



2018-2019

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GRADUATION REQUIREMENTS

(Reference School Board 613)

The Minnesota Graduation Rule requires students to:

- Pass the Minnesota Graduation-Required Assessment for Diploma (GRAD) in Writing, Reading Comprehension, and Mathematics.
- In addition to passing the Minnesota GRAD assessments, students must also complete the required amount of high school credits to graduate from Long Prairie-Grey Eagle High School.
- Students must complete the following requirements for graduation: 8 semester credits in English, 7 credits in Social Studies, 6 credits in Mathematics, 6 credits in Science, 2 credits in Physical Education, 1 credit in Health, 2 credits in Fine Arts, and 14 credits in elective courses. Required and elective credits must total 46 credits or above.
 - ◆ English (8 credits):
 - (2)English 9
 - (2)English 10
 - (2)English 11 or AP Language and Composition
 - (2)English 12, AP Language and Composition, or AP Literature and Composition
 - ◆ Social Studies (7 credits):
 - (1)Government and Civics (9th Grade)
 - (2)United States History (10th Grade)
 - (2)Area Studies (11th Grade)
 - (1)Economics (12th Grade)
 - (1)World History (12th Grade)
 - ◆ Mathematics (6 credits):
{Class of 2015 and beyond}
 - (2) Algebra 1.5 or Geometry
 - (2) Geometry or Algebra II
 - (2) Algebra II, AP Stats, College Algebra
 - ◆ Science (6credits):
{Class of 2015 and beyond}
 - (2) Intro. to Physical Science (9th Grade)
 - (2) AP Biology or Biology (10th Grade)
 - (2) Chemistry, Chemcom, Coll. Chemistry, or Physics (11th/12th Grade)
 - ◆ Physical Education (2 credits):
 - (1) Lifetime Fitness, Recreational Sports, Team Sports or Individual Sports
 - ◆ Health (1 credit):
 - (1) Health
 - ◆ Fine Arts (2 credits):
 - (1) 2-D Art, 3-D Art, or Design Principles
 - (2) Senior High Band or Senior High Choir, AP Music Theory, AP Photography or AP 3-D Art
- To be eligible to participate in commencement and senior graduation picture, students must have attended school twelve years and have earned 38 credits by May 1st of their senior year.
- Diplomas will be awarded for all graduates through June 30 of that year. Students achieving the requirements for graduation after June 30 will receive a diploma with the succeeding class in the spring of the following year.

CLASS STANDING AND CREDIT

- Class standing and credit is determined by the number of courses satisfactorily completed and not by the length of time the student has been in school. At the beginning of the school year, students must have earned the following number of credits for grade classification: Sophomore 10 credits, Junior 20 credits, Senior 30 credits. Forty-six credits are required for graduation.

SCHEDULE CHANGES

- Long Prairie-Grey Eagle High School has determined that one (1) high school credit is the equivalent of the successful completion of an academic semester of study. Two (2) credits equal one full year of academic study in a particular subject area.
- The following dates pertain to students making schedule changes for the upcoming school year.
 - Last Day to make schedule changes:
 - June 1st: Year Long and 1st Semester classes
 - October 1st: 2nd Semester classes
- Students taking PSEO courses need to follow the guidelines for ADDING/DROPPING courses from the college/university they are taking the course from. Failure to follow these guidelines may impact students academic standing on their transcripts.
- When you are registering and requesting classes each year, please pay particular attention to whether you have interest in REALLY taking the class or not. The only changes to a student's schedule will be those that are requirements for graduation (i.e. a student is short an English credit or Fine Art credit). Any changes to this procedure will be evaluated on a case by case situation by your counselor and principal.

NCAA ELIGIBILITY

If you feel that you may compete in athletics at the Division I or II level in college, the following information needs to be considered when registering for classes:

- NCAA Divisions I and II require that high school student complete at least 16 academic courses in the "core" curriculum. *Beginning August 1, 2016, NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements). These 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement. Also beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete
- Division I schools require at least 4 years of English, 3 years of math (Algebra I or higher), 2 years of social, 2 years of natural or physical science, 1 additional year of English, math or science, and 4 additional years in any of the above subjects; which could include foreign language or philosophy.
- Division II schools require 3 years of English, 2 years of math (Algebra I or higher), 2 years of social, 2 years of natural or physical science, 3 additional years of English, math or natural or physical science and 4 additional years in any of the above subjects; which could include foreign language or philosophy.
- For additional requirements needed for NCAA eligibility, check out www.eligibilitycenter.org or see Mr. Young.

NOTE:

Courses that have been determined to be ineligible for Division I and II schools can still be counted as an elective for graduation from high school and for general admission into college.

COLLEGE COURSE REQUIREMENTS

Juniors and Seniors enrolled at Long Prairie-Grey Eagle High School and meet the qualifications have the opportunity to take courses for college credit. Students will need to complete the required applications for the college associated with their particular course and take the Accuplacer test. The following are the qualifications that either Juniors or Seniors must meet in order to enroll in college level courses:

- Juniors must have a cumulative GPA of 3.0 or higher.
- Juniors must post a cut score of 56 or higher on the Accuplacer in Reading Comprehension to enroll in a General Education course
- Juniors must post a cut score of 78 or higher on the Accuplacer in Reading Comprehension to enroll in Composition I.
- Juniors must post a cut score of 76 or higher on the Accuplacer in Elementary Algebra to enroll in Beginning College Algebra.
- Seniors must have a cumulative GPA of 2.5 or higher.
- Seniors must post a cut score of 56 or higher on the Accuplacer in Reading Comprehension to enroll in a General Education course.
- Seniors must post a cut score of 78 or higher on the Accuplacer in Reading Comprehension to enroll in Composition I.
- Seniors must post a cut score of 76 or higher on the Accuplacer in Elementary Algebra to enroll in Beginning College Algebra.

Students enrolled in college level course work agree to the following expectations and academic standards. Students will be placed on academic probation if the following benchmarks are not maintained:

- A Cumulative GPA of 2.0 or higher on all college level courses.
- Completion of and passing marks in 67% or better of college courses enrolled.

In addition to meeting the qualifications, students must acquire the enrollment form from the school counseling office and turn in a completed enrollment form prior to enrolling in college courses. This form will be the student's and parent/guardian's agreement and understanding of expectations, responsibility, and commitment that is part of taking college level course work

4 for 2 PROGRAM

There are two offerings at Long Prairie-Grey Eagle that give students the opportunity of applying college credits toward the completion of a degree or track. Students can either choose to enroll in coursework to complete the Minnesota State University and College Transfer Curriculum or an Associate in Arts degree. Both programs are offered through Central Lakes College in Brainerd, Minnesota. Students interested in enrolling in the 4 for 2 program must meet the same qualifications for students enrolling college courses, have a cumulative GPA of 3.0 or higher and must begin the program in the Fall semester of their Junior year. Students must also set up a time to for their parents/guardian and themselves to meet with the school counselor prior to enrolling in the program.

Once enrolled, students will go over their intended course of study for the next two years. Students must maintain the agreed upon schedule or run the risk of not staying on track to complete the program by the end of their senior year of high school.

The great benefit of this program is that students can earn an Associate in Arts degree while living at home and going to school in a familiar environment with their friends. The program is paid for by the district through foundation aid; consequently, there is no tuition or book cost. Students graduate with a head start on college, saving them from excessive loans. Or, students can get into the job market sooner, increasing their earning potential. The entire school district benefits from this program as it raises the rigor of regular offerings-strengthening the curriculum and keeping current with larger districts.

Associate in Arts Degree

Students will be able to pursue an Associate in Arts degree while enrolled at Long Prairie-Grey Eagle High School. They would then be able to transfer that degree to a four-year college to complete many liberal arts or professional degree programs. This degree is designed to satisfy the first two years of a four-year degree program. This 60 credit degree includes the entire Minnesota Transfer Curriculum.

Intended Course of Study

<u>High School Course</u>	<u>College Course</u>	<u>Goal Area</u>
AP Language and Composition	Composition I and II	Goal 1
Interpersonal Communications (ITV)	Interpersonal Communications	Goal 1
AP Literature and Composition	World Literature	Goal 2
General Psychology (ITV)	General Psychology	Goal 2
Human Anatomy or College Chemistry	Human Biology or Fund. of Chemistry	Goal 3
Astronomy, Natural Disasters, or Oceanography (ITV)	Astronomy, Natural Disasters, or Oceanography	Goal 3
College Algebra B	College Algebra	Goal 4
AP Stats	Intro to Stats	Goal 4
Precalculus	Precalculus	Goal 4
Economics	The American Economy	Goal 5
World History	World History 1500-present	Goal 5
General Psychology, Introduction to Sociology or American Gov't & Politics (ITV)	General Psychology, Introduction to Sociology or American Gov't & Politics	Goal 5
Human Development or Social Problems (ITV)	Human Development or Social Problems	Goal 5
Physical Geography (ITV)	Physical Geography	Goal 5
AP Photography or AP 3D Art	Color Photo and Black and White Photo	Goal 6
	Ceramics: Beg. Hand Building and Ceramics: Beg. Throwing	Goal 6
AP Literature and Composition	Introduction to Literature	Goal 6
AP Literature and Composition	Introduction to Literature	Goal 7
AP Literature and Composition	World Literature	Goal 8
Spanish III	Beginning Spanish II	Goal 8
American Gov't & Politics (ITV)	American Gov't & Politics	Goal 9
Social Problems (ITV)	Social Problems	Goal 9
Physical Geography (ITV)	Physical Geography	Goal 10
Natural Disasters or Oceanography (ITV)	Natural Disasters or Oceanography	Goal 10
Fitness Walking (Online)	Fitness Walking	Fitness for Life
Student Success (Online)	Thinking, Learning & Comm.	Student Success

COLLEGE COURSE OFFERINGS

Listed below is information regarding Post-Secondary Enrollment Option (PSEO) and College-in-the-Schools (CIS) courses that are currently offered at Long Prairie-Grey Eagle High School. For each college course that is offered, either PSEO or CIS, you will find the college it is taken through, the total awarded credits upon successful completion, and the high school course it is aligned with, when applicable.

<u>Course ID / College Course Title</u>	<u>Credits</u>	<u>College/University</u>	<u>HS Course Title</u>
GEOG 1400 Physical Geography	3 credits	Central Lakes College	CLC
GEOG 1421 World Regional Geography	3 credits	Central Lakes College	CLC
PSYC 2421 General Psychology	4 credits	Central Lakes College	CLC
PSYC 2431 Human Development	3 credits	Central Lakes College	CLC
SOCL 1401 Introduction to Sociology	3 credits	Central Lakes College	CLC
SOCL 2411 Social Problems	3 credits	Central Lakes College	CLC
COMM 1420 Interpersonal Communication	3 credits	Central Lakes College	CLC
COMM 2420 Intercultural Communication	3 credits	Central Lakes College	CLC
ESCI 1444 Natural Disasters	3 credits	Central Lakes College	CLC
ESCI 1451 Oceanography	3 credits	Central Lakes College	CLC
POSL1435 American Government and Politics	3 credits	Central Lakes College	CLC
BUSN1501 Introduction to Business	3 credits	Central Lakes College	CLC
BUSN 1102 Accounting for Non-Accountants	3 credits	Central Lakes College	CLC
CCST 1510 College Success Skills	3 credits	Central Lakes College	CLC
HLTH 1501 Personal Health and Wellness	3 credits	Central Lakes College	CLC
ARTS 1401 Black & White Photo	3 credits	Central Lakes College	AP Photography
ARTS 1403 Color Photo I	3 credits	Central Lakes College	AP Photography
ARTS 1487 Ceramics: Beginning Hand Building	3 credits	Central Lakes College	AP 3D Art
ARTS 1488 Ceramics: Beginning Throwing	3 credits	Central Lakes College	AP 3D Art
BIOL 1404 Human Biology	3 credits	Central Lakes College	Human Anatomy
CHEM1414 Fundamentals of Chemistry	4 credits	Central Lakes College	College Chemistry
ECON 1450 The American Economy	3 credits	Central Lakes College	Economics
HIST 1413 World History 1500-present	3 credits	Central Lakes College	World History
ENGL 1410 Composition I	4 credits	Central Lakes College	AP Lang/Comp
ENGL 1411 Composition II	4 credits	Central Lakes College	AP Lang/Comp
ENGL 1463 Introduction to Literature	3 credits	Central Lakes College	AP Lit/Comp
ENGL 2450 World Literature	3 credits	Central Lakes College	AP Lit/Comp
SPAN 1402 Beginning Spanish II	4 credits	Central Lakes College	Spanish III
SPAN 2401 Intermediate Spanish I	4 credits	Central Lakes College	Spanish III
SPAN 2402 Intermediate Spanish II	2 credits	Central Lakes College	Spanish IV
SPAN 2403 Intermediate Spanish – Speaking	2 credits	Central Lakes College	Spanish IV
MATH 1520 Introduction to College Algebra	3 credits	Central Lakes College	Intro. To Coll. Algebra
MATH 1470 College Algebra	3 credits	Central Lakes College	College Algebra
MATH 1472 Pre-Calculus	3 credits	Central Lakes College	Pre-Calculus

Bridges Advanced Standing Articulation Studies

Bridges Advanced Standing Articulation studies are articulated career and technical courses that are developed by high school and college faculty. The faculty aligns or sequences the curriculum so that what is taught in the high school course closely matches what is taught in the college course. High school juniors and seniors who receive at least a grade of B in the course will earn an Advanced Standing Certificate. Advanced standing status means that you have earned college credits for a Central Lakes College technical program before you enroll in the specific program.

Students can use these certificates when they enroll at Central Lakes College as required or an elective course. The certificate can be used for elective credits when enrolling in an Associate of Arts degree program. The certificates can be used for up to two years at Central Lakes College.

An example of using an Advanced Standing Certificate is this; if you take *Business Communications* in your high school and earn a certificate, you will be able to use the certificate for the *Business Communication* requirement when you enroll in the *Business Management Program*. If you register for Introduction to *Welding* in your high school, you can use the certificate in the *Welding*, the *Marine and Small Engines* or the *Heavy Equipment* programs.

Benefits of Earning a Certificate:

- Students earn credits that can be used for high school credit only or for both high school and college credit.
- Students participate in active learning situations.
- Students earn credits that can be transferred into college technical programs.
- Students participate in real life business and industry experiences.

Requirements for Earning Certificate:

- Students must be high school Juniors or Seniors.
- Students must get a grade of 'B' or better in the course.

Bridges Advanced Standing Articulation Studies offered:

<u>Long Prairie-Grey Eagle Course</u>	<u>Central Lakes College Course</u>	<u>Credits</u>
Child Development	Child Safety, Child Health, Child Abuse & Neglect (CDEV 1305-1307)	1 - 3
Foods & Nutrition	Child Nutrition (CDEV 1308)	1
Horticulture, Landscaping, Agronomy	Elective (HORT)	1 – 3
Small Engines	Elective (MASE)	1
Ag Mechanics	Trade Knowledge (WELD 1140)	2
Advanced Welding	Introduction to Welding (WELD1100)	2
Wildlife Management	Introduction to Natural Resources (NATR 1200)	3

NOTICE:

Vocational Education opportunities will be offered without regard to gender, race, color, National origin or disability.

Agricultural Food, Fiber, and Natural Resource Education Department

The Agricultural Education Mission

Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

The FFA Mission

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

Combining these two missions through applied learning experiences is what you can expect to encounter in the following courses.

2018-2019 Ag Courses offered are highlighted in Blue

COURSE TITLE	GRADE	CREDITS	PREREQUISITE
<i>INTRO TO AGRICULTURE</i>	9 -10-11-12	1	
This class will give students the opportunity to explore different areas of the Agricultural, Food, and Fiber System. Short, defined course units will cover areas including: animal science, natural resources, plant science, leadership, careers, agricultural mechanics, and product processing. Students will also get a chance to learn about the FFA Organization through establishing a Supervised Agricultural Experience and participating in Career Development Event Contests. If you are a hands-on learner that likes having fun, you will enjoy this class!			
<i>SMALL GAS ENGINES</i>	10 -11-12	1	AG MECH
This lab(shop) based course will challenge you in the area of small gas engines and basic construction. Small gas engine component will explore operation theory, actual troubleshooting and engine maintenance.			
<i>AGRICULTURAL MECHANICS</i>	10 - 11-12	1	
Students will be using the text: <i>Agricultural Mechanics Fundamentals & Applications</i> , Cooper. along with the lab manual to accompany the text. We will cover these basic chapters, labs included in the text, along with additional information useful in FFA Career Development Events, or CDEs			
<i>LANDSCAPING</i>	10-11-12	1	
Students will be using the text: <i>Introductory Horticulture Reiley/Shry</i> . along with the lab manual to accompany the text. We will cover these basic chapters, lab assignments included in the text, along with additional information useful in FFA Career Development Events, or CDEs for Nursery Landscaping.			
<i>HORTICULTURE</i>	10-11 -12	1	
Students will be using the text: <i>Introductory Horticulture Reiley/Shry</i> . along with the lab manual to accompany the text. We will cover these basic chapters, lab assignments included in the text, along with additional information useful in FFA Career Development Events, or CDEs.			
<i>AGRONOMY</i>	10-11-12	1	
Students will be using the text <i>Introduction to Agronomy Food, Crops and Environment</i> . We will cover these basic chapters, along with additional information useful in FFA Career Development Events, or CDEs.			
<i>LEADERSHIP</i>	10-11-12	1	
Students will be using the text <i>Leadership Personal Development & Career Success</i> . We will cover these basic chapters, along with additional information useful in FFA Career Development Events, or CDEs. Leadership covers a wide career skills area in agriculture, and this area has a great need for employees. This course will prepare you with the basics to introduce you into this field of study.			

COURSE TITLE	GRADE	CREDITS	PREREQUISITE
AG MARKETING & BUSINESS Students will be using the text <i>Introduction to Agribusiness</i> . We will cover these basic chapters, along with additional information useful in FFA Career Development Events, or CDEs In Ag Sales, Job Interview, Prepared Public Speaking.	10-11-12	1	
WELDING Students will gain basic knowledge of metallurgy and master basic welding skills and techniques. This course is 60% lab based. Arc (stick), oxy/acetylene, wire feed (GMAW) will be the focus of the course. Learning the latest safety skills enhances all of these components. After mastering the safety and procedures of each machine, students get to practice and perfect their welding skills in the shop.	10-11-12	1	
ADVANCED WELDING and SHOP Students will be allowed extensive time to design and create personal projects based on knowledge and experience gained through welding, small gas engines. CAD, pneumatics, and hydraulics will be explored as well as advanced level welding and metal fabricating techniques. A good work ethic and a desire to work in the shop preferred. This course is articulated for college credit with Central Lakes College.	10-11-12	1	B or better in WELDING or SMALL GAS ENGINES
WILDLIFE MANAGEMENT If you enjoy wildlife, hunting, or the great outdoors, this course is for you. We will focus on conservation, hunting, and ethics of a sports person. Specific topics include: big game, wildlife management, habitat establishment, related organizations, and GPS instruction. Taxidermy will be introduced and a hands-on lab will be available. This course is articulated for college credit with Central Lakes College.	9 -10-11-12	1	
ANIMAL SCIENCE Students will be using the text: <i>The Science of Animal Agriculture, Ray Herren</i> . We will cover these basic chapters, Lab Experiences, along with additional information useful in FFA Career Development Events, or CDE's	10-11-12	1	
YOUTH APPRENTICESHIP Students will be using the text Leadership and personal development . We will cover these basic chapters, along with additional information useful in FFA Career Development Events, or CDE's. ALL JOBS MUST BE APPROVED BY INSTRUCTOR UPON ENROLLMENT!	12	2	Instructor Approval
INDEPENDENT AGRIBUSINESS STUDIES If you have taken at least one course of agricultural education and have an interest in pursuing a related science, business, or technology career, you should take this course. Class time will be used to develop your area of study as well as complete a variety of individual projects. Your semester will conclude with a class presentation. This course is designed for the self motivated person who seeks leadership skill development.	12	1	Instructor Approval
AGRICULTURE SUMMER PROGRAM This course is designed to do two basic things, #1 receive credit for keeping up your online SAE records, and #2 Receive credit for Camps, FFA Events, and other Leadership experiences. One reason this course may be for you is in order to stay eligible for FFA activities you need at least one class per year. <u>As a 10th grade student</u> , you may have trouble taking an Agriculture class during the year, depending on electives. Taking the summer course enables you to get the credit for all of the activities you do within FFA during the summer, and Keep current on your SAE records and Keep a course in the Agriculture program. We will meet for a few class periods to set up your online record book, and schedule out who will be available during summer FFA events to help out (Like: Prairie Fest, Local Petting Zoo events, Breakfast on the Farm, Todd County Fair, and State Fair. Leadership camps Like: Greenhand Leadership Camp (SGLC), State Leadership Camp for Chapter Leaders (SLCCL), Regional officer Leadership Retreat (RLC), and Chapter Retreats. We May have the opportunity to do some Minnesota Business tours as well. All FFA Officers should be a part of this course as well.	9 - 11	1/2	

ENGLISH DEPARTMENT

COURSE TITLE	GRADE	CREDITS	PREREQUISITE
<p><i>ENGLISH 9</i> English 9 is a year-long course that focuses on writing, literature study, oral communication, and media literacy. Considerable time is spent on improving writing skills to prepare for future high school courses, post-secondary education, daily use, and state testing.</p>	9	2	
<p><i>ENGLISH 10</i> Students in sophomore English will study a variety of fiction, poetry, and nonfiction to advance their analytical reading and comprehension skills. They will incorporate research and writing strategies as they explore their interests and aptitudes in potential career choices. Students will also develop their public speaking skills as they prepare, deliver, and evaluate speeches.</p>	10	2	<i>ENGLISH 9</i>
<p><i>ENGLISH 11</i> English 11 explores different viewpoints of ideas such as the hero, wisdom, leadership, humanity, and fate through a world literature lens. We'll use short stories, drama, poetry, novels, non-fiction, videos, and film to achieve these concepts. They will observe how history influences literature and how literature influences history. The styles of individual writers will be examined, and various literary terms will be identified. English 11 will also focus on ways for students to make their writing more effective through the steps involved in the process of writing and the creation of the final written product in varying styles.</p>	11	2	<i>ENGLISH 10</i>
<p><i>ENGLISH 12</i> This senior English class is intended to give every student a well-rounded background in literature, writing, and interpersonal communications while earning the requisite graduation standards necessary to earn a diploma in district 2753, Long Prairie-Grey Eagle. Major areas of study include British and World Literature, Technical Writing and Reading, as well as Interpersonal Communications. This course is a full year of instruction, suited particularly for those students planning on entering directly into the work force or attending technical college.</p>	12	2	<i>ENGLISH 11</i>
<p><i>AP ENGLISH LANGUAGE & COMPOSITION</i></p> <p>AP English Language & Composition is an excellent opportunity for college-bound students to prepare for future work in writing and reading. Advanced Placement English Language & Composition engages students in becoming skilled readers and writers of prose. The course is designed to prepare students for college writing by analyzing the interactions between reader and writer. The composition-based course emphasizes the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any content area. All students will take the AP exam in the spring. If a satisfactory score is earned, several colleges and universities will accept this course in place of freshman composition.</p>	11-12	2	<i>ENGLISH 10</i>
<p><i>AP ENGLISH LITERATURE & COMPOSITION</i></p> <p>AP English Literature and Composition is organized around the advanced study of literature. The course is organized around thematic ideas of literature and examination of a text through literary and critical lenses. The course involves careful reading and critical analysis of literary texts to deepen student understanding of the ways writers use language to provide meaning and pleasure for readers. Several novels and plays will be read in and out of class. Additionally, poetry, short stories, and essays will be used. Students who enroll in this course should be willing to dedicate a significant amount of time reading as literature will be studied in depth. Background in English Language and Composition is advantageous; however, it is not necessary. All students will take the AP exam in the spring.</p>	12	2	<i>ENGLISH 11 OR AP LANG. & COMP.</i>

FAMILY AND CONSUMER SCIENCE/VOCATIONAL

COURSE TITLE	GRADE	CREDITS	PREREQUISITE
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CHILD DEVELOPMENT

9-10-11-12

1

Do you have as a goal to someday become a parent? Does a career in teaching interest you? Have you considered working in or running your own day care center? Are you fascinated with children? Do you volunteer as a peer tutor, to baby-sit or teach Sunday School? If you have answered yes to any of the questions this class IS for you. You will inquire into:

- the many decisions involved in parenting
- becoming a parent (pregnancy & prenatal development)
- stages of development(infancy through childhood)
- theories of human behavior
- nurturing children and guiding children’s behavior

Through a weekend parenting experience with the electronic infant simulator, and classroom visits, observations and teaching in preschool and (lower elementary) classrooms, students will learn first-hand about their response to children and personal readiness for parenting or careers involving children. Student learning will occur through: reading, completing workbook activities, problem solving, participating in discussions, listening to speakers, going on field trips, and observing and working directly with children in a classroom setting. They will be taught critical thinking skills, decision-making skills, reinforce basic skills and cooperative learning strategies as they complete group assignments. Through working directly with children not only will the student learn about Parenting: Rewards and Responsibilities, but more importantly about themselves. **This course is articulated for college credit with Central Lakes College.**

FOOD AND NUTRITION

9-12

1 or 2

Basic food preparation skills to use now and for a lifetime are shared in this class along with nutrition information to aid in making healthy food choices. Units covered include food safety and sanitation, menu planning, standardization, cost control and tools and equipment. The food preparation units include salads, sandwiches, meats, poultry, fish and shellfish, vegetables, cereals, rice and pasta. Breads, including yeast and quick varieties, cakes and cookies, and pies and pastries are studied and prepared in the baking unit. Fast food techniques of grilling, broiling and frying are researched and practiced as well as preparation of popular food currently found in the fast food industry. A special unit on ethnic foods and their importance to understanding culture is included. Students fill orders providing opportunities to do quantity cooking and sponsor an in-school restaurant for experience in managing and operating a food service business. This is a hands-on class with many lab experiences.

DESIGN PRINCIPLES

9-10-11-12

1

(Formerly Housing/Interior Design)

Design Course: A new course that explores the Elements and Principles of Design as they relate to a wide range of interests in Housing, Interior Design and Decorating, Fashion, Fiber and Fabric Design as well as new and unique areas of design. This course would be well suited to the student who is creative, inventive, self-motivated and has an interest in careers relating to housing, fashion, architecture, construction, furniture and furnishings, real estate, landscaping and land development. Offered for one semester.

SURVIVAL OF SINGLES

9-10-11-12

1

Are you excited about being independent? This class will assist you in making that major life transition go smoothly! The focus in this class is what life will be like the first few years “out on your own.” Topics to be covered are budgeting, checking accounts, credit cards, renting apartments, care of clothing, quick fix meals, buying cars, automobile maintenance and examining the Minnesota consumer laws. Ongoing activities will include decision making, problem solving and communication skills. You will consider major questions you are likely to encounter in the future and learn helpful skills to make your transition into independence go smoothly. Discussions and hands on projects are the major methods of learning in this class.

INDUSTRIAL ARTS DEPARTMENT

COURSE TITLE	GRADE	CREDITS	PREREQUISITE
<i>INTRODUCTION TO COMPUTER AIDED DRAFTING & WOODWORKING</i>	9-10-11-12	2	

The first half of the year will be spent teaching students how to safely operate the machines in the shop, different uses for different woods, and building a project out of wood using the knowledge gained. The third quarter will be spent in the CAD lab introducing the student to drafting by using AutoCAD 2007, a computer drafting program. Students will make and be able to read blueprints that are used in industry. The fourth quarter is spent back in the wood shop where they will build a project they designed with the CAD program.

<i>COMPUTER AIDED DRAFTING (CAD)</i>	10-11-12	1	
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This course in mechanical drawing is designed to introduce students to the industrial drafting world. The students will learn basic drawing styles used in the drafting industry. The students will start out on basic board drafting then move on to Computer Aided Drafting. There are two separate software programs used in this course. Auto C.A.D. LT is a two-dimensional program and Pro-engineering which is a 3-D program. Students will be introduced to the basic functions of both of the software programs.

<i>ADVANCED WOODS I</i>	10-11-12	2	<i>INTRO TO CAD/WOODS</i>
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The course is designed for students interested in the fundamentals of materials, tools, machines, and processes that are used in building cabinets and furniture. There will be special emphasis on proper machine use, proper set-ups and safe operating procedures. The first half of class the students will design, estimate costs, and then construct a project using several operations on woodworking machines. The first project will be required to have a door and a drawer. Students must have taken Introduction to Computer Aided Drafting and Woodworking as a prerequisite unless previously arranged by the instructor.

<i>ADVANCED WOODS II</i>	11-12	2	<i>ADVANCED WOODS I</i>
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The course is designed for students interested in the fundamentals of materials, tools, machines and processes that are used in building cabinets and furniture. A special emphasis is placed on proper machine use, proper set-ups and safe operating procedures. Blueprint reading, drafting, fundamentals of good furniture design, styles, kinds of wood and its properties will be included. Students will be expected to design more advanced and detailed projects than was done in Advanced Woods I, estimate costs, and then construct a project using several operations on woodworking machines. Sanding, staining, and putting on a durable finish will also be covered.

<i>ADVANCED WOODS III</i>	12	2	<i>ADVANCED WOODS II</i>
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The course is designed for students interested in the fundamentals of materials, tools, machines and processes that are used in building cabinets and furniture. A special emphasis is placed on proper machine use, proper set-ups and safe operating procedures. Blueprint reading, drafting, fundamentals of good furniture design, styles, kinds of woods, and its properties will be included. Students will be expected to design more advanced and detailed projects than were done in Advanced Woods II. Students will also be expected to estimate costs and then construct a project using several operations on woodworking machines. Sanding, staining and putting on a durable finish will also be covered.

MATHEMATICS DEPARTMENT

COURSE TITLE	GRADE	CREDITS	PREREQUISITE
<i>ALGEBRA 1.5</i> This course will include review of Algebra 1 concepts of expressions, linear equations, linear functions, linear inequalities, and system of linear equations and inequalities. Quadratic expressions, equations, and functions will be explored in depth. Introduction of exponential and radical functions will occur. If time permits, the class will start concepts in statistics and probability.	9	2	<i>ALGEBRA I</i>
<i>GEOMETRY</i> Geometry and algebra reinforce each other through multiple tie-ins in this course. Inductive and deductive reasoning are introduced early on and students progress gradually from informal arguments to more formal presentations of proof. Coordinate and transformational geometry are interwoven throughout the text. Hands-on activities allow students to discover geometric concepts and make mathematics their own. Real-world problems and virtual representations through the use of technology will engage the students in the mathematics of geometry.	9-10-11-12	2	<i>ALGEBRA I</i>
<i>ALGEBRA II</i> A continuation of and further development of Algebra I concepts. Quadratic equations will be studied in detail, along with polynomial functions and rational functions. We also study systems of equations and inequalities, polynomial operations, and inverse and radical functions. Some time will be spent on probability, data, and statistics. Exponential functions and logarithms will be introduced. An important course for the vocational or college bound students.	10-11-12	2	<i>GEOMETRY</i>
<i>INTRO TO COLLEGE ALGEBRA</i> This class is for students needing more practice with algebra in order to continue at a higher level of study. Topics include sets and real numbers, linear equations and inequalities in one variable, exponents and polynomials, rational expressions and functions, radicals and rational exponents, linear equations and inequalities in two variables, systems of equations, and exponential and logarithmic functions. If time permits, trigonometry will be introduced also.	11-12	1	<i>ALGEBRA II</i>
<i>COLLEGE ALGEBRA</i> Students will become familiar with basic functions, linear and quadratic functions, polynomial and rational functions, and exponential and logarithmic functions. They will be able to use graphing calculators to help them analyze graphs of functions to solve problems. Analytic geometry of parabolas, ellipses, and hyperbolas will also be covered. Trigonometric functions will be highlighted.	11-12	1	<i>ALGEBRA II</i>
<i>PRECALCULUS</i>	12	2	<i>COLLEGE ALGEBRA B or Qualifying Accuplacer Score</i>
A careful mathematical development with emphasis on theory, method, and application, which gives students preparation for future courses in calculus and linear algebra. Students will use algebraic, exponential, logarithmic and trigonometric functions and linear systems to model problem situations symbolically and graphically, solve the problems and explain their solutions. Proving algebraic and trigonometric identities and articulating the ideas of convergence as applied to sequences and series will also be included. This will lead to an introduction to the difference quotient and differentiation.			

MUSIC AND VISUAL ARTS DEPARTMENT

MUSIC

COURSE TITLE	GRADE	CREDITS	PREREQUISITE
<i>SENIOR HIGH BAND</i>	9-10-11-12	2	7/8 Band or Instructor Approval if previously never enrolled in Band

Students in band have the opportunity to participate and perform in the following musical groups as part of the curriculum: 1) Concert Band is designed to offer the student an opportunity to play original band compositions, orchestral transcriptions, and light program music. Concert Band meets every day with some days being devoted to Pep Band and Marching band, at the discretion of the Director. Concert Band performs at two major concerts, Graduation, and a Band “Clinic” in late winter. 2) Marching Band is comprised all Band members Grades 7-12. It rehearses in the fall, spring and summer, with rehearsals at discretion of the Director. Marching band performs at Homecoming, Memorial Day, and some local parades during the summer (based on availability of students to perform). 3) Pep Band is mainly comprised of 9-12 Band students but 7-8 Band members are allowed to join Pep Band if they wish. Pep Band plays at the beginning, and halftime of select home sporting events, playing a mixture of classic and modern pop/rock music. Pep Band performs at 40 to 50 percent of the home events in Football, Basketball (Boys and Girls) Volleyball, and the occasional Wrestling Match. Playoff Pep Band is scheduled at the discretion of the Director and is subject to availability of students. 4) Jazz Band is mainly comprised of students grades 9-12. Rehearsals are primarily Thursday mornings with extra rehearsals scheduled when performance is imminent. They perform at band concerts, school events, and the region level contest. Students also have the opportunity to learn solos and ensembles for participation in spring contests and concerts. A major “Music Trip” is scheduled every few years. Students have an opportunity to travel and perform with the Band in a major U.S. city either in early spring or early summer (Depending of if the performances are Concert Band or Marching Band based) Yearly fundraisers are scheduled to help pay for these trips. Year long course.

<i>SENIOR HIGH CHAMBER SINGERS</i>	10-11-12	2	AUDITION ONLY
<i>SENIOR HIGH WOMENS CHOIR</i>	9-10-11-12	2	NO AUDITION REQUIRED
<i>SENIOR HIGH MENS CHOIR</i>	9-10-11-12	2	NO AUDITION REQUIRED

VISUAL ARTS

NOTE:

All 2-D classes, of various levels, meet during the same class periods.

All 3-D classes, of various levels, meet during the same class periods.

* Class sizes are limited.

COURSE TITLE	GRADE	CREDITS	PREREQUISITE
<i>TWO DIMENSIONAL</i>	9-10-11-12	1	
The 2-D foundations curriculum provides a broadening and deepening studio experience providing firsthand knowledge needed for students to find their strengths. Developing problem solving and creative thinking skills are important aspects of the foundations curriculum. Examples of the media explored are drawing, painting, printmaking and computer generated art. Lab fee for this class is \$5. This class can be repeated.			

<i>THREE-DIMENSIONAL</i>	9-10-11-12	1	
The 3-D foundations curriculum provides a broadening and deepening studio experience providing first-hand knowledge needed for students to find their strengths. Developing problem solving and creative thinking skills are important aspects of the foundations curriculum. Examples of the media explored are clay, glass, plaster, and wire. Lab fee for this class is \$5. This class can be repeated.			

ADVANCED PLACEMENT/COLLEGE ART

The AP Studio Art Portfolio is a performance-base exam rather than a written exam. LPGE offers two portfolios: 2-D Design and 3-D Design. These courses are available for 6 college credits through Central Lakes College. To be considered for college credit, the student must complete the full year in art and submit a portfolio.

<i>College/AP 2-D ART: B & W and COLOR PHOTOGRAPHY</i>	11-12	2	
Students will be introduced to the principles of color photography, including the basic techniques of composition and exposure. Metering, lighting, and lens usage will be covered through classroom lecture and field experience. Students will learn basic shooting and compositional techniques with the use of digital cameras. Information regarding current and cutting edge technology will be employed in the field and classroom. Images will be converted to black and white using Adobe software. Various areas of photography will be explored including portraits, sports/action, photojournalism, landscapes, commercial and fine art photography. Critique sessions will follow in the classroom after students produce finished images. This course is recommended for art majors and minors and fulfills liberal arts requirements for non-art majors. Lab fee for this class is \$20.			

<i>College/AP 3-D ART: BEGINNING THROWING and HANDBUILDING</i>	11-12	2	
This course is a focus on development of basic skills using the potter's wheel and hand construction methods. Further emphasis is on surface treatment, the nature of clay and glaze and kiln operation. Students will also study aesthetics through the student's work as well as through historical and contemporary masters of various cultures. Critique sessions will follow in the classroom after students produce finished images. This course is recommended for art majors and minors and fulfills liberal arts requirements for non-art majors. Lab fee for this class is \$20.			

PHYSICAL EDUCATION AND HEALTH DEPARTMENT

COURSE TITLE	GRADE	CREDITS	PREREQUISITE
<i>RECREATIONAL SPORTS</i>	9-12	1	
This course is designed for students interested in activities that are recreational and have a lifetime emphasis. Activities may include golf, tennis, badminton, bowling, biking, canoeing and others.			
<i>TEAM SPORTS</i>	9-12	1	
This course is designed for students who enjoy high energy activities and can work with others on teams of different sizes. This class will place an emphasis on several different types of sports including basketball, flag football, ultimate Frisbee, soccer, softball, team handball, floor hockey and volleyball.			
<i>INDIVIDUAL SPORTS</i>	9-12	1	
This course is designed for students who would rather challenge themselves and others in solo or partner based games. Activities may include archery, badminton, tennis, golf, and pickleball.			
<i>LIFETIME FITNESS</i>	9-12	1	
This course is designed to build overall body strength, improve flexibility, and increase the efficiency of the cardiovascular system. Students will have an individual program containing activities for strength training, flexibility, muscle strength/endurance, and cardiovascular fitness.			
<u><i>*2 different PE courses are required for graduation. A class may be taken a second time as an elective.</i></u>			
<i>HEALTH</i>	9	1	
Health focuses on making students aware of how everyday decisions affect their holistic health. Units include goals, decision-making, and nutrition, how exercise affects the body, genetics, healthy relationships, sexual education, common diseases, dealing with stress, drug/alcohol use and abuse, and environmental health.			

SCIENCE DEPARTMENT

COURSE TITLE	GRADE	CREDITS	PREREQUISITE
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INTRODUCTORY PHYSICAL SCIENCE

9

2

This year long course is an introduction to both chemistry and physics, and is taught using the CINCH Science program on the Chromebook. There is no printed textbook for this class; students will not need to access the Internet outside of school because their Chromebook will store the lessons currently being covered. Successful completion of 9th grade Physical Science is a requirement for graduation from the Long Prairie-Grey Eagle High School, and is a prerequisite for taking chemistry and physics.

Science 9 requires student to complete lesson readings, answer review questions, take on-line tests, conduct research, write essays, and to complete multiple laboratory activities (labs are done working with a partner). Students start the year learning about the scientific method and why models are important in the world of science. Next a unit on the metric system is included because students will be using the metric system in all upcoming science courses. For the next 15 weeks, the students study basic chemistry concepts including atomic structure, the periodic table of the elements, formulas, equations, and the chemistry used in everyday life. The students spend the second half of the year studying basic concepts in physics including forces, simple machines, sound, light, heat, and energy transfer, and electricity.

BIOLOGY

10-11-12

2

INTRO PHYS. SCIENCE

This is a yearlong course on the “study of life”. This class takes a look at all forms of life ranging from the microscopic organisms to the largest and most complex beings, the animals. Areas covered within the course are microscopes, cells, microscopic life, fungi, plants, invertebrate animals, and the vertebrate animals, genetics, scientific method and ecology. Studies of organisms are accompanied by dissections of clams, starfish, perch, crayfish, and HUGE bullfrogs. Students will use their newly acquired knowledge to complete a variety of projects/activities. Each student will construct a 3-D model of a cell, to be entered in a class competition. With a partner, each student will design and carry out an eight weeklong plant experiment. While completing a community-based learning project, students will complete a research project to answer self-generated questions regarding observations of a biologically rich environment of their choice.

Finally numerous “heated” debates will allow each student to use their understanding of biology to form and support their ideas related to controversial issues. The year concludes with a cumulative final exam.

ADV. PLACEMENT BIOLOGY

10

2

INTRO PHYS. SCIENCE

The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. After showing themselves to be qualified on the AP Examination, some students, as college freshman, are permitted to undertake upper-level courses in biology or to register for courses for which biology is a prerequisite. Other students may have fulfilled a basic requirement for a laboratory-science course and will be able to undertake other courses to pursue their majors. AP Biology includes those topics regularly covered in a college biology course for majors. AP Biology differs significantly from the usual first high school course in biology with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required of students. The textbooks used for AP Biology are those also used by college biology majors. The kinds of labs done by AP students are equivalent to those done by college students. AP Biology aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Enrolling in AP Biology means that you have undertaken a personal responsibility to work hard and manage your time to keep up with a rigorous curriculum. In order to maintain a fun, intellectually stimulating, and balanced year, carefully examine your academic load and outside activities, and make sure that you are willing and prepared to commit AT LEAST one hour per night (more on weekends) to AP Biology. Your success in (and enjoyment of) this class will directly reflect the amount of energy and attention you invest. Grades earned in AP Biology are multiplied by 1.1 when calculating your GPA each semester.

COURSE TITLE	GRADE	CREDITS	PREREQUISITE
<i>ASTRONOMY</i>	10-12	1	(AP)<i>BIOLOGY OR PHY. BIO. SCIENCE</i>

A lively and colorful presentation of the latest findings in astronomy will be covered. Clearly presents the background of thought in our present view of the cosmos to provide a lucid explanation of the methods of conservation. Our studies include weekly evening trips to the golf course for stargazing and analysis of star and planet position. With use of telescopes and additional techniques, students are able to learn about objects that are “out of this world”.

<i>ECOLOGY SCIENCE</i>	10-12	1	(AP) <i>BIOLOGY OR PHY. BIO.</i>
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Ecology is the study of the interactions that organism have with one another and with their respective environments. The class begins by looking at ways in which living and non-living factors in an organism’s environment affect its behavior and well being. A discussion of the various biomes, or areas containing characteristic plant and animal life, follows. Some of the biomes we will be studying include rain forest, grassland, desert, tundra, freshwater, and marine biomes. Ecology then takes a look at how living and non-living factors enable energy (food chains), nitrogen, water, carbon, and oxygen to be cycled through ecosystems. Topics such as competition amongst organisms, predator-prey relationships, symbiosis, circadian rhythms, and hibernation will demonstrate the effect that various ecosystems have on one another. A discussion of succession will explain how a rocky cliff becomes grassland and ALL lakes eventually “fill-in” to become flat prairie. Finally the course takes a look at various types of population growth, while concentrating on the growth of the human population on earth, and spends a great deal of time analyzing humans’ affects on various ecosystems. For example, what is happening to the rain forests and why are coral reefs in danger? During the course, students will play the role of predators and prey, birds with various types of beaks and various “supreme” organisms. The course will allow students to enjoy science curriculum without experiencing a great deal of math, as seen in chemistry and physics. However, like any class, you will be required to work, take part, have fun, and learn about the effects that you have on your natural surroundings and vice versa.

<i>HUMAN ANATOMY</i>	11-12	2	<i>BIOLOGY OR AP BIOLOGY</i>
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This class takes an in-depth look at the human body. Students are introduced to the component parts of the body and their normal and abnormal functions. Dissections of a cat, sheep brains, sheep heart, and sheep kidneys assist students in learning the terminology associated with the human body and the processes by which each part functions. Like any science, students must learn the “language” of anatomy, which entails much memorization. This course is an absolute necessity for students entering health and science related career fields. Anatomy is modeled after a college course, thus, students are simply guided through the course and work more independently than in regular (non-AP) courses.

<i>PHYSICS SCIENCE</i>	11-12	2	(AP) <i>BIOLOGY OR PHY. BIO.</i>
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Physics is a study of energy and the many changes resulting from energy transformations. It takes a look at how the universe works. Motion, forces, gravity, momentum, work and power, heat, sound, light, optics, electricity, circuits, and magnetism are the topics covered. Mathematics is used throughout the course.

<i>CHEMISTRY I</i>	11-12	2	(AP)<i>BIOLOGY OR PHY. BIO. SCIENCE</i>
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Chemistry is the course in which changes in matter are related to the structure and workings of atoms and molecules. The work consists of learning vocabulary and terminology, doing labs with various objectives, and looking into the many behaviors of atoms and molecules that result in change. Mathematics is used whenever necessary and the student should own a calculator.

COURSE TITLE	GRADE	CREDITS	PREREQUISITE
<i>COLLEGE CHEMISTRY</i>	12	2	<i>BIOLOGY or AP BIOLOGY</i>

Students are eligible to obtain College credit through Central Lakes College. First semester topics include: an overview of general chemistry topics, reactions of aqueous solutions, bonding, kinetics, and equilibrium of gaseous and aqueous systems. Second semester topics include: acid-base chemistry and equilibrium, thermochemistry and electrochemistry. College Chemistry differs significantly from the usual first high school course in Chemistry with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required of students. The textbooks used for College Chemistry are those also used by College Chemistry majors. The kinds of labs done by College Chemistry students are equivalent to those done by college students. College Chemistry aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of Chemistry. Enrolling in College Chemistry means that you have undertaken a personal responsibility to work hard and manage your time to keep up with a rigorous curriculum. In order to maintain a fun, intellectually stimulating, and balanced year, carefully examine your academic load and outside activities, and make sure that you are willing and prepared to commit AT LEAST one hour per night (more on weekends) to College Chemistry. It is recommended that you take College Chemistry as a second year course; however, completing chemistry prior to taking the course is not required. Your success in (and enjoyment of) this class will directly reflect the amount of energy and attention you invest.

SOCIAL STUDIES DEPARTMENT

COURSE TITLE	GRADE	CREDITS	PREREQUISITE
<p><i>GOVERNMENT/CIVICS</i></p> <p>This course is centered on the rights of citizens as found in the Bill of Rights - The first ten amendments to the Constitution of the United States. The class will cover the historical background of the bill of rights and how each right applies to the student's life as a citizen. Students will review the structure of the U.S. Government. Current events will be a component of the class.</p>	9	1	
<p><i>UNITED STATES HISTORY</i></p> <p>The focus in United States history will be to have students apply critical thinking skills and academic reasoning to historical issues during the country's history. Student's will not only study the basic "what" questions of history; they will also ask the "how" and "why" questions which will allow them to dig deeper into history. The course starts by examining different historical viewpoints of Christopher Columbus, the first Thanksgiving, and American Indians. The course then jumps to the present War on Terror and works backwards to the Civil War. Topics of study and analysis include: The Cold War, Vietnam War, Civil Rights Movement, World War II, The Great Depression, The Roaring Twenties, The New Deal, World War I, The Spanish American War, Progressivism & Imperialism, Reconstruction & Jim Crow Segregation, and the Civil War. During the study of these topics, students will look at different historical perspectives and arrive at reasoned opinions on history.</p>	10	2	<i>GOVERNMENT/CIVICS</i>
<p><i>AREA STUDIES</i></p> <p>The course has a strong emphasis on both Physical and Cultural Geography. The history, lifestyles, customs, languages, government, religion and more of various nations will be studied, as well as the physical geography of the nations' location, landforms, climate and resources. Units include: US/Canada, Latin America, Russia & the Republics, Africa, South Asia (India), Southeast Asia and Australia, East Asia (Japan and China), Europe and The Middle East. A country analysis research paper will be required during the year.</p>	11	2	<i>UNITED STATES HISTORY</i>
<p><i>ECONOMICS</i></p> <p>Economics is a required semester course for seniors. Students will be introduced to the 22 economic concepts, which make up the national standards as determined by the Joint Council on Economic Education. Students are given real life examples of how each of these concepts operates within our economic system today. Students are also introduced to the stock market and the process of reading stock market quotations. Current events are included as an important part of the course.</p>	12	1	<i>AREA STUDIES</i>
<p><i>WORLD HISTORY</i></p> <p>This course places an emphasis on studying and learning past world cultures. The purpose of the course is to relate past cultures to ours with similarities and differences. Civilizations, great individuals, powerful rulers, battles, wars, and other historically significant topics will be analyzed. Units include the early civilizations: Ancient Greece, The Roman Empire, The Crusades, The Renaissance, The French Revolution, Imperialism, The World Wars and 20th Century Conflicts.</p>	12	1	<i>AREA STUDIES</i>

SPANISH DEPARTMENT

REQUIREMENTS FOR EARNING CREDIT:

To earn credit for a Spanish course, students must pass BOTH semesters of a given course during the same school year. For example, if a student fails first semester, s/he would not continue with second semester since s/he would need to retake and pass first semester before continuing with second semester during the next school year.

PREREQUISITE FOR ADVANCING TO THE NEXT LEVEL:

Students must achieve an average grade of C+ (78%) in a year-long Spanish class to be able to continue on with the next level of Spanish. Under special circumstances, a student who earns a grade lower than C+ (78%) may seek approval from the instructor to continue and will be required to complete additional tasks to demonstrate her/his knowledge and earn a spot in the next level.

POST-SECONDARY REQUIREMENTS FOR SPANISH:

Most four-year colleges recommend or require that students successfully complete a minimum of two years of a language during high school. While two-years is often noted as the high school prerequisite, it is only an indication of the minimum knowledge students should have. For students who are seriously considering pursuing a four-year degree after high school, the LPGE Spanish Department recommends that those students successfully complete at least three years of Spanish.

The best scenario for a student planning to attend a four-year college would be to take four years of Spanish during high school. If scheduling choices limit the number of years a student can take Spanish, the recommendation would be to take Spanish 3 during 12th grade, even if a student cannot take a language course sophomore or junior year. Even if there is a gap in language study during high school, taking Spanish during 12th grade provides the best transition to college.

Students planning to pursue post-secondary studies at a two-year / technical school are encouraged to study Spanish during high school as well, even if there are no specific requirements for enrollment at a particular school. Studying Spanish provides useful knowledge and skills to support nearly any profession.

COLLEGE CREDIT FOR SPANISH:

After successful completion of Spanish 1 and Spanish 2, qualifying juniors and seniors may enroll in Spanish 3 and / or Spanish 4 for college credit through Central Lakes College in Brainerd. Students who successfully complete Spanish 3 for college credit will earn 8 college credits (4 credits for Beginning Spanish 2 AND 4 credits for Intermediate Spanish 1). Students who successfully complete Spanish 4 for college credit will earn 4 college credits for Intermediate Spanish 2.

If students choose not to take Spanish for college credit, they will most likely be asked to take a placement test at college to demonstrate their level of Spanish knowledge. Many colleges will give students credit toward college graduation or will waive language requirements based on what language class(es) they test out of, or students may earn credit by scoring well on their college language placement tests.

<u>COURSE TITLE</u>	<u>GRADE</u>	<u>CREDITS</u>	<u>PREREQUISITE</u>
SPANISH 1	9-10-11-12	2	C in English during previous year -OR- instructor permission

The goal for Spanish 1 is to begin acquiring high-frequency words and structures in Spanish. “Acquiring” a language is different from “learning” a language. Acquiring happens when you listen to and / or read the language and gradually begin understanding and using it naturally. Thus, most of the class time will focus on structured, comprehensible input through both listening and reading activities in Spanish. The high-frequency target words and structures will be used during class discussions, stories, and cultural explorations. Students will be expected to recognize high-frequency structures when reading or listening. The skills of speaking and writing will develop naturally as a result of the listening and reading input that students receive throughout the year.

<u>COURSE TITLE</u>	<u>GRADE</u>	<u>CREDITS</u>	<u>PREREQUISITE</u>
SPANISH 2	10-11-12	2	78% (C+) in SPANISH 1

As a continuation of Spanish 1 (see above), the goal for Spanish 2 is to continue acquiring more advanced high-frequency words and structures in Spanish. Spanish 2 students will continue acquiring Spanish through the reading of language-learner novels, interacting with cultural stories and listening to personal interviews. Students will be expected to recognize high-frequency structures when reading or listening. The skills of speaking and writing will develop naturally as a result of the listening and reading input that students receive throughout the year. Successful completion of this course will provide students with the ability to comprehend and communicate basic personal information both orally and in writing.

SPANISH for HERITAGE SPEAKERS	10-11-12	2	C in English (prior year) & placement test -OR- instructor permission
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Prior to registration for any Spanish class, native speakers or heritage students who can already communicate (at any level) in both Spanish and English must complete a placement test and must receive approval from the instructor to ensure correct placement.

Students who are bilingual in Spanish / English at any level are encouraged to enroll in the Spanish for Heritage Speakers class with the goal of improving their literacy through extensive reading. Students must be prepared to work hard and focus on the details of the language to develop their communication skills using standard Spanish. This class will specifically provide practice with reading and writing formal, academic Spanish and will help them improve their bilingual skills in all areas of language. Students who successfully complete this class (with a 78% C+ or better) will be eligible to enroll in Spanish 3, or they may retake Spanish for Heritage Speakers a second time. Course topics will vary from year to year.

Spanish for Heritage Speakers will be offered when there is enough demand and when scheduling permits.

SPANISH 3	11-12	2	78% (C+) in SPANISH 2 -OR- 78% (C+) in SPANISH - Heritage
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As a continuation of Spanish 2 (see above), the goal for Spanish 3 is to continue acquiring more advanced high-frequency words and structures in Spanish. Spanish 3 students will continue acquiring Spanish through the reading of language-learner novels, interacting with cultural stories and listening to personal interviews. In addition to the continued focus on comprehensible input, students will be explicitly taught select grammar concepts and practice strategies as preparation for college language classes. Students are expected to communicate solely in Spanish. Juniors and seniors who enroll in and successfully complete Spanish 3 for college credit will earn 8 college credits for Beginning Spanish 2 (1402) and Intermediate Spanish 1 (2401). Upon completion of their third complete year of language study (Spanish 3), students will have acquired the knowledge and language skills necessary to meet the standards of the corresponding college courses through an integrated approach.

SPANISH 4	12	2	78% (C+) in SPANISH 3
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This course focuses on preparing students for upper-level college language courses by focusing on advanced verbs and grammar concepts while developing higher levels of oral and written expression. Students will often work independently using the online Voces Course to review verb tenses and grammar in the context of new vocabulary and will learn more advanced structures as well. With the combined Spanish 3 / Spanish 4 class, there will be opportunities for peer teaching and group work which will maximize language learning. Students are expected to communicate solely in Spanish. Students who enroll in and successfully complete Spanish 4 for college credit will earn 4 college credits for Intermediate Spanish 2.

College Course Offerings Central Lakes College

COURSE TITLE	GRADE	CREDITS	PREREQUISITE
<i>PHYSICAL GEOGRAPHY</i>	11 or 12	1	
In this course students will examine the earth as a set of subsystems working together to sustain life. Included are studies of the earth as a planet, weather patterns, climates and the resulting distribution of vegetation and soils, as well as plate tectonics, landforms, weathering, and glaciers.			
<i>WORLD REGIONAL GEOGRAPHY</i>	11 or 12	1	
World Geography is the study of the worlds unique regions. Explore Europe, Russia and neighboring countries, Africa, Asia and Latin America through their natural landscapes and resources, cultures, economies and levels of development and their geopolitical importance. Globalization and the global importance of and connections between world regions are emphasized.			
<i>INTRODUCTION TO BUSINESS</i>	11 or 12	1	
This course is a survey of the forces that shape business in American and overview of how American business responds. Topics include business economics, forms of business organizations, management functions, marketing procedures, business finance, and insurance considerations.			
<i>ACCOUNTING FOR NON-ACCOUNTANTS</i>	11 or 12	1	
This course is a practical introduction to accounting, the language of business, for business owners and managers. Both the how and the why of accounting principles and practices are blended to provide a foundation for the financial management of service and merchandise businesses. The procedural based model of instruction provides a hands-on learning experience for students. The course is recommended for all business careers outside of the accounting field.			
<i>HEALTH & WELLNESS</i>	11 or 12	1	
This course is designed to assist the student in establishing a positive attitude toward the principles of healthful living, to promote interest in personal and community health, to evaluate health information correctly and to formulate a suitable program for daily living.			
<i>COLLEGE SUCCESS SKILLS</i>	11 or 12	1	
This course is designed to promote student and lifelong success. Course content generally includes academic skills, life management skills, and information about school & community. Specific topics include: goal setting, learning styles, college reading strategies, study techniques, time management, test-taking skills, memory techniques, stress reduction, critical thinking applications, communication tips, assertiveness, relationship building, cultural diversity awareness, health and wellness issues, college and community resources, financial planning and the many personal issues that may affect college students.			
<i>INTERPERSONAL COMMUNICATION</i>	11 or 12	1	
This course is a study of communication behaviors in dyads (pairs) and their impact on personal relationships. Learners analyze the common variables of interpersonal communication and learn techniques to overcome barriers to effective communication. Students will learn techniques of interpersonal competency improving one-on-one skills for verbal and non-verbal communication, perception, self-disclosure, listening and feedback, sharing emotions, assertiveness, coping with conflict, appropriate mediated interpersonal communication and communicating with family and friends and in the workplace.			

COURSE TITLE	GRADE	CREDITS	PREREQUISITE
<i>INTERCULTURAL COMMUNICATION</i>	11 or 12	1	
This course is designed to study communication among individuals of different cultural backgrounds, including the study of similarities and differences across cultures. Intercultural Communication is designed to help students learn about their own cultural identities, recognize cultural differences, identify barriers, adjust their communication, and build successful relationships to help them better succeed in their professional and personal lives. We'll look inclusively at culture, exploring both international and domestic variables. Topics will include communication and intercultural communication theory, barriers to communication such as ethnocentrism, stereotyping, prejudice and discrimination, cultural variables affecting communication such as language, nonverbal behaviors, perception, rules, values and worldview.			
<i>NATURAL DISASTERS</i>	11 or 12	1	
This course is a survey of phenomena known collectively as natural disasters, covered from the geoscientific perspective, with consideration for the impact of such events on human societies. Topics in this course will include volcanoes, hurricanes, tsunamis, earthquakes, and others. Course also includes studies of the underlying processes that create the environment for these events, such as plate tectonics, the oceanic heat budget, atmospheric circulation, and issues of human population.			
<i>OCEANOGRAPHY</i>	11 or 12	1	
This course is an introduction to the science of oceanography through the interdisciplinary areas of biological, chemical, geological, and physical oceanography. Topics include ocean floor, plate tectonics, sea water chemistry, currents, waves, tides, coasts, and marine life. Contemporary environmental topics are also part of this course and may include marine contamination, marine noise, overfishing, alternative energy, global climate change, tsunami and storms, coastal issues, and marine resources.			
<i>INTRODUCTION TO SOCIOLOGY</i>	11 or 12	1	
This foundation course is highly recommended as the starting point from which students may logically proceed to higher level sociology classes. Students will be introduced to the fundamental concepts of the sociological perspective, including culture, socialization, organization, authority, deviance and inequality. Using the scientific method, students will hone their critical thinking skills by interpreting, analyzing, and evaluating the social world.			
<i>HUMAN DEVELOPMENT</i>	11 or 12	1	GENERAL PSYCHOLOGY
This course is a lifespan approach to understanding human behavior. This course will cover theories and research findings in the field of psychology relevant to the psychological development of individuals across the lifespan. Areas to be covered include physical, cognitive, emotional and social development. The course will examine similarities and differences between individuals in the various stages of the lifespan.			
<i>GENERAL PSYCHOLOGY</i>	11 or 12	1	
This class presents a general introduction to psychology as a biosocial science. This survey course will familiarize the student with the basic principles of psychology, show how psychologists employ the scientific method, and equip the beginning student of psychology with a working vocabulary of psychological terminology and critical thinking skills. Areas to be covered include research, neuroscience and behavior, developmental and social psychology, personality, motivation, thinking and learning, memory, psychological disorders and therapy.			
<i>AMERICAN GOVERNMENT & POLITICS</i>	11 or 12	1	
This course examines the players and institutions of contemporary American government and politics. Topics of study include: American political thought, the U.S. Constitution, federalism, civil liberties and civil rights, public opinion, interest groups, political parties, campaigns and elections, the mass media, Congress, the presidency, bureaucracy, and the judiciary. A special emphasis is placed on the role of citizen participation.			

COURSE TITLE	GRADE	CREDITS	PREREQUISITE
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SOCIAL PROBLEMS

11 or 12

1

In this course students will examine current social problems from a sociological perspective so that they are able to articulate and apply their own ethical views. In addition, students will focus on how problems come to be defined, the ramifications of these problems, and possible solutions. Who is poor and why? Why do some people engage in criminal activities while others do not? Is the "War on Drugs" working? The answers to these and other questions will be explored.