

**PARKERS PRAIRIE**  
**PUBLIC SCHOOLS**

**SENIOR HIGH**  
**COURSE REGISTRATION**  
**HANDBOOK**  
**2017-2018**

## TABLE OF CONTENTS

COURSE SELECTION AND PLACEMENT	PAGE iii
POLICY STATEMENTS	PAGE iii
ADMISSION REQUIREMENTS	PAGE iv
CLASS STATUS	PAGE iv
GRADUATION REQUIREMENTS	PAGE iv
GRADING & GRADE POINT SYSTEM	PAGE iv
INCOMPLETES	PAGE v
RETAKES	PAGE v
HONOR ROLL	PAGE v
AUDITING CLASSES	PAGE v
CREDIT DEFINITION	PAGE v
COMMENCEMENT PARTICIPATION	PAGE v
SUBJECT LOAD	PAGE v
MINIMUM CLASS SIZE	PAGE v
WITHDRAWAL FROM CLASS	PAGE vi
OPEN ENROLLMENT	PAGE vi
POST SECONDARY ENROLLMENT OPTIONS	PAGE vi
COLLEGE COURSES	PAGE vi
GRADING AND TRANSCRIPTS FOR COLLEGE COURSES	PAGE vi
ADVANCED PLACEMENT COURSES	PAGE vi
CORRESPONDENCE & ALTERNATIVE COURSES	PAGE vii
SCHEDULE CHANGE	PAGE vii
STUDENT AIDE POSITIONS	PAGE vii
VALEDICTORIAN/SALUTATORIAN/HONORS	PAGE vii
NATIONAL HONOR SOCIETY	PAGE viii
TRANSFER/HOME SCHOOL ADMISSIONS	PAGE viii
REQUIRED COURSES	PAGE ix
POST SECONDARY PREPARATION REQUIREMENTS	PAGE x-xi
VOCATIONAL-TECHNICAL PREPARATION	PAGE xi
EMPLOYMENT PREPARATION	PAGE xii
PLANNING A HIGH SCHOOL PROGRAM	PAGE xii

## **COURSE DESCRIPTIONS**

AGRICULTURE	PAGE 1-3
ARTS	PAGE 4-6
ENGLISH	PAGE 6-7
INDUSTRIAL TECHNOLOGY	PAGE 8-9
MATHEMATICS	PAGE 9-11
PHYSICAL EDUCATION & HEALTH	PAGE 11-12
SCIENCE	PAGE 12-15
SOCIAL STUDIES	PAGE 15-17
WORLD LANGUAGES	PAGE 17
ONLINE COLLEGE COURSES	PAGE 18-21

### **Course Selection and Placement**

When registering, it is important for students to carefully plan their academic program to coincide with future plans, interests, aptitudes, and special abilities. Students should not sign up for a course with the intent of trying it out, and dropping it if it is not what they like. Discuss your program with your parents, teachers, counselor, and advisor. If you have questions about a particular course, see a teacher in the department offering the course. Before registering for a course, make sure you meet the prerequisites. Every effort is made to place students in the classes of their choice. Priority is given to upper class students. Due to class size limitations and teaching assignments, it is not always possible to give students their first choice.

### **Multi-Culture Gender Fair Disability Sensitive Policy**

Parkers Prairie High School staff and students are committed to developing and maintaining an atmosphere of respect for all individuals regardless of race, social class, gender, age, religion, or physical/psychological conditions. We will not tolerate racism, cultural/ethnic discrimination, religious intolerance or harassment or "put-down" remarks about race, religion, social class, gender, ethnic background, age, sexual orientation or physical/psychological status of students or staff. We believe that the best and most effective learning for tomorrow's citizens and leaders takes place in a multicultural, gender fair, and disability-sensitive environment.

### **Nondiscrimination Policy**

Parkers Prairie Schools are committed to providing equal education and employment opportunities to all persons regardless of race, color, creed, gender, religion, marital status, national origin, or physical disability and to any other group or class against which discrimination is prohibited by State or Federal law, including Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and by any other applicable statutes and regulations relating to equality of opportunity. Inquiries regarding compliance may be directed to Compliance Officer, Thomas Ames, 218/338-6011 or write to Compliance Officer, Title IX, Parkers Prairie Public Schools, PO Box 46, Parkers Prairie, MN 56361.

**Parkers Prairie High School**  
**Course Book**  
**General Information**

**High School Admissions Requirements**

Students are promoted to the high school upon recommendation of the eighth grade faculty. Successful completion of eighth grade requirements is necessary for promotion to grade nine. All students enrolled in the high school must be full-time students unless they are also enrolled part time in the post-secondary enrollment options plan or they have completed four years of high school.

**Determination of Class Status**

Students are admitted to high school for the ninth grade upon recommendation of the eighth grade teaching staff. To be classified as a sophomore, students must have earned 7 credits. To be classified as a junior, students must have at least 14 credits. To be classified as a senior, students must have at least 21 credits.

**Graduation Requirements**

To be eligible for a diploma at commencement exercises, the Class of 2011 and beyond must have 26 credits. These credits must be earned in grades 9 through 12.

Each student must meet all requirements of the Minnesota Comprehensive Assessments. A student must pass the GRAD test in math with a minimum score of at least 50, reading with a minimum score of at least 50, and writing with a minimum score of at least 3.

**Grading and the Grade Point System**

Letter grades are issued at the end of each quarter. These grades are translated into numerical values and averaged at the end of each semester for juniors and seniors. For freshman and sophomores the values are averaged at the end of the year.

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

An “S” grade (which earns credit) may be granted in place of an “NC” if, in the opinion of the teacher, the student is working up to his/her potential. Some courses are graded on a Pass/Unsatisfactory (P/U) basis. Passing (P) grades earn credit, but neither “P” nor “U” grades affect GPA. Other grades are defined as follows: “WF” = Withdraw Fail (calculates as an “NC” in GPA), “W” = Withdraw (neutral in GPA), “I” = Incomplete (neutral in GPA).

The following courses are currently classified as weighted courses: AP Studio Art, and AP Art History. Upon successful completion, weighted courses receive one (1) additional honor point in calculating G.P.A.s. (e.g. B = 4.00 rather than 3.00).

Students may elect to take a maximum of two credits during their four years at Parkers Prairie High School on a Pass/Unsatisfactory basis. Requests to take courses on a Pass/Unsatisfactory basis must be submitted to and approved by teachers by the first week of a semester. Required courses cannot be taken on a Pass/Unsatisfactory basis.

**Incompletes**

A student with acceptable reasons, such as extended illness, death in the family, or other extreme circumstances, will receive a grade of “Incomplete” (I), if all work is not completed by the end of a grading period. The assignment of an “Incomplete” is to be determined by the teacher. Five days after report cards are distributed; any remaining “Incompletes” will automatically be changed to “No Credit” (NC) on your permanent record. It is up to your teacher to submit a new grade to the office if she/he chooses to accept missing work after that time, in which case the “NC” grade will be deleted from your record.

**Retakes**

Students electing to retake a course for a higher grade may do so. However, they will not receive additional credit for the same course. Only the higher grade will remain on their transcript to be calculated in their GPA and class rank; the lower grade will be deleted from their transcript. Students who wish to utilize this option must complete a “retake” request form.

**Honor Roll**

The honor roll is for students with an A- or B average at the end of each marking period. Students receiving an I or NC in a class are ineligible for the honor roll for that marking period. Incompletes will become an NC five days after the report cards are distributed. Students must earn a 3.67 average to be on the A honor roll and a 3.0 average to be on the B honor roll. At least 50% of a student’s courses must receive a letter grade in order to be eligible for the A or B honor roll. Exceptions to the 50% requirement include students who are taking concurrent enrollment courses and/or online college courses in the high school.

**Auditing a Class**

It is possible for students to enroll in a course and not receive credit. This is called a class audit. When auditing a class, all assignments, tests and expectations must be met. Work is evaluated and graded. The difference is grades and credits are not given. Students wishing to audit a class must have prior approval from the counselor or principal. A student may not switch to audit status because they are doing unsatisfactory work in a class. A designation of “AU” for audit will be noted on the student transcript.

**Credit Definition**

A half credit is issued for successful completion of a course that meets one full period per day for the semester. Courses that meet for half a period per day for a semester will receive a quarter credit.

**Participation in Commencement**

The commencement ceremony honors students who have earned a diploma through credits. It recognizes the accomplishments of graduates. Therefore, students who have not completed graduation requirements may not participate in commencement exercises. You must have the correct number of credits and must have met all Minnesota Graduation Requirements by the last day of school to participate in commencement exercises. (A student who has not passed the MN GRAD test, but has attended all available remediation opportunities, will be allowed to participate in graduation ceremonies. However, a diploma will not be issued until all state requirements are met.)

**Subject Load**

All students are required to carry 3.5 credits per semester unless enrolled in a work experience program. A student will earn 7 credits per year if all courses are completed successfully.

**Minimum Class Size**

It is the policy of Parkers Prairie High School that a minimum of 10 students must be registered in order for a class to be scheduled. (Exceptions may be made by the administration.)

### **Withdrawal from Class**

When you register for classes, you are making important decisions. You should think carefully about which classes you will be taking and you should make sure that you have valid reasons for selecting these classes. After the school year has started, class schedule changes will be made only in exceptional cases. **Students may withdraw from a class only during the first three (3) days of the semester unless unusual circumstances occur.**

### **Open Enrollment**

Students who are residents of the Parkers Prairie School District may enroll in other Minnesota High Schools under the Open Enrollment Plan. Application for transfer to another school must be made by January 1 of the previous year.

### **Post Secondary Enrollment Options Plan (PSEO)**

It is possible for juniors and seniors to attend college (four-year, two-year or technical) and receive credit from both the college and from Parkers Prairie High School. This is called the "Post-Secondary Enrollment Options" plan. Students may attend college full-time or part-time. Tuition and textbooks are paid. If you participate in PSEO, you will not receive a diploma until final grades have been received, which is usually in late June. If you withdraw from a course or fail a course, you may be required to pay for that course. Be advised that it takes four (4) college credits to equal one (1) high school credit. Students and parents must meet with Counselor and Principal prior to enrolling in PSEO.

### **College Courses**

It is possible for juniors and seniors to enroll in college courses offered at Parkers Prairie High School. Enrollment in these courses is dependent upon meeting the college's requirements. Students that do not satisfactorily pass college courses or are placed on academic probation while in high school may not be eligible for post-secondary financial aid in later years.

### **Grading and Transcripts for College Courses**

Courses taken for college credit on the high school campus (CIS), online college courses taken at the high school (eCampus in the High School), and students taking college courses off-campus in a traditional college setting (for example, attending ATCC) will have the letter grades earned at the college level recorded on their official high school transcript. If a student withdraws from a college course before the end of the term an "NC" will be recorded on the student's high school transcript.

Often students who take college credit courses are concerned about the effect on their Grade Point Average (GPA). PPHS does not weight any courses, meaning we do not award higher grade points for more rigorous courses. But, because college courses in the high school tend to earn more credit per semester than a high school course – for example .75 credits for a semester compared to .50 semester credits – an "A" in a dual credit course can potentially boost your overall GPA while a lower grade can have a greater impact on decreasing your GPA. The bottom line here is to be aware of what you are registering for and prepare to do your absolute best!

### **Correspondence and Alternative Courses**

Students, who have failed courses or who lack sufficient credits for graduation, may employ alternative methods of gaining credit. These methods include (but are not limited to) correspondence courses, alternative school, and summer school. Parkers Prairie High School does not conduct summer school. Application for correspondence and alternative credits must be made to the counselor. The student is responsible for paying for correspondence school. The student is responsible for transportation to alternative school. Before enrolling in alternative courses, the student must have signed approval from the counselor or principal.

### **Schedule Change**

Please look at the schedule very carefully. Also, compare your son or daughter's selections to the required classes and credits that are required by PPHS in conjunction with state requirements. This information can be found in the registration handbook. After the schedule has been prepared and your son or daughter receives his or her schedule and you have a problem or a student wishes to make a change, please call and set up an appointment to discuss the change. Changes should be completed by May 29th.

After May 29th any student wishing to make a change must pick up a change class sheet from the guidance office, write/type an essay of at least one page explaining the reason and need for the change (unless the change is due to a failed class), and at least one parent or guardian must be with the student when making the change. School personnel reserve the right to not make the change if we believe it is in the best interest of the student. School personnel also reserve the right to make schedule changes at any time because of a failed class, overloaded class, etc. Please note that the room number or teacher's name may change but the schedule itself should remain as you see it.

### **Student Aide Positions**

Students are allowed to request an aide position in grades 10, 11, and 12. Students must have the permission of the instructor and administration. Aide positions are most often granted when a course is unavailable, no other courses will fit in the student's schedule, or at the request of the instructor. Students are allowed an aide position for only two semesters of their high school career. Credit is not earned for aide positions.

### **Student Aide Supervisory Responsibilities**

The student aide is the supervisor's responsibility (must have a pass in the hall, etc.). First infraction by the student aide during your supervisory time will result in a warning (if minor). Second infraction by the student aide during your supervisory time will result in the student being confined to your room (no bathroom breaks, no media pass, etc.). Third infraction by the student aide during your supervisory time will result in Saturday School and forfeiture by the student to choose any class other than those listed in the registration handbook for the remainder of his/her school career.

### **Senior Valedictorian and Salutatorian and Honors Criteria**

Valedictorian and Salutatorian achievements are the top two members of the senior class respectively, based on their cumulative G.P.A. Students will not be considered for these two achievements unless they have completed grades 11 and 12 as full time Parkers Prairie students. PSEO students are considered full time PPHS students and are therefore eligible for all honors.

Seniors who have a GPA of 3.85 or higher will be recognized on the graduation program as achieving High Honors. Students who earn a 3.67-3.84 will earn Honors recognition. High Honor students will receive a gold cord and the Honor students will receive a silver cord to wear at graduation.

### **Student Selection to MINNESOTA HONOR SOCIETY**

1. A list of all students in grades 10, 11 and 12 with a cumulative grade point average of 3.3 is obtained.
2. Each student and parent then receives a letter which discusses the process for applying for NHS
3. Each student who would like to be considered must complete the requested information in the time allotted.
4. All faculty members are given a list of the academically eligible students who have shown an interest in becoming a NHS member. Faculty members rate each candidate from 1 to 5 (5 being the highest) in the areas of service, leadership, character and scholarship.
5. Five faculty members then serve on the selection committee. The committee then screens and selects the students for NHS. According to the National Chapter of NHS, the school is not allowed to share the specific reason/s for a student not being selected.
6. Students who are invited to become members of NHS will receive a letter with the details on induction into the society. Students who are not selected will receive a letter thanking them for their participation into the process and, if appropriate, encouraged to try again the following year.

**Policy for  
Parkers Prairie Schools  
Transfer/Home School Applicants**

A student who transfers into Parkers Prairie Public Schools from a Home School must:

- A. Grades 9-12 requirements for entering Parkers Prairie High School (PPHS):
  1. The student must have a document that includes course descriptions and objectives, including the total time spent on each course and grades.
  2. The student should provide results of standardized tests if available.
  3. The student must provide documentation of successful completion of graduation standard assessments completed up to the point of transferring, credit for learning process and documentation must follow.
- B. Grades 9-12 requirements for obtaining a PPHS Diploma:
  1. Fifty-one percent of a student's educational program, in grades 9-12, must be from an accredited school. (This refers to schools operating under accreditation agencies as recognized by Minnesota Department of Education.)
  2. The student must pass the Minnesota Comprehensive Assessment Tests in the areas of Reading, Written Composition, and Mathematics.
- C. Grades 9-12 transfer credits for entering PPHS:
  1. Any course credit being transferred in from a non-accredited school will receive a pass/no pass grade for transcripts. Only grades earned in an accredited program may be used to compute credits earned, honor roll or class rank.
- D. Grades K-8 requirements for entering Parkers Prairie Public Schools:
  1. A student transferring into a grade K-8 school will be placed based on evidence of prior grade level completion.
  2. Examples of this evidence must include one or more of the following:
    - a. Standardized tests
    - b. Student portfolio
    - c. Transcripts/permanent files showing credit earned in each subject area.
- E. Failure to provide evidence of course completion upon transferring may result in one or both of the following:
  1. A truancy petition may be filed with the county attorney.
  2. A diagnostic test will be given to help in determining grade level placement.
- F. Exceptions may be allowed by appeal in writing to the superintendent or his designee. The superintendent's decision is final.

**GRADUATION REQUIREMENTS**

**In order to graduate from Parkers Prairie High School, students must earn a minimum of 26 credits, as outlined below. (New for 2017/18 Computer Fundamentals No Longer Required.)**

**ARTS**

**1.0 Credit**



Visual Art, Music, Theatre, Media Arts, etc.	1.0 Credit
<b>ENGLISH</b>	<b>4.5 Credits</b>
English 9	1.0 Credit
Speech 1	0.5 Credit
English 10	1.0 Credit
English 11 <b>OR</b> Pre-College English	1.0 Credit
English 12 <b>OR</b> College English	1.0 Credit
<b>SOCIAL STUDIES</b>	<b>4.0 Credits</b>
Social Studies 9	1.0 Credit
Social Studies 10	1.0 Credit
World History	1.0 Credit
Economics	0.5 Credit
American Government	0.5 Credit
<b>SCIENCE</b>	<b>3.0 Credits</b>
Physical Science	1.0 Credit
Biology	1.0 Credit
Chemistry <b>OR</b> Physics	1.0 Credit
<b>MATHEMATICS</b>	<b>3.0 Credits</b>
Geometry	1.0 Credit
Algebra II	1.0 Credit
Math Elective	1.0 Credit
<b>PHYSICAL EDUCATION</b>	<b>1.0 Credit</b>
Phy Ed 9	.5 Credit
Phy Ed Elective	.5 Credit
<b>HEALTH</b>	<b>.5 Credit</b>
Health 10	.5 Credit
<hr/>	
<b>Required Course Credits</b>	<b>17.5 Credits</b>
<b>Elective Course Credits</b>	<b>9.0 Credits</b>
<hr/>	
<b>TOTAL CREDITS REQUIRED</b>	<b>26 Credits</b>

**POST SECONDARY PREPARATION  
REQUIREMENTS**

**COLLEGE/UNIVERSITY PREPARATION**

Entrance requirements vary among colleges. Students are encouraged to check with the Registrar regarding the requirements of particular colleges and universities. The following credits are required (**in grades 9 - 12**) for admission to colleges (in general), the Minnesota State University System, and the University of Minnesota System. Use these as guidelines, as some programs require additional mathematics and/or science. Requirements are subject to change.

<b>SUBJECT</b>	<b>PPHS</b>	<b>COLLEGES (IN GENERAL)</b>	<b>MINNESOTA STATE UNIVERSITY SYSTEM</b>	<b>UNIVERSITY OF MINNESOTA</b>
<b>ENGLISH</b>	4.5 ○ English 9 ○ Speech 1 ○ English 10 ○ English 11 ○ English 12	4	4 ○ to include Composition and Literature	4  ○ writing emphasis, reading, speaking skills ○ Literary understanding and appreciation
<b>SOCIAL STUDIES</b>	4 ○ Am History ○ Early Am Hist ○ Wld Hist /Econ ○ Am Govt	3	3 ○ to include one U.S. History, one Geography	3  ○ to include U.S. History
<b>MATHEMATICS</b>	3 ○ Algebra I ○ Geometry ○ Algebra II	3 ○ Algebra 1 and higher	3 ○ Algebra ○ Geometry ○ Advanced Algebra	4 ○ Algebra ○ Geometry ○ Advanced Algebra ○ Math Elective
<b>SCIENCE</b>	3 ○ Physical Sci ○ Biology ○ Earth Systems ○ Science	3	3 ○ to include one Biology, one Physical Science	3 ○ to include one Biology, one Physical Science

	Elec			
<b>WORLD LANGUAGES</b>	0	2	2 ○ of a single language	2 ○ of a single language
<b>ARTS</b>	1 ○ Music ○ Art ○ Theatre		1 ○ World Culture or the Arts	
<b>ELECTIVES</b>	9			

### **VOCATIONAL-TECHNICAL PREPARATION**

Vocational-Technical colleges generally have "open enrollment" admissions policies, meaning they will accept all students who are high school graduates or have a G.E.D. Technical college programs cover a broad range of careers. Entrance requirements vary by program, with some programs requiring specific courses, skills, and aptitudes. Students not meeting such requirements may have to take "developmental" coursework until they are sufficiently prepared to enter a course and/or program. Students should check with a counselor or admissions personnel at the technical college of their choice to determine program requirements and recommendations, and should plan their high school courses accordingly.

To remain competitive in today's global and technologically advanced economy and workplace, students planning to enter technical college, like college-prep students, need to pursue rigorous high school programs in math, science, social science, communications, keyboarding, computers, and a core of subjects in an occupational specialty area, with the difference in their curriculum being that it's more "applied" in nature versus analytical and theory-oriented; for example: applied math, and technical reading and writing.

### **EMPLOYMENT PREPARATION**

To remain competitive in today's global economy and workplace, students need to pursue courses over and above minimum graduation requirements. Elective classes offer exposure to a wide variety of career areas, with many providing hands-on work experience and opportunities to learn new skills.

### **PLANNING A HIGH SCHOOL PROGRAM**

It isn't necessary to know exactly what you want to do for a living in order to plan your high school program. High school is a time to explore your interests and learn about your many options. Select your elective courses based on your abilities, talents, interests, curiosities, and future plans. Use the above preparation requirements as a guideline in planning your high school program.

### **PPHS SENIOR HIGH COURSE DESCRIPTIONS BY DEPARTMENT**

#### **AGRICULTURE**

## **EXPLORING AGRICULTURE**

Course #9 (.5 Credit)

This semester long course is designed to give students a basic understanding of agricultural education and its components. In this course students will explore the areas of animal, plant and food science, the art and science of managing wildlife, learn basic skills in welding, basic small engine maintenance, and develop basic leadership skills. This course will consist of classroom lessons and hands-on learning activities to allow students to use and apply the skills and concepts learned in class. *(Prerequisites: N/A, Grade Level: 9-12)*

## **HORTICULTURE**

Course #12 (.5 Credit)

This class will provide learning experiences in the science and art of growing plants. Time will be spent exploring horticulture concepts such as: plant parts, functions, start of new plants from seeds and cuttings, health and care, soil and nutrient requirements. Field trips and hands-on activities will enhance various topics as much as possible. *(Prerequisites: N/A, Grade Level: 9-12)*

## **FOOD SCIENCE**

Course #13 (.5 Credit)

This course provides learning experience in food science and safety which all apply to practices used in the development of food products. Units of instruction include: methods of food preservation, food processing, food packaging, microorganisms in foods, quality assurance and food components. Students will also explore how new food products are developed and created and spend time creating a new food product. Field trips and hands-on activities will enhance various topics as much as possible. *(Prerequisites: N/A, Grade Level: 9-12)*

## **ANIMAL SCIENCE**

Course #11 (.5 Credit)

This course is perfect for animal lovers. This course will provide you with a basic knowledge of the animal industry. Topics covered include: animal care and management, anatomy and physiology, nutrition, reproduction and genetics, animal products, and careers. Field trips and hands-on activities will enhance various topics as much as possible.

*(Prerequisites: N/A, Grade Level: 9-12)*

## **WILDLIFE MANAGEMENT**

Course #14 (.5 Credit)

This course is perfect for those who enjoy the outdoors. The study of fish and wildlife as a valuable aesthetic, recreational and economic resource will be the focus of this class. Special attention will be paid to fish and mammals of Minnesota. Management principles including hunting, fishing, restocking, and herd/flocking management will be explored throughout this course. Field trips and hands-on activities will enhance various topics as much as possible.

*(Prerequisites: N/A, Grade Level: 9-12)*

## **SPORTSMEN'S ART**

Course #10 (.5 Credit)

Are you interested in learning how to mount deer antlers, tan a hide or make your own decoys? Throughout this course students will explore the art of making duck and fish decoys, learn basic taxidermy, and make fishing poles.

*(Prerequisites: N/A, Grade Level: 9-12)*

## **SMALL ENGINES I**

Course #3 (.5 Credit)

In this semester long course students will explore basic engine operation principles, ignition systems, fuel systems, compression systems, and small engine maintenance and repair. This course will consist of classroom lessons and structured work time to allow students to use and apply the skills and concepts learned in the class.

*(Prerequisites: N/A, Grade Level: 9-12)*

### **SMALL ENGINES II**

Course #7 (0.5 Credit)

In this semester long course students will further explore the principles of small engine operation, ignition systems, fuel systems, compression systems, and small engine maintenance and repair in greater depth. Students taking this course must bring in their own small engine projects to work on. A large portion of this course will consist of structured work time to allow students to use and apply the skills and concepts learned in Small Engines I and II.

*(Prerequisites: Small Engines I, Grade Level: 9-12)*

### **WELDING & METAL FABRICATION I**

Course #1 (0.5 Credit)

In this semester long course students will explore arc (stick) welding, wire-feed welding, oxy-acetylene welding and cutting, brazing, plasma cutting, cold methods of joining metal, and machining. This course will consist of classroom lessons and structured work time to allow students to use and apply the skills and concepts learned in the class.

*(Prerequisites: N/A, Grade Level: 9-12)*

### **WELDING & METAL FABRICATION II**

Course #2 (0.5 Credit)

In this semester long course students further develop their skills in arc (stick) welding, wire-feed welding, oxy-acetylene welding and cutting, brazing, plasma cutting, cold methods of joining metal, and machining. Students taking this course must bring in their own metal projects to work on. A large portion of this course will consist of structured work time to allow students to use and apply the skills and concepts learned in Welding and Metal Fabrication I and II. *(Prerequisites: Welding and Metal Fabrication I, Grade Level: 9-12)*

### **ART METALS**

Course #6 (0.5 Credit)

In this semester long course students will learn basic welding, soldering, and metalworking skills. These skills will be used to create metal artwork. Students will complete assigned projects as well as create projects of their own choosing and design. *(Prerequisites: N/A, Grade Level: 9-12)*

### **SUPERMILEAGE**

Course #4 (0.5 Credit)

This course will require students to work in a team to go the extra mile. The students will design, build, and test two high-mileage vehicles build in accordance with the rules and regulations of the MTEEA Supermileage Competition. At the end of the semester, the class will compete with their high-mileage vehicles in the MTEEA Supermileage Competition held at the Brainerd International Raceway. *(Prerequisites: Welding and Metal Fabrication I and Small Engines I, Grade Level: 11-12)*

### **SCHOOL-TO-WORK CLASSROOM**

Course #16 (.5 Credit)

In this semester long course students will cover job related topics including employable skills, resumes, cover letters, interviews, portfolios, and child labor laws. Students will explore their interests, career choices related to their interests, and higher education options. *(Prerequisites: N/A, Grade Level: 9-12)*

### **SCHOOL-TO-WORK JOB**

Course #17 (.5 Credit)

Students will be released from school during the school day to gain work experience in a job. This class will include weekly record keeping assignments, teacher visits, and employee evaluations. The student must receive approval from the instructor and the school before enrolling in this course.

*(Prerequisites: School-to-Work Classroom, Grade Level: 11-12)*

### **S.A.E. RECORD BOOK**

Course #19 (.5 Credit)

School credit will be offered to students who are enrolled in at least 1 semester of S.A.E. Record Book. Requirements of this course include keeping records on a small business, entrepreneurship, internship, apprenticeship or placement enterprise of your choice, as well as completing an end of the semester project.

*(Prerequisites: N/A, Grade Level: 9-12)*

(Visual Art, Music, Theatre and Media Art)

### **DESIGN/ART SURVEY**

Course #33 (.5 Credit)

Imagine what the inside of a pyramid would look like. What would a Roman student wear to school? Get a “blast from the past” by exploring 30,000 years of art in this fast paced, hands-on look at our visual heritage. It is an excellent precursor to careers in medicine, engineering, liberal arts, and of course, design work of any kind. This is due to the intense observation skills that are developed. A trip to the Minneapolis Institute of Art is the final test. Assignments revolve around the Discipline Based Art Education (DBAE) concepts of aesthetics, criticism, history & production. Students will also be expected to perform appropriate task management skills and present a portfolio of work for possible use in art displays, shows and exhibits. *(This course is a prerequisite to all other Sr. High visual arts courses, Grades 9-12)*

### **STUDIO ARTS**

Course #35 (.5 Credit)

Society revolves around images we see. Art is a universal language. “A picture says a thousand words”. Work with artistic media including clay sculpture and the potter’s wheel, acrylic painting on canvas, drawing, printing, and collage techniques will be employed. Visits to artist studios will depend on funding. This is a prerequisite to Independent Study in visual arts. Assignments revolve around the Discipline Based Art Education (DBAE) concepts of aesthetics, criticism, history & production. Students will also be expected to perform appropriate task management skills and present a portfolio of work for possible use in art displays, shows and exhibits. *(Prerequisite: Design 1)*

### **BEGINNING DRAWING**

Course #30 (.5 Credit)

In this course, you learn the mind control and calming influence that the observational skill of drawing provides. Enjoy the confidence building benefit that results from knowing how to draw, with lessons in contour line, gesture, shading, crosshatching and even portraiture. Assignments will focus on still life subject matter at first and move to subject selections of your choice. This course is a prerequisite to your BA (Bridges Academy Certificate) but, can be taken at any time grades 9-12 for half credit. It is excellent for all agriculture, construction, medical, design and engineering careers as well as a boost for planning and observation in all science and math endeavors. OPEN your EYES and really SEE things others do not. DRAW! *(Prerequisites: None)*

### **ADVANCED DRAWING**

Course #31 (.5 Credit)

The art of drawing can be taught to anyone and has been proven to improve whole brain functions. The student works from B. Edward’s book *Drawing on the Right Side of the Brain*. This course is a “must” for anyone going into art, business, medical or scientific fields! Students will also be expected to perform appropriate *task management skills* and present a *portfolio* of work for possible use in art displays, shows and exhibits. *(Prerequisite: Design 1)*

### **GRAPHIC DESIGN**

Course #34 (.5 Credit)

Look around! There are very few things that do not have a label, logo, or design on them...including you! Prepare advertising, logos, portraits, illustration, and learn about career opportunities in the visual and media arts. Visits to artist studios will depend on funding. This is a prerequisite to Independent Study in visual arts. Assignments revolve around the Discipline Based Art Education (DBAE) concepts of aesthetics, *criticism, history & production*. Students will also be expected to perform appropriate *task management skills* and present a *portfolio* of work for possible use in art displays, shows and exhibits. (*Prerequisite: Design I*)

### **MEDIA ARTS**

Course #32 (.5 Credit) **New for 2017/18**

This class will consist of artwork & photography work done using computer programs such as Gimp, Photoshop, and Illustrator. Basic computer skills are required. There will also be some drawing done in this class. The course explores the multimedia environment.

### **SCULPTURE**

#37 (.5 Credit) **New for 2017/18**

This class concentrates on the study of three dimensional materials and concepts. Students will explore different forms of sculpture such as plaster, clay, cardboard and more. Projects stress skill development and creative interpretations.

### **SENIOR HIGH BAND**

Course #275 (1 Credit)

The Senior High Band (9-12) meets to prepare for various activities, such as concerts, contests, parades and athletic events. We organize small ensembles, such as jazz band, clarinet choir and brass groups and duets and trios. Each band member will be required to complete one lesson each quarter. The senior band, along with the choir, takes a music field trip every-other year. \*Those students not in SH Choir will attend band skills for half of each period. In band skills students will learn the basics of theory, audio recording, posting audio and video on the internet and guitar skills. We will also be using some time to practice small groups.

### **SENIOR HIGH CHOIR**

Course #272 (1 Credit)

Senior High Choir (9-12) meets to perform many different styles of music, including art songs, folk and pop. Music from the different periods of music history and one or more foreign language songs are also included. Senior choir also has an emphasis on Acapella style singing. The choir performs three concerts a year. Students may audition to be in Triple Trio. Students are also eligible to participate in solo and ensemble contest. Students will be tested on solfège and musical terms. \*Those students not in SH Band will attend choir skills for half the period. In choir skills students will learn basic theory, sight singing and they will have sectional rehearsals.

### **THEATRE PRODUCTION / ONE ACT PLAY**

Course #91 (.5 Credit)



In this course students will explore all aspects involved in the production of a play. Their focus will be concentrated on interpretation, performance, and stagecraft. In addition to reading a variety of plays, students will also determine how best to present the play. They will spend class time in rehearsal and in stage, costume and properties preparation. As their major projects, students will present a full-length play in front of an audience and will also prepare a one-act play for competition. Due to MSHSL rules, only 20 members of the class will be permitted to participate in the one-act play. (*This course may be taken up to four times. Grades 9-12*)

### **ADVANCED SPEECH & THEATRE**

Course #9           (.5 Credit)

This course is designed to provide students with opportunities to practice and improve their public speaking skills through the use of stage performance. (*Prerequisite: Successful completion of Speech I*)

## **ENGLISH DEPARTMENT**

### **ENGLISH 9**

Course #82       (1 Credit)

English 9 consists of a combination of writing, grammar and literature. The writing process is used as the basis of written expression. The writing of descriptive, narrative, expository and persuasive paragraphs is begun, as well as the writing of essays. The study of grammar completes the work on parts of speech and introduces the study of sentence structure and the use of transitional words and phrases in the paragraph. The literature portion of the course introduces the study of the short story, nonfiction, poetry and the novel as types of literature. Students will begin their study of Shakespeare with the study of *Romeo and Juliet*.

### **SPEECH I**

Course #89       (.5 Credit)

This course includes an interview of a classmate, personal experience speech, demonstration speech, sales speech, oral interpretation and informative speech, as well as other beginning speech projects. This course is a required course. **Required in 9<sup>th</sup> grade.**

### **ENGLISH 10**

Course #83       (1 Credit)

Sophomore English consists of a combination of grammar, literature, and writing. The grammar section will review all major parts of speech, examine sentence structure, and emphasize correct usage/punctuation. The literature section will examine and define the basic elements of fiction by first concentrating on short stories. This learning will be applied in later, longer, more challenging readings. The writings will consist of short essays that emphasize correct usage, spelling, and form. Students will read *Julius Caesar*, *To Kill a Mockingbird*, and *Fahrenheit 451*, as well as work on an independent reading project.

### **PRE-COLLEGE ENGLISH**

Course #85       (1 Credit)

This course is designed to prepare students for college writing and literature. Part of the class will be focused on college writing forms and structures to prepare for college level writing. Assignments will include grammar reviews, practice using MLA formatting, practice writing dialogue, and practice writing from multiple points of view and for multiple purposes. Another component of the class will have the students analyzing literary works of short fiction, poetry, and drama. Proficiency will be demonstrated in class presentations, tests, and essays. Students will read *Frankenstein*, *MacBeth*, and *Inferno*. Students will also spend time preparing for the ACT test and the Accuplacer reading test which is a requirement for acceptance into the college courses offered through CLC.. (Prerequisites: Students must have a cumulative G.P.A of at least 3.0 and earn higher than a C in English 10.)

### **ENGLISH 11**

Course #84 (1 Credit)

This course will concentrate on basic academic writing formats, such as argumentative, comparative, descriptive, and reflective. Students will write short essays and also keep an in-class journal. This class will also read several literary works: *A Separate Peace*, *All Quiet on the Western Front*, *Ordinary People*, *Night*, *Cry the Beloved Country*, and *Of Mice and Men*. Class discussions will center on either on the social implications of the novel being read or on the novel's main character's individual journey to a better self-understanding. These students will also study grammar from the perspective of correct usage and with a view toward taking the ACT test mandated by the state for all juniors. (Alternative to Pre-College English for 11th grade.)

### **ENGL 1410: Composition I**

Course #87 (1.0 Credits, 4 College Credits) **College in the Schools**

This course will emphasize various methods for developing an essay. Students will learn to enhance their writing skills through the use of description, narration, exposition, and argumentation. The course will also include a literature component to present basic terminology and foster critical thinking skills. This course fulfills, in part, the requirements of Divisions I and II of the Minnesota Transfer Curriculum.

(Prerequisites: A passing score on the college entry Accuplacer reading test and successful completion of Pre-College English)

### **ENGL 2468: American Literature 1861-Present**

Course #88 (.75 Credits, 3 College Credits) **College in the Schools**

This course is a study of the literature of the Realistic, Naturalistic/Symbolic, and Modern periods. The emphasis will focus on literature as a reflection of the history of American ideas. This course fulfills the following goal area(s) of the MN Transfer Curriculum: Goal 6 – Humanities and Fine Arts, Goal 7 – Human Diversity.

### **ENGLISH 12**

Course #86 (1 Credit)

This literature course will study plays, stories, poems, and novels from across the globe. The course units are arranged so works from different times and places will show common themes and perspectives of the human condition. Students will also engage in research writing and some individual reading. Students will read *Frankenstein*, *Adventure North*, as well as complete one independent reading project. (Alternative to College English for 12<sup>th</sup> grade.)

## **INDUSTRIAL TECHNOLOGY EDUCATION**

## WOODS

Course #126 (.5 Credit)

During this introductory course in woodworking technology, students will learn how to safely and accurately operate woodworking equipment. Students will also learn the fundamentals of measurement, assembly and finishing techniques. Students will work through a set of assigned projects that will build their woodworking skills. All materials will be provided. **A class fee will be charged to cover materials costs.** (Grades 9-12, 16 Max)

## ADVANCED WOODS

Course #127 (.5 Credit)

This course will build on the skills developed in Woods. Emphasis will be placed on safety, proper tool and equipment use, and development of skills in cutting, surfacing, assembly and finishing operations. After completing assigned projects, students will be able to build a project of their choosing. Students will be responsible for providing their materials & plans for their own projects. Materials will be provided for the assigned projects. **A class fee will be charged to cover materials costs for assigned project.** (Grades 9-12, 16 Max, Prerequisite: Successful completion of Woods or equivalent with instructor signature of approval).

## ARCHITECTURAL DRAWING

Course #124 (.5 Credit)

This course explores the various elements of architectural design. Topics covered include fundamentals of design, residential architectural styles, and basic structural fundamentals. Students utilize Revit, which is a computer aided drafting program. After learning the basics of Revit, students will create and design their own house on the program. (Grades 9-12, 24 Max, Prerequisite: None)

## BUILDING TRADES

Course #4 (.5 Credit)

During this introductory course in construction technology, each student will participate in operating tools and equipment common in the building trades. Emphasis will be placed on safety, proper tool and equipment use, and the development of skills common to the building trades industry. These skills will be built through hands-on activities in the school shop. Subjects covered will be framing, siding, electricity & more. (Grades 11-12, 16 Max) (Prerequisite: Successful completion of Woods or equivalent.)

## SPECIAL TOPICS

Course #131 (.5 Credit)

This course will cover a variety of different areas that develop student's hands-on abilities and skills.

1. Antler mounting - Each student will be required to mount 1 set of antlers. 2. Basic auto mechanics - changing tires, oil, how to check fluids, etc. 3. Sportsman's art - students will make 2 spearing decoys 4. Other topics of class interest. (Grades 9-12, 16 Max, Prerequisite: None)

## TURNING AND CARVING

Course #132 (.5 Credit)

This course will develop student's skills on the wood lathe and in wood carving. Students will make several projects on the lathe including, pens, bowls, plates, etc. They will also develop their woodcarving skills and create several required carving projects. **A class fee will be charged to cover materials costs.** (Grades 9-12, 16 Max, Prerequisite: None)

## INTRODUCTION TO ENGINEERING DESIGN (PLTW)

Course#135 (1 Credit)

This class will explore engineering and the methods that engineers use to design new products or improve existing ones. Students will learn the steps of the design process, how to document their ideas and problem solve. Students will learn how to communicate their designs through sketching, and 3D computer drawings. At the end of this course, students with a grade of 85% and above in the class may take a test to receive 3 college credits from the University of MN if they meet the required score. (*Grades 9-12, 24 Max, Prerequisite: None*)

### **ROBOTICS**

Course #122      (.5 Credit)      **New for 2017/18**

This course will build on skills learned in Tech 8 using Vex Robotics kits. This course will focus on improving teamwork, engineering abilities, and increasing critical thinking skills. Students will develop their coding abilities and engineering skills by building a robot to compete in the MN Vex Robotics competition. Students will work in teams, with each team designing their own robot to bring to the competition. If a team qualifies at the regional contest, they will move on to the state level competition. (*Grades 9-12, 24 Max, Prerequisite: None*)

## **MATHEMATICS DEPARTMENT**

### **ALGEBRA I**

Course #143      (1 Credit)

This is a study of the basic structure of algebra, the real number system, and applications of algebraic concepts and skills. Included in the course are set theory, operations with real numbers, solving linear and quadratic equations and inequalities, polynomials, factoring and graphing. Geometric concepts are taught such as (Pythagorean theorem, perimeter, area and volume of basic shapes as well as cones, prisms, pyramids, and spheres) but from an algebraic standpoint, that is the use of equations (linear and quadratic) to solve a three dimensional problem. **Algebra I or Geometry is required for 9<sup>th</sup> grade students.**

### **GEOMETRY**

Course #144      (1 Credit)

Geometry involves deductive reasoning and methods needed for logical thinking and problem solving. The concept of proof is introduced. Facts are proved and practiced involving geometric figures, such as triangles, quadrilaterals, circles, prisms, and spheres. Some applications involve constructions, areas, volumes, triangle trigonometry, coordinate geometry, transformations, and computer use. **Required for all 10<sup>th</sup> grade students.** (*Prerequisite: Algebra I or teacher recommendation.*)

### **ALGEBRA II**

Course #145      (1 Credit)

Advanced algebra is a study of the basic structure of the systems of real and complex numbers. Specifically, the course covers equations with one, two or three variables, simultaneous equations, graphing linear and quadratic equations, the idea of function and relation, problem solving applications, computer applications, and algebraic proof, conic sections and exponential/logarithmic functions. (*Prerequisite: Geometry or teacher recommendation.*)

### **MATH 1520-INTRODUCTION TO COLLEGE ALGEBRA**

Course #160      (.75 credit, 3.0 College Credit)      **College in the Schools**

This course covers topics such as an introduction to function operations, graphing functions and their transformations, an introduction to solving polynomial equations, an introduction to exponential and logarithmic equations, solving systems of equations, and problem solving. A graphing approach is used and therefore the use of a graphing calculator will be highly emphasized. (*Prerequisite: Accuplacer score of 35 on College Math or 76 on Elementary Algebra*)

### **MATH 1470 – COLLEGE ALGEBRA**

Courses # 149 (.75 credit, 3.0 College Credits) **College in the Schools**

This is a college level math course that covers topics such as functions and graphs, inverse functions, linear functions and equations, quadratic functions and equations, polynomial functions, rational functions, radical functions, exponential functions, logarithmic functions, systems of equations and inequalities, and problem solving. A graphing approach will be used in this course and therefore the use of a graphing calculator will be highly emphasized. (*Prerequisite: Accuplacer College Level Math score of 50 or ACT Math score of 22*)

### **HIGH SCHOOL PRE-CALCULUS**

Course #146 (1 Credit)

The course relates to trigonometric, exponential, and polynomial functions. Circular functions, their inverses, their graphs, trigonometric identities and triangle applications are emphasized. The course involves the study of vectors, polar coordinates, computer applications, probability and statistics. This course also involves the study of proof by mathematical inductions, finite and infinite sequences and series, limits, continuity, curve-sketching, slopes and derivatives, and applications of the derivative, maxima and minima. This course should prepare students for first year college calculus. (*Prerequisite: Algebra II or College Algebra*)

### **PRE-COLLEGE PRE CALCULUS**

Course #150 (.5 Credit)

**This course must be taken prior to taking CIS College Pre-calculus course.** This course relates to trigonometric, exponential, and polynomial functions. Circular functions, their inverses, their graphs, trigonometric identities and triangle applications are emphasized. The course involves the study of vectors, polar coordinates, computer applications, probability and statistics. This course also involves the study of proof by mathematical inductions, finite and infinite sequences and series, limits, continuity, curve-sketching, slopes and derivatives, and applications of the derivative, maxima and minima. This course should prepare students for first year college calculus. (*Prerequisite: Algebra II or College Algebra*)

### **MATH 1472 – COLLEGE PRE-CALCULUS**

Course #151 (1.0 Credit, 4.0 College Credit) **College in the Schools**

*Prerequisite: Accuplacer score of 63 or higher on the college-level math exam or MATH 1470 - College Algebra.* This course is intended to provide the essential mathematical background needed in calculus. Topics include equation solving, functions (polynomial, radical, rational, exponential, logarithmic, trigonometric, and inverse trig), identities, applications, and parametric/polar graphing.

### **SUPPLEMENTAL MATH**

Course #154 (.5 Credit)

This course is designed to support students in developing math skills to be successful in their current math courses, which would include but are not limited to: Algebra I, Geometry, and Algebra II. Students are encouraged and placed into this course by their current or prior school year instructor(s). Students will sign a contract in order to participate and complete coursework for their current class. Effort must be used towards satisfactory levels of improvement during each class period. Students will be working individually or in small groups and guided in such a way to improve their math skills and problem solving ability. Another component of this course is improving math readiness towards other math courses in high school and/or post-secondary education. In addition, students will find that their skills will better prepare them for success in state and national testing. *(Grades 9-12)*

## PHYSICAL EDUCATION AND HEALTH DEPARTMENT

### PHYSICAL EDUCATION 9

Course #52      (.5 Credit)

Physical Education 9 is a co-educational course designed for one semester. Students will participate in a variety of individual activities and team sports with an emphasis on personal physical fitness. These activities may vary according to the time of year, weather and instructor. Individual and dual activities may include tennis, badminton, weight training, fitness and running. Team sports may include volleyball, flag football, soccer, basketball, lacrosse, softball and other choices. Lifetime activities such as aerobics, Frisbee golf, archery, and golf may be offered depending on the instructor and the time of the year. Physical fitness testing will also continue.

### SENIOR HIGH PHYSICAL EDUCATION

Course #56      (.5 Credit)

Senior High Physical Education is a co-educational course designed for one semester. Students will participate in individual and team sports throughout the semester with an emphasis on personal physical fitness. Activities may vary but will usually include touch football, soccer, softball, basketball, volleyball, badminton, tennis, weightlifting and Pilates. The overall focus will be on lifetime fitness and wellness.

### SENIOR HIGH PHYSICAL EDUCATION -ZERO HOUR

Course #56      (.5 Credit)

This course provides an alternative for students to obtain an elective phy-ed credit outside of the regular school day. This allows flexibility in a student's schedule to take other electives, make up credits, or simply take an additional phy-ed class. This course focuses on holistic wellness with an emphasis on personal fitness and nutrition goals. The class meets from 7:10 am until 8 am each morning. Students will be empowered to develop a program that fits their personal goals. Sport specific training, strength training, cardio, Yoga, P-90X and full court basketball are just some of the options that can be pursued in this course. Credits are earned through RAED.

### HEALTH 10

Course #58      (.5 Credit)

This class is designed to give students more detailed information on mental health and mental illnesses, anatomy and physiology, nutrition, drug use and abuse, HIV, STD's, and other communicable diseases, workplace safety and health careers. The focus is to give them current information to allow them to make positive choices concerning their lifestyles. Students are required to research and report on a current health topic or a health related career.

### NUTRITION

Course #54      (.5 Credit)

**New for 2017/18**

This class that will be focusing on the importance of fueling our bodies for proper nutrition and optimal performance. Topics to be discussed include nutrient composition, caloric balance, weight management, sports nutrition, dietary restrictions, effects of nutrition on overall health, as well as methods of food advertising and marketing. And yes, you will get the opportunity to eat a variety healthy and nutritious foods over the course of the semester! *(Recommended for grades 11-12.)*

### **STRENGTH TRAINING**

Course #53      (.5 Credit)

Strength Training & Fitness is a coeducational course that is designed for one semester. The primary goal of this class is to provide students with an opportunity to learn new skills and techniques that will encourage them to become more active both physically and mentally. Activities will include the following: running, weight training, strength ball training, core training, Pilates, plyometrics dynamic warm ups and overall fitness related activities. Students will participate and be assessed on activities that are determined by the time of the year, the time allotted for each class session, in addition to facility availability. This class should be taken by serious athletes who have a commitment to improving their overall strength and fitness level. *(Students may take Strength Training no more than two (2) semesters at PPHS. Recommended for grades 11-12)*

### **FITNESS AND WELLNESS**

Course #55      (.5 Credit)

This is an upper level physical education class which combines all aspects of personal wellness. The class will be arranged in a 3 day / 2 day format with three days per week being physical activity days and two days spent in the classroom. Concepts to be learned include nutrition, cardiovascular fitness, how to assess various components of fitness, posture, body composition, goal-setting, and others. The activity days will include individual strength training, flexibility, and cardiovascular endurance activities. Most of the physical work- outs will center on individual goals, but there may be an occasional group activity. *(Recommended for grades 10-12. Will count for either a Phy Ed or Health elective.)*

## **SCIENCE DEPARTMENT**

### **PHYSICAL SCIENCE 9**

Course #212      (1 Credit)

Physical science is an introduction to chemistry and physics to show the relationship between matter and energy. Students will use the scientific method to solve problems of inquiry-based lab activities. We encourage students to design and conduct experiments of concepts we are investigating. Laboratory safety is stressed and practiced when using chemicals and equipment while experimenting.

### **BIOLOGY 10**

Course #213      (1 Credit)

A general biology class required of all students, this course is an active and project-based approach to a study of living systems. The course will have extensive investigations in the lab as well as the local environments. Major concepts include ecology and water studies, cell theory, and mechanisms of heredity and biological change over time.

### **CHEMISTRY**

Course #222      (1 Credit)

Chemistry is a must for students interested in careers of nursing and other health fields, conservation, engineering and other science related courses. This is an introductory course in basic chemistry principles, including: atomic structure, chemical bonding, formula and equation writing, stoichiometry, properties of gases, solutions, acids and bases, organic and environmental chemistry. Material is covered in the traditional lecture-lab approach, as well as inquiry-based labs. A scientific calculator is required. (*Prerequisite: Algebra 1 or Geometry, Physical Science and Biology*)

### **PHYSICS**

Course #221 (1 Credit)

How do some athletes achieve a long hang-time? How do we stay in the rollercoaster car when upside down? What would sports be like on the moon with very little gravity? What does physics have to do with making a musical instrument? How do you design a safe and thrilling rollercoaster ride? Active Physics is a project-based physics class that addresses all of these questions by investigation through inquiry-based labs. For example: In the Thrills and Chills unit students will be able to build and design a roller coaster model by the knowledge they gained in our inquiry labs. In the Sports Unit students will produce a sports commentary of a sporting event using all the knowledge learned in inquiry labs. This is a hands-on and minds-on physics course that is relevant and interesting to teens. (*Prerequisite: Physical Science, Biology & Algebra 1 or Geometry. Chemistry and Geometry are highly recommended. Grades 11-12*)

### **FORENSICS**

Course #220 (1 Credit)

The criminal mind and crime scene investigative techniques are what this course is centered around. Students will have the opportunity to apply science to solving crimes in this lab-based class and ultimately in a “CSI Parkers Prairie” scenario during the last three weeks of the course. Anyone interested in CSI, pursuing criminal justice, law enforcement or forensic science should take this class. (*Prerequisites: Offered to students in grades 10 who are currently enrolled in Biology or to students in grades 11-12 who have successfully completed Biology.*)

### **HUMAN ANATOMY A**

Course #217 (.5 Credit)

In this first half-year of Anatomy A, students will get an introduction to the human body with an overview of each body system’s structure and function, the key components to maintaining life and homeostasis within the body, and a close up look at the body tissues that make up organs. We will also have an in-depth study of the nervous system with an emphasis on addictive behaviors, psychological disorders and how we are wired for learning. Lastly the special senses of sight, hearing, taste, smell and touch are considered. Students will dissect both a fetal pig and a beef eye during this class. Anyone interested in pursuing a career in the health fields, or simply wanting to learn more about the amazing human body should take this course! **You may enroll in Human Anatomy A alone or in conjunction with Human Anatomy B. Prerequisites: Biology.**

### **HUMAN ANATOMY B**

Course #218 (.5 Credit)



In this second half-year of Anatomy B, students will get an in-depth study of the structure, function and development of the human body. The goal is for students to leave with an understanding of how the body is built, how it operates and how to care for it. We will study the skin, skeletal, muscular, endocrine, blood, cardiovascular, respiratory, digestive, urinary and reproductive systems. Students will dissect a cat during this class and take a field trip to a cadaver dissection lab. Anyone interested in pursuing a career in the health field or simply wanting to learn more about the amazing human body should take this course! (*You may enroll in Human Anatomy B alone or in conjunction with Human Anatomy A. Prerequisites: Biology*). \*It is highly recommended to take both sections of Human Anatomy if you plan to enter any health related field (nursing, medicine, physical therapy, dental, x-ray or ultrasound technicians etc...), veterinary medicine, and pharmacy, or if you are interested in pursuing a science major in college.

### **GENETICS**

Course#219 (.5 Credit)

Genetics is the study of how genes bring about characteristics, or traits, in living things and how those characteristics are inherited. This course will focus on the molecular basis of life and its current influence and importance in dealing with human affairs. Genetic research has incredible impact not only in the applied areas of biology, medicine, and agriculture but also in areas such as philosophy, law and religion. Thus, an overall goal of this course is to discuss the role that science plays in ethics and decision-making. (*Prerequisites: Biology*)

### **MICROBIOLOGY**

Course #228 (.5 Credit)

This course is designed to give students a glimpse into the world of microorganisms and is intended for anyone considering entering the fields of healthcare, biotechnology, veterinary sciences, or those interested in the world unable to be seen with the naked eye. The goal of this course is to present a balanced coverage of traditional and “cutting edge” microbiology, for students to develop an understanding of the complex that microorganisms play in every aspect of existence, and to render sound decisions in their daily life. (*Prerequisite: Biology*)

### **BIOL 1415 – ENVIRONMENTAL BIOLOGY**

Course #216 (1.0 Credit, 4.0 College Credits) **College in the Schools**

This course takes a holistic approach to current status and future prospects of earth's life support systems emphasizing human impact on the environment. Topics include interrelationships of organisms and their environment, population dynamics, pollution, major ecosystems, examination of causes and possible solutions to major local, national and global environmental problems. This course is intended for non-science majors. (*Prerequisite: Biology*)

### **BIOL 1431 - GENERAL BIOLOGY**

Course # 214 (1.25 Credits, 5.0 College Credits) **College in the Schools**

5 college credits through Central Lakes College. This course is an introduction to the basic life process at the cellular level including the chemistry of life, organization of the cell, membranes, energy, enzymes, respiration, photosynthesis, cell division, Mendelian genetics, molecular genetics (DNA), and genetic engineering. There is a strong emphasis on problem-solving and the scientific process. Three hours lecture and two 2-hour labs weekly.

### **INVESTIGATIVE BIOLOGY**

Course # 215 (.5 Credit)

**New for 2017/18**

Biological Investigations will take a "genius hour" approach. Students will select areas of biology that they would like to learn more about, then develop a rigorous learning plan of labs and research to gain greater understanding of the concepts. Collaboration and the sharing of learning through presentations will be additional expectations of the course.

## **SOCIAL STUDIES DEPARTMENT**

### **SOCIAL STUDIES 9**

Course #172 (1 Credit)

This course includes a semester of early American History (the French and Indian War through the Civil War) and a semester of Geography (not a repeat of Geography 8, but an advancement and continuation of the previous year). College and careers exploration will also be included in this course. The study of history can describe our present circumstances. History helps students to see how people in other times and places have grappled with the fundamental questions of truth, justice, and personal responsibility, to understand that ideas have real consequences, and to realize that events are shaped both by ideas and the actions of individuals. Geography is the science of space and place on Earth's surface. Geography's subject matter is the spatial arrangement of the physical and human phenomena that make up the world's environments and gives character to places, large and small. Geography describes the changing patterns of places in words, maps, numbers and graphics, explains how these patterns come to be, and unravels their meaning.

### **SOCIAL STUDIES 10**

Course #173 (1 Credit)

Social Studies 10 is a American History survey course that begins with Reconstruction and goes until present day. Units include: Reconstruction, the Gilded Age, the Progressive Era, World War I, the Roaring 20s, the Great Depression, World War II, and the Cold War. Participation in National History Day is part of the course, as is career and college planning with MCIS. (Required for Grade 10).

### **AMERICAN GOVERNMENT**

Course #175 (.5 Credit)

Students will enhance their knowledge about the following: the principles of U.S. government, the Constitution, Federalism, political parties, the electoral process, voter behavior, mass media, special interest groups, the Legislative, Executive and Judicial Branches; government bureaucracy and financing, foreign policy and defense, civil liberties, and State and Local Governments. (Required for Grades 11/12.)

### **ECONOMICS**

Course #204 (.5 Credit)

This course focuses on Economics and Consumerism. This course also has a thread of Social Science throughout as the course looks at the Psychological, Sociological, and Historical aspects of Economics. This course will provide you with some practical skills for everyday life as well as some philosophical and historical backgrounds of the fields. Economics is a note, discussion, and activity based class. This is not a "read the textbook and take a test" course. We will be dealing with the issues of scarcity and opportunity costs and how those issues affect your everyday life. We will be looking at the tough decisions individuals, organizations, and governments have to make in dealing with limited resources. A personal finance component of the course will help students prepare for the real world. **You will learn about credit and debt, investing, insurance, and taxes. College planning and career exploration will also be included in this course.** (Grade 10 with Instructor Approval, Required for Grades 11/12)

### **WORLD HISTORY**

Course #203 (1 Credit)

This course will examine the development of world civilizations and will compare the religion, politics, economy and culture of various world civilizations. Examples will be drawn from Africa, Europe, Asia and the Americas.

### **POLS 1435 – AMERICAN GOVERNMENT AND POLITICS**

Course #178 (.75 Credit, 3.0 College Credits) **College in the Schools**

This course is a semester long course. American Government and Politics is a study of the individual in relation to government. Topics of study include American political thought, political parties, campaigns and elections, the mass media, the three branches of government, and citizen participation. This course is college-level for college credit through Central Lake College. Parkers Prairie High School does not guarantee the transferability of credits. For transferability details, see the school registrar. To qualify for this class students must be in the top 50% of their class and have a taken and passed the Accuplacer test; class limited to 25 students.

### **HIST 1412 – WORLD HISTORY I, FROM THE BEGINNING TO 1500**

Course #189 (.75 Credit, 3.0 College Credits) **College in the Schools**

This course will examine the development of world civilizations from pre-history to 1500, and will compare the religion, politics, economy and culture of various world civilizations. Examples will be drawn from Africa, Europe, Asia and the Americas.

### **HIST 1413 – WORLD HISTORY II, 1500 TO THE PRESENT**

Course #190 (.75 Credit, 3.0 College Credits) **College in the Schools**

This course will explore the major developments in world history from 1500 to the present. Topics will include the development of major culture areas and cultural groups that existed in 1500, the influence of European expansion and colonialism, democratic revolutions, industrialization, movements for national liberation, and the rise of the global economy.

### **PSYCHOLOGY**

Course #180 (.5 Credit)

Students will look into what makes them and other individuals tick: from biological based behavior to sensation and perception; from the mind and consciousness to memory and cognitive process; from intelligence to motivation; from human personality to psychological disorder; from human development to learning and behavior analysis. What makes the human being tick? *(Grades 11 – 12 or Grade 10 with Instructor Approval)*

### **SOCIOLOGY**

Course #179 (.5 Credit)

Sociology is the study of family, social groups, peers, behavior, social institutions, social inequalities, crises, culture and the future. We will be studying, researching and discussing all of these topics as they relate to our society today. (Grades 11-12)

### **MINNESOTA HISTORY**

Course#181 (.5 Credit)

This course will cover Minnesota from its earliest days and original inhabitants to our current day. A wide array of topics will be covered among them the Fur Trade, Minnesota's role in the Civil War, the Dakota War, The Kensington Rune Stone, the Duluth Lynching, local topics, and much more. The class will be reading *The Haymakers*, taking field trips, and exploring primary sources. (Grades 9-12)

### **READ HISTORY**

Course#186 (.5 Credit)

This course will take a look at history the old fashioned way, by reading about it. This course is for all students interested in reading and discussing history. Top rated nonfiction texts focusing on different periods of American History will be used. Among the books featured in this course will be *Unbroken* and *American Sniper*. (Grades 10-12) Offered Odd Years

## **WORLD LANGUAGES**

### **SPANISH I**

Course #241 (1 Credit)

Spanish I is a year-long course which will focus on the basic functions of the Spanish language. Students will work with vocabulary from everyday situations, and will develop basic Spanish skills focusing on the four key language skill areas (listening/understanding, speaking, reading, and writing). Students will also gain an appreciation for the Spanish speaking cultures throughout the world.

### **SPANISH II**

Course #242 (1 Credit)

Spanish II is a year-long course that builds upon the basic communication skills mastered in the Spanish I course. Students will develop more advanced Spanish skills including talking in the past tense while focusing on the four key language skill areas of listening, speaking, reading, and writing. In addition, the student will study aspects of Hispanic culture and history.

### **SPANISH III**

Course #243 (1 Credit)

A year-long course that will be completed independently. The class will take place in the Spanish classroom but all assignments will be posted online. Spanish III helps students master the concepts of Spanish I & II along with learning new things such as the future and subjunctive tenses. The main focus is being able to understand authentic texts and speakers as well as communicate more effectively. Students will also learn more about the Spanish speaking world.

## **ONLINE COLLEGE (PSEO) COURSES**

**M-State Fergus Falls eCampus in the High School (ECHS)** <https://www.minnesota.edu/echs/>

Fall 2017

Career and Technical Courses:

- ACCT 1101 - Payroll

General Education/MnTC Courses:



- ANTH 1100 - Introduction to Anthropology
- BIOL 2260 - Human Anatomy and Physiology I
- CHEM 1100 - Fundamental Concepts of Chemistry
- COMM 1120 - Introduction to Public Speaking
- COMM 1140 - Interpersonal Communication
- ENGL 1101 - College Writing I
- HIST 1111 - Western Civilization 1400's - 1600's
- MATH 1114 - College Algebra
- PSYC 1200 - General Psychology
- SOC 1111 - Introduction to Sociology
- SOC 1113 - Social Problems











**Distance Minnesota Online College in the High School (OCHS)**











<https://distanceminnesota.org/app/custom/ochs/course-registration>






Alex Tech, Northwest Tech, and Northland Community College.

FALL 2017

College	Course#	Course Name	Credits	Dates	Professor
	AGR1100	Intro to Agriculture	3	09 05, 2017 12 19, 2017	Distance Staff
	BIOL2252	Anatomy & Phys I	3	09 05, 2017 12 19, 2017	Jeffrey Bell

	BUS2220	Prin of Management	3	09 05, 2017 12 18, 2017	Kristin Daby
	CHCA1220	Child Sfty/Hlth/Nutr	4	09 05, 2017 12 18, 2017	STAFF STAFF
	CHEM1100	Intro to Chemistry	4	09 05, 2017 12 22, 2017	Distance Staff
	CMAE1502	Technical Math	3	09 05, 2017 12 22, 2017	Distance Staff
	CMAE1514	Safety Awareness	2	09 05, 2017 12 22, 2017	Distance Staff
	COMM1415	Public Speaking	3	09 05, 2017 12 18, 2017	Rebecca Behm
	CPTR1136	Networking I	4	09 05, 2017 12 19, 2017	Don Campbell
	ECON1404	Consumer Econ/Finance	3	09 05, 2017 12 18, 2017	STAFF STAFF
	ENGL1410	Composition I	3	09 05, 2017 12 18, 2017	STAFF STAFF
	GEOG1470	World Regnl Geograph	3	09 05, 2017 12 18, 2017	Quinto Lotti

	HIST1421	World History to 1500	3	09 05, 2017 12 18, 2017	Quinto Lotti
	HLTH1101	Intro Health Professions	3	09 05, 2017 12 19, 2017	Distance Staff
	HLTH1106	Medical Terminology	2	09 05, 2017 12 19, 2017	Distance Staff
	ITEC1430	Intro to Computer	3	09 05, 2017 12 18, 2017	STAFF STAFF
	LENF1629	Diversity/Policing /Victim	4	09 05, 2017 12 18, 2017	STAFF STAFF
	MATH1106	Trigonometry	2	09 05, 2017 12 19, 2017	Farah Rahnama
	MATH1110	College Algebra	3	09 05, 2017 12 19, 2017	Farah Rahnama
	MEDR1615	CAD 2-D	4	09 05, 2017 12 18, 2017	Chad Kohls
	PHIL1405	Intro. to Philosophy	3	09 05, 2017 12 18, 2017	Jay Sieling
	PHIL1445	Ethics	3	09 05, 2017 12 18, 2017	STAFF STAFF

	PLSC1102	American Govt/Politics	3	09 06, 2017 12 19, 2017	Distance Staff
	PSYC1445	General Psychology	3	09 05, 2017 12 18, 2017	STAFF STAFF
	SOCS1400	Intr to Sociology	3	09 05, 2017 12 18, 2017	Cynthia Hager
	SPAN1101	Beginning Spanish I	4	09 05, 2017 12 19, 2017	Distance Staff
	SPCH1103	Interpersonal Communicati	3	09 05, 2017 12 19, 2017	Jennifer Dahlen