physics use multiple resources as they study. These include but not limited to textbooks, online resources, videos, tutors, study peers and devoting adequate time to study for understanding. Above all, successful students ask questions and continually seek to understand.

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**AP CHEMISTRY** **053060**

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Grade 11-12

Prerequisite: One year of Chemistry/Honors Chemistry (A or B each quarter) and concurrent enrollment/completion of Advanced Algebra. Students not meeting these requirements must get a teacher recommendation AND instructor consent.

**Course Description:** The goal of an AP Chemistry course is to provide students with the opportunity to learn the concepts and applications of first-year college chemistry. A process of problem solving is continually modeled and reinforced through lectures, demonstrations, and laboratory components. Topics include stoichiometry, thermochemistry, atomic structure, bonding, gases, acid-base reactions, kinetics, equilibrium, solutions,

descriptive chemistry, electrochemistry and properties of solids. It is understood that students choosing this course intend to take the AP Chemistry exam in May (there is an exam fee, financial aid available).

**Instructional Methods/Assessments:** The course follows the outline provided by the AP College Board. Students practice organized methods to solve problems associated with first year college chemistry delivered through lectures, laboratory work, demonstrations, and group work. Students are tested throughout the year using multiple choice and free response format questions taken from the AP exam. Each student is required to maintain a portfolio of lab work / a lab notebook. Documentation of successful completion of this course can be obtained via the AP Chemistry Examination in May.

**Recommended Background for Success:** A solid understanding of the concepts from first year Chemistry as well as concurrent enrollment or completion of Advanced Algebra. Students not meeting this criteria must have teacher recommendation and instructor consent to enroll in this course.

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**IB SL BIOLOGY** **052040**

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Grade 11-12

Prerequisite: successful completion of Chemistry or Biology

**Course Description:** This is a ONE-YEAR course where students can take the IB SL exam, or the AP exam with additional study and preparation, in May. Because it fulfills all of the requirements of the IB curricula, it moves quite quickly.

All of the topics are common to a Freshman-Level University course. These topics include: Cellular biology, Biochemistry, Photosynthesis/Respiration, Genetics, DNA/molecular genetics with DNA electrophoresis, Evolution, and Ecology. This course can also function as the first year of IB HL Biology.

**Instructional Methods/Assessments:** The general curriculum for the course is established by the IB Organization and includes a 2 week Math Statistics unit and five biology topics (Cells, Biochemistry, Genetics, Evolution/Ecology, and Human Physiology) a Group 4 project, and the study of at least two options areas that will be additionally assessed on the IB exam in May. All quizzes and assessments will be taken from old IB exams to

familiarize the students with the IB style of questioning. Students will have the option to register for the IB exam in or the AP Exam (or both) in May. A minimum of 40 hours of lab work is required by the IBO for this class.

**Recommended Background for Success:**

Students should have understood well the concepts presented in Biology 9, as the time for review and reteaching is very limited. Students should have been successful in honors chemistry, or very successful in regular chemistry. Mastery of higher algebra is necessary to avoid undue difficulties with the problem sets presented with each topic completion of AP Statistics (or taking Stats concurrently) is highly recommended.

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**IB SL CHEMISTRY** **053040**

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Grade 11-12

Prerequisite: Biology or Honors Chemistry & completion or concurrent enrollment in Advanced Algebra

**Course Description:** This is a lab-based course that focuses on advanced concepts in chemistry, developing the ability to design and carry out independent laboratory experiments, and preparing thorough lab reports that meet established IB standards. The course also emphasizes group work, problem solving, and addresses current issues in chemistry in the 21<sup>st</sup> century. During the second semester, individualized comprehensive research projects will be conducted. All students are expected to take the IB examination in May.

**Instructional Methods/Assessments:** The general curriculum for the course is established by the IB Organization and includes eleven focus topics, a Group 4 project, and the study of at least two options areas that will be additionally assessed on the IB exam in May. All homework, quizzes, and assessments will be taken from old IB exams to familiarize the students with the IB style of questioning. All students will be expected to register for the IB exam in May. 40 hours of lab work are required by the IBO for this class.

**Recommended Background for Success:**

Students should have understood well the concepts presented in first year chemistry, as the time for review and reteaching is very limited. Mastery of higher algebra is necessary to avoid undue difficulties with the problem sets presented with each topic. 9th grade science teachers will be asked to comment on a student's likelihood for success in IB chemistry.

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**IB SL PHYSICS** **054040**

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1 year course, or 1<sup>st</sup> year of a two-year course  
Grade 11-12

Prerequisite: Successful completion of Biology, Chemistry or Physics, and completion of Advanced Algebra or concurrent enrollment

**Course Description:**

**Course Description:** IB SL Physics is a rigorous laboratory-based course designed to develop skills in creative problem solving, experiment design, and technical writing. Students will study the eight core Standard Level topics: 1) Measurements and Uncertainties, 2) Mechanics, 3) Thermal Physics, 4) Waves, 5) Electricity and Magnetism, 6) Circular Motion and Gravity, 7) Atomic, Nuclear, and Particle Physics, 8) Energy Production, and one student-chosen option from the following choices: A) Relativity, B) Engineering Physics, C) Imaging, and D) Astrophysics. This course may function as the first year of the two-year HL Physics course. Students will be partially prepared for the AP Physics 1 Exam.

**Instructional Methods/Assessments:**

Instructional methods include lecture, class discussion, lab work (both real and simulated), mathematical problem solving, and scientific writing. Major assessments include two to three unit tests (multiple choice and free response) and one formal lab report per quarter, including the IB Internal Assessment. Course assessments will mimic the IB External and Internal Assessments so that students will be fully prepared for them.

**Recommended Background for Success:**

Students with strong algebra skills, work ethic, and genuine interest in how the universe works will enjoy and be successful in this class.

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**IB SL ENVIRONMENTAL SCIENCE & SYSTEMS** **051240**

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Elective credit only

Grade 12

Pre-requisite: Biology or concurrent enrollment and Algebra

**Course Description:** The aims of the Environmental Systems and Societies course are to promote understanding of environmental processes at a variety of scales, from local to global. Students will also recognize the extent to which technology plays a role in both causing and solving environmental problems and

appreciate that human society is both directly and indirectly linked to the environment at a number of levels and at a variety of scales.

**Instructional Methods/Assessments:**

Instructional methods include projects, field trips, lectures, activities, media, lab work, group work, and independent research. Assessments include tests, quizzes, internal assessments, and a final exam. This course aligns with taking the IB test for Environmental Systems and Societies.

**Recommended Background for Success:**

Successful completion of A full year of Biology and Algebra; Successful completion of Chemistry is highly recommended; Basic Laboratory skills

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**IB HL BIOLOGY, Year 2** **052052**

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Grade 12

Prerequisite(s): Successful completion of IB Biology SL/HL1

**Course Description:** This course is a two-year biology course designed to give students an in-depth biology curriculum equivalent to a first-year college biology course. The goal is to prepare students to take the Advanced Placement (with some additional study) and the Higher Level International Baccalaureate examinations at the end of the second year. Students will be expected to do extensive laboratory work as well as reading and writing as a part of this course.

Units of study include anatomy and physiology for all human systems as well as an in-depth study of neurobiology and behavior, plant form and function, and ecology. Students will also study current biological topics and review for AP and IB HL exams.

**Instructional Methods/Assessments:** The general curriculum for the course is established by the IB Organization and includes a 2 week Math Statistics unit and five biology topics (Cells, Biochemistry, Genetics, Evolution/Ecology, and Human Physiology) a Group 4 project, and the study of at least two options areas that will be additionally assessed on the IB exam in May. All quizzes and assessments will be taken from old IB exams to familiarize the students with the IB style of questioning. Students will have the option to register for the IB exam in or the AP Exam (or both) in May. A minimum of 40 hours of lab work is required by the IBO for this class.

**Recommended Background for Success:**

Students should have understood well the concepts presented in Biology 9, as the time for review and reteaching is very limited. Students

should have been successful in honors chemistry, or very successful in regular chemistry. Mastery of higher algebra is necessary to avoid undue difficulties with the problem sets presented with each topic completion of AP Statistics (or taking Stats concurrently) is highly recommended.

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**IB HL PHYSICS, Year 2** **054052**

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2<sup>nd</sup> year of a two-year course

Grade 12

Prerequisite: Successful completion of IB SL Physics

**Course Description:** (also see course description for IB SL Physics) Students will study the four additional Higher Level topics: 9) Wave Phenomena, 10) Fields, 11) Electromagnetic Induction, 12) Quantum and Nuclear Physics, and one student-chosen option from the following choices: A) Relativity, B) Engineering Physics, C) Imaging, and D) Astrophysics.

**Instructional Methods/Assessments:**

Instructional methods include lecture, class discussion, lab work (both real and simulated), mathematical problem solving, and scientific writing. Major assessments include two to three unit tests (multiple choice and free response) and one formal lab report per quarter, including the IB Internal Assessment. Course assessments will mimic the IB External and Internal Assessments so that students will be fully prepared for them.

**Recommended Background for Success:**

Students with strong algebra skills, work ethic, and genuine interest in how the universe works will enjoy and be successful in this class.

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**ANATOMY & PHYSIOLOGY** **05231A**

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Elective credit

Semester

Grade 11-12

Prerequisite: Successful completion of one year of Biology

**Course Description:** This course examines the human body and biological systems in more detail. Students learn anatomical terminology, study cells and tissues, explore functional systems such as skeletal, muscular, circulatory, respiratory, digestive, reproductive, and nervous systems. They may dissect mammals.

**Instructional Methods/Assessments:**

Experiments, classroom discussions, textbook

assignments, group projects, computer simulations and more

**Recommended Background for Success:**

Successful completion of A full year of Biology and Algebra; Successful completion of Chemistry is recommended; Basic Laboratory skills

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**ZOOLOGY** **05241A**

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Elective credit

Semester

Grade 11-12

Prerequisite: Successful completion of one year of Biology

**Course Description:** Zoology is the study of the diversity of animal life on earth. Student explore a range of organisms from single celled to extinct and the structure and function of body systems and how they evolved. Students apply a historical perspective as they debate a variety of environmental issues. Students will participate in labs, engage in discussions, read scientific articles, and create presentations, complete projects, and write research papers.

This course will help provide an understanding of animals, the niche they occupy in their environment, their life cycles, and their evolutionary relationships to other organisms. These courses should also help students develop an awareness and understanding of biotic communities.

**Instructional Methods/Assessments:**

Experiments, classroom discussions, textbook assignments, group projects, computer simulations and more

**Recommended Background for Success:**

completion of A full year of Biology and Algebra; Successful completion of Chemistry is recommended; Basic Laboratory skills

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**FORENSIC SCIENCE** **05211A**

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Elective credit

Semester

Grade 11-12

Prerequisite: Successful completion of Biology, Chemistry or Honors Chemistry

**Course Description:** Forensic Science is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. It has become a comprehensive subject incorporating Biology, Chemistry, Physics, Entomology, Earth Science, Anatomy and Physiology as well as other

aspects of Science. Major topics include processing a crime scene, collecting and preserving evidence, identifying types of physical evidence, organic and inorganic analysis of evidence, hair, fibers, and paint, toxicology, arson and explosion investigations, serology, DNA, fingerprints, firearms, and document analysis. The main focus of this course will be to emphasize the evidential value of crime scene and related evidence and the services of what has become known as the crime laboratory. This course combines basic theory and real laboratory experiments, creating an experiment-based situation for the better understanding of the students. *This course does not count towards the MN graduation requirement of three years of science.*

**Instructional Methods/Assessments:**

Students will engage in a variety of experiments, computer simulations, projects, discussions and textbook assignments. Students will also use lectures, videos, and demonstrations to gather necessary information.

**Recommended Background for Success:**

Students with a strong and genuine interest in crime scene investigation will enjoy and be successful in this class.

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## SOCIAL STUDIES

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**All courses are offered for Social Studies credit except as otherwise noted**

**All classes are a year in length except as otherwise noted**

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**HUMAN GEOGRAPHY** **02101**

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Must pass 2 quarters for Social Studies graduation credit

Grade 9

Prerequisite: None

**Course Description:** Human Geography is a yearlong course that will examine how people, places, and environments came to be and how they interact with each other. Seven units are included in this course: Tools of Geography, Population and Migration, Cultural Geography, Political Geography, Urban Geography, Economic and Agricultural Geography, and Environmental Geography.

**Instructional Methods/Assessments:** Using a variety of print and electronic resources, including class iPads, students will learn how to acquire information, interpret data, and develop

arguments and present policies or solutions. The methods used in this course will prepare students for future success in social studies courses throughout their high school experience.

**Recommended Background for Success:**

Students should be prepared to spend 1-2 hours per week on homework, maintain an organized notebook, improve their reading and writing skills, and participate in class projects, discussions and other activities.

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**AP HUMAN GEOGRAPHY** **02106**

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Grade 9

Prerequisite: None

**Course Description:** The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. The particular topics studied in AP Human Geography should be judged in light of the following five college-level goals that build on the National Geography Standards developed in 1994 and revised in 2012. On successful completion of the course, students should have developed skills that enable them to:

- Interpret maps and analyze geospatial data. Geography is concerned with the ways in which patterns on Earth's surface reflect and influence physical and human processes.
- Understand and explain the implications of associations and networks among phenomena in places.
- Recognize and interpret the relationships among patterns and processes at different scales of analysis.
- Define regions and evaluate the regionalization process. Geography is concerned not simply with describing patterns but with analyzing how they came about and what they mean.
- Characterize and analyze changing interconnections among places. At the heart of a geographical perspective is a concern with the ways in which events and processes operating in one place can influence those operating at other places.

-Portions taken from AP College Board

**Instructional Methods/Assessments:**

Assessments will be based on AP Multiple Choice

exams and Free Response Questions along with a variety of project based assessments.

Read sophisticated texts and academic writings  
Write well constructed essays and research reports

Think critically by synthesizing a variety of perspectives and information from various sources

Discuss controversial issues with maturity and openness

Analyze various forms of geospatial data

Work collaboratively with fellow students to analyze real world issues

**Recommended Background for Success:**

Students should have a strong background in reading and writing and have an interest in taking college level course work as an incoming 9th grader. Students should expect a minimum of 30-60 min of homework per day. Although the course is thematic the pace will still be fast and much of the supplemental material will be studied as homework.

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**US HISTORY** **02301**

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Grade 10

Pre-requisite: Geography

**Course Description:** United States History is a course dealing with the beginnings of the United States through the present day. We will explore the social, economic, diplomatic, and political events that made this country what it is today.

**Instructional Methods/Assessments:** The course content is taught with the IB Learner Profile as a guide. Students are expected to keep on pace with the class through the reading and homework assignments provided for each unit. Class discussions will occur on a regular basis to check for understanding, but also to dig deeper into course topics. All students are expected to participate appropriately in these discussions.

**Recommended Background for Success:**

Grade level and some college level reading and writing skills, note taking strategies, oral presentation skills, and student commitment of 2-3 hours of homework a week.

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**AP US HISTORY** **02306**

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Grade 10

Prerequisite: Geography and recommendation from both your current social studies and English teachers.

**Course Description:** The aim of this course is to develop an understanding of the historical framework from which modern America emerged. Students will examine the basic and complex issues of the past and study their relationship to the present. Writing, analysis, and interpretation of history are developed by studying historical themes.

**Instructional Methods/Assessments:**

Requirements include regular essays, a major research paper, analysis of primary source documents, numerous supplemental readings, discussions, and practice AP exams. Doing well on the final AP exam can enable one to receive college credit and/or exemption from possible requirements in history. This is the history of America from colonial beginnings to modern America.

**Recommended Background for Success:**

College Level Reading Skills, Writing Skills, and Highly Motivated Individuals who are willing to work 5-7 hours per week on homework.

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**WORLD HISTORY** **02201**

Grade 11

Prerequisite: Geography and US History or AP US History

**Course Description:** The aim of this course is to trace the history of the world from the first humans to the 20th Century using the lenses of political, social, economic, and cultural change. Students will learn to identify patterns and themes across time (centuries even!) and location - does history repeat itself? Find out in World History!

**Instructional Methods/Assessments:**

Requirements include essay writing, interdisciplinary assessments (tying together history and English, for example), evaluating historical sources, and student-constructed projects. Teaching strategies include some lecture and reading, but there is a heavy emphasis on group and individually designed work. Students will also participate in discussion and demonstrate self awareness and reflection through the lens of the IB Learner Profile.

**Recommended Background for Success:**

The successful student will commit him or herself to reading new and varied texts, practicing writing for the social sciences, and improving public speaking skills. Additionally, the most successful students will demonstrate creativity and openness to working with new people and new ideas. Students should commit to 2-3 hours of homework per week.

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**IB SL/HL HISTORY, Year 1** **022041**

Year

Grade 11

Prerequisite: US History or AP US History

**Course Description:** Course focuses on the development of diverse people through conflict and foreign-domestic policies. The content of the course focuses on 3 to 4 of the following topics:

- Historiography,
- Evolution and development of democratic states (Indian Independence 1940s-1960s, end of South African apartheid 1980s-2000, USA)
- The Cold War: Superpower tensions and rivalries (1945-1991)
- Rights & Protest Movements (1940s-1960s: USA Civil Rights Movement & the era of apartheid in South Africa)
- In addition, daily reading (10-15 pages) and writing assigned throughout each unit, and student write a 9-10 page historical investigation research paper on topic dealing with course theme (required by IB). This is a college level course which will demand a high level of commitment from students. Students taking this course will be expected and/or encouraged to move into the History of the Americas course as seniors.

**Instructional Methods/Assessments:** Class focuses on mastering IB assessment criteria and targets.

- Development of critical reading of high level text
- the method of historical writing, research, students will write multiple 3-5 page essays focusing on thesis development and use of supporting evidence
- Analyzing primary source material from a variety of sources
- Evaluating information and formulating opinion based on evidence
- Course will be lecture/discussion based with an emphasis on outside readings as the basis for discussion.

**Recommended Background for Success:**

- Students have the ability to comprehend college level readings.
- Have a strong base of writing skills
- Have solid time management skills as you are expected to work 6-7 hours per week outside of class.

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**IB SL ECONOMICS, Year 1** **02403**

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Year

Grade 12

Prerequisite: IB SL/HL History Yr 1 or World History

**Course Description:** Economics is a dynamic social science. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. The DP economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not studied in a vacuum— rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. The economics course encourages students to develop international perspectives, fosters a concern for global issues and raises students' awareness of their own responsibilities at a local, national and international level. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

The aims of the DP economics course are to enable students to:

- develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application
- develop an appreciation of the impact on individuals and societies of economic interactions between nations
- develop an awareness of development issues facing nations as they undergo the process of change

**Instructional Methods/Assessments:**

Assessment objective 1: Knowledge and understanding

- Demonstrate knowledge and understanding of the common SL/HL syllabus.
- Demonstrate knowledge and understanding of current economic issues and data.

Assessment objective 2: Application and analysis

- Apply economic concepts and theories to real-world situations.
- Identify and interpret economic data.
- Demonstrate the extent to which economic information is used effectively in particular contexts.

Assessment objective 3: Synthesis and evaluation

- Examine economic concepts and theories.
- Use economic concepts and examples to construct and present an argument.
- Discuss and evaluate economic information and theories.

Assessment objective 4: Selection, use and application of appropriate skills and techniques

- Produce well-structured written material, using appropriate economic terminology, within specified time limits.
- Use correctly labeled diagrams to help explain economic concepts and theories.
- Select, interpret and analyse appropriate extracts from the news media.
- Interpret appropriate data sets.

**Recommended Background for Success:**

Students have the ability to comprehend college level readings.

Have a strong base of writing skills

Have solid time management skills as you are expected to work around 5 hours per week outside of class

Have an interest in money and how economics impacts the world we live in

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**IB HL HISTORY OF THE AMERICAS, Year 2** **025252**

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Year

Grade 12

Prerequisite: Successful completion of IB History or World History 11

**Course Description:** We will be examining the regional historical record as well as current topics affecting the region. Students who took HL1 History last year are eligible to take the IB HL History exam.

The countries of the Americas have great diversity within the region, but ultimately they are

linked by geographic and historical circumstances.

- How have these individual countries influenced each other?
- What influences can we still see today?

The goal of this class is to broaden our understanding of our neighbors to the south, as well as to prepare students to become better writers and researchers of history.

### Unit Sequence

1. Pre-Colombian Civilization & Conquest
2. The Colonial Period
3. Movements of Independence & Aftermath
4. The Mexican Revolution, 1910 to 1940
5. Latin American Politics in the First Half of the 20th century
6. Political and Economic Developments in Latin America after WWII

### Instructional Methods/Assessments:

Readings (annotation and summarization), Lectures, Seminars, Examinations, and Weekly WIL (What I Learned) Reflections no more than 500 words long. We will read multiple primary sources and compare them to various historical analyses. Students will also write a 10-15 page historical research paper on a student-chosen topic (if not completed in the 11th grade IB HL 20th Century Topics course).

### Recommended Background for Success:

Students should have any combination of the following:

- an interest in history
- a desire to be challenged by rigorous coursework
- ability to budget 3-7 hours of work per week outside of class
- Self-advocacy skills in case you need or want additional support

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### GOVERNMENT/ECONOMICS 02311/02401

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Grade 12

Prerequisite: World History OR IB SL/HL History, Yr 1

**Course Description:** In the first two quarters of the year, the course focuses primarily on American government with a limited amount of time spent on Minnesota and international government. Students will study the three branches of government with attention to how those affect students' lives.

The second half of the year focuses on economics. Fundamental concepts like scarcity

and supply and demand. This forms the basis for a later unit on personal finance intended to prepare students for the decisions they will make as adults about spending, credit, etc.

### Instructional Methods/Assessments:

- Analyzing primary and secondary sources
- Formulating opinions grounded in evidence and multiple interpretations of the facts
- Discussion
- Direct instruction, including lectures and readings
- Cooperative group projects
- Connections to current events

### Recommended Background for Success:

Students will be expected to attend class regularly and participate fully since much of the course grade is based on class work. Students will also be required to take notes, read a variety of texts, and make the occasional oral presentation.

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### AFRICAN AMERICAN HIST/CULTURE

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021071

Semester/Elective credit

Grade 9-12

Prerequisite: None

**Course Description:** The course will explore African American History based on the following learning objectives:

- Provide an introduction to African American history, including local histories
- Explore why African Americans have occupied an oppressed position in the US and how they have resisted this oppression to create social change
- Examine changes over time and employ sociological, economic, cultural, and political tools for understanding the historical and contemporary positioning of African Americans
- Consider how social constructs such as race, gender and class shape the lives of African Americans

The role of this course will be that of providing students with an opportunity to enhance their understanding of the historical and cultural perspectives of African Americans. This course will examine several issues and themes that are central to the historical experiences of African Americans. We will begin with African origins of humanity and continue to the present period of the 21st century.

**Instructional Methods/Assessments:** Class wide discussion, lectures, readings from textbooks, primary sources, secondary sources, fiction as well as non-fiction, guest speakers, possible field trip. Most assessments will be either written exams or presentations.

**Recommended Background for Success:** It is recommended that students have taken a United States History course prior to this class. Students also need to come with an open mind, a strong work ethic, and an interesting and willingness to work hard in order to thoughtfully learn about the complicated and intricate history that is taught in this course.

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**CHICAN@/LATIN@ STUDIES 021072**

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Semester/Elective credit

Grade 9-12

Prerequisite: None

**Course Description:**

In this course, students explore Chican@/Latin@ history and culture through the lens of historical sociology and critical studies. The course lifts up the voices and perspectives of Chican@s/Latin@s to tell their own his-tories and her-stories by utilizing engaging texts, multimedia resources and critical dialogue. The lesser known stories of everyday resistance and momentous struggles for citizenship and democracy are examined. Below are the course learning objectives:

- Provide an introduction to Chican@/Latin@ history, including local histories;
- Explore why Chican@s/Latin@s have occupied an oppressed position in the US and how they have resisted and created movements for social change and democracy;
- Examine changes over time and employ sociological, economic, cultural, and political tools for understanding the historical and contemporary circumstances of Chican@/Latin@ communities

**Instructional Methods/Assessments:**

Class Discussions

Guest Speakers

Group Work

Class Lecture

Current Events

**Recommended Background for Success:** An interest in Chicano/Latino culture and history.

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**PHILOSOPHY**

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**023070**

Semester/Elective credit

Grade 10-12

Prerequisite: None

**Course Description:** Do you enjoy *The Simpsons*, *South Park*, *Rick & Morty*, *Dilbert*, or *The Good Place*? They are full of situations that help us interpret, evaluate, and improve our own beliefs. Philosophy is the study of knowledge; seeking truth by asking and exploring answers to questions.

**Course Outline**

1. Metaphysics I - What is a Person?
2. Metaphysics II – What is a Meaningful Life?
3. Aesthetics - How do you know what is beautiful in art?
4. Ethics – What Are Good and Evil?
5. Social & Political Philosophy – What is a Just Society?
6. Epistemology & Logic – What is Human Knowledge?

**Instructional Methods/Assessments:** It is largely discussion-based and will place an emphasis on the careful reading and analysis of visual and literary sources, critical and systematic thinking, and the verbal and written expression of ideas. In addition to class discussion, instructional methods and activities utilized throughout the course will include listening to and discussing philosophical lectures, in-class simulations, multimedia presentations, direct instruction, student presentations (with a question and answer session), and the critical viewing of documentaries, television episodes and films.

**Recommended Background for Success:**

Philosophy/Ethics is for students interested in learning about knowledge, but not necessarily in the rigors and expectations of the IB Theory of Knowledge course offered via the IB Program. However, students who do find an interest in Philosophy can have the opportunity to explore the topics more deeply in the IB TOK course as a junior or senior. Students should be willing to participate in discussions and expect to complete 1-2 hours of homework per week. Most importantly, students should come into the course with an open mind, the ability to formulate questions, and the interest in working with others to find possible answers to questions and issues brought up in class.

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**SOCIOLOGY (Topics Through Film) 02801**

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Semester/Elective credit

Grade 10-12

Prerequisite: None

**Course Description:**

Sociologists do not agree when it comes to their opinions concerning the interface between popular films (or movies) and society. Some claim that popular films are a projection of a society's workings onto the "big screen." Specifically, that popular film merely mirrors current social structure and patterns of interaction. Others argue that popular films have the ability to shape a society's way of life; that popular film has the capability of changing us and, therefore, society. This course will use popular feature films to teach sociology. Each unit will make use of popular feature films as a means to help teach basic sociological theories and concepts. It is hoped that the use of these films will help students make connections between social life and the material they are learning. It certainly will help make the material more engaging. Below you will find a subject outline of the course and the films that will be employed.

**Semester Subject Matter** (may be adjusted)

**Quarter One****Essential Questions:**

- **What are the attributes of an effective sociologist?**
- **How does culture prescribe the lives we live?**
- **What is the connection between culture and personality?**  
**Film: Breaking Away (1979)**

**2. A Societies way of Life**

Culture

Deviance and Social Control

**Film: Fiddler on the Roof (1971)**

**Quarter Two****Essential Questions:**

- **How much of what we are comes from nature and how much from nurture?**
- **How is society put together?**
- **How may groups influence our thoughts, feelings, and behaviors?**

**Units:****1. Learning a way of Life**

**Film: Breakfast Club (1985)**

Personality and World View

**Film: Hunchback of Notre dame(1996)**

**2. The Building Blocks of Social Life**

Social Structure and Social Interaction

Social Groups

Formal Organizations

**Film: Clueless (1995)**

**Other Possible Films and Applicable Topics:**

**The Shawshank Redemption (1994)**

Topic: Deviance, Social Control, and the Total Institution

**Crash (2007)**

Topic: Racial and Ethnic Inequality

**Instructional Methods/Assessments:** Direct instruction, including lectures, readings, and teacher led review and guided practice. Cooperative group activities. Demonstration of knowledge through production and presentation of short performance skits or projects. Writing assignments requiring the formulation of opinion supported by reasoned evidence, example, and the elimination of alternative perspectives. Discussion circles. Paper and pencil tests comprised of objective and subjective questions. Objective test items include multiple choice, matching, true, and false, and fill in the blank written answers. Subjective test items may include short to medium written response. Written response test questions -will at times-require students to development an opinion and provide reasoned explanations and examples to support that opinion.

**Recommended Background for Success:**

Students will be expected to attend class regularly given that much of the course grade is based on class work. Students will also be required to take notes, read a variety of reading materials, participate enthusiastically in small group and large group, and occasionally step out in front of the class to participate in the presentation of their group's written work, skit, or project.

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# THEORY OF KNOWLEDGE

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## IB THEORY OF KNOWLEDGE (TOK) 028641/028642

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1 Year course/elective credit only  
(Taken 2nd semester 11th grade & 1st semester 12th grade)

Grade 11 & 12

Prerequisite: All IB Diploma/Medallion candidates must take Theory of Knowledge, which is considered the capstone course for the IB Diploma Program. The two semester course is offered to Juniors starting in the second semester; the course is completed the first semester of their Senior year.

**Course Description:** Students explore and question the limits of and the bases of knowledge (Areas of Knowledge), and the processes by which they gain and utilize new knowledge (Ways of Knowing). Emphasis and focus is placed on the student as a “knower”. Students will develop an understanding of why critical assessment of knowledge is an important aspect of their intellectual development, especially in regards to academic and intellectual honesty. TOK supports other IB courses by providing vehicles for students to draw connections between disciplines. Throughout the course, students will develop the skills and capacity to identify and then critically evaluate belief and knowledge claims, including cultural and ideological biases, and cultural perspectives. The course presents opportunities for reflection and exploration into the origins and limitations of what they learn in other IB courses and in their academic pursuits beyond IB curriculum.

**Instructional Methods/Assessments:** This course will often use lecture and teacher led discussion to provide foundational knowledge and guided inquiry into essential content. Other course activities will be more student-centered and allow for a more student-directed exploration of course content.

### Non IB Monitored Assignments

Each student will receive grades on:

- Participation in daily activities
- Textbook content questions and exercises
- Reflective journaling

- Individual and group presentations
- Free-writes
- Socratic seminar participation
- Written analysis of readings

### Non IB Monitored Assessments

- Each student will write ten 600-800 word analytical essays on teacher selected assigned titles.

### IB Monitored Assessments

- Each student will make a ten-minute (per presenter) individual or group presentation to the class that explores a real life knowledge question that is of interest to him or her. Both the student and the teacher will assess the presentation using the IB presentation of marking form.
- Each IB diploma candidate will write a 1,200-1,600 word essay on any one of the IB Theory of Knowledge prescribed titles given by the International Baccalaureate Organization for that examination session. These essays are authenticated by the teacher and submitted for external evaluation by the IBO.

### Recommended Background for Success:

- Students need to be prepared to routinely read in excess of 40 pages a week.
- Students need to be prepared to accept the challenge of understanding readings where the content is abstract and the vocabulary is difficult.
- Students need to have a competent understanding of the writing process.
- Students need to be prepared to make several individual and group presentations.

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# WORLD LANGUAGES

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*All courses are offered for elective credit  
All courses are a year in length*

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## AMERICAN SIGN LANGUAGE 1 03901

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Grade N/A

Prerequisite: None

Lab Fee: Must have their own USB

**Course Description:** Students are introduced to the basic grammatical structure of American Sign Language within cultural context as they:

- Begin to develop expressive and receptive signing skills through dialogues and folk tale storytelling.
- Begin to develop comprehension of ASL grammar, phrasing, vocabulary and Eye-Q (e.g. visual-spatial acuity).
- Discover connections with other signed languages in the Americas and Europe.
- Survey sign languages in the Americas and ASL's historical connections to England and France.
- Explore the visual-spatial foundations of American Deaf culture and its impact on the global Deaf community.
- Develop language learning strategies to maintain a life long interest in world languages and American Sign Language at home and in the community.
- Signing Naturally Units 1, 2, 3, 4 and Unit 6.1 - .2 (storytelling)

### **Instructional Methods/Assessments:**

Students will be assessed via the following;

- Interpretive (reading about Deaf culture)
- Expressive (ability to sign)
- Receptive (ability to understand signing)

### **Recommended Background for Success:**

Students will be successful with good attendance and active participation. During class, students will watch and copy the teacher. Students must practice expressive and receptive skills every day with a goal of understanding at least 80% of everything they see signed. Students will begin practicing their signs with each other with guidance from the teacher.

Students are most successful when they don't speak in class and develop their Eye-Q. Community building (signing with teacher and classmates) helps students to grasp and utilize their new signs in and outside the classroom.

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## AMERICAN SIGN LANGUAGE 2 03902

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Grade N/A

Prerequisite: ASL I or interview with teacher

Lab Fee: Must have their own USB

**Course Description:** Students begin total immersion in American Sign Language with emphasis on community building (e.g. little to no speaking in class). In this context students will

- Continue to develop expressive and receptive signing skills through dialogues and folk tale storytelling.
- Increase comprehensive of ASL grammar, phrasing and vocabulary.
- Furthering of Eye-Q acuity.
- Research connections between ASL and the North American continent and France.
- Survey Gestuno (International Sign Language) role in the global Deaf community.
- Review and maintain language learning strategies.
- Signing Naturally Units 5, 6.3 - .13, 7 & 8.

### **Instructional Methods/Assessments:**

Students will be assessed via the following;

- Interpretive (reading about Deaf culture)
- Expressive (ability to sign)
- Receptive (ability to understand signing)

### **Recommended Background for Success:**

Students will be successful with good attendance and active class participation. Every day student's will have opportunities to increase their Eye-Q and signing abilities. Students should understand at least 80% of all new signs, phrases and grammar.

Students are most successful when they don't speak in class. Community building (signing with teacher and classmates) reinforces this. Outside of the classroom students are expected to practice their new signs and ASL grammar at least 15 minutes each day.

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## AMERICAN SIGN LANGUAGE 3 03903

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Grade N/A

Prerequisite: American Sign Language 2 &  
Must have own USB

**Course Description:** Students are introduced to research topics specific to Deaf Culture and History and the History of American Sign Language (ASL) via individual projects; and to further their knowledge of the grammatical structure of ASL within cultural context as they:

- Continue to develop expressive and receptive signing skills through dialogues and folk tale storytelling in larger chunks..
- Demonstrate comprehension of ASL grammar, phrasing, vocabulary and Eye-Q (e.g. visual-spatial acuity).
- Uncover further connections with other signed languages in the Americas and Europe.
- Survey sign languages in the Americas and ASL's historical connections to England and France.
- Explore the visual-spatial foundations of American Deaf culture and its impact on the global Deaf community.
- Implement language learning strategies to maintain a life long interest in world languages and American Sign Language at home and in the community.
- Signing Naturally Level 2 and 3 textbooks and disks will be provided for in class work.

**Instructional Methods/Assessments:** ASL is a visual-spatial language and thus it is learned best when lessons are presented with no voice.

Students will increase their knowledge of the history of ASL and Deaf Culture & History.

Students will be assessed via the following;

- Interpretive (reading about Deaf culture)
- Expressive (ability to sign)
- Receptive (ability to understand signing)

**Recommended Background for Success:**

Students will be successful with good attendance and active participation. During class, students will watch and COPY-ME (ASI written gloss – it means for the students to mirror my signs while I am signing them). Students must practice expressive and receptive skills every day with a goal of understanding at least 90% of everything they see signed.

Students will practice their signs skills in daily practice sessions with each other with guidance from the teacher and in weekly video journals. Students are most successful when they don't speak in class and develop their Eye-Q ability. Community building (signing with teacher and classmates) helps students to grasp and utilize their new signs in and outside the classroom.

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**AMERICAN SIGN LANGUAGE 4                      03904**

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Grade N/A

Prerequisite: American Sign Language 3 &  
Must have own USB

**Course Description:** Students continue to develop proficiency in American Sign Language and deepen their expanding knowledge of Deaf culture and history.

ASL is a visual language that is learned best when lessons are presented with no voice, so this class is a silent class. It has its own grammatical rules and semantics. Students will be focusing on Deaf Culture and the History of Deafness in this class.

- Advanced listening and signing skills developed through current Deaf issues and global topics.
- Examine the role of Gallaudet University and the World Federation of the Deaf in the global D/deaf community.
- Explore the unique and interesting **perspectives**, practices, and products of the culture and develop awareness of different worldviews.
- Students will read and complete study guides for one of three novels: *On the Beat of Truth: A Hearing Daughter's Stories of her Black Parents* by Maxine Childress Brown; *The Cry of the Gull* by Emmanuelle Labroit; *Wonderstruck* by Brian Selznik.
- The students will attend at least two social functions at which members of the Deaf community are present.
- Given a set of specially prepared ASL dialogues, the student will demonstrate receptive and expressive mastery of these features of ASL targeted in the dialogues.
- The student will demonstrate receptive and expressive mastery of the manual alphabet and use of finger spelling in ASL.
- The student will demonstrate the ability to express given and self-generated stories of medium length in ASL.

- The students will research an animal and present it in ASL.
- The students will create an ASL Poetry video.

**Instructional Methods/Assessments:**  
**Recommended Background for Success:**

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**ARABIC 1** **03101**

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Grade N/A  
 Prerequisite: None

**Course Description:**

Students are introduced to the basic structure of the Arabic language within cultural contexts as they begin to understand and speak Arabic through guided practice in dynamic and real-world situations. The student will also begin to read and write in Arabic and explore cultural and social practices. Students will be exposed to use colloquial Arabic in few situations in the Arab World. Overall, the student will develop language-learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world

**Instructional Methods/Assessment**

Students will be assessed in the following domains:

- Interpretive (reading and listening)
- Interpersonal (conversation)
- Presentational (speaking and writing)

**Recommended Background for Success**

Students will be successful with good attendance and active class participation. Students must practice listening, reading, writing, and speaking every day in Arabic with the guidance of the teacher. Outside of class, students are expected to study the vocabulary words, do the homework, read the assigned stories.

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**ARABIC 2** **03102**

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Grade N/A  
 Prerequisite: Arabic1 or equivalent, i.e., 1-2 years of middle school

**Course Description:**

Students will broaden their foundation of the Arabic language within cultural contexts as they improve understanding and speaking of Arabic through guided practice in dynamic and real-world situations. Students will continue to read and write in Arabic (simple short stories, letters, magazines, or other real-life texts) by expanding knowledge of Arabic vocabulary and structures. Additionally, students will explore the unique and

interesting perspectives, practices, and products of the culture and develop awareness of different worldviews. Students will be involved in conversations using colloquial Arabic. Overall, the student will expand language-learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

**Instructional Methods/Assessment**

Students will be assessed in the following domains:

- Interpretive (reading and listening)
- Interpersonal (conversation)
- Presentational (speaking and writing)

**Recommended Background for Success**

Students will be successful with good attendance and active class participation. Students must practice listening, reading, writing, and speaking every day in Arabic with the guidance of the teacher. Outside of class, students are expected to study the vocabulary words, do the homework, read the assigned stories.

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**ARABIC 3** **03103**

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Grade N/A  
 Prerequisite: Arabic2 or equivalent, i.e., 2 years of middle or high school

**Course Description:**

Arabic 3 reviews and builds on the grammar and vocabulary taught in Arabic 2 to enhance conversational, reading, listening, and writing skills. Students study compound verb tenses and the subjunctive and passive moods. They focus on history, geography, daily life in the Arab World, and famous characters. Arabic 3 incorporates all four language skills: reading, speaking, listening, and writing. Students will be exposed to more colloquial Arabic in different countries. Overall, the student will expand language-learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

**Instructional Methods/Assessment**

Students will be assessed in the following domains:

- Interpretive (reading and listening)
- Interpersonal (conversation)
- Presentational (speaking and writing)

**Recommended Background for Success**

Students will be successful with good attendance and active class participation. Students must practice listening, reading, writing, and speaking every day in Arabic with the guidance of the teacher. Outside of class,

students are expected to study the vocabulary words, do the homework, work on class projects, and read the assigned stories.

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**FRENCH 1** **03301**

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Grade N/A

Prerequisite: None

**Course Description:** Students are introduced to the basic structure of the French language within cultural contexts as they:

- Begin to understand and speak French through storytelling and real-world situations.
- Begin to read and write in French (simple short stories, letters, magazines, or other real-life texts).
- Discover connections with other subjects (geography/politics, fine arts, and math/science).
- Survey French-speaking cultures and their social practices (holidays, music, food, popular media).
- Explore the unique and interesting perspectives, practices, and products of the culture.
- Develop language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

**Instructional Methods/Assessments:**

Students will be assessed in the following domains:

- Interpretive (reading & listening)
- Interpersonal (conversation)
- Presentational (speaking & writing)

**Recommended Background for Success:**

Students will be successful with good attendance and active class participation. During class, students will listen and respond to French. Students must practice listening skills every day, with a goal of understanding at least 80% of everything they hear in French. Students will also begin speaking, reading, and writing in French with guidance from the teacher. Students are most successful when they have a positive attitude toward trying new experiences and when they take risks speaking French language. Outside of class, students are expected to review vocabulary and stories from class 10-20 minutes every day.

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**FRENCH 2** **03302**

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Grade N/A

Prerequisite: French 1 or equivalent, i.e. two years of middle school French

**Course Description:** Students broaden their foundation of the French language within cultural contexts as they:

- Improve understanding and speaking of French through storytelling and real-world situations.
- Continue to read and write in French (simple short stories, letters, magazines, or other real-life texts) by expanding knowledge of French vocabulary and structures.
- Discover connections with other subjects (geography/politics, fine arts, and math/science).
- Examine French-speaking cultures and their social practices (music, food, popular media) and connections between language and French-speaking cultures.
- Explore the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews.
- Expand language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

**Instructional Methods/Assessments:**

Students will be assessed in the following domains:

- Interpretive (reading & listening)
- Interpersonal (conversation)
- Presentational (speaking & writing)

**Recommended Background for Success:**

Students will be successful with good attendance and active class participation. Every week, students will have practice during class in listening, speaking, reading, and writing French language. Students should understand at least 80% of what they read and hear in French and they should ask questions when they don't understand. Students are most successful when they have a positive attitude toward learning and when they take risks speaking French language. Outside of class, students are expected to review vocabulary and stories from class 10-20 minutes every day.

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**FRENCH 3** **03303**

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Grade N/A

Prerequisite: French 2 or equivalent, i.e. 2

years of middle or high school French or teacher permission

**Course Description:** French 3 is a bridge to IB classes\*. Students continue to develop proficiency in French language and deepen their understanding of French-speaking cultures as they:

- Converse, read and write about real-world topics while expanding knowledge of French vocabulary and structures.
- Use knowledge of the language to make connections with other subjects (geography/politics, fine arts, and math/science).
- Examine French-speaking cultures and their social practices (music, food, popular media) and perspectives
- Expand language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

**Instructional Methods/Assessments:**

Students will be assessed in the following domains:

- Interpretive (reading & listening)
- Interpersonal (conversation)
- Presentational (speaking & writing)

\*Teacher will assess throughout the year for student readiness for IB French 4. Invitations will be granted in the spring. Students may advance to French 4 or IB French 4, depending on readiness.

**Recommended Background for Success:**

Students will be successful with good attendance and active class participation. Students should understand at least 80% of what they read and hear in French and they should ask questions when they don't understand. Students are most successful when they have a positive attitude toward listening to French and speaking French at all times and when they take risks speaking French language. Additional challenge and rigor is expected at this level. Outside of class, students are expected to review class material and work on class projects at least 10-20 minutes every day.

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|------------------------|--------------|
| <b>FRENCH 4</b>        | <b>03304</b> |
| Grade N/A              |              |
| Prerequisite: French 3 |              |

**Course Description:** French 4 is a bridge to IB classes. Students continue to develop and refine proficiency in French language and deepen their

understanding of French-speaking cultures as they:

- Converse, read and write about real-world topics while expanding knowledge of French vocabulary, structures and idiomatic phrases
- Use knowledge of the language to make connections with other subjects (geography/politics, fine arts, and math/science)
- Examine French-speaking cultures and their social practices (music, food, popular media) and perspectives
- Expand language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world
- read authentic literature (originally written for native French-speakers)

**Instructional Methods/Assessments:**

Students will complete performance-based assessments by writing in a variety of text types and speaking in different contexts.

**Recommended Background for Success:**

Students will be successful with good attendance, active class participation, and extra effort toward speaking and listening to French at all times during class. Students are most successful when they have a positive attitude toward using French at all times and when they take risks speaking French language. Additional challenge and rigor is expected at this level and students should have the attitude that they are preparing for IB French or college French classes. Outside of class, students are expected to review class material and work on class projects at least 10-20 minutes every day.

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|----------------------------|--------------|
| <b>IB SL FRENCH Year 1</b> | <b>03318</b> |
| Grade 10-12                |              |
| Prerequisite: French 4     |              |

**Course Description:** Students will develop and refine proficiency in French language and deepen their understanding of French-speaking cultures as they:

- communicate in French in a variety of contexts and express ideas with clarity and fluency
- expand and refine their use of vocabulary, grammar, and idiomatic expressions
- practice a variety of written and oral forms appropriate for different situations

- make connections, comparisons and become involved in French-speaking communities
- read authentic literature (originally written for native French-speakers)
- prepare for the IB SL exam

**Instructional Methods/Assessments:**

Students will not take the IB exam in this first year. Students will complete performance-based assessments by writing in a variety of text types and speaking in different contexts.

**Recommended Background for Success:**

Students will be successful with a positive attitude and perseverance. Students will stay in French language at all times during class. Students will work on understanding and responding to interesting materials in French both inside and outside of class. Additional challenge and rigor is expected at this level. Students who are concerned about their performance in this class should seek opportunities outside of class to use their language skills in a meaningful way. Students will take practice IB tests.

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**IB SL FRENCH Year 2 / IB HL FRENCH Year 1**  
**03328/03319**

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Grade 11-12

Prerequisite: IB SL French Yr 1

**Course Description:** Students will continue to develop and refine proficiency in French language and deepen their understanding of French-speaking cultures as they:

- communicate in French in a variety of contexts and express ideas with clarity and fluency
- expand and refine their use of vocabulary, grammar, and idiomatic expressions
- practice a variety of written and oral forms appropriate for different situations
- make connections, comparisons and become involved in French-speaking communities
- read authentic literature (originally written for native French-speakers)
- prepare for the IB SL and HL exams

**Instructional Methods/Assessments:**

Students may take the IB SL exam in the spring. Students will complete performance-based assessments by writing in a variety of text types and speaking in different contexts.

**Recommended Background for Success:**

Students will be successful with a positive

attitude and perseverance. Students will stay in French language at all times during class. Students will work on understanding and responding to interesting materials in French both inside and outside of class. Additional challenge and rigor is expected at this level. Students who are concerned about their performance in this class should seek opportunities outside of class to use their language skills in a meaningful way. Students will take practice IB tests and some may take the IB Standard Level exam.

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**IB HL FRENCH Year 2** **03329**

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Grade 11-12

Prerequisite: IB HL French Yr 1

**Course Description:** Students develop and refine proficiency in French language and deepen their understanding of French-speaking cultures as they:

- communicate in French in a variety of contexts and express ideas with refined clarity and fluency
- perfect their use of vocabulary, grammar, and idiomatic expressions
- practice a variety of in-depth written and oral forms appropriate for different situations
- make connections, comparisons and become involved in French-speaking communities
- read authentic and classic literature
- prepare for the IB HL exams

**Instructional Methods/Assessments:**

Students will take the IB HL exam. Students will complete performance-based assessments by writing in a variety of text types and speaking in different contexts.

**Recommended Background for Success:**

Students will be successful with a positive attitude and perseverance. Students will stay in French language at all times during class. Students will work on understanding and responding to interesting materials in French both inside and outside of class. Additional challenge and rigor is expected at this level. Students who are concerned about their performance in this class should seek opportunities outside of class to use their language skills in a meaningful way. Students will take practice IB tests and all students will take the IB Higher Level exam.

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**SPANISH 1** **03601**

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Grade N/A

Prerequisite: None

**Course Description:** Students are introduced to the basic structure of the Spanish language within cultural contexts as they:

- Begin to understand and speak Spanish through storytelling and real-world situations.
- Begin to read and write in Spanish (simple short stories, letters, magazines, or other real-life texts).
- Discover connections with other subjects (geography/politics, fine arts, and math/science).
- Survey Spanish-speaking cultures and their social practices (holidays, music, food, popular media).
- Explore the unique and interesting perspectives, practices, and products of the culture.
- Develop language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

**Instructional Methods/Assessments:**

Students will be assessed in the following domains:

- Interpretive (reading & listening)
- Interpersonal (conversation)
- Presentational (speaking & writing)

**Recommended Background for Success:**

Students will be successful with good attendance and active class participation. During class, students will listen and respond to Spanish. Students must practice listening skills every day, with a goal of understanding at least 80% of everything they hear in Spanish. Students will also begin speaking, reading, and writing in Spanish with guidance from the teacher. Students are most successful when they have a positive attitude toward trying new experiences and when they take risks speaking Spanish language. Outside of class, students are expected to review vocabulary and stories from class 10-20 minutes every day.

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**SPANISH 2** **03602**

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Grade N/A

Prerequisite: Spanish 1 or equivalent, i.e., 1-2 years of middle school, or teacher recommendation

Students broaden their foundation of the

Spanish language within cultural contexts as they:

- Improve understanding and speaking of Spanish through storytelling and real-world situations.
- Continue to read and write in Spanish (simple short stories, letters, magazines, or other real-life texts) by expanding knowledge of Spanish vocabulary and structures.
- Discover connections with other subjects (geography/politics, fine arts, and math/science).
- Examine Spanish-speaking cultures and their social practices (music, food, popular media) and connections between language and Spanish-speaking cultures.
- Explore the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews.
- Expand language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

**Instructional Methods/Assessments:**

Students will be assessed in the following domains:

- Interpretive (reading & listening)
- Interpersonal (conversation)
- Presentational (speaking & writing)

**Recommended Background for Success:**

Students will be successful with good attendance and active class participation. Every week, students will have practice during class in listening, speaking, reading, and writing Spanish language. Students should understand at least 80% of what they read and hear in Spanish and they should ask questions when they don't understand. Students are most successful when they have a positive attitude toward learning and when they take risks speaking Spanish language. Outside of class, students are expected to review vocabulary and stories from class 10-20 minutes every day.

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**SPANISH 3** **03603**

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Grades N/A

Prerequisite: Spanish 2 or equivalent, i.e. 2 years of middle or high school Spanish or teacher permission

**Course Description:** Spanish 3 is a bridge to IB classes\*. Students continue to develop

proficiency in Spanish language and deepen their understanding of Spanish-speaking cultures as they:

- Converse, read and write about real-world topics while expanding knowledge of Spanish vocabulary and structures.
- Use knowledge of the language to make connections with other subjects (geography/politics, fine arts, and math/science).
- Examine Spanish-speaking cultures and their social practices (music, food, popular media) and perspectives
- Expand language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

**Instructional Methods/Assessments:**

Students will be assessed in the following domains:

- Interpretive (reading & listening)
- Interpersonal (conversation)
- Presentational (speaking & writing)

\*Teacher will assess throughout the year for student readiness for IB SL Spanish, Yr1.

Invitations will be granted in the spring. Students may advance to Spanish 4 or IB SL Spanish, Yr1, depending on readiness.

**Recommended Background for Success:**

Students will be successful with good attendance and active class participation. Students should understand at least 80% of what they read and hear in Spanish and they should ask questions when they don't understand. Students are most successful when they have a positive attitude toward listening to Spanish and speaking Spanish at all times and when they take risks speaking Spanish language. Additional challenge and rigor is expected at this level. Outside of class, students are expected to review class material and work on class projects at least 10-20 minutes every day.

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**SPANISH 4** **03604**

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Grade N/A

Prerequisite: Spanish 3

**Course Description:** Spanish 4 is a bridge to IB classes. Students continue to develop and refine proficiency in Spanish language and deepen their understanding of Spanish-speaking cultures as they:

- Converse, read and write about real-world topics while expanding knowledge

of Spanish vocabulary, structures and idiomatic phrases

- Use knowledge of the language to make connections with other subjects (geography/politics, fine arts, and math/science)
- Examine Spanish-speaking cultures and their social practices (music, food, popular media) and perspectives
- Expand language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world
- read authentic literature (originally written for native Spanish-speakers)

**Instructional Methods/Assessments:**

Students will complete performance-based assessments by writing in a variety of text types and speaking in different contexts.

**Recommended Background for Success:**

Students will be successful with good attendance, active class participation, and extra effort toward speaking and listening to Spanish at all times during class. Students are most successful when they have a positive attitude toward using Spanish at all times and when they take risks speaking Spanish language.

Additional challenge and rigor is expected at this level and students should have the attitude that they are preparing for IB Spanish or college Spanish classes. Outside of class, students are expected to review class material and work on class projects at least 10-20 minutes every day.

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**IB SL SPANISH Year 1** **03618**

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Grade 10-12

Prerequisite: Spanish 4

**Course Description:** Students will develop and refine proficiency in Spanish language and deepen their understanding of Spanish-speaking cultures as they:

- communicate in Spanish in a variety of contexts and express ideas with clarity and fluency
- expand and refine their use of vocabulary, grammar, and idiomatic expressions
- practice a variety of written and oral forms appropriate for different situations
- make connections, comparisons and become involved in Spanish-speaking communities
- read authentic literature (originally written for native Spanish-speakers)

- prepare for the IB SL exam

**Instructional Methods/Assessments:**

Students will not take the IB exam in this first year. Students will complete performance-based assessments by writing in a variety of text types and speaking in different contexts.

**Recommended Background for Success:**

Students will be successful with a positive attitude and perseverance. Students will stay in Spanish language at all times during class. Students will work on understanding and responding to interesting materials in Spanish both inside and outside of class. Additional challenge and rigor is expected at this level. Students who are concerned about their performance in this class should seek opportunities outside of class to use their language skills in a meaningful way. Students will take practice IB tests.

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**IB SL SPANISH Year 2 / IB HL SPANISH Year 1** **03628/03619**

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Grade 11-12

Prerequisite: IB SL Spanish Yr 1

**Course Description:** Students will continue to develop and refine proficiency in Spanish language and deepen their understanding of Spanish-speaking cultures as they:

- communicate in Spanish in a variety of contexts and express ideas with clarity and fluency
- expand and refine their use of vocabulary, grammar, and idiomatic expressions
- practice a variety of written and oral forms appropriate for different situations
- make connections, comparisons and become involved in Spanish-speaking communities
- read authentic literature (originally written for native Spanish-speakers)
- prepare for the IB SL and HL exams

**Instructional Methods/Assessments:**

Students may take the IB SL exam in the spring. Students will complete performance-based assessments by writing in a variety of text types and speaking in different contexts.

**Recommended Background for Success:**

Students will be successful with a positive attitude and perseverance. Students will stay in Spanish language at all times during class. Students will work on understanding and responding to interesting materials in Spanish both inside and outside of class. Additional

challenge and rigor is expected at this level. Students who are concerned about their performance in this class should seek opportunities outside of class to use their language skills in a meaningful way. Students will take practice IB tests and some may take the IB Standard Level exam.

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**IB HL SPANISH Year 2** **03629**

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Grade 11-12

Prerequisite: IB HL Spanish Yr 1

**Course Description:** Students develop and refine proficiency in Spanish language and deepen their understanding of Spanish-speaking cultures as they:

- communicate in Spanish in a variety of contexts and express ideas with refined clarity and fluency
- perfect their use of vocabulary, grammar, and idiomatic expressions
- practice a variety of in-depth written and oral forms appropriate for different situations
- make connections, comparisons and become involved in Spanish-speaking communities
- read authentic and classic literature
- prepare for the IB HL exams

**Instructional Methods/Assessments:**

Students will take the IB HL exam. Students will complete performance-based assessments by writing in a variety of text types and speaking in different contexts.

**Recommended Background for Success:**

Students will be successful with a positive attitude and perseverance. Students will stay in Spanish language at all times during class. Students will work on understanding and responding to interesting materials in Spanish both inside and outside of class. Additional challenge and rigor is expected at this level. Students who are concerned about their performance in this class should seek opportunities outside of class to use their language skills in a meaningful way. Students will take practice IB tests and all students will take the IB Higher Level exam.

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**SPANISH FOR SPANISH SPEAKERS 1 - HERITAGE SPANISH 1** **03611**

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Grade N/A

Prerequisite: Native or near-native oral fluency in Spanish, continuous Spanish immersion education, or teacher permission

**Course Description:** Spanish for Spanish Speakers is designed for students who use the Spanish language at home and who desire to read and write in Spanish (a Spanish Language Arts class):

- Practice various aspects of writing including spelling, punctuation, accent marks, etc.
- Organize ideas in writing and in communicating
- Develop academic language so that one can have a conversation entirely in Spanish
- Connect abilities in Spanish to other classes such as English language arts, social studies, and theatre

Discuss and write in depth about topics pertinent to the Spanish-speaking world

**Instructional Methods/Assessments:**

Students will complete performance-based assessments by writing in a variety of text types and speaking in different contexts.

**Recommended Background for Success:**

Students will be successful with a positive attitude and perseverance. Students are expected to turn in assignments on time. Students should use their experiences at home and in the community to make connections to what we are doing in the classroom. Students will stay in Spanish language at all times during class (at the very beginning of the year Spanglish will be accepted). Students will work on using academic Spanish instead of conversational Spanish to communicate about interesting materials in Spanish both inside and outside of class. Students who are concerned about their performance in this class should seek opportunities outside of class to use their academic language skills in a meaningful way.

- Organize ideas in writing and in communicating
- Develop academic language so that one can have a conversation entirely in Spanish
- Connect abilities in Spanish to other classes such as English language arts, social studies and theatre
- Discuss and write in depth about topics pertinent to the Spanish-speaking world

**Instructional Methods/Assessments:**

Students will complete performance-based assessments by writing in a variety of text types and speaking in different contexts.

**Recommended Background for Success:**

Students will be successful with a positive attitude and perseverance. Students are expected to turn in assignments on time. Students should use their experiences at home and in the community to make connections to what we are doing in the classroom. Students will stay in Spanish language at all times during class. Students will work on using academic Spanish instead of conversational Spanish to communicate about interesting materials in Spanish both inside and outside of class. Students who are concerned about their performance in this class should seek opportunities outside of class to use their academic language skills in a meaningful way.

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## English Language Learners (ELL)

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### THE COLLABORATIVE MODEL AT WASHBURN HIGH SCHOOL

Collaboration is an education model that is student focused, and coordinated in order to promote learning in mainstream classroom. It incorporates two or more teachers instructing a group of students with diverse learning needs. It is a service delivery approach for students with an individual education plan who can benefit from general education curriculum or students receiving English Language Learners support.

Teaching strategies in the Collaborative Model include individualized instruction, multiple learning styles, team teaching, weekly evaluation, and detailed planning are all of direct

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### SPANISH FOR SPANISH SPEAKERS 2 - HERITAGE SPANISH 2 03612

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Grade N/A

Prerequisite: Spanish for Spanish Speakers 1 or teacher recommendation

**Course Description:** Spanish for Spanish Speakers 2 is designed for students who use the Spanish language at home and who desire to refine their ability to read and write in Spanish (a Spanish Language Arts class):

- Practice various aspects of writing including spelling, punctuation, accent marks, etc.

benefit to students. The purpose of the collaboration is to combine expertise of teachers and meet the needs of all learners, by implementing various teaching strategies (e.g., differentiated instruction, shared classroom management, pair/share) in order to increase student achievement.

**Prerequisite for all classes is student is eligible for ELL Services**  
**All courses are Year long except as otherwise noted.**

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**ESL LEVEL 1A/1B** **08001/08011**

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2 hour block- Elective credit only  
Grade N/A

**Course Description:** This course emphasizes reading, writing, listening and speaking skills needed to successfully meet the demands of high school coursework. Students will read and analyze increasingly complex fiction and nonfiction texts and will continue to develop academic writing skills by improving language mechanics and standard grammar usage. They will explore topics of personal and academic interest as they develop media literacy and research skills needed to meet the challenges of future academic work. As part of a caring classroom community, students will work together to develop self-advocacy and social skills and build cultural competency.

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**ESL LEVEL 2A/2B** **08002/08012**

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2 hour block-1 English credit & 1 Elective credit  
Grade N/A

**Course Description:** This course emphasizes reading, writing, listening and speaking skills needed to successfully meet the demands of high school coursework. Students will read and analyze increasingly complex fiction and nonfiction texts and will continue to develop academic writing skills by improving language mechanics and standard grammar usage. They will explore topics of personal and academic interest as they develop media literacy and research skills needed to meet the challenges of future academic work. As part of a caring classroom community, students will work together to develop self-advocacy and social skills and build cultural competency.

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**ACADEMIC LANGUAGE DEVELOPMENT 9**

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**08014**

Elective credit only  
Grade 9

**Course Description:** This course will give further instruction in Academic English that students need to be successful in 9th grade core content classes. All English Language classes will develop skills in reading, writing, listening, and speaking. However, Academic Language will have a strong focus on reading and writing.

**Learning Outcomes:** Students will learn to:

- identify and utilize organizational features of grade level texts
- understand the difference between academic and informal language
- summarize, find main ideas and details, and use knowledge of grammar to better understand a text
- recognize and effectively use English language structures for the purpose of comparing & contrasting, explaining or showing cause and effect, supporting with evidence, explaining events and procedures, and persuading.

**Instructional Methods/Assessments:** In this course, students will critically read, analyze, write, and discuss a range of texts.

Assessments will include essays, media projects, and oral presentations. Additionally all students will be expected to participate in class discussions.

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**ACADEMIC LANGUAGE DEVELOPMENT 10**

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**08015**

Elective credit only  
Grade 10

**Course Description:** This course will give further instruction in Academic English that students need to be successful in 10th grade core content classes. All English Language classes will develop skills in reading, writing, listening, and speaking. However, Academic Language will have a strong focus on reading and writing.

**Learning Outcomes:** Students will learn to:

- identify and utilize organizational features of grade level texts
- understand the difference between academic and informal language
- summarize, find main ideas and details, and use knowledge of grammar to better understand a text
- recognize and effectively use English language

structures for the purpose of comparing & contrasting, explaining or showing cause and effect, supporting with evidence, explaining events and procedures, and persuading.

**Instructional Methods/Assessments:** In this course, students will critically read, analyze, write, and discuss a range of texts.

Assessments will include essays, media projects, and oral presentations. Additionally all students will be expected to participate in class discussions.

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**ACADEMIC LANGUAGE DEVELOPMENT 11**  
**08016**

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Elective credit only  
Grade 11

**Course Description:** This course will give further instruction in Academic English that students need to be successful in 11th grade core content classes. All English Language classes will develop skills in reading, writing, listening, and speaking. However, Academic Language will have a strong focus on reading and writing.

**Learning Outcomes:** Students will learn to:

- identify and utilize organizational features of grade level texts
- understand the difference between academic and informal language
- summarize, find main ideas and details, and use knowledge of grammar to better understand a text
- recognize and effectively use English language structures for the purpose of comparing & contrasting, explaining or showing cause and effect, supporting with evidence, explaining events and procedures, and persuading.

**Instructional Methods/Assessments:** In this course, students will critically read, analyze, write, and discuss a range of texts.

Assessments will include essays, media projects, and oral presentations. Additionally all students will be expected to participate in class discussions.

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**ACADEMIC LANGUAGE DEVELOPMENT 12**  
**08017**

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Elective credit only  
Grade 12

**Course Description:** This course will give further instruction in Academic English that

students need to be successful in 12th grade core content classes. All English Language classes will develop skills in reading, writing, listening, and speaking. However, Academic Language will have a strong focus on reading and writing.

**Learning Outcomes:** Students will learn to:

- identify and utilize organizational features of grade level texts
- understand the difference between academic and informal language
- summarize, find main ideas and details, and use knowledge of grammar to better understand a text
- recognize and effectively use English language structures for the purpose of comparing & contrasting, explaining or showing cause and effect, supporting with evidence, explaining events and procedures, and persuading.

**Instructional Methods/Assessments:** In this course, students will critically read, analyze, write, and discuss a range of texts.

Assessments will include essays, media projects, and oral presentations. Additionally all students will be expected to participate in class discussions.

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**ELL SOCIAL STUDIES CONCEPTS 02009**

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Semester - Elective credit only  
Grade N/A

**Course Description:** This course will give further instruction in Academic English that students need to be successful in Social Studies classes. All English Language classes will develop skills in reading, writing, listening, and speaking. However, Academic Language will have a strong focus on reading and writing.

**Instructional Methods/Assessments:** In this course, students will critically read, analyze, write, and discuss a range of texts.

Assessments will include essays, media projects, and oral presentations. Additionally all students will be expected to participate in class discussions.

**Recommended Background for Success:**

The concepts class is meant to develop the background needed to be successful in core classes.

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**ELL SHELTERED GEOGRAPHY 02101**

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Structured to support students at WIDA levels 1.5 to 3

Must pass 2 quarters for Social Studies graduation credit  
Grade 9  
Prerequisite: None

**Course Description:** Human Geography is a yearlong course that will examine how people, places, and environments came to be and how they interact with each other. Seven units are included in this course: Tools of Geography, Population and Migration, Cultural Geography, Political Geography, Urban Geography, Economic and Agricultural Geography, and Environmental Geography.

**Instructional Methods/Assessments:** Using a variety of print and electronic resources, including class iPads, students will learn how to acquire information, interpret data, and develop arguments and present policies or solutions. The methods used in this course will prepare students for future success in social studies courses throughout their high school experience.

**Recommended Background for Success:** Students should be prepared to spend 1-2 hours per week on homework, maintain an organized notebook, improve their reading and writing skills, and participate in class projects, discussions and other activities.

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**ELL MATH CONCEPTS 04000**

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Elective credit only  
Grade N/A

**Course Description:** This course will give further instruction in Academic English that students need to be successful in Mathematics classes. All Math Concept classes will develop skills in reading, writing, listening, and speaking the language of mathematics. This course will have a strong focus on math vocabulary and prepare students to continue successfully in their future math courses.

**Learning Outcomes:** Students will learn to:

- Use proper math vocabulary
- Meet the learning targets of Elementary Algebra

**Instructional Methods/Assessments:** In this course, students will be using workbooks to cover the content of Elementary Algebra. All students will be expected to participate in class work and class discussions. In addition, students will work individually on ST Math – a program that is designed to meet the individual needs of each student. Assessments will include the

students' daily work, their progress in the ST Math program, projects, quizzes, and tests.

**Recommended Background for Success:**

The concepts class is meant to develop the background needed to be successful in core math classes such as Intermediate Algebra.

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**ELL SHELTERED INTERMEDIATE ALGEBRA 04110**

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Structured to support students at WIDA levels 1.5 to 3  
Math credit  
Grade N/A

**Course Description:** Intermediate Algebra encourages and enables students to use the language, symbols and notations of mathematics, to be confident using mathematics to analyze and solve problems both in and out of school, and to develop the knowledge and skills necessary to pursue further studies in mathematics. The course includes a thorough review of linear relationships, an introduction to exponential and quadratic relationships, a survey of transformations and a solid study of secondary level statistics and probability.

**Instructional Methods/Assessments:**

Instructional methods include lectures, discussions, cooperative learning and individual investigation. Assessments include daily work, homework, tests, quizzes and final exam.

**Recommended Background for Success:**

Students should be able to solve one and two-step linear equations; understanding and use of number operations and order of operations with integers; understanding and use of fractions, percents, ratios and proportions and able to graph linear equations. Students should know how to use a graphing calculator (TI-84 plus).

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**ELL SCIENCE CONCEPTS 05000**

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Elective credit only  
Grade N/A

**Course Description:** This course will give further instruction in Academic English that students need to be successful in Science classes. All English Language classes will develop skills in reading, writing, listening, and speaking. However, Academic Language will have a strong focus on reading and writing.

**Learning Outcomes:** Students will learn to:

- identify and utilize organizational features of grade level texts

- understand the difference between academic and informal language
- summarize, find main ideas and details, and use knowledge of grammar to better understand a text
- recognize and effectively use English language structures for the purpose of comparing & contrasting, explaining or showing cause and effect, supporting with evidence, explaining events and procedures, and persuading.

**Instructional Methods/Assessments:** In this course, students will critically read, analyze, write, and discuss a range of texts. Assessments will include essays, media projects, and oral presentations. Additionally all students will be expected to participate in class discussions.

**Recommended Background for Success:** The concepts class is meant to develop the background needed to be successful in core classes.

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**ELL SHELTERED PHYSICAL SCIENCE**  
**056010**

Structured to support students at WIDA levels 1.5 to 3  
Science Credit  
Grade N/A

**Course Description:** The Physical Science course will address all Physical Science and most Earth Science standards. This class is intended for 9<sup>th</sup> grade students transitioning from middle school science. Students will examine the topics of Motion, Forces and Energy in Physics. Students will examine the topics of Star and Star System formation and Cosmology in Astronomy. Students will examine Atomic Structure, Behavior and Reactions in Chemistry. Students will examine the topics of geochemical cycles, crustal movements and atmospheric science in Earth Systems.

**Instructional Methods/Assessments:** Experiments, classroom discussions, textbook assignments, group projects, computer simulations and more.

**Recommended Background for Success:** Students should have understood well the concepts in basic Algebra, as the time for reviewing math concepts will be limited. Mastery of higher algebra will be helpful in problem solving with each topic.

**THE COLLABORATIVE MODEL AT WASHBURN HIGH SCHOOL**

Collaboration is an education model that is student focused, and coordinated in order to promote learning in mainstream classroom. It incorporates two or more teachers instructing a group of students with diverse learning needs. It is a service delivery approach for students with an individual education plan who can benefit from general education curriculum.

Teaching strategies in the Collaborative Model include individualized instruction, multiple learning styles, team teaching, weekly evaluation, and detailed planning are all of direct benefit to students. The purpose of the collaboration is to combine expertise of teachers and meet the needs of all learners, by implementing various teaching strategies (e.g., differentiated instruction, shared classroom management, pair/share) in order to increase student achievement.

***Prerequisite for all classes is Case Manager approval***  
***All courses are Year long except as otherwise noted***

**ENGLISH/LITERACY CONTINUM**

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**FUSION READING 1** **07011**

Elective credit  
Grade 9-12

**Course Description:** Fusion Reading is a two-year program in which you will learn a variety of really practical strategies. These strategies will enable you to become a proficient reader and a proficient test taker. Along the way, you will read highly engaging novels that you select, and apply the newly learned reading strategies to those novels.

**Instructional Methods/Assessments:** The class will be working towards IEP goals and objectives.

**Recommended Background for Success:** Successful completion of middle school special education English class.

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**FUSION READING 2** **07012**

Elective credit  
Grade 9-12

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**Resource**

**Course Description:** Fusion Reading is a two-year program in which you will learn a variety of really practical strategies. These strategies will enable you to become a proficient reader and a proficient test taker. Along the way, you will read highly engaging novels that you select, and apply the newly learned reading strategies to those novels.

**Instructional Methods/Assessments:** The class will be working towards IEP goals and objectives.

**Recommended Background for Success:** Successful completion of Fusion I.

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**ENGLISH STRATEGIES 9** **07111**

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English credit  
Grade 9-12

**Course Description:** Students gain essential literacy skills in language arts. Skills in decoding: dividing multi-syllabic words into parts; using background knowledge and visualization strategies for comprehension and text discussion; writing simple and compound sentences and personal writing are emphasized. This class will be offered if we have a 7-period day.

**Instructional Methods/Assessments:** The class will be working towards IEP goals and objectives.

**Recommended Background for Success:** Successful completion of middle school special education English class.

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**ENGLISH STRATEGIES 10** **07112**

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English credit  
Grade 9-12

**Course Description:** Students gain competence in language arts. Included are comprehension and text discussion strategies such as paraphrasing, summarizing text, questioning, predicting, drawing conclusions; expanding academic vocabulary; and writing strategies for writing simple, compound and complex sentences and paragraphs. This class will be offered if we have a 7-period day.

**Instructional Methods/Assessments:** The class will be working towards IEP goals and objectives.

**Recommended Background for Success:** Successful completion of middle school special education English class.

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**ENGLISH STRATEGIES 11** **07113**

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English credit  
Grade 9-12

**Course Description:** Students gain additional language arts skills such as analyzing, synthesizing and evaluating literature; expanding academic vocabulary, writing essays and research papers; writing for different purposes; and preparing oral presentations.

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**ENGLISH STRATEGIES 12** **07114**

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English credit  
Grade 9-12

**Course Description:** This course addresses the literacy needs of seniors. Continued emphasis is placed on strategies used to increase text comprehension and retention; the writing process; and making oral presentations. Students will increase their ability to interpret and evaluate complex works of literature.

**MATH CONTINUM**

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**MATH STRATEGIES 1** **07511**

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Math credit  
Grade 9-12

**Course Description:** Students will continue to develop understanding and application of basic math concepts and make connections to algebra and other higher order math skills.

**Instructional Methods/Assessments:** The class will be working towards IEP goals and objectives.

**Recommended Background for Success:** Successful completion of middle school special education Math class.

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**MATH STRATEGIES 2/CONSUMER MATH FOUNDATIONS** **07512**

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Math credit  
Grade 9-12

**Course Description:** Students will continue to build skills acquired in Math Strategies I including learning to solve basic algebraic equations, basic geometry, data analysis and problem solving strategies. Included will be practice for the MCA II math test.

**Instructional Methods/Assessments:** The class will be working towards IEP goals and objectives.

**Recommended Background for Success:**

Successful completion of Math Course Strategies I.

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**MATH STRATEGIES 3 07513**

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Math credit  
Grade 9-12

**Course Description:** Students will continue to build skills acquired in Math Strategies I & II, including learning to solve basic algebraic equations, basic geometry, data analysis, and problem-solving strategies. Included in this course will be practice for the MCA II and the MAP math tests.

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**MATH STRATEGIES 4 07514**

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Math credit  
Grade 9-12

**Course Description:** This course focuses on the functional math skills that may require repeated exposure and practice to master skills of math computation and problem-solving as it relates to personal consumer skills.

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**STRATEGIES FOR SUCCESS 07135**

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Elective credit/Semester long  
Grade 9-11

**Course Description:** Strategies for Success class is for the student to develop and apply skills and knowledge to become academically independent. This course is IEP driven to meet the needs of the student in assistance with learning strategies presented in a small group setting. Research-based learning strategies are incorporated into the Strategies for Success class time with students utilizing curricula from the Strategic Instruction Model (SIM) via the Kansas University Center for Research on Learning (KU-CRL). This is a credit class that prepares the student to develop skills that will support him or her in achieving greater success in academic classes.

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**READINESS FOR COLLEGE-CAREER 07136**

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Elective credit/Year long  
Grade 11-12

**Course Description:** AVID STRATEGIES - reading, writing, and critical thinking, academic behaviors, including organization, time management, and goal setting, -- WICOR , incorporates teaching/learning methodologies in the critical areas of *Writing to Learn, Inquiry,*

*Collaboration, Organization, and Reading to Learn.* WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula.

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**STUDY HABITS/ACADEMIC SUPPORT 07130**

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Elective credit  
Grade 9-12

**Course Description:** Students will work on effective study habits and organizational skills. The course is designed to provide students with needed advocacy and study skills as well as to give students time to apply these strategies to assignments from other classes. In addition, students work on critical thinking, self-monitoring skills, disability awareness and social skills. This class will be offered if we have a 7-period day.

**Instructional Methods/Assessments:** The class will be working towards IEP goals and objectives.

**Recommended Background for Success:** Working on Naviance "My Life Plan" in the Career and Counseling Center.

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**CAREER READINESS SEMINAR 99201**

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Semester  
Grades 11-12  
Prerequisite: Required course for students participating in CBVT Curriculum Based Vocational Training or OJT On the Job Training Program

**Course Description:** This course will provide students with special needs the opportunity to explore the world of work as they gain the necessary skills to successfully participate in job experiences. The seminar class will meet two days per week and will be embedded in a class that meets five days per week.

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**COMMUNITY BASED VOCATIONAL TRAINING (CBVT) 07241**

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Elective credit - 3 Hour block  
Grade N/A (must be over age 16)  
Prerequisite: Coop/Intern WBL Seminar

**Course Description:** Students, who are at least 16 years of age, will learn the skills necessary to gain entry-level employment and/or additional training in their vocational interest area(s). Students experience and explore the

world of work in a variety of supported, community-based settings.

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# Autism Program

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**Prerequisite for all classes is placement in the Autism program**  
**All classes are a year in length unless otherwise noted**

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**ENGLISH STRATEGIES 9** **07111**

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English credit  
Grade 9

**Course Description:** Students gain essential literacy skills in language arts. Skills in decoding: dividing multi-syllabic words into parts; using background knowledge and visualization strategies for comprehension and text discussion; writing simple and compound sentences and personal writing are emphasized.

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**ENGLISH STRATEGIES 10** **07112**

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English credit  
Grade 10

**Course Description:** Students gain competence in language arts. Included are comprehension and text discussion strategies such as paraphrasing, summarizing text, questioning, predicting, drawing conclusions; expanding academic vocabulary; and writing strategies for writing simple, compound and complex sentences and paragraphs.

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**ENGLISH STRATEGIES 11** **07113**

---

English credit  
Grade 11

**Course Description:** Students gain additional language arts skills such as analyzing, synthesizing and evaluating literature; expanding academic vocabulary, writing essays and research papers; writing for different purposes; and preparing oral presentations.

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**ENGLISH STRATEGIES 12** **07114**

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English credit  
Grade 12

**Course Description:** This course addresses the literacy needs of seniors. Continued emphasis is placed on strategies used to

increase text comprehension and retention; the writing process; and making oral presentations. Students will increase their ability to interpret and evaluate complex works of literature.

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**MATH STRATEGIES 1** **07511**

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Math credit  
Semester long  
Grade 11

**Course Description:** Students will continue to develop understanding and application of basic math concepts and make connections to algebra and other higher order math skills.

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**MATH STRATEGIES 2** **07512**

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Math credit  
Semester long  
Grade 11

**Course Description:** Students will continue to build skills acquired in Math Strategies I including learning to solve basic algebraic equations, basic geometry, data analysis and problem solving strategies. Included will be practice for the MCA II math test.

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**MATH STRATEGIES 3** **07513**

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Math credit  
Grade 9-12

**Course Description:** Students will continue to build skills acquired in Math Strategies I & II, including learning to solve basic algebraic equations, basic geometry, data analysis, and problem-solving strategies. Included in this course will be practice for the MCA II and the MAP math tests.

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**MATH STRATEGIES 4** **07514**

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Math credit  
Grade 9-12

**Course Description:** This course focuses on the functional math skills that may require repeated exposure and practice to master skills of math computation and problem-solving as it relates to personal consumer skills.

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**COMMUNITY BASED VOCATIONAL TRAINING** **07241**

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Elective credit- 3 Hour block  
Grade 12

**Course Description:** Students who are at least 16 years of age will learn skills necessary to

gain entry-level employment and/or additional training in their vocational interest areas. Students experience and explore the world of work in a variety of supported, community-based settings.

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**SOCIAL SUCCESS** **07421**

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Elective credit  
Semester long  
Grade 9-12

**Course Description:** Students will develop their social interaction skills and social thinking proficiency.

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**STUDY HABITS** **07130**

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Elective credit  
Grade 9-12

**Course Description:** Students will work on effective study habits and organizational skills. The course is designed to provide students with needed advocacy and study skills as well as to give students time to apply these strategies to assignments from other classes. In addition, students work on critical thinking, self-monitoring skills, disability awareness and social skills.

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## Special Program for Adolescent Needs (SPAN)

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**Prerequisite for all classes is placement in the SPAN program**

**All courses are a yearlong except as otherwise noted**

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**ENGLISH STRATEGIES 9** **07111**

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English credit  
Grade 9-12

**Course Description:** Students gain essential literacy skills in language arts. Skills in decoding: dividing multi-syllabic words into parts; using background knowledge and visualization strategies for comprehension and text discussion; writing simple and compound sentences and personal writing are emphasized. This class will be offered if we have a 7-period day.

**Instructional Methods/Assessments:** The class will be working towards IEP goals and objectives.

**Recommended Background for Success:** Successful completion of middle school special education English class.

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**ENGLISH STRATEGIES 10** **07112**

---

English credit  
Grade 9-12

**Course Description:** Students gain competence in language arts. Included are comprehension and text discussion strategies such as paraphrasing, summarizing text, questioning, predicting, drawing conclusions; expanding academic vocabulary; and writing strategies for writing simple, compound and complex sentences and paragraphs. This class will be offered if we have a 7-period day.

**Instructional Methods/Assessments:** The class will be working towards IEP goals and objectives.

**Recommended Background for Success:** Successful completion of middle school special education English class.

---

**ENGLISH STRATEGIES 11** **07113**

---

English credit  
Grade

**Course Description:** Students gain additional language arts skills such as analyzing, synthesizing and evaluating literature; expanding academic vocabulary, writing essays and research papers; writing for different purposes; and preparing oral presentations.

---

**ENGLISH STRATEGIES 12** **07114**

---

English credit  
Grade

**Course Description:** This course addresses the literacy needs of seniors. Continued emphasis is placed on strategies used to increase text comprehension and retention; the writing process; and making oral presentations. Students will increase their ability to interpret and evaluate complex works of literature.

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**US HISTORY** **02301**

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Grade 10  
Pre-requisite: Geography

**Course Description:** United States History is a course dealing with the beginnings of the United States through the present day. We will explore the social, economic, diplomatic, and political events that made this country what it is today.

**Instructional Methods/Assessments:** The course content is taught with the IB Learner Profile as a guide. Students are expected to keep on pace with the class through the reading and homework assignments provided for each unit. Class discussions will occur on a regular basis to check for understanding, but also to dig deeper into course topics. All students are expected to participate appropriately in these discussions.

**Recommended Background for Success:** Grade level and some college level reading and writing skills, note taking strategies, oral presentation skills, and student commitment of 2-3 hours of homework a week.

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**MATH STRATEGIES 1 07511**

Math credit  
Semester long  
Grade 11

**Course Description:** Students will continue to develop understanding and application of basic math concepts and make connections to algebra and other higher order math skills.

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**MATH STRATEGIES 2 07512**

Math credit  
Semester long  
Grade 11

**Course Description:** Students will continue to build skills acquired in Math Strategies I including learning to solve basic algebraic equations, basic geometry, data analysis and problem solving strategies. Included will be practice for the MCA II math test.

---

**MATH STRATEGIES 3 07513**

Math credit  
Grade 9-12

**Course Description:** Students will continue to build skills acquired in Math Strategies I & II, including learning to solve basic algebraic equations, basic geometry, data analysis, and problem-solving strategies. Included in this course will be practice for the MCA II and the MAP math tests.

---

**MATH STRATEGIES 4 07514**

Math credit  
Grade 9-12

**Course Description:** This course focuses on the functional math skills that may require repeated exposure and practice to master skills of math computation and problem-solving as it relates to personal consumer skills.

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**EXPLORING EARTH ENVIRONMENT 07141**

Grade 9-12  
Prerequisite: None

**Course Description:** Students will learn important concepts about our physical environment related to personal safety and individual responsibility in protecting the earth's environment.

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**STUDY HABITS 07130**

Elective credit

**Course Description:** Students will work on effective study habits and organizational skills. The course is designed to provide students with needed advocacy and study skills as well as to give students time to apply these strategies to assignments from other classes. In addition, students work on critical thinking, self-monitoring skills, disability awareness and social skills.

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**SOCIAL SUCCESS 07421**

Elective credit  
Semester long  
Grade 9-12

**Course Description:** Students will develop their social interaction skills and social thinking proficiency.

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**WORK BASED LEARNING EXPERIENCE 99201**

Semester  
Grades 11-12  
Prerequisite: Required course for students participating in CBVT Curriculum Based Vocational Training or OJT On the Job Training Program

**Course Description:** This course will provide students with special needs the opportunity to explore the world of work as they gain the necessary skills to successfully participate in job experiences. The seminar class will meet two

days per week and will be embedded in a class that meets five days per week.

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**COMMUNITY BASED VOCATIONAL TRAINING** **07241**

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Elective credit-3 Hour block  
Grade 11-12

**Course Description:** Students who are at least 16 years of age will learn skills necessary to gain entry-level employment and/or additional training in their vocational interest areas. Students experience and explore the world of work in a variety of supported, community-based settings.

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## Miscellaneous

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**SCHOOL AIDE** **20010**

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Can be either Semester or Year long  
CR/NC only  
Grade 11-12  
Prerequisite: 2.0 GPA & Counselor approval

**Course Description:** Students who sign up to be a school aide will complete various tasks assigned by the teacher they are working with. For example a student who is an aide for a gym teacher may be required to help with setting up and taking down equipment, an aide for an art teacher may be required to help clean up the classroom.

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**OFFICE AIDES** **20010**

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Can be either Semester or Year long  
CR/NC only  
Grade 11-12  
Prerequisite: 2.0 GPA & Counselor approval

**Course Description:** Courses in this classification provide students the opportunity to work in school offices, developing skills related to clerical office work. Duties may include typing, filing, record-keeping, receiving visitors, answering the telephone and duplicating. These courses emphasize appropriate work attitudes, human relations, and proper office procedures.

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**COUNSELOR AIDE** **20010**

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Can be either Semester or Year long  
CR/NC only  
Grade 11-12  
Prerequisite: 2.0 GPA & Counselor approval

**Course Description:** Courses in this classification provide students the opportunity to work in the school guidance office. Duties may include typing, filing, record-keeping, assisting students, answering the telephone and duplicating. Students may also act as guides to new students. These courses emphasize appropriate work attitudes, human relations, and proper office procedures.

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**ADVISORY** **00001/00002/00003/00004**

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Year long  
No credit awarded  
Grade 9-12  
Prerequisite: None

**Course Description:** In this course there are opportunities to build small peer communities. The course may enable students to accomplish school-related tasks.