

# South High School

The place to be.



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# Our Vision

TO EDUCATE EACH STUDENT, TO BE COMMITTED AND RESPONSIBLE  
LIFELONG LEARNERS, WHO POSSESS THE ETHICAL VALUES AND  
CRITICAL SKILLS NECESSARY FOR SUCCESS IN A CULTURALLY  
DIVERSE, TECHNOLOGY-DRIVEN, GLOBAL SOCIETY.

\* \* \* \* \*

# Mission Statement

WE SUPPORT STUDENTS AS THEY DEVELOP CRITICAL THINKING  
SKILLS THROUGH A RANGE OF CHALLENGING COURSES THAT  
INTEGRATE INQUIRY, READING, RESEARCH, WRITING AND  
TECHNOLOGY. WE FOSTER CONFIDENCE AND MOTIVATION IN  
STUDENTS BY ENCOURAGING THEM TO DISCOVER THEIR PASSIONS,  
GENERATE CURIOSITY ABOUT THE WORLD AROUND THEM, AND VALUE  
MULTIPLE CULTURES AND POINTS OF VIEW.

**SOUTH HIGH SCHOOL**  
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# TABLE OF CONTENTS

## General Information

Frequently Used Terms.....	3
Graduation Requirements.....	3
Testing Requirements.....	3
My Life Plan.....	3
Credit/No-Credit System.....	4
Failures and Incompletes.....	4
Credit by Assessment.....	4
Post Secondary Options.....	4
Independent Projects.....	5
NCAA Academic Regulations for Students/Athletes.....	5
Recommendations for Post High School.....	6
College Admissions.....	7

## Educational Programs

All Nations Program.....	8
Liberal Arts Program.....	9
Open Program.....	10

## South High School/City-wide Programs

English Language Learners (E.L.L.).....	11
Learning Resource Center Programs.....	11
Autism Program (Neurobiological Classroom or NBC).....	11
Life Skills Program.....	11
Physically and Other Health Impaired Program (P.O.H.I.).....	12
Resource Program.....	12
Partnership Program.....	12
Teen Age Parenting and Pregnancy Program (T.A.P.P.P.).....	13

## SCHOOL SERVICES

South High/Achieve Mpls College & Career Center (CCC).....	14
Media Services.....	14

## Course Descriptions

Art.....	15
AVID (Advancement Via Individual Determination).....	18
Career and Technical Education.....	19
Dance.....	24
Electives.....	25
English.....	27
English Language Learners (ELL).....	33
Learning Resource Center.....	40
Mathematics.....	48
Music.....	51
Physical Education and Health.....	56
Science.....	60
Social Studies.....	64
Teen Age Parenting and Pregnancy Program (T.A.P.P.P.).....	70
Theater.....	72
World Languages.....	73

The purpose of this guide is to acquaint students and their parents with curriculum and programming information. This information is geared to assist students and parents in planning a program that meets the student's individual needs. Use this guide to plan your program for the coming school year and to assist in your four-year educational plan.

The courses you choose will play an important part in helping you decide your future direction. Be sure to check prerequisites for advanced courses, which you may want to take at a later time. Seek the advice of your parents, teachers, and counselors. Although you must take final responsibility for your course selections, they can help guide you to make wise decisions.

## FREQUENTLY USED TERMS

**ELECTIVE:** A course that is taken outside of the required subject areas and that earn credits toward graduation.

**PREREQUISITE:** A course that must be taken or conditions that must be met before a student may enroll in the class.

**REQUIREMENT:** Must be taken. Refer to specific departments for listed requirements. This also refers to the number of credits necessary for graduation.

**LENGTH:** Semester (2 Quarters) or Year-long (4 Quarters).

## GRADUATION REQUIREMENTS - CREDITS

The total minimum number of credits required for graduation from a Minneapolis high school is as follows:

### Class of 2018

- 4 years of English
- 4 years of Social Studies
- 3 years of Mathematics
- 3 Years of Science
- 1 Year of Health (Health Science 1 & Health Science 2)
- 1 Year of Fitness for Life (Fitness for Life 1 & Fitness for Life 2)
- 1 Year of Fine Arts (Music, Art, Industrial Technology)
- 4.5 Elective Credits

### Class of 2019 and beyond

- 4 years of English
- 3.5 years of Social Studies
- 3 years of Mathematics
- 3 Years of Science
- ½ Year (Semester) of Health (Health Science)
- ½ Year (Semester) of Fitness for Life (Fitness for Life)
- 1 Year of Fine Arts (Music, Art, Career & Industrial Technology)
- 6 Elective Credits

**TOTAL REQUIRED CREDITS:** 21.5 credits are needed to graduate. Participate successfully state mandated testing and complete Milestones for My Life Plan.

**Testing Requirements:** Currently there are not mandated tests for graduation. Please see your counselor for more information.

**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, resume writing, career and college research self-reflection surveys.

Often, students are advised by their counselor and/or teacher about particular course choices that help the student stretch and become better prepared for college success. It is important to regularly consult with the 4-year course planning sheet and the student's counselor to be sure of being "on-track" to graduate.

## CREDIT/NO CREDIT SYSTEM

Students may take a total of 3 credits each year (limited to 1 course per semester) on a **Credit/No Credit** basis. This option is available to encourage students to explore interests in a subject without the risk of earning a low grade.

### PROCEDURE:

Students must apply to take a course **Credit/No-Credit** within the **first 10 school days of the term**. Written permission of their parents is required. An application form is available in the Counseling Office. **Credit/No Credit** students will take all tests, turn in all regular class work, and receive marks along with the other students. The final grade will be a **Credit** if the student completes all work at the level determined by the teacher. The final grade will be **No-Credit** if the student does not do passing work. A credit toward graduation will be granted for a **Credit** mark. No credit toward graduation will be granted for a **No-Credit** mark. Classes taken on the **Credit/No-Credit** basis will **not** be averaged into a student's class rank or honor roll standing. Students who do not fulfill the attendance policy of South High School or do not complete course work in a class taken on a **Credit/No-Credit** basis will receive a grade of "F", not a **No-Credit**. **Note:** This is not recommended for core academic subjects due to college admission policies and **NCAA** requirements for athletes.

## FAILURES AND INCOMPLETES

When a student is having academic difficulty in a class, the teacher should be consulted for assistance. It is also suggested that the student inform his/her counselor of the problem, especially if grades in two or more classes are being affected.

Students who fail a required class should see their counselor without delay to make arrangements for repeating the course. *Failure to make up required courses will jeopardize a student's graduation.* Credits for failed elective subjects must also be made up. The advice of the school counselor must be sought in deciding which classes are to be repeated and which substitute credits are acceptable.

**Incomplete grades** are assigned at the discretion of the teacher to those students who have not successfully completed required class assignments/expectations during the term. When students receive an "incomplete" grade, they should see their teacher as soon as possible to arrange for needed make up work and hand it in on time. Incomplete grades that are not made up will result in failure for the course and loss of credit. An "incomplete" grade is not calculated in to the GPA. After 21 days the "I" Incomplete will convert to an "F", which will affect the GPA.

## CREDIT BY ASSESSMENT (CBA)

This is an option that allows a student who has taken the initiative to learn and meet the standards of a subject area on his or her own to potentially earn high school credit. To attempt (CBA), a student must make an application the semester prior to the semester in which they wish to test. The "major assessments for the course" will be given and the student must pass these at the level of "B" or higher in order to earn credit. Students may only attempt to earn CBA once per course and may not be used for a course the student has already taken. Other requirements and restrictions apply for CBA. See your counselor for more information.

## POST-SECONDARY ENROLLMENT OPTIONS PROGRAM (PSEO)

The Post-Secondary Enrollment Options Program allows 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 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.

10th grade students are able to register for one CTE course their first semester. Students will need to have a letter grade of C or higher to continue and pass the 8th grade MCA test and meet prerequisites of course you want to register for. See your counselor for more information.

## INDEPENDENT PROJECTS

Independent Projects are educational alternatives for individualized learning in a structured setting. They offer the opportunity to expand curriculum options that may be offered in the stated course choices. Independent Projects encourage individual initiative and self-discipline. They must be carefully planned as an integral part of the student's curriculum requirements. While Independent Projects are a cooperative effort between teacher and student, the control rests with the teacher, but the responsibility for work rests with the student. The teacher will approve only topics they are willing and qualified to supervise. They will accept Independent Project proposals from students who have demonstrated the ability to design and follow through on independent curriculum study in a self-disciplined manner.

Students should consult with the teacher for the specific guideline for *Independent Projects*. Contracts need to be written between the supervising teacher and the student. Students may obtain an Independent Project form from the counseling office and follow directions indicated on the form.

**Students may take one Independent Project per semester.** Independent projects proposals must be completed and turned in the semester PRIOR to the semester in which you wish to do the Independent Project.

## NCAA ACADEMIC REGULATIONS FOR STUDENTS/ATHLETES

The NCAA Eligibility Center is responsible for determining the eligibility of every college-bound student-athlete in NCAA Division I & II athletics. Academic performance must be emphasized at every step of the high school career, including grade nine. Encourage your college-bound athlete to complete the registration process at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) at the beginning of their Junior Year. For further information, contact your student's counselor.

**There are a small number of South High classes that are NOT approved through the NCAA Clearinghouse. Please inform your counselor if you think there is a possibility you may wish to compete at a Division I or Division II college.**

**NOTE:** *The NCAA will not accept the Pass/No Credit option for core academic courses. Please refer to the NCAA web site for additional information. Students must register online at NCAA.org in order to participate in collegiate athletics.*

We define “college” as any kind of education or training beyond high school that results in a diploma or certification, allowing one to become self-sufficient in work and in life. Colleges have entrance requirements that may vary from graduation requirements. The following information may be helpful as you plan your high school courses.

Recommendations:	Colleges, Universities, Academies	Vocational & Technical Schools, Jobs, Military
English	Four Years	Four Years
Science	Three to Four Years Biology Chemistry Physics Earth Science	Three to Four Years
Mathematics	Three to Four Years Intermediate Algebra Geometry Advanced Algebra Pre-Calculus AP BC Calculus AP AB Calculus College Prep Algebra and Statistics Algebra/Geometry/Statistics AP Statistics	Three to Four Years
Social Studies	Four Years	Four Years
World Languages	Two to Four Years of the same language	Two to Four Years of the same language
Fine Arts	Two to Four Years Performing Arts Career & Technical Education	Three to Four Years
Career & Industrial Technology	1 Year to Four Years to include: Computer Courses, Stock Market Career & Technical Education Project Lead the Way	One to Four Years

## COLLEGE ADMISSION:

In general, colleges base their admission decisions on the following criteria:

1. Rigorous or demanding high school courses completed
2. Test scores (SAT or ACT)
3. Rank in class/GPA
4. Essay
5. Student Leadership and co-curricular involvement

As colleges become more selective, they require more rigorous academic work in English, Social Studies, Mathematics, Science and World Languages, higher class rank, and higher test scores. In addition to the four years of English and Social Studies already required, it is recommended that college-bound students take as much Math, Science, and World Language as they can comfortably handle while maintaining a strong class rank. In addition, many colleges are looking for students with a background in the arts, extracurricular activities, and community service.

The following are examples of college entrance requirements.

1. **Community College System:** Community Colleges require a high school diploma or a GED equivalent. They do not require a specific class rank, ACT or SAT scores. Instead, a placement test is required.
2. **Minnesota State College System:** The seven state universities have tended to accept Minnesota residents who rank in the upper 50% of their high school graduating class, have received a 21 or higher on the ACT or have a combined score of 1000 on the SAT. Students not meeting the criteria may be considered for admission under each university's conditional/provisional admissions policy, which considers potential for success in college and other factors.
3. **University of Minnesota:** The University of Minnesota uses the following criteria in their admission decision.

Primary Review Factors:

- A strong college preparatory curriculum and successful completion of the high school preparation requirements.
- Grade point average.
- ACT or SAT scores.

Secondary Review Factors:

- An especially challenging pattern of coursework (including Advanced Placement (AP), College in the Schools (CIS), Post Secondary Enrollment Options (PSEO), or college coursework).
- Evidence of leadership, exceptional achievement, aptitude, or personal accomplishment not reflected in your academic record or standardized test scores.
- A pattern of steady improvement in academic performance.
- Participation in extracurricular college preparatory programs (e.g., AVID, PSEO, Talent Search, Upward Bound, and other programs).

# SOUTH HIGH SCHOOL PROGRAMS

## THE ALL NATIONS PROGRAM

The All Nations Program has been at South High School since the fall of 1989. The All Nations Program at South High School is designated as a city-wide and Best Practices School for American Indian students in the Minneapolis Public Schools for 2012-2016. The American Indian community entered into a mutual and historic agreement with the Minneapolis Public Schools called the Memorandum of Agreement (MOA) that clearly outlines and defines the need to address the academic failures of American Indian students enrolled in the MPS district. There are Seven Guiding Themes embedded within the MOA. This is reflective of the guiding philosophy of the All Nations Program.

- Cultural Identity
- Wisdom
- Sense of Place
- Sense of Discovery
- Sense of Self
- Sense of Connection
- Perspective and Cultural Lens

The All Nations Program staff and students adopted the Seven Grandfather Teachings of the Anishinaabe in 2009 by consensus as the guiding philosophy for the program. These seven teachings are respect, wisdom, honesty, humility, courage, love and truth. These teachings are embedded within the All Nations curriculum in all of our classes. The Anishinaabe people believe that each student will live a good life (Mino-Bimaadiziwin) if he or she adopts these values and follows them as taught by the elders. Each student receives instruction about these sacred teachings and they are posted in all of our ANP classrooms. We promote the value of these teachings in everything that we do within the All Nations Program.

It is our mission to provide a rigorous academic, interdisciplinary and culturally infused curriculum that is reflective of the unique cultural heritage of the American Indian students enrolled in our program. We want every student to have a post-secondary plan in place prior to graduation from South High School. The 9<sup>th</sup> grade experience at South High School is so crucial for students establishing a solid academic foundation necessary for graduation and placement within a post-secondary institution of their choice. We promote the strong cultural values inherent within the Indigenous peoples of the Western Hemisphere. We are a strong and vibrant part of the overall South High School educational community. We are steadily building a critical mass of academic learners who will be the future leaders of tomorrow in tribal governments throughout Indian Country.

We have established collaborative partnerships with the Minneapolis Public Schools Indian Education Department, Anishinabe Academy, Division of Indian Work, Migizi Communications, Little Earth of United Tribes, Anoka-Ramsey Community College Hennepin Technical College and Augsburg College to provide supplemental educational opportunities for our students. The students who are enrolled in the All Nations Program are reminded that they **have agreed to a four year commitment** to the program and that they have a shared trust responsibility to give back to the American Indian community. We have a strong commitment to providing our students with experiential learning. We have a strong and diverse student population within the program. We have a strong student support network with our collaborative Indian community agencies and our post-secondary institutions.

## **Recommended Courses and Curricular Offerings:**

- Ojibwe Language 1, 2 and 3 – Meets the two year requirement for World Language.
- Humanities English I and II.
- Advanced Placement United States History (APUSH).
- World Studies.
- Chemistry.
- Physics and Biology.
- Geometry.
- Algebra.
- Native Arts.
- Annual Welcome Back Ceremony during the 3<sup>rd</sup> Friday of September.
- Native American Family Involvement Day (NAFID) during the 3<sup>rd</sup> Thursday of every November.
- Native American Cultural Field Trips (Maple Sugar Harvest/Mille Lacs Indian Museum) during April and May.
- Intertribal Council (ITC)-Student government organization for the ANP.
- History Day Competition.
- Science Fair Competition.
- Teambuilding Field Trip Experience through High Ropes Course at Wolf Ridge in Finland, MN.

## **THE LIBERAL ARTS PROGRAM**

The Liberal Arts Program is the strong attendance area option for students and families in the South High community. It offers students a challenging and liberating education in the broad range of subjects that make up the Liberal Arts Program: literature, science, history, mathematics, social sciences, world languages, and the arts.

Students make connections among these areas in interdisciplinary Humanities courses in grades 9 and 10 where they study ancient to contemporary ideas from a variety of cultural perspectives. Through their participation in the Liberal Arts Program, students learn to think creatively, critically, and analytically, to communicate effectively and to actively participate in our global society. The Liberal Arts Program prepares students for post high school life and for lifelong learning. Liberal Arts students' experience: advanced course offerings, community activities and service projects, peer tutors/mentors, extra-curricular activities, and variety of support programs to ensure success.

**Graduation Requirements:** in addition to district/state requirements:

3 years of Mathematics

3 years of Science

2-3 years of the same World Language

2 years of Humanities

1 year of Fine Arts

30 Hours of Community Service

Recommend 3 co-curricular activities

### **Recommended Courses and Curricular Offerings:**

**Advanced Placement:** English Language and Composition, English Literature and Composition, Calculus, Statistics, US History, Human Geography, Biology, Physics, Chemistry, Environmental Science and Spanish 5

**World Languages:** Arabic, Chinese, French, German, Latin, Ojibwe, Somali and Spanish

**Engineering and Technology:** Project Lead the Way

**Broad range of Arts offerings:** Choral and Instrumental Music, Visual Arts, Dance and Theater

**College in the Schools Classes:** English Literature Writing and Composition, Economics, Government, Chinese, German and French

## OPEN PROGRAM

“Education functions either as an instrument to facilitate integration of the younger generation into the logic of the present system and bring about conformity, or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in transformation of their world.”

Paulo Freire

Open is the oldest continuous college-prep program in Minneapolis. It was founded on a Progressive Education model where students are given freedom and responsibility for directing their learning as active participants in the classroom. The program balances mentoring, cultivating a passion for life-long learning and college preparation and success. Students graduate and go on to a wide variety of post-secondary programs at a rate of 94% and at some of the most selective colleges in the U.S. This balance is accomplished by offering courses structured around challenging college-level course work, experiential learning, paper and portfolio-based assessments, interdisciplinary units and student group and community outreach. Students will graduate from the Open Program as independent thinkers, writers and innovators who will be well prepared to contribute to a global society. The Open Program is recognized by colleges nationwide as a premier academic program.

### South Open Mission Statement

The South High School Open Program's mission is to create democratic classrooms that foster curiosity, self-reflection, and activism among students. By challenging students to read, write, collaborate and think critically and creatively about their world, the OPEN program will produce life-long learners who can pursue their passions and work for social justice locally and globally.

### Open is based on four principles:

- **Democracy** – OPEN's democratic structure aims to develop and guide students in becoming engaged participants in the educational process and assume responsibility for their learning. With teachers serving as mentors, students learn to explore ideas, pursue knowledge beyond the minimum requirements, and develop competencies for college and life.
- **Challenge** – in OPEN, academic challenge is defined as construction of knowledge, disciplined inquiry, and value beyond the classroom. Academic challenge in OPEN classes has more to do with depth, than breadth. Students are challenged and engaged in thought provoking course work in the regular program, as well as advanced placement classes, CIS and PSEO.
- **Authenticity** – OPEN's commitment to preparing students for life beyond South is reflected in the array of opportunities for authentic learning experiences. Students are provided with real life applications of concepts and skills learned, are encouraged to apply their learning outside the classroom, and are challenged to translate it in ways that enhance the quality of life for themselves and for those around them.
- **Choice** – Choice is a principle that defines most OPEN classes. With a clear understanding of state standards for each subject area, OPEN teachers use a variety of motivational, instructional, and assessment strategies that ensure students develop the academic skills and curiosity to appreciate the freedom of acquiring and demonstrating knowledge beyond traditional curricula.

### Foundational Values of Progressive Education

1. Attend to the whole child.
2. Instill the importance of intellectual growth.
3. Collaborative thought, work and performance enhance learning.
4. Challenge students to critically think and write about their academic world.
5. Inspire students to transform the world in which they live.

# **SOUTH HIGH SCHOOL PROGRAMS**

## **ENGLISH LEARNER (EL) SERVICES**

The EL services at South High School consist of a comprehensive language development program for English Learners that incorporates an ongoing and intensive focus in English language development to support the advancement of reading, writing, speaking and listening.

The goals of the EL services are to foster students' academic language learning and to provide opportunities for academic English language development that ensures student success in core-content areas. Instruction is intentionally designed with clear language targets that align to content standards and learning targets. Practices and strategies are integrated to meet the needs of students and providing opportunities for student interaction and language production. By the end of three years of EL support, our overarching goal is for those students to be able to access grade level content with limited or no support.

The service a student receives depends on the following criteria: the student's proficiency level, previous U.S. schooling and time in the U.S., and current academic achievement level. Depending on the student's English Language Proficiency level, a student may receive stand-alone ESL instruction in addition to sheltered content classes in English, Social Studies, Math, and Science.

## **LEARNING RESOURCE CENTER PROGRAMS**

The South High School Learning Center is designed to provide both direct instruction and support to students with disabilities. These students may be enrolled in any of South's Programs—Liberal Arts, Open, or All Nations. The Learning Center provides cross-categorical service to students who have disabilities that interfere with their school success. The Learning Center Program incorporates the following citywide programs: Autism Program, Life Skills Program, and Physically Handicapped and Other Health Impaired (POHI) Program. The Resource program provides special education services to students with IEPs who are not in any citywide program. The district special education office determines placement in a citywide program.

### **AUTISM PROGRAM**

This program provides individualized programming and support for students with Autism Spectrum and/or other neuro-biological disorders. The goal is to utilize best practices, research-supported interventions, and a multidisciplinary approach to address behavioral, cognitive, social-emotional and sensory difficulties associated with neurobiological disorders.

The program has a high staff-to-student ratio as recommended by federal guidelines for Autism Spectrum Disorders. Students are provided with specialized instruction including communication therapy, occupational therapy, adaptive physical education, and services from a school psychologist based on individual needs. Each student is provided such instruction in the least restrictive environment, ranging from full inclusion in the mainstream educational setting to skill development in a self-contained setting, addressing all three transition areas: Post-Secondary Education & Training, Employment, Independent Living, with emphasis on social skills, functional communication and independence. A focus of this program is to teach and encourage school and community independence.

### **LIFE SKILLS PROGRAM**

The Life Skills program is a district-wide program for students that require special education service for the majority of the school day. Students are provided a functional curriculum that emphasizes academic and social skill building in the transition areas of Independent Living, Employment and Post Secondary Education and Training. Students will be exposed to career exploration, curriculum based work experiences, and other on the job training experiences.

The Life Skills program is staffed by two special education teachers and 4 special education assistants. Students have access to classroom assistants throughout their school day in both special education and regular education courses when needed. Opportunities for students to be mainstreamed are made on an individual basis.

## PHYSICAL AND OTHER HEALTH IMPAIRMENTS (POHI) PROGRAM

The POHI program is a support program designed for students with Physical Health Disabilities (P/HD) or Other Health Disabilities (O/HD). The students are enrolled in any of South's SLCs and receive support services based on the Individual Education Plan. POHI students are assigned a case manager who works with the student and family for four years providing academic and transition services. The emphasis of the program is developing independent and effective learners with access to vocational and transition services both during and after high school.

The POHI program is staffed with three P/HD teachers, Speech and Language Pathologists, Adapted Physical Education teachers, Physical Therapists, Occupational Therapists, a Licensed Practical Nurse, and Special Education Assistants. The staff works closely with the general education teachers to address the academic, social, and behavioral needs of students.

Students are encouraged to become active participants in a variety of South High activities. The POHI program offers three adapted sports teams (soccer, floor hockey, and softball), and vocational training opportunities.

## RESOURCE PROGRAM

South High School provides specially designed instruction based on students' identified Special Education needs, which are specified on Individual Education Plans (IEP) in the areas of reading, math and other areas. The five transition areas are also included with the IEP to develop independent living skills.

Specific services available to these students are: Direct instruction classes in English, Social Studies, Study Skills, Math and other classes depending on the needs of individual students; Prevocational and vocational readiness classes, assessment, guidance and programming, and independent living skills; Transition planning, post-high school support, and follow-up involving other agencies (Hennepin County Rehabilitation Services, LDA, support services within the community college or technical college systems); Curriculum adaptations, consultation with regular education teachers, team teaching and curriculum modifications; Weekly monitoring of academic progress, attendance, and behavior systems to help ensure student success; Development of behavior plans, behavior interventions, and support systems to help ensure student success; Individual case management of students with Individual Education Plans and continued communication with parent/guardian.

## THE PARTNERSHIP PROGRAM

The Partnership Program is a long standing program (celebrating over 30 years!) at South High School that addresses the academic, social and emotional needs of 11<sup>th</sup> and 12<sup>th</sup> grade students. The program exists to help students who are disconnected, disenfranchised, and behind in credits in English and/or Social Studies **AND** who've made a sincere commitment to take advantage of the opportunity to earn credits and graduate from high school. We are a staff and student community that thrives in the regular education building with an alternative education model—a model that includes giving students the opportunity to gain experiences they may not ordinarily have access to, as well offering the support and encouragement that are the foundation of the program.

In addition to creating the opportunity to recover missed credits in 9<sup>th</sup> and 10<sup>th</sup> grade, major components of the Partnership Program: **Town Meetings** celebrate students' efforts towards their goal of graduation, our **Retreats** build community and assist students' commitment to South and their education, and our **Graduation Luncheon** honors our seniors.

Annually, the Partnership Program is responsible for helping almost 20% of the graduating class get to graduation! Questions about the program can be directed to Sheri Harris at 612-668-4320.

## TEEN AGE PREGNANCY AND PARENTING PROGRAM (T.A.P.P.P.)

The TAPP Program offers both academic and supportive services to South High pregnant teens, teen mothers, teen fathers, their children and their families. The South High TAPP Program is part of a Minneapolis School District network of TAPP Programs.

The goal of the South TAPP Program is to provide the academic and support services necessary for the pregnant and/or parenting students to complete their high school education, as well as enhance their knowledge and skills in parenting and child development. This includes support during the post-partum period.

The following elective courses are offered each semester:

*Parent Group Interaction* provides an academic focus to child development and parenting. These classes are only open to pregnant or parenting students.

Child Development Practicum is a class open primarily to teen parents; mandatory for those students whose child is in the on-site childcare center. It is also available on a limited basis to non-parenting students. There is a required interview with the TAPPP Coordinator before enrolling in this program. This laboratory class focuses on daily, practical care of children.

**Support Services** include group discussion, community referrals, ongoing individual support, as needed, attendance monitoring, school-to-career planning; licensed childcare for infants and toddlers, door-to-door transportation. The TAPPP Coordinator serves as a liaison for the students and their children with their parents, school personnel, and community agencies.

Admissions: Enrollment preference is given to South High students. There are 20 childcare spaces available for children in the state licensed on-site child care center. Neighborhood T.A.P.P.P. (licensed family day care homes in vicinity of school or home) can be used if childcare space is not available on site. Students who do not have children in the TAPPP daycare are also eligible for support services from the TAPPP Coordinator. Admissions may be completed quarterly as space allows; contact is made through the South T.A.P.P.P. office.

# SCHOOL SERVICES

## THE SOUTH HIGH/ACHIEVE MPLS COLLEGE AND CAREER CENTER (CCC)

The CCC supports the work of the SHS counseling staff in helping all students connect to resources and gather information about opportunities after high school. The center has materials pertaining to college applications, financial aid, college choice, test taking, scholarships, and career exploration. Each year, many colleges visit the CCC to meet with students in small groups and via on-site college fairs. The CCC coordinator is available to meet with students and parents individually or in small groups to personally explore their post-high school options.

The CCC is part of the Career and College Initiative through AchieveMpls. The CCC works with community members, families and schools to ensure that all Minneapolis Public School students have a chance to explore the multitude of opportunities life has to offer. The CCC Coordinator, school counselors, and community volunteers, work with students to help them answer a series of questions using Naviance, an online career and college planning resource, to develop a customized *My Life Plan*. This plan guides students in grades 9-12 in transitioning from high school to further education and work.

## MEDIA SERVICES

The Library Media Center is at the core of curricular activities at South. We have a collection of over 27,500 books, periodicals, newspapers, and non-print items that are available for checkout. Non-print items available include: nooks, ipad carts, digital cameras and DVD's.

The building network provides access to the Library Catalog and thousands of on-line journals via the Electronic Library of Minnesota.

All computers in the building have Microsoft Office, providing word processing, spreadsheet, and presentation software to all students. The district has created e-mail accounts and Google Drive Accounts for all Minneapolis Public School Students.

We maintain three computer labs and 8 mobile carts that are available for use by classes. Teachers sign up for time using an online calendar. The labs and carts are primarily used for writing, research and multimedia presentations.

Our Library media specialists provide literature, reference, research and technology guidance. The Library media specialists also provide collaborative curriculum/technology planning with classroom teachers and offer training in technology skills. The Library media center is open from 8:00 am to 4:00 pm.

# ART DEPARTMENT

## **African Arts (offered on a rotating basis)**

Open to: All students  
Length: Semester

African Arts is an interdisciplinary course that will explore African history and culture through the arts. Students will learn how the social, economic, political, and racial factors influenced the arts as seen in the context of such historical events as the Harlem Renaissance, the Civil Rights Movement, the Black Panthers as well as prominent African-American artists like Marcus Garvey, August Wilson, Spike Lee and Maya Angelou. Students will explore various art forms, such as music, dance, poetry, sculpture, and painting. Through these creative processes, students will increase their knowledge and appreciation of African history and heritage.

## **African-American Arts (offered on a rotating basis)**

Open to: All students  
Length: Semester

African-American Arts is an interdisciplinary course that will explore African-American history and culture through the arts. Students will learn how the social, economic, political, and racial factors influenced the arts as seen in the context of such historical events as the Harlem Renaissance, the Civil Rights Movement, the Black Panthers as well as prominent African-American artists like Marcus Garvey, August Wilson, Spike Lee and Maya Angelou. Students will explore various art forms, such as music, dance, poetry, playwriting, filmmaking, sculpture, printmaking, photography and painting. Through these creative processes, students will increase their knowledge and appreciation of African-American history.15

## **Ceramics 1**

Open to: All students  
Length: Semester

Clay is the medium in this semester long course. The expressive qualities of clay, skills and technical information unique to ceramics, and thinking visually in three dimensions will be the focus of student exploration. Students will work towards communicating ideas visually and demonstrating an understanding of the elements and principles of art through the pieces they make. Students work on a series of assignments that allow for personal expression as well as expanding the student's understanding of art history, the multi-cultural nature of clay, and aesthetics. Artistic criticism is delivered through an ongoing dialogue with students, guiding them towards a deeper understanding of analysis and decision making.

## **Ceramics 2**

Open to: All students  
Length: Semester

Practice in the creative process of envisioning, designing and executing expressive ceramic artwork while building technical skill and knowledge of the medium of clay is the focus of this semester long offering. Students will complete seven to nine projects allowing exploration and practice of a broad range of skill techniques and compositional principles.

## **Beginning Drawing**

Open to: All students  
Length: Semester

This drawing course explores the artistic compositions using pencil, charcoal, marker, pastel and crayon. Students will learn various types of shading, gradation, and blending techniques, such as cross-hatch and stipple. Cartoon, gesture, perspective and contour drawing will be demonstrated. Through a variety of drawing projects, students will develop their hand-eye coordination and observation skills. Students will also participate in the evaluation process, learning how to make revisions in their artwork, and how to create strong compositions. Students will explore drawing from both reality (figure drawing, still life and landscape) and imagination.

## **Drawing 2**

Open to: All Students  
Prerequisite: Beginning Drawing  
Length: Semester

Students will continue to develop their mechanical and observational skills in drawing and hone their technique by using specific exercises to solve advanced drawing problems. They will develop their creativity and different styles of drawing through the development of work that reflects subjects of personal interest and importance. Students will also participate in the evaluation process, learning the language and conventions of the critique. They will understand how to make revisions in their artwork to create strong compositions and a finished portfolio of work that is ready for a gallery exhibit. Students will also understand their own work in a historical context.

## **Global Art (offered on a rotating basis)**

Open to: All Students  
Length: Semester

The goal of this course is to offer South High School Students the opportunity to explore the cultural richness of visual art making that takes place in their world. The course will begin with the earliest known (Primitive) artworks and culminate with contemporary cultural trends around the globe. Students will be given opportunities to create artwork using the styles, media and physical processes that have influenced artists throughout the history of visual arts. The course will cover styles, movements and media in; African Arts, Oceanic, Chinese, Middle Eastern, European, Native American Arts and others. Lessons are focused on visual processes, media and the cultural contexts of work created in the past or being created now in other parts of the world.

## **Native American Art (offered on a rotating basis)**

Open to: All students  
Length: Semester

Native Arts is an interdisciplinary course that will explore Native history and culture through the arts. Students will learn how the arts have been an integral part of the Native community. Traditional and contemporary native arts will be studied and discussed. The arts of the Ojibwe, Lakota and Dakota will be emphasized, but other Native communities will also be represented in this course. Students will explore various art forms, such as music, dance, poetry, filmmaking, sculpture, photography, painting, beading and birch bark crafts. Through these creative processes, students will increase their knowledge and appreciation of Native American heritage.

## **Painting 1**

Open to: All students  
Length: Semester

This painting course will explore artistic works and concepts developed with the techniques of using watercolor, acrylic, and mixed-media. Students will learn about various styles of painting such as: realism, impressionism, cubism, surrealism and expressionism. Students will also participate in the evaluation process, learning how to make revisions in their artwork, and how to create strong compositions. Students will be taught how to build a painting frame, and also how to stretch and prepare their own canvas.

## **Painting 2**

Open to: All Students  
Prerequisite: Painting 1  
Length: Semester

Students continue to develop their mechanical and observational skills in painting and hone their technique, primarily in acrylics. They will develop their creativity through the development of work that reflects subjects of personal interest and importance. Students will also participate in the evaluation process, learning the language and conventions of the critique. They will understand how to make revisions in their artwork to create strong compositions and a finished portfolio of work that is ready for a gallery exhibit. Students will also understand their own work in a historical context.

## **Advanced Art**

Open to: All 10<sup>th</sup> through 12<sup>th</sup> Grade Students  
Prerequisite: Drawing 1 & 2 OR Painting 1 & 2  
Length: Semester

This class is for students who want to improve and extend their artistic practice through materials exploration and emphasis on technique. This course emphasizes creative processes and is developed to help students create strong portfolios. Students are encouraged to exhibit their work at school and in the community. Field trips, partnerships with arts organizations, and guest artists will also be part of the class.

## **AP Studio Art**

Open to: All 11<sup>th</sup> and 12<sup>th</sup> Grade Students  
Prerequisite: Drawing, Painting & Ceramics and at least 2 levels of one discipline (Drawing 1 & 2 or Painting 1 & 2 or Ceramics 1 and 2)  
Length: Year-long

The AP Studio Art course is for students interested in a rigorous and focused study in art. Students will develop a quality portfolio that demonstrates a mastery of concept, composition and execution in 2D or 3D design. This course is based on a student creating a body of work that demonstrates quality, concentration and breadth. This portfolio will be submitted to the College Board for college credit. The course will meet for a full year. As in any college level course students will be expected to spend time outside of class in order to complete assignments and doing homework and sketchbook assignments.

# AVID

## **AVID (Advancement Via Individual Determination)**

**\* ELECTIVE CREDIT ONLY**

Open to: 9th through 12th grade students, by recommendation of school staff  
Length: 4 years - Year-long Class  
Prerequisite: Middle School AVID and/or interview and application process

AVID is a nationally recognized program that supports students who have shown academic promise but need preparation for college. Students gain academic skills and are supported in their other courses by the teacher and special tutors. There is an expectation that students will take Advanced Placement and honors courses with assistance as they progress as a South High student.

AVID class meets five hours per week and provides students with an intensive preparation for higher education by providing students with the reading, writing, inquiry, and collaboration skills necessary 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.

The AVID student profile:

- Average to high test scores
- 2.0 to 3.5 grade point average (gpa)
- Good attendance
- College potential with support
- Capable of completing a rigorous curriculum
- Has the motivation and desire to prepare for entrance into a 4 year college

Meets one or more of the following criteria:

- First in family to attend college
- Belongs to an ethnic group traditionally underrepresented in college
- Low income
- Faces special circumstances that may be obstacles to achievement

# CAREER AND TECHNICAL EDUCATION

## PROJECT LEAD THE WAY IS A NATIONALLY CERTIFIED PRE-ENGINEERING PROGRAM

**Students who pass Project Lead the Way (PLTW) yearlong classes are eligible for 3 credits from the University of Minnesota! There are also articulation agreements with many colleges throughout MNSCU (Minnesota State Colleges and Universities).**

This structured yet flexible high school program offers students in-depth, hands-on knowledge of engineering and technology-based careers. The three-tiered approach to learning flows from foundation courses Introduction to Engineering Design (IED), Principles of Electronics (POE), and Digital Engineering (DE) to specialization courses Civil Engineering and Architecture (CEA) and Computer Integrated Manufacturing (CIM) to a capstone course Engineering Design and Development (EDD). Further information about this program or courses can be received from the counseling department, the Career and Technical Education Department Chair, or at [www.pltw.org](http://www.pltw.org).

### Introduction to Engineering Design - PLTW

Open to: All students  
Length: Year-long

Introduction to Engineering Design (IED) is an introductory course, which develops student problem solving skills, with emphasis placed upon the concept of developing 3-D models and solid model renderings of their products. Students focus on the application of visualization processes and tools provided by modern, up-to-date computer hardware and software including Inventor, which is an industry standard software package. The course will cover the design development process of a product and how a model of the product is produced, analyzed and evaluated. Students will also explore and discuss career opportunities in Engineering.

### Principles of Engineering - PLTW

Open to: All 10th through 12th grade students  
Co-requisite: Enrollment in Geometry or above  
Length: Year-long

Principles of Engineering (POE) is a course that 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. The course also includes concerns about social political consequences of technological change. POE's key concepts are communication, design process, statics, material testing, and kinematics. *This course may be taken as the POE/Physics course in which you will also receive a full year of Physics credit in addition to the POE credits.*

### POE/PHYSICS

Open to: All 10th through 12th grade students  
Co-requisite: Enrollment in Geometry or above  
Length: Year-long

This yearlong course covers the basic principles of physics: motion, mass, force, energy, electricity, magnetism, light, and sound. You will engage in learning through hands-on activities, computer simulations, online video presentations and problem solving exercises. Expect to learn by exploring, thinking, and doing. This class must be taken with PLTW's Principles of Engineering class.

Within the PLTW Engineering sequence of courses, ES is a specialty course designed to follow Introduction to Engineering Design and Principles of Engineering. This course was developed by Project Lead the Way

## **Environmental Sustainability**

Open to: All 10th through 12th grade students  
Length: Year-long

In Environmental Sustainability, students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply, and renewable energy. Applying their knowledge through hands-on activities and simulations, students research and design potential solutions to these true-to-life challenges.

## **Digital Electronics - PLTW**

Open to: All 11th and 12th grade students  
Co-requisite: Enrollment in Geometry or above.  
Length: Year-long

Digital Electronics (DE) is a course of study in applied digital logic. Students will study the application of electronic logic circuits and devices and use Boolean logic to find solutions to problems. Understanding logic circuits and the use of smart circuits is how computers, video games, calculators, and other such devices are created. The use of smart circuits is present in virtually all aspects of our lives making it an important course of study for students exploring a career in manufacture and engineering technologies.

Students will learn how to use Circuit Maker, an industry standard, to test and analyze their own designs, generate printed circuit boards, and construct the design using chips and other components.

## **Computer Integrated Manufacturing - PLTW**

Open to: All 10th, 11th and 12th grade students  
Co-requisite: Enrollment in Geometry or above  
Length: Year-long

Computer Integrated Manufacturing (CIM) will be presenting the fundamentals of computerized manufacturing technology. The course is taught using demonstrations and discussions combined with individual and team-centered project based learning. CIM focuses on concepts in computer modeling, computer numeric controlled (CNC) equipment, computer aided manufacturing (CAM) software, robotics in manufacturing, and flexible manufacturing systems.

## **Civil Engineering and Architecture - PLTW**

Open to: All 10th through 12th grade students  
Length: Year-long

This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use up-to-date software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as: the roles of civil engineers and architects, project planning, site planning, building design and construction, project documentation and presentation.

## **Engineering Design and Development - PLTW**

Open to: All 12th grade students  
Prerequisite: PLTW coursework or instructors permission  
Co-requisite: Enrollment in Advanced Algebra or above.  
Length: Year-long

This course consists of two parts. The course begins with students working in teams to research, design and construct a solution to an open-ended engineering problem. You and your team will present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year. Second semester brings the addition of Entrepreneurship. Students will use standards and project-based pedagogy, emphasizing the development of leadership skills and actively engaging students through relevant curriculum and inquiry based instruction. Students will engage in sustained study and extended application of leadership and entrepreneurship concepts and processes.

## Design Theory

Open to: All students  
Length: Semester

This course introduces the elements of design, creative thinking techniques, and the fundamentals of layout design. Students will be introduced to the multiple elements and techniques of using the basic software applications used in the graphic design industry. Emphasis is on specific methods for generating creative visual ideas, applying those ideas to graphic solutions, and working within prescribed sets of design specifications. This class is the foundation course in graphic design and satisfies a fine arts credit for graduation and the prerequisite for the advanced classes: Adobe Illustrator and In Design.

**Articulation Agreement with Minneapolis Community and Technical College:** upon successful completion of this high rigor course you will be granted 1-semester credit transferable to any MNSCU college.

## Adobe Illustrator

Open to: All students  
Prerequisite: Design Theory  
Length: Semester

The student will work with Adobe Illustrator CS3, understand the Adobe Illustrator workspace, customize the workspace, understand how to use the various help facilities provided, use the navigator panel, demonstrate selecting and aligning, use of magic wands, group items, work with shapes, drawings, and demonstrate the use of various drawing tools, demonstrate various transformation techniques including scaling, reflecting, rotating, distorting, shearing, changing perspective, make multiple transformations and how to position objects, demonstrate proficiency using the pen tool, work with color and painting, work with type, and layers. Upon completion of this course the student will complete a final project using techniques from lessons learned. This course satisfies a fine arts credit for graduation.

**Articulation Agreement with MCTC College:** upon successful completion of this high rigor course you will be granted 1.5-semester credit transferable to any MNSCU college.

## Adobe InDesign

Open to: All students  
Prerequisite: Design Theory  
Length: Semester

This class introduces the student to InDesign CS3, introduces the best workflow practices. Topics include document setup, working with frames, importing and editing text, typography, color and color management, and working with styles, importing and linking graphics, creating, importing, and formatting tables, working with transparency, working with long documents, output, and PDF exporting, and using XML. Upon completion, the student will demonstrate their mastery of the material by completing a final class project. This course satisfies a fine arts credit for graduation.

**Articulation Agreement with MCTC College:** upon successful completion of this high rigor course you will be granted 1.5-semester credit transferable to any MNSCU college.

## Digital Photography 1

Open to: All students  
Length: Semester

This course introduces the student to digital photography and relates it to Web design advantages of digital photography, advantages of analog photography, hybrid digital photography, maximizing image definition, utilizing camera features, light, composition, on-location shooting, studio shooting, useful photo accessories, computer requirements, converting analog to digital, cataloging and managing images and choosing an image editing program. This is a hands-on course where the students will develop a project using the knowledge gained in class. This class is the foundation course in media arts and satisfies a fine arts credit for graduation and the prerequisite for the advanced classes: Adobe Photoshop and Digital Video 1.

**Articulation Agreement with MCTC College:** upon successful completion of this high rigor course you will be granted 1.5-semester credit transferable to any MNSCU college.

## Adobe Photoshop

Open to: All 10th through 12th grade students  
Prerequisite: Digital Photography 1  
Length: Semester

This course introduces the student to Adobe Photoshop CS3. Topics include the Photoshop interface, hardware and software requirements, file formats, pixels, vectors, resolution, color theory, Photoshop color management, masks, type and typography, painting tools and brushes, layers and layer styles, filters, extract, liquefy and the pattern maker. This is a hands-on course where the students will develop a project using the knowledge gained in class. This course satisfies a fine arts credit for graduation.

**Articulation Agreement with MCTC College:** upon successful completion of this high rigor course you will be granted 1.5-semester credit transferable to any MNSCU college. Students can attempt the Adobe Certified Associate exam upon completion of this course.

## Digital Video 1

Open to: All 10th through 12th grade students  
Prerequisite: Digital Photography 1  
Length: Semester

This course covers video production techniques. All phases of video production will be covered including pre-production, production and post-production with focus on creating digital video. Topics include screenwriting, photography, drawing, story concept, characters, plots, themes, digital tools, generating original ideas, incorporating plot goals, creating the final story, creating original characters, themes and visual metaphors, developing visual styles, developing digital production styles, creating visually expressive characters, developing set designs, conceptual lighting design, developing color palette, narrative sound design, production story-editing choices, digitally enhanced storytelling techniques, using modern 2D animation to expand our realities and using 3D animation to show anything imaginable. This course satisfies a fine arts credit for graduation.

**Articulation Agreement with St. Paul College:** upon successful completion of this high rigor course you will be granted 1.5-semester credit transferable to any MNSCU college.

## **Machine Shop 1**

Open to: All 10th through 12th grade students  
Length: Semester

This class is very hands on and is designed to give you in-depth instruction and experiences in the operation and set-up of machine tools. You will make several projects out of metal using a wide range of machine tools that will give you skills in accurate measurement, working with close tolerances, reading blue prints and other skills related to Manufacture and Engineering Technologies. Students in this class will have an opportunity to tour businesses that do this type of work and visit Technical Colleges that offer Machine Tool programs. For those students who choose this class is a gateway to a State Certified Youth Apprenticeship Program.

## **Machine Shop 2**

Open to: All 11th and 12th grade students  
Prerequisite: Machine Shop 1  
Length: Semester

This class is also very hands on and will advance the skills and knowledge that you developed in Machine Shop 1 by building complex projects out of metal that will require your involvement in the design of these projects. These projects range from small working engines to tools and instruments used in machine tool and engineering programs. Students who complete this level 2 class will have gained the entry-level skills necessary to enter into a Machine Tool career. This class also supports a State Certified Youth Apprenticeship Program. Eleventh and Twelfth grade students will have the opportunity to take PSEO classes in machine tool at a number of Technical Colleges.

## **Machine Shop 3**

Open to: All 11th and 12th grade students  
Prerequisite: Machine Shop 2  
Length: Semester

This class is a continuation of Machine Shop 2. This class will emphasize the blending of hands on and High Tech skills. Students in this class will have the opportunity to design and build their own projects using Computer Aided Design Drawing and Computer Numerically Controlled machining practices. Group and individual projects in this class will also support our Robotics and Project Lead the Way engineering classes. This class also supports a State Certified Youth Apprenticeship Program and Eleventh and Twelfth grade students will have the opportunity to take PSEO classes in machine tool at a number of Technical Colleges.

## **DANCE**

### **Dance 1**

Open to: All students  
Length: Semester

Beginning Dance is a course designed to introduce students to the world of dance at the high school level. Students will learn about the capabilities of their bodies, learn warm-ups, create choreography, attend performances and have their skills and imaginations expanded through involvement in dance. A broad range of dance forms will be experienced through formal technique classes. This class provides the necessary skills and knowledge-base for the student to progress in the dance program.

### **Dance 2**

Open to: Beginning Dance or previous dance experience or Instructor's permission  
Length: Semester

This course builds on the skills and knowledge acquired in Beginning Dance. Through more in-depth and focused exploration of technique, composition and elements of dance, students start to develop sound artistic practices. Students will be expected to become more self-directed as they analyze, interpret, create and perform dance works. Students will deepen their study of dance as they continue to increase their strength, flexibility, coordination, body integration and balance as it applies to technique. Knowledge of choreographic principles and processes will also be applied through challenging projects. Students in this class must demonstrate leadership abilities and ensemble work ethic. This class will perform in one evening concert.

### **Dance Company 1**

Open to: Any student who meets prerequisite  
Prerequisite: Instructor's permission and audition required  
Length: Year

Dance Company provides intermediate level students the opportunity to train in dance in a year-long class. Students continue their study of dance as performers and choreographers through curriculum in technique, composition and dance performance. A strong focus on modern, jazz and ballet technique will push dancers to grow in their physical skill, while choreography explorations will open students up to their potential as dance makers. Students will perform in 1-2 concerts per year.

### **Dance Company II**

Open to: Any student who meets prerequisite  
Prerequisite: Instructor's permission and audition required  
Length: Year

Dance Company II is a select group of dancers who perform at a high level of proficiency. This class offers advanced students the opportunity to continue their study of dance as performers and choreographers. Through in-depth exploration of technique, composition and principles of dance, students will expand their knowledge of dance as an art form. Rigorous technique classes in ballet, jazz and modern will allow students to reach higher levels of physical skill. Challenging concert repertoire will be created to push students' performance abilities. The study of composition will encourage students to discover their artistic voices and learn how to express ideas through movement. This highly motivated ensemble will perform in both on and off campus concerts throughout the year.

# ELECTIVES

## Academic Seminar

Open to: 9th and 10th grade All Nation students  
Length: Year-long

This course targets students that are having academic difficulties. Students receive explicit instruction in organization, self-management strategies, and assisted homework completion to help increase their academic success.

## BLACK-Building Lives Acquiring Cultural Knowledge

Open to: All black male students  
Length: Semester

This is an elective course offered in partnership with the Office of Black Male Student Achievement. The course examines the complexity of the black male experience by exploring the lived reality of black men in the United States. The course is open to black male students of any grade.

## Literacy 9

Open to: 9th grade students  
Prerequisite: Must be recommended  
Length: Year-long

The purpose of this course is to develop literacy skills and prepare 9<sup>th</sup> grade students for life-long academic success. Students will practice effective reading comprehension strategies through small group instruction, independent reading and written response to literature. Students will strengthen writing skills through authentic publication projects. Readings will include self-selected texts, content area texts and teacher-developed readings.

## Literacy 10

Open to: 10th grade students  
Prerequisite: Must be recommended  
Length: Year-long

The purpose of this course is to provide continued literacy support for 10<sup>th</sup> grade students as they develop and prepare to meet expected college and career level literacy expectations. This course continues to work on Literacy skills, and strategies that support success, and prepare students for ACCUPLACER/ACT tests. Course includes study in vocabulary, reading, writing, and examining the complexity of different texts and structures, as well as comprehension strategies, literature circles, and independent reading.

## Literacy 11 and 12

Open to: 11th and 12th grade students  
Prerequisite: Must be recommended  
Length: Year-long

The purpose of this course is to increase literacy skills, strengthen academic literacy and prepare juniors and seniors for ACCUPLACER/ACT test success. Students will practice effective reading strategies with individual and small group instruction. The course will emphasize non-fiction text and content area literacy skills. This course is recommended for students who need additional practice in reading strategies, and preparation for college level reading.

## **Newspaper Production**

Open to: All 10th through 12th grade students  
Prerequisite: Application with teacher recommendation  
Length: Year-long

This course combines an advanced journalism curriculum with the production of *The Southerner*, South's student-run newspaper and news website. Students will practice writing in a variety of journalistic styles, including news articles, features, opinion pieces and reviews. Students will also explore legal and ethical issues surrounding journalism as they make real-world decisions about editorial policy. In addition to writing, students will consider and practice ways to incorporate visual elements into reporting.

## **Study Hall**

Open to: All Students  
Length: Semester

Study Hall is a place and/or time during the school day where students are assigned to study when they are not scheduled for an academic class. Study Hall is intended to meet the needs of students who seek a quiet environment to individually complete assignments. Students are expected to arrive to class with work to complete, a book to read, or some other appropriate individual activity to do. Study Hall is not a place for students to complete work of a "group" or "partner" nature. Students in Study Hall will not receive a grade or credit however daily attendance will be taken.

## **Yearbook**

Open to: All students  
Prerequisite: Application Process  
Length: Year-long

This class is design to introduce students to a running a publication. The staff will produce a product geared towards a specific audience. This product will be designed under a strict budget and in doing so students will be required to work cooperatively in order to meet deadlines. Each yearbook staff member plays an important role in the overall outcome of the book. Leadership roles are designed as incentives for seniority and for those who have shown a willingness and desire to go above and beyond what is required. Students will ultimately be responsible for the success of the yearbook and the way in which South High School is represented. It should be the goal of each student to produce a high quality yearbook that they can be proud of. Units of study include teamwork, responsibility, brainstorming, content, coverage, concept, reporting, writing, headlines, captions, editing, photography, typography, design, graphics, finances, yearbook campaigns, advertising and distribution.

# ENGLISH

## Advanced Placement English Language and Composition

Open to: All 11th and 12th grade students  
Prerequisite: Two years of English  
Length: Year-long

This challenging, year-long course is designed to prepare students for all types of college-level writing. Students will develop the skills they need to write academically, professionally and personally for all kinds of purposes. Students will practice the stages of the writing process from brainstorming through revision, engage in peer review of one another's work, and complete many informal and formal writing assignments. In addition, students will become skilled readers of a wide variety of non-fiction work, from memoir to essays to scholarly research. In May, students have the opportunity to take the AP English Language and Composition exam that may enable them to receive college credit in English.

## Advanced Placement English Literature and Composition

Open to: All 11th and 12th grade students  
Prerequisite: Two years of English  
Length: Year-long

In this challenging year-long course, students will engage in an intense, in-depth look at literature from both the traditional and non-traditional canon. Students will respond to these works critically, both orally and in writing. Discussion, short papers, and long essays are an essential part of this course. In May, students can take a National College Board examination that may enable them to receive advanced standing or credit in English in college.

## CIS UMN WRITING 1301

Open to: 12th grade students  
Prerequisite: Permission of the instructor  
Length: Semester

Enrollment is limited to 20 students. With this course, a student earns three high school credits and four university credits. The course provides guided practice in developing the individual student's strengths in writing through recitation, in-class workshops, and individual conferences. Writing assignments focus on defining purpose, organizing and developing content, analyzing audiences, drafting the whole essay and its parts, and revising and editing expository structure and style. The expectations and assignments are all at college level.

## CIS UMN LITERATURE 1001

Open to: 11th and 12th grade students  
Prerequisite: Permission of the Instructor  
Length: Semester

This is a University of Minnesota class taught at South for 4 university credits and 3 high school credits. Students will read from a variety of literary selections of the 20th century by authors such as Tim O'Brien, James Baldwin, Nuruddin Farah, Ha Jin, Kate Chopin, Toni Morrison, and Samuel Beckett. Students will discuss literary form and interpretation, as well as responding to the works in a personal way by bringing their own experiences to bear. Both oral participation and literary analysis are an essential part of this class.

## College Prep Writing

Open to: All 11th and 12th grade students  
Length: Semester

From the application essay through exposition and guided research writing, students practice skills needed in post-secondary education. The emphasis is on critical thinking and research skills. Instruction in usage, mechanics, MLA form, print, and electronic research are included.

## Contemporary Literature [offered on a rotating basis]

Open to: All 11th and 12th grade students  
Length: Semester

This class will focus on reading, writing and critical thinking skills related to contemporary, fictional and non-fictional literature. The grade will be determined with tests, papers, homework, and participation in discussions. Tests will be both objective and subjective and are designed to test reading comprehension and literary analysis of the various texts. Character and theme analysis and comparison/contrast papers will be assigned.

## Creative Writing [offered on a rotating basis]

Open to: All 11th and 12th grade students  
Length: Semester

This course provides practice in forms of expressive writing such as short stories, poetry, autobiography, and journal-keeping. They will also learn about and practice stylistic choices. Reading and writing portfolios will also be part of the required class work.

## English 9 - Open

Open to: All 9th Grade Open students  
Length: Year-long

The course will challenge students to read and think critically as they consider essential questions aimed to guide them to a clearer understanding of self, community and cultures of the world. Students will participate in class discussions and express their ideas through a variety of writing forms. Practice in prewriting, establishing a purpose, organizing, sentence structure, revising, and editing skills will be done with both narrative and expository writing assignments.

Reading selections will include some of the following titles: *Absolutely True Diary of a Part-Time Indian*, *Nervous Conditions*, *The Odyssey*, *Greek and Roman mythology* and *Romeo and Juliet*. Readings will also include selected short stories, poems and essays.

This is a Pre-Advanced Placement course. It is designed to prepare students for Advanced Placement Literature and Composition and Language and Composition.

## English 10 – Open

Open to: All 10th grade Open students  
Length: Year-long

Students will study American Literature, reviewing the literature of American and her people. Reading and learning about American literature is synonymous with understanding the history and culture of a nation that has undergone dramatic social, economic, and cultural change in its relatively short history.

Our goal is to create a classroom atmosphere where we can analyze and interpret the different American experiences that reveal themselves in some great books, and to analyze the themes, ideas, struggles, and meanings which inspire American writers to create their stories in the first place.

This is a Pre-Advanced Placement course. It is designed to prepare students for Advanced Placement Literature and Composition and Language and Composition.

## **Communications and Community Arts: (H-Art – English)**

Open to: All 11th and 12th grade students  
Co-requisite: Students must also register for World History Topics: (H-Art/Social Studies)  
Length: Semester

H-Art is an interdisciplinary course offering English and Social Studies credit. Each year a common theme is chosen for students to study and research. Research, writing, public performance skills and the artistry of many cultures are emphasized. The students incorporate what they learn into a play script and performance that they produce in collaboration with the Illusion Theater. The theme is also used in the writings for the book that is created with the Minnesota Book Arts partnership project. Students work with the Heart of the Beast Puppet Theater and are a part of the community May Day Parade. Other artists, art agencies, and speakers work with the students throughout the semester as needed to complete the projects.

## **Humanities 1 - English (World Literature) – Liberal Arts**

Open to: All 9th grade Liberal Arts students  
Co-requisite: Humanities 1-Social Studies – Liberal Arts  
Length: Year-long

Humanities 1 is an English/Social Studies course pairing integrating world history with literature. This course examines such basic questions as: What does it mean to be human? What is civilization? What is culture? It will challenge students to think critically and come to their own conclusions. To achieve these goals, we will examine Mexican, European, Asian, and African history and literature; study and experience the related arts of music, art, film, and dance; and consider ideas for philosophy, religion, and science. Class discussion, critical reading and thinking, and various kinds of writing are emphasized. Some of the central texts include *The Odyssey*, *Absolutely True Diary of a Part-Time Indian*, *Persepolis*, and *Nervous Conditions*.

This is a Pre-Advanced Placement course. It is designed to prepare students for Advanced Placement Literature and Composition and Language and Composition.

## **Humanities 1 - English (World Literature) – All Nations**

Open to: All 9th grade All Nations students  
Co-requisite: Humanities 1-Social Studies – All Nations  
Length: Year-long

This course will challenge students to read and think critically as they consider essential questions related to self, community, and the American Indian culture and its relationship to other world cultures. This course examines such questions as: What does it mean to be human? What is civilization? What is culture? It will challenge students to think critically and come to their own conclusions. Students will engage in activities designed to improve their skills in oral and written communication. Teachers in the program will work closely together to add an interdisciplinary approach to the students' ninth grade year.

This is a Pre-Advanced Placement course. It is designed to prepare students for Advanced Placement Literature and Composition and Language and Composition.

## **Humanities 2 - English (American Literature) – Liberal Arts**

Open to: All 10th grade Liberal Arts students  
Co-Requisite: Humanities 2-Social Studies – Liberal Arts  
Length: Year-long

This course is part of an English/US History pairing in which students will investigate American thought and culture from the colonial period through the present using literature, art, and music. Reading, research and expository writing skills are emphasized throughout. Texts might include: *The Scarlet Letter*, *The Adventures of Huckleberry Finn*, Richard Wright's *Black Boy*, Edith Wharton's *Summer*, and August Wilson's *The Piano Lesson*.

This is a Pre-Advanced Placement course. It is designed to prepare students for Advanced Placement Literature and Composition and Language and Composition.

## **Humanities 2 - English (American Literature) - All Nations**

Open to: All 10th grade All Nations students  
Co-Requisite: Humanities 2-Social Studies – All Nations  
Length: Year-long

This class is an American Literature-based class asking the essential questions: How does history shape personal identity? Why do writers interpret, define or respond to historical events? To what extent is societal history reflected in writing? Research and expository writing skills are emphasized throughout. Links are consistently made through APUSH (Advanced Placement U.S. History) readings and ponderings while examining themes such as personal and societal identity, pride, diversity, choices/consequences and envisioning of the future.

This is a Pre-Advanced Placement course. It is designed to prepare students for Advanced Placement Literature and Composition and Language and Composition.

## **Literature and Film [offered on a rotating basis]**

Open to: All 11th and 12th grade students  
Length: Semester

This one semester course focuses on how filmmakers take original ideas and those from literature to create satisfying films. Students will view many films and explore themes and techniques through discussion and writing. Students will develop individual projects, written, oral and video, following MLA guidelines when appropriate.

## **Literature of Genre (Poetry) [offered on a rotating basis]**

Open to: All 11th and 12th grade students  
Length: Semester

This course will cover poetry of many types from the sonnets to popular rock lyrics. Students will learn to recognize different poetic styles and forms and be given the opportunity to write and read their own. The only prerequisite is an enjoyment of poetry and a wish to further develop "reading intelligence" in its interpretation. A wide variety of poets and styles will be presented for discussion and study, but most of the poets encountered in this course will be from the 20th Century. Students are not only encouraged to bring in poems for class discussion and critiquing, but will be required to do so in small group presentations to the class.

### **Mass Media/OBA Advertising [offered on a rotating basis]**

Open to: All 11th and 12th grade students  
Length: Semester

This course is a partnership between the BrandLab and the Minneapolis Public Schools with its mission to expose students to opportunities and career options in the marketing industry and provide students with hands-on learning experiences with real world applications. Learning opportunities include field trips, designing an advertising campaign, opportunities to network and receive mentoring from industry professionals.

This class examines issues and trends in mass media, promotes critical thinking skills, and helps students critically evaluate and create persuasive communications tailored to target audiences. Student learn how to plan and deliver key messages, meet strategic goals, and consider ethical questions for diverse markets. Mass Media covers television, print, radio, social media, and alternative marketing media and considers the effects of media content messages delivery methods, and their influence on audiences and social institutions. Students who complete the course are eligible to apply for one of the summer internships and college scholarships.

### **Partnership English - Contract English**

Open to: 11th and 12th grade students who are behind in English credits.  
Prerequisite: Pre-approval by program staff  
Length: Semester

Partnership English is a class that is divided into two sections: First Credit and Second Credit. First credit is run like a regular South English class. Second credit is completed independently on your own time and during "Workshop days," which generally take place once a week after second credit assignments are introduced. This second credit, if passed, will be applied to a missing quarter credit you need for graduation. You can earn up to two second credits a semester.

### **Public Speaking [offered on a rotating basis]**

Open to: All 11th and 12th grade students  
Length: Semester

Students will learn and practice skills needed in informative, persuasive, and special occasion speaking. Speeches and regular critiques will engage students in the communication process in both speaker and audience roles.

### **Seminar/Project—English Language and Literature: Open Program Capstone**

Open to: All 11th and 12th grade students  
Length: Semester

The OPEN Program Capstone course will give students the opportunity to work independently or in groups on a social justice project of their choice. Students take the course either for English or for social studies credit, not for both. Though they will be earning credits in English or social studies, their projects can and should be broadly interdisciplinary. Students who choose this course should be intellectually curious and passionate about pursuing solutions to a problem or answers to a question about their world. The Capstone course will help students shape their projects, teach research methods, help them access community resources, and support students as they drive their own inquiry and learning. Capstone projects will include all of the following:

1. academic components: traditional research, academic reading, academic writing, action research, journalism, etc.
2. interdisciplinary components: English, social studies, science, math, etc.
3. creative components: literary arts, visual arts, music, theater, dance, etc.
4. social justice components: community service, activism, etc.

By bringing together students to construct and pursue their own projects, the OPEN Program Capstone embodies the foundational values of progressive education: instilling the importance of continued intellectual growth, encouraging students to take responsibility for their own learning, and inspiring students to transform the world in which they live.

## **Communications and Global Topics (V.O.I.C.E.S.) (Values, Options, Issues, and Choices Explored in Society)**

Open to: 12th grade students by application  
Co-requisite: Students must also register for World History Topics: (V.O.I.C.E.S.)-Social Studies Dept.  
Length: Semester

South High School is the only Minneapolis public high school that offers this unique course to prepare students for a four-year college experience. To be critically literate means to analyze and question media. Media as a means of communication is multidimensional and multifaceted. One extremely powerful medium that we are going to study and create in this course is video. We will be partnering with the Minneapolis Telecommunications Network (MTN) to create the visual medium of the course. MTN gives students an authentic venue, Public Access, to showcase their learning. The community run Public Access channel and the Public Education channel will air students work on a regular basis. VOICES is a community of scholars that critically think, write about, discuss, debate, ponder, marinate on, and explore values, options, issues, and choices in our ever shrinking global society. It is a multidisciplinary, team-taught course involving college level coursework in English and Social Studies. Essentially, VOICES is a critical literacy course that prepares high school seniors for the depth and rigorous academics they will encounter in their post-secondary studies.

# ENGLISH LEARNERS (EL)

The EL services at South High School consists of a comprehensive language development program for English Learners that incorporates an ongoing and intensive focus in English language development to support the advancement of reading, writing, speaking and listening.

The goals of the EL services are to foster students' academic language learning and to provide opportunities for academic English language development that ensures student success in core-content areas. Instruction is intentionally designed with clear language targets that align to content standards and learning targets. Practices and strategies are integrated to meet the needs of students and providing opportunities for student interaction and language production. By the end of three years of EL support, our overarching goal is for those students to be able to access grade level content with limited or no support.

The service a student receives depends on the following criteria: the student's proficiency level, previous U.S. schooling and time in the U.S., and current academic achievement level. Depending on the student's English Language Proficiency level, a student may receive stand-alone ESL instruction in addition to sheltered content classes in English, Social Studies, Math, and Science.

## English Language Development Courses

### Academic Language Development 9

Open to: 9th grade English Learners (EL)  
Length: Year-long

This course will give further instruction in Academic English that students need to be successful in 9<sup>th</sup> 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.

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.

### Academic Language Development 10

Open to: 10th grade English Learners (EL)  
Length: Year-long

This course will give further instruction in Academic English that students need to be successful in 10<sup>th</sup> 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.

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.

## Academic Language Development 11/12

Open to: 11th and 12th grade English Learners (EL)  
Length: Year-long

This course will give further instruction in Academic English that students need to be successful in 11<sup>th</sup> and 12<sup>th</sup> 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. 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.

## Newcomer Program Courses

### Beginning Reading

Open to: All Newcomer English Learners (EL)  
Length: Year-Long

This course is designed for nonnative speakers of English and new to the country. Reading comprehension skills are developed through vocabulary work, guided reading activities and discussion. Reading material is intellectually stimulating but not beyond the student's level of comprehension. This course is an elective credit and cannot be used to fulfill graduation requirements.

### Beginning Writing

Open to: All Newcomer English Learners (EL)  
Length: Year-long

This course is designed for nonnative speakers of English and that are new to the country. This course introduces students to the mechanics of paragraph writing. It teaches rhetoric and sentences structure, using a step-by-step approach, high-interest modal, and varied practices. Students are guided through the 6 trait's writing process to produce well organized and adequately developed paragraphs and essays. This course is an elective credit and cannot be used to fulfill graduation requirements.

### Intermediate Reading

Open to: All Newcomer English Learners (EL)  
Length: Year-long

This course is designed to improve the reading skills of intermediate level non-native speakers of English. Reading comprehension skills are developed through vocabulary work, guided reading activities and discussion. Reading material is intellectually stimulating but not beyond the student's level of comprehension.

### Intermediate Writing

Open to: All Newcomer English Learners (EL)  
Length: Year-long

This course is designed to improve the writing skills of intermediate level non-native speakers of English. This course develops students to improve the mechanics of paragraph and essay writing. It teaches rhetoric and sentences structure, using a step-by-step approach, high-interest modal, and varied practices. Students are guided through the 6 trait's writing process to produce well organized and adequately developed paragraphs and essays.

## **Social Studies Concepts 1**

Open to: All Newcomer English Learners (EL)  
Length: Year-long

This course is an overview of the state of Minneapolis and early American history, including Americans; American cultural traditions, such as holidays and American family traditions; etiquette and classroom behavior; and character traits, such as honesty and punctuality that are expected of students studying in the United States and developing academic language. In addition, the course considers individualism as an American value, regions of the United States, and the cultures and dialects of those regions. This course is an elective credit and cannot be used to fulfill graduation requirements.

## **Social Studies Concepts 2- U.S. Gov't/Economics & AP Human Geography**

Open to: All Newcomer English Learners (EL)  
Length: Year-long

This required sheltered content social studies course is designed to help intermediate English speakers cover topics primarily concerned with the United States government at all levels – federal, legislative, and judicial. The economics component covers basic concepts such as supply and demand, productivity, taxation and investment, inflation and gross national and domestic product are introduced. 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 and geographical areas.

## **Science Concepts 1**

Open to: All Newcomer English Learners (EL)  
Length: Year-long

This course is designed to give students an introduction to science vocabulary. The topics covered in the class include an introduction to the scientific disciplines, the scientific method, and an overview of each science discipline. The lessons emphasize vocabulary used in science classes. The class conducts experiments in each section. This course is an elective credit and cannot be used to fulfill graduation requirements.

## **Science Concepts 2- Biology 1 & 2**

Open to: All Newcomer English Learners (EL)  
Length: Year-long

This is a year-long class which is broken into one semester of Biology and one semester of Biology II. In Biology, students will be studying the principles of ecology, evolution, genetics, and cell theory. This course is foundational and provides the underlying principles to support higher-level thinking and problem solving in the continuing portion of the course that will be completed in the upper classes. This sheltered science class is designed to help non-native English speakers improve both their science and academic language skills. It will also assist the students' understanding of science and its use within the context of American culture.

## **Math Concepts**

Open to: All Newcomer English Learners (EL)  
Length: Year-long

This course is designed to give students an introduction to math vocabulary. The topics covered in the class include an introduction to the basic concepts in math. The lessons emphasize vocabulary used in math classes. The course also includes vocabulary used in mathematics, including general math, algebra, and geometry. This course is an elective credit and cannot be used to fulfill graduation requirements.

## Transitions to Algebra

Open to: All Newcomer English Learners (EL)  
Length: Year-long

This sheltered content class is designed for non-native English speaking students who are transitioning into high school Algebra 1. This class will focus on high level academic language as well as challenging Mathematics. This course stresses problem solving using the language of algebra. This course is an elective credit and cannot be used to fulfill graduation requirements.

## Sheltered and Co-taught Content Instruction Courses

### Humanities 1 - English (World Literature)

Open to: All English Learners (EL)  
Length: Year-Long

This sheltered content class focuses on the study of HUMANS-the ways we think, the ways we have formed cultures and civilizations, the ways we have shaped history. In Humanities 1/English, we will discover cultures and civilizations that have formed the world as we know it, and we will discover what our impact has been on history. We will uncover connections and relationships with people in Africa, ancient Greece, Mexico, and other people around the world as we think about what our responsibilities are as a global community in the present. Through the lens of our 'Essential Questions', we will study novels, plays, poems, films, documents, texts, stories and essays, as well as other works by authors and artists from around the world. We will approach these works from multiple points of view, in order to learn to be effective critical thinkers. We will ask powerful questions as we move beyond the surface details of the works we study in order to understand them deeply and to make important connections between what we study and our own lives and world. This content will be coordinated with the sheltered World Studies courses in which students are concurrently enrolled.

### Humanities 2 - English (American Literature)

Open to: All English Learners (EL)  
Length: Year-long

This sheltered content class focuses on how American culture shapes us and we, in turn, shape the culture. During this year we will investigate some American cultural movements, the work of significant artists and the impact of historical events to see how our culture has evolved. Research, expository and analytic writing are emphasized throughout the year. Through the lens of our themes, we will study novels, plays, poems, films, documents, texts, stories and essays, as well as other works by authors and artists from America. We will approach these works from multiple points of view, in order to learn to be effective critical thinkers. We will ask powerful questions as we move beyond the surface details of the works we study in order to understand them deeply and to make important connections between what we study and our own lives and culture. This content will be coordinated with sheltered Humanities II-American History in which students are concurrently enrolled.

### Literature and Film [offered on a rotating basis]

Open to: All 11th and 12th grade English Learners (EL)  
Length: Semester

This one semester course focuses on how filmmakers take original ideas and those from literature to create satisfying films. Students will view many films and explore themes and techniques through discussion and writing. Students will develop individual projects, written, oral and video, following MLA guidelines when appropriate.

### College Prep Writing [offered on a rotating basis]

Open to: All 11th and 12th grade English Learners (EL)  
Length: Semester

From the application essay through exposition and guided research writing, students practice skills needed in post-secondary education. The emphasis is on critical thinking and research skills. Instruction in usage, mechanics, MLA form, print, and electronic research are included.

### **Literature of Genre (Poetry) [offered on a rotating basis]**

Open to: All 11th and 12th grade English Learners (EL)  
Length: Semester

This course will cover poetry of many types from the sonnets to popular rock lyrics. Students will learn to recognize different poetic styles and forms and be given the opportunity to write and read their own. The only prerequisite is an enjoyment of poetry and a wish to further develop "reading intelligence" in its interpretation. A wide variety of poets and styles will be presented for discussion and study, but most of the poets encountered in this course will be from the 20th Century. Students are not only encouraged to bring in poems for class discussion and critiquing, but will be required to do so in small group presentations to the class.

### **Advanced Placement English Language and Composition [offered on a rotating basis]**

Open to: All 11th and 12th grade English Learners (EL)  
Prerequisite: Two years of English  
Length: Year-long

This challenging, year-long course is designed to prepare students for all types of college-level writing. Students will develop the skills they need to write academically, professionally and personally for all kinds of purposes. Students will practice the stages of the writing process from brainstorming through revision, engage in peer review of one another's work, and complete many informal and formal writing assignments. In addition, students will become skilled readers of a wide variety of non-fiction work, from memoir to essays to scholarly research. In May, students have the opportunity to take the AP English Language and Composition exam that may enable them to receive college credit in English.

### **Intermediate Algebra**

Open to: All English Learners (EL)  
Length: Year-long

This sheltered content class is designed for non-native English speaking students who are ready for high school Algebra 1. This class will focus on high level academic language as well as challenging Mathematics. This class is the first year of a four year sequential curriculum of theory and problem based mathematics. This course stresses problem solving using the language of algebra. Algebraic solutions communicate mathematical ideas with clarity and precision. Topics include: signed numbers, real numbers, data analysis and probability, formulas, sets, factoring, linear and quadratic equations, graphing, radicals, and problem solving. In this course, students will be introduced to the graphing calculator. This algebra course is required for college entrance exams, high school chemistry and physics, and careers in science, math, law, and most trades and businesses.

### **Geometry**

Open to: All English Learners (EL)  
Pre-requisite: Successful completion of Intermediate Algebra  
Length: Year-long

The sheltered content course is designed for non-native English speaking students who are ready for the second year of the sequential curriculum in which the relationships between lines, points, and solids as studied as a mathematical system based on Euclidean geometry. This class will focus on high level academic language as well as challenging Mathematics. Topics include the deductive methods of proof, geometric constructions, and the practical applications of plane and solid geometric principals. Success on college entrance examinations requires a geometry background. Connections between Algebra and Geometry will be explored and Algebra 1 skills will be reviewed. Students will be retested in the spring to make sure their algebra skills are adequate before being recommended for a second year of algebra.

## **Humanities 1 - World Studies**

Open to: All English Learners (EL)  
Length: Year-long

The sheltered content course is designed to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. The course highlights the nature of changes in international cultures throughout history and their causes and consequences. The course builds on an understanding of cultural institutional and technological advances that set the human stage. Reading comprehension and writing skills are emphasized. Further, the course will focus on developing students' critical thinking, verbal and writing skills to meet the demands of higher level social studies courses. This content will be coordinated with the sheltered English 9 in which students are concurrently enrolled.

## **AP Humanities 2-United States History**

Open to: All English Learners (EL)  
Length: Year-long

This sheltered content social studies class is a required course designed for non-native English speakers to survey American history from the age of exploration to the present. Within each unit events are looked at from several perspectives such as geographic, political, economic, and social influence. The course is enriched with various activities which help students learn academic skills as well as historical content. Emphasis is placed on critical thinking skills, essay writing, reading skills, and interpretation of original documents and historiography. This content will be coordinated with the Humanities II-English in which students are concurrently enrolled.

## **Government/Economics & AP Human Geography [offered on a rotating basis]**

Open to: All English Learners (EL)  
Length: Year-long

This required sheltered content social studies course is designed to help non-native English speakers cover topics primarily concerned with the United States government at all levels – federal, legislative, and judicial. The Constitution, voting behavior, and the three branches will all be addressed. Analyzing Supreme Court decisions and staging mock trials will also be important tools in this section of the class. The economics component covers basic concepts used in both micro and macroeconomics. Topics such as supply and demand, productivity, taxation and investment, inflation and gross national and domestic product are introduced. 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 in a global context. They also learn about the methods and tools geographers use in their science and practice. Emphasis is placed on critical thinking skills, essay writing, and reading skills.

## **Physical Science**

Open to: English Learners (EL)  
Length: Year-long

Through this laboratory course students will master their understanding of the required high school Physical Science standards, as well as much of the required Earth and Space Science and Nature of Science and Engineering standards. Students will learn about motion and forces, energy, electricity, atomic structure, and chemical and nuclear reactions. These concepts are in turn used to investigate earth and space systems such as evolution of the universe and Earth. Content learning takes place through the continued development of students' skills as scientists and engineers. The course sets the stage for further core and advanced science coursework. Instructional methods include hands-on investigations, guided inquiry, demonstrations, group work, lectures, projects, reading, and writing. This sheltered science class is designed to help non-native English speakers improve both their science and academic language skills. It will also assist the students' understanding of science and its use within the context of American culture.

## **Biology**

Open to: English Learners (ELL)  
Length: Year-long

This course provides a general overview of what it means to be “alive” and is a preparation for more advanced study of living systems. Students will inquire into the history and nature of science, investigate and study basic biochemistry, ecology, evolution, cells, genetics, DNA and fundamental comparative anatomy. Students will explore questions about the application of biological concepts to their everyday life. This course builds on the scientific inquiry and laboratory skills taught in 9<sup>th</sup> grade physical science.

## **Chemistry**

Open to: English Learners (ELL)  
Length: Year-long

This sheltered content science class is designed for non-native English speakers to explore matter, measurement, chemical notation, atomic structure, chemical periodicity, chemical bonds, kinetic theory, gases, chemical reactions, mole concept, stoichiometry, acids and bases, solutions, organic chemistry, nuclear chemistry, oxidation-reduction reactions, electrochemistry, and chemical/environmental issues. Lectures, demonstrations, group problem solving and laboratory investigations are an integral part of this course.

## **Biology 2/Physics 2**

Open to: English Learners (ELL)  
Length: Year-long

This is a year-long class which is broken into 1 semester of Biology and 1 semester of Physics. In Biology students will investigate molecular genetics, a survey of the kingdoms of living things, cell energetics and biochemistry. In Physics students will investigate Electricity and Magnetism, Motion and Light. This course completes the second half of both the Biology and Physics courses.

# LEARNING CENTER

## *Language Arts*

### **English Strategies 9**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Students gain essential literacy skills in reading, writing, and spelling such as: decoding: dividing multisyllabic words into parts, using background knowledge to visualize reading passages, literally comprehending, writing simple and compound sentences, and writing for personal expression.

### **English Strategies 10**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Students gain competence in literacy skills in reading and writing such as: paraphrasing: summarizing text, inferentially comprehending: questioning, predicting, drawing conclusions, using background knowledge to visualize reading passages, writing simple, compound, and complex sentences and paragraphs, expanding academic vocabulary, spelling, and writing for personal expression.

### **Literacy**

Open to: Students with IEPs in the Autism Program  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

In this course students will develop their functional reading, writing, and listening skills. Students gain entry-level literacy skills in reading and writing such as: decoding: breaking words into sound parts, recognizing and spelling sight words, building a basic reading vocabulary, improving reading & listening comprehension, reading fluently: single words flowing into phrases, and writing fluently: writing simple sentences.

### **Post Secondary Strategies I**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

This course aims to support students in becoming functional, independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for various purposes, and for various audiences. This course covers the skills of decoding, reading fluency, vocabulary development, functional word recognition across all 5 transition areas, and reading comprehension strategies. The course also covers functional writing skills including fundamentals in sentence writing, and writing as it applies to the 5 transition areas.

### **Fusion Reading 1**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Fusion reading is a reading program in which you will learn a variety of really practical strategies. These strategies will enable you to become both 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.

# **MATHEMATICS**

## **Daily Living/Consumer Math Strategies I**

Open to: Students with IEPs in the Autism program  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Students will develop a functional understanding of basic math concepts, basic operations, and problem solving strategies as they explore real life application of concepts related to addition, subtraction, multiplication, and division.

## **Daily Living/Consumer Math Strategies II**

Open to: Students with IEPs in the Life Skills program  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Students will develop a functional understanding of basic math concepts, basic operations, and problem solving strategies as they explore real life application of concepts related to addition, subtraction, multiplication, and division. The course will focus heavily on concepts related to money, measurement, fractions and mastery of percents. The course will teach calculator skills across all areas of the course.

## **Basic Math Strategies**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Students will develop an understanding of basic math concepts, basic operations, and problem-solving strategies as they increase fluency/automaticity of basic addition, subtraction, multiplication, and division facts, increase skills in working with basic fractions, decimals and percents, develop an understanding of place value to millions, understand/use basic calculator functions, solve one-step story problems,

including money problems, gain knowledge of measurement concepts such as area, perimeter and time, acquire knowledge of geometric angles and shapes, and improve their ability to recognize patterns.

## **Math Strategies 1**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Students will continue to develop understanding and application of arithmetic and make connections to algebra and other mathematical concepts such as: review basic math computation and problem-solving skills, compute fractions (like, unlike and mixed number), improve understanding of concepts in decimals, percents and fractions—and how they interrelate, improve understanding of fraction concepts related to algebra and geometry, money application problem-solving, obtain knowledge of pre-algebra concepts, increase knowledge of basic geometry concepts, rounding numbers, estimation, statistics and probability, practice interpreting tables, graphs, charts (data analysis), increase calculator use skills, and prepare for MCA II math test.

## **Math Strategies 2**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Students will continue to build on the math concepts and skills acquired in Math Strategies Course I such as: review properties of numbers and operations, learn to solve basic algebraic equations including ratio, proportion, variables and equations, application of geometry to measurement, increase knowledge of geometric concepts, data collection and analysis, create/interpret graphs, plot data and data analysis, problem-solving using multiple steps, and prepare for MCA II math test.

## ***Transition Courses***

### **Adult and Family Living**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

This course stresses the acquisition of social skills for setting appropriate life goals and becoming responsible, respectful adults. The course will cover these ideas as they relate to family, friendship, peer pressure, dating, healthy versus unhealthy relationships, STD's, lifestyle and goal planning, and sexual behaviors. This course stresses the acquisition of skills for understanding child development and responsible parenting. It will include units on Prenatal Stages/ Development, Child Development Stages, Discipline Methods, Roles of Parents, Qualities of a good parent, and various types of parent-child relationships.

### **Career Exploration**

Open to: Students with IEPs and Autism Spectrum Disorders  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Students explore a variety of jobs and learn essential job skills by working at tasks in the school building, and at non-paid job sites in the community. Office skills, assembly, disassembly, maintenance, recycling and other entry-level employment opportunities are explored.

### **Careers Planning**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

This course is for students who will benefit from becoming familiar with the basics of finding and keeping a job. Students will also learn about a variety of career paths that match their needs and interests. At the end of the course, the students will feel comfortable and prepared to find work that is right for them.

### **Community Based Vocational Training**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long or Semester

The primary objective of the exploration and vocational training component is to provide students who are at least 16 years of age with the experience and skills necessary to gain entry level employment and/or additional training in their vocational interest areas. Students will be able to experience and explore the world of work in a variety of community-based settings. Job coaches, professional staff, and community site employees and supervisors will support the students.

## Community Exploration

Open to: Students with IEPs, Autism Spectrum Disorder, Life Skills, Resource  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long (or by semester when offered through Life Skills)

Students in the autism program learn to use public transportation, personal safety in the community, street safety, as well as accessing community resources such as restaurants, stores, banks, post offices, and libraries. Students explore community-based recreation and leisure opportunities, including parks, museums and special community events. Life Skill program students will learn about the kinds of helping resources available to all people in the community including health, employment, legal, housing, social service, recreation, and other common resources. The student will be able to name critical resources, understand their benefits, find contact information, and demonstrate the ability to access the community resource through extended practice in internet use and uses of public transportation resources.

When taught through the Life Skills program, this semester long course teaches students about the kinds of helping resources available to all people in the community including health, employment, legal, housing, social service, recreation, and other common resources. The student will be able to name critical resources, understand their benefits, find contact information, and demonstrate the ability to access the community resource.

## Employment Seminar I

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Semester

This semester long course is primarily for students who have no work experience. This course will cover concepts related to the world of work including the social skills needed to retain a job, exploration of career interests, and an introductory look at job seeking skills. The course will cover the following units in Career Exploration/Personal Skills Inventory, Introduction to Job Seeking Professionalism on the Job, and Social Skills Needed on the Job

## Employment Seminar II

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Semester

This course will take a more in-depth look at job seeking skills including those of self-introduction, completing online and other high quality job applications, interviewing, networking, and development of a work portfolio. The course will develop high frequency job skills including keyboarding, phone etiquette, customer service, filing, and record keeping. The course will also cover critical skills needed to deal with conflict on the job.

## Employment Seminar III

Open to: Students with IEPs in Life Skills  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

This course is designed for upper level students who have had Curriculum Based Vocational Training experience and are ready to search for jobs independently. A Teacher Coordinator of Work Based Learning oversees the job search process for students, offers assistance where needed, and holds students accountable for demonstrating job search activities. Students who obtain employment during the course meet with staff weekly to review job performance, review learning goals, and reflect upon current job issues. Upon finding employment, students will be enrolled in "On the Job Training" in future quarters.

## Exploring Biological Environment

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Exploring the Biological Environment is a year-long course that focuses on the environment of the human body. Students will learn about the major human body systems, the impact of life choices on health/disease, and reproduction and development.

## Exploring Earth Environment

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Semester

Exploring the Environment I is a semester long course that focuses on the most important concepts related to the physical environment that students need to know in order to be safe and to be responsible citizens. Students will learn about different types of dangerous weather and how to be safe in such situations, including dangers related to heat, cold, and water. The impact of human beings on the environment is also addressed including air, water, and land pollution. Students will learn how their personal lifestyle affects their community and world.

## Financial Concepts

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Semester (paired with Employment Seminar I-II)

This semester long course stresses the mastery of basic money management skills as they apply to daily living including understanding your paycheck, creating and following budgets, banking, interest, record keeping, and financial organization skills.

## Healthy Living (This fulfills Health Requirement for our students)

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Healthy Living will provide students with the knowledge and skills needed to help them develop a healthy lifestyle and practice healthy behaviors. This course is intended to increase the student's knowledge of health and to enable the student to analyze his/her attitudes and behaviors in an effort to enhance his/her quality of life. Students will be exposed to current and medically accurate and responsible information from the health field. Topics will be covered according to National and Minnesota State Health Standards: Nutrition & Physical Activity, Tobacco, Alcohol & Other Drug Prevention, Violence & Injury Prevention, Emotional & Mental Health, Abstinence, Personal & Sexual Health, HIV, STD & Pregnancy Prevention.

## High School Foundations

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

High School Foundations is designed to provide students with needed advocacy and AVID study skills as well as give students time to apply these strategies to assignments from media sources to prepare students for High School General Education classes and College. This course focuses on the development of critical thinking skills, skills for self-advocacy, academic and social skills as well as independent work habits including self-study routines and self-monitoring skills.

## **Independent Living**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

This course will cover 3 major skill areas students need in order to live independently. The course will provide instruction and activities in searching for an apartment, maintaining a home, and buying and preparing healthy and economic meals.

## **Managing Emotions (07721)**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Managing Emotions is the ability to perceive, assess and manage emotions, yours and others, and is increasingly becoming a required qualification for today's work environments. This class will allow students to increase their ability to respond effectively in difficult situations by developing skills to increase their awareness of emotions.

## **Course Objectives**

Participants attending this class will have the opportunity to:

- Learn what emotional intelligence is
- Reflect on how aware they are of their emotions
- Identify ways to channel their emotions if necessary
- Practice identifying others' emotions
- Explore how to manage key relationships in an emotionally intelligent way

## **On The Job Training-OJT (Work Experience)**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Semester

This course offers students an opportunity to earn high school credits for paid job experiences. Students who have a qualifying paid position may earn credit through a licensed teacher coordinator of work based learning in conjunction with the students case manager.

## **Personal Mobility**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Semester (paired with Community Exploration in Life Skills)

Students will acquire practical application in directional thinking and map reading skills while becoming acquainted with the Metro Transit System. Students will also familiarize themselves with other means of transportation (i.e. bike, air, train, etc.) as they explore different types of transportation such as Taxi, train, bike and air travel, understand safety, are able to read and use MTC schedules to and from planned destinations, understand appropriate social interactions and responsibilities in the community, and obtain knowledge of trip planning.

## **Fitness Recreation and Leisure**

Open to: Students with IEPs and Autism Spectrum Disorders  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

This Recreation/Leisure class focuses on the social skill acquisition for students with autism and other disabilities through the use of team sports, games, and individual recreation activities. The class is for students in the ASD program as well as other special education students. The class will address social recreation and leisure needs in the community and school environment. On a daily basis, social skills will be taught, as students are encouraged to identify and participate in activities that provide leisure or are a way to relax during the day. Students will be encouraged to participate together in games and work on the skills it takes to display positive sportsmanship. Students will also be encouraged to identify individual activities that can be calming and enjoyable. Weekly activities and discussion will also focus on various social skills needed to interact and participate with others in the community.

## **People and Places**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Semester (paired with Responsible Adulthood/Citizenship)

Students will obtain knowledge of important people and events that shaped our country during specified periods throughout history and that affect our lives today. Study will include important roles that people play in our society, concepts related to geography, and skills to help students understand various cultures within our society and the world.

## **Responsible Adulthood/Citizenship**

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Semester

Students will obtain knowledge of citizenship skills and learn to apply them to their daily life as they learn about the U.S. Constitution, recognize the three branches of government, its hierarchy, and its role in their life. Students will demonstrate knowledge of the civic duty of voting and the voting process, knowledge of civil and constitutional rights, and understand different forms of government assistance. Students will also work on self-advocacy skills as a part of learning to be responsible adults.

## **Senior Transition Seminar**

Open to: Seniors with transition needs identified through the evaluation process.  
Prerequisite: Approval of case manager  
Length: Year-long

This yearlong course will be offered to high school seniors as a review of previously taught transition skills needed in order to live a healthy, safe and independent life. The course covers skills in community exploration, financial responsibility, personal health, and healthy relationships.

## **Social Success I**

Open to: Students with IEPs and Autism Spectrum Disorders  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Students learn to read and understand facial expressions, body language and tone of voice in order to navigate the social world. Idiomatic language, social conventions, manners, and personal space are addressed as students learn appropriate social skills in a variety of school, vocational and community situations.

## Social Success II

Open to: Students with IEPs and Autism Spectrum Disorders  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

In this course students will develop their social thinking proficiency.

## Strategies for Success

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

This 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.

## Readiness for College-Career

Open to: Students with IEPs in 11th & 12th Grade  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

**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.

## Study Habits

Open to: Students with IEPs  
Prerequisite: Approval of Learning Center case manager  
Length: Year-long

Study Habits is designed to provide students with needed advocacy and AVID study skills as well as give students time to apply these strategies to homework assignments from various classes. This course focuses on the development of critical thinking skills, academic and social skills as well as independent work habits including self-study routines and self-monitoring skills.

# MATHEMATICS

## Intermediate Algebra

Open to: All students  
Length: Year-long

This course encourages and enables students to use the language, symbols and notation 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.

## Geometry

Open to: All students  
Prerequisite: Successful completion of Intermediate Algebra  
Length: Year-long

This is the second year of the sequential curriculum in which the relationships between lines, points, and solids is studied as a mathematical system based on Euclidean geometry. Topics include the deductive methods of proof, geometric constructions, and the practical applications of plane and solid geometric principals. Success on college entrance examinations requires a geometry background. Connections between Algebra and Geometry will be explored and Algebra 1 skills will be reviewed. Students will be retested in the spring to make sure their algebra skills are adequate before being recommended for a second year of algebra.

## Honors Geometry

Open to: All students  
Prerequisite: Successful completion of Intermediate Algebra  
Length: Year-long

This course will cover all of the topics of a Geometry course with a more in-depth look at many concepts and at a more rigorous pace. Over the course of this year-long class, Advanced Algebra topics will be examined and students may choose to take a Credit by Assessment exam at the end of the year to attempt to gain Advanced Algebra credits toward their graduation requirement.

## Advanced Algebra

Open to: All students  
Prerequisite: Successful completion of Geometry and Intermediate Algebra  
Length: Year-long

This is the third year of the sequential curriculum. Topics covered include various mathematical functions – linear, quadratic, polynomial, exponential – and their graphs. Also included are developing skills with radicals, factoring, complex numbers, sequences and series, and matrices and determinants. Trigonometric ratios, functions, identities, equations, solving triangles and problem solving by trigonometry are covered in the trigonometry units. Graphing calculators are used as tools for learning and problem solving. This course is a prerequisite for most colleges and universities.

## College Prep Algebra and Statistics

Open to: All 11th and 12th grade students  
Prerequisite: Successful completion of 3 Quarters of Advanced Algebra  
Length: Year-long

This course is for juniors and seniors who have taken and passed at least 3 quarters of Algebra 2 in the previous year, but with some difficulties. The course content will be similar to that of Algebra and Statistics courses taught at a two-year college. The course will also include a significant amount of review of the topics on the MCA GRAD test. The goal of this course is to help students prepare to take further mathematics at South or in college and successfully retake the MCA GRAD test, for those students needing to retake the test.

## Pre-Calculus

Open to: All students  
Prerequisite: Successful completion of Advanced Algebra  
Length: Year-long

This is the fourth year of the sequential curriculum. Analysis is a year-long pre-calculus course, which uses all prerequisite mathematics in the further study of algebra and trigonometry. The general topics included in this course are: polynomial functions, inequalities, logarithms, trigonometric functions, complex numbers, sequence and series, and analytic geometry.

## Algebra/Geometry/Statistics

Open to: 12th grade students  
Length: Year-long

This course is intended for seniors who have not taken or have not successfully completed Algebra 2. Students will learn high school-level Algebra, Geometry, and Statistics and review ideas learned in previous high school math courses. The course will also include a significant amount of review of the topics on the MCA GRAD test, as some students in the class may need to retake this test.

## Advanced Placement AB Calculus

Open to: All students  
Prerequisite: Successful completion of Pre-Calculus  
Length: Year-long

This is a one-year course in differential and integral calculus. A college level textbook is used. Students in the course prepare for the College Entrance Examination for Advanced Placement in Calculus AB that is given in May. Some colleges or universities may grant credit and/or advanced placement based on the score received on the exam. Applications using graphing calculators will be included.

## Advanced Placement BC Calculus

Open to: All students  
Prerequisite: Successful completion of Pre-Calculus  
Length: Year-long

Calculus BC is an Advanced Placement (AP) course that will cover the topics in the AB Calculus course. Additional topics include parametric, polar and vector functions, polynomial approximations and series and their derivatives. Because there is an expectation that the students understand the use of calculators, the students will be expected to have a graphing calculator. Before studying calculus, all students should complete four years of secondary mathematics designed for college-bound students: Algebra, geometry, trigonometry, analytic geometry, and elementary functions. These functions include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric and piecewise-defined functions. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, etc.) and know the values of the trig functions at  $0$ ,  $\pi/6$ ,  $\pi/4$ ,  $\pi/3$ ,  $\pi/2$ , and their multiples. Passage of the BC exam will result in a sub score for AB Calculus (credit for semester 1) and a score for BC Calculus (credit for semester 2).

### **Advanced Placement Statistics**

Open to: All students  
Prerequisite: Successful completion of Advanced Algebra  
Length: Year-long

Advanced Placement Statistics acquaints students with the major concepts and tools for collecting and analyzing data and drawing conclusions from that data. Students will frequently work on projects involving the hands-on gathering and analysis of real world data. Ideas and computations presented in this course have immediate links and connections with actual events. Computers and calculators will allow students to focus deeply on the concepts involved in statistics. This course prepares students for the Advanced Placement Examination in Statistics.

### **AP Computer Science Principles**

Open to: All students  
Prerequisite: Successful completion of 4 quarter of Intermediate Algebra  
Length: Year-long

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions in areas they are passionate. Note: Elective Credit will be given for this course.

### **Algebra 1 Support (ELECTIVE CREDIT ONLY)**

Open to: Students enrolled in Intermediate Algebra  
Length: Year-long

This course provides students additional instruction and clarification of concepts taught in the Intermediate Algebra course. Students will prepare and practice for tests and quizzes. Students will also have time to get individual help on homework. This course is designed to help students fill in the mathematical gaps. Students will also work on skills necessary to pass the MBST math test. Note: Elective Credit will be given for this course.

# MUSIC

## **INSTRUMENTAL**

### **Beginning Band (Offered Fall Only)**

Open to: All students  
Length: Semester

Beginning Band is a course designed to give students an opportunity to learn a band instrument at the high school level. These may be students who have never had a chance to play before or who are interested in learning a different instrument. A strong emphasis is placed on the basics of music, as well as on the problems of each individual instrument. This class provides the necessary tools for the student to move into the Concert Band and a more expansive group experience.

### **Concert Band**

Open to: Any students who meets prerequisite  
Prerequisite: Middle School band experience or Beginning Band - NO AUDITION REQUIRED  
Length: Year-long

This ensemble is for any musician interested in continuing their band experience beyond middle school. No audition is required, but prior band experience is necessary. You will learn new techniques on your instrument through the rehearsal and performance of varied literature and increase your knowledge of music theory and terminology. This group performs three evening concerts a year.

### **Symphonic Band**

Open to: Any student who meets prerequisite  
Prerequisite: Instructor's permission and audition required  
Length: Year-long

This ensemble is for any musician interested in continuing their band experience at a high level. An audition is required to join this ensemble. You will learn new techniques on your instrument through the rehearsal and performance of varied literature and increase your knowledge of music theory and terminology. This group performs three evening concerts a year.

### **Wind Ensemble**

Open to: Any student who meets prerequisite  
Prerequisite: Instructor's permission and audition required  
Length: Year-long

This ensemble is for any musician interested in continuing their band experience at a challenging level. An audition is required to join this ensemble. You will learn new techniques on your instrument through the rehearsal and performance of varied literature and increase your knowledge of music theory and terminology. This group performs three evening concerts a year and participates in a tour in the spring.

### **Jazz Ensemble 1**

Open to: Any student who meets prerequisite  
Prerequisite: Instructor's permission and audition required. This class meets zero hour!  
Students must be concurrently enrolled in another performance ensemble at South.  
Length: Year-long

This ensemble performs many different genres of music including swing, bop, funk, rock, and more. Improvisation and stylistic interpretation is the focus of this group. Auditions for the jazz ensembles are held in early September of each school year. Students can audition on traditional big band instruments: alto, tenor and bari sax, trumpet, trombone, guitar, piano, bass, vibes, and drum set. Jazz I performs four or more public concerts and gigs a year.

## **Jazz Ensemble 2**

Open to: Any student who meets prerequisite  
Prerequisite: Instructor's permission and audition required. This class meets zero hour!  
Students must be concurrently enrolled in another performance ensemble at South.  
Length: Year-long

The Jazz Ensembles are a select group of musicians who perform at a high level of proficiency. The groups offer students a challenge of working on literature in a different genre. The student learns the principles of jazz phrasing, articulation, and style, while giving them a chance to explore and perform works of various styles and periods. Emphasis is placed on ensemble performance, improvisation, and theory. The Jazz Ensembles perform numerous concerts throughout the year, with Jazz I participating in an annual Spring Tour.

## **Beginning Strings**

Open to: All students  
Length: Semester

This course is designed to give students the opportunity to learn or relearn how to play a violin, viola, cello or bass. These may be students who have never had a chance to play before or who are interested in learning a different instrument. A strong emphasis is placed on the basics of music, as well as on the problems of each individual instrument. This class provides the necessary tools for the student to move into the String Orchestra and a more expansive group experience.

## **String Orchestra**

Open to: Any student who meets prerequisite  
Prerequisite: Previous String experience - NO AUDITION REQUIRED  
Length: Year-long

String Orchestra provides a medium of musical involvement and experience through performance. It also offers the student opportunities to perform the varied styles of music available to string orchestras. The student learns techniques such as bowing and articulation, tone production, shifting, and style. The orchestra performs three evening concerts per year.

## **Chamber Orchestra**

Open to: Any student who meets prerequisite  
Prerequisite: Instructor's permission and audition required  
Length: Year-long

The Chamber Orchestra is a select group of musicians who perform at a high level of proficiency. The group offers advanced students a challenge of performing standard orchestral literature at a difficult level. The student learns the principles of phrasing, intonation, sight-reading, and style. The Chamber Orchestra performs numerous concerts throughout the year including an annual Spring Tour. Evening concerts are held throughout the year.

## **VOCAL**

### **Concert Choir**

Open to: All students - NO AUDITION REQUIRED  
Length: Year-long\

This mixed vocal ensemble of all voice parts is for any student interested in continuing their choral experience beyond middle school. Note-reading and musical concepts are learned, as are the fundamentals of healthy and expressive singing. Students are exposed to music from varied genres and time periods. This group performs three evening public concerts a year. The student needs to have a desire to use their voice in collaboration with the rest of the ensemble. Entrance is available year-round. Prior choral experience or audition not necessary.

### **Men's/Bass Choir**

Open to: All Students who sing Tenor or Bass – NO audition required  
Length: Year-long

This vocal ensemble of tenors and basses is for any student who is interested in singing with other tenors and basses in a small ensemble. Note-reading and musical concepts are learned, as are the fundamentals of healthy and expressive singing. Students are exposed to music from varied genres and time periods. This ensemble performs three public concerts a year. The student needs to have a desire to use their voice in collaboration with the rest of the ensemble. Entrance is available year-round. Prior choral experience or audition not necessary.

### **Treble Choir**

Open to: All Students who sing Soprano or Alto  
Prerequisite: Instructor's permission and audition required  
Length: Year-long

This select vocal ensemble of sopranos and altos is for the intermediate choral student interested in continuing their choral experience. More challenging note-reading and musical concepts are learned and built upon, as are the elements of healthy and expressive singing. Students are exposed to challenging music from varied genres and time periods. This group performs at least three evening public concerts a year and sometimes performs outside the school. The student needs to have a desire to use their voice in artistic collaboration with the rest of the ensemble and to represent the school with pride and distinction both inside and outside the school. Prior choral experience is preferred. Auditions are available year-round. An audition is necessary for admittance.

### **Varsity Choir**

Open to: All Students  
Prerequisite: Instructor's permission and Audition required  
Length: Year-long

This select, mixed vocal ensemble of sopranos, altos, tenors, and basses is for the advanced choral student, and is comprised of juniors and seniors (sometimes freshmen and sophomores are selected for the tenor and bass sections). More sophisticated note-reading and musical concepts are learned and built upon, as are the artistic elements of healthy and expressive singing. Students are exposed to sophisticated music from varied genres and time periods. This group performs at least four evening public concerts a year and often performs outside the school. The student needs to have a desire to use their voice in sophisticated, artistic collaboration with the rest of the ensemble and to represent the school with pride and distinction both inside and outside the school. This ensemble tours nationally each spring. Prior choral experience is necessary. Auditions are held in the spring. An audition is necessary for admittance.

### **Pop Singers**

Open to: All students  
Prerequisite: Instructor's permission and audition required. This class meets zero hour!  
Students must be concurrently enrolled in another performance ensemble at South.  
Length: Year-long

This small, highly-select mixed vocal ensemble of sopranos, altos, tenors, and basses is for the highly-advanced choral student. Highly-sophisticated note-reading and musical concepts are learned and built upon, as are highly-artistic elements of healthy and expressive singing. Students are exposed to sophisticated arrangements from the genres of jazz, blues, and pop. There is a focus on both ensemble sound and solo singing and there are collaborations with the jazz band. This group performs at least four evening public concerts a year and also performs extensively outside the school. The student needs to have a desire to use their voice in sophisticated, artistic collaboration with the rest of the ensemble and to represent the school with pride and distinction both inside and outside the school. This ensemble tours nationally each Spring. Prior choral experience is necessary. Students selected for this ensemble must also be currently enrolled in another performing music ensemble at South High School. Auditions are held in September. An audition is necessary for admittance.

## **GENERAL MUSIC**

### **Class Piano 1**

Open to: All students  
Length: Semester

This course is offered to students at any level of proficiency ranging from beginner to advanced. Students work at their own rate of progress and are encouraged to expand their musical horizons by exposure to many styles of piano literature. A highlight of the course is the weekly recital when students perform for the piano class.

### **Class Piano 2**

Open to: All students  
Prerequisite: Class Piano 1 or proficiency test  
Length: Semester

This course is a continuation of Class Piano 1. Students will be given more advanced materials that will give them the opportunity to complete the graduation standard in Music.

### **Guitar 1**

Open to: All Students  
Length: Semester

This is a beginning level course for students who are new to playing guitar. Basics of note reading and chords will be explored in this class. Additionally, students will explore the various genres that guitar has been a part of. Students will also have the chance to create their own music on guitar.

### **Guitar 2**

Open to: All Students  
Prerequisite: Guitar 1  
Length: Semester

This course is an extension of Guitar 1 or students who have already learned the basics of guitar. Students will further their understanding and proficiency on guitar by learning more complex chords, writing music and playing in small ensembles.

### **Music Theory/Composition**

Open to: Any student who meets prerequisite  
Prerequisite: Instructor's permission  
Length: Year-long

This course is designed to give advancing high school musicians a chance to improve their academic knowledge of written music, aural skills, and learn introductory skills in composition and orchestration. Students enrolling in this class must have a strong background in reading and performing music.

### **Music in America: Rock, Hip Hop, and Beyond**

Open to: All Students  
Length: Semester

This course will explore the history of popular music. Students will engage in readings, listening and socratic discussions to further their understanding of popular music throughout the 20<sup>th</sup> century. An emphasis will be placed on the impact of social issues on popular music. Students will analyze music as well as create their own music through a variety of mediums.

## **World Music**

Open to: All Students  
Length: Semester

This course surveys traditional, folk, and pop genres from major musical traditions in Africa, Asia, the Americas, Europe, and the Middle East. We approach music as both human and social experience, and explore the relationship between music making and other domains of human experience.

# PHYSICAL EDUCATION AND HEALTH

The mission of the South High Physical Education and Health Department is to provide all students with an active learning education that prepares students to be physically and mentally active and healthy throughout their life. At SHS, we understand the connection between fitness and academic success. We also know that Physical Education leads to active, healthy lifestyles outside of school; therefore, we strive to help students build confidence in their ability to lead active lifestyles and take control of their own health. The SHS Health and Physical Education classes will motivate and support students in maintaining and improving their health, gaining the knowledge to prevent disease, and reduce health-related risk behaviors; allowing students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices.

*\*Note that the waiving of a class in Physical Education at South High does not fulfill the requirements of the Minneapolis School District. Physical Education and Health graduation requirements may not be waived.*

*\*Note that it may be possible to take some or all of the Physical Education and/or Health requirements Through Minneapolis Public Schools online, if they are offered.*

## **Fitness for Life/Physical Education (Phy Ed)**

Open to: All 9th through 11th grade students  
Length: Semester

This class is **required** and fulfills the Physical Education graduation credit for freshman, sophomores and juniors only. Fitness for Life will provide a structured class that is designed to increase students' interest in lifelong physical activity. Students will learn the fundamentals, strategies, and concepts for achieving individual physical fitness. Fitness assessments and goal setting are emphasized. A variety of competitive and recreational activities are integrated into this course to help students develop basic knowledge, skills, and understanding of these activities and to help improve personal fitness levels. Activities will be covered according to the National and Minnesota State Physical Education Standards.

## **Fitness for Life 1/Physical Education 1 (Phy Ed 1)**

Open to: 12th grade students  
Length: Semester

This class is **required** and fulfills the Physical Education graduation requirement for 12<sup>th</sup> grade students. Fitness for Life 1 will provide a structured class that is designed to increase students' interest in lifelong physical activity. Students will learn the fundamentals, strategies, and concepts for achieving individual physical fitness. Fitness assessments and goal setting are emphasized. A variety of competitive and recreational activities are integrated into this course to help students develop basic knowledge, skills, strategies, and understanding of these activities and to help improve personal fitness levels. Activities will be covered according to the National and Minnesota State Physical Education Standards.

## **Fitness for Life 2/Physical Education 2 (Phy Ed 2)**

Open to: 12th grade students  
Length: Semester

This class is **required** and fulfills the Physical Education graduation requirement for 12<sup>th</sup> grade students. Fitness for Life 2 will provide a structured class that is designed to expand upon the skills, concepts, strategies and knowledge gained in Fitness for Life 1. Fitness assessments and goal setting are emphasized. Students will create a health related fitness plan, which will follow the students' progress of fitness training over the course of the semester. A variety of competitive and recreational activities and are integrated into this course to help students develop upper level knowledge, skills, and understanding of these activities and to help improve personal fitness levels. Activities will be covered according to the National and Minnesota State Physical Education Standards.

## Health Science /Health

Open to: All 9th through 11th grade students  
Length: Semester

This class is **required** and fulfills the Health Education graduation requirement for freshman, sophomores and juniors only. Health will provide students with the knowledge and skills needed to help them develop a healthy lifestyle and practice healthy behaviors. This course is intended to increase the student's knowledge of health and to enable the student to analyze his/her attitudes and behaviors in an effort to enhance his/her quality of life. Students will be exposed to current and medically accurate and responsible information from the health field. Topics will be covered according to National and Minnesota State Health Standards: Nutrition & Physical Activity, Tobacco, Alcohol & Other Drug Prevention, Violence & Injury Prevention, Emotional & Mental Health, Abstinence, Personal & Sexual Health, HIV, STD & Pregnancy Prevention.

## Health Science 1/Health 1

Open to: 12th grade students  
Length: Semester

This class is *required* and fulfills the Health Education graduation requirements for 12<sup>th</sup> grade students. Health 1 will provide students with the knowledge and skills needed to help them develop a healthy lifestyle and practice healthy behaviors. This course is intended to increase the student's knowledge of health and to enable the student to analyze his/her attitudes and behaviors in an effort to enhance his/her quality of life. Students will be exposed to current and medically accurate information from the health field. Topics will be covered according to National and Minnesota State Health Standards: Nutrition & Physical Activity, Tobacco, Alcohol & Other Drug Prevention, Violence & Injury Prevention, Emotional & Mental Health, Abstinence, Personal & Sexual Health, HIV, STD & Pregnancy Prevention.

## Health Science 2/Health 2

Open to: 12th grade students  
Length: Semester

This class is **required** and fulfills the Health Education graduation requirement for 12<sup>th</sup> grade students. Health 1 will provide students with the knowledge and skills needed to help them develop a healthy lifestyle and practice healthy behaviors. This course is intended to increase the student's knowledge of health and to enable the student to analyze his/her attitudes and behaviors in an effort to enhance his/her quality of life. Students will be exposed to current and medically accurate and responsible information from the health field. Topics will be covered according to National and Minnesota State Health Standards: Nutrition & Physical Activity, Tobacco, Alcohol & Other Drug Prevention, Violence & Injury Prevention, Emotional & Mental Health, Abstinence, Personal & Sexual Health, HIV, STD & Pregnancy Prevention.

## Developmental Adaptive Physical Education (DAPE)

Open To: All students with DAPE on their IEP  
Length: Semester

Developmental Adapted Physical Education (DAPE) is a branch of special education that helps students with disabilities be successful in Physical Education and recreational activities. Our goal is for students to develop the necessary fitness and transition skills in recreation and leisure by designing appropriate outcomes for students based on their ability level. Activities may include: fitness, strength training, team sports, recreational and lifetime skills with emphasis on meeting individual IEP needs.

## Aerobic Fitness 1

Open to: All students  
Prerequisite: Successful completion of Fitness for Life  
Length: Semester

This is an **elective** class and does not fulfill the Physical Education graduation requirement. Aerobic Fitness is designed to provide an opportunity for students to increase their knowledge of a variety of cardiovascular fitness activities. Flexibility, cardiovascular and muscular endurance will be emphasized. Students will be introduced to the following low-impact forms of exercise: Yoga, Walking, Zumba, Kickboxing, T-25, Pilates, Circuit Training and other continuous activities.

## Careers in Health & Wellness: Introduction to Sports, Exercise and Health Science

Open To: All 11th and 12th grade students  
Length: Semester  
Prerequisite: Successful completion of Health 1 and 2, Fitness for Life 1, and a Biology and Algebra class  
Class Fee: \$8.00 (First Aid/CPR/AED certification and card, first aid supplies)

This is an **elective** class and does not fulfill the Health Education graduation requirement. This class is designed for students that have an interest or potential career aspirations in the health care field, exercise science or fitness industry, or the sports management field. Students will explore a variety of health and exercise science career options while learning about sports nutrition, injury prevention and care, medical terminology, and the history and psychology of sport. Students will also be given an introduction to human anatomy and physiology, ethics, basic biomechanics, and become American Red Cross certified in First Aid/CPR/AED.

## Leadership Lifetime Skills

Open to: All students  
Length: Semester

This class is an **elective** class and does not fulfill the Health Education graduation requirement. The Leadership Lifetime Skills course is designed for students to develop their personal leadership skills and gain an understanding of key leadership qualities needed for a successful and productive life. Through participation in this course students will be provided with opportunities to develop their leadership skills through practical application with peers, team building activities, and goal setting, which will develop leadership skills and be an example by serving in our school and community. Students will explore a broad range of topics to help lead a healthy, responsible life. This curriculum is designed to develop skills in areas of mental health, self-image, responsibility, leadership skills, and goal setting.

## Mindful Nutrition

Open to: All students  
Length: Semester

This class is an **elective** class and does not fulfill the Health Education graduation requirement. **Mindful Nutrition** is all about food! We discuss food basics, calories and nutrition labels. We make grocery lists and balance budgets. We discuss how poor nutrition can lead to disease. We explore the world of fad diets and weight loss. We learn about eating disorders and learn about the effects of a junk food diet and its effects on the body. We work on an exercise and nutrition unit, make goals and achieve them. At the core of our course, we learn how to properly plan a menu for home and lead an active lifestyle. We use the *Supertracker* program to track the nutritional content of our menus. At the end of the semester, we explore cultural foods and put together a cookbook of family favorites. All content and activities covered are in line with the National Standards for Health Education.

## Recreation and Lifetime Sports

Open to: All Students  
Prerequisite: Successful completion of Fitness for Life  
Length: Semester

This is an **elective** class and does not fulfill the Physical Education graduation requirement. Recreation and Lifetime Sports introduces students to those physical activities that can provide life-long participation. Safety and sportsmanship will be emphasized along with learning rules, skills and strategies of game play. Activities include but are not limited to: Badminton, Pickleball, Table Tennis, Bocce Ball, Frisbee Golf, Horseshoes, Ladder Ball, and other recreational activities.

## Team Sports

Open To: All students  
Prerequisite: Successful completion of Fitness for Life  
Length: Semester

This is an **elective** class and does not fulfill the Physical Education graduation requirement. Team Sports is a co-ed course that offers a variety of team and dual sports with the emphasis on team play and tournaments. The purpose of this class is to provide students with an opportunity to participate in a wide variety of activities in an organized setting to improve their personal fitness. Come join the fun and prepare for an enjoyable, healthy activity, while learning skills that will crossover into every aspect of your life. Activities may include: flag football, team handball, basketball, floor hockey, badminton, soccer, softball, ultimate, and volleyball. Be prepared to fully participate in all activities and tournaments. Be prepared to put forth effort and fully participate in all class activities.

## Weight Training

Open To: All students  
Prerequisite: Successful completion of Fitness for Life  
Length: Semester

This is an **elective** class and does not fulfill the Physical Education graduation requirement. Strength and Conditioning is a co-ed course designed to meet the needs of the beginner as well as the experienced fitness enthusiast, the athlete and the non-athlete. Students will work on strength development and personal fitness through the use of evidence-based strength training principles and conditioning activities. Topics include: proper lift techniques, strength training, speed training, agility training, physiology of exercise, and various training methods. Test and measurement of fitness, strength, and conditioning will be part of this course for evaluation. Be prepared to work and put forth effort.

**\*Due to the nature of the lifts, we will follow department safety and liability protocol.**

# SCIENCE

## Physical Science

Open to: All 9th grade students  
Length: Year-long

Through this laboratory course students will master their understanding of the required high school Physical Science standards, as well as much of the required Earth and Space Science and Nature of Science and Engineering standards. Students will learn about motion and forces, energy, electricity, atomic structure, and chemical and nuclear reactions. These concepts are in turn used to investigate earth and space systems such as evolution of the universe and Earth. Content learning takes place through the continued development of students' skills as scientists and engineers. The course sets the stage for further core and advanced science coursework. Instructional methods include hands-on investigations, guided inquiry, demonstrations, group work, lectures, projects, reading, and writing.

## Biology

Open to: All 10th grade students  
Length: Year-long

This course provides a general overview of what it means to be “alive” and is a preparation for more advanced study of living systems. Students will inquire into the history and nature of science, investigate and study basic biochemistry, ecology, evolution, cells, genetics, DNA and fundamental comparative anatomy. Students will explore questions about the application of biological concepts to their everyday life. This course builds on the scientific inquiry and laboratory skills taught in 9<sup>th</sup> grade physical science.

## Biology - Open

Open to: All 10th grade Open students  
Length: Year-long

This year-long course is team-taught in collaboration with Open US History and Open English 10, applying progressive methods of instruction to deepen student understanding of concepts. The three courses draw strands from all three disciplines into a cohesive project-based curriculum. All of the basic biological concepts and skills will be covered (see “General Biology Course Description”) but in a scope and sequence that allows it to be interdisciplinary. For example, during the cell biology unit students will be reading *The Immortal Life of Henrietta Lacks* in English while investigating civil rights in US History. The focus in the Open classroom is primarily collaboration and exploration among students.

## Earth Science

Open to: All 11th and 12th grade students  
Length: Year-long

This course includes the foundational principles of astronomy, earth science, and environmental issues. In astronomy we discuss the smallest and largest things in the universe, our star the Sun, black holes, and the birth and death of our Universe, and more. In earth science we study process science on this planet through the lens of natural disasters: asteroid impacts, volcanoes, tornadoes, and more. In environmental science we look at climate change and other current issues. You will engage in learning through hands-on activities, laboratory experiments, inquiry activities, guided practice, class and small group discussion, and problem solving. Expect to learn by exploring, thinking and doing.

## **AP Biology**

Open to: All 11th and 12th grade students  
Length: Year-long

This is a rigorous yearlong course that follows the curriculum of an introductory college course. The class materials draw extensively on current materials from scientific journals and research. The course covers selected topics in biochemistry, cell biology, energy, heredity, ecology, molecular genetics, biotechnology, evolutions, systematics and homeostasis. Students will learn through the use of periodicals, text, class discussion, laboratories, guest speakers, demonstration and independent investigations. The course will prepare students to take the College Board AP Biology Test in May. This course uses knowledge from previous chemistry, biology and physics courses.

## **AP Physics 1**

Open to: All 11th and 12th grade students  
Length: Year-long

This course is designed to provide a solid, first-semester college physics experience, both conceptually, mathematically (Algebra2/PreCalc/Trig highly utilized), and in the laboratory. Traditional homework (problem solving activities and questions) will be done in class in small groups with teacher's assistance with remaining work to be done at home. Internet at home would be very beneficial. Problem solving skills, both on paper and in the lab are emphasized to discover more about how physics works. Topics to be covered include kinematics, energy, momentum, waves, electricity and magnetism, circular/rotational motion. Upon completion of this course, students are expected to take the AP Physics 1 examination.

## **Chemistry**

Open to: All 11th and 12th grade students  
Length: Year-long

This is a two semester sequential course which explores matter, measurement, chemical notation, atomic structure, chemical periodicity, chemical bonds, kinetic theory, gases, chemical reactions, mole concept, stoichiometry, acids and bases, solutions, organic chemistry, nuclear chemistry, oxidation-reduction reactions, electrochemistry, and chemical/environmental issues. Lectures, demonstrations, group problem solving and laboratory investigations are an integral part of this course. Keep in mind that the entrance requirements of many colleges now include one year of high school chemistry. This course uses Algebra skills.

## **Honors Chemistry**

Open to: All 11th and 12th grade students  
Length: Year-long

This is an accelerated introductory course for students wishing to have a solid background to prepare for a career in science. It is taught from a traditional text (2013 Glencoe Chemistry: Matter and Change) and from supplemental materials. The goal of the course is to develop an understanding of how matter interacts in the world around you. Students will develop mathematical problem-solving techniques and critical thinking skills to solve scientific and technological problems using chemistry. This course meets national, state and district standards for chemistry.

## **AP Chemistry**

Open to: All 10th through 12th grade students  
Length: Year-long

This course is designed to provide a solid, first-year college chemistry experience, both conceptually and in the laboratory. The labs serve to supplement learning in the lecture discussion section of the course. Problem solving skills, both on paper and in the lab, are emphasized to discover more about how chemistry works. Topics include reaction stoichiometry, bonding, equilibrium, thermodynamics and electrochemistry. This is a rigorous fast paced course. Students are expected to take the College Board AP Chemistry Test. This course uses Algebra II and Trigonometry skills.

## **Biology 2**

Open to: All 11th and 12th grade students  
Length: Semester

Students will investigate molecular genetics, a survey of the kingdoms of living things, cell energetics and biochemistry. In Physics.

## **Physics 2**

Open to: All 11th and 12th grade students  
Length: Semester

Students will investigate Electricity and Magnetism, Motion and Light.

## **AP Environmental Science**

Open to: All 12th grade students  
Length: Year-long

The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

## **CIS Physics - Physics by Inquiry (PSTL 1563)**

Open to: All 11th and 12th grade students  
Length: Semester

This class is a physics course designed primarily (though not exclusively) for non-science majors and future teachers. It focuses on students learning physics by participating in the process of scientific discovery and applying that content to solving qualitative problems, rather than on the quantitative problem solving found in a traditional physics course. In addition, the content (ranging from properties of magnets, to light and color and optics, to astronomy and others) differs from that found in a traditional physics course. Students collaborate with their peers to conduct experiments, generate theories of how things work based on their observations, and refine their theories by further experimentation. Emphasis in the course is placed on knowing the evidence that supports a theory. The non-traditional perspective of learning physics through hands-on experimentation and peer discussion, and making use of evidence in scientific argumentation makes this course useful for students whether or not they are interested in further studies in science.

## **Astronomy (Science Elective Credit – Does NOT meet Science Standard for Graduation) (offered on a rotating basis)**

Open to: All Students  
Length: Semester

This course includes the foundational principles of astronomy. We will discuss the smallest and largest things in the universe, the Earth and Moon, the solar system, our star the Sun, galaxies, black holes, and the birth & death of our Universe. You will engage in learning through hands-on activities, laboratory experiments, inquiry activities, guided practice, class and small group discussion, and problem solving. **Expect to learn by exploring, thinking, and doing.**

**Forensic Science (Science Elective Credit – Does NOT meet Science Standard for Graduation)  
(offered on a rotating basis)**

Open to: All Students  
Length: Semester

This course is rich in exploration and lab investigation which applies many disciplines of scientific study such as biology/anatomy, chemistry, and physics to solving crimes. In this course, we will explore methods for collecting and analyzing a wide variety of evidence such as hair, fiber, fingerprints, blood, DNA, impressions and ballistics. This is an elective science course available to all students.

**Human Anatomy Physiology (Science Elective Credit – Does NOT meet Science Standard for Graduation)  
(offered on a rotating basis)**

Open to: All 12th grade students  
Length: Semester

This course is designed to introduce students interested in pursuing a career in the medical field to learn about the structure and function of the human body. We will begin with the cell and the biochemistry essential for life to exist, and end with a look at the systems that make up the human body. Areas of focus will be, definition of anatomical terms, knowledge of physiological processes, anatomy structure and function, and homeostasis, the study of how our bodies respond to our environment.

**Marine Biology (Science Elective Credit – Does NOT meet Science Standard for Graduation)  
(offered on a rotating basis)**

Open to: All 12th grade students  
Length: Semester

This course is designed to introduce students of all abilities to life in the ocean. From the smallest algae to the largest mammal, our knowledge of life in the ocean's is less than what we know about outer space. Nearly 70% of our planet is covered with water and yet we know so little. Topics will include, ocean exploration from the ocean floor to the sandy beach, living creatures of the sea, marine ecosystems, marine ecology, coral reefs, and human impacts such as pollution and over fishing.

**MN Ecology (Science Elective Credit – Does NOT meet Science Standard for Graduation)  
(offered on a rotating basis)**

Open to: All 12th grade students  
Length: Semester

In this semester long course students will gain the following Major Outcomes: understanding natural systems, developing stewardship for the environment, and experiencing outdoor activities with science. Students will acquire these outcomes through the following Projects and activities: taxonomy, seasonal influences on outdoor activities, seasonal ecology, working in and planning school garden, observational science of meteorology and astronomy, collecting data for citizen science projects, developing ecology centered service projects, winter ecology studies, developing and carrying out a field research project, outdoor survival, water ecology and morphology, and applied geology. The major units of study for this course will be: the living world, population and global change, energy resources and consumption, pollution and global change, land and water use, and Earth systems.

# SOCIAL STUDIES

## Humanities I – World Studies – All Nations

Open to: All 9th grade All Nations students  
Co-Requisite: Humanities I/English – All Nations  
Length: Year-long

This course is part of an English/Social Studies pairing. It encompasses world history, classical literature, Native American Literature and stories, philosophy, and the fine arts. There is reading, writing, and research, with opportunities to pursue in-depth study of some phases of the Humanities. There is a focus on the indigenous peoples of the Americas and the subsequent change over time after European contact. Preparation for AP Humanities 2-United States History (AP Humanities 2-US History).

## Humanities 1 - World Studies – Liberal Arts

Open to: All 9th grade Liberal Arts students  
Co-requisite: Humanities 1/English – Liberal Arts  
Length: Year-long

Humanities 1 is a yearlong course and may be used as a substitute for World Studies. This course is part of an English/Social Studies pairing. It encompasses world history, classical literature, philosophy, and the fine arts. There is reading, writing, and research, with opportunities to pursue in-depth study of some phases of the Humanities. Preparation for AP Humanities 2-United States History (AP Humanities 2-US History).

## Honors World Studies

Open to: All 9th grade Open students  
Length: Year-long

The course is designed to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. The course highlights the nature of changes in international cultures throughout history and their causes and consequences. The course builds on an understanding of cultural institutional, and technological advances that set the human stage.

Further, the course will focus on developing students' critical thinking, verbal and writing skills to meet the demands of higher level social studies courses. Preparation for AP United States History (AP US History).

## AP United States History (AP US History)

Open to: All 10th grade Open students  
Length: Year-long

AP U.S. History is a challenging course that is designed to be the equivalent of a freshman college course in a high school setting. It is a year-long survey of American history from the age of exploration to the present presented thematically. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical thinking skills, essay writing, interpretation of original documents and historiography.

The course prepares the student to take the Advanced Placement American History Exam in May. Some colleges and universities may grant college credit and/or advanced placement based on the score received on the exam.

## **AP Humanities 2-United States History – All Nations**

Open to: All 10th grade All Nations students  
Co-requisite: Humanities 2/ English – All Nations  
Length: Year-long

This course will use primary documents and literature to understand the American Indian perspective of United States History. AP U.S. History is a challenging course that is designed to be the equivalent of a freshman college course in a high school setting. It is a year-long survey of American history highlighting the successes and struggles of American Indians from pre-European Contact through the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical thinking skills, essay writing, interpretation of original documents and historiography.

The course prepares the student to take the Advanced Placement American History Exam in May. Some colleges and universities may grant college credit and/or advanced placement based on the score received on the exam.

## **AP Humanities 2-United States History – Liberal Arts**

Open to: All 10th grade Liberal Arts students  
Co-requisite: Humanities 2/English – Liberal Arts  
Length: Year-long

AP U.S. History is a challenging course that is designed to be the equivalent of a freshman college course in a high school setting. It is a year-long survey of American history from the age of exploration to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical thinking skills, essay writing, interpretation of original documents and historiography.

The course prepares the student to take the Advanced Placement American History Exam in May. Some colleges and universities may grant college credit and/or advanced placement based on the score received on the exam.

## **AP Human Geography**

Open to: All 11th and 12th grade students  
Length: Semester

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 in a global context. They also learn about the methods and tools geographers use in their science and practice.

## **Abnormal Psychology-Open [offered on a rotating basis]**

Open to: All 11th and 12th grade students  
Length: Semester

The Abnormal Psychology 200 component will examine the overarching concepts and issues surrounding Abnormal Psychology such as Designed to provide students with an introduction to theories and research concerning abnormal behavior. The course will address such topics as the incidence (frequency) of abnormal behavior of various types; how abnormal behaviors are classified into various diagnostic categories; the etiologies (causes) of psychological disorders; and the variety of methods employed in the treatment of abnormal behavior.

## **Chican@/Latin@ History [offered on a rotating basis]**

Open to: All 12th grade students  
Length: Semester

This course introduces students to Latin@ history in the United States beginning with its indigenous roots. It examines the social, educational, economic, and political status and struggles of Latin@s in the United States, in the context of U.S. domestic and foreign policies. It will also take an interdisciplinary approach to examine important themes and concepts including: identity, citizenship, ethnicity, borders, and transnationalism.

## **CIS Economics**

Open to: All 12th grade students  
Prerequisite: Must be Top 30% of your class  
Length: Semester

CIS Economics is a concurrent enrollment program administered by the College of Continuing Education at the University of Minnesota (UMN). Students are eligible to receive both high school and college credit for their work. The content, teaching and assessment of CIS courses are the same as the UMN's on-campus courses. CIS Economics is a college *Principles of Micro-Economics* course. Students will gain knowledge of all 22 Economic principles.

The government component covers topics primarily concerned with the United States government at all levels – federal, legislative, and judicial. The Constitution, voting behavior, and the three branches will all be addressed. Analyzing Supreme Court decisions and staging mock trials will also be important tools in this section of the class.

## **CIS Government**

Open to: All 12th grade students  
Prerequisite: Must be Top 30% of your class  
Length: Semester

CIS Government is a rigorous UMN Political Science class (POL 1001) entitled, *American Democracy in a Changing World*. It is intended to introduce students to the expressed hopes of the American people for their government and to the institutions and processes that have been created and recreated to achieve these hopes. What do we mean by good government? Have we achieved it? How do we build it? Through an examination of the roles of American political institutions and the behavior of American citizens, we will be able to critically reflect on issues such as political and economic inequality in the U.S., the role of American political and economic power in the world, and the possibility for an American public policy that lives up to the ideals of the founders. By the end of the semester students should have a basic understanding of the structure and function of American government as well as an increased ability to critically reflect on the degree to which our institutions, processes, and citizens live up to the expectations placed on them.

The class will include lecture, video, class discussion and group projects. Use of economic principles will complement our study of the role of the United States government at all levels - federal, legislative, and judicial. The Constitution, voting behavior, and the three branches will all be addressed. Analyzing Supreme Court decisions and staging mock trials will also be important tools in this section of the class.

## **Economics**

Open to: All 11th and 12th grade students  
Length: Semester

The economics component covers basic concepts used in both micro and macro economics. Topics such as supply and demand, productivity, taxation and investment, inflation and gross national and domestic product are introduced.

## **Government**

Open to: All 11th and 12th grade students  
Length: Semester

The government component covers topics primarily concerned with the United States government at all levels – federal, legislative, and judicial. The Constitution, voting behavior, and the three branches will all be addressed. Analyzing Supreme Court decisions and staging mock trials will also be important tools in this section of the class.

## **Economic Topic: Stock Market**

Open to: All 11th and 12th grade students  
Length: Semester

Stock Market is an upper-level junior/senior class that provides students with the opportunity to learn about and appreciate the way the US and international stock markets operate. Students will study markets, analyze companies and predict business cycle fluctuations and market trends. They individually present their findings and make recommendations as to the pros and cons of owning certain companies. The class will discuss and debate the merits of each company's assets and liabilities and determine if it should be added to, remain in, or removed from our portfolio. The class then votes on those companies and decides to actually buy or sell part ownership in them, stock, based entirely on their classmates' recommendations.

## **Partnership Social Studies**

Open to: 11th and 12th grade students who are behind in Social Studies credit  
Prerequisite: Pre-approval by program staff  
Length: Semester

Partnership Social Studies offers classes emphasizing government, economics, or history offered over the school year. Students encounter material presented a variety of ways: reading, speakers, videos, and hands on projects. Second credit is completed independently on your own time and during "Workshop days," which generally take place once a week after second credit assignments are introduced. This second credit, if passed, will be applied to a missing quarter credit you need for graduation. You can earn up to two second credits a semester.

## **Philosophy of Ethics [offered on a rotating basis]**

Open to: All 11th and 12th grade students  
Length: Semester

Ethics is the study of how we should live our lives. We will ask ethical questions and study the systems of logic that have lead others to their conclusions.

The Philosophy course will look at the philosophers and how their ideas encompass personal, moral, and ethical challenges which human beings face every day and is a driving force for much of the conflict and movements in history. This makes the study of philosophy a cornerstone to understanding the events and people that have shaped society. We will focus on those who have asked why people act the way they do and have challenged their societies to find new ways to govern themselves. There will be a great deal of reading and discussion.

## **Psychology [offered on a rotating basis]**

Open to: All 11th and 12th grade students  
Length: Semester

The Psychology component will include units on basic theories, the brain, personality, sleep/dream issues and Developmental Psychology with an emphasis on Adolescents. Different psychological methods will be researched and employed to help form deeper understandings of developmental theories, issues concerning emotions/conflict/stress, and to debate issues as diverse as heredity/environment, and parapsychology. In addition to completing core assignments, students are required to complete core options related to the course.

## **Sociology [offered on a rotating basis]**

Open to: All 11th and 12th grade students  
Length: Semester

The Sociology component will examine the patterns of human interaction. The following units will be examined: sociology terms, methods, culture, socialization, deviance, groups, family, social stratification, social change, and collective behavior. In addition to completing core assignments, papers, presentations and discussion.

## **World History Topics: H-Art**

Open to: All 11th and 12th grade students  
Co-requisite: Students must also register for H-Art/English  
Length: Semester

H-Art is an interdisciplinary course offering English and Social Studies credit. Each year a common theme is chosen for students to study and research. Research, writing, public performance skills and the artistry of many cultures are emphasized. The students incorporate what they learn into a play script and performance that they produce in collaboration with the Illusion Theater. The theme is also used in the writings for the book that is created with the Minnesota Book Arts partnership project. Students work with the Heart of the Beast Puppet Theater and are a part of the community May Day Parade. Other artists, art agencies, and speakers work with the students throughout the semester as needed to complete the projects.

## **World History Topics: Holocaust [offered on a rotating basis]**

Open to: All 11th and 12th grade students  
Length: Semester

This course will look at the era of history known as the Holocaust. There will be discussion, research, and include many speakers on the topic.

## **World History Topic: Religions [offered on a rotating basis]**

Open to: All 11th and 12th grade students  
Length: Semester

This course develops appreciation and respect for the religious diversity found in our world. The relationship between religion and culture, and understanding the role of religion in people's lives will be points of emphasis, in addition to the study of specific religious traditions.

## **World History Topic: V.O.I.C.E.S. - (Values, Options, Issues and Choices Explored in Society)**

Open to: All 12th grade students by application  
Co-requisite: Students must also register for V.O.I.C.E.S.-English  
Length: Semester

South High School is the only Minneapolis public high school that offers this unique course to prepare students for a four-year college experience. To be critically literate means to analyze and question media. Media as a means of communication is multidimensional and multifaceted. One extremely powerful medium that we are going to study and create in this course is video. We will be partnering with the Minneapolis Telecommunications Network (MTN) to create the visual medium of the course. MTN gives students an authentic venue, Public Access, to showcase their learning. The community run Public Access channel and the Public Education channel will air students work on a regular basis. VOICES is a community of scholars that critically think, write about, discuss, debate, ponder, marinate on, and explore values, options, issues, and choices in our ever shrinking global society. It is a multidisciplinary, team-taught course involving college level coursework in English and Social Studies. Essentially, VOICES is a critical literacy course that prepares high school seniors for the depth and rigorous academics they will encounter in their post-secondary studies.

**World History Topic: World War II [offered on a rotating basis]**

Open to: All 11th and 12th grade students  
Length: Semester

This is a Social Studies elective analyzing Germany's and America's involvement in WWII. Students will examine economic and social issues in respect to the War time political situation. The war will be studied with respect to the German army and its role within Germany along with America's response to the global conflict. Students will also analyze the two countries actions before the war began. Students will use historical documents and text, along with contemporary writings to comprehend Germany's and America's roles in the war. Students will be expected to read, research, and discuss the issues and complete a major project.

# TEEN AGE PREGNANCY & PARENTING PROGRAM (T.A.P.P.P.)

The TAPP Program offers both academic and supportive services to South High pregnant teens, teen mothers, teen fathers, their children and their families. The South High TAPP Program is part of a Minneapolis School District network of TAPP Programs.

The goal of the South TAPP Program is to provide the academic and support services necessary for the pregnant and/or parenting students to complete their high school education, as well as enhance their knowledge and skills in parenting and child development. This includes support during the post-partum period.

The following elective courses are offered each semester:

*Parent Group Interaction* provides an academic focus to child development and parenting. These classes are only open to pregnant or parenting students.

Child Development Practicum is a class open primarily to teen parents; mandatory for those students whose child is in the on-site childcare center. It is also available on a limited basis to non-parenting students. The Department of Human Services requires a background study for every student working in the licensed childcare. There is a required interview with the TAPPP Coordinator before enrolling in this program. This laboratory class focuses on daily, practical care of children.

**Support Services** include group discussion, community referrals, ongoing individual support, as needed, attendance monitoring, school-to-career planning; licensed childcare for infants and toddlers, door-to-door transportation. The TAPPP Coordinator serves as a liaison for the students and their children with their parents, school personnel, and community agencies.

Admissions: Enrollment preference is given to South High students. There are 20 childcare spaces available for children in the state licensed on-site child care center. Neighborhood T.A.P.P.P. (licensed family day care homes in vicinity of school or home) can be used if childcare space is not available on site. Students who do not have children in the TAPPP daycare are also eligible for support services from the TAPPP Coordinator. Admissions may be completed quarterly as space allows; contact is made through the South T.A.P.P.P. office.

## Parent Group Interaction 1

Open to: 9th through 12th grade students  
Prerequisite: First-time teen parent  
Length: Year-long

This course focuses on beginning parenting as a teenager. It includes roles and relationships of teens as parents, parenting issues to be faced, and the impact of these issues on both their lives and their children's. Facets of parenting practices of individual families and cultures will be reviewed along with such topics as child development and nutrition.

## Parent Group Interaction 2

Open to: 10th through 12th grade students  
Prerequisite: Parent Group Interaction 1  
Length: Year-long

This course focuses on the student-parent's interactions with her child, her significant other and the community. It also involves teaching students future career and family life planning and implementation skills. The course also builds on previously learned skills and strategies in relationship building, communication, decision-making and, career exploration. This year-long required course of the program.

### **Child Development Lab Practicum 1**

- Open to: Parenting students in 9th through 12th grade and non-parenting students in 10th through 12th grade
- Prerequisite: Parenting students in grades 9 through 12; interview with TAPPP coordinator for non-parenting students. A background study by the Department of Human Services will be required on each student with parent permission.
- Length: Semester

This laboratory class focuses on daily practical care of children, providing students and their children information on the emotional and intellectual developmental needs of children through hands-on experiential activities in the care of young children (ages 6 weeks - 33 months) and role modeling by staff. This class is a required course for the TAPP Program students.

### **Child Development Lab Practicum 2**

- Open to: Parenting students in 9th through 12th grade and non-parenting students in 10th through 12th grade.
- Prerequisite: Child Development Lab Practicum 1
- Length: Semester

This class is designed to build on basic skills developed in Child Development Lab Practicum 1, the students will participate in meaningful and worthwhile experiences through guided supervision. This laboratory class will emphasize the key role of relationships, constructive adult-child interactions, child centered, play oriented approaches to learning and strategies in supporting physical, social, creative and intellectual development of the child. This class is a required course for the TAPP Program students.

# THEATER

## Theater Production (offered in fall & spring)

Open To: All Students  
Length: Semester

This is an afterschool elective where students can earn Fine Arts credit for participating in the production of a play. The South High Theater program produces up to seven productions a year and invites students to participate in all aspects of theater-making; acting, directing, playwriting, stage management, design, box office and more. The program runs year-round in the after school hours. Everyone is welcome to join the fun, no experience necessary activity! (an audition is required to act)

# WORLD LANGUAGES

The South High World Languages Department offers students the opportunity to develop proficiency in speaking, reading, writing, and listening as well as cultural understanding and respect of **six** different languages.

World Languages are required in the Liberal Arts Program and are strongly recommended for postsecondary preparation. The sequence of course work in each of the world languages requires that prerequisites be completed with a passing grade or teacher approval.

## Arabic Level 2

Open to: All Students who have had Arabic 1 in Middle School  
Length: Year-long

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. 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.

## Arabic Level 3

Open to: All Students  
Prerequisite: Arabic 2  
Length: Year-long

Students will continue to develop proficiency in Arabic language and deepen their understanding of Arabic-speaking cultures as they will advance listening and speaking skills through conversations on familiar, real-world topics. Also they will use the knowledge of the language to make connections with other subjects (geography, fine arts, math and science). Students will continue to read and write in Arabic (short stories, letters, magazines, or other real-life texts) by expanding knowledge of Arabic vocabulary and structures. Additionally, students will examine Arabic-speaking cultures and their social practices (music, food, popular media) and establish connections between language and Arab speaking cultures through the use of technology, media, and native-language sources.

## Arabic Level 4

Open to: All Students  
Prerequisite: Arabic 3  
Length: Year-long

This class is for students who have successfully completed Arabic 3 and would like to continue their study at an advanced level. They will increase their fluency and communication skills through oral and written practice, and will increase their ability to analyze authentic literature and translate that analysis into sustained composition. Students will be well-prepared to continue their study of Arabic at the university level.

## Arabic Level 5

Open to: All Students  
Prerequisite: Arabic 4  
Length: Year-long

This class is for students who have successfully completed Arabic 4 and would like to continue their study at an advanced level and extend what we learned before and introduce more complex grammar. The students will increase their ability to work independently. Students will be well-prepared to continue their study of Arabic at the university level.

### **Chinese Level 1**

Open to: All students  
Length: Year-long

This class will focus on the development of the basic skills in reading, writing, speaking, and listening. Students will memorize simple dialogues centered on functional situations. They will also learn about 250 characters. An appreciation and understanding of Chinese culture is an important element of this course, with reading, lectures, class projects, field trips and the celebration of Chinese holidays and traditions. This level provides a foundation for eventual attainment of the World Language Standard in level 3.

### **Chinese Level 2**

Open to: All students  
Prerequisite: Chinese 1  
Length: Year-long

This is a continuation of Chinese I with special emphasis on both reading and writing skills. Students will deepen their understanding of Chinese grammar and will be able to read and write about 500 characters by the end of the course. They will also continue their study of the culture with readings and individual projects.

### **Chinese Level 3**

Open to: All students  
Prerequisite: Chinese 2  
Length: Year-long

This class will introduce more complex grammar, as well as approximately 750 characters and their combinations. By the end of this course, students should have a basic functional fluency and a good general knowledge of the fundamentals of the language. Thus, they will also be expected to have a mastery of the vocabulary and grammar introduced in Chinese I and II.

### **Chinese Level 4**

Open to: All students  
Prerequisite: Chinese 3  
Length: Year-long

This class focuses on deepening and enriching the basic skills learned in Chinese 1, 2, and 3. Students will develop their conversational skills, as well as reading and writing. Their knowledge of grammar and idiomatic usage will be refined. Fictional and cultural readings will supplement the main textbook used in the class.

### **Chinese Level 5**

Open to: Students who have completed Chinese 4  
Prerequisite: Chinese 4 or teacher permission  
Length: Year-long

This is an advanced level Chinese language class focusing on developing more sophisticated communicative skills in speaking and writing. Authentic subject materials will be adopted to enhance the students' opportunity to learn to speak idiomatic mandarin Chinese. Students will be required to use traditional characters.

### **Chinese - CIS 1 (College in the Schools)**

Open to:	Students who demonstrate potential for university level studies and have maintained an average grade of B or above in Chinese 1 and 2 studies
Prerequisite:	Chinese 2 or teacher permission
Length:	Year-long

This is the first semester of a two semester sequence in first-year modern Standard Chinese at college level. This course introduces elementary Mandarin pronunciation, grammar, and orthography (in both Pinyin and traditional characters) to students who have successfully completed Chinese 1 & 2 courses at South or equivalent courses elsewhere. This class consists of five hours of instructions per week, plus written work, listening assignments, quizzes, and on-line drills. As this is a combined class with Chinese 3, you will be asked to attend some mandatory after-school training sessions (3:00 – 4:30 pm). Class work aside, students are expected to spend four to six hours per week in private study. Please note that pre-class preparation is critical in this course. Before each lecture, students are required to listen to the CD of the text which is supposed to be taught that day three times. For more information, please check out the class website at: [http://south.mpls.k12.mn.us/Chinese\\_3\\_CIS\\_1011.html](http://south.mpls.k12.mn.us/Chinese_3_CIS_1011.html).

### **Chinese - CIS 2 (College in the Schools)**

Open to:	Students who demonstrate potential for university level studies and have maintained an average grade of B or above in CIS Chinese 1
Prerequisite:	CIS Chinese 1
Length:	Year-long

This is the second semester of a two-semester sequence in first-year modern Standard Chinese at college level. This course introduces elementary Mandarin pronunciation, grammar, and orthography (in both Pinyin and traditional characters) to students who have successfully completed CIS 1 course at South. This class consists of five hours of instructions per week, plus written work, listening assignments, quizzes, and on-line drills. As this is a combined class with Chinese 4, you may be asked to attend some mandatory after-school training sessions (3:00 – 4:30 pm). Class work aside, students are expected to spend four to six hours per week in private study. Please note that pre-class preparation is critical in this course. Before each lecture, students are required to listen to the CD of the text which is supposed to be taught that day three times. For more information, please check out the class website at: [http://south.mpls.k12.mn.us/Chinese\\_4\\_CIS\\_1012.html](http://south.mpls.k12.mn.us/Chinese_4_CIS_1012.html).

### **Chinese - CIS 3 (College in the Schools)**

Open to:	Students who demonstrate potential university level studies and have maintained an average grade of B or above in CIS Chinese 2
Prerequisite:	CIS Chinese 2
Length:	Year-long

This is the third year of a three-year sequence in modern Mandarin Chinese at college level. The purpose of this course is to further cultivate students' four basic language skills, with a continued emphasis on the proper and appropriate use of grammar patterns and expressions in genuine language communication, especially in listening and speaking. Students are expected to study 15 or more hours per week in total, of which 10 hours are to be spent outside class on homework, preparation for tests, presentations, etc. For this course, simplified Chinese characters are used exclusively by the instructor in classroom teaching and all tests.

### **French Level 1**

Open to:	All students
Length:	Year-long

In this course students will begin to internalize the basic structures of the language (vocabulary, syntax, and idioms) so that they will be able to read, write, speak, listen to and understand French on their own for some everyday purposes. Students will gain an appreciation for the people of the many cultures who speak French around the world. Class activities include; speaking, reading, writing, storytelling, movement, movies and listening to music.

## French Level 2

Open to: All students  
Prerequisite: At least two (2) years of middle school French, high school French 1 or teacher permission  
Length: Year-long

In French 2, you will continue to improve your French skills, including your ability to comprehend and speak French. You will improve your reading and writing skills through the use of materials that reflect French-speaking cultures. You will increase your understanding of French-speaking cultures, explore the connection between language and cultures, and develop an awareness of other people's world views. You will develop and practice strategies for learning French. You will refine your reading, speaking and writing skills.

## French Level 3

Open to: All students  
Prerequisite: High school French 2 or teacher permission  
Length: Year-long

In this course, students complete their introduction to the structure of basic French. Speaking and writing activities reinforce and expand their use of the language. Students progress from simple conversations to discussion and personal expression on various topics. Readings include short stories and novels while cultural subjects include French art, geography, regions of the French-speaking world and travel-related topics.

## Accelerated CIS French

Open to: 11th and 12th grade students  
Prerequisite: 4 to 6 years of another language or heritage speakers in a language other than English. Students must have earned a grade of B or better in prior language courses and must be Proficient in English. CIS French instructor permission is required.  
Length: Year-long

In this college-level course you will develop your communication skills in French in speaking, writing, listening and reading while developing a better understanding of diverse aspects of French-speaking cultures. Themes addressed in the course include: student and family life, recreation, life and travel in Francophone regions around the world, housing, North American Francophone history, the French educational system, and ecological practices. Since the majority of class is devoted to communication activities, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.

This accelerated College in the Schools/University of Minnesota French course will help you get a jump-start on fulfilling college requirements and start communicating with ease. This course moves at the speed of college! The U of M French 1001 and 1002 courses are combined as a yearlong class at South High School.

## CIS French 1 (College in the Schools)

Open to: All students meeting the prerequisites  
Prerequisite: French 3 with a grade of C or higher or teacher permission  
Length: Year-long

In this college-level course, students work on complex grammar structures with a continued emphasis on oral communication, reading and writing. Students write about and discuss various readings including short stories, articles and a novel, Le Petit Prince. Students explore cultural themes related to the French-speaking world. Students have the opportunity to earn 5 semester credits at the University of Minnesota.

## **CIS French 2 (College in the Schools)**

Open to: All students meeting the prerequisites  
Prerequisite: CIS French 4 with a grade of C or higher or teacher permission  
Length: Year-long

In this college-level course, students continue their work on complex grammar structures, oral communication, reading and writing to develop a more complete understanding of the French language. Students explore cultural and historical themes related to the French-speaking world through a variety of authentic readings and the study of current events. Students have the opportunity to earn 5 semester credits at the University of Minnesota.

## **French Level 6**

Open to: All students meeting the prerequisites  
Prerequisite: Successful completion of French 5/CIS French 5 with a minimum grade of C or higher or placement test.  
Length: Year-long

Students continue to improve and refine proficiency in the target language to deepen their understanding of the target cultures within broader academic contexts. Students extensively interact with authentic materials and produce language at an advanced level. Students begin to refine learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world. In addition to written assignments, students will read several novels and complete several projects throughout the year. In this course students expand their vocabulary and review and learn more advanced grammar. Students will be expected to speak French in class.

## **German Level 1**

Open to: All students  
Length: Year-long

The aim of this course is to learn fundamentals of the German language, and to be able to read, write, understand and speak simple German in a variety of everyday situations. Topics covered are everyday living, family and friends, sports, schools, hobbies, leisure time activities, clothing, customs and holidays. German culture is introduced through films, videos, music, field trips, and the investigation of German Holidays. Participation in our German-exchange, field trips and travel is encouraged.

## **German Level 2**

Open to: All students  
Prerequisite: German 1 or teacher permission  
Length: Year-long

A greater emphasis is placed on the understanding of the language, its structure and grammar including additional verb tenses, with special emphasis on the conversational past. Vocabulary building and increased reading and listening comprehension are stressed. Extensive oral practice continues. Several topics covered are giving and following directions, food, weather, shopping, and celebration. The geography of all German-speaking countries is studied in greater detail. Films, videos, music, and field trips increase cultural awareness and offer additional opportunities for language exposure. Participation in our German-exchange, field trips and travel are encouraged.

### **German Level 3**

Open to: All students  
Prerequisite: German 2 or teacher permission  
Length: Year-long

The students read more advanced materials, studies structure more extensively and begin to write some original composition. They become more fluent in the language through class discussions and oral activities. Students will produce a short dramatic film and investigate folk themes such as fairy tales in the works of the Brothers Grimm. Short stories and a variety of listening, speaking and writing activities will be used. At least one reading selection of greater length will be included. Students in this class must have focus and the ability to work independently on reading assignments. Participation in our German-exchange, field trips and travel is encouraged.

### **German Level 4**

Open to: All students  
Prerequisite: German 3 or teacher permission  
Length: Year-long

Reading selections will include short stories, newspapers, magazines and a novel. These selections are the basis for discussion groups and speaking activities. In addition, many speaking activities are based on everyday practical situations. A greater emphasis is placed on improving the writing skills through a variety of short compositions. Films, videos and tapes provide material for advanced listening activities. Students must be able to work independently.

### **German – CIS 1 (1003) (College in the Schools)**

Open to: All students meeting the prerequisites  
Prerequisite: German 2 with a grade of B or higher or teacher permission  
Length: Year-long

This college level course will include heavy emphasis on seminar type group discussion in German, complex grammar structures, compositions, short stories and a novel. Major discussion themes covered are free-time, travel, job training, careers, and living situations. Students have the opportunity to earn 5 semester credits at the University of Minnesota.

### **German – CIS 2 (1004) (College in the Schools)**

Open to: All students meeting the prerequisites  
Prerequisite: CIS 1 with a grade of C or higher or teacher permission  
Length: Year-long

This college level course will cover major themes in personal information, film and art, German history, multi-cultural society and lifestyles. Students will read a short novel in German and have the additional requirement of producing a 3 minute film (in German) in the spring, which will be screened at the German CIS Spring Field Day Event. At the end of the course students will have a comprehensive Language Proficiency Exam (LPE). Students wishing to advance to German 3011 at the U of M for work toward a minor in German may take the LPE at the University of Minnesota Testing Center. Students have the opportunity to earn 5 semester credits at the University of Minnesota.

### **Latin Level 1**

Open to: All students  
Length: Year-long

Students learn Latin by reading stories set in ancient Pompeii as well as by hearing, speaking, and writing Latin at a beginning level. Students learn about the 60% of English vocabulary that comes from Latin, find out about everyday life in the ancient world, read Greek and Roman myths, sing and listen to music in Latin, and discover how the ancient world is still influencing the modern world. After learning about Roman food and clothing, students take part in a Roman banquet.

## Latin Level 2

Open to: All students  
Prerequisite: Latin 1  
Length: Year-long

Skills introduced in Latin I are expanded. Students will increase their ability to read Latin as well as their skills in listening, speaking, and writing. English vocabulary connections continue to be emphasized and well as further topics in Roman life and classical myth.

## Latin Level 3

Open to: All students  
Prerequisite: Latin 2  
Length: Year-long

Students will continue improving their skills in reading, writing, listening, and speaking. They will deepen their awareness of the influence of the Latin-speaking world on our modern world. Cultural emphasis will include Roman Britain.

## Latin Level 4

Open to: All students  
Prerequisite: Latin 3  
Length: Year-long

Readings are set in various parts of the Roman Empire and in Rome itself. Grammar topics are reviewed and expanded on. Some unadapted Latin may be presented, depending on student interest and ability.

## Ojibwe Level 1

Open to: All students  
Length: Year-long

The Ojibwe Language and Culture go hand and hand; without the Language there is no Culture, as quoted by many knowledgeable Elders in Ojibwe communities, which span Minnesota, Wisconsin, Michigan, and Canada. In this course beginning students learn about the Ojibwe people, traditions, culture, and language. The students will learn about the seasons, Fall, Winter, Spring, and Summer. The students will learn the basic Ojibwe vocabulary necessary for speaking and understanding the Ojibwe Language.

## Ojibwe Level 2

Open to: All students  
Prerequisite: Ojibwe Culture, Language 1  
Length: Year-long

This course is designed so that a greater emphasis is placed on understanding the Ojibwe language, culture, and tradition, which includes language structure and grammar, additional verb tenses, vocabulary building, and increased reading and listening. Oral practice continues in promoting usage of the Ojibwe language.

## Ojibwe Level 3

Open to: All students  
Prerequisite: Ojibwe Culture, Language 2  
Length: Year-long

This level allows the student to continue with his/her Ojibwe culture, traditions, and language studies. The student becomes more fluent in the Ojibwe language and more knowledgeable about the Ojibwe People's history, culture, and language.

## **Heritage Language Somali 1**

Open to: All students  
Prerequisite: Native Speaker of Somali  
Length: Year-long

This course is an introduction to the Somali language and cultures of the Somali-speaking people. Students will learn everyday conversational Somali as well as learning how to read and write in the language. Culture and language studies will be integrated by using stories, music, traditions, and the study of well-known people and places in the Somali world.

## **Heritage Language Somali 2**

Open to: All Students who meet the prerequisite  
Prerequisite: Heritage Language Somali 1  
Length: Year-long

This course is to learn how to understand, speak, read and write the Somali language as it is used in everyday situations. Special emphasis is given to expanding upon students' background knowledge of the language and developing literacy skills. The study of Somali culture from local and global perspectives is integrated into the language learning experience.

## **Spanish Level 1**

Open to: All students  
Length: Year-long

Beginning Spanish emphasizes the practice of frequently used patterns in the present tense. Topics covered include greetings, alphabet, time, dates, classes, sports, and hobbies, relations with family and friends, personal information and everyday living situations. Students learn to understand spoken and written Spanish in a variety of situations and to speak and write appropriate to their level. Also, students will be exposed to traditions, customs and trends in the Spanish-speaking world.

## **Spanish Level 2**

Open to: All students  
Prerequisite: At least two (2) years of middle school Spanish, high school Spanish 1 or teacher permission  
Length: Year-long

Students will continue to build on themes, structures, vocabulary and skills learned in Spanish 1. Students will learn strategies to communicate effectively and improve their reading, writing, listening and speaking skills. Students will learn grammatical structures as well as the topics and themes being studied. Students will increase their understanding of Spanish and Spanish-speaking cultures. A greater emphasis will be placed on conversational skills as well as increased reading and writing skills.

## **Spanish Level 3**

Open to: All students  
Prerequisite: High School Spanish 2 or teacher permission  
Length: Year-long

Students continue to develop their oral communication skills for a variety of contexts and purposes, both personal and academic, while increasing their knowledge about the linguistic and cultural diversity of the Spanish-speaking world. Activities include reading short stories and novels, making videos and art projects, and completing a writing portfolio. This course requires the ability to work independently and to actively participate in groups.

## Spanish Level 4

Open to: All students  
Prerequisite: High School Spanish 3 or teacher permission  
Length: Year-long

Students continue to develop their oral communication skills for a variety of contexts and purposes, both personal and academic, while increasing their knowledge about the linguistic and cultural diversity of the Spanish speaking world. Activities center around continued growth in reading skills through the study of authentic texts, both cultural and literary, and students will read a novel, *El Alquimista*. Students will continue to develop their speaking, listening and writing skills through a variety of assignments and class discussions in Spanish. These activities are designed to encourage students to reflect upon, interpret and react to social and economic issues and current events. This course uses a college level text and serves as the prerequisite for Level IV AP Spanish.

## AP Spanish Level 5

Open to: 10th through 12th grade students who meet the prerequisites. NOT Open to 9<sup>th</sup> graders.  
Prerequisite: Spanish 4 (or equivalent) with a grade of B or higher and AP teacher approval  
Length: Year-long

In this college –level course, students continue to develop communication skills through units on the arts and sciences, health, literature and current events. This class combines conversation, class discussion, and review of complex grammar in order to develop a more complete understanding of the Spanish language and the Spanish-speaking world. Special emphasis is placed on real-life communication for a variety of purposes and contexts. This course prepares students to earn college credit by examination, and follows the AP syllabus from the College Board. It requires a high degree of academic maturity and individual initiative. It is not open to 9<sup>th</sup> graders.

## Spanish for Native Speakers

Open to: All students meeting the prerequisites  
Prerequisite: Native Speaker of Spanish  
Length: Year-long

This course is conducted entirely in Spanish for fluent speakers of Spanish who are orally proficient in the language, but have had little or no formal language training. It is meant to provide Spanish language and culture experiences in oral, written communication, word usage, formal vocabulary, and elementary principles of grammar and reading of Latin American narrative.