

**2024-2025**  
**Carlton High School**  
**Course Registration Guide**



At Carlton High School, we use a full range of educational services to respond to the individual learning needs of students. We are devoted to preparing students for college and career readiness by meeting the social, emotional, and academic needs of every individual learner. We believe in the importance of providing comprehensive and diverse educational opportunities for all students. Carlton High School offers an excellent variety of courses and programs including several college prep, vocational, technological, special education, and arts electives in order to meet the postsecondary goals of all students. If CHS does not formally offer a course within the high school facility, our Academic, Social and Emotional Learning Advisor will work with students to explore other options to meet unique needs. These include:

**Minnesota Post-Secondary Enrollment Option (PSEO)**-Eligible juniors and seniors at Carlton High School may enroll at a Minnesota post-secondary college on a full or part-time basis. Students may take classes for both secondary and postsecondary credit. Sophomore students may take only one Career and Technical Education Course. The purpose of the program is to promote rigorous educational pursuits and to provide a wider variety of options for students. Interested students should contact the Academic, Social and Emotional Learning Advisor for eligibility requirements. CHS works in partnership with various regional colleges to accommodate the students that qualify and desire participation in PSEO.

**Distance Learning / Online Learning**- Occasionally, a Carlton High School student has a desire to remain at CHS, but to explore an interest that is outside the curriculum of ISD 93. The Academic, Social and Emotional Learning Advisor will assist in attempting to locate outside resources that may allow a CHS student to incorporate a class or two with an accredited provider into their schedule.

**Schedule Changes**- Students should make their best effort to accurately choose their classes during the registration process. Students looking to adjust schedules should do so prior to the start of each term by meeting with the Academic, Social and Emotional Learning Advisor. Schedule changes, may be possible within the first week of each term but only if the rationale fits the criteria listed below. Approval of a class change may occur if there is **space available in the class being requested AND one of the following reasons exists:**

- A prerequisite course was not taken or wasn't passed
- The student is misplaced based on information that reveals a discrepancy between the course rigor and the student's ability
- The desired new course is a required class of the grade level of the student requesting the change

- Physical, mental health or other medical concern, verified by appropriate medical professional's, support the change
- Post-Secondary Enrollment Options Program require the adjustment
- There is an error on the schedule
- A significant change has occurred with the student's future plans which dictate course adjustments

Schedule changes will **NOT** be granted for the following reasons: changing teachers, changing class hours, requesting classes with friends, requesting specific lunch periods, dropping required courses, switching because of outside activities or because of convenience. **No schedule changes will be allowed after one week into the quarter.** If a student experiences a life changing event, course changes after the start of the term may be allowed with approval from the Academic, Social and Emotional Learning Advisor.

In order to make it clear for students, parents, and faculty regarding dropping of courses, awarding of credit and grades to be considered in GPA, the following policy will be used: A student may not drop a course more than one week into the start of a grading term. The student must stay in the course until the end of the term/course or he/she will be given a failing grade for the term. Incomplete grades will be issued only in extreme cases. All incomplete grades must be made up within two weeks of the end of a marking period. Grades that are not made up will automatically become failing marks at that time unless prior arrangements are made with the instructor and principal.

### **Terminology and Definitions**

- **Required course:** A course that regular education students must pass in order to graduate from Carlton High School.
- **Elective course:** A course students can choose to take to fulfill total credit graduation requirements.
- **Prerequisite:** A course that students must pass before registering for a higher level course.
- **PSEO (Post Secondary Enrollment Option):** A Minnesota school choice opportunity that allows high school juniors or seniors to earn simultaneous credits in high school and a Minnesota college.
- **CIS (College In the Schools)/Concurrent Enrollment:** Courses taken at CHS and taught by a CHS teacher. Students earn high school credit and college credit with a Minnesota college.
- **Semester:** A semester is 1/2 of the school year or two terms (approximately 18 weeks).
- **Term (quarter):** A term is 1/4 of the school year or a quarter. It is approximately 45 days or 9 weeks in length.

**Academics**  
**CHS Graduation Requirements**

**GENERAL REQUIREMENTS**

- Credits earned in grades 9-10-11-12 are used for determining graduation.
- A minimum of 24 credits are required for graduation
- A minimum of 6 credits are required each year.
- A minimum of 3 credits are required each semester.

<b><u>MINIMUM REQUIREMENTS – CREDITS</u></b>	
<b>ENGLISH:</b>	<b>4 credits</b> – 1 credit each year English 9 English 10 English 11 English 12 or Comp I/Comp II
<b>SOCIAL STUDIES:</b>	<b>4 credits</b> – 1 credit each year Early American History Modern American History World History or Western Civilization (CIS) Government and Econ & Social 12/Psychology or Government and Econ & General Psychology (CIS)
<b>MATHEMATICS:</b>	<b>3.5 credits</b> Algebra II Geometry Probability and Statistics (.5) Pre-Calculus Or Integrated Math
<b>SCIENCE:</b>	<b>3 credits</b> Earth Science Biology Physics or Chemistry (high school or CIS).
<b>PHYSICAL EDUCATION</b>	<b>1 credit</b> (9th-12th)
<b>HEALTH 10</b>	<b>.5 credit</b>
<b>BUSINESS EDUCATION</b>	<b>.5 Credit:</b>
<b>Art/ The Arts</b> (Band, Visual Arts, Music)	<b>1 Credit</b> (9th-12th)

***ELECTIVES: 6.5 credits in grades 9-12***

**Total Credits: 24**

# Language Arts

<b>1010 &amp; 1011</b>	<b>English 9 (Required for Graduation)</b>	<b>9</b>	<b>1 credit- Full Year</b>
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The English 9 curriculum is designed to meet the standards of Minnesota Common Core. Throughout this year-long course, students gain the knowledge and skills necessary for becoming critical readers, writers, and communicators as they prepare for higher-level English courses. English 9 is centered on a number of anchor texts as well as supplementary material posted on the course online base (Schoology). English 9 is a discussion and activity-based class, delivered both in-person and online.

<b>1015 &amp; 1016</b>	<b>English 10 (Required for Graduation)</b>	<b>10</b>	<b>1 credit- Full Year</b>
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The English 10 curriculum is designed to meet the standards of Minnesota Common Core. Throughout this year-long course, students gain the knowledge and skills necessary for becoming critical readers, writers, and communicators as they prepare for higher-level English courses. English 10 is centered on a number of anchor texts as well as supplementary material posted on the course online base (Schoology). English 10 is a discussion and activity-based class, delivered both in-person and online.

<b>1020 &amp; 1021</b>	<b>English 11 (Required for Graduation)</b>	<b>11</b>	<b>1 credit- Full Year</b>
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The English 11 curriculum is designed to meet the standards of Minnesota Common Core. Throughout this year-long course, students gain the knowledge and skills necessary for becoming critical readers, writers, and communicators as they prepare for higher-level English courses. English 11 is centered on a number of anchor texts as well as supplementary material posted on the course online base (Schoology). English 11 is a discussion and activity-based class, delivered both in-person and online.

<b>1025 &amp; 1026</b>	<b>English 12 (Required for Graduation)</b>	<b>12</b>	<b>1 credit- Full Year</b>
<p>The English 12 curriculum is designed to meet the standards of the Minnesota Common Core. Throughout this semester-long course, students gain the knowledge and skills necessary for becoming critical readers and writers as they prepare for college-level English courses and writing skills for the workplace. Students will develop the writing skills necessary for college success (researching, writing for work, and high-stakes writing). English 12 is centered on a number of anchor texts as well as supplementary material posted on the course online base (Schoology). English 12 is a discussion and activity-based class, delivered both in-person and online.</p>			

<b>1030</b>	<b>College Composition</b>	<b>11-12</b>	<b>.75/Semester</b>
<p>College Composition is a composition course which focuses on college-level writing. This course immediately addresses an essential academic skill, the ability to communicate ideas in written form. This course will provide you with academic skills and intellectual habits you will need throughout your academic career. <i>This course may replace first semester of English 12.</i></p>			

<b>1041</b>	<b>Advanced College Composition</b>	<b>11-12</b>	<b>.75/Semester</b>
<p>Advanced Composition is a second semester freshman composition course that focuses on writing effective arguments and academic papers. Emphasis will be placed on the in-depth research paper, with attention paid to both MLA and APA styles. <i>This course may replace second semester English 12.</i></p>			

<b>1027</b>	<b>Art of Language Arts</b>	<b>9-12</b>	<b>.5- Semester</b>
<p>The Arts of Language Arts explores how literature, music, and visual arts have been influenced by historical time periods. The course will also offer students various opportunities to create artistic representations of literature and study various styles of art.</p>			

<b>1028</b>	<b>Literature &amp; Film</b>	<b>9-12</b>	<b>.5- Semester</b>
<p>Literature &amp; Film focuses on how literature is adapted for film, the various genres of film and literature, and the critical evaluation of moving pictures through the ages. The course is designed to teach students how to think critically and analytically about film and literature while engaging students with reading, writing, and viewing activities.</p>			

# Math

<b>1115 &amp; 1116</b>	<b>Geometry (Required for Graduation)</b>	<b>9</b>	<b>1 credit- Full Year</b>
<p>This course is designed to articulate the importance of geometric applications in the real-world. It will study two and three dimensional figures, including transformations and right angle trigonometry. Inductive and Deductive reasoning will be used in problem-solving situations and while writing proofs to solve properties of geometric figures. Students who complete Geometry should move on to Algebra II.</p>			

<b>1110 &amp; 1111</b>	<b>Algebra II (Required for Graduation)</b>	<b>10</b>	<b>1 credit- Full Year</b>
<p>This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and concepts and includes the study of trigonometric functions. It also introduces matrices and their properties. The content of this course are important for students' success on both the ACT and college mathematics entrance exams. Students who complete Algebra II should take Pre-Calculus next.</p>			

<b>1137 &amp; 1138</b>	<b>Integrated Math</b>	<b>11-12</b>	<b>1 credit- Full Year</b>
<p>This class will be divided into two parts. The first half will be an extension of what has previously been learned in Geometry and Algebra 2 with a focus on real-life situations. The second half will be using this knowledge to create mathematical models through various projects and presentations. This class will be focused on broadening the proficiency of the material needed for the Minnesota State Mathematical Standards.</p>			

<b>1125 &amp; 11326</b>	<b>Pre-Calculus</b>	<b>11-12</b>	<b>1 credit- Full Year</b>
<p>This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and concepts and includes the study of trigonometric functions. It also introduces matrices and their properties. The content of this course is important for students' success on both the ACT and college mathematics entrance exams.</p> <p>This course is delivered as a lecture style with time to work on the assignments during the class period.</p>			

<b>2172 or 2173</b>	<b>Probability &amp; Statistics (Required for Graduation)</b>	<b>9-12</b>	<b>.5 - Semester</b>
<p>The data collection, designing a study and set theory, measures of central tendency, representing data, scatterplots, trend lines and regression, introduction to probability, experimental and theoretical probability, permutations and combinations, independent and dependent events, standard deviation, binomial distribution, and normal distributions.</p>			

<b>1130</b>	<b>College Algebra</b>	<b>11-12</b>	<b>.75- Semester</b>
<p>3 College Credits. The real numbers, first degree equations and inequalities with word problem applications and linear graphs. Second degree equations and inequalities in one and two variables with the quadratic formula and graphs. Relations, functions, absolute value, and variation. Exponential and logarithmic functions with applications. Polynomial equations and complex numbers. Systems of equations and inequalities. (Prerequisite: MATH 0030 OR placement by Accuplacer OR permission of instructor) (Meets MnTC goal area 4).</p>			

<b>1032</b>	<b>Short Course Calculus</b>	<b>11-12</b>	<b>.75- Semester</b>
<p>A brief survey of calculus including some integration, review of real numbers, graphing, functions, and inequalities, derivatives, limits, and continuity; differentiation techniques including chain rule and implicit differentiation; applications of the derivative to maximum and minimum including cost, revenue, and profit functions, definite and indefinite integral with applications to the physical, social, and behavioral sciences; as well as logarithms and exponential functions with applications of growth, decay, and populations.</p>			

## Science

<b>1218 &amp; 1219</b>	<b>Earth Science (Required for Graduation)</b>	<b>9</b>	<b>1- Full Year</b>
<p>This required Earth Science will do a quick review of 6th grade Earth Science concepts(Earth's Composition, Rocks, Erosion, etc.) and developing a deeper understanding of other topics involving the Atmosphere, Ocean, topics in Weather, as well as Space. The class is designed to meet current Minnesota science standards.</p>			

<b>1215 &amp; 1216</b>	<b>Biology (Required for Graduation)</b>	<b>10</b>	<b>1- Full Year</b>
<p>Biology is a required year long science course that focuses on the study of life. In the first semester students will learn and show understanding of ecology, the relationships between organisms and their environment, microscope basics, and molecular biology including chemical makeup of the body, cell functions, and DNA and DNA technologies. The second semester will include information about genetics, Earth history, speciation, and evolution. If time permits, students will have a laboratory time on the basics of dissection.</p> <p>Students will be using tools such as interactive hands-on and virtual labs, various group projects, field trips, article and case study analysis, textbook readings, lecture presentations. This is delivered by lecture and then assignments. There is a formative assessment after each chapter.</p>			

<b>1220 &amp; 1221</b>	<b>Chemistry</b>	<b>11-12</b>	<b>1- Year</b>
<p>This course will investigate the fundamental principles of chemistry. The topics of the course will include: Scientific Method, Numbers/SigFigs/Scientific Notation, Matter, Atomic Theory, Electron Diagrams/Orbitals, Periodic Table, Chemical Reactions, Ions/Ionic Bonds, Covalent Bonds/Lewis Structures, Equations &amp; Balancing, and Stoichiometry.</p>			

<b>1230</b>	<b>College Chemistry</b>	<b>11-12</b>	<b>1- Year ( 4 College Credits)</b>
<p>This is an in-depth study of the principles of chemistry with emphasis on atomic structure, molecular structure, periodic relationships, chemical nomenclature, stoichiometry, chemical bonding, the mole concept, and chemical reactions.</p>			

<b>1255 &amp; 1256</b>	<b>Physics</b>	<b>11-12</b>	<b>1- Year</b>
<p>Students will learn about the laws of motion and be able to apply the necessary Newtonian mathematical formulas to calculate regularly occurring motion such as velocity, acceleration, and friction. They will conduct experiments in the physical "field" and be able to translate any data and/or knowledge into an understandable report. They will learn that energy is conserved and be able to explain various outcomes.</p>			

<b>1245</b>	<b>College Physics</b>	<b>11-12</b>	<b>1- Year (4 College Credits)</b>
<p>An algebra-based general physics course designed for pre-professional and non engineering majors. Concepts in mechanics, electricity, magnetism, heat, light, sound, and modern physics will be explored through extensive laboratory activities. (Meets MnTC goal area 3).</p>			

<b>1240 or 1241</b>	<b>Zoology</b>	<b>9-12</b>	<b>.5- Semester</b>
<p>Zoology is a one semester elective science course on the study of animals. The course starts with a teaching of basic knowledge of animal classification and functions before it dives into different aspects of each phylum of the animal kingdoms. Phylums include Porifera (sponges), Cnidaria (jellyfish, coral, sea anemones), round, segmented, and flatworms,</p>			

Molluscs (Squid, octopi, clams, oysters), Echinoderms (starfish, sea cucumbers, sea urchins), Arthropods (insects, crustaceans, and arachnids), and Chordata (fish, amphibians, birds, reptiles, and mammals).

Students will use a variety of tools including online research, articles, field trips, interactive real world research labs, constructing animal models, and creating presentations. Class information is delivered by lecture and then assignments. There is a formative assessment after each chapter. It is recommended that students have a basic understanding of Life Science and Biology before taking this course.

<b>1235 or 1236</b>	<b>Environmental Science</b>	<b>9-12</b>	<b>.5- Semester</b>
<p>In this course students will learn about the ecosystem interactions with a focus on the Great Lakes region, human effects on the environment, wastes produced, how energies and power are used and they will explore career opportunities in the field of environmental science. Students will be going outside to the forest and Silver Creek as well as out of school for field trips.</p>			

<b>1242</b>	<b>Plant Diversity</b>	<b>9-12</b>	<b>.5- Semester</b>
<p>We are surrounded by plants and depend on them for our entire lives, but they often go unnoticed. In this course, you will advance your knowledge of Kingdom Plantae and all things plants! Students will learn to identify common plants in the area, learn the medicinal uses of plants, and will conduct investigations with hands-on labs that involve collecting samples outside.</p>			

<b>1227</b>	<b>Anatomy &amp; Physiology I</b>	<b>11-12</b>	<b>.5- Semester</b>
<p>Anatomy and Physiology is a course that will enable students to develop an understanding of the relationships between the structures and functions of the human body. Students will also learn the mechanisms for maintaining homeostasis within the human body. This course will involve laboratory activities, projects, dissections, textbook material, models, diagrams, journal writings, and clinical studies.</p>			

<b>1228</b>	<b>Anatomy &amp; Physiology II</b>	<b>11-12</b>	<b>.5- Semester</b>
<p>Anatomy and Physiology II would pick up where Anatomy and Physiology I left off. It is a course that will enable students to develop an understanding of the relationships between the structures and functions of the human body. Students will also learn the mechanisms for maintaining homeostasis within the human body. This course will involve laboratory activities, projects, dissections, textbook material, models, diagrams, journal writings, and clinical studies.</p>			

## Social Studies

<b>1310 &amp; 1311</b>	<b>Early American History (Required for Graduation)</b>	<b>9</b>	<b>1- Year</b>
<p>This required course traces the history of the United States from before the arrival of the first Europeans through the end of World War I. The class introduces themes of balance between unity and diversity, the shaping of democracy, the search for opportunity, and the influence of geographical factors. It will examine European, Native American, and African interaction in Colonial America, the American Revolution, the New Nation, the Constitution, the War of 1812, the “great experiment” of democracy, the West, slavery, the Civil War, Reconstruction, Industrialization and The first World War.</p> <p>The course also includes an emphasis on civics education through an in depth study of our nation’s founding documents, including the democratic principles of liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule, and minority rights. Students will learn the requirements to become a citizen of the United States and what rights and responsibilities come with being a citizen. Information on how the United States political system and the voting process work will also be provided. In this hotly contested election year, student understanding of the role of government and our system of elections has never been more important.</p>			

<b>1315 &amp; 1316</b>	<b>Modern American History (Required for Graduation)</b>	<b>10</b>	<b>1- Year</b>
<p>This required course traces the history of the United States from the 1920's through the present.</p> <p>The course also includes an emphasis on civics education through an in depth study of our nation's founding documents, including the democratic principles of liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule, and minority rights. Students will learn the requirements to become a citizen of the United States and what rights and responsibilities come with being a citizen. Information on how the United States political system and the voting process work will also be provided. In this hotly contested election year, student understanding of the role of government and our system of elections has never been more important.</p>			

<b>1320 &amp; 1321</b>	<b>World History</b>	<b>11</b>	<b>1- Year</b>
<p>This course surveys world history from Creation to the 21st Century. It discusses civilizations from around the world, but primarily Western Civilization. A special emphasis is placed on key events, key ideas, key persons, and everyday life in various time periods of world history. The student will read a significant number of original documents and speeches while studying the narrative of lessons. Additionally, this course delves into geography's role in shaping our world and has influenced the course of history.</p>			

<b>1340</b>	<b>Western Civilizations I</b>	<b>11</b>	<b>1- Semester (4 College Credits)</b>
<p>This course surveys world history from Creation to the 21st Century. It discusses civilizations from around the world, but focuses on Western Civilization. A special emphasis is placed on key events, key ideas, key persons, and everyday life in various time periods of world history. The student will read a significant number of original documents and speeches while studying the narrative of lessons. Additionally, this course delves into geography's role in shaping our world and has influenced the course of history.</p>			

<b>1341</b>	<b>Western Civilizations II</b>	<b>11</b>	<b>1- Semester (4 College Credits)</b>
<p>This course surveys world history from Creation to the 21st Century. It discusses civilizations from around the world, but focuses on Western Civilization. A special emphasis is placed on key events, key ideas, key persons, and everyday life in various time periods of world history. The student will read a significant number of original documents and speeches while studying the narrative of lessons. Additionally, this course delves into geography's role in shaping our world and has influenced the course of history.</p>			

<b>1330</b>	<b>Government &amp; Economics (Required for Graduation)</b>	<b>12</b>	<b>.5 - Semester</b>
<p>A one quarter introduction to the basic tools of micro- and macroeconomic analysis. Microeconomics deals with consumers, firms, markets and income distribution. Macroeconomics deals with national income, employment, inflation and money. This class will also include a short unit on personal finance.</p>			

<b>1325</b>	<b>Social 12</b>	<b>12</b>	<b>.5 - Semester</b>
<p>Minnesota Economic situation, United States Economic situation. World Economic situation. We will break down the United States in general and the state of Minnesota into regions and how they relate to the current economic situation. We will study the World's economic regions as well. We will also bring in some geography of Minnesota and the world.</p>			

<b>1335</b>	<b>College Psychology</b>	<b>12</b>	<b>1- Semester (4 College Credits)</b>
<p>The purpose of this course is to introduce the student to the content, terminology, methodology, and application of psychology. This survey course contains an introduction followed by multiple units based on the physiological, cognitive, behavioral, and affective domains of psychology.</p>			

<b>1345</b>	<b>American Government</b>	<b>11-12</b>	<b>.75- Semester (3 College Credits)</b>
<p>A study of the structure and function of the national government of the United States. The course examines the Presidency, Congress, and federal courts as well as the impact of interest groups, political parties, and the media upon government.</p>			

<b>1347</b>	<b>State and Local Government</b>	<b>11-12</b>	<b>.75- Semester (3 College Credits)</b>
<p>This course examines the structure and function of state and local governments with emphasis on state and local problems and conditions in Minnesota.</p>			

<b>1355 or 1356</b>	<b>Current Events</b>	<b>9-12</b>	<b>.5 - Semester</b>
<p>The events and issues of modern society have a dramatic effect on people living in the modern world. In order to better understand the world and the society we live in, an understanding of current events and issues and how these events and issues affect society and individuals is needed. Through analysis and discussion of current issues and events a deeper knowledge of the world and society itself will be gained.</p> <p>The goal of a current events course is for the student to become aware of the major issues of the day and to have an in-depth understanding and appreciation of current events. The focus of the class will be issues that affect the student as a resident of the world and the U.S. The class will follow daily news events and will be expected to understand the social, political and economic issues on a daily basis. Each week, the class will focus on the historical development of a current issue. The topic may start as news of the Middle East but will then trace the conflict between Israel and her neighbors. The objectives of this course are: to make the connection between current events and history, to enhance the student's understanding of world events, to encourage students to be informed citizens, and to help them to make intelligent decisions as they take their place in history.</p>			

# Arts

<b>1614 &amp; 1617</b>	<b>Introduction to Art (Edgenuity)</b>	<b>9-12</b>	<b>.5- Semester</b>
<p>Covering art appreciation and the beginning of art history, EL1086 encourages students to gain an understanding and appreciation of art in their everyday lives. Presented in an engaging format, this one-semester course provides an overview of many introductory themes: the definition of art, the cultural purpose of art, visual elements of art, terminology and principles of design, and two- and three-dimensional media and techniques. Tracing the history of art, high school students enrolled in the course also explore the following time periods and places: prehistoric art, art in ancient civilizations, and world art before 1400.</p>			

<b>1676</b>	<b>Art History I (Edgenuity)</b>	<b>9-12</b>	<b>.5- Semester</b>
<p>Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, EL4002 offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students enrolled in this one-semester course will cover topics including early Medieval and Romanesque art; art in the 12th, 13th, and 14th centuries; 15th-century art in Europe; 16th-century art in Italy; the master artists; high Renaissance and Baroque art; world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; 18th- and 19th-century art in Europe and the Americas; and modern art in Europe and the Americas.</p>			

<b>1810 &amp; 1811</b>	<b>High School Band</b>	<b>9-12</b>	<b>.5/Semester</b>
<p>This high school band course is designed for students who have prior experience in a band class. If not, a willingness to learn fast is a must. Concert band is a year long commitment involving 2 major concerts (winter/spring) and participation in the MN State Solo/Ensemble Contest in March. The band members also perform for various school/community events and athletic games throughout the year. Most of the performances are held outside of the school day.</p>			

Students enrolled in this course will grow their knowledge and understanding of music through a variety of instrumental music mediums. Emphasis is on the production of quality sound, fundamental music techniques and concepts, and music theory through a collaborative approach, while preparing for the performance of new and standard wind band repertoire.

# Business

<b>1470</b>	<b>Business and Careers</b>	<b>9-12</b>	<b>.5- Semester</b>
<p>This course begins by revisiting the career materials students developed in 8<sup>th</sup> grade using MCIS and updating them. There is an emphasis on transitioning from school to career throughout this course. We also discuss various facets of the finance industry, including banking, budgeting, credit, insurance, taxes, investments, and money management. Speakers from across career fields and programs are integrated into the class throughout the semester.</p>			

<b>1432</b>	<b>Entrepreneurship</b>	<b>9-12</b>	<b>.5- Semester</b>
<p>Ever wanted to start your own business? This course is for you! Students develop a business plan and incorporate said plan into a school-based enterprise. All students will develop a plan and promote their business to students and the community. Management philosophies will be studied throughout the course.</p>			

<b>1451</b>	<b>Marketing</b>	<b>9-12</b>	<b>.5- Semester</b>
<p>On average, we see over 3000 advertisements on a daily basis. Marketing permeates our lives, from advertising that we see on a daily basis; all choices we make as consumers, to the need for all of us to communicate with and persuade others in order to accomplish our personal and professional goals.</p>			

<b>1440</b>	<b>Computer Applications</b>	<b>9-12</b>	<b>.5- Semester</b>
<p>In this course, high school students can acquire skills required to create, edit, and publish industry appropriate documents. Areas of study will also include oral and written communications and information research for reporting purposes. Competencies for the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the core employability skills standards and technical skill standards. Students will have the opportunity to gain basic computer skills needed for future education or employment plans.</p>			

## PE/Health

<b>1509 and/or 1510</b>	<b>Physical Ed HS</b>	<b>9-12</b>	<b>.5/Semester</b>
<p>Touch Football, Soccer, Fitness testing, Speedball, Ultimate Handball, Badminton, Volleyball, Weight Room, Basketball, Floor Hockey, Recreation Games, Yoga, Softball, Disc Golf, Golf, Pickleball, Lacrosse, Cross Country Skiing/Snowshoeing and Biking.</p>			

<b>1520 and/or 1531</b>	<b>Personal Fitness</b>	<b>9-12</b>	<b>.5/ Semester</b>
<p>Provides instruction in methods to attain a healthy level of physical fitness. Covers how to develop a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition and cardiovascular endurance. Includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies and consumer information; promotes self-awareness and responsibility for fitness.</p>			

<b>1514</b>	<b>Body Weight Fitness</b>	<b>9-12</b>	<b>.5- Semester</b>
<p>Body Weight Fitness class is a one semester course designed so all students acquire the basic knowledge about how to become fit and why it is important. Students will learn how to safely use various body weight / exercise equipment and stations in the gym &amp; weight room. Instruction will focus on the components of fitness and how they contribute to optimal health. Principles of strength training, elements of cardiovascular health, and basic anatomy and physiology, and the elements of a personal fitness plan are topics covered during this course. All students have the opportunity to learn a variation of new body weight stretches and workouts.</p>			

<b>2174</b>	<b>Health (Edgenuity)</b>	<b>9-12</b>	<b>.5- Semester</b>
<p>This course is designed for high school students. It examines and analyzes various health topics. It places alcohol use, drug use, physical fitness, healthy relationships, disease prevention, relationships, and mental health in the context of the importance of creating a healthy lifestyle. Throughout the course, students examine the practices and plans they can implement in order to carry out a healthy lifestyle, and the consequences they can face if they do not follow safe health practices. In addition, students conduct in-depth studies in order to create mentally and emotionally healthy relationships with peers and family, and to devise healthy nutrition, sleeping, and physical fitness plans. Students also examine and analyze harassment and bullying laws.</p>			

## Foreign Language

<b>2005 &amp; 2006</b>	<b>Spanish I</b>	<b>9-12</b>	<b>.5/Semester</b>
<p>Spanish 1 (first year in high school or first year of exposure to Spanish in a course setting, is a communicative beginning-level Spanish course. Students will begin to develop their Spanish proficiency through interaction in the target language.</p>			

<b>2010 &amp; 2011</b>	<b>Spanish II</b>	<b>9-12</b>	<b>.5/Semester</b>
<p>Students will continue their study of Spanish by further expanding their knowledge of key vocabulary topics and grammar concepts. They begin to comprehend listening and reading passages more fully as they express themselves more meaningfully in both speaking and writing. There is new vocabulary in the themes by use of TPR total physical response to a second language and new grammar concepts as well as speaking and writing activities, cultural presentations and interactive activities. There is a strong emphasis on providing context and conversational examples for the language learning, and understanding common vocabulary terms and phrases. There is more participation in conversations and responding appropriately to conversational prompts, analyzing and comparing cultural practices, products and perspectives of various speaking countries and frequent assessments where their language progression can be monitored.</p>			

	<b>Ojibwe Language and Culture (MSC)</b>	<b>9-12</b>	<b>.5/semester</b>
<p>This course is offered through an outside entity called MSC. Registration for it is a two part process. Once students are registered, they will be assigned to a study hall to complete the course.</p> <ol style="list-style-type: none"> <li>1) Register on the MSC website: <a href="https://msconlinelearning.com/">https://msconlinelearning.com/</a></li> <li>2) Request the course in Infinite Campus during registration.</li> </ol>			

### **COLLEGE IN THE SCHOOLS-STUDENT ELIGIBILITY**

The Minnesota State Colleges and Universities (MNSCU) Board Policy has determined these guidelines. All students who intend to enroll for college credit through FDLTCC must meet the following requirements:

1. A Grade 12 student is eligible and may be considered for enrollment if the student has a minimum GPA of 2.5 or greater and meets or exceeds the 50th percentile in class rank.
2. A Grade 11 Student is eligible and may be considered for enrollment if the student has a minimum overall GPA of 3.0 or greater and meets or exceeds the 66th percentile for class rank.

\*Students who do not meet this criteria *may* be eligible for a course waiver. Please contact the Academic, Social and Emotional Learning advisor and/or the teacher of the course for more details.

**COLLEGE IN THE SCHOOLS  
COURSE NUMBERS & CREDITS  
2020-2021**

All College In the Schools questions should be directed to the current College In the Schools Coordinator, Amanda Radtke (ext 163). Courses are offered through Fond du Lac Tribal and Community College. Certain courses may not be offered for college credit due to budget or other restrictions. Information on individual courses will be available Fall of 2019.

COLLEGE COURSE	FDL COURSE #	CHS COURSE #	COLLEGE CREDIT	CHS CREDIT
General Chemistry*	CHEM 1101	1230	5	1.25
Intro to Physics*	PHYS 1001	1231	4	1
College Algebra	MATH 1010	1130	3	.75
Calculus Short Course	MATH 1020	1132	3	.75
General Psychology	PSYC 2001	1335	4	1
History of Western Civilization I	HIST 1010	1340	4	1
History of Western Civilization II	HIST 1011	1341	4	1
American Government	POLS 1010	1345	3	.75
State and Local Government	POLS 1020	1347	3	.75
College Composition	ENGL 1101	1030	3	.75
Advanced College Composition	ENGL 1102	1041	3	.75

\* Year Long Course

*If a student drops any college courses past the college's designated date (please refer to Fond du Lac Tribal and Community College's website), they will earn a "W" on their college transcript.*