



# *Course Registration Guide*

***2022-2023***

***Grades 9-12***

*Century High School  
John Marshall High School  
Mayo High School  
Rochester Area Learning Center  
RPS Online School*

► Contents ◀

Message to Students .....	3
Registration Guidelines .....	4
Grade Reporting .....	4
Requirements for High School Graduation.....	5
RPS Online School.....	6
College Credit Options .....	7
Concurrent Enrollment and College in the Schools – Important Point to Remember.....	9
Honors Program .....	10
Post High School Planning .....	13
CTECH .....	15
P-TECH 535 .....	16
Career Pathways .....	18
Registration Guide Key.....	20
Transcripts.....	20
Departments	
Agriculture .....	21
Business.....	24
Computer Science and Information Technology.....	27
Economics.....	29
Engineering .....	30
English Language Arts .....	32
English Learners (EL) .....	38
Family and Consumer Sciences .....	41
Fine Arts	
Art .....	44
Music.....	45
Health .....	48
Health Science Careers .....	49
Human Services .....	52
Industrial Technology .....	54
Mathematics .....	58
Physical Education .....	62
Reading.....	65
Science.....	66
Social Studies.....	72
Special Education.....	77
Teaching As A Profession.....	79
World Language.....	80
Additional Educational Opportunities	
Credit by Assessment.....	84
Independent Study.....	84
Media Aide/Office Aide/Teacher Aide/Tutorial Assistant.....	84
Mentorship in the Community.....	84
Service Learning.....	85
Unified Elective.....	85
Work Experience .....	85
World Language Proficiency Certificate (Bilingual Seals) .....	86
Working Graduation Plan .....	87
Interscholastic Sports .....	88
School Board Policy 522 - Nondiscrimination .....	91

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## ► Message to Students ◀

The Registration Guide has been designed to assist you in planning for your next year's school program. Review carefully the course requirements for graduation; examine, as well, your interest and future plans; and then select courses that will contribute to the realization of those plans.

Time devoted to careful planning and course selection will be time well spent. We suggest that you consult with your parents/guardians and/or counselor before making these important choices.

Best wishes as you plan your future. We are all here to help you make wise decisions.

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### ***Century High School***

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Administration Office:	328-5105	Counseling Office:	328-5051
Mr. Nathan Walbruch, Principal	328-5105	Ms. Stephanie Emanuel, Counselor	
Mr. Kurt Verdoorn, Assistant Principal	328-5052	Ms. Caitlin Featherman, Counselor	
Ms. Mary Schoenbeck, Assistant Principal	328-5122	Ms. Robin Saner, Counselor	
Ms. Martine Haglund, Assistant Principal	328-5123	Ms. Eileen Strabala-Backus, Counselor	
Activities Office:	328-5140	Mr. Mark Kuisle, Activities Director	328-5140

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### ***John Marshall High School***

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Administration Office:	328-5402	Counseling Office:	328-5340
Mr. Eric Johnson, Principal	328-5403	Mr. Brett Ness, Counselor	
Mr. Steve Akin, Assistant Principal	328-5415	Ms. Cindy Cox, Counselor	
Ms. Angela McNeir, Assistant Principal	328-5411	Ms. Chhomran Ou, Counselor	
Mr. Orion Thurston, Assistant Principal	328-5412	Ms. Jennifer Thurston, Counselor	
Activities Office:	328-5330	Mr. Brian Ihrke, Activities Director	328-5302

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### ***Mayo High School***

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Administration Office:	328-5577	Counseling Office:	328-5570
Mr. Troy Prigge, Principal	328-5577	Dr. Casie Nauman, Counselor	
Ms. Carrie Ekert Haakenson, Asst. Principal	328-5494	Ms. Melissa Berg, Counselor	
Mr. Ryan Bacon, Assistant Principal	328-5452	Ms. Sara Jo Klubertanz, Counselor	
Mr. Todd Pierson, Assistant Principal	328-5451	Ms. Jamie Matson, Counselor	
		Ms. Kristina Tauchen, Counselor	
Activities Office:	328-5560	Mr. Jeff Whitney, Activities Director	328-5560

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### ***CTECH & P-TECH 535***

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CTECH:		P-TECH 535:	
Mr. Brandon Macrafic, Principal	328-5780	Ms. Kari Kolling-Anderson, School Leader	328-5212
		Mr. Darren Saner, Counselor	328-5213

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### ***Rochester ALC***

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Administration Office:	328-3999	Counseling Office:	328-3995
Mr. Tim Limberg, Principal	328-3971	Mr. Marshall Kading, Counselor	
Ms. Jill Sheehan, Asst. Principal	328-3969		

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### ***RPS Online Schools (K-12)***

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Mr. Andrew Neuman, School Leader	328-3330	Mr. Darren Couillard	328-4632
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## ► Registration Guidelines ◀

Students are to plan their course selections carefully with their parent/guardian and/or counselor to avoid the need for program changes. Once the master schedule has been built, schedule/level changes will be approved on **a space in class available basis** for the following reasons only:

- **inappropriate placement**
- **failed/not taken prerequisite course**
- **schedule error(s)**
- **class imbalance**
- **conflicts in schedule**

Do you have questions about registration, class content, or what courses you should register for? Please call, email, or stop in at the Counselors Office.

## ► Grade Reporting ◀

1. Students earn credit and receive grades based upon a semester.
2. Students are required to attend, each day, all classes for which they are registered, unless the course is online.
3. After a student has passed a given course, the student may not repeat that course for credit toward graduation. There are a few exceptions; please see your counselor for more information.
4. Incompletes: The student is expected to make arrangements with the instructor to determine what is needed to complete course requirements. Failure to complete the work within ten (10) school days after the end of the semester will result in the grade being changed to an "F" for the course.
5. Pass/No Credit: Students may take one elective class per semester on a "Pass/No Credit" basis. This option may encourage students to explore interests in a subject they might not otherwise take.

Students registering for courses during registration need not make a decision to take a course on a "Pass/No Credit" basis, but may select a course with that in mind. Students may pick up a "Pass/No Credit" form from the Guidance Office, present it to the teacher of the class for signature, have a parent/guardian sign it, and return it to the office within the first quarter of each semester.

All "Pass/No Credit" students in any course will meet all attendance requirements, follow all classroom procedures, take all tests, turn in all regular class work, and receive grades along with other students. Only the final grade is a "Pass/No Credit" grade. A course taken on a "Pass/No Credit" basis will not affect a student's class rank or honor roll standing. If the student passes the class, the student will receive a "P" on the report card and credit for that class.

At the end of the semester, the student still has the option of taking the class for a grade, even though the student signed up for a "Pass/No Credit." The student must inform the teacher that a grade is preferred before the final exam.

6. Weighted Grading: The Rochester School District has implemented weighted grading in addition to the traditional grading system. The traditional system will be used in determining school/district graduation recognition and scholarship awards. Either system can be used for college admission and scholarships. Both rankings will be displayed on the transcript if students take honors/AP courses. The courses that are weighted are Honors, Honors Option, and Advanced Placement. The weighted grading formula is  $\text{Grade} \times 1.25$  and grades from courses transferred from any other institution or experience outside of the full-time course load will not be weighted.

(School Board Procedure 620A.1 <http://www.boarddocs.com/mn/rps535/Board.nsf/goto?open&id=A3YNKQ5EC7CC>)

7. Family Access: *Family Access* by Skyward Inc. is a secure Internet-based website that will allow parents to easily monitor many things their student does while at school. This service allows parents to view their student's attendance, grades, schedule, program, assignments, behavior incidents, and emergency information. *Family Access* is a free service and will be available to all parents with children enrolled in the District. In order to begin using *Family Access*, parents will need to register for a login and password. Please contact the student's school to request an account.

## ► Requirements for High School Graduation ◀

### Required Credits

Students must successfully complete a minimum of 24 credits. This chart lists the District #535 requirements (.5 credit equals one class period for one semester).

<b>Credit Requirements for Graduating Class of 2022, 2023 &amp; 2024</b>		<b>Credit Requirements for Graduating Class of 2025 and Beyond</b>	
<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>
English	4.0 credits English I – 1.0      Speech – 0.5 English II – 1.0      Elective – 0.5 English III – 1.0	English	4.0 credits English I – 1.0      Speech – 0.5 English II – 1.0      Elective – 0.5 English III – 1.0
Math	3.0 credits Encompassing algebra, geometry, and statistics/probability sufficient to satisfy the standards. (Including Algebra II or its equivalent)	Math	3.0 credits Encompassing algebra, geometry, and statistics/probability sufficient to satisfy the standards. (Including Algebra II or its equivalent)
Science	3.0 credits Biology Option – 1.0 Chemistry Option – 1.0 Physics Option – 1.0	Science	3.0 credits Biology Option – 1.0 Chemistry or Physics Option – 1.0 Environmental Science – 1.0
Social Studies	3.0 credits World History –1.0      Geography – 0.5 U.S. History – 1.0      U.S. Government – 0.5	Social Studies	3.0 credits World History –1.0      Geography – 0.5 U.S. History – 1.0      U.S. Government – 0.5
Economics	0.5 credit	Economics	0.5 credit
Physical Education	0.5 credit	Physical Education	0.5 credit
Health	0.5 credit	Health	0.5 credit
Fine Arts	1.0 credit	Fine Arts	1.0 credit
Electives	8.5 credits	Electives	8.5 credits

School Board policies may change throughout the year. School Board policy updates and changes overrule this handbook. For the most current policy statement, please check [School Board Policy 613](#) website, in the Superintendent's Office, or at the principal's office.

### **Courses Eligible for Fine Arts Credit**

*All courses listed in the Fine Arts Department (page 44-47) of the guide qualify for Fine Arts credit.  
If you took the following courses prior to the 2021-22 school year they will count toward your Fine Arts Credit:*

- Apparel/Textile Design and Construction, page 43**
- Floral Design, page 23**
- Global Culinary Arts, page 41**
- Housing and Interior Design, page 43**
- PLTW: Introduction to Engineering Design, page 30**

➡ **Elective courses will only run if there are adequate student numbers.** ⬅

# **RPS Online School**

Rochester Public Online School (K-12)

## **What is RPS Online?**

RPS Online offers a live, virtual learning environment with opportunities for occasional in-person activities such as hands-on labs and field trips. Students participate in instruction aligned to the state standards taught by Rochester Public School teachers. Instruction is provided in a synchronous (real-time) model in most classes, along with some asynchronous options. This comprehensive model is available for Kindergarten through Twelfth-grade students.

RPS Online high school students have the opportunity for ultimate flexibility as they participate in high school courses. Personalized schedules in either a part-time or full-time option allows students to take a course online or in-person. Our courses are designed for layered skill development and offer a variety of learning techniques. RPS Online hands-on learning paired with digital learning will prepare students for college. Online high school students also have the opportunity to supplement their online courses with in-person classes at our CTECH career and technical education center and have access to college classes through the Minnesota Post-Secondary Educational Opportunity Program.

## **RPS Online Design Principles**

- RPS Online is setup for a synchronous learning experience
- Students are expected to attend every class in its entirety, every day.
- The constant at RPS Online is that students master essential standards of each course.
- The variable at RPS Online is the amount of synchronous time needed (if you have it mastered, you may do other activities; if you are not mastering it, you can have the time you need to master it)
- You can learn from anywhere in the state of MN. There are students enrolled in RPS from across the state.

## **Schedule**

We follow the same bell time schedule as the other RPS high schools (Century, JM, and Mayo).

## **Application and Selection**

RPS Online will be open to students as a first come, first served site. If we are able to build your schedule, you can attend. If we are at capacity, you will be added to a waitlist. Transfers can happen at quarter/semester times whether back to in-person learning at your boundary school or to online from your in-person building.

Please contact any RPS Online staff members listed below for inquiries on seat availability.

## **Contact Information**

Please contact us with any questions about RPS Online:

Andrew Neumann (School Leader)  
507.328.3330  
anneumann1@rochesterschools.org

Jannis Hanson (Administrative Coordinator)  
507.328.3330  
jahanson@rochesterschools.org

Darren Couillard (Counselor)  
507.328.4632  
dacouillard@rochesterschools.org

**► College Credit Options ◀**  
**Earn college credit while in High School**

The following are opportunities to earn college credit while enrolled at Century, John Marshall, Mayo, or Rochester Alternative Learning Center. See your counselor for more information.

	<b>RPS High School College Credit Course</b>	<b>College Credit may be earned in the following ways:</b>
<b>Advanced Placement (AP)</b>	English III: AP Literature and Composition English IV: AP Language and Composition – 1 English IV: AP Language and Composition – 2 AP Computer Science A AP Calculus AB AP Calculus BC AP Statistics AP Biology AP Chemistry AP Environmental Science AP Macro Economics AP Physics I AP Physics 2 AP Human Geography AP Psychology AP US History AP United States Government	College credits are determined by scores on AP exams. Individual colleges establish acceptable scores through their policies. To find out the AP policies of the colleges you are interested in attending, go to: <a href="https://apstudent.collegeboard.org/creditandplacement/search-credit-policies">https://apstudent.collegeboard.org/creditandplacement/search-credit-policies</a>
<b>Concurrent Enrollment</b>		
• RCC – Riverland Community College	AGSC2020 – PP of Animal Science 1 (RCC) ECON 2292 - Microeconomics (RCC) Mentorship in Community: Firefighter 1, Firefighter 2, Hazmat SPCH 1100 – Fundamentals of Speech (RCC)	Four Minnesota State college credits Three Minnesota State college credits Five Minnesota State college credits Two Minnesota State college credits Two Minnesota State college credits Three Minnesota State college credits
• RCTC – Rochester Career and Technical College	BIOL1107 - Fundamentals of Anatomy & Physiology (RCTC) COMP 1741 – JavaScript (RCTC) ENGL 1117 – Reading and Writing Critically I (RCTC) ENGL 1118: Reading and Writing Critically II (RCTC) FYEX 1000 – College Success Strategies (RCTC) Calculus (RCTC) MATH 2237 – Multivariable and Vector Calculus (RCTC)	Four Minnesota State college credits Three Minnesota State college credits Four Minnesota State college credits Four Minnesota State college credits One Minnesota State college credits Five Minnesota State college credits
<p>Note: The act of registering for a Concurrent Enrollment course allows student assessment data to be released to the higher education institution. <i>Please see: Important Point to Remember (page 9)</i></p>		

	<b>RPS High School College Credit Course</b>	<b>College Credit may be earned in the following ways:</b>
<b>College in the Schools (CIS)</b>	Basic and Applied Statistics Human Physiology, Technology, and Medical Devices (BIOL1015) Introduction to Psychology Introduction to K-12 Teaching as a Profession Exploring the Teaching Profession II Latin 4 Honors	Three U of M semester credits Four U of M semester credits  Four U of M semester credits Two U of M semester credits Two U of M semester credits Eight U of M semester credits
Note: The act of registering for a College in the Schools course allows student assessment data to be released to the higher education institution. <i>Please see: Important Point to Remember (page 9)</i>		
<b>Articulated College Credit</b>	Accounting I Accounting II Auto Mechanics Construction Trades I Construction Trade II Introduction to Auto Technology/Engineering Introduction to Business Introduction to Health Science Careers Nursing Assistant Therapeutic Medicine Veterinary Studies I Veterinary Studies II Welding Technology I Welding Technology II	Articulated agreements exist between Rochester Public Schools and RCTC. These agreements allow students enrolled in specific RPS courses to earn college credit that can be applied once the students enrolls at RCTC. Articulated credits are not meant to transfer from RCTC to other institutions, however this is at the discretion of the receiving institution and we encourage students to contact them directly. For more information please talk to your course instructor.
<b>Project Lead the Way (PLTW)</b>	Project Lead the Way offers a dynamic high school program that provides students with real world learning and hands-on experiences.  Introduction to Engineering Design (IED) Principles of Engineering (POE) Computer Integrated Manufacturing (CIM) Engineering Design and Development Principles of Biomedical Science	PLTW classes are nationally standardized project-based courses that prepare students for college-level work. Some institutions of higher education are PLTW Affiliate Partners, look here for more information: <a href="https://www.pltw.org/our-partners/college-and-university-partners">https://www.pltw.org/our-partners/college-and-university-partners</a> . Colleges accept PLTW credits in different ways including: course substitution credit, advance standing credit, and test out or challenge exam. You may also work with the University of MN to purchase credits, look here for more information: <a href="https://cse.umn.edu/r/project-lead-the-way-pltw">https://cse.umn.edu/r/project-lead-the-way-pltw</a> .
<b>Post Secondary Enrollment Options (PSEO)</b>	Minnesota's PSEO program allows qualified sophomores, juniors and seniors to enroll in courses on Minnesota college campuses, at no cost to the student or family.  If you are considering this option, please be sure to connect with your HS counselor early! Also, review this page for more information and important dates to be aware of: <a href="https://www.rochesterschools.org/academics/student-advancement/pseo">https://www.rochesterschools.org/academics/student-advancement/pseo</a>	

Student's Name \_\_\_\_\_

Concurrent Enrollment and College in the Schools  
Rochester Public Schools  
Important Points to Remember

Please initial each item indicating your understanding.

- \_\_\_\_\_ 1. I understand that I am taking a college course.
- \_\_\_\_\_ 2. This course will begin my college transcript and count for both college and high school credit.
- \_\_\_\_\_ 3. I understand that there are eligibility requirements for the institution for which I am applying and my academic record will be reviewed for acceptance (including standardized test scores, grades, and GPA.)
- \_\_\_\_\_ 4. I understand the difference between high school classes and college classes (reading and writing at the college level, research papers, tests, attendance requirements, etc.)
- \_\_\_\_\_ 5. I realize the ramifications of failing or dropping a class (endanger graduation, possible F on college transcript, WF/F on high school transcript.)
- \_\_\_\_\_ 6. I understand if I want to withdraw from a college course, I must complete a withdrawal form with my high school counselor and then let the college registrar know. As a concurrent student, I am subject to the same procedures as any other high school student when withdrawing from a course. Course failures or withdrawals could affect my graduation status and will affect my high school GPA.
- \_\_\_\_\_ 7. I understand that the Rochester Public Schools will pay the cost of tuition, fees, and required textbooks.
- \_\_\_\_\_ 8. I will complete an application with the post-secondary institution offering the course which I am taking.
- \_\_\_\_\_ 9. I may need to complete a college placement test, depending on my standardized test scores (MCA or ACT). The results of this placement test will determine my eligibility as well as course placement.
- \_\_\_\_\_ 10. I understand that all credits taken as concurrent enrollment count as honors.
- \_\_\_\_\_ 11. I understand it is my responsibility to seek out additional information regarding how my college credits will transfer to other two- and four-year colleges.
- \_\_\_\_\_ 12. I understand I will not be allowed to go through commencement ceremonies if I have not met the graduation requirements.

*I grant permission for the Rochester Public School District to release the required test scores to the appropriate post-secondary institution.*

Student Signature: \_\_\_\_\_ Cell Phone \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Cell Phone \_\_\_\_\_

Parent Email: \_\_\_\_\_ Date \_\_\_\_\_

## ► Honors Program ◀

### Honors Courses

- Honors courses are open to all students meeting the course prerequisites, if there are any. Honors courses alter the curriculum in terms of depth, rigor, and pace. They promote higher level thinking skills and provide opportunity for a variety of extended projects. Solid background and a mature work ethic are highly recommended. Successful completion of the honors course is clearly defined on the student's transcript.
- Honors courses in which students have earned grades of A, B, or C will impact the weighted GPA. However, only honors courses in which students have earned grades of A or B (not P or C) will count toward an Honors Diploma.

### Honors Option Courses

- Students desiring challenging opportunities may also elect to receive honors credit in courses which have been designated as honors option courses. In order to receive honors credit for an honors option course, the student must successfully complete assignments designated by the instructor which differ in depth, rigor, and pace. This option promotes higher level thinking skills and provides opportunity for a variety of extended projects. To register, students will complete a Google Form for which the classroom teacher will provide a link. The registration deadline for first semester honors option classes is October 1 and the deadline for second semester classes is March 1. Students wishing to receive honors credit for an independent study must consult with the Gifted Services Specialist after the course has been approved by a building administrator. Successful completion of the honors option for a course is clearly defined on the student's transcript.

### College Courses – Special Note:

- Starting with the 2018-19 school year, all courses that receive college credit during high school (Concurrent Enrollment, CIS and PSEO) will be considered Honors Courses and count towards the Honors Diploma. However, only courses in which students have earned grades of A or B (not P or C) will count toward an Honors Diploma.

### Honors Diploma

- Students may work toward an honors diploma through the Gifted Services department before the end of the first year of high school, although self-nominations are accepted at any point during the high school experience. In order to qualify for an honors diploma, students
  - Must select a minimum of 12 credits of honors course work.
  - Must earn a final semester grade of A or B in honors classes in order for a course to count toward the honors diploma. The student must take the course for a letter grade, rather than selecting the pass/no credit option.
- Honors classes are clearly defined on a student's transcript. In addition, students meeting the criteria for graduation with an honors diploma are recognized in the commencement program.

### Advanced Placement

- The College Board's Advanced Placement Program (AP) enables students to pursue college-level studies while in high school. Based on their performance on rigorous AP Examinations, students can earn credit, advanced placement, or both, for college. Over 90 percent of the nation's colleges and universities have an AP policy that grants credit and/or placement for students with qualifying AP Exam grades.
- AP courses make substantial academic demands on students. Students are required to do considerable outside reading and other assignments and to demonstrate the skills and writing abilities of first-year college students.

### Mentorship in the Community Honors (see page 84 for complete description)

- Mentorship is a one-semester honors credit course. It is an accelerated, individualized program open to any student which allows students to work with professionals in the community to explore a career field.
- To enroll in the course, students must apply and provide recommendations to the Gifted Specialist. A mentorship requires commitment of a minimum of 60 hours with the mentor.

## Honors Courses:

### **Agriculture**

- AGSC2020 Principles of Animal Science 1

### **Business**

- FYEX1000: College Success Strategies
- INCubatoredu

### **Computer Science and Information Technology**

- AP Computer Science A
- COMP 1741 JavaScript

### **Economics**

- AP Macroeconomics
- ECON2292: Microeconomics

### **Engineering**

- PLTW: Computer Integrated Manufacturing (CIM)
- PLTW: Engineering Design and Development
- PLTW: Introduction to Engineering Design
- PLTW: Principles of Engineering

### **English**

- English I: Foundations Honors
- English II: American Literature/Composition Honors
- English II: American Studies Honors
- English III: AP Literature and Composition
- English IV: AP Language and Composition - 1
- English IV: AP Language and Composition - 2
- English IV: Humanities-Search for Meaning Honors
- English IV: Humanities-Philosophical Thinking Through Literature Honors
- ENG1117: Reading and Writing Critically I
- ENG1118: Reading and Writing Critically II

- SPCH1100 Fundamentals of Speech

### **FACS**

- Child Development Associate

### **Fine Arts**

- Symphonic Winds Honors

### **Health Science Careers**

- BIOL1107 Fundamentals of Anatomy & Physiology
- Emergency Medical Technician

### **Human Services**

- Child Development Associate
- Emergency Medical Technician
- Exploring the Teaching Profession II (CIS)
- Introduction to K-12 Teaching as a Profession (CIS)
- Mentorship in the Community Honors

### **Industrial Technology**

- PLTW: Computer Integrated Manufacturing (CIM)

### **Math**

- Algebra II Advanced Functions Honors
- Algebra II Advanced Functions Honors/Geometry Honors Block
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- AP Computer Science A
- Basic and Applied Statistics (CIS)
- Geometry Honors
- Intermediate Algebra Honors
- Pre-Calculus Honors
- MATH 2237: Multivariable and Vector Calculus

### **Science**

- AP Biology
- AP Chemistry
- AP Environmental Science

- AP Physics 1
- AP Physics 2
- Biology Honors (C & M Only)
- BIOL1015 Human Physiology, Technology, and Medical Devices (CIS)
- BIOL1107 Fundamentals of Anatomy & Physiology
- Chemistry Honors (C & M Only)
- PLTW: Principles of Biomedical Science

### **Social Studies**

- AP Human Geography
- AP Psychology
- AP U.S. History
- AP U.S. History: American Studies Honors
- AP United States Government
- AP US Government/AP English Language Composition
- Introduction to Psychology (CIS)
- Modern European History Honors
- U.S. History: American Studies Honors

### **Teaching as a Profession**

- Exploring the Teaching Profession II (CIS)
- Introduction to K-12 Teaching as a Profession (CIS)

### **World Language**

- French 3 Honors
- French 4 Honors
- German 3 Honors
- German 4 Honors
- Latin 3 Honors
- Latin 4 Honors (CIS)
- Spanish 3 Honors
- Spanish 4 Honors

### **Other**

- Mentorship in the Community Honors

## **Honors Option Courses:**

### **Business**

- Accounting I
- Accounting II
- Introduction to Business
- Marketing & Management
- Personal Finance and Investing
- Small Business Strategies

### **Computer Science and Information Technology**

- Algorithms and Data Structures in Python
- Data Science and Python
- Information Technology Launch
- IT Infrastructure
- Mobile Computer Science Principles

### **English**

- English: Drama
- English: Speech Foundations
- English IV: Yearbook and Print Media

### **FACS**

- Apparel/Textile Design and Construction
- Child & Human Development
- Global Culinary Arts
- Housing and Interior Design
- Personal Finance and Investing

### **Fine Arts**

- Art II
- Art III
- Graphic & Digital Design II
- Ceramics and Sculpture II
- Ceramics and Sculpture III
- Concert Choir
- Symphonic Strings

### **Health**

- Health

### **Health Science Careers**

- Introduction to Health Science Careers
- Nursing Assistant
- Medical Lab Science
- Pharmacy Technician
- Therapeutic Medicine

### **Human Services**

- Introduction to Criminal Justice

### **Industrial Technology**

- Auto Mechanics
- Power Mechanics

### **Reading**

- Content Reading & Study Skills

### **Science**

- Astronomy (M Only)
- Biology (J Only)
- Chemistry (J Only)
- Environmental Awareness
- Environmental Science
- Human Anatomy and Physiology
- Medical Lab Science

### **Social Studies**

- Anthropology
- Introduction to Criminal Justice
- Sociology

### **World Language**

- French 1
- French 2
- German 1
- German 2
- Latin 1
- Latin 2
- Spanish 1
- Spanish 2

### **Other**

- Independent Study

## ► Post High School Planning ◀

### COLLEGE ENTRANCE REQUIREMENTS

#### TYPICAL FOUR-YEAR COLLEGES AND UNIVERSITIES

In general, being academically prepared for college means adequate preparation in English, history/social studies, mathematics and science. Many college programs also require the study of a world language. Study in these fields may enable students to score higher on college entrance tests. Nearly all colleges expect students to have taken at least 24 semester credits in these college preparatory academic areas while in grades 9-12. The more selective the college, the more preparation they expect in core academic disciplines.

***To learn about specific admission requirements, students should consult websites or contact the colleges and universities directly where they are interested in possibly attending.***

Entrance requirements for most selective colleges and for several of the colleges of the University of Minnesota follow:

#### MOST SELECTIVE FOUR-YEAR COLLEGES AND UNIVERSITIES

Most colleges require the following courses/credits in Grades 9-12 as a minimum:

- 4 credits in English (emphasis on writing, speaking and literature)
- 4 credits in math (2 years of algebra, 1 year of geometry, and 1 year of statistics or Pre-calculus)
- 3 credits in laboratory sciences
- 3.5 credits in social sciences
- 3-4 credits in a single world language, strongly recommended (Grades 9-12)

The expectations at competitive colleges are significantly higher. These colleges would expect prospective students to have challenged themselves by taking at least some Advanced Placement or enriched courses.

#### UNIVERSITY OF MINNESOTA

Students planning to attend the University of Minnesota, or any of its branches, their freshman year should complete the following, at a minimum, in Grades 9-12:

- 4 credits in English (emphasis on writing, speaking and literature)
- 4 credits in mathematics (1 year each of algebra, geometry, advanced algebra, and statistics or college algebra prep)
- 3 credits in laboratory sciences (1 year each of a biological and a physical science)
- 2 credits in a single world language (Grades 9-12)
- 3 credits in social studies (including United States history)
- 1 credit in visual and performing arts, including instruction in the history and interpretation of the art form (e.g., theater arts, music, band, chorus, orchestra, drawing, painting, photography, graphic design, etc.)

We strongly encourage students to take courses beyond these minimum requirements. Additional coursework beyond these minimums increases a student's chances for admission. Indeed, while not requiring more courses, almost all successful applicants present additional classes.

#### MINNESOTA STATE UNIVERSITY SYSTEM

Students planning to enter a Minnesota State University are required to complete the following courses in grades 9-12:

- 4 credits in English (emphasis on writing, speaking, and literature)
- 3 credits in science (1 year each of chemistry, physics, and biology)
- 3 credits in mathematics (1 year each of algebra, geometry, advanced algebra)
- 2 credits in a single world language (Grades 9-12)
- 3 credits in social studies (1 year each of US history and geography)

#### COMMUNITY COLLEGES

Community colleges offer some vocationally oriented programs involving one or two years of study to prepare for full-time employment. They also offer the first two years of a traditional four-year college program. Most community colleges admit any student who has graduated from high school. However, some programs have special admissions requirements. Interested students should check catalogs and/or speak directly with an admissions representative.

## BUSINESS AND TECHNICAL SCHOOLS AND COLLEGES

A wide variety of programs are offered in these schools, both public and private. Some involve prior training in high school. Interested students should check the catalogs of these schools in the Career Center or phone the school directly for suggested high school preparation.

## CONSTRUCTION APPRENTICESHIP PATHWAY

The Residential Construction career pathway class options are an excellent pathway into a career in Commercial Construction through a registered apprenticeship program. A registered apprenticeship is a proven approach for preparing workers for jobs while meeting the needs of business for a highly-skilled workforce. It is an employer-driven, "learn while you earn" model that combines on-the-job training, provided by the employer that hires the apprentice, with job-related instruction in curricula tied to the attainment of national skills standards. The model also involves progressive increases in an apprentice's skills and complete wages. Apprenticeship programs keep pace with advancing technologies. There is little to no cost for the apprentice and the employer also provides benefits such as medical insurance and a pension. Some of the trades even provide associate degrees upon completion of the program. Visit [www.ConstructionPartnership.com](http://www.ConstructionPartnership.com) for more information about the several types of trades and apprenticeship opportunities. Additional information about apprenticeships can be found at [www.dol.gov/apprenticeship](http://www.dol.gov/apprenticeship).

## JOB ENTRY AFTER HIGH SCHOOL

Students who plan to enter employment directly after high school graduation may want to consider courses to improve their skills in mathematics, communications, and technical fields. Students considering moving into employment directly out of high school should also consider that they may want to pursue post-secondary training at a later time.

## MILITARY SERVICE

Many training opportunities are offered in the military services. Some of these involve special preparation in high school. Military information is readily available from the recruiters and in the Career Center. Recruiters from the various branches visit frequently.



# CTECH

Career and Technical Education Center at Heintz

## What is CTECH?

CTECH is a dynamic collaboration between Rochester Public Schools, Rochester Community Technical College, and our professional community. CTECH offers inspiring hands-on programs, combining rigorous coursework with project-based learning in a collaborative setting for students who want to gain a deep understanding of, and actively participate in, high demand professions.

### Purpose

CTECH offers students the opportunity to develop purpose as it relates to their life after high school, whether that be college, career, or otherwise.

### Professional Skills

CTECH ensures that students leave our classrooms with the content knowledge as well as the skills and attributes that make them and keep them employable such as timeliness, organization, professionalism, collaboration, and communication.

### Competitive Advantage

The experience students earn at CTECH and the industry-recognized certifications we offer give students in our pathways a competitive advantage over their counterparts.

## Career Pathways and Courses at CTECH

*\*Courses with an asterisk offer an industry-recognized credential*

### Agriculture (p.21)

Introduction to AFNR  
Veterinary Studies I  
Veterinary Studies II\*  
Greenhouse Plant Production - Hybrid

### CompSci/Info Tech (p.27)

IT Infrastructure  
JavaScript  
Data Science with Python  
Algorithms and Data Structures in Python

### Construction (p.54)

Construction Trades I  
Construction Trades II\*

### Engineering (p.30)

Eng. Design and Development  
Principles of Engineering  
Robotics

### Health Sciences (p.49)

Intro to HSC  
Nursing Assistant\*  
Medical Lab Science  
Pharmacy Technician\*  
Therapeutic Medicine  
BIOL 1107  
Emergency Medical Technician\*

### Hospitality (p.41)

Culinary Chef\*  
Culinary Management\*

### Human Services (p.52)

Emergency Medical Technician\*  
Law Enforcement Careers  
Child Development Associate\*  
Intro to K-12 Teaching (CIS)  
Exploring Teaching II (CIS)

### Manufacturing (p.55)

Machine Technology I  
Machine Technology II  
Welding Technology I  
Welding Technology II

### Teaching (p.79)

Intro to K-12 Teaching (CIS)  
Exploring Teaching II (CIS)

### Psychology (p.75)

Intro to Psych (CIS)

## CTECH Schedule and Transportation

CTECH courses are offered on a block schedule and meet for one semester. Students earn 1.0 credit per block course. Our schedule includes time for travel between a student's school and CTECH. Transportation is provided between CTECH and all high schools.

Class Schedule	
Block 1-2	8:37-9:47
Block 3-4	10:25-11:35
Block 5-6	12:13-1:23
Block 7-8	2:01-3:11

## Professional Literacy Option

Students registering for a CTECH course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with their CTECH course. Students will work with our Professional Literacy Coach to design and complete purposeful work in the areas of Professional Reading, Writing, Speaking, and Experience.

## Contact Information

Please contact us with any questions about CTECH:

Brandon Macrafic (Principal)  
507.328.5780  
[brmacrafic@rochester.k12.mn.us](mailto:brmacrafic@rochester.k12.mn.us)

Kari Sikkema (Secretary)  
507.328.5780  
[kasikkema@rochester.k12.mn.us](mailto:kasikkema@rochester.k12.mn.us)

<https://ctech.rochesterschools.org/>

Twitter: @CTECH\_RPS

Facebook: @RochesterCTECH

# P-TECH

Pathways in Technology Early College High

## What is P-TECH?

P-TECH 535 is Minnesota's first version of a pioneering education reform initiative created to prepare young people with the academic, technical, and professional skills required for career and college. Part of P-TECH's mission is to provide underserved youth with an innovative education opportunity with a direct pathway to college attainment and career readiness.

This public-private partnership represents the best of what public-private partnerships can look like, with students taking high school and college coursework simultaneously, as well as engaging in industry-guided workforce development. Students will participate in a range of workplace experiences, including mentorship, worksite visits, and paid internships in partnership with regional area employers, including Mayo Clinic Rochester and IBM Rochester.

P-TECH 535 spans grades 9-14 and enables students to earn both a high school diploma and a no-cost, two-year postsecondary degree or diploma. While P-TECH 535 encompasses six years, students can move at their own pace, enabling some to accelerate through the model in as little as four years. P-TECH 535 will engage students in one of two career pathways aligned with regional workforce needs:

P-TECH 535 will engage students in one of two career pathways aligned with regional workforce needs:

### ***Information Technology***

Associate in Applied Science from RCTC  
Industry partnership with IBM

### ***Practical Nursing***

Program diploma from RCTC  
Industry partnership with Mayo Clinic

## P-TECH Design Principles

- Public/Private partnership between school district, higher education, and industry
- Six-year integrated program that includes high school and postsecondary coursework
- Open enrollment with no academic or testing requirements
- Workplace learning, including 1:1 mentoring, workplace visits, and paid internships
- Cost free postsecondary degree or diploma
- First in line opportunity to interview for entry-level jobs with industry partners

## P-TECH Schedule and Transportation

**Year 1 (grade 9)** students will spend the first half of their school day at their high school completing science, social studies, physical education, health, and fine arts. The second half of the day will be spent at P-TECH engaging in numeracy, literacy, and career/college readiness.

**Year 2 (grade 10)** students will spend the first half of their school day at at P-TECH engaging in numeracy, literacy, and career/college readiness. The second half of the day will be spent at their high school completing science, social studies, physical education, health, and fine arts.

**Year 3 students** will continue to spend half of their school day at their high school completing state HS graduation requirements and the other half between P-TECH, CTECH, and RCTC engaging in pathway-specific courses.

**Year 4, 5, and 6 students** will spend the majority, if not all, of their school day at P-TECH, CTECH, and RCTC completing their postsecondary degree or diploma.

Transportation is provided between P-TECH and all high schools using regularly scheduled CTECH busses.

## Application and Selection

P-TECH 535 will be open each year to between 60 and 70 current 8th grade students. In the event that there are more applicants than available spots for P-TECH 535, a lottery will take place. To align with P-TECH's mission, the following demographic information may factor into the lottery process: first generation college student, household income below the federal poverty level, and English language learner status. Please contact any P-TECH staff members listed below for an application; applications are due by Winter Break.

## Contact Information

Please contact us with any questions about P-TECH:

Kari Kolling Anderson (School Leader)  
[kakolling-an@rochesterschools.org](mailto:kakolling-an@rochesterschools.org)

Darren Saner (Counselor)  
[dasaner@rochesterschools.org](mailto:dasaner@rochesterschools.org)

Brandon Macrafic (Principal on Special Assignment for Career and College Readiness)  
[brmacrafic@rochesterschools.org](mailto:brmacrafic@rochesterschools.org)

Kiara Price (College Liaison)  
[kiprice@rochesterschools.org](mailto:kiprice@rochesterschools.org)

Leah Baethke (Literacy Teacher)  
[lebaethke@rochesterschools.org](mailto:lebaethke@rochesterschools.org)

Vince Wagner (Numeracy Teacher)  
[jowagner2@rochesterschools.org](mailto:jowagner2@rochesterschools.org)

# CAREER PATHWAYS

## What is a Pathway at Rochester Public High Schools?

A Pathway is a series of classes that RPS students can take that will help them follow their interests and prepare for further study, training or work opportunities within a career field. As students learn more about their interests, they can explore one or more Pathways, which can help them:

- Plan their education at RPS and beyond.
- Prepare for college and career.
- Explore classes that might interest them.
- Understand how classes & careers fit together.
- Understand what is required for success.

## Can I only choose one Pathway?

You are not limited by the Pathways. They are intended to help you find courses that match your interests, but you can take courses from many different Pathways, as long as you meet RPS credit requirements shown on page 5.

## AGRICULTURE

(page 21)

### Animal Science

- Introduction to Agriculture, Food, and Natural Resources
- Animal Science / AGSC2020 Principles of Animal Science 1
- Veterinary Studies I
- Veterinary Studies II

### Plant Science

- Introduction to Agriculture, Food, and Natural Resources
- Plant Science
- Greenhouse Plant Production - Hybrid

## AUTOMOTIVE

(page 54)

- Power Mechanics
- Introduction to Auto Technology/Engineering
- Auto Mechanics

## BUSINESS

(page 24)

### Finance

- Accounting I
- Accounting II
- Small Business Strategies
- INCubatoredu

### Marketing

- Introduction to Business
- Marketing and Management
- Small Business Strategies
- INCubatoredu

## COMPUTER SCIENCE AND INFORMATION TECHNOLOGY

(page 27)

- Information Technology Launch
- Information Technology Infrastructure
- COMP 1741: JavaScript
- Data Science with Python
- Mobile Computer Science Principles
- AP Computer Science A
- Algorithms and Data Structures in Python

## CONSTRUCTION

(page 54)

- Wood Products and Technology
- Construction Trades I
- Construction Trades II

## ENGINEERING

(page 30)

- PLTW: Introduction to Engineering Design
- PLTW: Principles of Engineering
- PLTW: Engineering Design and Development

## HEALTH SCIENCE CAREERS

(page 49)

- Introduction to Health Science Careers
- BIOL1107: Fundamentals of Anatomy & Physiology
- Emergency Medical Technician
- Nursing Assistant
- Medical Lab Science
- Pharmacy Technician
- Therapeutic Medicine

## HOSPITALITY

(page 41)

- Foundations of Hospitality
- Foundations of Culinary Arts
- Global Culinary Arts
- Culinary Chef
- Culinary Management

## HUMAN SERVICES

(page 52)

- Child Development Associate (page 43 and 51)
- Emergency Medical Technician (page 49 and 51)
- Firefighter (page 51 and 84)
- Law Enforcement (page 52)
- Introduction to Criminal Justice (p51)
- Introduction to K-12 Teaching as a Profession (page 52 and 78)
- Exploring the Teaching Profession II (page 52 and 78)

## MANUFACTURING

(page 55)

- PLTW: Computer Integrated Manufacturing (CIM)
- Welding Technology I
- Welding Technology II
- Machine Technology I
- Machine Technology II

## TEACHING AS A PROFESSION

(page 79)

- Introduction to K-12 Teaching as a Profession
- Exploring the Teaching Profession II

## ► Registration Guide Key ◀

Many courses are open to all students during their four years of attendance. With the assistance of your counselor, teachers, and parents/guardians, you will make selections for your own program of studies. The following key is offered to assist you in reading this section of the registration guide.

(1) (2) Prerequisite: (3) Grades: (4)	(12)	(5) Credit: 6) Length: 7) (8) or (9)	(10)
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- (1) **Course Title:** The title indicates the general subject matter of the course.
- (2) **Course Number:** Course number(s) required for registration.
- (3) **Prerequisite:** Credit in the course(s) named must be earned in order to register for this course.
- (4) **Grade Level:** Indicates the year in school when the student may register for this course, as long as prerequisites are met.
- (5) **Honors:** Indicates honors course or honors option credit available.
- (6) **Credit:** Amount of credit earned per semester.
- (7) **Course Length:** Indicates length of the class (semester or year-long).
- (8) **NCAA:** Indicates the course has been approved as an NCAA core course.
- (9) **ACC (Articulated College Credit):** Indicates that RCTC college credit may be available.
- (10) **School:** High school where the course is offered (C = Century, J = John Marshall, M = Mayo, **O = RPS Online**).
- (11) **Course Description:** Short description of the course.
- (12) Other information.

**Concurrent  
Enrollment**

**CTECH**

Note: Transportation to courses offered off-site may be provided if needed.

## ► Transcripts ◀

1. The transcript is a legal and technical document that records a student's grades and credits earned. Transcripts received from an accredited program will be accepted and data recorded on the student's ISD 535 transcript. Grades and credits cannot be changed unless a revised transcript is received from the original accredited program. When considering a transfer document, grades, credits, and standardized test data which can be applied to a student's record will be included without exception.
2. Parchment: Rochester Public Schools has joined forces with MN e-Transcript Initiative and Parchment to bring the Secure Transcript™ system to Rochester students and alumni. It creates a safe, paperless environment for exchanging student transcripts. Official transcripts for current and former students must now be ordered and sent through [www.parchment.com](http://www.parchment.com). There is a charge per transcript for current students and for former students. Email confirmation will be sent when the transcripts have gone out.
3. PSEO courses/grades are included on the high school transcript. Students must request a transcript from the college for PSEO courses and submit it to the High School Registrar to be included on the high school transcript. The high school transcript will indicate the course(s) taken at a post-secondary institution.

# AGRICULTURE

➡ Elective courses will only run if there are adequate student numbers. ⬅

## AGRICULTURE CAREER PATHWAY

Agriculture is an exciting career field as it continues to move in a high-tech direction. The Agriculture pathway of courses will give students a strong foundation in plant, animal and environmental science. Students can pursue such career fields as solar and wind energy, animal husbandry or horticulture.

### Animal Science

- Introduction to Agriculture, Food, and Natural Resources
- Animal Science / AGSC2020 Principles of Animal Science 1
- Veterinary Studies I
- Veterinary Studies II

### Plant Science

- Introduction to Agriculture, Food, and Natural Resources
- Plant Science
- Greenhouse Plant Production - Hybrid

<b>Introduction to Agriculture, Food, and Natural Resources (AFNR)</b> 0ARAFN Prerequisite: none Grades: 9, 10, 11, 12	<b>CTECH</b>	Credit: 1.0/Sem Length: Sem	C J M
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-This course meets for two class periods for one semester.

- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

Students are introduced to the range of agricultural opportunities and the pathways of study they may pursue. Science, mathematics, reading, and writing components are woven in the context of agriculture and students will use the introductory skills and knowledge developed in this course throughout the CASE™ curriculum. Woven throughout the course are activities to develop and improve employability skills of students through practical applications. Students will explore career and post-secondary opportunities in each area of the course.

<b>Animal Science</b> 03RANI Prerequisite: Biology or Administrative Approval Grades: 10, 11, 12		Credit: .5/Sem Length: Sem NCAA	C M O
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Animal science is for students who want to develop or expand an interest in animal science. The course focuses on a general understanding of the major animal phyla. Topics covered include nutrition, feeding, anatomy, care, and handling. Students will utilize proper practices in caring for and managing animals; justify a position related to issues of ethics and animal welfare; compare and contrast the biological systems of various animals; follow genetic traits in wild vs. domestic animals; carry out hands-on studies in the behavior of animals.

<b>AGSC2020 Principles of Animal Science 1</b> 0AHPAS Prerequisite: none Grades: 10, 11, 12	<b>Concurrent Enrollment</b>	RPS & RCC Honors course Credit: 1.0/Sem Length: Sem	J
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- High school credit and college credit from Riverland Community College (4 college credits) are awarded.

- This course does not meet a science credit requirement.

This course is designed to introduce the student to the scientific theories, principles, and concepts related to animal production and management. An overview of animal welfare and safety issues will be explored. Students will learn about anatomy & physiology, and their application to growth and development of food, companion and clinical (model) animals. Key systems, such as skeletal, muscular, nervous, and other biological systems that impact reproduction and nutrition will be examined. A special emphasis on real-world, creative problem solving will help students further specialize in animal agriculture. The use of innovation and design thinking skills to enhance learning outcomes through

opportunities to conduct applied research and/or gain hands-on experience are also included. Where possible, live animals will be used during laboratories in accordance with federal regulations, and all laboratories will be conducted with respect for the animals.

<b>Plant Science</b>	Credit: .5/Sem Length: Sem NCAA	C J M O
03RPLT Prerequisite: Biology or Administrative Approval Grades: 10, 11, 12		

Plant Science is for students who want to develop or expand an interest in horticulture. The class will focus on the identification, anatomy, structure, function, reproduction, and care of plants. Students will analyze the biological, physical, and chemical processes involved in plant growth, development, and reproduction; understand the interdependence of plants, people, and the environment; identify and classify plants by use of dichotomous key; landscape and grow plants in a greenhouse; conduct soil testing.

<b>Veterinary Studies I</b>	<b>CTECH</b>	Credit: 1.0/Sem Length: Sem ACC	C J M
0ARVET Recommended Prerequisite: Animal Science Grades: 10, 11, 12			

- This course meets for two class periods for one semester.
- This course does not meet a science credit requirement.
- Courses that are recommended are not required, but if taken may assist the student in being more successful in the course.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

The Veterinary Studies course is designed for students interested in a career working with animals. It teaches students the basic skills needed to work as a veterinary assistant. This course is articulated with RCTC so high school students can receive industry skill certification as Veterinary Assistants. Students will utilize proper practices in caring for and managing animals; justify a position related to issues of ethics and animal welfare; compare and contrast the biological systems of various animals; carry out hands-on studies in the behavior of animals.

<b>Veterinary Studies II</b>	<b>CTECH</b>	Credit: 1.0/Sem Length: Sem ACC	C J M
0ARVS2 Prerequisite: Veterinary Studies I Grades: 10, 11, 12			

- This course meets for two class periods for one semester.
- This course does not meet a science credit requirement.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

The Veterinary Studies II course is designed to prepare students for an entry level position in a veterinary hospital or clinic. Students will learn medical records and scheduling, safe handling and restraint techniques, animal behavior, procedures in examination, pharmacy, laboratory, surgical assisting & radiology, animal nursing skills, therapeutic techniques and grooming, sanitation and cleaning, breeds and breeding, external parasitology, and zoonotic diseases. Students seeking their veterinary assistant certification will complete an externship consisting of a minimum of 50 hours of clinical experience and be eligible to take the Certification Exam for Veterinary Assistants. This course prepares students to succeed in a post-secondary Veterinary Technician program.

<b>Greenhouse Plant Production - Hybrid</b>	<b>CTECH</b>	Credit: 1.0/Sem Length: Sem	C J M
0ARGPP Prerequisite: none Grades: 11, 12			

- This course meets for two class periods for one semester.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

Surround yourself with beautiful flowers in the dead of a Minnesota winter! In this class you will learn about greenhouse operations, plant production and identification, disease prevention, pest management, environmental impact, workplace safety, and equipment care. You will also learn how to maintain and manage a commercial greenhouse and what it takes to create healthy environments for specific plant species. Greenhouse Plant Production is a hybrid-model course through a partnership with Sargent's Landscape Nursery. Learning will be split between class sessions at CTECH (transportation provided) and Sargent's Landscape Nursery (transportation provided), where

students will take part in hands-on greenhouse procedures, practice professional employability skills, and learn about green-collar careers.

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### ► Agriculture Electives ◀

<b>Floral Design</b> 0ARFDA Prerequisite: none Grades: 9, 10, 11, 12	Credit: .5/Sem Length: Sem	C J M
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Floral Design and Arrangement is for students who want to develop or expand an interest in the floral industry. The course is designed to develop skills in the floriculture area. Developing a product, including marketing and then creating that product, is the basis for the course. Activities may include corsage construction, creation of floral arrangements, and analysis of flowers for weddings. Students will develop an understanding of floral design styles; plan, carry out, and evaluate the sale of a floral product; identify and classify the major floriculture cut flowers and foliage.

# BUSINESS

➡ Elective courses will only run if there are adequate student numbers. ⬅

## BUSINESS PATHWAY

The business, marketing, and technology education program is aligned with national standards and with post-secondary programs. Articulated College Credit may be earned in designated courses as listed in this guide. The business education program focuses on the application of business and marketing practices through innovative technology and hands-on experiences that complement traditional classroom experiences. The principles are applied to real-life and career problem-solving situations.

### Finance

- Accounting I
- Accounting II
- Small Business Strategies or INCubatoredu

### Marketing

- Introduction to Business
- Marketing and Management
- Small Business Strategies or INCubatoredu

<b>Introduction to Business</b>	Honors option	C
06RBUS	Credit: .5/Sem	J
Prerequisite: none	Length: Sem	M
Grades: 9, 10, 11, 12	ACC	O

This course offers an overall introduction to the world of business. Students will explore careers in management (what does it take?); marketing (sports, entertainment, hospitality and tourism, sales); accounting and finance (do you see yourself as a key decision maker in a company?); and human resources (hiring, training and development); determine how their life experiences influence their career choice; learn basic concepts of legal, financial, marketing, and business practices; and participate in an employment interview. Students will have opportunities to develop their general business and networking skills through BPA competitive events.

<b>Accounting I</b>	Honors option	C
06RAC1	Credit: .5/Sem	J
Prerequisite: none	Length: Sem	M
Grades: 10, 11, 12	ACC	O

- Recommendation: All students interested in a business-related career should take this course.

This course is designed for students considering a career in business. Whether your future plans include management, marketing, finance, business ownership, or any other business career, basic accounting knowledge is necessary. This course focuses on teaching students to understand the accounting cycle and accounting terminology; be aware of how accounting is beneficial to professionals in various kinds of business organizations (proprietorships, partnerships, corporations); understand how accounting decisions need to be based on business and professional ethics; and how to use the computer as a tool in recording accounting transactions and preparing financial reports. Students will have opportunities to develop their finance and accounting skills through BPA competitive events.

<b>Accounting II</b>	Honors option	C
06RAC2	Credit: .5/Sem	J
Prerequisite: Accounting I	Length: Sem	M
Grades: 10, 11, 12	ACC	O

This course is a continuation of Accounting I. A full year of accounting is highly recommended for all students who are thinking of pursuing a professional business career. Students will use simulations to practice accounting theories and practices; use a computerized system to complete the accounting cycle; learn accounting principles for corporations; and learn inventory systems. Students will have opportunities to develop their finance and accounting skills through BPA competitive events.

<b>Marketing and Management</b> 06RMAM Prerequisite: Introduction to Business or Administrative Approval Grades: 10, 11, 12	Honors option Credit: .5/Sem Length: Sem	<b>C</b> <b>J</b> <b>M</b> <b>O</b>
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In this course, students will gain an understanding of marketing and management concepts and how they are implemented in a variety of industries. Topics of study include the marketing mix, functions of marketing, social media marketing trends, influencers, branding, and management strategies. Student projects may be focused on the following areas:

- Sports and entertainment marketing
- Small business management
- Community and school event promotions
- Brand management
- Current issues and trends

Marketing and employment skills learned in this course will improve and increase the chance of successful college and career transitions. Students will have opportunities to develop their marketing, management and leadership skills through BPA competitive events.

<b>Small Business Strategies</b> 06RSBS Prerequisite: Introduction to Business or Administrative Approval Grades: 10, 11, 12	Honors option Credit: .5/Sem Length: Sem	<b>C</b> <b>J</b> <b>M</b> <b>O</b>
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- Recommendation: All students interested in a business-related career should take this course.

In this course, teams of students will work together with business partners to solve real-world workplace challenges through project-driven work. Under the leadership of both the classroom teacher and business partner, the student teams will be given a real-world project or challenge. Through research and study, the student team will develop their recommendations for dealing with that particular challenge and will present their findings to the business partner. This capstone course focuses on skills and concepts students have learned in their other business electives and is intended for students who are highly motivated to pursue careers in a business field. Students will have opportunities to develop their finance, marketing, management and team building skills through BPA competitive events.

<b>INCubatoredu</b> 16HINC/26HINC Prerequisite: none Grades: 11, 12	Honors course Credit: 1.0/Sem Length: Year	<b>C</b> <b>J</b> <b>M</b>
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- This course meets for two class periods for one year.

This program offers high school students an authentic entrepreneurship experience. In the year-long course, students have the opportunity to create and fully develop their own product or service. Real entrepreneurs and business experts serve as volunteer coaches and mentors guiding student teams through the processes of developing hypotheses about a business concept, testing those hypotheses, adapting, and continually learning and improving. This cycle of experimentation is combined with foundational business content such as marketing and finance. Students will have opportunities to develop their entrepreneurship, communication, and marketing skills through BPA competitive events.

## ▶ Business Electives ◀

<b>Computer Skills</b> 06RCS Prerequisite: none Grades: 9, 10, 11, 12	Credit: .5/Sem Length: Sem	<b>C</b> <b>J</b> <b>M</b>
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This introductory course is designed for those students who have not completed a formal technology course. After completing this course, students will develop skills the following skills:

- Identify the parts of a computer
- Gain knowledge of proper file maintenance
- Learn the computer keyboard and proper keying techniques
- Complete basic Internet searches
- Proper image formatting

- Email etiquette
- Insert and manipulate shapes
- Compose at the keyboard
- Create documents using Microsoft Word and/or Google Docs
- Learn data entry and creation of charts using Microsoft Excel and/or Google Sheets
- Create presentations using Microsoft PowerPoint and/or Google Slides
- Recognize the value of good workplace skills (attendance, behavior, attitude)

<b>Computer Applications</b> 06RCA Prerequisite: none Grades: 9, 10, 11, 12	Credit: .5/Sem Length: Sem	C J M
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- Recommendation: All students interested in a business-related career should take this course.

This course is designed to teach students software applications from the Microsoft Office Suite. The focus of the class will be on learning Microsoft Excel and Microsoft PowerPoint. Students will learn spreadsheet skills and concepts including how to effectively create charts and graphs, and see relevance for how those skills and concepts may be used in school assignments, at a job, or for personal use. Students will learn effective presentation skills using MS PowerPoint as tool to aid them. In addition, students will create an electronic portfolio using Efolio; create web pages using HTML; create a short movie using Movie Maker; work collaboratively with classmates using Google Docs; and explore the many features of Google. Students will have opportunities to develop their technology skills through BPA competitive events.

<b>FYEX 1000: College Success Strategies</b> 06HCSS Prerequisite: none Grades: 11, 12	RPS & RCTC Honors course Credit: .5/Sem Length: Sem	C J M O
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**Concurrent  
Enrollment**

- High school credit embedded in another course and college credit from Rochester Community and Technical College (1 college credit) is awarded.

This course introduces proven strategies to help students create greater success in college. It provides an active environment for students to identify and engage in choices that promote successful academic and career decision making. Students will explore campus resources, learning preferences, and active learning strategies. After successful completion of this course, students will earn 1 college credit. To be considered for admission for this course, students must meet with their counselor.

<b>Personal Finance and Investing</b> 06RPFI Prerequisite: none Grades: 9, 10, 11, 12	Honors option Credit: .5/Sem Length: Sem	C J M O
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Learn how to make the most of your income through your ability to understand, manage, and invest the money you earn. Online tools and activities will be used to explore various aspects of personal finance. Topics: basic economic principles, budgeting/spending patterns – checking/savings, financing and rent; credit awareness/use; housing/auto options – buy, rent or lease; investment options - stocks, bonds, mutual funds, IRA's and stock market research; identity theft and protection; insurance – auto, life, and health. Students will have opportunities to develop their personal finance and banking skills through BPA competitive events.

# COMPUTER SCIENCE AND INFORMATION TECHNOLOGY

➡ Elective courses will only run if there are adequate student numbers. ⬅

## COMPUTER SCIENCE AND INFORMATION TECHNOLOGY PATHWAY

<p><b>Level 1:</b></p> <ul style="list-style-type: none"> <li>• Information Technology Launch</li> <li>• Information Technology Infrastructure</li> </ul> <p><b>Level 2:</b></p> <ul style="list-style-type: none"> <li>• Data Science with Python</li> <li>• Mobile Computer Science Principles</li> </ul> <p><b>Level 3:</b></p> <ul style="list-style-type: none"> <li>• COMP 1741: JavaScript</li> <li>• AP Computer Science A</li> </ul> <p><b>Level 4:</b></p> <ul style="list-style-type: none"> <li>• Algorithms and Data Structures in Python</li> </ul>
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If you are not sure which course to take in Computer Science please take this informal survey to help you with course selection: <https://sites.google.com/isd535.org/cs-pathways>.

<p><b>Information Technology Launch</b> 06RITL Prerequisite: none Grades: 9, 10, 11, 12</p>	<p>Honors Option Credit: .5/Sem Length: Sem</p>	<p>C J M O</p>
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IT launch is the first course in the Computer Science / Information Technology pathway. It is designed to give students an overview of hardware, programming, web design, mobile apps, and electronics. Students will learn by creating their own projects in each area. This hands-on course will include exposure to career opportunities and interaction with IT Professionals around the world.

<p><b>Information Technology Infrastructure</b> 06RITI Prerequisite: none Grades: 10, 11, 12</p>	<p><b>CTECH</b></p>	<p>Honors Option Credit: 1.0/Sem Length: Sem</p>	<p>C J M</p>
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- This course meets for two class periods for one semester.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

IT Infrastructure is a career-oriented course for students who are interested in technology beyond programming. If programming is driving race-cars, IT infrastructure is getting your hands dirty in the pits; fixing the engines, making them run faster and more reliably. It will cover topics like networking, administration, security, troubleshooting, communication, and professionalism. At the end of the course, students will have covered the material required for the CompTIA IT Fundamentals exam, the industry standard for entry-level IT jobs.

<p><b>COMP 1741: JavaScript</b> 06HJAV Prerequisite: Information Technology Launch OR Information Technology Infrastructure Grades: 10, 11, 12</p>	<p><b>CTECH</b> <b>Concurrent</b> <b>Enrollment</b></p>	<p>RPS &amp; RCTC Honors course Credit: 1.0/Sem Length: Sem</p>	<p>C J M</p>
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- This course meets for two class periods for one semester.
- High school credit and college credit from Rochester Community and Technical College (3 college credits) are awarded.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH 01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

This course introduces client-side scripting. Students will explore HTML and CSS, dynamic client-side scripting using JavaScript, client-side error checking and validation, and asynchronous server interaction. Students will construct and evaluate various client-side interactions. Students who qualify for placement in the RCTC course will earn credit.

<b>Mobile Computer Science Principles</b> 16RCSP/26RCSP Prerequisite: Information Technology Launch OR Information Technology Infrastructure Grades: 10, 11, 12	Honors option Credit: .5/Sem Length: Year	C J M
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This course introduces development of applications for mobile devices. Students will explore web programming, native device programming, and database interaction. Students will construct and evaluate multiple applications for mobile devices.

<b>Data Science with Python</b> 06RDSP Prerequisite: IT Launch OR Information Technology Infrastructure Grades: 10, 11, 12	<b>CTECH</b>	Honors option Credit: 1.0/Sem Length: Sem	C J M
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- This course meets for two class periods for one semester.
- Courses that are recommended are not required, but if taken may assist the student in being more successful in the course.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

This course will introduce students to real world application of data science as it relates to health sciences, sociology, and sports. Students will learn the Python programming language and will use it to analyze data provided by Health Science Careers students, public health data sets, government websites, and sports teams. The cumulative final project will target an existing problem identified by students and will include presenting our solutions to experts in industry.

<b>AP Computer Science A</b> 14ACOS/24ACOS Prerequisite: Data Science with Python OR Java Script OR Mobile Computer Science Principles Grades: 10, 11, 12	Honors course Credit: .5/Sem Length: Year NCAA	C J M O
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The AP Computer Science A course is an introductory college level course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and, when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course.

<b>Python: Algorithms and Data Structure</b> 06RADS Prerequisite: AP Computer Science A Grades: 11, 12	<b>CTECH</b>	Honors option Credit: 1.0/Sem Length: Sem	C J M
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- This course meets for two class periods for one semester.
- Courses that are recommended are not required, but if taken may assist the student in being more successful in the course.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

Algorithms and Data Structures is a second-year-level college course which delves into the complexity of problems and the problem-solving process. By understanding the tradeoffs between different methods of representing and manipulating data for entire domains of computer science, we can approach new and complex problems with a wide variety of tools. Students who wish to take this course must have completed AP Computer Science A or be able to demonstrate a deep understanding of object-oriented programming.

# ECONOMICS

## ▶ Required ◀

➡ Elective courses will only run if there are adequate student numbers. ◀

<b>Economics</b> 09RECO Prerequisite: none Grades: 11, 12	Credit: .5/Sem Length: Sem NCAA	C J M O
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In this course, the student will gain an understanding of how individuals, businesses, and governments use scarce resources to satisfy unlimited wants and needs. The student will learn key terms, ideas, and skills in order to apply knowledge to current, local, national, and international economic activities. Students will demonstrate knowledge of both microeconomic and macroeconomic concepts.

<b>AP Macroeconomics</b> 09AEEO Prerequisite: none Grades: 11, 12	Honors course Credit: .5/Sem Length: Sem NCAA	C J M O
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In this course, students will gain a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. This course will focus on preparing students to take the AP exam successfully and the pace is comparable to a college-level course.

<b>ECON2292 Microeconomics</b> 09HECO Prerequisite: none Grades: 11, 12	<b>Concurrent Enrollment</b>	RPS & RCC Honors course Credit: .75/Sem Length: Sem	J
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- High school credit and college credit from Riverland Community College (3 college credits) are awarded.

This course is an analysis of current United States and world policies, issues and problems using some basic principles of economics with special emphasis on decision making by individuals and firms.

# ENGINEERING

→ Elective courses will only run if there are adequate student numbers. ←

## ENGINEERING PATHWAY



### Project Lead The Way

This program is a sequence of courses which, when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor, and discipline of engineering prior to entering college. However, those not intending to pursue further formal education will benefit greatly from the knowledge and logical thought processes that result from taking some or all of the courses provided in the curriculum. Students may take a combination of courses based on their career interests within each level indicated.

Note: Upon completion of Introduction to Engineering Design, Principles of Engineering, and Digital Electronics, students may apply to take the industry certification test. Students have the option of receiving University of Minnesota college credit upon completion of the course if they maintain an 85% average, pass the end of course exam, and apply for the credit through the University of Minnesota in a timely manners. See instructor for more details.

<b>PLTW: Introduction to Engineering Design</b> 16HIED / 26HIED Prerequisite: none Grades: 9, 10, 11, 12	Honors course Credit: .5/Sem Length: Year	C J M
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Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

<b>PLTW: Principles of Engineering</b> 06HPOE Prerequisite: Intermediate Algebra and Introduction to Engineering Design or Computer Integrated Manufacturing Grades: 10, 11, 12	<b>CTECH</b>	Honors course Credit: 1.0/Sem Length: Semester	C J M
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- This course meets for two class periods for one semester.

- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

Through problems that engage and challenge, students explore a broad range of engineering topics and careers, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

<b>PLTW: Computer Integrated Manufacturing (CIM)</b> 06HCIM Prerequisite: none Grades: 9, 10, 11, 12	Honors course Credit: .5/Sem Length: Sem	C J M
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Through the introductory course, students will discover their passion and choose the machining or welding pathway to continue their learning. Students will learn the history of manufacturing, robotics and automation, manufacturing processes, computer modeling, manufacturing equipment, flexible manufacturing systems and an introduction to welding. To assist in learning M and G codes students will use CNC equipment. As part of the course, students will get the opportunity to visit local businesses to see the career opportunities available within the field of manufacturing.

<b>PLTW: Engineering Design and Development</b> 06HEDD Prerequisite: Principles of Engineering or Administrative Approval Grades: 11, 12	<b>CTECH</b>	Honors course Credit: 1.0/Sem Length: Sem  C J M
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- This course meets for two class periods for one semester.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career.

## ► Engineering Elective ◀

<b>Robotics</b> 06RROB Prerequisite: none Grades: 9, 10, 11, 12	<b>CTECH</b>	Credit: 1.0/Sem Length: Sem  C J M
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- This course meets for two class periods for one semester.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

This engineering class is an introduction to designing with robotics and engineering problem solving. Students will be exposed to gears (simple and compound), mechanical advantage, pneumatics, programming and different types of sensors. Students will build and program small robots. While doing this they will understand materials and be able to use and understand electrical circuitry. The design process will be used and understood.

# ENGLISH LANGUAGE ARTS

➡ Elective courses will only run if there are adequate student numbers. ⬅

**Requirements:**

- English I
- English II
- English III
- English IV (one semester elective)
- English: Speech Foundations

English for ELs and some Special Education courses also meet English graduation requirements.

<b>English I: Foundations</b> 11REN1 / 21REN1 Prerequisite: none Grades: 9	Credit: .5/Sem Length: Year NCAA	C J M O
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In this course, students will be introduced to a variety of literature and writing styles, and will have the opportunity to further develop their language arts skills (e.g., reading, writing, viewing, speaking, listening, and critical thinking) as they gain the foundational skills needed in order to be successful in high school courses. Students will read short stories, novels, drama, poetry, and nonfiction; write paragraphs, essay answers, and academic compositions; demonstrate appropriate sentence structure, spelling, vocabulary, and usage; use media facilities, technology, and primary and secondary sources; understand validity and bias of sources and ethical use of sources.

<b>English I: Foundations Honors</b> 11HEN1 / 21HEN1 Prerequisite: none Grades: 9	Honors course Credit: .5/Sem Length: Year NCAA	C J M O
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This challenging and rigorous year-long course is designed for ninth grade students with advanced skills in listening, speaking, reading, writing, and time and task management. Students enrolled in this course should be reading above grade level, should be able to organize and write focused multi-paragraph papers, must have demonstrated an understanding of the principles of basic grammar, and should be capable of understanding complex analogies. Students will read short stories, novels, drama, poetry, and nonfiction; write paragraphs, essay answers, and academic compositions; demonstrate appropriate sentence structure, spelling, vocabulary, and usage; use media facilities, technology, and primary and secondary sources; understand validity and bias of sources and ethical use of sources.

<b>English II: American Literature/Composition</b> 11REN2 / 21REN2 Prerequisite: English I Grades: 10	Credit: .5/Sem Length: Year NCAA	C J M O
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This course focuses on developing writing skills while improving the student's understanding and appreciation of the rich cultural heritage of our country through the study of American literature. Students will write an organized, multi-paragraph, persuasive paper supporting a thesis; identify and analyze elements of literature, literary devices, style, and themes of American literature; evaluate literature and/or film according to criteria; describe human situations or events in a narrative essay, biography, autobiography, or ethnography; demonstrate the use of library and other resources for research; recognize and use various methods for development of ideas within an essay (e.g., comparison/contrast, definition, problem/solution, order of importance); analyze the culture of a period as expressed through major writings, publications, art, architecture, technology, music, daily life, or customs; develop appreciation of the rich diversity of classic and contemporary literature representing different cultural, age, and gender groups; improve reading comprehension skills through various pieces of literature/styles.

<b>English II: American Literature/Composition Honors</b> 11HEN2 / 21HEN2 Prerequisite: English I Grades: 10	Honors course Credit: .5/Sem Length: Year NCAA	C J M O
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This course focuses on developing writing skills while improving the student's understanding and appreciation of the rich cultural heritage of our country through the study of American literature. Students will write an organized, multi-paragraph, persuasive paper supporting a thesis; identify and analyze elements of literature, literary devices, style, and themes of American literature; evaluate literature and/or film according to criteria; describe human situations or events in a narrative essay, biography, autobiography, or ethnography; demonstrate the use of library and other resources for research; recognize and use various methods for development of ideas within an essay (e.g., comparison/contrast, definition, problem/solution, order of importance); analyze the culture of a period as expressed through major writings, publications, art, architecture, technology, music, daily life, or customs; develop appreciation of the rich diversity of classic and contemporary literature representing different cultural, age, and gender groups; improve reading comprehension skills through various pieces of literature/styles.

<b>English II: American Studies Honors</b> 11HAMS / 21HAMS Prerequisite: English I Grades: 10	Honors course Credit: .5/Sem Length: Year NCAA	J
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- Credit: 1.0 English II Honors and 1.0 AP U.S. History

This challenging and rigorous honors course combines AP U.S. History with English II: American Literature/Composition Honors. The student will understand the importance of key events, concepts, and peoples in United States history. Special attention will be placed on the influence of diverse ideas or beliefs about America. Selected literature which complements and corresponds to the history of the period will be studied. Emphasis will be placed on developing advanced composition skills.

**English II Honors:** write organized, multi-paragraph, persuasive papers supporting a thesis; identify and analyze elements of literature, literary devices, style, and themes of American literature; evaluate literature and/or film according to criteria; describe human situations or events in a narrative essay, biography, autobiography, or ethnography; demonstrate the use of library and other resources for research; recognize and use various methods for development of ideas within an essay (e.g., comparison/contrast, definition, problem/solution, order of importance); analyze the culture of a period as expressed through major writings, publications, art, architecture, technology, music, daily life, or customs; develop appreciation of the rich diversity of classic and contemporary literature representing different cultural, age, and gender groups.

**AP U.S. History:** assess historical materials--their relevance to a given interpretive problem, reliability, and importance; weigh the evidence and interpretations presented in historical scholarship; develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

<b>English III: World Literature/Research</b> 11REN3 / 21REN3 Prerequisite: English II Grades: 11	Credit: .5/Sem Length: Year NCAA	C J M O
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English III is a course designed to equip students with the skills they need to analyze literature that varies in geography and context. In accordance with the ELA Minnesota state standards, it builds upon the foundational skills of English Foundations and American Literature and pushes students beyond the scope of literature they may already be familiar with; students learn more about the world and its cultures in the context of archetypes, novels, drama, and film. Students will study the core elements of literature, but always with an eye toward application of critical thinking in the modern world.

<b>English III: AP Literature and Composition</b> 11ALIT / 21ALIT Prerequisite: English II Grades: 11	Honors course Credit: .5/Sem Length: Year NCAA	C J M O
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This year-long course will engage students in the comprehension, evaluation, and discussion of literature to develop skills in critical thinking, writing, and reading. The course is designed for high school students capable of doing college-level work in English and who are dedicated to devoting the necessary time and energy to a rigorous and

challenging course. Students will be prepared for and encouraged to take the AP Literature exam for college credit in the spring. Through the close reading of selected texts from around the world, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students will consider how a work's structure, style, use of figurative language, imagery, symbolism, tone, etc., affect the overall theme of the work. Students will sharpen their writing skills so they can effectively and concisely articulate their study of literature through in-class essays, informative and persuasive papers. Throughout the course, emphasis will be placed on helping students develop stylistic maturity.

<b>English: Speech Foundations</b> 01RSPC Prerequisite: none Grades: 9, 10, 11, 12	Honors option Credit: .5/Sem Length: Sem NCAA	C J M O
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This public speaking course is designed to help students improve oral communication skills through participation in a variety of group and individual performances. Students will gain confidence in oral communication; learn how to outline material; develop critical thinking skills; develop appropriate verbal skills; understand, develop, and use research skills; improve listening skills; utilize nonverbal communication; learn to use audiovisual aids; understand audience analysis. All speeches are delivered to the entire class.

<b>SPCH100 Fundamentals of Speech</b> 01HFOS Prerequisite: none Grades: 11, 12	<b>Concurrent Enrollment</b> RPS & RCC Honors course Credit: .75/Sem Length: Sem NCAA	J
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- High school credit and college credit from Riverland Community College (3 college credits) are awarded.

Topics covered in this course include public communication processes, elements, and ethics. Criticism of and response to public discourse is also included as well as practice in individual speaking designed to encourage civic participation. Introduction to Public Speaking is a course designed to teach students basic public speaking skills. The course helps students develop an understanding of the basic principles of oral communication, with a focus on improving skills in researching, writing, and organizing effective presentations that are appropriate to particular audiences. Students will develop, improve, and gain confidence in basic delivery skills. Students who complete this course will meet the speech requirement while getting college credit for speech from Riverland Community College if they meet all college entrance criteria.

## ▶ English Electives ◀

<b>ENGL 1117: Reading and Writing Critically I</b> 01HRW1 Prerequisite: None Grades: 11, 12	<b>Concurrent Enrollment</b> RPS & RCTC Honors course Credit: 1.0/Sem Length: Sem NCAA	C J M O
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- High school credit and college credit from Rochester Community and Technical College (4 college credits) are awarded.
- All students taking this course will receive 1 credit regardless of whether they are eligible for the college credit
- **Meets English IV requirements.**

This course introduces students to various writing strategies for both single and multiple-source essays. By critically reading and responding, students will practice expository, analytical, and persuasive modes of communication to develop critical thinking and writing skills, culminating in limited research projects.

<b>ENGL 1118: Reading and Writing Critically II</b> 01HRW2 Prerequisite: ENGL 1117: Reading and Writing Critically I Grades: 11, 12	<b>Concurrent Enrollment</b> RPS & RCTC Honors course Credit: 1.0/Sem Length: Sem NCAA	C J M O
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- High school credit and college credit from Rochester Community and Technical College (4 college credits) are awarded.
- **Meets English III requirements.**

English 1118 fosters an appreciation of literature through reading and writing about a variety of literary works. Continuing the development of critical thinking skills begun in ENGL 1117, the course emphasizes literary argument and concludes with a major research project in which students demonstrate their expertise in finding, evaluating, using, and documenting outside sources. Students will define and develop their aesthetic by means of evaluating, analyzing, and drawing conclusions about both primary and secondary texts.

<b>English: Drama</b> 01RDRA Prerequisite: none Grades: 9, 10, 11, 12	Honors option Credit: .5/Sem Length: Sem	C J M O
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- Qualifies for .5 Fine Arts credit or an elective credit of English but not both.
- This course meets the requirement for English IV.
- This course meets the requirement for graduation from RPS. However, it does not meet the requirements for NCAA Clearinghouse student/athletes. Students choosing to take this class should consider taking an additional class to meet the NCAA requirements.

This course emphasizes the study of drama through acting. It is recommended for students interested in the performing arts. Students will study major plays and playwrights; demonstrate acting techniques; explore various staging techniques; examine major movements in the theatre; create and/or perform advanced works in theatre; use multiple sources of critique and feedback; demonstrate a personal voice, a range of work, and a sense of artistic whole.

<b>English IV: Adventure Literature!</b> 01RADV Prerequisite: English II Grades: 11, 12	Credit: .5/Sem Length: Sem NCAA	C J M O
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This course is about adventure genres: disaster/survival, mystery/suspense, fantasy, sci-fi, and dystopian. Topics include an exploration of classic and contemporary examples of the genres through short stories, novels and films. The student who registers for this course should be willing to read, write and participate in academic discussion. Students will examine literature (fiction and nonfiction) through analytical writing and discussion about a variety of viewpoints, issues and topics, and evaluate diverse perspectives.

<b>English IV: Contemporary Novels</b> 01RCN Prerequisite: None Grades: 9, 10, 11, 12	Credit: .5/Sem Length: Sem NCAA	C J M O
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This course is the study of fiction novels as well as companion studies of nonfiction works. The material is timely and relevant to current events, issues and topics. The student who registers for this course should be an enthusiastic reader and should be willing to actively participate in large and small group discussions. Through analytical writing and projects, students will examine trends and common characteristics of contemporary literature; recognize contemporary literature as an expression and reflection of society; comprehend, interpret, and evaluate complex information; examine characteristics of contemporary literary genre.

<b>English IV: Creative Writing--Hybrid</b> 01RCW Prerequisite: None Grades: 11, 12	Credit: .5/Sem Length: Sem NCAA	C J M O
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This writing-intensive course serves to help the students grow their writing skills in poetry, creative nonfiction, and fiction, all while encouraging students to push their boundaries and find your voice. Our model is workshop-based: students will read the work of peers and contribute to a large-group discussion about the strengths and weaknesses of each other's writing. The goal is to extinguish any misconceptions about creative writing, gain a critical eye, learn the importance of taking work through many, many revisions, go beyond cliché and "go-to" techniques, and to find a voice and style. Students will study publication and will learn to navigate writer's block.

This course follows the RPS district hybrid model of three class periods of instruction each week balanced by two class periods of teacher conferencing and individual student workshop.

<b>English IV: Digital Media</b> 01RDM Prerequisite: English I Grades: 10, 11, 12	Credit: .5/Sem Length: Sem	C J M O
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This course will focus on the impact of media on the world today by looking at professional news forums, alternative news sources, and social media. This course will focus on contemporary forms of digital media in production of content using a variety of text, video, and audio platforms and formats. Students will focus on objective and journalistic writing

styles including interviewing, writing effective copy, and editing and proofreading publishable quality content. Student-generated content may provide material for a collaborative online forum or self-publication.

<b>English IV: Humanities-Search for Meaning Honors</b> 01HHUM Prerequisite: English II Grades: 11, 12	Honors course Credit: .5/Sem Length: Sem NCAA	C J M O
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This honors-level course explores basic questions of human existence. Topics will include major world religions, universal myths, works of art of various genres and cultures, and the individual search for meaning in life. The structure of the class is based on the Socratic model; therefore, students are required to participate in daily class discussion and complete honors-level work. Students who register for this class are interested in examining how different experiences and perspectives may influence beliefs, actions, and worldview. Students will explore how information and experiences may be interpreted differently and ultimately understand the origin of differing belief systems and the effect of omitted viewpoint.

<b>English IV: Humanities - Philosophical Thinking Through Literature Honors</b> 01HPT Prerequisite: English II Grades: 11, 12	Honors course Credit: .5/Sem Length: Sem NCAA	C J M O
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This honors-level course explores the history of human thinking and knowledge--with no promises of any answers to the questions we will pose. The structure of the class is based on the Socratic model; therefore, students are required to participate in daily class discussion and complete honors-level work. Students who register for this course will enjoy discussing and writing about topics that may include: ethics, free will, identity, aesthetics, existentialism, the nature of good and evil, and the definition of Truth. During the semester, students will be exposed, objectively, to multiple viewpoints regarding life's bigger questions.

<b>English IV: Professional Literacy--Hybrid</b> 01RPL Prerequisite: English II Grades: 11, 12	Credit: .5/Sem Length: Sem	C J M O
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This course focuses on professional application of English skills to prepare students for the workplace and college. Students will analyze and employ a variety of media to focus on building skills of reading, writing, and speaking on both individual and collaborative platforms. Content creation on behalf of a personal brand (through resume writing, professional email communication, public profiles, etc.) and marketing an existing brand (through mission statements, press releases, and advertising) will be created to produce a professional portfolio. Students will also reflect on strengths and weaknesses of the current generation as they enter the workforce.

This course follows the RPS district hybrid model of three class periods of instruction each week balanced by two class periods of teacher conferencing and individual student workshop.

<b>English IV: Professional Literacy @ CTECH</b> 01RPLC Prerequisite: English II Grades: 11, 12	<b>CTECH</b>	Credit: .5/Sem Length: Sem	C J M
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Students registering for this course must also be registering for a CTECH course. Students will complete a 0.5 credit of independent study English IV: Professional Literacy embedded into and aligned with their CTECH course, working with our Professional Literacy Coach to design and complete purposeful work in the areas of Professional Reading, Writing, Speaking, and Experience.

<b>English IV: Yearbook and Print Media</b> 11RYPM / 21RYPM Prerequisite: S1 Yearbook and Print Media required for S2 Yearbook and Print Media Grades: 11, 12	Honors option Credit: .5/Sem Length: Sem	C J M O
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In this course, the students who make up the yearbook staff will work as a collaborative team to produce a student-generated print publication as record of the school year. The staff will create content through collecting and generating stories, quotes, and other information relevant to academics and activities of high school life. Students will focus on

journalistic writing style including interviewing, writing effective copy, and editing and proofreading publishable quality content. As the yearbook is produced, students will also gain an understanding of legal and ethical issues and responsibilities involved in creating content for mass consumption. Students will also build photography skills and an understanding of graphic design and layout in constructing the yearbook. The business elements of promotion, marketing, and sales will also be an emphasis of the course.

<b>English IV: AP English Language &amp; Composition - 1</b> 11ALNG Prerequisite: English III Grades: 12	Honors course Credit: .5/Sem Length: Sem NCAA	C J M O
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This course will be an introduction to the skills necessary to prepare for the AP Language and Composition Exam. The course emphasizes the power of language and the significance of style. Students will interpret, analyze, and evaluate texts, primarily nonfiction. Writing will be an integral part of this course with an emphasis on expository, analytical, and argumentative styles.

<b>English IV: AP English Language &amp; Composition - 2</b> 21ALNG Prerequisite: AP English Language & Composition - 1 Grades: 12	Honors course Credit: .5/Sem Length: Sem NCAA	C J M O
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Continuing to develop the skills begun in AP Language 1, this course will now apply critical reading and writing skills to explore the intricacies of language and rhetoric in more depth. Students will extend their analytic writing skills to develop their own voice and style. Additionally, this course will focus on the synthesis of text sources, critical analysis of visual argument, and AP test preparation.

<b>English IV: AP English Language &amp; Composition – 1 / AP U.S. Government</b> 11ALNG Prerequisite: English III Grades: 12	Honors course Credit: .5/Sem Length: Sem NCAA	J
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- Course meets for two class periods. Credit: 0.5 AP English IV and 0.5 AP U.S. Government

**AP English IV:**

This course will be an introduction to the skills necessary to prepare for the AP Language and Composition Exam. The course emphasizes the power of language and the significance of style. Students will interpret, analyze, and evaluate texts, primarily nonfiction with an emphasis on themes related to government and politics. Writing will be an integral part of this course with an emphasis on expository, analytical, and argumentative styles.

**AP U.S. Government:**

See description under the Social Studies Department.

# ENGLISH LEARNER (EL) PROGRAMS AND SERVICES

When families arrive in the district, they fill out an intake form called the Minnesota Home Language survey. If on this survey, a family designates a language other than English, an English language assessment (called the WIDA Screener) is given to the student. The results determine English language proficiency and the appropriate services. Students may be placed in the Newcomer Center, or in a combination of EL classes and mainstream classes.

## Newcomer Program

High school students with limited or no English preparation before their arrival are enrolled in the Newcomer Center at Century High School. Students learn the basics of reading, writing and speaking in English, so they can begin to participate in mainstream classes. The intensive all-day programming also includes math, science, and social studies content. Students develop their English language proficiency to assist them in accessing mainstream content.

Minnesota is part of the WIDA Consortium. We use WIDA assessments to place and advance EL students. The WIDA levels are as follows:

<b>WIDA Levels</b>	<b>Level 1: Entering (Newcomer)</b>	<b>Level 2: Beginning</b>	<b>Level 3: Developing</b>	<b>Level 4: Expanding</b>
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**EL Flowchart - Newcomer to Graduation:** Schedules are built to personalize and maximize student success. Individual Schedules may vary based on student needs.

<b>Level 1 Programming</b>
<ul style="list-style-type: none"> <li>● Sheltered EL 1 Newcomers (5 periods a day)             <ul style="list-style-type: none"> <li>○ Earn 5.0 elective credits</li> </ul> </li> <li>● 1 Semester PE             <ul style="list-style-type: none"> <li>○ Earn .5 PE credit</li> </ul> </li> <li>● 1 Semester Art             <ul style="list-style-type: none"> <li>○ Earn .5 art credit</li> </ul> </li> <li>● Math (based on math skillset)             <ul style="list-style-type: none"> <li>○ Earn 1.0 math credit</li> </ul> </li> </ul>
<b>Level 2 Programming</b>
<ul style="list-style-type: none"> <li>● Sheltered EL 2 Literacy: 2 periods (reading, writing, grammar)             <ul style="list-style-type: none"> <li>○ Earn .5 English IV credit (or whichever English credit is needed)</li> <li>○ Earn 1.5 elective credits</li> </ul> </li> <li>● Math (based on math skill-set)             <ul style="list-style-type: none"> <li>○ Earn 1.0 math credit (if Intermediate Algebra or above)</li> </ul> </li> <li>● EL Sheltered Geography (or a sheltered Social Studies option)             <ul style="list-style-type: none"> <li>○ Earn .5 social studies credit</li> </ul> </li> <li>● 2.0 Elective credits             <ul style="list-style-type: none"> <li>○ Earn .5 PE credit (if not earned before)</li> </ul> </li> <li>● 1 Semester Art             <ul style="list-style-type: none"> <li>○ Earn .5 art credit</li> </ul> </li> </ul> <p style="text-align: center;"><i>Fine arts, science or other courses as schedule allows.</i></p>
<b>Level 3 Programming</b>
<ul style="list-style-type: none"> <li>● EL 3 Literacy: 2 periods (reading, writing, grammar)             <ul style="list-style-type: none"> <li>○ One period co-taught (EL teacher + English teacher)                 <ul style="list-style-type: none"> <li>■ Earn 1.0 English credit</li> </ul> </li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ One period Sheltered EL literacy course (EL teacher) <ul style="list-style-type: none"> <li>■ Earn 1.0 elective credit</li> </ul> </li> <li>● Math (based on math skill-set) <ul style="list-style-type: none"> <li>○ Earn 1.0 math credit (if Intermediate Algebra or above)</li> </ul> </li> <li>● Co-taught or EL Sheltered social studies <ul style="list-style-type: none"> <li>○ Earn 1.0 social studies credit</li> </ul> </li> <li>● Co-taught or EL Sheltered science option <ul style="list-style-type: none"> <li>○ Earn 1.0 science credit</li> </ul> </li> <li>● 1.0 Elective credit</li> </ul>
<b>Level 4 Programming</b>
<ul style="list-style-type: none"> <li>● EL 4 Literacy: 2 periods (reading, writing, grammar with World Lit. standards) <ul style="list-style-type: none"> <li>○ One period co-taught (EL teacher + English teacher) <ul style="list-style-type: none"> <li>■ Earn 1.0 English III credit</li> </ul> </li> <li>○ One period sheltered EL literacy course (EL teacher) <ul style="list-style-type: none"> <li>■ Earn 1.0 elective credit</li> </ul> </li> </ul> </li> <li>● Math (based on math skill-set) <ul style="list-style-type: none"> <li>○ Earn 1.0 math credit (if Intermediate Algebra or above)</li> </ul> </li> <li>● Co-taught social studies <ul style="list-style-type: none"> <li>○ Earn 1.0 social studies credit</li> </ul> </li> <li>● Co-taught science option <ul style="list-style-type: none"> <li>○ Earn 1.0 science credit</li> </ul> </li> <li>● 1.0 Elective credit</li> </ul>

**Math Courses** (courses in boldface are required)

Students are placed in math courses according to their math skills or prior coursework.

- EL Newcomers Math
- EL Math Connections
- **Intermediate Algebra**
- **Geometry**
- **Algebra 2**
- Math Analysis

<p><b>EL Newcomers Math</b>  14ELNM/24ELNM  1 Periods a day  Grades: 9,10,11,12  -satisfies 1.0 elective credits</p>	<p>Credits: .5/sem  Length: Year</p>	<p>C</p>
<p><b>EL 1 Newcomers</b>  1EL1NC/2EL1NC  Grades: 9,10,11,12  -satisfies 5.0 elective credits</p>	<p>Credits: .5/sem  Length: Year</p>	<p>C</p>
<p><b>EL 2 Sheltered Literacy</b>  1EL2LT/2EL2LT  -satisfies .5 English IV Credit and 1.5 elective credit  1EL2A/2EL2A  -satisfies .5 English IV Credit and 1.5 elective credit  Grades: 9,10,11,12</p>	<p>Credits: .5/sem  Length: Year</p>	<p>C  J  M  O</p>

This course develops specific reading skills (decoding, vocabulary, comprehension strategies, etc.). Students will also develop specific writing skills (sentences, paragraphs, etc.) through themes in narrative, descriptive and expository forms. Grammar skills will be developed through listening, speaking, reading and writing. Student will be registered in an appropriate English class as well as the EL literacy course.

<b>EL 3 Literacy</b> 1EL3LT/2EL3LT Grades: 9,10,11,12 -satisfies 1.0 elective credit	Credits: .5/sem Length: Year	C J M O
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This course develops specific reading skills (decoding, vocabulary, comprehension strategies, etc.). Students' writing skills will be developed to be able to write clear and effective sentences and paragraphs, as well as multi-paragraph themes in narrative, descriptive, and expository form and a variety of writing styles (compare/contrast, cause/effect, etc.). Grammar skills are taught through listening, speaking, reading, and writing while developing background knowledge in content areas (literature, social studies and science). Student will be registered in an appropriate English class as well as the EL literacy course.

<b>EL 4 Literacy</b> 1EL4LT/2EL4LT Grades: 9,10,11,12 -satisfies 1.0 elective credit	Credits: .5/sem Length: Year	C J M
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This course expands basic reading skills to include inference, literary terms, and more nuanced vocabulary. Students develop reading skills in various genres of literature (fiction, nonfiction, poetry, etc.). Students will develop clear and effective writing of sentences, paragraphs, and themes in narrative, descriptive and expository forms, and an introduction to the writing process and research paper. A variety of writing styles such as compare/contrast and cause/effect are taught. Students write in response to literature and nonfiction. Student will be registered in an appropriate English class as well as the EL literacy course.

<b>EL World History</b> 12ELWH/22ELWH Grades: 9,10,11,12 -satisfies World History credit	Credits: .5/sem Length: Year NCAA	C J M O
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This course may be taught as a sheltered course or in a co-taught setting. During this course, our goal will be to survey the history of the world spanning the major global regions and encompassing the entire span of recorded events from the dawn of time to the present day. The main elements of the course are intended to develop cultural, geographic, and historical knowledge. The materials used selected intentionally to help English Learners be successful.

<b>EL U.S. History</b> 12ELUS/22ELUS Grades: 10,11,12 -satisfies U.S.History credit	Credits: .5/sem Length: Year NCAA	C J M O
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This course may be taught as a sheltered course or in a co-taught setting. This is a comprehensive U.S. History course which begins with the era of European exploration and continues to the present. The materials used selected intentionally to help English Learners be successful. Reading and vocabulary levels are adjusted, and a greater emphasis is placed on a survey approach, which gives students a general insight into American culture and history.

<b>EL Math Connections</b> 14ELMC/24ELMC Prerequisite: Individual placement based on prior math achievement. Grades: 9,10,11,12 -satisfies elective credit	Credits: .5/sem Length: Year	C M O
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EL Math Connections is a bridge between basic math skills and Intermediate Algebra. We review basic math skills, order of operations, fractions, proportions, decimals, percent's, solving equations and graphing linear equations.

# FAMILY AND CONSUMER SCIENCES

➡ Elective courses will only run if there are adequate student numbers. ⬅

Family and Consumer Sciences courses are designed to prepare students for their adult personal and career roles. Students use decision-making skills to evaluate life choices in nutritional food selection and preparation, relationships, parenting, career planning, housing, fashion, and money management.

## HOSPITALITY PATHWAY

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| <ul style="list-style-type: none"> <li>• Foundations of Hospitality</li> <li>• Foundations of Culinary Arts</li> <li>• Global Culinary Arts</li> <li>• Culinary Chef</li> <li>• Culinary Management</li> </ul> |
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<b>Foundations of Hospitality</b> 06RHT Prerequisite: none Grades: 9, 10,11, 12	Credit: .5/Sem Length: Sem	C J M O
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Do you picture yourself working with people, traveling, and having a fast-paced rewarding career? The Hospitality Industry offers many opportunities and it is one of the largest industries in the world. It is the second largest employer in Rochester. When you consider how expansive the industry is, the potential career choices are vast.

In this course, students will explore various careers related to the hospitality industry, including Food & Beverage, Hotel & Restaurant Management, Lodging, Travel & Tourism, Event Planning, Marketing and Sales, and much more. This class is designed to help students develop and practice performing the knowledge, skills, and tasks required for success as an employee in the hospitality and tourism industry. Guest speakers and field trips are an integral component of this course.

<b>Foundations of Culinary Arts</b> 06RFFL Prerequisite: none Grades: 9, 10, 11, 12	Credit: .5/Sem Length: Sem	C J M O
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This course provides current food-related topics such as nutrition and the relationship to good health, consumerism, and the scientific principles of food preparation. This course provides lab opportunities to enable students to practice participating in decision-making and cooperative group skills. Topics: safety and sanitation, food guide and nutritional needs, meal planning and food cost analysis, food service techniques, preparation techniques, appliance use and care, resource management strategies, meal service and etiquette. Labs may include dairy, vegetables, fruits, breads, and main courses.

<b>Global Culinary Arts</b> 06RGCA Prerequisite: Foundations of Culinary Arts Grades: 9, 10, 11, 12	Honors option Credit: .5/Sem Length: Sem	C J M O
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Global Culinary Arts is a class designed for students interested in advanced food preparation techniques with an international flair; foreign/ethnic foods; planning and preparing meals; investigation of unique cooking equipment used around the world; meeting special dietary needs of individuals; careers in food and hospitality; applying procedures for technical vocabulary related to foods. The class provides lab opportunities and community resource guests. Labs may include soups, stocks, sauces, breads, main entrees, salads, appetizers, desserts, garnishes, event planning, etc.

<b>Culinary Chef</b> 06RCC Prerequisite: Foundations of Culinary Arts or Administrative Approval Grades: 10, 11, 12	<b>CTECH</b>	Credit: 1.0/Sem Length: Sem	C J M
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- This course meets for two class periods for one semester.
- Successful completion of Culinary Chef will prepare students for ServSafe certifications.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

In this course, students have the opportunity to explore culinary careers and learn the skills it takes to be successful in the exciting food industry.

Students will:

- Explore the history of foodservice.
- Prepare potatoes, grains, meat, poultry, and seafood.
- Prepare stocks, soups, and sauces out of everyday ingredients.
- Identify, select, store, and prepare fruit and vegetable dishes while learning knife skills.
- Prepare for the ServSafe Food Handler certification exam.

<b>Culinary Management</b> 06RCM Prerequisite: Culinary Chef Grades: 11, 12	<b>CTECH</b>	Credit: 1.0/Sem Length: Sem	C J M
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- This course meets for two class periods for one semester.
- Successful completion of Culinary Management will prepare students for ProStart 2 and ServSafe certifications.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

In this course, students will expand their culinary skills in a commercial kitchen. Students will:

- Prepare breakfast foods, sandwiches, desserts, and baked goods.
- Learn the basics of salads, dressing, dips, condiments, and garnishing.
- Prepare and serve safe, nutritious food while controlling foodservice costs.
- Design and analyze menus, study restaurant marketing and finances.
- Prepare for the ServSafe Manager Certification exam.

### ▶ FACS Electives ◀

<b>Career Exploration and Readiness</b> 06RCP Prerequisite: none Grades: 9, 10, 11, 12		Credit: .5/Sem Length: Sem	C J M O
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This course provides students an opportunity to evaluate and explore career choices. The class provides the opportunity to explore a variety of career options; work in the career center; experience career counseling components including job shadowing; select appropriate high school classes to help meet one's goals; examine attributes and aptitudes needed in particular types of occupations and careers; interact with guest speakers who expose students to the world of various careers; explore career strengths, interests, and work values; develop skills to gain employment including interviews, cover letters, job applications, and thank-you letters; explore post-secondary options; develop a career portfolio that includes a working resume, references, transcripts, best practices.

<b>Personal Finance and Investing</b> 06RPFI Prerequisite: none Grades: 9, 10, 11, 12		Honors option Credit: .5/Sem Length: Sem	C J M O
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Learn how to make the most of your income through your ability to understand, manage, and invest the money you earn. Online tools and activities will be used to explore various aspects of personal finance. Topics: basic economic principles, budgeting/spending patterns – checking/savings, financing and rent; credit awareness/use; housing/auto options – buy, rent or lease; investment options - stocks, bonds, mutual funds, IRA's and stock market research; identity theft and protection; insurance – auto, life, and health.

<b>Apparel/Textile Design and Construction</b> 06RFDT Prerequisite: none Grades: 9, 10, 11, 12	Honors option Credit: .5/Sem Length: Sem	C J M O
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Apparel/Textile Design and Construction is a course offered for the individual interested in exploring roles in the fashion and merchandising world. Students will study the effect of color and body structure in garment selection; consumer skills related to purchasing; garment design, selection, and wardrobe planning; history of fashion. Classroom experiences will include units in textile and apparel design and historical and cultural influence. This course offers individual opportunities for preparing, constructing, and evaluating a personal project.

<b>Housing and Interior Design</b> 06RID Prerequisite: none Grades: 9, 10, 11, 12	Honors option Credit: .5/Sem Length: Sem	C J M O
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Housing and Interior Design is a course that will provide students with an opportunity to explore housing choices, historical and architectural styles, design elements and principles, creation of interior environments. Individual projects simulate "real-life" opportunities to individualize one's own living space through analysis of floor plans, interior housing materials, furnishings, and arrangements. Opportunities for exploration of related careers and with business owners in these areas will be provided.

<b>Interpersonal Relationships &amp; Communication</b> 06RIRC Prerequisite: none Grades: 9, 10, 11, 12	Credit: .5/Sem Length: Sem	C J M O
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Personal development and growth are a lifelong process. This course is designed to help an individual develop in the following ways. Topics: understanding oneself and others; analyzing male and female roles; addressing issues of violence in relationships; making wise choices in dating relationships; realistic adjustment in relationships; resolving individual and family challenges; establishing personal goals for the future; demonstrating effective communication skills in personal, family, and community situations.

<b>Child &amp; Human Development</b> 06RCHD Prerequisite: none Grades: 9, 10, 11, 12	Honors option Credit: .5/Sem Length: Sem	C J M O
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This course explores the social, emotional, physical, and intellectual growth and development of a child from birth to age five. Important components include analysis of relevant parenting issues related to the following: decision to parent, pregnancy, career opportunities, prenatal development, childbirth, guidance techniques, and child care. Parenting and child development classes are for individuals who are involved in children's lives now or will be in the future. The Minnesota Department of Education strongly recommends a parenting course during high school.

<b>Child Development Associate</b> 06HCDA Prerequisite: Child & Human Development Grades: 11, 12	<b>CTECH</b>	Honors Credit: 1.0/Sem Length: Sem	C J M
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- This course meets for two class periods for one semester.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

Students in this course will be learning and working alongside students and professionals from New Horizon Academy toward their nationally-transferable Child Development Associate credential, a key stepping stone on the path of career development in Early Childhood Education. Students will gain knowledge on nurturing the emotional, physical, intellectual, and social development of children. This course will include both classroom sessions at CTECH as well as on-site learning and practice with New Horizon Academy.

# FINE ARTS

➡ Elective courses will only run if there are adequate student numbers. ⬅

Fine Arts Requirement: 1.0 credit

- Please note that Drama will satisfy either an English elective or a Fine Arts credit, but not both.
- One year of visual or performing arts is required for college entrance by the University of Minnesota and the Minnesota State Universities.

## ▶ Art ◀

<b>Art I</b> 07RA1 Prerequisite: none Grades: 9, 10, 11, 12	Credit: .5/Sem Length: Sem	C J M O
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In this introductory course, learn how to express ideas through painting, drawing, sculpting, printmaking and mixed media. Develop skills and techniques as you explore your creativity using the Elements and Principles of Design. Use critical thinking skills to create, revise and view works of art. Learn how to define your thoughts and ideas about artwork and acquire an awareness of art throughout history.

<b>Art II</b> 07RA2 Prerequisite: Art I Grades: 9, 10, 11, 12	Honors option Credit: .5/Sem Length: Sem	C J M O
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In this intermediate course, students will continue to build on basic drawing and design skills. Learn many different creative strategies to develop original work and experience new art materials. Continue to explore the communicative properties of the visual arts. Learn to recognize and understand major art movements such as Impressionism, Cubism and Surrealism.

<b>Art III</b> 07RA3 Prerequisite: Art 1, Art II Grades: 10, 11, 12	Honors option Credit: .5/Sem Length: Sem	C J M O
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In this advanced course, gain new perspectives and learn to stretch the boundaries of your imagination. Continue to develop drawing and design skills. Learn creative strategies to develop original artwork and strengthen your artistic process and analytical skills. This studio experience will allow each student to concentrate on personal style and media preferences. Develop your portfolio. Gain an understanding and appreciation for professional artists and their work.

<b>Graphic &amp; Digital Arts I</b> 07RGD1 Prerequisite: none Grades: 9, 10, 11, 12	Credit: .5/Sem Length: Sem	C J M O
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Graphic and Digital Arts 1 is an introductory level course for students interested in Photography, Illustration, Animation, Web Design and/or Video Production. Students will be introduced to programs used by professional digital artists.

<b>Graphic &amp; Digital Arts II</b> 07RGD2 Prerequisite: Graphic & Digital Design I Grades: 9, 10, 11, 12	Honors option Credit: .5/Sem Length: Sem	C J M O
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Graphic and Digital Arts II is an intermediate level course for students interested in building upon their skills in Photography, Illustration, Animation, Web Design and/or Video Production. Students will work independently and collaboratively to enhance technical and creative abilities to complete various projects.

<b>Ceramics and Sculpture I</b> 07RCS1 Prerequisite: none Grades: 9, 10, 11, 12	Credit: .5/Sem Length: Sem	C J M
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In this introductory course, the student will design and construct sculptural art forms working with clay or mixed media. Learn how to use the potter's wheel to create simple forms; and create pots using slab and coil construction methods. Explore techniques for surface design, and glazing ceramics. Study different methods of firing. Learn about the cultural connections of ceramics and sculpture throughout history.

<b>Ceramics and Sculpture II</b> 07RCS2 Prerequisite: Ceramics and Sculpture I Grades: 9, 10, 11, 12	Honors option Credit: .5/Sem Length: Sem	C J M
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In this intermediate course, the student will design and construct sculptural art forms working with clay or mixed media, refine skills using the potter's wheel and develop advanced techniques in hand building. Create sculptural forms, functional sets and altered vessels. Explore traditional and alternative firing experiences. Acquire an awareness of cultural and historical styles in ceramic art.

<b>Ceramics and Sculpture III</b> 07RCS3 Prerequisite: Ceramics and Sculpture II Grades: 10, 11, 12	Honors option Credit: .5/Sem Length: Sem	C J M
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In this advanced course, gain a new perspective and learn to stretch the boundaries of imagination. Enhance hand building and wheel-throwing skills. Learn creative strategies to explore new methods and to develop original work. This studio experience will allow each student to concentrate on personal style and construction methods. Assist in daily kiln production. Gain an understanding and appreciation for professional ceramicists and their work.

## ► Music ◀

Band, choir, and orchestra will be involved in various musical performances and activities throughout the school year. Attendance by members at scheduled performances is a required part of the course. Jazz ensembles, winter musical, pit orchestra, and other ensembles and solo work are other activities available to students who are interested in additional music experience.

<b>Panther / Rocket / Spartan Choir</b> 17RCHR / 27RCHR Prerequisite: none Grades: 9, 10, 11, 12	Credit: .5/Sem Length: Year	C J M
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This year-long course will emphasize the enjoyment of choral music; exposure to the many styles of choral music; and the development of the basic skills necessary for good choral singing, with an emphasis on sight-singing and vocal independence. Students perform in concerts several times (3-4) throughout the year. In the spring, students audition for placement in Concert Choir or Treble Choir for the following year. Attendance at performances is required.

<b>Concert Choir</b> 17RCC / 27RCC Prerequisite: audition with instructor Grades: 10, 11, 12	Honors option Credit: .5/Sem Length: Year	C J M
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Concert Choir is an auditioned, mixed chorus designed to fulfill the needs of those students who desire a more serious study of choral music. This year-long course will emphasize the enjoyment of choral music, exposure to the many styles of SATB choral music, and the development of the basic skills necessary for good choral singing. Instruction includes the rehearsal and performance of SATB choral music, vocal production, sight-reading, individual and ensemble vocal techniques, and stylistic demands of the music as they pertain to the particular type of choral literature. Concert Choir will perform all styles of choral literature from the Renaissance through the contemporary periods. Concert Choir performs at all home concerts, the Big 9 Music Festival, graduation, and other school events. Members may also participate in pop choirs, audition for All State Music Organizations and/or other area honor choirs, and tour with the performing group. Attendance at performances is required.

<b>Treble Choir</b> 17RTC / 27RTC Prerequisite: consent of instructor Grades: 10, 11, 12	Credit: .5/Sem Length: Year	C J M
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Treble Choir is designed for 10<sup>th</sup>-12<sup>th</sup> grade treble voice (alto and soprano) singers who are not involved in Concert Choir. This year-long course will emphasize the enjoyment of choral music, exposure to the many styles of SSA/SSAA choral music, and the development of the basic skills necessary for good choral singing. Instruction includes the rehearsal and performance of SSA/SSAA choral music, vocal production, sight-reading, individual and ensemble vocal techniques, and stylistic demands of the music as they pertain to the particular type of choral literature. Treble Choir will perform all styles of choral literature from the Renaissance through the contemporary periods. Students perform in concerts several times (3-4) throughout the year. Members may also participate in pop choirs, audition for All State Music Organizations and/or other area honor choirs, and tour with the performing group. Attendance at performances is required.

<b>Concert Orchestra</b> 17RCO / 27RCO Prerequisite: consent of instructor Grades: 9	Credit: .5/Sem Length: Year	C J M
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All 9<sup>th</sup> grade string players will participate in Concert Orchestra, with the exception of those who have successfully completed an audition for Symphonic Strings in the spring of eighth grade. Students in Concert Orchestra will explore a variety of string literature, continuing to develop pedagogical and musical skills through the music. Performances will include school and community concerts. Concert Orchestra will prepare the student for the Symphonic Strings audition. Upon successful audition, the student may enroll in Symphonic Strings.

<b>Symphonic Strings</b> 17RSS / 27RSS Prerequisite: audition with instructor Grades: 10, 11, 12	Honors option Credit: .5/Sem Length: Year	C J M
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This course provides students an opportunity to participate in the exploration of advanced string literature and orchestral literature and for selected wind, brass, and percussion players from Symphonic Winds Honors to broaden their experience. Students will also have the opportunity for ensemble performance as a component of honors option. Performances will include school and community concerts, the annual Big 9 Music Festival, the Select Big 9 Orchestra, Solo and Ensemble contest, and the opportunity to audition for the Minnesota All State Orchestra.

<b>Symphonic Winds Honors</b> 17HSW / 27HSW Prerequisite: audition with instructor Grades: 10, 11, 12	Honors course Credit: .5/Sem Length: Year	C J M
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Symphonic Winds Honors is an honors-level performance group. Students must audition for Symphonic Wind Ensemble and have the consent of the instructor to register. The Wind Ensemble has specific instrumentation needs and requires more advanced technical skills (such as a thorough understanding of counting systems and full range of the student's instrument). The Wind Ensemble and Symphonic Band combine in the fall to create the high school marching band. Members also attend pep band events for winter sports, may participate in jazz band or solo and ensemble contest, audition for All State Music Organizations and/or other area honor bands, perform for specific formal concerts, attend the Big 9 Festival as the representative group, tour with the performing groups, and combine with Symphonic Band for graduation. At certain times of the year, specific students may be asked to perform with the Symphonic Strings as members of the wind and percussion sections for the orchestra. Performance attendance is required.

<b>Concert Band</b> 17RCB / 27RCB Prerequisite: consent of instructor Grades: 9	Credit: .5/Sem Length: Year	C J M
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Concert Band is a year-long course. Students in Concert Band will explore a variety of band literature, continuing to develop pedagogical and musical skills through the music. Students perform in concert several times throughout the year. Concert attendance is required for this course. Students will also explore aspects of the high school band

program by participating on a limited basis in basic marching instruction sessions, winter pep band events, and other optional activities like jazz band and small ensemble and solo performances.

<b>Symphonic Band</b> 17RSB / 27RSB Prerequisite: consent of instructor Grades: 10, 11, 12	Credit: .5/Sem Length: Year	C J M
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Symphonic Band is our standard performance group for students in Grades 10-12. Students audition for Symphonic Band and then register with consent of the instructor. A variety of band literature representing many contrasting styles and historical periods will be studied and performed in concert. The class will continue to emphasize development of the musical skills in the individual musician and in the musical skills of the ensemble. Symphonic Band members combine with Wind Ensemble members in the fall to create the high school marching band. Members also attend pep band events for winter sports, may participate in jazz band or solo and ensemble contest, audition for All State Music Organizations and/or other area honor bands, perform for specific formal concerts, tour with the performing groups, and combine with Wind Ensemble for graduation. Performance attendance is required.

<b>Ukulele</b> 07RUKU Prerequisite: none Grades: 9, 10, 11, 12	Credit: .5/Sem Length: Sem	C J M O
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Ukulele is a one-semester course covering the basics of the instrument and an application of essential music fundamentals. Students will learn the basics of playing ukulele at a beginning level through studying music notation, chord symbols, and peer modeling. A brief history of the ukulele along with a study of its respective musical styles will also be covered in this course. The main objective of this course is to create an enhanced appreciation for music through playing the ukulele. Students will learn how to read music notation, chord symbols, and tablature. Students will also gain a better understanding of many different musical genres including classical, flamenco, blues, jazz, rock, and pop.

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# HEALTH

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► Required ◀

<b>Health</b> 08RHLT Prerequisite: none Grades: 10, 11, 12	Honors option Credit: .5/Sem Length: Sem	C J M O
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The successful completion of this course is a requirement for each student before graduation. The varied material used to express these areas will be designed to allow for student interaction in the expression and expansion of his/her own ideas and to make informed decisions with regards to the following topics: wellness education, nutrition/fitness, interpersonal relations, human sexuality, dealing with loss, chemical substances, American Red Cross CPR, contemporary health issues, mental health awareness, and suicide prevention.

# HEALTH SCIENCE CAREERS

➔ Elective courses will only run if there are adequate student numbers. ➔

## HEALTH SCIENCE CAREERS PATHWAY

The Health Science Careers courses are designed for students interested in learning about career opportunities in the healthcare field. The pathways include Nursing Assistant, Medical Lab Science, Pharmacy Technician, Therapeutic Medicine, and Emergency Medical Technician. Students will be given exposure to careers through guest speakers and career observations. All of the courses are appropriate for students interested in both pre-college and pre-technical programs.

- Introduction to Health Science Careers
- Emergency Medical Technician
- Nursing Assistant
- Medical Lab Science
- Pharmacy Technician
- Therapeutic Medicine
- BIOL1107: Fundamentals of Anatomy & Physiology

**Pre-LPN Pathway Information:**  
 Grade 11: Introduction to Health Science Careers  
           CIS Intro to Psychology  
           (or AP Psychology score of 4)  
           ENG1117  
 Grade 12: Nursing Assistant  
           BIOL1107  
 RCTC    LPN Core Classes (27 credits)

\*This option would save students 13 credits in tuition and up to 1 year of post-secondary enrollment.

<b>Introduction to Health Science Careers</b> 08RHSC Prerequisite: none Grades: 10, 11, 12 (priority will be given to Juniors and Seniors)	CTECH	Honors option Credit: 1.0/Sem Length: Sem ACC	C J M
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-Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

Students will gain an understanding of the wide array of careers in healthcare and the required training and skills. Medical terminology is an integral component of this course, including anatomy and physiology of body systems, disease, and diagnostic testing. Students will have opportunities to interact with healthcare professionals and participate in career observations. Other healthcare standards addressed are professionalism, infection control, personal safety, employability skills, legal and ethical responsibilities, healthcare systems, and insurance.

<b>BIOL1107 Fundamentals of Anatomy &amp; Physiology</b> 08HFAP Recommended Prerequisite: Introduction to Health Science Careers Grades: 11, 12	CTECH Concurrent Enrollment	RPS & RCTC Honors course Credit: 1.0/Sem Length: Sem NCAA	J M
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- High school credit and college credit from Rochester Community and Technical College (4 college credits) are awarded.
- Courses that are recommended are not required, but if taken may assist the student in being more successful in the course.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

This one-semester course provides a comprehensive overview of introductory human anatomy and physiology of the major body systems. The course introduces students to biological molecules, cells, tissues, and organ systems of the human body and incorporates medical terminology.

<b>BIOL1107 Fundamentals of Anatomy &amp; Physiology</b> 08HFAP Recommended Prerequisite: Introduction to Health Science Careers Grades: 11, 12	Concurrent Enrollment	RPS & RCTC Honors course Credit: 1.0/Sem Length: Sem NCAA	C
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- High school credit and college credit from Rochester Community and Technical College (4 college credits) are awarded.
- Courses that are recommended are not required, but if taken may assist the student in being more successful in the course.

This one-semester course provides a comprehensive overview of introductory human anatomy and physiology of the major body systems. The course introduces students to biological molecules, cells, tissues, and organ systems of the human body and incorporates medical terminology.

<b>Emergency Medical Technician</b> 08HEMT Prerequisite: Firefighter Mentorship, Intro to Health Science Careers or Anatomy and Physiology Grades: 11, 12	<b>CTECH</b>	Honors Credit: 1.0/Sem Length: Sem	C J M
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- This course meets for two class periods for one semester.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35 and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

This course is a collaboration between CTECH, Rochester Fire Department, and Mayo Clinic Ambulance. Students will participate in both classroom and online learning as well as skills testing. Classroom and online learning will be facilitated by a Medical Careers licensed, RPS instructor and skills testing will be facilitated by certified instructors from RFD and Mayo Clinic Ambulance. At the conclusion of this course students will be prepared to take their EMT certification exam. This course serves as a crossover course for both Health Science Careers and Firefighter.

<b>Medical Lab Science</b> 08RLAB Prerequisite: Biology and Chemistry Recommended Prerequisite: Introduction to Health Science Careers Grades: 11, 12	<b>CTECH</b>	Honors option Credit: 1.0/Sem Length: Sem	C J M
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- This course qualifies as a science elective.
- Courses that are recommended are not required, but if taken may assist the student in being more successful in the course.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

Upon completion of the Medical Laboratory Science pathway, students will be prepared to confidently walk into college level science labs and/or gain employment as a laboratory assistant/technician. This is a hands on and skills based course, providing an overview of procedures in a medical setting. Students will become safe, skilled, and knowledgeable users of laboratory equipment, procedures, and samples.

This course will facilitate direct employment pathways into entry level positions such as lab assistant, or pathways with varying levels of postsecondary education such as nursing, physician, phlebotomy, histology technician, cytotechnology, certified lab science, medical laboratory science, pathology assistant, molecular genetics, genetics counseling, and biotechnology.

<b>Nursing Assistant</b> 08RNUR Prerequisite: Intro to Health Science Careers or Administrative Approval Grades: 11, 12	<b>CTECH</b>	Honors option Credit: 1.0/Sem Length: Sem ACC	C J M
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- Students are eligible for the service learning experience transcript certification.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

Upon completion of this pathway, students will be prepared to take the Minnesota State Examination for Nursing Assistant and Home Health Aide. The curriculum includes direct patient care skills and 24 hours of clinical experience in a health care facility. Additional course fees will be required for background checks, TB skin test and certification examinations. Scholarships are available.

<b>Pharmacy Technician</b> 08RPHA Prerequisite: Introduction to Health Science Careers or Anatomy and Physiology Grades: 11, 12	<b>CTECH</b>	Honors option Credit: 1.0/Sem Length: Sem	C J M
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- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

Upon completion of this pathway, students will be prepared to take the national Pharmacy Technician Certification Board (PTCB) examination. This course includes daily discussions, practice and applications to an online curriculum. The curriculum covers background knowledge necessary to pass the PCTB examination. Topics include; Community and Institutional Pharmacy, Law, Terminology, Medication Errors and Safety, Calculations, Prescriptions, Third-Party Processing, Non-Dispensing Duties, Pharmacology and Compounding. This course will be helpful for students that have interest in pursuing pharmacy technician employment, or pharmacist/nursing/medicine pathways.

<b>Therapeutic Medicine</b> 08RTHE Prerequisite: Introduction to Health Science Careers Grades: 11, 12	<b>CTECH</b>	Honors option Credit: 1.0/Sem Length: Sem ACC  C J M
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- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

In this course, students will explore careers that assist patients in the prevention, control, and treatment of injuries, diseases, and disorders. Students will gain more knowledge and participate in hands-on activities in the areas of anatomy, physiology, biomechanics, kinesiology, nutrition, stress management and wellness. Students will acquire a greater awareness of the model of stress and the use of various management techniques and coping strategies. Careers that will be explored in greater detail include athletic trainer, art therapist, music therapist, chiropractor, acupuncturist, wellness coach, personal trainer, physical therapist, prosthetist, orthoptist, dietician, occupational therapist, and other careers in the area of sports medicine. Throughout the semester, students will have opportunities to listen to guest speakers and participate in career observations.

# HUMAN SERVICES

➡ Elective courses will only run if there are adequate student numbers. ⬅

<b>Child Development Associate</b> 06HCDA Prerequisite: Child & Human Development Grades: 11, 12	CTECH	Honors Credit: 1.0/Sem Length: Sem	C J M
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- This course meets for two class periods for one semester.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

Students in this course will be learning and working alongside students and professionals from New Horizon Academy toward their nationally-transferable Child Development Associate credential, a key stepping stone on the path of career development in Early Childhood Education. Students will gain knowledge on nurturing the emotional, physical, intellectual, and social development of children. This course will include both classroom sessions at CTECH as well as on-site learning and practice with New Horizon Academy.

<b>Emergency Medical Technician</b> 08HEMT Prerequisite: Firefighter Mentorship, Intro to Health Science Careers or Anatomy and Physiology Grades: 11, 12	CTECH	Honors Credit: 1.0/Sem Length: Sem	C J M
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- This course meets for two class periods for one semester.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

This course is a collaboration between CTECH, Rochester Fire Department, and Mayo Clinic Ambulance. Students will participate in both classroom and online learning as well as skills testing. Classroom and online learning will be facilitated by a Medical Careers licensed, RPS instructor and skills testing will be facilitated by certified instructors from RFD and Mayo Clinic Ambulance. At the conclusion of this course students will be prepared to take their EMT certification exam. This course serves as a crossover course for both Health Science Careers and Firefighter.

<b>Mentorship in the Community Honors</b> 10HMEN / 20HMEN Prerequisite: consent of Gifted Services Specialist Grades: 11, 12 (maximum of 2 semesters total)		Honors course Credit: .5/Sem Length: Sem	C J M O
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### Firefighter Mentorship:

One specific mentorship opportunity we have is a partnership with the Rochester Fire Department. Students will complete book work in study hall or at home via an online portal that comes with the textbook. Skills training occurs on five weekend days for 8 hours each and includes training on hoses, foam, search and rescue, ladders, extinguishers, and a live burn. After completing this work, students will be eligible to take the MN Fire Services Certification Board Exam once they turn 18. If you register for this course, the gifted specialist in your school will provide the materials.

<b>Introduction to Criminal Justice</b> 02RICJ Prerequisite: US History or American Studies Grades: 11, 12		Honors Option Credit: .5/Sem Length: Sem	C J M O
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In this course students will learn the history of Criminal Justice and research and discuss current issues in the criminal justice system. They will utilize critical thinking skills through debates and field trips/interviews with persons who work in the criminal justice system. Topics will include the police, courts, and correctional systems. This course may be offered as a distance learning or hybrid course so that students from all three high schools can participate.

<b>Law Enforcement Careers</b> 06HLEC Prerequisite: none Grades: 11, 12	<b>CTECH</b>	Credit: 1.0/Sem Length: Sem	C J M
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- This course meets for two class periods for one semester.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

This course is a collaboration between CTECH, RCTC, Olmsted County Sheriff's Office, Rochester Police Department, and Minnesota State Patrol. This hybrid course will meet three days a week (Tue/Wed/Thu) at CTECH and will focus on law enforcement careers, history of law enforcement, corrections, juvenile justice, patrol and traffic, community policing, investigations, search and arrest, drug enforcement, and gangs. In addition to face-to-face class time, students will engage in evening and/or weekend practical training days with law enforcement partners. This course is articulated with RCTC for 3 credits of LAWE 1105.

<b>Introduction to K-12 Teaching as a Profession (CIS)</b> 0THT1C Prerequisite: none Grades: 11, 12	<b>CTECH  Concurrent  Enrollment</b>	RPS & U. of M. Honors course Credit: 1.0/Sem Length: Sem	C J M
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- This course meets for two class periods for one semester.
- Students are eligible for the service learning experience transcript certification.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.
- College credit from University of Minnesota (2 college credits) are awarded.

Students in this course will explore the culture of teaching, the role of a teacher, student learning, multicultural/diverse students, and the influence society has on education and on learning. This course includes a minimum of 30 hours of community service, most of which will be completed during class time. This course will be taught in a two-period block format, so plan your schedule accordingly.

<b>Exploring the Teaching Profession II (CIS)</b> 0THT2C Prerequisite: Introduction to K-12 Teaching as a Profession (CIS) Grades: 11, 12	<b>CTECH  Concurrent  Enrollment</b>	RPS & U. of M. Honors course Credit: 1.0/Sem Length: Sem	C J M
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- This course meets for two class periods for one semester.
- Students are eligible for the service learning experience transcript certification.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.
- College credit from University of Minnesota (2 college credits) are awarded.

Students in this course will explore diversity in schools, strategies for increasing cultural competency, parent and community involvement in schools and professional development for educators. Students reflect on themselves as futures teachers. This course includes a minimum of 30 hours of community service, most of which will be completed during class time. This course will be taught in a two-period block format, so plan your schedule accordingly.

# INDUSTRIAL TECHNOLOGY

➡ Elective courses will only run if there are adequate student numbers. ⬅

## AUTOMOTIVE PATHWAY

- Power Mechanics
- Introduction to Auto Technology/Engineering
- Auto Mechanics

<b>Power Mechanics</b> 06RPM Prerequisite: none Grades: 9, 10, 11, 12	Honors option Credit: .5/Sem Length: Sem	C J M
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Power Mechanics is a course designed to give students a working knowledge of basic engine systems with an emphasis on the 4-stroke "Otto Cycle" engine. Basic math skills will be utilized in this course. Two-stroke and diesel engines will also be discussed and studied. Topics: safe use of hand tools and machines, principles of engine operation, tools and precision measurement, fuel systems, ignition systems, engine rebuilding techniques, and use of technical manuals.

**Capstone project:** Successfully rebuild a small single cylinder 4-stroke engine with a partner, *to be provided by the student team.*

<b>Introduction to Auto Technology/Engineering</b> 06RIAT Prerequisite: Power Mechanics or Administrative Approval Grades: 10, 11, 12	Credit: .5/Sem Length: Sem ACC	C J M
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This is a beginning course for the student with no experience in auto repair/technology. Please note the prerequisites. Basic math skills will be utilized in this course. Topics: Safety, lubrication, preventative maintenance, engine, transmission, and final drive systems, used car and safety inspections, emission systems, tires and wheels, OBDII computerized onboard diagnostics, cooling systems, electrical system diagnosis, ability to use technical manuals/programs to effect repairs.

**Capstone projects:** Each student performs a minimum of 1 each of: Used car/safety inspection, tire dismount/mount/balance, OBDII diagnosis, and electrical system load test/diagnosis. Note: vehicles will be repaired during the class, with student vehicles getting priority.

<b>Auto Mechanics</b> 06RAM Prerequisite: Introduction to Auto Technology/Engineering Grades: 10, 11, 12	Honors option Credit: 1.0/Sem Length: Sem ACC	C J M
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-This course meets for two class periods for one semester.

-Driver's license is recommended.

**Advanced Auto Technology/Engineering:** A course designed for the student who wishes to pursue in-depth repair of vehicles. Please note prerequisite and that basic math skills will be required. During the course of this block class, we will be performing many common repairs on student and staff vehicles. Engine and transmission rebuilding will not be covered.

**Capstone project:** Each student will be required to perform a minimum of 1 "thesis project". This project requires pre-approval by the instructor, and should be a complex job that requires planning and problem-solving. Ambitious students are encouraged to perform multiple thesis projects (the record is 7) and can save thousands of dollars in repair bills.

## CONSTRUCTION PATHWAY

- Wood Products and Technology
- Construction Trades I
- Construction Trades II

<b>Wood Products and Technology</b> 06RWPT Prerequisite: none Grades: 9, 10, 11, 12	Credit: .5/Sem Length: Sem	C J M
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This introductory course is a combination of Exploring Woodworking and Intro to Construction Trades. This course focuses on woodworking and several areas of the construction trades industry (electrical, plumbing, HVAC, and carpentry). Career paths in woodworking and construction will be presented and hands-on activities will be emphasized. Topics will include hand and power tool safety, wood anatomy and identification, basic blue print reading, and assembly processes in wood working. You will leave this class with a completed woods project and the prerequisites for either Construction Trades I or Cabinetry and Advanced Woodworking.

<b>Construction Trades I</b> 06RCT1 Prerequisite: Wood Products and Technology or Administrative Approval Grades: 10, 11, 12	<b>CTECH</b> Credit: 1.0/Sem Length: Sem ACC	C J M
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- This course meets for two class periods for one semester.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

This 18-week course will focus specifically on the basics of building a structure. During the course, students will build structures to practice the basics of concrete and blocking, framing, exterior finishing, footing, foundation and carpentry. Students will work directly with a mentor from the construction trades.

<b>Construction Trades II</b> 06RCT2 Prerequisite: Construction Trades I Grades: 10, 11, 12	<b>CTECH</b> Credit: 1.0/Sem Length: Sem ACC	C J M
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- This course meets for two class periods for one semester.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

This 18-week course will focus specifically on the details of completing a structure. During one quarter of the course, students will focus on sheet metal, plumbing/electrical. The second quarter will find students engaged in working on interior finishing, sheet rocking, flooring, building staircases, and more to complete a home.

## MANUFACTURING PATHWAY

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How are things made? What processes go into creating products? Is the process for making a water bottle the same as it is for a musical instrument? How do assembly lines work? How has automation changed the face of manufacturing? Students engaged in the manufacturing pathway will discover the answers to these questions through hands-on projects and activities. Once a learner completes the introductory course, PLTW Computer Integrated Manufacturing, he/she can choose either the welding or machining pathway to further his/her study. Students can take coursework from both the welding and machining pathways.

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| <ul style="list-style-type: none"> <li>• PLTW: Computer Integrated Manufacturing (CIM)</li> <li>• Welding Technology I</li> <li>• Welding Technology II</li> <li>• Machine Technology I</li> <li>• Machine Technology II</li> </ul> |
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### ► Introduction to Manufacturing ◀

<b>PLTW: Computer Integrated Manufacturing (CIM)</b> 06HCIM Prerequisite: none Grades: 9, 10, 11, 12	Honors course Credit: .5/Sem Length: Sem	C J M
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Through the introductory course, students will discover their passion and choose the machining or welding pathway to continue their learning. Students will learn the history of manufacturing, robotics and automation, manufacturing processes, computer modeling, manufacturing equipment, flexible manufacturing systems and an introduction to

welding. To assist in learning M and G codes students will use CNC equipment. As part of the course, students will get the opportunity to visit local businesses to see the career opportunities available within the field of manufacturing.

## ► Machining Technology ◀

<b>Machine Technology I</b> 06RMT1 Prerequisite: PLTW: Computer Integrated Manufacturing Grades: 10, 11, 12	<b>CTECH</b>	Credit: 1.0/Sem Length: Sem	C J M
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- This course meets for two class periods for one semester.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

Through hands-on experiences, students will begin to understand the process of machining. Students will have access to industry standard equipment and machines to complete course activities and projects. Upon completion of this course, students will have developmental skills in the following areas:

- basic lathe operations
- principles of machining operations
- machinist math
- reading shop blueprints

<b>Machine Technology II</b> 06RMT2 Prerequisite: Machine Technology I Grades: 10, 11, 12	<b>CTECH</b>	Credit: 1.0/Sem Length: Sem	C J M
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- This course meets for two class periods for one semester.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

Machine Technology II offers students an opportunity to advance their skills within the area of machining. Coursework will include a capstone project culminating the coursework within the machining pathway. Students will end the machining pathway with the following skills that can transfer to postsecondary programs or into an entry level machinist career path:

- advanced lathe operations
- advanced mill operations
- blueprint reading
- applied machinist geometry
- mastercam - CNC technology

## ► Welding Technology ◀

<b>Welding Technology I</b> 06RWT1 Prerequisite: none Grades: 10, 11, 12	<b>CTECH</b>	Credit: 1.0/Sem Length: Sem ACC	C J M
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- This course meets for two class periods for one semester.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

In this foundational course, students will begin to develop skills in the area of gas metal arc welding (GMAW) and shielded metal arc welding (SMAW). There will be a focus on safety standards and the operations of a shop. Students will have access to industry standard welding stations to complete course projects and activities. The majority of this course is completed through lab work. Major outcomes:

- take ATC Oxy - Fuel course
- introduction to GMAW (Wire Feed Welding)/SMAW

<b>Welding Technology II</b> 06RWT2 Prerequisite: Welding Technology I Grades: 10, 11, 12	<b>CTECH</b>	Credit: 1.0/Sem Length: Sem ACC	C J M
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- This course meets for two class periods for one semester.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

Students will continue to develop welding skills in two processes: SMAW on mild steel and GTAW on mild steel, stainless steel, and aluminum. Students will expand their knowledge of shop equipment and safety standards. Students will be introduced to blueprint reading, multi-process training and will apply welding math principles within their projects. Upon completion of this course, students can earn the AWS welder certification available in SMAW and GTAW.

**Students who successfully complete Welding Tech I and II are eligible to receive a tuition reduction from the RCTC Welding Program.**

## ▶ Industrial Technology Electives ◀

### ▶ Carpentry ◀

<b>Wood Products and Technology</b> 06RWPT Prerequisite: none Grades: 9, 10, 11, 12	Credit: .5/Sem Length: Sem	C J M
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This introductory course is a combination of Exploring Woodworking and Intro to Construction Trades. This course focuses on woodworking and several areas of the construction trades industry (electrical, plumbing, HVAC, and carpentry). Career paths in woodworking and construction will be presented and hands-on activities will be emphasized. Topics will include hand and power tool safety, wood anatomy and identification, basic blue print reading, and assembly processes in wood working. You will leave this class with a completed woods project and the prerequisites for either Construction Trades I or Cabinetry and Advanced Woodworking.

<b>Cabinetry and Advanced Woodworking</b> 06RW2 Prerequisite: Woods Products and Technology Grades: 10, 11, 12	Credit: .5/Sem Length: Sem	C J M
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The Cabinetry and Advanced Woodworking course will consist of advanced manufacturing operations that would take place in a professional cabinetmaking environment. Students will learn advanced methods such as product design and planning, machine setups, jigs and fixture design and usage, and use of more professional types of machines and tooling. Students will also learn other methods and applications for a larger variety of finishes and hardware selections. Minimum standards will be established for projects and new skills learned during the course. Speakers from industry and field trips to construction facilities will be used to further the understanding of the student knowledge base and to help foster working relationships.

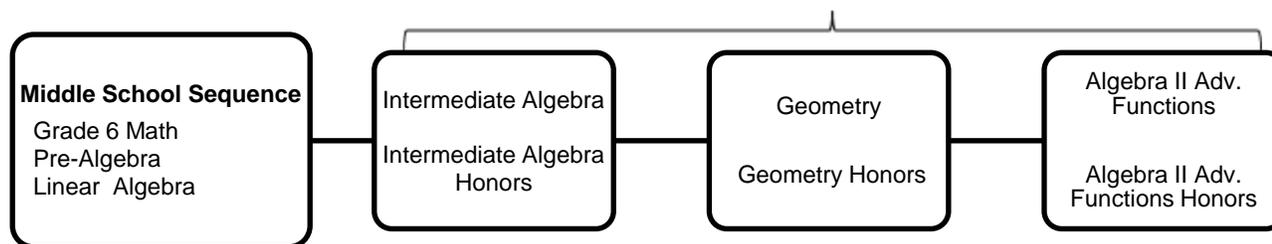
# MATHEMATICS

➔ Elective courses will only run if there are adequate student numbers. ➔

Requirements:

- 1.0 Intermediate Algebra Option
- 1.0 Geometry Option
- 1.0 Algebra II Advanced Functions Option

## High School Sequence



## ► Required ◀

<b>Algebra</b>	<b>Intermediate Algebra</b> 14RIA / 24RIA Prerequisite: none	Credit: .5/Sem Length: Year NCAA	C J M O
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This course focuses on Minnesota High School Academic Standards in Algebra. Topics: absolute value functions, rational exponents, systems of linear equations and inequalities, quadratic functions, polynomial operations/functions, complex numbers, linear programming, and variations.

<b>Algebra</b>	<b>Intermediate Algebra Honors</b> 14HIA / 24HIA Prerequisite: none	Honors course Credit: .5/Sem Length: Year NCAA	C J M O
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This course focuses on Minnesota High School Academic Standards in Algebra and is intended for students who are interested in covering topics in greater depth and at a more abstract level. Topics: absolute value functions, rational exponents, systems of linear equations and inequalities, quadratic functions, polynomial operations/functions, complex numbers, linear programming, and variations.

<b>Geometry</b>	<b>Geometry</b> 14RGEO / 24RGEO Prerequisite: Intermediate Algebra	Credit: .5/Sem Length: Year NCAA	C J M O
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This course is designed to develop the student's ability to reason logically and to enable the student to understand the structure of geometry and its relationship to algebra. Topics: properties of angles/lines; right triangles; congruent triangles; circles; properties of quadrilaterals; area/volume; polygons; coordinate geometry; points, lines, planes in space; similar polygons; transformations; probability and statistics; and introduction to trigonometric ratios.

<b>Geometry</b>	<b>Geometry Honors</b> 14HGEO / 24HGEO Prerequisite: Intermediate Algebra	Honors course Credit: .5/Sem Length: Year NCAA	C J M O
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This course is similar to Geometry but covers topics in greater depth and emphasizes the structure and rigor of formal mathematics. Topics: properties of angles and lines; polygons; properties of quadrilaterals; coordinate geometry; right triangles; similar polygons; transformations; area/volume; congruent triangles; properties of points, lines, planes, and space; introduction to trigonometric ratios; circles; probability and statistics.

**Algebra II Advanced Functions**14RA2A / 24RA2A  
Prerequisite: noneCredit: .5/Sem  
Length: Year  
NCAAC  
J  
M  
O

This course completes the graduation requirements of the Minnesota Academic Standards for Algebra II. Topics: radical and cubic functions, sequencing series (arithmetic and geometric), exponential functions, rational expressions/functions, composition of functions, trigonometry; logarithms, data analysis, sampling, probability, and introduction of statistics.

**Algebra II Advanced Functions Honors**14HA2A / 24HA2A  
Prerequisite: noneHonors course  
Credit: .5/Sem  
Length: Year  
NCAAC  
J  
M  
O

This course completes the graduation requirements of the Minnesota Academic Standards for Algebra II and is intended for students who are interested in covering topics in greater depth and at a more abstract level. Topics: radical and cubic functions, sequencing series (arithmetic and geometric), exponential functions, rational expressions/functions, composition of functions, trigonometry, logarithms, data analysis, sampling, probability, and introduction of statistics.

**Algebra II Advanced Functions and Geometry Block, Honors**14HA2G/24HA2G  
Prerequisite: Intermediate Algebra  
Grade: 9, 10Honors course  
Credit: 1.0/Sem  
Length: Year

J

- This class meets for 2 class periods for the year.

This course covers the standards met by Algebra II Advanced Functions Honors and Geometry Honors and completes the graduation requirements of the Minnesota Academic Standards for Algebra II. Topics: properties of angles and lines, polygons, properties of quadrilaterals, coordinate geometry, right triangles, similar polygons, transformations, area/volume, congruent triangles, properties of points, lines, planes, space, circles, probability and statistics, radical and cubic functions, sequencing series (arithmetic and geometric), exponential functions, rational expressions/functions, composition of functions, trigonometry, logarithms, conic sections, data analysis, and sampling.

## ▶ Mathematics Electives ◀

**Math for College**14RMFC / 24RMFC  
Prerequisite: none  
Grade: 12Credit: .5/Sem  
Length: YearC  
J  
M  
O

Math for College is designed to meet the needs of seniors who have demonstrated an interest in continuing their mathematics study, but are not intending to take a pre-calculus course at the high school level. Topics will include the fundamentals of algebra, algebraic expressions, polynomials (including factoring), linear and quadratic equations (one and two variables), rational expressions and equations, exponents, radicals, linear and quadratic inequalities (one and two variables), systems of linear equations (two and three variables), functions, and an introduction to conic sections. Successful completion of this course with a grade of B or better will likely prepare the student for entry into college mathematics.

**Pre-Calculus**14RPC/24RPC  
Prerequisite: Algebra II Advanced FunctionsCredit: .5/Sem  
Length: Year  
NCAAC  
J  
M  
O

This course includes college-level algebra, trigonometry, and analytic geometry. Topics: linear/quadratic equations, trigonometry, polynomial equations, logarithmic functions, exponential functions, limits, complex numbers, inverse functions, use of graphing calculator, sequences and series, and matrices.

<b>Pre-Calculus Honors</b> 14HPC/24HPC Prerequisite: Algebra II Advanced Functions	Honors course Credit: .5/Sem Length: Year NCAA	C J M O
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This rigorous course includes college-level algebra, trigonometry, and analytic geometry. Topics: linear/quadratic equations, trigonometry, polynomial equations, logarithmic functions, polar coordinates, complex numbers, vectors, sequences and series, exponential functions, use of graphing calculator, inverse functions, matrices, limits, conics, integral, and derivative.

<b>Statistics and Mathematical Applications</b> 14RSTA / 24RSTA Prerequisite: Algebra II Advanced Functions	Credit: .5/Sem Length: Year NCAA	C J M O
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This course is designed for students who plan to pursue careers in business, social sciences, computer science, engineering, psychology, sociology, medicine, or health science. It focuses on the importance and usefulness of mathematics as well as the direct application of skills. Students will apply concepts of chance and data analysis to make critical judgments, predictions, and decisions. *Mathematical Applications topics:* surveys, counting and probability, discrete distributions, matrices; *Statistics topics:* collection, organization, and modeling of data, two-way tables, measures of central tendency and dispersion, inference, normal distributions, correlation and causation, experimental and sample designs, and the use and misuse of statistics.

<b>Basic and Applied Statistics (CIS)</b> 14HBAS / 24HBAS Prerequisite: Algebra II Advanced Functions	<b>Concurrent Enrollment</b>	RPS & U.of M. Honors course Credit: .75/Sem Length: Year	M
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- High school credit and college credit from University of Minnesota (3 college credits) are awarded.

This course is designed to engage students in using a modeling and simulation approach to inference. This course fulfills the Mathematical Thinking component of the Liberal Education requirements at the University of Minnesota. Statistics is more than just an application of mathematics or a methodology used in some other discipline. Statistics is a principled way of thinking about the world. In particular, it is a principled approach to data collection, prediction, and scientific inference. In today's dynamic and interdisciplinary world, success in confronting new analytical issues requires both substantial knowledge of a scientific or technological area and highly flexible problem-solving strategies. This course uses pedagogical principles that are founded in research, such as daily small group activities and discussion. Upon completion of this course, students should have an understanding of the foundational concepts of data, variation and inference, as well as an appreciation for the fundamental role that statistics plays in a host of disciplines, such as business, economics, law, and medicine.

<b>AP Statistics</b> 14ASTA / 24ASTA Prerequisite: Algebra II Advanced Functions	Honors course Credit: .5/Sem Length: Year NCAA	C J M O
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This course is designed for students who plan to pursue careers in business, social sciences (psychology, sociology), computer science, engineering, biology, and health sciences (nursing, medicine). This course focuses on collecting, analyzing, and drawing conclusions from data. This course will focus on preparing students to take the AP exam successfully and the pace is comparable to a college-level course. Themes include: Data Production: Methods for producing data that can give clear answers to specific questions (Planning and conducting surveys and experiments); Data Analysis: Methods and strategies for exploring, organizing and describing data using graphs (histograms, stem-and-leaf plots, bar graphs, pie charts, etc.) and numerical summaries (mean, median, mode, range, standard deviation, etc.); Anticipating Patterns: Explores random phenomena using probability and simulation; Statistical Inference: Moves beyond the data in hand to draw conclusions about a wider universe using the ideas of probability (estimating population parameters and testing hypotheses).

<b>AP Calculus AB</b> 14ACAL / 24ACAL Prerequisite: Pre-calculus	Honors course Credit: .5/Sem Length: Year NCAA	J M O
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This introductory college-level course is intended for students who anticipate taking the Advanced Placement test. Topics: functions and limits, exponential function, differentiation, logarithmic function, analytic geometry, and integration.

<b>AP Calculus BC</b> 14ACBC / 24ACBC Prerequisite: AP Calculus AB	Honors course Credit: .5/Sem Length: Year NCAA	C J M O
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This Advanced Placement course will address the outcomes of a second semester college calculus course. Advanced integration techniques will be taught, with an emphasis on application, and work will be done on series and sequences. The AP Calculus BC course will address topics beyond AP Calculus AB.

<b>Math 2237: Multivariable and Vector Calculus</b> 14HMCA / 24HMCA Prerequisite: AP Calculus BC	<b>Concurrent Enrollment</b>	RPS & RCTC Honors course Credit: 1.25/Year Length: Year NCAA	C J M O
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- High school credit and college credit from Rochester Community and Technical College (5 college credits) are awarded.

Topics are selected from the following: coordinate and vector geometry, vector valued functions, velocity-acceleration and curvature, cylindrical and spherical coordinate systems, partial differentiation and applications, double and triple integrals, Green's - Stoke's Divergence Theorems, and Frenet Formulas.

## ► Computer ◀

<b>AP Computer Science A</b> 14ACOS/24ACOS Prerequisite: Information Technology Launch OR Data Science with Python OR Information Technology Infrastructure OR Algebra II Grades: 10, 11, 12	Honors course Credit: .5/Sem Length: Year NCAA	C J M O
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The AP Computer Science A course is an introductory college level course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and, when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course.

# PHYSICAL EDUCATION

➡ Elective courses will only run if there are adequate student numbers. ⬅

**Graduation Requirement: .5 credit – must be met before taking an elective**

*Take one introductory course to meet graduation standards first:*

- Foundations of Fitness
- Individual Movement and Fitness
- Introduction to Weight Training and Conditioning

- Peak Fitness Performance I
- Peak Fitness Performance II

- Lifetime Activities
- Fitness Through Court Sports

- Exercise Science I
- Exercise Science Career Track Experience
- Careers in Health Promotion

## ▶ Introductory Course Options ◀

<b>Individual Movement and Fitness</b> 08RIMF Prerequisite: none Grades: 9, 10, 11, 12	Credit: .5/Sem Length: Sem	C J M
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Individual Movement and Fitness is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from a variety of comprehensive weight training and cardio-respiratory endurance activities. This course provides students with opportunities in Zumba/dance, yoga, Pilates, water aerobics, weight training circuits including weight bars and bells, and personal fitness programs. This course focuses on the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

<b>Foundations of Fitness</b> 08RFF Prerequisite: none Grades: 9, 10, 11, 12	Credit: .5/Sem Length: Sem	C J M O
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The Foundations of Fitness course emphasizes health-related fitness and developing the skills and habits necessary for a lifetime of activity and wellness. This coeducational program includes skill development, application of rules, and strategies of various activities leading to lifelong health-related fitness. Students will participate in a variety of health-related fitness activities appropriate to the facilities at the site. Ongoing assessments include grade level appropriate and performance skill evaluations per unit. The final exam focuses on cardiovascular fitness, health and skill-related fitness, strength training, fitness testing outcomes, and general rules and concepts of lifelong fitness activities. Tennis, badminton, softball, field sports, and aquatics may be included in this course.

<b>Introduction to Weight Training and Conditioning</b> 08RWTC Prerequisite: none Grades: 9, 10	Credit: .5/Sem Length: Sem	C J M
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This course is designed for the beginning to intermediate level strength training student who intends to explore resistance training as a method for lifelong fitness. Aerobic and anaerobic conditioning will be stressed in this course, with circuit training, speed, and agility training as well. Students will each have individualized strength training

programs that they are to follow on a daily basis. A basic knowledge of anatomy, strength training terminology, and diet and nutrition are to be introduced through written assignments and/or assessments.

### ▶ **Advanced Sports Performance Options** ◀

<b>Peak Fitness Performance I</b> 08RPF1 Prerequisite: one of the introductory courses Grades: 10, 11, 12 (Grade 10 with Administrative Approval)	Credit: .5/Sem Length: Sem	C J M
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Peak Fitness Performance I will inspire the development of individuals in the pursuit of greater fitness, knowledge, skills, and experience through topics covering strength and energy system development, nutrition, modern mobility/flexibility techniques, and psychological resiliency. This course is designed to be a broad introduction to applied exercise science. In contrast to the physical side of fitness, overall well-being and recovery methods will be discussed to help better prepare each student's mind and body to adapt to stress of training and also the common stresses of life. Students will learn and develop individual strategies to develop and work towards unique goals and begin a rewarding journey of personal development.

<b>Peak Fitness Performance II</b> 08RPF2 Prerequisite: Peak Fitness Performance I Grades: 10, 11, 12 (Grade 10 with Administrative Approval)	Credit: .5/Sem Length: Sem	C J M
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Students enrolling in Peak Fitness Performance II will continue to work on the knowledge, skills, and techniques covered in Peak Performance I. Students will continue to learn and develop individual strategies for great fitness and personal development.

### ▶ **Healthy Lifestyle Options** ◀

<b>Lifetime Activities</b> 08RLA Prerequisite: one of the introductory courses Grades: 9, 10, 11, 12	Credit: .5/Sem Length: Sem	C J M
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A variety of both individual and dual recreational activities will be offered, including but not limited to, tennis, badminton, pickle ball, Bocci ball, golf, bowling, organized lawn games, and aquatic games. Conditioning and wellness will be emphasized as it is in all Physical Education classes. This course could include net games, lawn games, hiking, or snowshoeing.

<b>Fitness Through Court Sports</b> 08RFCS Prerequisite: one of the introductory courses Grades: 9, 10, 11, 12	Credit: .5/Sem Length: Sem	C J M
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This is an introductory course focusing on the game of basketball and other court sports. Students will be introduced to basic skills, techniques, and rules for court sports. Emphasis will be placed on physical fitness, proper etiquette, scoring, officiating, and strategy. Students will view court sports as a lifetime fitness activity.

### ▶ **Career Options** ◀

<b>Exercise Science I</b> 08RES1 Prerequisite: one of the introductory courses Grades: 10, 11, 12 (Grade 10 with Administrative Approval)	Credit: .5/Sem Length: Sem	C J M
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This course studies acute responses and chronic adaptations to a wide range of physical conditions. Exercise Science I examines the relationship between exercise and human performance, the role of physical activity in sports, and the promotion of healthy lifestyles. Exercise Science I consists of many overlapping disciplines including biomechanics, exercise physiology, growth and development, measurement and evaluation, exercise nutrition, exercise psychology, and many more.

<b>Exercise Science Career Track Experience (Lab)</b> 08RESE Prerequisite: Exercise Science I <u>and</u> one of the introductory courses Grades: 10, 11, 12 (Grade 10 with Administrative Approval)	Credit: .5/Sem Length: Sem	C J M
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Choose three tracks to job shadow: Sports Nutrition/Registered Dietician, Sports Performance/Strength and Conditioning, Sports Psychology, Athletic Training, Physical Therapy, Occupational Therapy, and Research/Testing.

<b>Careers in Health Promotion</b> 08RCHP Prerequisite: one of the introductory courses Grades: 11, 12	Credit: .5/Sem Length: Sem	C J M
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Careers in Health Promotion (recreation careers, foundations of leadership and coaching) is an activity-based elective course that is available to juniors and seniors with an interest in pursuing a career in coaching, teaching, fitness, outdoor recreation, or related fields. The purpose of this course is to develop leadership skills and qualities through classroom, outdoor adventure, and cooperative teaching experiences. The intent is for students to improve leadership abilities, to gain self-confidence, to assume responsibilities, and to develop cooperation skills that can be used in any future profession. With teacher assistance, students will be required to develop and implement group activities using lesson plans and communication skills. In addition, students may take a leadership role in regular Physical Education classes and other settings throughout the community.

# READING

➡ Elective courses will only run if there are adequate student numbers. ⬅

## ▶ Electives ◀

<b>Content Reading and Study Skills</b> 01RRDG Prerequisite: none Grades: 9, 10, 11, 12	Honors option Credit: .5/Sem Length: Sem	C J M
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This course is designed for students to improve higher level reading and study skills necessary for success in high school and beyond. The following areas will be part of this course.

**Vocabulary Expansion** - The students will use a variety of strategies to expand reading, listening, and speaking vocabularies; apply knowledge of Greek and Latin roots, prefixes, and suffixes to understand content area vocabulary.

**Comprehension** – The students will understand the meaning of informational, expository, or persuasive texts using a variety of strategies; and will demonstrate literal, interpretive, inferential, and evaluative comprehension; monitor comprehension and know when and how to use strategies to clarify the understanding of a selection; summarize and paraphrase main idea and supporting details; trace the logical development of an author’s argument, point of view, or perspective and evaluate the adequacy and appropriateness of the author’s evidence in a persuasive text; identify, understand, and explain the various types of fallacies in logic; make inferences and draw conclusions based on explicit and implied information from texts; evaluate clarity and accuracy of information, as well as the credibility of sources; synthesize information from multiple selections in order to draw conclusions, make predictions, and form interpretations; be taught a variety of note-taking systems and will apply these to their content area texts; identify patterns of organization in expository text.

<b>Reading for College</b> 01RRCL Prerequisite: none Grades: 10, 11, 12	Credit: .5/Sem Length: Sem NCAA	C J M
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This course is designed to further develop higher level reading skills which will be required for success in college. Topics: comprehension strategies; skimming and scanning; notetaking; critical reading and reasoning; independent reading; writing of a précis, abstract, synopsis, and paraphrase; vocabulary development; summary writing; Accuplacer, ASVAB, and ACT prep; annotation; learning strategies; Socratic discussion; college and career speakers; and overview of college application process.

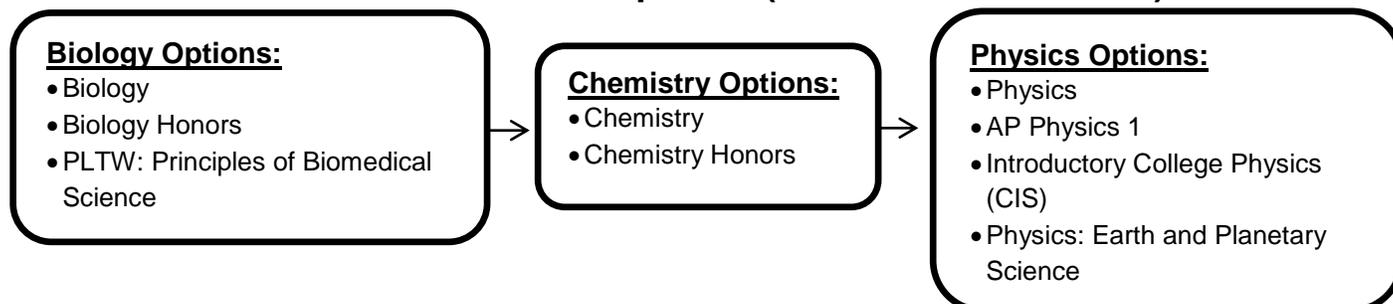
# SCIENCE

➡ Elective courses will only run if there are adequate student numbers. ⬅

## Requirements (Class of 2023 or 2024):

- 1.0 Biology Option
- 1.0 Chemistry Option
- 1.0 Physics Option

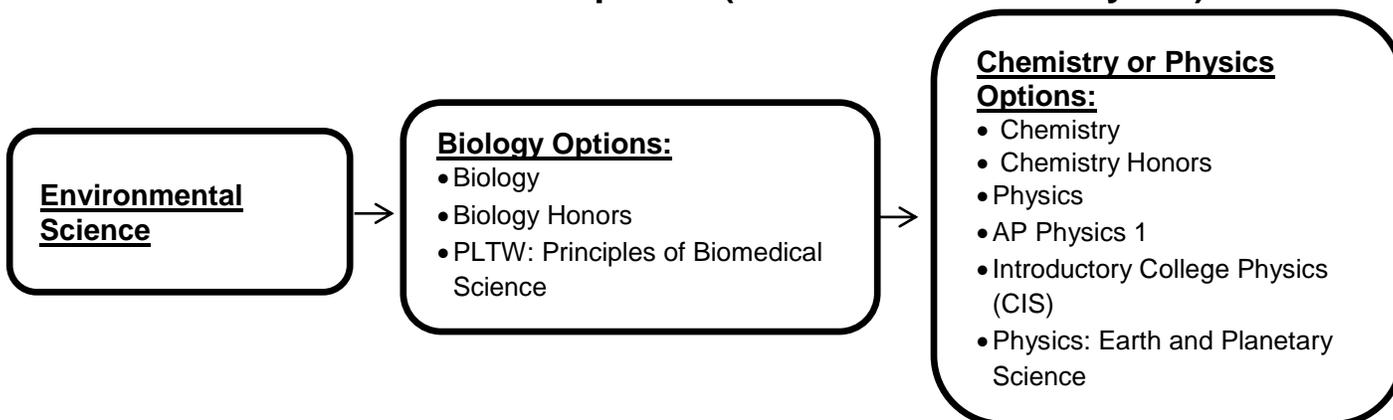
### Recommended Sequence (Class of 2023 or 2024)



## Requirements (Class of 2025 and Beyond):

- 1.0 Environmental Science
- 1.0 Biology Option
- 1.0 Chemistry or Physics Option

### Recommended Sequence (Class of 2025 and Beyond)



▶ **Required: 1.0 Environmental Science (Class of 2025 and Beyond)** ◀

<b>Environmental Science</b> 13RES/23RES Prerequisite: none Grades: 9 and 10 in 2022	Honors Option Credit: .5/Sem Length: Year	C J M O
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Environmental science is a course dedicated to understanding the interactions between earth's natural systems and the demands placed on them by the human population. This course starts with the study of Earth's place in the universe and then moves into learning about Earth's systems. Finally, students study human's impact on Earth. This is a required course and includes Earth and Space science standards.

▶ **Required: 1.0 Biology** ◀

<b>Biology Options</b>	<b>Biology</b>	Honors option (J Only)	C
	13RBIO / 23RBIO	Credit: .5/Sem	J
	Prerequisite: none	Length: Year	M
	Grades: 9	NCAA	O

This course is the study of the diversity of living things and the common processes of life. Students taking this course will have a strong foundation for making informed biological and environmental decisions. Students will take the MCA Science test in the spring. Topics: nature of science, cells, diversity of organisms, biochemistry, animal behavior, ecology, Mendelian genetics; animal systems, microbiology, plant systems, and molecular genetics (DNA).

<b>Biology Options</b>	<b>Biology Honors</b>	Honors course	C
	13HBIO / 23HBIO	Credit: .5/Sem	J
	Prerequisite: none	Length: Year	M
	Grades: 9	NCAA	O

Biology Honors is a rigorous course which includes a self-directed research project and covers material more quickly and at a deeper level. Like Biology, this course is the study of the diversity of living things and the common processes of life. Students taking this course will have a strong foundation for making informed biological and environmental decisions. Students will take the MCA Science test in the spring. Topics: nature of science, cells, diversity of organisms, biochemistry, animal systems, ecology, Mendelian genetics, animal behavior, microbiology, molecular genetics (DNA), and plant systems.

<b>Biology Options</b>	<b>PLTW: Principles of Biomedical Science</b> (meets Biology requirement)	Honors course	C
	13HPBS / 23HPBS	Credit: .5/Sem	J
	Prerequisite: none	Length: Year	M
	Grades: 9, 10, 11, 12	NCAA	

Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences program and lays the scientific foundation for subsequent courses. **This course meets the Minnesota graduation requirement for Biology.**

▶ **Required: 1.0 Chemistry (Class of 2023 or 2024)** ◀

<b>Chemistry Options</b>	<b>Chemistry</b>	Honors option (J Only)	C
	13RCHM / 23RCHM	Credit: .5/Sem	J
	Prerequisite: Intermediate Algebra	Length: Year	M
	Grades: 10, 11, 12	NCAA	O

This course is for students intending to introduce science practices in the study of matter and the changes it can undergo. This laboratory-based course places extra emphasis on how the use and production of everyday chemicals impact health, the environment, and everyday life. Topics: quantitative measures, composition of matter, behavior and interaction of matter, impact of chemistry on quality of life, health, and the environment.

<b>Chemistry Options</b>	<b>Chemistry Honors</b>	Honors course	C
	13HCHM / 23HCHM	Credit: .5/Sem	J
	Prerequisite: Intermediate Algebra	Length: Year	M
	Grades: 10, 11, 12	NCAA	O

This course is for students intending to introduce science practices and mathematical theory in the study and analysis of matter and the changes it can undergo. This laboratory-based course places extra emphasis on quantitative and qualitative methods of analysis. This emphasis is intended to equip student with the background and skills needed for advanced placement science classes. Topics: quantitative measures, composition of matter, qualitative measures, behavior and interaction of matter, impact of chemistry on quality of life, health, and the environment.

► **Required: 1.0 Physics (Class of 2023 or 2024)** ◀

Physics Options

<b>Physics</b> 13RPHY / 23RPHY Prerequisite: Intermediate Algebra Grades: 10, 11, 12	Credit: .5/Sem Length: Year NCAA	C J M O
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This course is designed for students interested in physics applications with more emphasis on concepts than on mathematical theory. Laboratory experiments and computer simulations will be used to investigate the following: velocity, structure of matter, acceleration, momentum, force, Newton's law of motion and gravitation, light and color, energy, waves, electricity, magnetism, and circular motion.

<b>AP Physics 1</b> 13APH1 / 23APH1 Prerequisite: Intermediate Algebra Grades: 10, 11, 12	Honors course Credit: .5/Sem Length: Year NCAA	C J M O
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This algebra-based course is designed for students with a strong interest in science and mathematics. Mathematical models, laboratory experiments, and computer tools will be used to study the following: Newtonian mechanics, (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It also introduces electric circuits. Students who take both semesters will be prepared for the AP Physics1 test.

<b>Physics: Earth and Planetary Science</b> 13RPEP/23RPEP Prerequisite: none Grades: 10, 11, 12	Credit: .5/Sem Length: Year NCAA	C J M O
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The goal of this course is to provide students with an understanding of the dynamic processes that shape our world and also our universe. Students will learn and apply physical principles to build a foundational understanding of natural processes within the fields of astronomy, geology, meteorology, and climatology. A high importance will be placed on direct observation of Earth and space phenomena, including night sky viewing with the unaided eye, night sky viewing with telescopes, weather spotting, and explorations of local geology.

► **Science Electives** ◀

<b>AP Biology</b> 13ABIO / 23ABIO Prerequisite: Biology or PLTW Principles of Biomedical Science, and Chemistry Grades: 11, 12	Honors course Credit: .5/Sem Length: Year NCAA	C J M O
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This course is designed for students interested in college-level biology and/or who are interested in advanced placement in biology. This course will focus on preparing students to take the AP exam successfully. Topics: chemistry of life, cells and cellular energetics, heredity, molecular genetics and evolutionary biology, diversity of organisms, structure and function of plants and animals, and ecology.

<b>AP Chemistry</b> 13ACHM / 23ACHM Prerequisite: Chemistry or Chemistry Honors Grades: 11, 12	Honors course Credit: .5/Sem Length: Year NCAA	C J M O
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This course is designed for students interested in college-level chemistry and/or who are interested in advanced placement in chemistry. This course will focus on preparing students to take the AP exam successfully. Topics: stoichiometry, thermodynamics, equilibrium, electrochemistry, kinetics, acids and bases, gases, chemical bonding, and spectroscopy.

<b>AP Environmental Science</b> 13AENS / 23AENS Prerequisite: 2 years of lab science Grades: 11, 12	Honors course Credit: .5/Sem Length: Year NCAA	J M O
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The goal of the AP Environmental Science course is to provide the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science.

<b>AP Physics 2</b> 13APH2 / 23APH2 Prerequisite: AP Physics 1 Grades: 11, 12	Honors course Credit: .5/Sem Length: Year NCAA	C J M O
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This algebra-based course is designed to be a continuation of AP Physics 1 or PLTW: Principles of Engineering. This course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, atomic and nuclear physics. An emphasis will be placed on independent research. Students who take both semesters will be prepared for the AP Physics 2 test.

<b>Astronomy</b> 03RAST Prerequisite: Intermediate Algebra Grades: 9, 10, 11, 12	Honors option Credit: .5/Sem Length: Sem NCAA	M
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- This course **does not** meet the Physics requirement, *please see Earth and Planetary Science under Physics*.

This course is intended to encourage the student to participate in astronomy as a future leisure time hobby or to further advance astronomy studies. Topics: astronomy's relation to other disciplines and contemporary living, observation of the universe with the unaided eye, physical nature of planets, application of the methods involved in determining basic properties of astronomical objects

<b>Animal Science</b> 03RANI Prerequisite: Biology or consent of instructor Grades: 10, 11, 12	Credit: .5/Sem Length: Sem NCAA	C M O
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Animal science is for students who want to develop or expand an interest in animal science. The course focuses on a general understanding of the major animal phyla. Topics covered include nutrition, feeding, anatomy, care, and handling. Students will utilize proper practices in caring for and managing animals; justify a position related to issues of ethics and animal welfare; compare and contrast the biological systems of various animals; follow genetic traits in wild vs. domestic animals; carry out hands-on studies in the behavior of animals.

<b>Human Anatomy and Physiology</b> 13RANP / 23RANP Prerequisite: PLTW Principles of Biomedical or Biology Grades: 10, 11, 12	Honors option Credit: .5/Sem Length: Year NCAA	C J M
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Human Anatomy and Physiology examines the structure, and function of the human body through a comprehensive body systems approach. Connections between the systems, health, pathology and fitness are emphasized. Systems and topics studied include: anatomical terminology, histology, integumentary, skeletal, muscular, digestive, endocrine, circulatory, urinary, and nervous systems. Students engage in a wide range of learning tasks such as: lecture, discussions, labs, modeling, case studies and dissections. This course provides a thorough introduction to human biology and a solid foundation for future post-secondary coursework.

<b>BIOL1015 Human Physiology, Technology, &amp; Medical Devices (CIS)</b> 13HHPT / 23HHPT Prerequisite: Biology Grades: 11, 12	RPS & U of M Honors course Credit: .5/Sem Length: Year	M
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- High school credit and college credit from University of Minnesota (4 credits per year) are awarded.

This life-science course is organized around the core principles of anatomy and physiology, such as homeostasis, information flow, causal mechanisms, structure and function relationships, and the levels of organization. Interrelatedness between body systems (cardiopulmonary, skeletal-muscular) will be used as a theme throughout the course.

<b>BIOL1107 Fundamentals of Anatomy &amp; Physiology</b> 08HFAP Recommended Prerequisite: Introduction to Health Science Careers Grades: 11, 12	<b>CTECH</b> <b>Concurrent Enrollment</b>	RPS & RCTC Honors course Credit: 1.0/Sem Length: Sem NCAA	C J M
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- This course meets for two class periods for one semester.
- Courses that are recommended are not required, but if taken may assist the student in being more successful in the course.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.
- High school credit and college credit from Rochester Community and Technical College (4 credits per semester) are awarded.

This one-semester course provides a comprehensive overview of introductory human anatomy and physiology of the major body systems. The course introduces students to biological molecules, cells, tissues, and organ systems of the human body and incorporates medical terminology. Intro to Health Science Careers recommended before taking this class.

<b>BIOL1107 Fundamentals of Anatomy &amp; Physiology</b> 08HFAP Recommended Prerequisite: Introduction to Health Science Careers Grades: 11, 12	<b>Concurrent Enrollment</b>	RPS & RCTC Honors course Credit: 1.0/Sem Length: Sem NCAA	C
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- High school credit and college credit from Rochester Community and Technical College (4 college credits) are awarded.
- Courses that are recommended are not required, but if taken may assist the student in being more successful in the course.

This one-semester course provides a comprehensive overview of introductory human anatomy and physiology of the major body systems. The course introduces students to biological molecules, cells, tissues, and organ systems of the human body and incorporates medical terminology.

<b>Medical Lab Science</b> 08RLAB Prerequisite: Biology and Chemistry Recommended Prerequisite: Introduction to Health Science Careers Grades: 11, 12	<b>CTECH</b>	Honors option Credit: 1.0/Sem Length: Sem	C J M
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- This course meets for two class periods for one semester.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.
- This course qualifies as a science elective.

Upon completion of the Medical Laboratory Science pathway, students will be prepared to confidently walk into college level science labs and/or gain employment as a laboratory assistant/technician. This is a hands on and skills based course, providing an overview of procedures in a medical setting. Students will become safe, skilled, and knowledgeable users of laboratory equipment, procedures, and samples.

This course will facilitate direct employment pathways into entry level positions such as lab assistant, or pathways with varying levels of postsecondary education such as nursing, physician, phlebotomy, histology technician, cytotechnology, certified lab science, medical laboratory science, pathology assistant, molecular genetics, genetics counseling, and biotechnology.

<b>Plant Science</b> 03RPLT Prerequisite: Biology or Administrative Approval Grades: 10, 11, 12	Credit: .5/Sem Length: Sem NCAA ACC	C J M O
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Plant Science is for students who want to develop or expand an interest in horticulture. The class will focus on the identification, anatomy, structure, function, reproduction, and care of plants. Students will analyze the biological, physical, and chemical processes involved in plant growth, development, and reproduction; understand the

interdependence of plants, people, and the environment; identify and classify plants by use of dichotomous key; landscape and grow plants in a greenhouse; conduct soil testing.

<b>Environmental Awareness</b> 03REA Prerequisite: Biology Grades: 12	Honors option Credit: 1.0/Sem Length: Sem NCAA	C J M
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- This course meets for two class periods for one semester.

This course is intended for students interested in applied laboratory work originating in several disciplines and activities that continue hands-on learning in an outdoor setting. Concepts in geography, snow hydrology, energy transfer and conservation, water studies, geology, air studies, nutrition, interdependence, and scientific research are learned while engaged in orienteering, cross-country skiing, snow sheltering, canoeing, rock climbing, bicycling, backpacking, camping, and environmental studies. This course includes many field trips that have been approved to charge students a fee (see instructor for more information).

<b>Sports Biology</b> 03RSB Prerequisite: Biology Grades: 12	Credit: 1.0/Sem Length: Sem	C J M
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- This course meets for two class periods for one semester.

This course is designed to investigate the relationship between science concepts and outdoor activities. Concepts studied originate in the disciplines of entomology, limnology, physics, and vertebrate anatomy. Applications of those concepts are found in activities such as fishing, taxidermy, canoeing, water safety, and wildlife identification and management. This course includes many field trips that have been approved to charge students a fee (see instructor for more information).

# SOCIAL STUDIES

➡ Elective courses will only run if there are adequate student numbers. ⬅

Requirements:

- World History
- United States History or U.S. History: American Studies Honors or AP U.S. History
- Human Geography or AP Human Geography
- United States Government or AP U.S. Government

## ▶ Required ◀

<b>World History</b> 12RWH / 22RWH Prerequisite: none Grades: 9	Credit: .5/Sem Length: Year NCAA	C J M O
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During this course, the goal will be to survey the history of the world. The main elements of the course are intended to develop cultural, geographic, and historical knowledge including, but not limited to the development of early civilizations; early foundations of the major world religions; Greek cultural development and influence; Roman cultural development and influence; Muslim culture and influence; European feudal period; Chinese and East Asian history and culture; Indian subcontinent history and culture; Mesoamerican cultural elements; the Age of Exploration; accomplishments of the Renaissance; the development of the modern state and the concept of empire; global conflict in the 20<sup>th</sup> century, including but not limited to WWI, WWII, Korea, Vietnam, African and Asian independence movements, and the Cold War; the concepts of human rights, globalization, energy, and terrorism in the 20th and 21st centuries.

<b>United States History</b> 12RUS / 22RUS Prerequisite: none Grades: 10	Credit: .5/Sem Length: Year NCAA	C J M O
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During this course, students will explore the interactions of diverse peoples in creating the United States from the era of Pre-European to the present. Students will develop skills using multiple sources. Particular emphasis will be placed on historical knowledge and its application to historical issues. Topics: gathering and interaction of the nation's people; progress of democratic concepts; regional perspectives and tensions in the U.S.; conflict between national and state powers; impact of technology on American society; American involvement in the global community; changes in the American concept of civil liberties; influence of diverse ideals and beliefs; influence of economic issues and interests affecting society.

<b>AP U.S. History</b> 12AUS / 22AUS Prerequisite: none Grades: 10	Honors course Credit: .5/Sem Length: Year NCAA	C
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This course is equivalent to demands made by an introductory college course in U.S. history. Students learn to assess historical materials--their relevance to a given interpretive problem, reliability, and importance--and to weigh the evidence and interpretations presented in historical scholarship. Students develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. The class details the development of the United States.

<b>U.S. History: American Studies Honors</b> 12HAMS / 22HAMS Prerequisite: English I: Foundations Grades: 10	Honors course Credit: .5/Sem Length: Year NCAA	M
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-Credit: 1.0 U.S. History Honors

This challenging and rigorous honors course examines U.S. History helping the student understand the importance of key events, concepts, and peoples in United States history. Special attention will be placed on the influence of diverse ideas or beliefs about America. Selected literature which complements and corresponds to the history of the period will be studied. Emphasis will be placed on developing advanced composition skills.

**U.S. History Honors:** gathering and interaction of the nation's people progress of democratic concepts; regional perspectives and tensions in the U.S.; conflict between national and state powers; impact of technology on American society; American involvement in the global community; changes in the American concept of civil liberties; influence of diverse ideals and beliefs; influence of economic issues and interests affecting society.

<b>AP U.S. History: American Studies</b> 12AAMS / 22AAMS Prerequisite: English I Grades: 10	Honors course Credit: .5/Sem Length: Year NCAA	J
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-Credit: 1.0 AP U.S. History and 1.0 English II Honors

This challenging and rigorous honors course combines AP U.S. History with English II: American Literature/Composition Honors. The student will understand the importance of key events, concepts, and peoples in United States history. Special attention will be placed on the influence of diverse ideas or beliefs about America. Selected literature which complements and corresponds to the history of the period will be studied. Emphasis will be placed on developing advanced composition skills.

**English II Honors:** write an organized, multi-paragraph, persuasive paper supporting a thesis; identify and analyze elements of literature, literary devices, style, and themes of American literature; evaluate literature and/or film according to criteria; describe human situations or events in a narrative essay, biography, autobiography, or ethnography; demonstrate the use of library and other resources for research; recognize and use various methods for development of ideas within an essay (e.g., comparison/contrast, definition, problem/solution, order of importance); analyze the culture of a period as expressed through major writings, publications, art, architecture, technology, music, daily life, or customs; develop appreciation of the rich diversity of classic and contemporary literature representing different cultural, age, and gender groups.

**AP U.S. History:** assess historical materials--their relevance to a given interpretive problem, reliability, and importance; weigh the evidence and interpretations presented in historical scholarship; develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

<b>Human Geography</b> 02RHG Prerequisite: none Grades: 11, 12	Credit: .5/Sem Length: Sem NCAA	C J M O
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In this course, students will have the opportunity to see the world from a geographer's perspective. Students will learn to analyze human behavior and how people relate to the space in which they live. Students will apply geographic principles by creating maps and graphing data. Major units of geographic study: population, political, economic, urban, environmental, and migration.

<b>AP Human Geography</b> 02AHG Prerequisite: none Grades: 11, 12	Honors course Credit: .5/Sem Length: Sem NCAA	C J M O
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Students will study the world from a spatial perspective, seeking to understand the changing spatial organization and material character of Earth's surface. To this end, students will conduct geographical analysis of human phenomena and how they are affected at different scales. The study of these relationships will include units on population and migration, political geography, economic geography, urban geography, agricultural geography, and cultural geography. As an AP course, this class will use rigorous college-level texts and materials, and be taught at a vigorous college pace. Topics, texts, and pacing are designed to prepare students to successfully take the AP Human Geography exam in May.

<b>United States Government</b> 02RGOV Prerequisite: none Grades: 12	Credit: .5/Sem Length: Sem NCAA	C J M O
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This course is meant to give the student an understanding of the foundations, rights, responsibilities, structure, and function of United States Government. Simulations, Internet exploration, firsthand observations, and personal investigation will be among the many approaches utilized in this course. Topics include the following: political philosophy, U.S. Constitution, civil rights, political parties, and political processes.

<b>POLS 1615 Introduction to American Government</b> 02HIAG Prerequisite: none Grades: 11, 12	<b>Concurrent Enrollment</b>	RPS & RCTC Honors Course Credit: .75/Sem Length: Sem  C
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- High school credit and college credit from RCTC (3 college credits) are awarded.

This course is a survey course of American Government, with an emphasis on politics and history, the Constitution, civil liberties and rights, public opinion, interest groups, the political process, mass media, the branches of the federal government, and an overview of public policy and state and local government. A democracy requires its citizens to understand the dynamic of their political system.

<b>AP United States Government</b> 02AGOV Prerequisite: none Grades: 12	Honors course Credit: .5/Sem Length: Sem NCAA	C M O
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This rigorous course is designed to engage students in the study of the origins, structures, and actions of the United States Government. Students will gain an understanding of their rights and roles as citizens. Emphasis will be placed on establishing connections to contemporary political issues. Students may elect to take the AP U.S. Government and Politics exam after completion of this course. The pace of this course is comparable to a college-level course. Topics: philosophies of government, the Constitution and its origin, Legislative branch, Executive branch, Judicial branch, civil liberties, sources of political participation and influence, and media.

<b>AP U.S. Government / English IV: AP English Language &amp; Composition - 1</b> 02AGOV Prerequisite: English III Grades: 12	Honors course Credit: .5/Sem Length: Sem NCAA	J
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- Course meets for two class periods.

- Credit: 0.5 AP U.S. Government and 0.5 AP English IV

**AP U.S. Government:**

This rigorous course is designed to engage students in the study of the origins, structures, and actions of the United States Government. Students will gain an understanding of their rights and roles as citizens. Emphasis will be placed on establishing connections to contemporary political issues. Students may elect to take the AP U.S. Government and Politics exam after completion of this course. The pace of this course is comparable to a college-level course. Topics: philosophies of government, the Constitution and its origin, Legislative branch, Executive branch, Judicial branch, civil liberties, sources of political participation and influence, and media.

**AP English VI:**

See course description under the English Department.

**► Social Studies Electives ◀**

<b>Anthropology</b> 02RANT Prerequisite: none Grades: 11, 12	Honors option Credit: .5/Sem Length: Sem NCAA	C J M O
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Unravel some of the mysteries of mankind: learn the truth about real-life zombies, discuss how modern humans and Neanderthals may have interacted, and learn about the cultural and physical traits that make humans unique among the inhabitants of planet Earth! Anthropology is the study of mankind and its development over time. This course will examine the development of culture and cultural traits such as religion, art, and language and how those traits impact

our lives and the lives of different groups of people all over the globe. It will also examine scientific theories about the development of primates and the human lineage from 55 million years ago up to the present day. Topics: culture, religion and magic, political structure, art, linguistics, primatology, human paleontology, and early civilization.

<b>Community Awareness Program (CAP)</b> 02RCAP Prerequisite: none Grades: 11, 12	Credit: 1.0/Sem Length: Sem	C J M O
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- This course meets for two class periods. Students are eligible for the service learning experience transcript certification.

This course allows the student to understand community organizations through direct service learning. Successful completion of this course qualifies for the service learning transcript certification. Students will keep logs, prepare case studies, conduct special projects, participate in special training workshop sessions and in career exploration projects at the following agency placements: school classrooms, senior citizen programs, newcomer centers, pre-schools, special service programs, day care centers. Students will be responsible for transportation to off-campus sites. If transportation is a concern, see the course instructor.

<b>Modern European History Honors</b> 02HMEH Prerequisite: none Grades: 11, 12	Honors course Credit: .5/Sem Length: Sem NCAA	M
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This honors course examines the ideas and forces that have shaped modern Europe. Our culture is profoundly influenced by the philosophies, movements, and history of Western European Civilization. Students will utilize college-level texts, conduct inquiry activities with multiple sources, and write extensively. Major content areas: French Revolution, Industrial Revolution, enlightenment, Post WWII Europe, Fascism and WWII, 19th century nationalism, WWI and Russian Revolution, and absolutism/constitutional monarchy.

<b>Psychology</b> 02RPSY Prerequisite: none Grades: 11, 12	Credit: .5/Sem Length: Sem NCAA	C J M O
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This course is a broad introduction to the basic theories of modern psychology. Students will learn through study, lecture, demonstration, experimentation, and computer simulation. Psychological theories and concepts will be applied to actual and hypothetical situations. Classic and modern research in psychology will be incorporated. The topics of study will be chosen from the following: social psychology, personality, intelligence and thinking, consciousness, sleep and hypnosis, learning, emotion, psychopathologies and therapies, sensation and perception, memory and cognition, biological influences on behavior and thinking, and motivation.

<b>AP Psychology</b> 02APSY Prerequisite: none Grades: 11, 12	Honors course Credit: .5/Sem Length: Sem NCAA	C J M O
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This Advanced Placement course introduces students to the discipline of psychology by emphasizing the history of psychology as a science, the different theoretical approaches that underlie explanations of behavior, and the contemporary research methods used by psychologists. This course will focus on preparing students to take the AP exam successfully and the pace is comparable to a college-level course. The topics of study will be chosen from the following: introduction to psychology; language, thought, and intelligence; biology and behavior; motivation and emotion; perception and sensation; personality; learning; abnormal behavior; memory and cognition; consciousness and sleep; social psychology; lifespan development

<b>Introduction to Psychology (CIS)</b> 02HIPC Prerequisite: none Grades: 11, 12	<b>CTECH</b> <b>Concurrent</b> <b>Enrollment</b>	RPS & U. of M. Honors course Credit: 1.0/Sem Length: Sem NCAA	C J M
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- This course meets for two class periods for one semester.

- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.

- High school credit and college credit from University of Minnesota (4 college credits) are awarded.

This University course is based on the scientific study of human behavior. Problems, methods, and findings of modern psychology are topics for study. Students who complete this course will earn both high school credit and college credit from the University of Minnesota. This class will include direct instruction from both the high school teacher as well as university professors and will include a field day at the University of Minnesota.

<b>Sociology</b> 02RSOC Prerequisite: none Grades: 11, 12	Honors option Credit: .5/Sem Length: Sem NCAA	C J M O
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This is an introductory course to understanding people in groups. Students will learn to analyze social life from various perspectives as they are introduced to core sociological concepts. Several "hot" topics will be covered: crime/deviance, racism, poverty, stratification, human relationships, ageism, and families. If you are a people-person, this class is for you.

<b>World Affairs</b> 02RWA Prerequisite: none Grades: 11, 12	Credit: .5/Sem Length: Sem NCAA	C J M O
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Students in World Affairs gain an understanding that the world is composed of interrelated systems (economic, political, religious, cultural, and ecological). They will explore how people's beliefs, actions, and worldviews are shaped by those perspectives and recognize how diversity of cultures and opinions are needed to foster a democratic society for the world. The Internet and current news sources will be utilized in this course. Units are shaped by events in current news and have included these topics: global poverty, nuclear proliferation, international economic issues, immigrant and refugee populations, terrorism, and United Nations peacekeeping missions.

<b>Ethnic Studies</b> 02RETH Prerequisite: none Grades: 9, 10, 11, 12	Credit: .5/Sem Length: Sem NCAA	C J M O
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Ethnic studies is centered on the knowledge and perspectives of an ethnic or racial groups, reflecting narratives and points of view rooted in those groups' lived experiences and intellectual scholarship. This course will focus on people's struggles for access to the rights and responsibilities of citizenship. The major purpose of this course is to educate students to be politically, socially, and economically conscious about their personal connections to local and national history. Ethnic Studies will focus on themes of social justice, social responsibility, and social change.

<b>Introduction to Criminal Justice</b> 02RICJ Prerequisite: US History or American Studies Grades: 11, 12	Honors Option Credit: .5/Sem Length: Sem	C J M O
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In this course students will learn the history of Criminal Justice and research and discuss current issues in the criminal justice system. They will utilize critical thinking skills through debates and field trips/interviews with persons who work in the criminal justice system. Topics will include the police, courts, and correctional systems. This course may be offered as a distance learning or hybrid course so that students from all three high schools can participate.

# SPECIAL EDUCATION

Individual Education Plans (IEP) are written for students who meet eligibility for special education services. Special education classes provide course credit. Students work with their IEP Case Managers to plan registration on an annual basis as a component of the IEP. Individual student needs will determine the extent to which students participate in general education classes. If required, modifications and / or accommodations for general education classes will be outlined in the student's IEP.

## IEP Process:

During the 9<sup>th</sup> grade school year, and annually thereafter, the IEP team shall address the graduation requirements for a high school diploma. The student's post-secondary goals and graduation requirements should guide their coursework. IEP teams need to plan coursework for the current and following school years based on the student's post-secondary goals and graduation requirements. Depending on their individual needs, students receiving special education services may graduate through district requirements or the IEP team may determine that the student graduates on modified credit requirements. This is an IEP team decision, and the team should include a building administrator and guidance counselor in addition to other required IEP team members. Accommodations / modifications in general education classes are also decided through the IEP team process.

## ► Special Education Courses ◀

The following course listings are **only** available to students receiving special education services. Individual Education Plans (IEP) are written for students who are eligible for special education services. Admission to these classes is based on a student's individual needs as documented in the IEP.

<b>MATH SKILLS</b> Prerequisite: Approval Grades 9, 10, 11, and 12		C J M O
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Math Skills is appropriate for students who have a skill deficit in the area of math. Students will receive specially designed instruction to improve math skills based on IEP goals. Skills covered may include whole number operations, decimal operations, fraction operations, working with percentages, word problems, geometry, graphing, pre-algebra, etc.

<b>READING/WRITING SKILLS</b> Prerequisite: Approval Grades 9, 10, 11, and 12		C J M O
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Reading/Writing Skills is appropriate for students who have a skill deficit in the area of reading and writing. Students will receive specially designed instruction to improve their reading and/or writing skills based on IEP goals. Skills covered may include composing, revising, editing, reading fluency, word-attack skills, and reading comprehension.

<b>SOCIAL STRATEGIES</b> Prerequisite: Approval Grades 9, 10, 11, and 12		C J M O
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Social Strategies is appropriate for students who have needs in the area of social skills or coping strategies. Students will receive specially designed instruction to improve social skills and/or coping strategies. Skills covered include: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

<b>LEARNING STRATEGIES</b> Prerequisite: Approval Grades 9, 10, 11, and 12		C J M O
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Learning Strategies is appropriate for students who have a skill deficit in organization, increasing independence and studying. Its purpose is to provide specially designed instruction to assist students in learning strategies that will foster increased independence in the classroom. Skills covered include studying, test taking, note taking, task completion, organization, advocating for self, expressing oneself, active listening, active participation, etc.

<b>LEARNING FOR SUCCESSFUL TRANSITION (LST)</b> Prerequisite: Approval Grades 9, 10, 11, 12		C J M O
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LST is appropriate for students who have a deficit skill in independent living and personal social skills. Students develop independent living and personal social skills necessary to manage a home, family, and finances. Further, students will develop appropriate levels of independence, self-confidence, and socially acceptable behaviors. Through classroom instruction, hands-on activities and community outings, students study areas of health; safety; nutrition; meal planning, preparation and clean up; consumer skills; home management skills; personal finances; and community living. Students will also receive career skills and training through curriculum and on-the-job **experiential** experiences in the school and community.

<b>WORK-BASED LEARNING SEMINAR I</b> Prerequisite: Approval Grades 10, 11, 12		C J M O
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Work-Based Learning Seminar I emphasizes occupational awareness, personal growth, interpersonal relationships, employability skills, job safety, job exploration, post-secondary counseling, and instruction in self advocacy.

<b>WORK-BASED LEARNING EXPERIENCE</b> Prerequisite: <b>Work Based Learning Seminar I</b> and Approval Grades 10, 11, 12		C J M O
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Work-Based Learning Experience is appropriate for students who need to develop vocational work habits and skills. In-school and community based training opportunities are available as determined by the student's IEP team. When appropriate, community job placement efforts may be pursued in either a supported employment or competitive employment setting.

<b>DEVELOPMENTAL ADAPTIVE PHYSICAL EDUCATION (DAPE)</b> Prerequisite: Approval Open to 9, 10, 11, and 12		C J M O
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DAPE is appropriate for students who have specifically met qualification for adaptive physical education. This requires a student to perform significantly below average performance on psychomotor or physical fitness assessment. DAPE's focus is to improve physical skills / fitness. Skills covered include wellness, applying knowledge of rules, safety, positive acceptance of self and others, and social interaction.

# TEACHING AS A PROFESSION

➡ Elective courses will only run if there are adequate student numbers. ⬅

<b>Introduction to K-12 Teaching as a Profession (CIS)</b> 0THT1C Prerequisite: none Grades: 11, 12	<b>CTECH Concurrent Enrollment</b>	RPS & U. of M. Honors course Credit: 1.0/Sem Length: Sem	C J M
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- This course meets for two class periods for one semester.
- Students are eligible for the service learning experience transcript certification.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.
- College credit from University of Minnesota (2 college credits) are awarded.

Students in this course will explore the culture of teaching, the role of a teacher, student learning, multicultural/diverse students, and the influence society has on education and on learning. This course includes a minimum of 30 hours of community service, most of which will be completed during class time. This course will be taught in a two-period block format, so plan your schedule accordingly.

<b>Exploring the Teaching Profession II (CIS)</b> 0THT2C Prerequisite: Introduction to K-12 Teaching as a Profession (CIS) Grades: 11, 12	<b>CTECH Concurrent Enrollment</b>	RPS & U. of M. Honors course Credit: 1.0/Sem Length: Sem	C J M
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- This course meets for two class periods for one semester.
- Students are eligible for the service learning experience transcript certification.
- Students registering for this course may also register for English IV: Professional Literacy @ CTECH (01RPLC, p35) and complete a 0.5 credit of Independent study English IV embedded into and aligned with this course.
- College credit from University of Minnesota (2 college credits) are awarded.

Students in this course will explore diversity in schools, strategies for increasing cultural competency, parent and community involvement in schools and professional development for educators. Students reflect on themselves as futures teachers. This course includes a minimum of 30 hours of community service, most of which will be completed during class time. This course will be taught in a two-period block format, so plan your schedule accordingly.

# WORLD LANGUAGE

➡ Elective courses will only run if there are adequate student numbers. ⬅

**French:** A language used in diplomacy and the arts, French is spoken by over 150 million people in France, Canada, Africa, the Caribbean, and Southeast Asia. French speakers represent a wide variety of racial and cultural backgrounds.

**German:** The German-speaking countries are important in business, industry, the arts, and science. After the United States, the German-speaking countries have the largest industrial output of any language group. Increasingly, U.S. businesses will be entering this market and persons with some knowledge of the German language will have greater employment opportunities. German is also useful as a language for tourists in Germany, Austria, Switzerland, Luxembourg, Liechtenstein, and Northern Italy.

**Latin:** Latin is recommended for students in the sciences (medicine, nursing, biology, and related areas), literature, law, religion, and those interested in the ancient history of Greece and Rome, as well as for those who wish to establish a sound basis for modern world language. Emphasis on derivation, prefixes, and roots helps with PSAT, ACT, and other pre-college tests.

**Spanish:** Spanish is the second most natively spoken language in the world and is the language of over 500 million people in the Americas, Europe, Africa, Oceania, and even Antarctica. Over 34 million people in the U.S. speak Spanish at home, and Olmsted County has one of the highest concentrations of Spanish speakers in the state. Since Spanish is a romance language, students will secure many of the benefits of Latin derivations and roots that are useful in the health sciences as well as the PSAT, ACT, and other common standardized tests.

**Please Note:** Depending on student enrollment, World Language classes may be offered in a Satellite Teaching format, where students and teachers are located in separate Rochester Public High School buildings. This may be considered as an option when there is not sufficient enrollment at one school to run a particular course. Students who are placed in a Satellite Teaching course will be notified by their building prior to the start of the school year.

## ▶ French ◀

<b>French 1</b> 15RFR1 / 25RFR1 Prerequisite: none Grades: 9, 10, 11, 12	Honors option Credit: .5/Sem Length: Year NCAA	C J M O
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French 1 is a first-year introduction to French. Emphasis will be placed on the five skills of language acquisition: listening, speaking, reading, writing, and culture. Students will acquire fundamental French vocabulary and grammar skills necessary to understand and speak the language with accurate cultural adaptations where necessary. In the spring, students will take the National French Exam. Pre-AP strategies are embedded. Topics: home, sports, community life, clothing, geography of countries where language is spoken, food, school, family, arts and literature, leisure activities

<b>French 2</b> 15RFR2 / 25RFR2 Prerequisite: French 1 Grades: 10, 11, 12	Honors option Credit: .5/Sem Length: Year NCAA	C J M O
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Students continue to build on the foundations of vocabulary, grammar structure, and cultural information learned in French 1 by broadening the topics and increasing the use and comprehension of French. AP strategies continue to be employed while students increase their communication skills in the French language. Communication activities include interpersonal interaction, oral presentations (prepared and impromptu), and interpretation of both print and listening pieces. Online multimedia resources are integrated into the course allowing students to improve technology skills and interact with authentic French language speakers, music, and materials. Activities: readings (fiction/nonfiction), projects, role playing videos, oral presentations, writing (paragraphs/conversations/letters), international news, French language music

<b>French 3 Honors</b> 15HFR3 / 25HRF3 Prerequisite: French 2 Grades: 11, 12	Honors course Credit: .5/Sem Length: Year NCAA	C J M O
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Students will create with the language, participate in progressively challenging conversations, and communicate successfully in a variety of situations. Students will broaden their vocabulary and improve their command of grammatical structures. AP strategies will continue to be used; improving students' general academic skills. Parallels, comparisons, and contrasts of French with English and other languages will enhance students' language abilities in French as well as English. Activities: role playing, international news/current events, readings, projects, writing , interviews, French literature through poetry, prose, and film.

<b>French 4 Honors</b> 15HFR4 / 25HFR4 Prerequisite: French 3 Honors Grades: 11, 12	Honors course Credit: .5/Sem Length: Year NCAA	C J M O
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Students will demonstrate mastery in the four skill areas for language proficiency: speaking, listening, writing, and reading. Students will be expected to give opinions, resolve problems, and converse on a variety of topics. Use of AP strategies in the classroom will support students who desire to take the French AP exam and/or CLEP exam. A review of grammar with the addition of advanced structures will be done. History and culture are further explored. Activities and topics: short stories; French literature through poetry, prose, and film; projects, oral presentations, current events, writing short essays, international news.

## ► German ◀

<b>German 1</b> 15RGE1 / 25RGE1 Prerequisite: none Grades: 9, 10, 11, 12	Honors option Credit: .5/Sem Length: Year NCAA	C J M O
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This course is designed for students who have never studied German. It is an introduction to the German language and culture of the German-speaking world. Students listen individually and speak with partners in the world language lab. Web resources are used to enhance students' knowledge of cultures and languages. Students will develop skills in listening, speaking, reading, and writing. Students will learn to ask for and give information in German and to communicate about topics regarding self, home, family, free-time, school, shopping and prices for food and clothing, and ordering in a restaurant.

<b>German 2</b> 15RGE2 / 25RGE2 Prerequisite: German 1 Grades: 10, 11, 12	Honors option Credit: .5/Sem Length: Year NCAA	C J M O
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This course is for students who have completed German 1. Students will continue to develop skills in listening, speaking, reading, and writing. German 2 will review, reinforce, and expand vocabulary and structures learned in German 1. World language lab listening and partner speaking activities continue as in German 1. In this course students learn to understand and use frequently used expressions concerning areas of everyday life. Topics include the weather, helping at home, giving directions, going to the movies and concerts, birthdays and other celebrations, and describing people and places. The past tense is presented and practiced extensively.

<b>German 3 Honors</b> 15HGE3 / 25HGE3 Prerequisite: German 2 Grades: 11, 12	Honors course Credit: .5/Sem Length: Year NCAA	C J M O
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German 3 Honors will emphasize using the cultural perspectives, such as music, film, art, and society. Interactive and web-based activities are used to develop skills in their ability to create with the language. They will acquire a broader vocabulary, improve their command of grammatical structures, and expand their speaking and writing skills that include writing original skits and short compositions. The course includes selected reading and short projects. Students will learn to understand main ideas and supporting details of clear language texts about family topics, handle

many travel situations that might arise, give their opinion and a short explanation, express personal interest and describe plans.

<b>German 4 Honors</b> 15HGE4 / 25HGE4 Prerequisite: German 3 Honors Grades: 11, 12	Honors course	C
	Credit: .5/Sem	J
	Length: Year	M
	NCAA	O

German 4 Honors emphasizes the use of language to communicate. Thematic units will use authentic texts as well as German Cinema, integrated web-based activities, presentation software, and video resources. Students will use vocabulary, grammar, and syntax at a high level of proficiency (see ACTFL guidelines). Course content will reflect intellectual interests shared by the students and teacher.

## ▶ Latin ◀

<b>Latin 1</b> 15RLA1 / 25RLA1 Prerequisite: none Grades: 9, 10, 11, 12	Honors option	C
	Credit: .5/Sem	J
	Length: Year	M
	NCAA	O

Latin 1 is a first year introduction to Latin. Emphasis will be placed on learning to read Latin through the reading of stories about Roman family life in the town of Pompeii. Students will also learn Latin grammar and basic vocabulary. Students will study English derivatives from Latin and Latin sayings and expressions commonly used in English so that they may improve their English vocabulary. Students will also learn about Greek and Roman mythology and Roman culture and civilization. In March students will take the National Latin Exam; students who excel on this exam will earn awards.

<b>Latin 2</b> 15RLA2 / 25RLA Prerequisite: Latin 1 Grades: 10, 11, 12	Honors option	C
	Credit: .5/Sem	J
	Length: Year	M
	NCAA	O

Students will continue to develop their vocabulary and grammatical knowledge of the Latin language. The setting of our textbook moves to England, where the students will learn about how the Romans lived in Britain, and how it was both similar to and different from life in Rome. Other topics of study will include but are not limited to Roman philosophy, history of the Roman Empire at the end of the 1<sup>st</sup> century A.D., famous Roman buildings and how they were built. In March, students will participate in the National Latin Exam, where they will have opportunities to compete for prizes against other students of Latin in the nation. In March students will take the National Latin Exam; students who excel on this exam will earn awards.

<b>Latin 3 Honors</b> 15HLA3 / 25HLA3 Prerequisite: Latin 2 Grades: 11, 12	Honors course	C
	Credit: .5/Sem	J
	Length: Year	M
	NCAA	O

Students will continue to develop their vocabulary and grammatical knowledge of the Latin language. The setting of our text series moves from Roman Britain to Rome. Students will learn about the government, society, and major landmarks of Rome. Other topics of study include, but are not limited to, Roman religion and mythology, entertainment, and marriage customs. In March students will participate in the National Latin Exam; students who excel on this exam will earn awards.

<b>Latin 4 Honors (CIS)</b> 15HL4C / 25HL4C Prerequisite: Latin 3 Honors Grades: 11, 12	<b>Concurrent Enrollment</b>	RPS & U. of M.	C
		Honors course	J
		Credit: 1.0/Sem	M
		Length: Two Semesters	O
		NCAA	

- High school credit and college credit from University of Minnesota (4 college credits per semester) are awarded.

Students will continue to refine grammar, syntax, and reading proficiency skills through authentic Latin texts. Historical contexts of the works will also be explored and discussed relating to both the Late Republic and the Age of Augustus, providing students with a full perspective of Roman culture over a span of 100 years.

## ▶ Spanish ◀

**Note: If you already speak Spanish, please contact the Spanish teacher at your high school to schedule a placement test to ensure placement in the correct level.**

<b>Spanish 1</b> 15RSP1 / 25RSP1 Prerequisite: none Grades: 9, 10, 11, 12	Honors option Credit: .5/Sem Length: Year NCAA	C J M O
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During the first level of language study, students acquire the fundamental vocabulary and grammar skills necessary to understand and speak the language. Topics are introduced which will enable students to talk and write about themselves and their world. Reading, writing, and conversation will center on everyday life situations and will be enriched by study of diverse cultures. Most Spanish 1 students will achieve *Novice High* proficiency level\*. Topics: home, school, food, family, clothing, weather, sports, leisure activities, geography of countries where Spanish is spoken.

<b>Spanish 2</b> 15RSP2 / 25RSP2 Prerequisite: Spanish 1 Grades: 10, 11, 12	Honors option Credit: .5/Sem Length: Year NCAA	C J M O
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Students continue building on the foundation of vocabulary, grammar structure, and cultural information from Spanish 1 by broadening the topics and increasing the use and comprehension of Spanish. Most Spanish 2 students will achieve *Intermediate Low* proficiency level\*. Activities: readings (fiction/nonfiction), projects, writing (paragraphs/conversations/letters), role playing, and videos.

<b>Spanish 3 Honors</b> 15HSP3 / 25HSP3 Prerequisite: Spanish 2 Grades: 11, 12	Honors course Credit: .5/Sem Length: Year NCAA	C J M O
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Students will create with the language, participate in progressively challenging conversations, and communicate successfully in basic survival situations. Students will acquire a broader vocabulary and improve their command of grammatical structures. Most Spanish 3 Honors students will achieve *Intermediate Mid* proficiency level\*. Activities: role playing, writing, readings, projects, multimedia presentations, and cultural/historical lessons.

<b>Spanish 4 Honors</b> 15HSP4 / 25HSP4 Prerequisite: Spanish 3 Honors Grades: 11, 12	Honors course Credit: .5/Sem Length: Year NCAA	C J M O
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Students will build on the four skill areas for language proficiency: speaking, listening, writing, and reading. Students will be expected to give opinions, resolve problems, and converse on a variety of topics. A review of grammar with the addition of advanced structures is used with an intensive listening program and a study of history and culture. Most Spanish 4 Honors students will achieve *Intermediate High* proficiency level\*. Activities and topics: short stories, movies, projects, oral presentations, current events, writing short essays, and interviews.

**Note for Spanish Classes:**

Spanish students take the National Spanish Exam each spring and those doing well earn certificates and are invited to participate in the Sociedad Honoraria Hispánica (an International Honor Society for students of Spanish and Portuguese).

# ADDITIONAL EDUCATIONAL OPPORTUNITIES

<b>Credit by Assessment</b>	high school credit
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Credit by Assessment allows students to “test out” of a subject by demonstrating competency through both written and performance-based assessments of the objectives in a given course. See your counselor for additional information, an application to apply for Credit by Assessment, the date the tests will be administered (twice per school year) or the district website [Credit by Assessment](#). Students will receive a letter grade for Credit by Assessment tests. The following tests are available:

<ul style="list-style-type: none"> <li>• Health</li> <li>• Intermediate Algebra Honors</li> <li>• Geometry Honors</li> <li>• Algebra II Advanced Functions Honors</li> <li>• Pre-Calculus Honors</li> </ul>	<ul style="list-style-type: none"> <li>• US History</li> <li>• World History</li> <li>• French 1 , 2, 3 Honors and 4 Honors</li> <li>• German 1, 2, 3 Honors and 4 Honors</li> <li>• Latin 1, 2, 3 Honors and 4 Honors</li> <li>• Spanish 1, 2, 3 Honors and 4 Honors</li> </ul>
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<b>Independent Study</b> Prerequisite: none Grades: 11, 12	Honors option (see #4 below)	C J M O
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This elective is offered as a way to meet the specific needs of selected students. **This course will not serve as a substitute of a required course.** The following are the steps necessary for enrolling in an independent study program:

1. The student will obtain an independent study application from the counseling office.
2. The student will submit a detailed outline of the project to the teacher under whom he/she wishes to work.
3. The proposal will then be submitted to the department chairperson and the principal for their approval.
4. For honors option, the student must also petition the Gifted Services specialist for approval.

**Honors credit is limited to a total of one (1.0) credit during Grades 11-12.** A written evaluation of each independent study project must be submitted by the supervising teacher through the department chairperson to the principal before credit is awarded. A course number will be assigned according to subject area.

<b>Media Aide, Office Aide, Teacher Aide, Tutorial Assistant</b>	Credit: see counselor Length: see counselor	C J M
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Expectations:

- Students must arrive on time and check in with staff each day. Attendance will be taken and unexcused absences will be marked.
- It is mandatory that all information heard in the office/work area is kept confidential.
- Students are expected to follow the rules established at the high school. Once the assigned work is complete, arrangements will be made with the supervising staff for the next assignment.
- Students will do the work assigned by the supervising staff person in a professional, effective manner.
- Students should not work in teacher offices unless specifically instructed to do so. Staff and administration will determine appropriate work areas for students based on the type of work being done and equipment needed.
- Students are expected to remain available throughout the hour they are assigned to provide service to other offices/teachers.
- Students may provide assistance in a number of ways, but they may not be involved in any activities that involve access to teachers’ gradebooks or the online grading system.

<b>Mentorship in the Community Honors</b> 10HMEN / 20HMEN Prerequisite: consent of Student Advancement Specialist Grades: 11, 12 (maximum of 2 semesters total)	Honors course Credit: .5/Sem Length: Sem	C J M O
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Any student in grade 11 or 12 is welcome to do a Mentorship in the Community. Mentorship is an accelerated, individualized program for students who want to learn a new skill, develop an interest, or explore a career field under the supervision of a specialist in the community. Mentorship is a learning experience outside of the normal classroom, which in some cases may lead to a future career choice. Mentorship is an honors credit course that provides challenge beyond the traditional high school curriculum. A mentorship requires commitment of a minimum of 60 hours with the mentor. The student must fulfill all of the responsibilities of the mentorship as outlined by the Student

Mentorship Handbook. So that students can focus on learning and have flexibility in scheduling, mentorships are unpaid. If offered a paid mentorship, students may request approval from the mentorship teacher at their high school. Mentors cannot be monetarily compensated.

All mentorships will be handled on an individual basis. The student must exhibit maturity, responsibility, and the willingness to commit to the expectations of the mentor and as outlined in the Student Mentorship Handbook. Procedures for enrolling in the mentorship program:

1. Students interested in mentorships should register for this course with the teacher, Denise Cobb at John Marshall and Sarah Michet at Century and Mayo. Priority will be given to seniors.
2. Application materials must be completed and approved prior to any placement search or registration. Approval DOES NOT guarantee placement.
3. First the specialist arranges the placement; then the student will contact the mentor after successful completion of orientation.
4. Family members of mentorship students are not permitted to serve as a mentor for that student.

**Firefighter Mentorship:**

One specific mentorship opportunity we have is a partnership with the Rochester Fire Department. Students will complete book work in study hall or at home via an online portal that comes with the textbook. Skills training occurs on five weekend days for 8 hours each and includes training on hoses, foam, search and rescue, ladders, extinguishers, and a live burn. After completing this work, students will be eligible to take the MN Fire Services Certification Board Exam once they turn 18. If you register for this course, the gifted specialist in your school will provide the materials.

<b>Service Learning</b>	transcript certification
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The Rochester School District recommends and recognizes quality volunteer service learning by documenting approved service learning experiences on the student's official transcript. This elective option is available to any 9th through 12th grader who engages in a 20-hour service learning experience at one community site in the course of one school year. Each student must meet the following minimum requirements to receive a transcript certification for each service learning experience. Applications are available from the Service Learning Facilitator.

- a. Attendance at a one-hour *orientation seminar* prior to the service learning experience.
- b. Pre-approval of proposed experience and community site.
- c. One 20-hour service learning experience at one site in the course of one school year.
- d. Written reflection.
- e. Attendance at a three-hour *reflection seminar*.
- f. Final approval of certification of service.

Note: Students who successfully complete the nursing home component of Nursing Assistant, Community Awareness Program (CAP), Introduction to K-12 Teaching as a Profession (CIS), or Exploring the Teaching Profession II (CIS) will automatically earn the service learning certification.

<b>Unified Elective</b> Prerequisite: An introduction course in the appropriate subject area Grades: 11, 12	Credit: .5/Sem Length: Sem	C J M
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Students signing up for the course would have an opportunity to mentor a student with special education needs in one of the following areas: Fine Arts, Industrial technology, or Physical education. This would vary depending on the school site and personnel. Students would be able to share their knowledge with a student with disabilities and they would learn communication and teaching techniques in the process. Students would meet each day but students with special education needs would meet every other day.

<b>Work Experience Program</b> Prerequisite: Must be 16 to qualify Grades: 9, 10, 11, 12	Credit: see counselor Length: see counselor	C J M O
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This Career and Tech Ed work experience program provides students with the opportunity to develop skills necessary for the workplace. A seminar is offered in conjunction with the work training component. Course objectives include occupational awareness, career exploration, personal growth and development, interpersonal relationships, employability skills, and management of resources. No specific job skills are required for this program.

## World Language Proficiency Certificate (Bilingual Seals)

**Equity Belief Statement:** We believe that speaking a language other than English is an asset. Our educational system must celebrate and enhance this ability while providing appropriate and culturally responsive support for emerging bilingual and multilingual students and families. Students' English development is stronger when home language maintenance is encouraged and facilitated. Community partnerships are essential in providing multicultural and multilingual language supports for students and families.

One way that we uphold this belief is through our administration of the Bilingual Seals. Students are recognized for multilingualism by both high school and college credit.

Award	Number of College Credits Earned	High School Credit
Bilingual Platinum Seal	4 semesters	2.0 elective credit
Bilingual Gold Seal	3 semesters	1.5 elective credit
World Language Proficiency Certificate	2 semesters	1.0 elective credit

For more information regarding the Bilingual Seals Program, please visit the Minnesota Department of Education's website: <https://education.mn.gov/MDE/dse/stds/world/seals/>.

# Working Graduation Plan

## 9<sup>th</sup> GRADE

1 <sup>st</sup> SEMESTER	2 <sup>nd</sup> SEMESTER
1. English I _____	1. English I _____
2. World History _____	2. World History _____
3. Science _____	3. Science _____
4. Math _____	4. Math _____
5. Elective _____	5. Elective _____
6. Elective _____	6. Elective _____
7. Potential Elective _____	7. Potential Elective _____

## 10<sup>th</sup> GRADE

1 <sup>st</sup> SEMESTER	2 <sup>nd</sup> SEMESTER
1. English II _____	1. English II _____
2. US History _____	2. US History _____
3. Science _____	3. Science _____
4. Math _____	4. Math _____
5. Elective _____	5. Elective _____
6. Elective _____	6. Elective _____
7. Potential Elective _____	7. Potential Elective _____

## 11<sup>th</sup> GRADE

1 <sup>st</sup> SEMESTER	2 <sup>nd</sup> SEMESTER
1. English III _____	1. English III _____
2. Economics _____	2. Human Geography _____
3. Science _____	3. Science _____
4. Math _____	4. Math _____
5. Elective _____	5. Elective _____
6. Elective _____	6. Elective _____
7. Potential Elective _____	7. Potential Elective _____

## 12<sup>th</sup> GRADE

1 <sup>st</sup> SEMESTER	2 <sup>nd</sup> SEMESTER
1. English IV (only 1 sem) _____	1. English IV (only 1 sem) _____
2. Government _____	2. Elective _____
3. Elective _____	3. Elective _____
4. Elective _____	4. Elective _____
5. Elective _____	5. Elective _____
6. Elective _____	6. Elective _____
7. Potential Elective _____	7. Potential Elective _____

***The following must also be completed during high school: Fine Arts (1 year), Health (1 semester), Physical Education (1 semester), and Speech (1 semester)***

## ► Interscholastic Sports ◀

NCAA Eligibility Standards for All Division I and II Scholarship Prospects: All students/athletes must register with the NCAA Initial-Eligibility Clearinghouse.

To be certified by the Clearinghouse, you must earn a grade-point average of at least 2.00 (on a 4.00 scale) in a core curriculum of at least 16 academic courses which were successfully completed during Grades 9 through 12. Only courses that satisfy the NCAA definition of a core course can be used to calculate your NCAA GPA. No special values are allowed for "+" or "-" grades. The chart shows what your courses must include at a minimum.

<b>Units Required for NCAA Certification</b>		
	<b>Division I *</b>	<b>Division II*</b>
English	4 years	3 years
Math (Intermediate Algebra or higher)	3 years	2 years
Science (natural/physical; one must be a lab)	2 years	2 years
Social Studies (social science)	2 years	2 years
Additional English, math, or natural/physical science	1 year	3 years
Additional courses (from any area above, foreign language or comparative religion/philosophy)	4 years	4 years
<b>Total Units Required</b>	<b>16</b>	<b>16</b>

Please check with your counselor for information on NCAA approved courses.

**\*Verify with NCAA Initial-Eligibility Clearinghouse.** [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

### NCAA Approved Courses

#### Economics

- AP Macroeconomics
- Economics

#### English

- English I: Foundations
- English I: Foundations Honors
- English II: American Studies Honors
- English II: American Literature/Composition
- English II: American Literature/Composition Honors
- English III: AP Literature and Composition
- English III: World Literature/Research
- English IV: AP Language and Composition - 1
- English IV: AP Language and Composition - 2
- English IV: Contemporary Novels
- English IV: Creative Writing - Hybrid
- English IV: Humanities-Search for Meaning Honors
- English IV: Humanities - Philosophical Thinking Through Literature Honors
- English IV: Thematic Literature—Adventure!
- ENG1117: Reading and Writing Critically I
- ENG1118: Reading and Writing Critically II
- Fundamentals of Speech Honors
- Speech Foundations

#### Math

- Algebra II Advanced Functions
- Algebra II Advanced Functions Honors

- AP Calculus AB
- AP Calculus BC
- AP Computer Science A
- AP Statistics
- Geometry
- Geometry Honors
- Intermediate Algebra
- Intermediate Algebra Honors
- MATH2237: Multivariable and Vector Calculus
- Pre-Calculus
- Pre-Calculus Honors
- Statistics and Mathematical Applications

#### Reading

- Reading for College

#### Science

- Animal Science
- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics 1
- AP Physics 2
- Astronomy
- Biology
- Biology Honors
- BIOL1107 Fundamentals of Anatomy & Physiology
- Chemistry
- Chemistry Honors
- Environmental Awareness
- Human Anatomy and Physiology
- Physics
- Physics: Earth and Planetary Science
- Plant Science
- PLTW: Principles of Biomedical Science

#### Social Studies

- Anthropology

- AP Human Geography
- AP Psychology
- AP U.S. History
- AP U.S. History: American Studies Honors
- AP United States Government
- EL US History
- EL World History
- Ethnic Studies
- Human Geography
- Introduction to Psychology (CIS)
- Modern European History Honors
- Psychology
- Sociology
- U.S. History: American Studies Honors
- United States Government
- United States History
- World Affairs
- World History

#### World Language

- French 1
- French 2
- French 3 Honors
- French 4 Honors
- German 1
- German 2
- German 3 Honors
- German 4 Honors
- Latin 1
- Latin 2
- Latin 3 Honors
- Latin 4 Honors
- Spanish 1
- Spanish 2
- Spanish 3 Honors
- Spanish 4 Honors

**NCAA**

## Division I Worksheet

*This worksheet is provided to assist you in monitoring your progress in meeting NCAA Initial-eligibility standards. The NCAA Eligibility Center will determine your academic status after you graduate. Remember to check your high school's List of NCAA Courses for the classes you have taken. Use the following scale:*

A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality point.

**English** (4 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Example: English 9	.5		A		(.5 x 4) = 2
<b>Total English Units</b>					<b>Total Quality Points</b>

**Mathematics** (3 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Example: Algebra 1	1.0		B		(1.0 x 3) = 3
<b>Total Mathematics Units</b>					<b>Total Quality Points</b>

**Natural/physical science** (2 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
<b>Total Natural/Physical Science Units</b>					<b>Total Quality Points</b>

**Additional year in English, mathematics or natural/physical science** (1 year required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
<b>Total Additional Units</b>					<b>Total Quality Points</b>

**Social Science** (2 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
<b>Total Social Science Units</b>					<b>Total Quality Points</b>

**Additional academic courses** (4 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
<b>Total Additional Academic Units</b>					<b>Total Quality Points</b>

Total Quality Points from each subject area / Total Credits = Core-Course GPA		/		=	
	Quality Points	/	Credits	=	<b>Core-Course GPA</b>

Core-Course GPA (16 required) *Beginning August 1, 2016, 10 core courses must be completed before the seventh semester and seven of the 10 must be a combination of English, math or natural or physical science for competition purposes. Grades and credits may be earned at any time for academic redshirt purposes.*

## Division II Worksheet

*This worksheet is provided to assist you in monitoring your progress in meeting NCAA Initial-eligibility standards. The NCAA Eligibility Center will determine your academic status after you graduate. Remember to check your high school's List of NCAA Courses for the classes you have taken. Use the following scale:*

A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality point.

**English** (3 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Example: English 9	.5		A		(.5 x 4) = 2
<b>Total English Units</b>					<b>Total Quality Points</b>

**Mathematics** (2 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Example: Algebra 1	1.0		B		(1.0 x 3) = 3
<b>Total Mathematics Units</b>					<b>Total Quality Points</b>

**Natural/physical science** (2 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
<b>Total Natural/Physical Science Units</b>					<b>Total Quality Points</b>

**Additional years in English, mathematics or natural/physical science** (3 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
<b>Total Additional Units</b>					<b>Total Quality Points</b>

**Social Science** (2 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
<b>Total Social Science Units</b>					<b>Total Quality Points</b>

**Additional academic courses** (4 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
<b>Total Additional Academic Units</b>					<b>Total Quality Points</b>

Total Quality Points from each subject area / Total Credits = Core-Course GPA		/		=	
	Quality Points	/	Credits	=	<b>Core-Course GPA</b>

Rochester Public Schools Policies

Section	500 - STUDENTS
Title	Student Sex Nondiscrimination
Code	522
Status	Active
Legal	Minn. Stat. § 121A.04 (Athletic Programs; sex discrimination) Minn. Stat. Ch. 363A (Minnesota Human Rights Act) 20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972) 34 C.F.R. Part 106 (Implementing regulations of Title IX)
Cross References	102 - Equal Educational Opportunity 413 - Harassment and Violence 528 - Student, Parental, Family, and Marital Status Nondiscrimination
Adopted	June 21, 2005
Last Revised	May 4, 2021
Last Reviewed	April 8, 2021
Prior Revised Dates	11/17/2020, 12/12/2017

**I. GENERAL STATEMENT OF POLICY**

- A. The school district prohibits discrimination on the basis of sex in all forms, including sexual harassment.
- B. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

**II. SEX DISCRIMINATION COMPLAINTS NOT INVOLVING SEXUAL HARASSMENT**

- A. Complaints of sex discrimination that do not constitute sexual harassment, as defined below, or retaliation for making a complaint of sexual harassment, should be reported to the building principal or building supervisor. The building principal or supervisor is then responsible for notifying the school district's Title IX Coordinator of the complaint. If a complaint involves the building principal or supervisor, it should be reported directly to the Title IX Coordinator. The Title IX Coordinator will then ensure an investigation is completed in accordance with the requirements of applicable school district policies, including Policy 413. The school district's Title IX Coordinator is its Executive Director of Human Resources. The Title IX Coordinator's contact information is:

Executive Director of Human Resources Rochester Public Schools  
615 7th Street SW Rochester, MN 55902  
(507) 328-4251  
titleix@rochesterschools.org

**III. GENERAL POLICY PROHIBITING SEXUAL HARASSMENT**

- A. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- B. This policy applies to sexual harassment that occurs within the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities
- C. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator is identified in Section II above. Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

- D. The procedural requirements of this policy apply to alleged sexual harassment or other violations of the conduct addressed in this policy occurring on or after August 14, 2020. For conduct occurring prior to August 14, 2020, the school district will take appropriate action to investigate and address sexual harassment allegations, but will handle the allegations in the manner it deems most appropriate.

#### IV. DEFINITIONS

- A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the school district's Title IX Coordinator or to any employee of the school district. This standard is not met when the only official of the school district with actual knowledge is the respondent.
- B. "Complainant" means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. "Day" or "days" means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).
- D. "Deliberately indifferent" means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- E. "Education program or activity" means locations, events, or circumstances over which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs, and includes school district education programs or activities that occur on or off of school district property.
- F. "Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.
  - 1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant's physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
  - 2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.
  - 3. A parent or guardian of a child younger than 18 years old may file a formal complaint on behalf of their child.
- G. "Informal resolution" means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- H. "Relevant questions" and "relevant evidence" are questions, documents, statements, physical items, or information that are related to the allegations raised in a formal complaint and have any tendency to make the allegations more or less likely to be true. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions or evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions or evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
- I. "Remedies" means actions designed to restore or preserve the complainant's equal access to education after a respondent is found responsible for sexual harassment. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- J. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- K. "Sexual harassment" means any of three types of misconduct on the basis of sex that occurs in an school district education program or activity and is committed against a person in the United States:
  - 1. Quid pro quo harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
  - 2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or

3. Any instance of sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 U.S.C. §12291).
- L. “Supportive measures” means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minn. Stat. § 121A.41, as amended, mutual restrictions on contact between the parties, changes in work or education locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.
  - M. “Title IX Personnel” means any person who addresses, works on, or assists with the school district’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
    1. “Title IX Coordinator” means an employee of the school district that is designated and authorized to coordinate the school district’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.
    2. “Investigator” means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Title IX Coordinator, Decision-maker, or the Appellate Decision-maker in that formal complaint. The Investigator may be a school district employee, school district official, or a third party designated by the school district.
    3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker for a formal complaint cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker in that formal complaint. The Decision-maker may be an administrator, supervisor, or other individual qualified to determine and impose appropriate remedies if a determination of responsibility is made.
    4. “Appellate Decision-maker” means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker for a formal complaint cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker in that formal complaint. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.
    5. “Informal resolution facilitator” means a person who facilitates the informal resolution process if desired by the parties. The Informal resolution facilitator may be the Title IX Coordinator, but may not be the Investigator, Decision-maker or Appellate Decision-maker in the formal complaint proposed for informal resolution.
    6. The Superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and Informal resolution facilitator, to any suitably qualified individual and such delegation may be rescinded by the Superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and Informal resolution facilitator.

V. **REPORTING PROHIBITED CONDUCT**

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment should report the alleged acts as soon as possible to the Title IX Coordinator.
- B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator’s contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the school district may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

## **VI. RETALIATION PROHIBITED**

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.
- B. Any person may submit a report or formal complaint alleging retaliation to the Title IX Coordinator in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment.
- C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

## **VII. DISSEMINATION OF POLICY**

- A. This policy shall be made available to all students, parents/guardians of students, school district employees, and employee unions.
- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.
- C. The school district must provide applicants for admission and employment, students, parents or legal guardians of elementary and secondary education students, employees, and all unions holding collective bargaining agreements with the school district, with the following:
  - 1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
  - 2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
  - 3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
  - 4. Notice of the school district's grievance procedures and grievance process referenced in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

## **VIII. RECORDKEEPING**

- A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:
  - 1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;
  - 2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and
  - 3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.

The documentation of certain bases or measures does not limit the school district in the future from providing additional explanations or detailing additional measures taken.

- B. The school district must also maintain for a period of seven calendar years records of:
1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the school district's education program or activity;
  2. Any appeal and the result therefrom;
  3. Any informal resolution and the result therefrom; and
  4. All materials used to train Title IX Personnel.

**IX. APPLICATION OF LAWS OTHER THAN TITLE IX**

If a formal complaint is not filed or is dismissed pursuant to the Title IX grievance procedures because the allegations, if true, would not constitute sexual harassment as defined in this Policy or if a Decision-maker or Appellate decision-maker makes a determination that a respondent is not responsible for sexual harassment as it is specifically defined in the Title IX regulations, the school district will take appropriate responsive action to address misconduct or inappropriate behavior the extent permitted or required by law, which may include conducting an investigation or imposing discipline outside of the formal Title IX grievance procedures where appropriate.

**X. GRIEVANCE PROCEDURE AND PROCESS**

The grievance procedure and process adopted by the school district shall be included with the Policy as an addendum, and may be reviewed and revised as deemed appropriate by the school district.

**Title IX Grievance Procedure and Process  
Addendum to Policy 522**

**I. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS**

A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The school district will provide appropriate remedies to the complainant when a determination of responsibility for sexual harassment has been made against a respondent.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

- C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

To the extent permitted by governing law and regulations, the school district will not release private educational or personnel data about complainants, respondents, witnesses, allegations of sexual harassment, investigations, decisions, dismissals, and/or findings of responsibility. However, the school district's obligations under the implementing regulations for Title IX may require disclosure of certain private educational or personnel data to other parties and/or witnesses.

E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly during any

phase of the grievance process. An advisor to a complainant or respondent may prepare written submissions on behalf of the party.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided so as to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) calendar days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the school district.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the school district.
5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in transportation, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will impose or recommend appropriate remedies, including disciplinary sanctions/consequences. The discipline of a student-respondent must comply with the applicable provisions of Policy 506 – Student Discipline, the Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

**II. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR**

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation against the complainant's wishes is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
  - 1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
  - 2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
  - 3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
  - 4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
  - 5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
  - 6. A copy of Policy 522 and this Grievance Procedures document.

### III. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

#### A. Emergency Removal of a Student

- 1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:
  - a. The school district undertakes an individualized safety and risk analysis;
  - b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
  - c. If the school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

#### B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration requirements of any applicable collective bargaining agreement or individual contract, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

### IV. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.

- B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.
- D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent to participate in the informal resolution process. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

**V. Dismissal of a Formal Complaint**

- A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
  - 1. Would not meet the definition of sexual harassment, even if proven;
  - 2. Did not occur in the school district's education program or activity; or
  - 3. Did not occur against a person in the United States.
- B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:
  - 1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
  - 2. The respondent is no longer enrolled or employed by the school district; or
  - 3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.
- C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal and grounds upon which an appeal may be made.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate, including an investigation pursuant to other school district policies.

**VI. INVESTIGATION OF A FORMAL COMPLAINT**

- A. If a formal complaint is received by the school district, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.
- B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.

- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The investigative report may include recommended findings of fact and conclusions. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

## **VII. Determination Regarding Responsibility**

- A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness. The time allowed for submitting questions and answers is at the discretion of the Decision-maker.
- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, and the parties have been provided at least ten days to review and submit a written response to the investigative report, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
  - 1. Identification of the allegations potentially constituting sexual harassment;
  - 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
  - 3. Findings of fact supporting the determination;
  - 4. Conclusions regarding the application of the school district's code of conduct to the facts;
  - 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the school district's education program or activity will be provided by the school district to the complainant; and
  - 6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.
- F. The written determination of responsibility must be provided to the parties simultaneously.
- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

## **VIII. APPEALS**

- A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:
  - 1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
  - 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. Notice of an appeal must be submitted to the Title IX Coordinator. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
  - C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
  - D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
  - E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.