Tri-Valley High School



Registration Guide

Tri-Valley Mission Statement

“To provide a safe environment where all students can acquire the skills, knowledge and character necessary to be solid citizens.”

Contents

Introduction to Registration 3
Important Notice for Graduation Requirements 3
Regent Scholars Requirement 4
South Dakota Opportunity Scholarship Requirement 4
Requirements for Freshman College Entrance at a South Dakota College or University 6
Admission Requirements for SD Technical Institutes 6
Dual Enrollment and Articulation Agreements 7
Dual Credit Program 7
Sioux Falls CTE Program 9
NCAA & NAIA Requirements 9
Tri-Valley High School Graduation Requirements 10
South Dakota Advanced Honors Endorsement Requirements 11
South Dakota Advanced Endorsement Requirements 12
South Dakota Advanced Career Endorsement Requirements 13
Introducing the 16 Career Clusters 14
The sixteen **Career Clusters** are: 14
REGISTRATION GUIDE INDEX BY COURSE LISTING 16
Computer Department 19
Career and Technical Department (CTE) 19
Miscellaneous 23
English Department 24
Fine Arts Department 26
Foreign Language Department 27
Mathematics Department 27
Physical Education and Health Department 29
Science Department 29
Social Science Department 31
College Prep 32

Tri-Valley High School

Introduction to Registration

The purpose of this registration book is to enable Tri-Valley High School students with the help of their parents, teachers, counselor and principal to develop the proper course selection which best meets the students' needs. Students should select the program of study that correlates with their interests and abilities, and leads to the achievement of personal, educational and career goals. Students are encouraged to select courses that will stretch and challenge them, enabling them to explore all available opportunities.

All students (grades 9-11) must take a minimum of 7 classes each semester (9^{th} & 10^{th} grade students are required to take a study hall). All students involved in activities must PASS all of his/her academic courses or maintain a 1.6 or higher GPA in those subjects. Refer to the graduation requirement information, as well as the information on college admission requirements.

Carefully plan your schedule and complete your registration worksheet. Each student will register with help from an academic coach, principal or counselor.

NOTE: If a required subject is failed, it MUST be repeated.

Important Notice for Graduation Requirements

It is the student's responsibility to know if all requirements for graduation and college entrance are being met. It's the student's responsibility to understand the requirements to become a Regents Scholar and qualify for the Opportunity Scholarship. It is the student's responsibility to register for the courses required for each grade level. Your academic coach, counselor or principal are very willing to help you decide if your registration supports your career plans and graduation requirements.

The ultimate responsibility for a proper registration rests with you, the student.

Regent Scholars Requirement

South Dakota high school graduates completing the following high school courses with no final grade below a "C" (2.0 on a 4.0 scale) and an average grade of "B" (3.0 on a 4.0 scale) shall be designated as Regents Scholars and shall be eligible to receive a Regents Scholar Diploma upon request by a high school administrator to the Department of Education. High School graduates designated as Regents Scholars automatically are admitted to all six public universities.

The courses required for a Regents Diploma are:

- **4 credits of English**, Courses with major emphasis upon grammar, composition, or literary analysis; one year of debate instruction may be included to meet this requirement.
- **4 credits of algebra or higher mathematics**: Algebra, geometry, trigonometry, or other advanced mathematics, including accelerated or honors mathematics (algebra) provided at the 8th grade level; not included are arithmetic, business, consumer or general mathematics or other similar courses.
- **4 credits of science, including 3 credits of approved laboratory science**: Courses in biology, chemistry, or physics in which at least one (1) regular laboratory period is scheduled each week. Qualifying physical science or earth science courses (with lab) shall be decided on a case by case basis.
- **3 credits of social studies**: History, economics, sociology, geography, government—including U.S. and South Dakota, American Problems, and similar courses.
- **2 credits of modern or classical language (includes American Sign Language), OR 2 credits of Career and Technical Education (CTE) OR a combination of 1 credit of Modern or Classical Language and 1 credit of Career and Technical Education**: If taking two language courses, the two credits must be in the same language.
- **1 credit of fine arts**: Coursework in art, theatre or music. Such credit may be in appreciation, analysis, or performance.

South Dakota Opportunity Scholarship Requirements

The South Dakota Legislature established five requirements that all South Dakota high school graduates must meet in order to establish their initial eligibility in the Opportunity Scholarship program. These requirements specify that a recipient must (website: https://sdos.sdbor.edu/require/Pages/Initial-Eligibility.aspx):

Option #1: Students may establish their initial eligibility in the Opportunity Scholarship program by meeting the requirements in one of two ways.

• *RESIDENT STATUS:* Be a resident of South Dakota at the time of high school graduation • *ACT SCORE:* Have an ACT composite score of 24 or higher before the beginning of postsecondary education. If using a SAT score, the sum of the verbal and mathematics scores on the SAT must be at least 1090 (testing before January 2016) or 1180 (testing after March 2016).

• *CURRICULUM / GPA:* Complete the high school course requirements (see below) with no final grade below a "C" (2.0 on a 4.0 scale) and a cumulative high school GPA of 3.0 on a 4.0 scale (grade of "B") prior to graduation (NOTE: One unit of high school credit equals one year of instruction).

▪ **4 units of English** (1.5 Writing, 0.5 Speech / Debate, 1.0 Literature, 0.5 American Literature, 0.5 Language Arts Elective).

▪ **3 units of Social Studies** (0.5 geography, 0.5 World history, 1.0 U.S history, 0.5 U.S. government, and 0.5 elective course).

▪ **4 units of Algebra or Higher Mathematics** (1.0 algebra, 1.0 geometry, 1.0 algebra II, 1.0 advanced mathematics). NOT INCLUDED are arithmetic, business, consumer, or general mathematics or similar courses.

▪ **4 units of Science, including 3 units of approved laboratory science** (1.0 physical science, 1.0 biology, 1.0 chemistry, or physics, 1.0 science elective).

- **1 unit of Fine Arts** (in art, theatre, or music).
- **2 units of either of the following or a combination of the two:**
- **Approved Career and Technical Education Courses**
- **Modern or Classical Language** (Includes American Sign Language; all units must be in the same language)
- **1/2 unit of Personal Finance or Economics**
- **1/2 unit of Physical Education**
- **1/2 unit of Health or Health Integration** (Students entering high school after July 2013)

• *ATTENDANCE:* Attend a university, college, or technical school accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and that provides instruction from a campus located in South Dakota.

• *TIMING:* Enter into the program within 5 years of high school graduation, or within 1 year of the student's release from active duty military service (if that release is within 5 years of the date of the student's high school graduation). Students seeking to transfer from a regionally accredited university, college, or technical school located outside of South Dakota may do so within two years following high school graduation and be eligible to receive partial award.

OR

Option #2:

• *RESIDENT STATUS:* Be a resident of South Dakota at the time of high school graduation • *ACT SCORE:* Have an ACT composite score of 28 or higher and meet the ACT college readiness benchmarks scores equaling or exceeding 18 for English, 21 for Reading, 22 for Math, and 24 for Science. If using an SAT score the sum of the verbal and mathematics scores on the SAT must be at least 1260 (testing before January 2016) or 1320 (testing after March 2016).

• *ATTENDANCE:* Attend a university, college, or technical school accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and that provides instruction from a campus located in South Dakota.

• *TIMING:* Enter into the program within 5 years of high school graduation, or within 1 year of the student's release from active duty military service (if that release is within 5 years of the date of the student's high school graduation). Students seeking to transfer from a regionally accredited university, college, or technical school located outside of South Dakota may do so within two years following high school graduation and be eligible to receive partial award.

Opportunity Scholarship Amounts: starting in the fall of 2015, the South Dakota Opportunity Scholarship provides up to $7,500 over four years to a qualifying student who attends an eligible higher education institution in South Dakota. Recipients may participate in the South Dakota Opportunity Scholarship program for the equivalent of four academic years (eight consecutive fall and spring terms), or until attaining a baccalaureate degree. During each academic year, one-half of the annual scholarship award will be distributed at the beginning of the fall semester and the other half distributed at the beginning of the spring semester:

$1,500-- 1st year of attendance
$1,500-- 2nd year of attendance
$1,500-- 3rd year of attendance
$3,000-- 4th year of attendance

Continuing eligibility requires the following: 30 college credits prior to entering the third semester (start of sophomore year in college), 60 credits prior to entering the fifth semester (start of junior year in college), and 90 credits prior to entering seventh semester (start of senior year in college). Students failing to maintain the minimum credit requirement will be ineligible to receive the opportunity scholarship for the remainder of their college career.

Requirements for Freshman College Entrance at a South Dakota College or University

Students seeking to determine whether coursework will be counted are encouraged to talk to the school counselor. To be a candidate for admission to a baccalaureate degree program, students must achieve one of the following:

- Graduate in the top 60% of their high school graduation class (University of South Dakota – top 50%).
- Achieve an ACT composite score of 18 or above (University of South Dakota – 21) •

Earn a cumulative GPA of at least a 2.6 on a 4.0 scale.

Along with one of the previous requirements you must complete the following required courses with a cumulative GPA of a "C" or higher (2.0 on a 4.0 scale):

- **4 credits of English;** or ACT English sub-test score of 18 or above; or AP English score of 3 or above. • **3 credits of Advanced Mathematics***; or ACT Math sub-test score of 20 or above; or AP Calculus score of 3 or above.
- **3 credits of Laboratory Science****; or ACT Science Reasoning sub-test score of 17 or above; or AP Science score of 3 or above.
- **3 credits of Social Science;** or ACT Social Studies/Reading sub-test score of 17 or above; or AP Social Studies score of 3 or above.
- **1 credit of Fine Arts;** or AP Fine Arts score of 3 or above.

* Advanced Math must be algebra or any higher level math course.
** Lab Science must be biology, chemistry, physics or approved physical science course.

Students are advised to check the requirements of each college of interest, particularly the foreign language, science and math requirements, since they vary from school to school.

Admission Requirements for SD Technical Institutes

Post-secondary technical institute admission is based on individual program requirements. All applicants must submit a high school transcript and standardized test scores. Students who plan on pursuing technical education are advised to enroll in academically challenging subjects at the high school level, especially math, science and computers.

The state-funded post-secondary technical institutes in South Dakota are:
Lake Area Technical Institute – Watertown Mitchell Technical Institute – Mitchell Southeast Technical Institute – Sioux Falls Western Dakota Technical Institute- Rapid City Courses offered to a high school student through one of South Dakota's postsecondary schools mean dual credit at the high school and at the university level.

Dual Enrollment and Articulation Agreements

Articulation is a cooperative effort between TVHS and any vocational/technical school in South Dakota allowing students to receive credit for skills mastered in high school. Articulation coordinates high school courses with vocational programs so students can take courses in high school that may eliminate the need to take some introductory courses in their chosen degree or certificate area.

Dual Credit Program

South Dakota Department of Ed and the Board of Regents have partnered for a High School Dual Credit Program. Courses are offered to qualifying high school juniors and seniors attending high school within South Dakota at a reduced rate of approximately $50.00 per credit. The six South Dakota Public Institutions of Higher Education, as well as technical institutes, offer courses through the reduced tuition Dual Credit Program. Visit the website to see admission requirements and for courses available https://www.sdmylife.com/prepping-for-college/dual-credit

Dual Credit Eligibility:

1. High school junior eligible to enroll in a high school in South Dakota who meets one of the following requirements:
   A) earn an ACT composite score of 24 reflective of the 70% percentile; or
   B) rank in a upper one-third of their graduating class; or
   C) earn a cumulative GPA of at least 3.50 on a 4.0 scale.

2. High school senior eligible to enroll in a high school in South Dakota who meets one of the following requirements:
   A) earn an ACT composite score of 21 reflective of the 50% percentile; or
   B) rank in the upper one-half of their graduating class; or
   C) earn a cumulative GPA of at least 3.25 on a 4.0 scale.

Continuing Enrollment Requirements As of Fall 2020

During the 2020 Legislative Session, changes were made to **SDCL § 13-28-37.1** with regard to continuing eligibility in the High School Dual Credit program. Starting with grades earned during the Fall 2020 Semester, any student who fails or withdraws from a HSDC course will no longer be eligible for the program in future semesters, absent a showing of good cause. Students who earn a F or W grade and who wish to continue in the program must meet one of the three options below:

1. Show good cause by having a BOR GPA of 2.5 or higher, showing a prior record of success in the HSDC program *(for BOR institutions only)*.
2. Show good cause by documenting extenuating circumstances beyond the control of the student which contributed to the F or W grade(s). Good cause may include, but is not limited to: illness, injury, an illness or death in the family, or unusual academic circumstances.
3. Regain eligibility in the program by 1.) successfully repeating the course(s) in which the F or W grade(s) were earned, and 2.) paying the full HSDC tuition rate of $145 for the repeated course(s). This includes the portion of tuition typically paid by the state.

Students showing good cause through GPA will be automatically granted an exemption to continue in the program moving forward. Students who experienced extenuating circumstances, or who wish to repeat the course(s) in which the F or W grade was earned at the full HSDC tuition rate to regain program eligibility must fill out an **Eligibility Exemption form** and submit it to the campus indicated on the form for the student's

circumstances. A list of campus contacts for BOR institutions can be found **here**, & BOTE institution contacts are available on **SDMyLife**.

4.4. Continuing Eligibility:

4.4.1. Students must meet satisfactory academic progress in all HSDC or concurrent coursework credit to maintain eligibility in the program.

4.4.1.1. A HSDC or concurrent credit student with a cumulative grade point average of 2.0 or better is considered to be in good academic standing.

4.4.1.2. If a student's cumulative grade point average for all earned credit in HSDC or concurrent credit coursework falls below 2.0 in any given term, the student will be placed on suspension from HSDC or concurrent credit coursework for the following term (reflecting Fall and Spring semesters only).

4.4.2. Per SDCL § 13-28-37.1, any student who earns a "W" or an "F" in any given term shall be denied any future enrollment unless they are able to show good cause through one of the following criteria:

4.4.2.1. Have a minimum, cumulative GPA of 2.5 in all prior HSDC coursework.

4.4.2.2. The student experienced extenuating circumstances beyond his or her control that contributed to the "W" of "F" grade. These extenuating circumstances may include, but are not limited to: illness, injury, an illness or death in the family, or unusual academic circumstances.

4.4.2.2.1. Students wishing to receive an exception for good cause may complete an Eligibility Exemption Form and submit it to the HSDC contact at the institution where they received the "W" or "F" grade. Upon making a determination, the institution will forward the completed form to the institution(s) the student is planning to enroll at, as necessary.

2015. "J-1 Secondary School Student Program participants taking college courses, as long as the J-1 high school exchange student is actively participating and doing well in his/her secondary school student program, he/she may take college courses for college credit. The J-1 high school exchange student should contact his/her program sponsor to discuss the student's wish to take college courses." AAC Guideline 7.1 – Dual / Concurrent Credit Administration Guidelines (Last Revised 07/2020) Page 5 of 24

4.4.2.3. A student who earns a "W" or an "F" who cannot show good cause through the criteria above may continue in the program, but must first successfully repeat the course(s) in which they earned a "W" or an "F" at the full HSDC tuition rate. The full HSDC tuition rate includes both the student portion of the tuition, as well as the portion typically paid for by DOE.

4.4.2.3.1. Students who want to continue by paying the full HSDC tuition rate may fill out an Eligibility Exemption Form and submit it to the HSDC contact at the institution where they plan to enroll the following semester.

4.4.2.4. A student may appeal the decision of the institution regarding good cause to the High School Dual Credit Joint Appeals Panel, consisting of a representative from SDBOR, the Board of Technical Education, and the Department of Education. The Panel will make a final determination as to whether the student showed good cause.

Dual Credit Registration (steps to be completed for registration).

- Attend the Dual Credit presentation
- Determine which courses you plan on taking for both the fall and spring semesters.
- Complete the online dual credit registration form-DO NOT print off a paper form.
- See the school counselor for help with the registration form, if needed.
- Submit registration form to university offering the course you want to enroll in.
- Complete any additional steps required by the university.

***Dual credit courses are part of a student's college transcript.**

Sioux Falls CTE Program

Juniors and seniors at Tri-Valley have the opportunity to enroll in courses through the Sioux Falls Career and Technical Academy. A complete listing of courses will be made available to students prior to registration in the spring. Due to a limited number of slots available through the Sioux Falls CTE Program, priority will be given to seniors followed by juniors. Additional priority will be given to students who have

previously taken a course at the CTE academy and those who are in good standing based on attendance, grades, and disciplinary record.

*CTE is a FULL YEAR commitment. Students who sign up for a CTE course will need to sign up for both a fall semester and spring semester course. Students will not be able to drop a CTE course at semester time unless there are extenuating circumstances.

*Students enrolling in Sioux Falls CTE courses will be required to provide their own transportation to and from the Career and Technical Academy.

NCAA & NAIA Requirements

NCAA Requirements

As a perspective student-athlete at a Division I or II institution, you are responsible for fulfilling the requirements for participation. Information concerning who needs to register with the NCAA Clearinghouse and necessary documentation can be found at www.ncaaclearinghouse.net.

NAIA Requirements

As a perspective student-athlete at an NAIA institution, you are responsible for fulfilling the requirements for participation. Information concerning who needs to register with the NAIA Eligibility Center and necessary documentation can be found at www.playnaia.org.

*Please visit with the school counselor for additional information regarding competing at the college level.

Tri-Valley High School Graduation Requirements

A student's Personal Learning Plan must document a minimum of 24 credits that include the following:

Four Credits of Language Arts – must include:

- English I (Freshman Composition/Literature) - 1 Credit
- English II (Sophomore Composition/Literature) – 1 Credit
- English III (Junior Composition/American Literature) – 1 Credit
- English IV (Senior Composition/Literature), Senior Tech, or dual-credit English Composition. – 1 Credit

Three Credits of Mathematics – must include:

- Algebra I – 1 Credit
- Math electives – 2 Credits

Three Credits of Lab Science – must include:

- Physical Science – 1 Credit
- Biology – 1 Credit
- Science elective – 1 Credit

Three Credits of Social Studies – must include:

- World Geography – .5 Credit
- Civics - .5 Credit
- World History – .5 Credit
- American History – 1 Credit
- Government – .5 Credit

One Credit of the following – any combination:

- Approved Career & Technical Education courses
- Capstone Experience or Service Learning
- World Languages

One credit of Fine Arts

One-half Credit of Computers

One-half Credit of Personal Finance or Economics

One-half Credit of Physical Education

One-half Credit of Health or Health Integration (class of 2017 and beyond)

***Students will be required to register for a minimum of seven courses/semester.**

***Students taking 8th grade Algebra will be required to take three math credits while in high school.**

South Dakota Advanced Honors Endorsement Requirements

*All high school coursework completed with a "C" or higher.

Economics or Personal Finance - .5 credits
□ Economics OR Personal Finance

4 Credits of Language Arts must include:
□ Writing: 1.5 credits
□ Speech or Debate: .5 credit
□ Literature: 1.5 credits (must include .5 credit of American Literature).
□ Language Arts electives: .5 credit

4 Credits of Mathematics must include:
□ Algebra I: 1 credit
□ Geometry: 1 credit
□ Algebra II: 1 credit
□ Advanced Mathematics: 1 credit

Fine Arts – 1 Credit
□_____

4 Credits of Science must include:
□ Biology: 1 credit
□ Any Physical Science: 1 credit
□ Chemistry or Physics: 1 credit
□ Science elective: 1 credit

Physical Education .5 Credit
□ Physical Education

Health or Health Integration .5 Credit

□ Health

3 Credits of Social Studies must include:
□ U.S. History: 1 credit
□ U.S. Government: .5 credit
□ World History: .5 credit
□ Geography: .5 credit
□ Social Studies elective: .5 credit

Other Requirement – 2 Credits of Any Combination of the following:
□ Approved Career & Technical Education or
□ Modern or Classical Language (including American Sign Language); must be in the same language.

Electives – 2.5 Credits
□_____
□_____
□_____
□_____

South Dakota Advanced Endorsement Requirements

Economics or Personal Finance - .5 credits
□ Economics OR Personal Finance

4 Credits of Language Arts must include:
□ Writing: 1 credit
□ Speech or Debate: .5 credit
□ Literature: 1 (must include .5 credit of American Literature).
□ Language Arts electives: 1.5 credits

3 Credits of Mathematics must include:

□ Algebra I: 1 credit
□ Geometry: 1 credit
□ Algebra II: 1 credit

Fine Arts – 1 Credit
□_____
□_____

3 Credits of Science must include:
□ Biology: 1 credit
□ Other Lab Sciences: 2 credits
_____

Physical Education - .5 Credit
□ Physical Education

Health or Health Integration - .5 Credit
□ Health

3 Credits of Social Studies must include:
□ U.S. History: 1 credit
□ U.S. Government: .5 credit
□ Social Studies electives: 1.5 credits
_____
_____

Other Requirement – 1 Credit of Any Combination of the following:
□ Approved Career & Technical Education
□ World Language
□ Capstone Experience

Electives – 5.5 Credits
□_____
□_____

South Dakota Advanced Career Endorsement Requirements

Economics or Personal Finance - .5 credits
□ Economics OR Personal Finance

4 Credits of Language Arts must include:
□ Writing: 1 credit
□ Speech or Debate: .5 credit
□ Literature: 1 credit (must include .5 credit of American Literature).
□ Language Arts electives: 1.5 credits

3 Credits of Mathematics must include: □ Algebra I: 1 credit
□ Mathematics Electives: 2 credits

Fine Arts – 1 Credit
□_____
□_____

3 Credits of Science must include:
□ Biology: 1 credit
□ Science electives: 2 credits (a state approved computer science course may be used as a 1 credit elective).

Physical Education .5 Credit
□ Physical Education

Health or Health Integration .5 Credit
□ Health

3 Credits of Social Studies must include:
□ U.S. History: 1 credit
□ U.S. Government: .5 credit
□ Social Studies electives: 1.5 credits
_____

Other Requirement – 2+ Credits of Any Combination of the following:
□ Approved Career & Technical Education credits from the same career cluster
or
□ Capstone Experience
AND
□ Attainment of an industry-recognized credential or National Career Readiness Certificate of Silver or higher.

Electives – 4.5 Credits
□ _____
□ _____
□ _____
□ _____
□ _____
□ _____
□ _____
□ _____
□ _____
□ _____
□ _____
□ _____

Introducing the 16 Career Clusters

Career planning involves career awareness activities taking place in elementary, middle, and high school that prepare students to choose a general area of interest in which to concentrate their studies. These areas of interest are called **career clusters.**

The sixteen **Career Clusters** are:

	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
	Careers in designing, planning, managing, building and maintaining the built environment.
	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.
	Planning, managing and providing education and training services, and related learning support services.
	Planning, services for financial and investment planning, banking, insurance, and business financial management.
	Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.

	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and Biotechnology research and development.
	Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.

	Preparing individuals for employment in career pathways that relate to families and human needs.
	Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.
	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
	Planning, managing, and performing marketing activities to reach organizational objectives.
	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.-
	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

REGISTRATION GUIDE INDEX BY COURSE LISTING

*Items in parentheses indicate a prerequisite course.

COMPUTER DEPARTMENT

Workplace Technology Skills R 9 SEM 1/2 CR

CAREER & TECHNICAL DEPARTMENT

Business Management and Administration Cluster

Personal Finance (required; does not qualify for CTE Credit) R 12 SEM 1/2 CR
General Business E 10-12 YR 1 CR
Accounting (General Business is Recommended) E 10-12 YR 1 CR
Sports Management, Marketing & Journalism E 11-12 SEM 1/2 CR

Hospitality and Tourism Cluster

Foods and Nutrition E 9-12 SEM 1/2 CR
Culinary Arts (Foods and Nutrition) E 10-12 YR 1 CR

Agriculture, Food and Natural Resources Cluster

Ag I - Intro to Agriculture E 9-12 YR 1 CR
Ag II – Fundamental Ag Mechanics (Ag I) E 10-12 YR 1 CR
Ag III – Building Trades (Ag. I & Ag. III) (2 periods) E 11-12 SEM 1 CR
Ag Leadership (Ag I, II, III, approval needed) E 12 SEM 1/2 CR
Animal Science E 9-12 YR 1 CR
Ag Processing E 9-12 SEM 1/2 CR
Wildlife & Fisheries E 9-12 SEM 1/2 CR

Education and Training Cluster

Child Development E 9-12 SEM 1/2 CR
Intro to Education E 11-12 SEM 1/2 CR

Arts, A/V Technology & Communications Cluster

Graphic Design (Workplace Technology Skills) E 10-12 SEM 1/2 CR
Video Editing (Workplace Technology Skills) E 10-12 SEM 1/2 CR
Intro to Content Creation (Video Editing, Graphic Design, Photography) E 10-12 YR 1 CR
Website Development (Workplace Technology Skills) E 10-12 SEM 1/2 CR
Computer Programming (Workplace Technology Skills) E 10-12 SEM 1/2 CR
Photography I E 9-12 SEM 1/2 CR
Photography II (Photography I) E 9-12 SEM 1/2 CR
Theater Tech and Production E 10-12 YR 1 CR

STEM Cluster

Intro to STEM E 9-12 YR 1/2 CR* limited seats available to freshmen
Robotics I E 9-12 SEM 1/2 CR
Robotics II (Robotics I) E 9-12 SEM 1/2 CR

Work-Based Learning

Careers (required) R 11 SEM 1/2 CR
Internship/Employability (Careers) E 12 SEM 1/2 CR
Senior Experience (Careers) E 12 SEM 1/2 CR

MISCELLANEOUS

Library/School Staff Assistant E 11-12 SEM 1/2 CR
Yearbook I E 10-12 YR 1 CR
Yearbook II – Editor (Yearbook I) E 11-12 YR 1 CR

ENGLISH DEPARTMENT

English I - Freshmen Composition/Literature R 9 YR 1 CR
English II- Sophomore Comp/Lit/Speech R 10 YR 1 CR
English III - Junior Composition & American Literature R 11 YR 1 CR
English IV - Senior Composition & Literature R 12 YR 1 CR
Creative Writing E 9-12 SEM 1/2 CR
Holocaust Studies E 9-12 SEM 1/2 CR
Mythology E 9-12 SEM 1/2 CR
Novels E 9-12 SEM 1/2 CR
Oral Interpretation E 9-12 SEM 1/2 CR
Film and Media E 9-12 SEM 1/2 CR

FINE ARTS DEPARTMENT

Art 1 E 9-12 YR 1 CR
Studio Art (Art 1) E 10-12 YR 1 CR
Advanced Studio Art (Art 1 & Studio Art) E 11-12 YR 1 CR
Band E 9-12 YR 1 CR
Chamber Choir (audition) E 9-12 YR 1CR
Mixed Choir E 9-12 YR 1 CR
Music Appreciation E 9-12 SEM 1/2 CR

FOREIGN LANGUAGE DEPARTMENT

Spanish I E 9-12 YR 1 CR
Spanish II (Spanish I) E 10-12 YR 1 CR
Spanish III (Spanish I and II) E 11-12 YR 1CR
English Language Learners E 9-12 YR NC

MATHEMATICS DEPARTMENT

Pre-Algebra I E 9 YR 1 CR *By request/recommendation
Algebra I R 9 YR 1 CR
Integrated Geometry (Algebra I) E 10-11 YR 1 CR
Geometry (Algebra I) R 9-12 YR 1 CR
Transitional Algebra II (Algebra 1, Geometry) E 11 YR 1 CR
Algebra II (Geometry) E 10-11 YR 1 CR
Pre-Calculus (Algebra II) E 11-12 YR 1 CR
Calculus (Pre-Calculus) E 12 YR 1 CR
Sport Statistics (Geometry) E 10-12 SEM 1/2 CR
Statistics and Probability (Geometry) E 11-12 SEM 1/2 CR

PHYSICAL EDUCATION & HEALTH DEPARTMENT

Health R 9 SEM 1/2 CR
Physical Education R 9-12 SEM 1/2 CR
Team Sports E 9-12 SEM 1/2 CR
Intro to Strength and Conditioning I E 9-12 SEM 1/2 CR
Advanced Strength and Conditioning (Intro to Strength and Conditioning I) E 10- 12 SEM 1/2 CR

SCIENCE DEPARTMENT

Physical Science R 9-10 YR 1 CR
Biology I (Physical Science) R 10-12 YR 1 CR
Biology II (Biology 1) E 11-12 YR 1 CR
Conceptual Chemistry E 11-12 YR 1 CR
Human Anatomy (Biology 1) E 11-12 YR 1 CR
Microbiology E 11-12 SEM 1/2 CR
Organic/Bio Chemistry E 11-12 SEM 1/2 CR
Chemistry E 11-12 YR 1 CR
Physics (Algebra II) E 11-12 YR 1 CR

SOCIAL SCIENCE DEPARTMENT

Geography R 9 SEM 1/2 CR
Civics R 10 SEM 1/2 CR
World History R 10 SEM 1/2 CR
American History R 11 YR 1 CR
American Government R 12 SEM 1/2 CR
Psychology E 10-12 SEM 1/2 CR
Sociology E 10-12 SEM 1/2 CR

COLLEGE PREP

ACT PREP – English/Reading/Math/Science (Fall Semester) R 11 SEM 1/2C

Computer Department

Workplace Technology Skills

So you've got a Chromebook. . .now what?!? This course focuses on email, internet/networking, word processing, spreadsheets, presentations, and databases. Students will work with both the Google Suite and Office 365 on their Chromebooks. Then we'll switch to traditional laptops and learn to use the Microsoft Suite. Emphasis will be on learning to use this software to efficiently create and edit files.

Career and Technical Department (CTE)

Personal Finance (required; does not qualify for CTE Credit)

Financial independence is the focus of this course, which will give you the skills & knowledge you'll need to move out of your parent's basement! We will start with choosing a career, funding an education, and nailing the interview. Now that you've got the job, we'll learn how to budget your money and use a bank. We'll look into the cost of living by examining apartment rental and some of the terminology that goes with home buying. We'll study how to use credit to buy that first car and how to responsibly use a credit card. You'll need to insure your health, your life, and all your belongings too. But the class couldn't be complete without giving your share to Uncle Sam in the form of taxes.

General Business

The focus of the class will be to help students have a better understanding of economics and the business world. The first semester of the class will focus more on macroeconomics, with topics including: economic systems, economic conditions, global economics, social responsibility of business and governments. The second semester will focus more on microeconomics, with topics including: business organization, entrepreneurship, small business management, leadership, human resources, marketing, financial management, consumer protections.

Accounting (General Business is Recommended)

Students will begin the year discussing the need for proper and accurate financial record keeping within a business. The rest of the first semester will focus on learning the accounting equation, procedures, debits, credits, journalizing transactions, posting to a general ledger, cash control systems. The second semester will then focus on worksheets, financial statements, adjusting and closing entries, purchases, cash payments, sales and cash receipts, general and subsidiary ledgers.

Sports Management, Marketing & Journalism

This course would cover aspects of statistical analysis/recording, media marketing/funding/design, and reporting and broadcasting sporting events. This course will also discuss why people are loyal to teams, events, and athletes – and how that can be used in innovative ways to move a business forward.

Foods and Nutrition

In this course you will discover how to make healthy lifestyle choices for personal and family success across the lifespan. We will practice kitchen safety through labs and classroom activities. Upon completion of this course, students will be comfortable in the kitchen and will be able to prepare a meal for themselves and others. Additionally, we will discover how to use small appliances, practice our knife skills and plan a nutritious meal plan

Culinary Arts (Foods and Nutrition)

This course provides an in-depth study of nutrition and how it affects the human body. Topics include extensive study of major nutrients, nutrition/food choice influences, technological and scientific influences, special diets, and career exploration in this field. We will focus on nutrition, menu planning, and industry based food safety and sanitation. While in the kitchens we will develop food handling and preparation skills while we prepare dishes that can be enjoyed alone or with family and friends.

Ag I - Intro to Agriculture

This is an introductory course that presents students with the foundation principles of FFA, Land judging, Woodworking, Welding, Natural Resources, Sustainable Agriculture, Economics, and Horticulture. Students will learn leadership skills, parliamentary procedure, and the possibility of the National FFA Organization. Each student will be required to fill out an
SAE (Supervised Agriculture Experience) record book. Then we will go into learning about methods of agriculture and how it affects the environment, learn about where our food comes from and discuss the difference of organic and conventional methods. We will also focus on wildlife, habitat, and our earth's resources, basic plant structures, fruit and vegetable growing methods. The class will spend time on learning about shop safety and how to properly use and identify the equipment for woodworking and welding. Students will complete a medium sized project made from wood and a small welding project.

NOTE: It is strongly recommended that you take this class before any other Agriculture Education course. **OPTIONAL you may purchase your own ANZI Z87 safety glasses.

Ag II – Fundamental Ag Mechanics (Ag I)

This is a self-paced course. We will split the classes into groups so each student has an adequate amount of time on the welding equipment. Each student will continue to work on their SAE project.

Welding: Students will be exposed to MIG, ARC, TIG, Plasma cutting and oxy-acetylene torching. We will learn the proper handling techniques of the equipment, perform basic welds, and create projects. This is a great introduction to the Welding courses taught at the CTE program in Sioux Falls.
Electricity: Students will be exposed to how to calculate wattage, circuits, and ohms law. We will wire outlets, switches and lightbulbs. This will be a basic course in learning the trades of an electrician.

Other: we will also do other small projects learning about masonry, plumbing, and running the engraver. This is a hands-on class learning about various trades, problem solving skills, work ethic, and project costs.

Ag III – Building Trades (Ag. I & Ag. II)

This class is in the shop all year. It is a must to take the prerequisites to this class to have the safety operation of each tool mastered. Skills learned are problem solving, planning, construct, welding, woodworking, how to read plans, draw up plans and price out projects. The goal will be to track and create a sellable project and learn industry trade skills. They are graded based on their attendance and work ethic and skills.

Ag Leadership (Ag I, II, III)

Agricultural Leadership courses help students develop leadership skills with a focus on opportunities in the AFNR industry. Topics may include but are not limited to human relationships and effective communication, decision making and problem-solving, leadership qualities and styles, and ensuring successful completion of group activities.

Animal Science

This course will provide an in-depth study of beef, dairy, swine, sheep/goat, chicken and horse production. We will cover breeds, nutrition, animal health, anatomy, digestion, reproduction, genetics, disease control, animal husbandry, marketing and herd recordkeeping. This class will have a hands-on lab with chickens and hatching eggs. Time will be devoted to keeping up students' SAE Record books.

Ag Processing

Ag Processing Technology highlights the raw commodity and its journey to consumer-ready, value-added products. We will study the process of meat, dairy and biofuel and the safety applications to keeping our food safe. Opportunities for application of clinical and leadership skills are provided by participation in FFA through activities, conferences and skills competitions such as the Food Science Career Development Event (CDE), Meat Evaluation CDE and Milk Quality and Products CDE. Each student will be expected to maintain a Supervised Agricultural Experience (SAE).

Wildlife & Fisheries

The Wildlife and Fisheries course addresses the biological and environmental issues related to wildlife and fisheries management within our state. We will study ID, habitats, laws, harvest, environment basics and migration patterns. We will learn the safety of shooting a bow and arrow and follow the NASP program.

Child Development

This course will focus on Human Development from prenatal through preschool. We will discover the stages of prenatal development and proper care throughout pregnancy as well as childbirth and newborn care. Students will practice their newborn care with simulated infants. Other topics discussed are parenting styles, child development birth through age 5, safe sleep, car seat safety, and developmental theorists.

Intro to Education

Introduction to Education is designed to give high school students an overview of the opportunities, occupations, post secondary education/training, and skills needed in the education field. Topics covered in this course include exploration of the career opportunities within this cluster, qualities, characteristics, and skills of effective educators and trainers, and influences on education and training. Other topics will include the basics of human development, foundations of education, introduction to planning and instruction, and principles of creating safe learning environments.

Graphic Design (Workplace Technology Skills)

Is editing pictures your thing? You should enroll in Graphic Design class! Here we will use online editors which you can do on your Chromebook. Then we'll use the classroom laptops to explore all the features of Photoshop. We will also dabble a bit in Illustrator and Light Room. Finally we'll put all our skills together and learn to make pamphlets, posters, and brochures using InDesign.

Video Editing (Workplace Technology Skills)

Learn how to make videos using a variety of media. We'll begin using still images, create stop motion videos, progress to silent movies, add sound effects, voice overs, and full videos. Then finish up the class with advanced skills using picture in picture and green screens. Students will learn to evaluate their pre-production issues with sound and lighting. They will learn to edit videos in post-production and work on being creative too! This class will be proud to showcase their work at the graduation ceremony.

Intro to Content Creation (Video Editing, or Graphic Design)

Media Production students will focus on generating animatronics for graduation, prom, Veteran's Day programs, homecoming, and other school events. Students will also have an opportunity to create videos for athletics and activities that may include starting lineups, featured profiles, and advertisements. The primary focus of this course will be centered on video editing and presentations.

Website Development (Workplace Technology Skills)

Have you ever wanted to learn to make a website? Look no further! Website Development class is where you will learn about the language of the web--HTML. We will learn to hard code webpages before we use editors. You'll learn how to use layout tables, cascading style sheets, and create your own templates using traditional laptops. We will also explore how you could create a website using a tablet or phone with a few online editors too.

Computer Programming (Workplace Technology Skills)

Do you like to create instead of just consume? Have you ever wondered what happens behind the scenes in everything from banking to shopping to stop lights? Are you detail oriented and enjoy problem-solving? Then this is the class for you! We will learn the basics of coding with things like commands, loops, and variables. This class will use block programming to begin with before we dive into Python. We will use coding to manipulate robots and monitor data using sensors.

Photography I

This class is designed to teach students the proper usage of both a DSLR camera and the camera on their phone. Students will leave with a knowledge and understanding of how to use the settings on any and all cameras. They will also learn how to edit photos with light room and Photoshop.

Photography II

This course will be focused more on the careers that involve photography. A student in this course will be required to explore several different career paths and all of the techniques and equipment used in those careers. Students will continue to work on their understanding and application of photography principles and techniques in both careers and creative processes.

Theater Tech and Production

Theater Tech is a hands-on, behind-the-scenes course that explores how live theater productions come to life. Students will build and design sets, props, and costumes. Students will also learn how to operate and program stage lighting and sound, including microphones and sound boards. The course also covers set design, collaboration with directors and actors, and the problem-solving skills needed during live performances. Emphasis is placed on creativity, teamwork, critical thinking, and technical skills. No acting experience required—perfect for students who enjoy building, design, technology, and working as part of a creative team.

STEM Exploration

Come explore the world of STEM! This course will dive into modeling, design, architecture, fractals, electricity, and Newton's Laws. This class will foster a learning environment where students are guided and encouraged to use their unique ideas to create projects using concepts from engineering, math, science, and technology. Students will receive hands on assignments that work with computer-aided design, 3-D printing, architectural and landscape design and drafting, wiring circuits, engineering disasters, rocketry, aerodynamics, and torque to name just a few. A creative mix of guided notes, STEM challenges, group project-based learning, and career exploration, will keep students engaged and provide an opportunity to explore possibilities in STEM careers.

Robotics I

This course is designed to give students an introduction to the basics of circuits, coding, and robotics. Students will focus on critical thinking and problem-solving skills to complete the objectives. Students will work individually as well as in teams to design, build, program, and document their progress. Topics may include timing, program loops, logic gates, decision-making, timing sequences, motor control and sensors.

Robotics II (Robotics I)

This in an advance course intended to challenge students to design structures and wire circuits. In addition, students will write and execute programs.Students will focus on critical thinking and problem-solving skills to complete real-world challenges. Students will be expected to work hands-on in teams to design, build, program assigned tasks.

Careers (required)

Employability skills are fundamental to creating an employable individual. Students must have the skills and knowledge necessary to understand the factors that contribute to life-long work success. This course is designed to provide students with foundational knowledge to promote successful transition from school to career. Topics covered: career and job research, cover letters, resumes, reference lists, follow-up letters, interviewing, networking, communication etiquette, employability skills, scholarships, financial aid, and experiential learning.

Internship/Employability (Careers)

The first portion will be spent creating an employable individual working on workplace communication, responsibility and developing professional skills for the workplace. Then students will be placed into a work environment to observe and learn about their chosen career field. Students will need to complete paperwork, follow expectations, and prepare an end of the course portfolio marketing demonstration.

Miscellaneous

Library/School Staff Assistant

Library Science I & II is a hands-on course for students who are interested in learning more about the library media center and the variety of research tools available. Students will process new books, repair books, operate the on-line and circulation computers, help students find information in the media centers and the Internet, and do many tasks involved in keeping a library running smoothly. Some skills in teaching others as well as basic job skills are also included. Library Science II has more expectations for tasks.

Yearbook I

This course will incorporate foundational elements of journalism: interviewing, research, newswriting, editing, photography, design, and marketing. The course incorporates interpersonal communication, cooperative learning, and independent work. Students use speaking, listening, reading, and writing skills throughout the course as they plan, gather, and produce content for the yearbook. Students will participate in student life activities by attending a variety of events to cover them in the yearbook. Students will engage with digital technology to plan, design, and implement the stages of publishing resulting in the school's yearbook.

Yearbook II – Editor (Yearbook I)

See Mrs. Mitchell for details.

English Department

English I - Freshmen Composition/Literature

This 9th grade class is a yearlong, integrated class designed to improve students' skills in reading, writing, language, listening, and speaking. Students will write for a variety of purposes including expository and creative writing, persuasion, and analysis. Grammar and vocabulary will be used to improve written expression. Analysis of grammar will also be developed. Texts will include short stories, non-fiction, poetry, and a study of the major works The Tragedy of Romeo and Juliet, To Kill a Mockingbird, Night, and Children of Blood and Bone. The goal of the course is to make progress toward the South Dakota State Content Standards for ELA.

English II- Sophomore Comp/Lit/Speech

This course will utilize what students have learned during their freshman year and challenge them to develop deeper literary analysis skills. Grammar and vocabulary will be used to improve written expression. Materials utilized include short stories, non-fiction, and a variety of novels. The second component of this course is offered to give students an opportunity to prepare themselves for public speaking with an emphasis on the importance of communication throughout their lives. They will prepare and deliver a variety of speeches including impromptu, demonstrative, career research, and persuasive.

English III - Junior Composition & American Literature

This 11th grade class is a yearlong, integrated class designed to improve students' skills in writing/language, reading/literature, spelling, listening, and speaking. Students will write for a variety of purposes that will focus on expository, persuasive, narrative, analytic, and descriptive styles. Literary experiences will include independent reading as well as directed selections to analyze and appreciate. Selections will be from American literature and will be presented in a chronological order from past to present. Short stories, poetry, novels, biographies, autobiographies, essays, and plays will be included. Study and organizational skills will be addressed throughout the year. This course incorporates the South Dakota State Standards in English/Language Arts. This class is designed to instill a sense of responsibility and integrity, basic study skills, writing skills, and pride in accomplishment. Students will acquire a number of study skills that will help them to direct themselves toward becoming life-long learners who are: 1) Critical Thinkers 2) Self-Guided Achievers 3) Involved Citizens 4) Quality Producers 5) Collaborative Workers 6) Problem Solvers.

English IV - Senior Composition & Literature

This course will utilize what students have learned in previous years and challenge them to develop higher level thinking skills in writing and literary analysis. Students will work toward mastery of the South Dakota Content Standards for ELA and college and career readiness benchmarks. The course includes instruction in reading, writing, language, speaking and listening. Students will encounter literary and nonfiction texts from a variety of genres, with emphasis on World and British Literature. Key course components include MLA formatting and research writing, a variety of novels, persuasive writing, poetry, and a variety of short stories.

Creative Writing

Creative Writing is a semester long course where students create original forms of writing for various genres including narratives, descriptive writing, poetry, drama, and fiction. Students will develop vocabulary, creative writing techniques, figurative language, and mechanics while planning, producing, and editing their work. Students will also use collaborative feedback during peer reviews for revising and editing, discussing related example texts, and brainstorming. Students will write both long and shorter works with opportunities presented for publishing their work. Students will consider the audience, task, and purpose for each type of writing as they demonstrate the techniques specific to each genre.

Holocaust Studies

This course invites students to bear witness to the atrocities of the Holocaust through nonfiction books, memoirs, and film/documentaries. Students will encounter history through reading texts, watching interviews, viewing art and photography, participating in discussions, and reflecting on it through their writing. The course examines events post WWI leading up to WWII along with the roles and responses of groups, nations, and individuals. Students will also explore questions of justice and remembrance, and make connections to other events across the world since WWII.

Mythology

Students will analyze a variety of mythologies from around the world to develop a more thorough understanding of allusions, which add layers of meaning to texts students will experience. Mythology builds students' knowledge base, bringing them into the world of the patterns, symbols, or ideas of the ancient storytellers and giving them access to a world of ancient and modern literature and nonfiction. Greek, Roman, Norse, and Egyptian mythology will be included (along with others). Students will read The Iliad and The Odyssey.

Novels

Novel class is designed to sharpen your skills as a critical reader. As we explore both short stories and novels focusing on various themes, we will learn about the various elements that shape the way we read texts - structure, narrative voice, character development, novelistic experimentation, historical and political contexts and reader response. Novels is both a writing and communication intensive course as well. The oral component of this class requires all students to actively participate in our weekly discussions on the assigned readings. These discussions are truly the backbone of the course because much of our critical thinking happens while we share ideas with one another. Each student will also be required to participate in a group presentation on one of the novels we will read in class. Novels explores human purpose, literary structures, and cultural values within a variety of short stories and/or novels. This course features close reading, interpretation and evaluation of selected works of fiction, with attention to authors' contexts and their creative processes, narrative elements, and reader responses. Students will explore topics and literatures from diverse viewpoints, backgrounds, and perspectives.

Oral Interpretation

Oral Interp offers students the opportunity to learn how to use oral skills in formal and informal situations related to a variety of individual event categories. Topics vary by category, but they usually emphasize effective presentation of one's voice and body, thoughtful understanding and interpretation of literature, logic and reasoning, and the organization of thought and supporting materials. Often linked to an extracurricular program, these courses introduce students to one or several individual event categories (e.g., exposition, oral interpretation, dramatic interpretation, and radio broadcast). Public speaking and presenting is an inherent part of this course. Participation in competition is encouraged, but not always required.

Film and Media

Take a break, relax, put your feet up, and welcome to the theater. This course will study conflict and collaboration in relationships throughout society by analyzing media and film. Throughout the semester, students will watch, discuss, and dissect media productions as well as feature films. Key questions to consider include: How does the media affect our lives? How does the media reflect our lives?

Fine Arts Department

Art 1

Art 1 is designed to be the foundation class for all other Visual Arts classes offered. Students will be exposed to a variety of mediums, styles, artists and techniques over the course of this year long class. This class is offered to both the art enthusiast that plans to continue with more advanced classes at a later time or to the student that needs to fill their fine art requirement. This course needs to be completed before moving on to any other visual arts course.

Studio Art (Art 1)

Enables students to explore one or several art forms (e.g., drawing, painting, two- and three-dimensional design, and sculpture) and to create individual works of art. Initial courses emphasize observations, interpretation of the visual environment, visual communication, imagination, and symbolism. Courses cover the language, materials, media, and processes of a particular art form and the design elements used. Advanced courses encourage students to refine their skills while also developing their own artistic styles following and breaking from traditional conventions. Courses may also include the study of major artists, art movements, and styles.

Advanced Studio Art (Art 1 & Studio Art)

This advanced studio art course will provide the opportunity to further develop skills, explore techniques and deepen the students' understanding of various mediums through more intricate projects. Students will be given assignments that expand their knowledge and abilities on mediums that both interest them and challenge them. This studio course is offered on a two-hour block so that students are given time to work with their mediums of choice.

Band

High school band is open to all students grades 9-12. This course will explore a variety of instrumental music and performance settings designed to give students an enriching music education. The daily objective is to foster and promote musical growth through the playing of an instrument. Emphasis will be placed on the advancement of instrument technique, the further development of ensemble performance skills, and rehearsal and performance of intermediate level band music. Students enrolled in band are required to participate in three concerts throughout the year. Each student involved will receive a 15-minute lesson per week. Previous experience in band not required, but it is highly recommended.

Chamber Choir (audition)

This is a year-long, upper-level performance opportunity offered to experienced music students who are accomplished in vocal performance. Students will continue to develop vocal technique and musicianship as well as develop skills in sight reading, music theory, and music history. Students are expected to participate in one evening concert each quarter as a
major part of their grade as well as a few other performance opportunities that arise throughout the year. Auditions for this group will be help the spring of the previous school year. Students in this choir will be required to take a private voice lesson once a week.

Mixed Choir

This is a year-long course that explores choral music from a wide variety of cultures and time periods through study and performance. The core curriculum emphasizes the basics of vocal technique, sight-reading, music theory, and music history. Students in Chorus are expected to participate in one evening concert each quarter as a major part of their grade. Students in this choir will have the opportunity to take private voice lessons.

Music Appreciation

Students will explore a variety of topics including music history, music theory, world music, music technology, and other areas.

Foreign Language Department

Spanish I

Students will develop skills in speaking, writing, reading, and listening in Spanish. This course is the basis for simple language skills. During the school year, there will be an emphasis on vocabulary, grammar, and sentence structure that are necessary for beginning conversational skills. They will also gain knowledge and understanding of other peoples and cultures. Students will compare and contrast their own language and culture, connect Spanish to other areas of study and use Spanish for personal use in and out of the classroom.

Spanish II (Spanish I)

Students will continue to develop their skills in speaking, writing, reading, and listening in Spanish. They will build on the vocabulary and grammar learned in Spanish I, expanding their ability to understand and express themselves in Spanish and greatly increasing their vocabulary. Several different verb tenses will be learned. They will move beyond basic
conversational skills to some situational speaking skills. Students will continue their knowledge and understanding of other people's cultures. They will continue to compare and contrast their own language and culture, connect Spanish to other areas of study and use Spanish for personal use in and out of the classroom.

English Language Learners

The overall goal of the English Language Program is to improve the English language skills of English Learner students, immigrant students, and migrant students along with providing information to their parents about services available.

Mathematics Department

Pre- Algebra I

Pre-algebra is designed for students who are not quite ready for Algebra I. This course does not fulfill the Algebra I credit requirements. It prepares students to take Algebra I and counts as a Math elective credit.

Algebra I

Algebra is designed to give students the requisite skills that provide a foundation for all future mathematics courses. Students will explore linear equations and inequalities, exponents and exponential functions, polynomials and factoring, and quadratic functions.

Integrated Geometry (Algebra I)

Integrated Geometry is designed to expose students to the foundations of Euclidean geometry. Areas of study include points, lines, planes, inductive and deductive reasoning, and properties of geometric figures, area, and volume. This course is for students who may struggle in the regular geometry course.

Geometry (Algebra I)

Geometry will qualify for credit as one of the math credits required for graduation and college entrance. The course content includes basic geometry (points, lines, and planes), reasoning and proofs, figures in a plane, transformations and similarity, areas of polygons and circles, surface area and volume of spacial figures, and probability.

Transitional Algebra II (Algebra 1, Geometry)

Transitional Algebra is designed to review and extend algebra and geometry concepts for students who have already taken Algebra I and Geometry but are not quite ready for Algebra II. Topics will include operations of real numbers, evaluation of rational algebraic expressions, solutions of linear equations and inequalities, factoring of polynomials, solving quadratic equations, measurement, properties of figures, and right triangle trigonometry. A few topics from personal finance may also be covered such as taxes, interest, saving, investing, and spending.

Algebra II (Geometry)

Algebra II is an advanced math class for college-bound students who will need an extensive math background. It starts with a review of basic skills learned in Algebra 1 and progresses to solving quadratic functions/equations, complex numbers, polynomial functions, radical functions, rational exponents, exponential equations, logarithms, rational functions, sequences, series, conic sections, analytical geometry, probability and statistics.

Pre-Calculus (Algebra II)

This is an upper-level math class designed for students planning to attend a college or technical institute after graduation. Pre-Calculus will qualify as one of the credits needed for graduation and college entrance. Content includes: functions and their graphs (polynomial, exponential, logarithmic), trigonometric functions (identities, laws, vectors), linear programming, matrices, sequences, series, probability, conics, statistics, limits and introductory derivatives and integrals.

Calculus (Pre-Calculus)

Calculus is the study of change and motion. Calculus is divided into two main topics. Differential calculus deals with rates of change while integral calculus deals with areas and volumes. Calculus forms the foundation and context for most forms of modern scientific thought.

Sports Statistics

There is a growing trend in the crossover between mathematics and sports. Currently, an abundance of new jobs are created as the use of analytics (statistics) by professional sports teams becomes more and more prevalent. This course will dive into simple statistics such as counting stats and simple ratios, to advanced statistics such as unwrapping the math behind how quarterbacks are evaluated and rated. The sports and topics covered in this course consist of NFL, MLB, NHL, NBA, NCAA Volleyball, FIFA, common injuries, and more.

Statistics and Probability

This is a semester course that will introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data. Topics generally include basic probability and statistics: discrete probability theory, probability trees, populations and samples, frequency tables, measures of central tendency and dispersion, and presentation of data (including graphs). Additional topics may also include normal distribution, binomial distribution, and an introduction to hypothesis testing, such as t-tests and Chi-squared tests.

Physical Education and Health Department

Health

Health prepares students to function optimally as students, global citizens, and workers who demonstrate personal responsibility for one's health through a healthy lifestyle that fosters a lifelong commitment to wellness. Through a hands-on approach, students will discuss the topics of decision making, goal setting, cardiovascular health, brain injuries, drug and alcohol prevention, mental health and communicable diseases. Upon completion of this class students will be CPR/AED certified as well as trained in the use of a tourniquet.

Physical Education

This course will introduce students to the concepts of personal and lifetime fitness. Students will be required to dress appropriately for physical activity and be required to participate in all instructional activities. The goal of this course is to help students develop habits for a healthy lifestyle. Activities include softball, ultimate frisbee, flag football, mat ball, floor hockey, pickle ball, and badminton.

Team Sports

Students will be exposed to a variety of team sports including, basketball, football, soccer, volleyball and other sports.

Intro to Strength and Conditioning

This course offers students an insight to the benefits of strength training, while also learning the proper technique and spotting fundamentals. This course is designed for students with little to no experience in a weight room.

Advanced Strength and Conditioning

This class will apply the concepts of Intro to Strength and Conditioning while also building upon the principle's strength training. Students will develop individualized training programs that meet the needs of their sports or personal health goals. New training concepts include plyometrics, speed and agility and super setting. Students will be able to perform lifting techniques with proficiency as well as practice safe lifting techniques.

Science Department

Physical Science

This course is designed to be an introductory to the Physical Sciences. Physical science is divided into two areas. The first semester will be an introduction to Chemistry (the study of structure and properties of matter) and the second semester will be an introduction Physics (the study of matter and motion). Both semesters include regular laboratory experiences and problem solving using the scientific method. * This class would fill one of the requirements for the SD graduation requirement of 2 Physical Sciences.

Biology I (Physical Science)

Biology 1 is a required course for graduation at Tri-Valley High School, and this course fulfills the college requirement for a lab science. Biology 1 will provide the students with a background in basic ecology and environmental science, basic biochemistry, microbiology, heredity and evolution, and basic genetics. Biology 1 will prepare the student for their first year of college biology. Biology 1 is also a prerequisite for both Biology 2 and Human Anatomy.

Biology II (Biology 1)

The biology 2 class is an elective class for students that would like to further their biology background for college prep. The biology 2 class should be considered if a student wishes to major in Animal Science, Biology, Fish & Wildlife, or Microbiology in college. The biology 2 course is a natural extension of the biology 1 course. Students will learn about the different kingdoms or organisms (Plant, Fungi, Protist, and Animal) as well as bacteria, viruses, genetics, and ecology. This course is more of a "hands on" class due to the numerous lab and field experiences, as well as dissections of organisms.

Conceptual Chemistry

The Conceptual Chemistry class is a class that is intended for students who may not want to take the advanced Chemistry course. The Conceptual Chemistry curriculum will be the same as the advanced Chemistry classes, but at a slower pace. This class does not fulfill the college requirement for chemistry, but it does fulfill the graduation requirement here at Tri-Valley. The students will learn about the elements, the periodic table, how to balance chemical equations, and the mole concept in chemistry. There will be numerous labs that will be utilized as a way to reinforce the learning of the material.

Human Anatomy (Biology 1)

The Human Anatomy course is designed for students that want to enter into the field of medicine and health care. Future nurses, doctors, athletic trainers, and physical education majors should consider taking this course. The Human Anatomy course will prepare the students for their first year of college Anatomy. The Human Anatomy course will concentrate on the systems of the human body and how the systems work together for a healthy human body. The course will have numerous lab activities and dissections to help the student learn about the human body and its systems.

Microbiology

The Microbiology course will provide students with a general understanding of microbes, prokaryotic and eukaryotic cells, and the three domain systems. Additional topics covered will include bacterial control, cell structure, fungi, protozoa, viruses and immunity, microbial genetics, and metabolism. Students that are contemplating a career in the medical field or agricultural science should consider taking this course. This course will help you with your future college courses of Biology and Microbiology as well as the Plant Science classes. All of which are required courses for medical fields such as Nursing, Pharmacy, Pre-Med, and Veterinary Science majors. Students will also learn about the microorganisms found in the soil and water and the chemistry of these microbes. Agronomy, Plant Science, and Animal Science majors will benefit from this class and help prepare them for their future college courses.

Organic/Bio Chemistry

The Organic/Biochemistry course will involve the study of organic molecules, functional groups and the properties and uses for these molecules. Topics covered will include nomenclature, bonding, molecular structure and reactivity, reaction mechanisms, and current spectroscopic techniques. Students that are contemplating a career in the medical field
should consider taking this course. This course will help you with your future college courses of Pharmacology, Organic Chemistry, and Biochemistry, all of which are required courses for Nursing, Pharmacy, Pre-Med, and Veterinary Science majors

Chemistry

Chemistry involves studying the composition, properties, and reactions of substances. This course involves the following topics: atomic structure, bonding, naming and writing formulas for compounds reactions, periodic table and its trends, the mole, stoichiometric relations, gas laws, solutions, acids/bases. The students will be expected to have a good understanding of algebraic functions to predict the amounts of chemicals used or produced in the study of matter. This class is taught at near college level. It requires a good work ethic, good study skills and commitment to receive a high grade.

Physics (Algebra II)

This course is designed to study matter and its motion. This course involves the following topics: speed, acceleration, velocity, forces, Newton's Laws, vectors, projectile motion, momentum, energy, work, power, circular motion, and static electricity. This course relies heavily on the usage of mathematics skills, especially trigonometry. This class is taught at near college level. It requires a good work ethic, good study skills and commitment to receive a high grade.

Social Science Department

Geography

Students will begin the semester by reviewing the basics of physical and cultural geography, while integrating basic World and U.S. map skills as well. Students will then begin to investigate some of the regions of the world including: Southwest Asia, South Asia, and East Asia. Students will cover the basic elements of each region in terms of physical features, climate, natural resources, language, religion, government, and economy.

Civics

Students will explore the rights and duties of citizens during this semester long course. The beginning of the course will focus on citizenship before turning to the founding documents of our country, including the Declaration of Independence, Articles of Confederation, and Bill of Rights. We will then shift our attention to the amendments and the rights and protections included within. The course will conclude with an in-depth look into the Legislative, Executive, and Judicial Branches. In addition to the coursework, students are required to complete a community service project during the semester.

World History

Students in World History study major turning points that shaped the modern world, from the Middle Ages through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students will develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. Students will be expected to read and discuss historical topics, practice critical thinking skills, practice note taking, and express their views with supporting evidence. This course incorporates the South Dakota State Standards in Social Studies. This class is designed to instill a sense of responsibility and integrity, basic study skills, writing skills, and pride in accomplishment.

American History

American History is a full survey course that covers all of American History in fourteen units. The topics begin in pre historic eras and proceeds through to the events that affect America into the 21st Century. We will examine the events and people that shaped our nation through documents, music, film, and various course materials.

American Government

American Government is a semester long study of the American system in six instructional units. The course covers the fundamental principles of government, The Constitution and federalism, the legislative branch, the executive branch, the judicial branch, and civil rights and responsibilities. Our study of these credits will be with course materials, current event activities, election activities, following the actions of Congress and the SD Legislature, and through media presentations and resources.

Psychology

Psychology is a semester-long course which explores the study of behavior and thinking. The principles and concepts of the science cover a history of psychology, psychological theories and schools of thought, applications of psychology, and psychological disorders and treatments. We will explore psychology using course materials, experiments and research activities, and various media resources.

Sociology

Sociology is a semester-long course covering the study of human group behavior. In seven instructional units, we will consider the history of sociology, the development of theories and perspectives, American Culture, group dynamics, and social problems. To explore sociology, we will use course materials, experiments and research activities, and various media resources.

College Prep

ACT PREP – English/Reading/Math/Science

The ACT Prep class is designed to familiarize juniors with the test required for admission by many universities. Well prepared students are more likely to score higher on the ACT, which may increase their chances of receiving scholarships and enable them to have more options when selecting a college. Students will learn test-taking strategies, review English, Math, and Science content, take practice tests and discover ways to reduce test anxiety. This course is Pass (P) or Fail (F) which requires regular attendance and participation to be successful.