

## **HCIS 2016-2017 Course Descriptions**

### **ENGLISH**

#### **AP/CITS Literature & Composition (grades 11-12)**

This course is designed to take the place of Freshman English at a college or university. The overall goal in this course is to facilitate excellence in reading, writing, and thinking, with special attention to fiction. Students will: engage in intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit; experience, interpret, and evaluate literature; read with attention to a work's textual detail, literary artistry, and historical and cultural context; write clearly and cogently about literary works; develop stylistic maturity in their writing; study basic literary theory; and practice and prepare for the AP exam in May. Students should expect on average 4-6 hours of homework per week.

#### **Modern Literature (grades 11-12)**

The primary goals of this course are to engage students in reading, writing, and critical thinking, and to enhance these skills through practice and instruction. Modern Literature focuses on works published after the American Civil War. The course emphasizes analysis of texts, writing in a variety of modalities, using good habits of mind, and upholding the 4 Rs in our classroom and school community. Furthermore, for students who work hard, Modern Literature can serve as a stepping stone toward Advanced Placement (AP) classes.

#### **Fundamentals of Modern Literature (grades 11-12)**

This course is designed for students who may struggle with reading and/or writing. The objective of the class is to accelerate student achievement in reading and writing through intensive vocabulary study, implementation of reading and writing strategies, short weekly papers, and daily reading of works of varying length and difficulty, including 20<sup>th</sup> Century American literature.

#### **Honors American Literature (grades 9-10)**

Honors American Literature is designed to expose students to perspectives represented by American Literature of various genres and introduce students to the skills and critical thinking necessary for AP classes. The course's foundation is the standards for AP Literature and AP Composition and the Common Core Reading Standards for Literature and Informational Text. Emphasis is placed on developing skills necessary for writing literary analysis through examination of author's diction, syntax, tone, and voice.

#### **American Literature (grades 9-10)**

American Literature focuses on reading, writing, and critical thinking. We read novels, short stories, plays and poetry by American writers. Students practice writing skills through daily writing prompts and learning and practicing the process of writing academic essays.

#### **Fundamentals of American Literature (grades 9-10)**

Like American Literature, Fundamentals of American Literature focuses on reading, writing and critical thinking using novels, short stories and plays by American writers. However, the Fundamentals course takes time to develop the practical reading, vocabulary and writing skills needed to accelerate student achievement for students who may struggle with reading and writing.

### **SOCIAL STUDIES**

#### **AP/CITS European History (grades 11-12)**

Advanced Placement/College in the Schools European History is a rigorous, yearlong college level course that examines history from 1400 to the present day. The course prepares students to be successful in their

higher-level college and university courses by developing analytical and critical thinking skills. The course is based upon three broad themes:

- (1) Intellectual and Cultural History
- (2) Political and Diplomatic History
- (3) Social and Economic History

The course includes extensive instruction in the analysis and interpretation of a wide variety of written primary sources. Emphasis is also placed upon analysis and interpretation of other primary sources, including pictorial and graphic material such as maps, statistical tables, and works of art. Another key focus of the course is to teach students to analyze evidence and interpretations presented in historical scholarship.

### **European History (grades 11-12)**

European History is designed to examine the history of Europe from the time of the Renaissance and Reformation to the present day (1400's - 2010). The course will begin with an examination of Europe during the time of the Romans and the Early Middle Ages to give a strong backbone to the course. We will examine the social, cultural, economic, and political structures to gain a better understanding of the time periods and events. We will investigate our topics by using numerous secondary sources and primary sources, including maps, writings, historical documents, pictures and paintings, and printed materials.

### **Fundamentals of European History (grades 11-12)**

European History is designed to examine the history of Europe from the time of the Renaissance and Reformation to the present day (1400's - 2010). The course will begin with an examination of Europe during the time of the Romans and the Early Middle Ages to give a strong backbone to the course. We will examine the social, cultural, economic, and political structures to gain a better understanding of the time periods and events. We will investigate our topics by using numerous secondary sources and primary sources and work on building reading and writing skills.

### **Advanced Placement (AP) US History (grade 10)**

Advanced Placement (AP) United States History class will focus on aspects of US history while satisfying the United States History Minnesota state academic standard. This course will survey the history of the United States of America from approximately 1450 to modern times. The primary focus of the course will be to provide students with an opportunity to develop an understanding of some of the major themes in American history, to train students to analyze historical evidence (*primary sources*), and to develop the ability to analyze and express historical understanding in writing. Students can expect more frequent, rigorous, and in-depth reading and writing assignments. Students must have successfully demonstrated strong academic work habits. AP US History will provide students with an opportunity to develop their skills of critical reading, thinking, and analysis, as well as writing. In addition, this course seeks to prepare students to successfully complete the AP US History exam in May.

### **Honors US History (grades 9-10)**

Honors United States History class will focus on aspects of US history while satisfying the United States History Minnesota state academic standard. Honors US History covers the same curriculum as the traditional US History course, but includes the use of primary documents and other supplementary readings and course materials. The course is intended to help student develop the skills and work habits needed to participate in AP level course work in the years to come. Students can expect more frequent, rigorous, and in-depth reading assignments. Students must have or be willing to work to develop strong academic work habits. Study will begin with a look at cultures indigenous to the Americas and first contact with Europeans (*the pre-colonial period*). Students will then study the development of the American colonies (*the colonial period*) before moving on to a study of the history of the United States as

a sovereign nation (*1776 through the present day*). Study will include important social, economic, and political developments that occurred throughout the history of the continent, the colony, and the nation. Students will complete daily readings and assignments, take part in classroom discussions, listen to lectures, write critically, complete exams, and work to understand how the United States grew from a small, coastal colony to the major world power it is today.

### **US History (grades 9-10)**

United States History will focus on aspects of US history while satisfying the United States History Minnesota state academic standard. Study will begin with a look at cultures indigenous to the Americas and first contact with Europeans (*the pre-colonial period*). Students will then study the development of the American colonies (*the colonial period*) before moving on to a study of the history of the United States as a sovereign nation (*1776 through the present day*). Study will include important social, economic, and political developments that occurred throughout the history of the continent, the colony, and the nation. Students will complete daily readings and assignments, take part in classroom discussions, listen to lectures, write critically, complete exams, and work to understand how the United States grew from a small, coastal colony to the major world power it is today.

### **Fundamentals of US History (grades 9-10)**

Fundamentals of United States History will focus on aspects of US history while satisfying the United States History Minnesota state academic standard. Fundamentals of US History covers the same curriculum as the traditional US History course, but uses alternate reading, assessments, and other tools meant to provide developing readers and students with the access they need to the curriculum. The Fundamentals course works to prepare students for success in future classes by building on their writing and reading skills. A variety of accommodations will be used in class to meet the needs of developing students. Study will begin with a look at cultures indigenous to the Americas and first contact with Europeans (*the pre-colonial period*). Students will then study the development of the American colonies (*the colonial period*) before moving on to a study of the history of the United States as a sovereign nation (*1776 through the present day*). Study will include important social, economic, and political developments that occurred throughout the history of the continent, the colony, and the nation. Students will complete daily readings and assignments, take part in classroom discussions, listen to lectures, write critically, complete exams, and work to understand how the United States grew from a small, coastal colony to the major world power it is today.

## **SCIENCE**

### **Honors Physics (grades 11-12)**

The physics courses at Harbor City School will cover the topics outlined in the Minnesota state standards.

These topics include classical mechanics, forms of energy and energy transformations (including internal energy), waves and wave interactions (including light), and electricity. Throughout the course, attempts will be made to address common misconceptions that students may have regarding fundamental concepts.

The three physics courses will differ largely in the difficulty of problem solving and the requirements for application of mathematical concepts. Students in Honors Physics should have passed Algebra II and Geometry, and be comfortable with applying these concepts.

### **Physics (grades 11-12)**

The physics courses at Harbor City School will cover the topics outlined in the Minnesota state standards.

These topics include classical mechanics, forms of energy and energy transformations (including internal energy), waves and wave interactions (including light), and electricity. Throughout the course, attempts will be made to address common misconceptions that students may have regarding fundamental concepts.

The three physics courses will differ largely in the difficulty of problem solving and the requirements for

application of mathematical concepts. Students in “Physics” should have passed Algebra II and Geometry.

### **Fundamentals of Physics (grades 11-12)**

The physics courses at Harbor City School will cover the topics outlined in the Minnesota state standards. These topics include classical mechanics, forms of energy and energy transformations (including internal energy), waves and wave interactions (including light), and electricity. Throughout the course, attempts will be made to address common misconceptions that students may have regarding fundamental concepts. The three physics courses will differ largely in the difficulty of problem solving and the requirements for application of mathematical concepts.

### **Chemistry (grades 11-12)**

This course will study the fundamental theory of chemistry, the atomic theory. We will look primarily at the nature and types of matter, ideal gases, conservation of mass and equation writing, the subatomic particles that make up an atom, and bonding. This class will include laboratory work and should give students the ability to relate fundamental concepts to relevant topics in society. It should also prepare students for further study in science, technical, and medical fields.

### **Honors Biology (grades 9-10)**

See Below. This honors level class explores the same content and units as described in “Biology” with a faster pace and increased depth. Students enrolled in this honors class will need high level reading skills and should expect some additional assignments outside the college prep level course.

### **Biology (grades 9-10)**

The focus of this science requirement will be preparing students for the advanced sciences. The content and activities will focus on the Minnesota Academic Standards in Science. The strands that will be addressed in this course include all or parts of the Nature of Science and Engineering and Life Science as well as some Earth and Space Science benchmarks.

Class activities will include laboratories, projects, discussions, lectures, simulations, cooperative group work, reading, writing and more! The following is a tentative list of units to be addressed in the school year:

#### **Semester One**

Ecosystems and the Impact of Humans

Energy in Cells and Communities

Chemistry of Life

Cell Replication

Cell Operations: Cells, Cell Organelles

and Cell Functions

#### **Semester Two**

Making Proteins: Transcription and

Translation

Plant Structure and Function

Evolution

Genetics

Human Body Systems

### **Fundamentals of Biology (grades 9-10)**

See above. Students enrolled in the Fundamental level of Biology will encounter more vocabulary instruction and a slightly slower pace than the college prep level Biology. Students who typically struggle with reading and reading comprehension will find they are more successful with this level of Biology. Assignments and activities are broken down into small parts to increase student success and understanding.

## **MATH**

Math offers three tracks for graduation:

<b>Grade</b>	<b>Essential Track</b>	<b>College Prep Track</b>	<b>AP or Advanced Track</b>
9th	Intermediate Algebra (Pre-Alg Skill Builder elect.)	Intermediate Algebra	Geometry
10th	Geometry	Geometry	Algebra II
11th	Algebra II Concepts	Algebra II	Honors Pre-Calculus
12th	Algebra II	Honors Pre-Calc OR Statistics & Probability	AP Calculus

### **AP Calculus (Prerequisites: Int. Algebra, Geometry, Algebra II, Pre-Calculus Grade 12)**

This course prepares the student to take the AP Calculus AB examination in May. We study limits, differentiation, and applications of differentiation, integration, applications of integration and a brief study of differential equations. Material comes quickly in this challenging course, but there are significant rewards in the intriguing material and potential college credit.

### **Honors Pre-Calculus (Prerequisites: Intermediate Algebra, Geometry, Algebra II (Grades 11-12))**

This course combines the study of Trigonometry, Elementary Functions, Analytic Geometry, and Math Analysis topics as preparation for AP Calculus. Topics typically include the study of complex numbers; polynomial, logarithmic, exponential, rational, and trigonometric functions, and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; sequences and series; and limits and continuity.

### **Statistics & Probability (Prerequisites: Algebra 2 or Algebra 2 Concepts Grades 11-12)**

This course is designed for students that have successfully completed Algebra 2 Concepts, Algebra 2, or Precalculus. An introduction to college statistics, students will work with probability, data collection, descriptive and inferential statistics, and technological tools to draw conclusions, identify trends and describe relationships. The course will focus on exploring data, producing models using probability theory, and making statistical inferences. Students will also study statistical measures of centrality and spread, methods of data collection, methods of determining probability, binomial and normal distributions, hypothesis testing, and confidence intervals. Students will use multiple representations to present data including written descriptions, numerical statistics, formulas, and graphs.

### **Algebra II (Prerequisites: Intermediate Algebra, Geometry Grades 10-12)**

Course content seeks to enhance students' algebra understanding. Topics include functions; using functions to represent real world and mathematical situations; graphical, tabular, verbal, and symbolic representations of functions including linear, quadratic, exponential, square root, absolute value functions and translations of these functions; linear equations, quadratic equations, and exponential equations; positive and negative rational exponents; systems of linear inequalities; generating and evaluating algebraic expressions including polynomials, radical expressions, and algebraic fractions; field properties; and solving equations and inequalities. In addition, topics may include conic sections, logarithms, and other advanced algebra topics. This class is sufficient to meet graduation standards when part of three total credits in math.

### **Algebra II Concepts (Prerequisites: Intermediate Algebra, Geometry Grades 11-12)**

This course is designed for those students that have successfully completed Geometry and Intermediate Algebra and need to bolster their math skills prior to enrolling in Algebra II. In addition to offering a review of Intermediate Algebra, this course will incorporate concepts from Algebra II such as functions, probability, statistics and graph theory, and will place an emphasis on quadratics.

### **Geometry (Prerequisites: Intermediate Algebra Grades 9-11)**

This course is designed for students who have successfully completed Intermediate Algebra. Students will calculate measurements of plane and solid geometric figure, solve geometric problems using algebraic methods, and construct logical arguments, based on axioms, definitions and theorems. Students will also know and apply properties of geometric figures (parallel and perpendicular lines, angles, triangles, quadrilaterals, Pythagorean Theorem, trigonometry, and circles) to solve realworld problems.

### **Intermediate Algebra (Prerequisites: Algebra 1 (8th Grade) grades 9-11)**

Course content seeks to improve students' algebraic understanding. Topics include using linear functions to represent real world and mathematical situations; graphical, verbal and symbolic representations of linear functions; arithmetic and geometric sequences; generating and evaluating algebraic expressions; solving equations and inequalities; linear systems; exponents and exponential functions; quadratic equations, polynomials and factoring; rational equations and functions. This class is sufficient to meet graduation standards when part of three total credits in math.

## **WORLD LANGUAGE**

### **Spanish Overview**

In all Spanish classes students will learn and practice various concepts and skills in the target language through all four modalities of language learning: listening, speaking, reading, and writing. Students will master grammar and syntax objectives as they progress through the courses learning to understand spoken and written Spanish, express themselves in various tenses, ask for and give information, and tell about themselves and others. Students will also be introduced to various cultural aspects of Spanish-speaking people throughout the world. Daily homework assignments and vocabulary study are an integral part of this course as they reinforce concepts/skills introduced and explored in class, which enable students to participate in class in a meaningful way. Completion of homework assignments and daily vocabulary study is a must. Active participation is required.

### **Spanish I**

This introductory course is designed for students with little or no previous study of Spanish, though a student who studied Spanish in middle school may choose to take Spanish I, especially if they have not grasped some of the important structures of the language on which most other concepts are based. This course teaches basic language patterns and vocabulary in order that students will be prepared for success throughout all levels of language learning including: nouns, adjectives, gender, number, and agreement; verbs, infinitives, and conjugation; subjects, objects, and pronouns; asking and answering questions; numbers, letters, basic geography; etc. Students will work primarily in the present tense in Spanish I. To the extent possible, students will do this learning in Spanish through Spanish instruction and materials.

### **Spanish II**

Students continue to develop and improve listening, speaking, reading and writing skills. Emphasis is placed on comprehension of Spanish, as well as reading and writing practice in the target language using a variety of activities incorporating familiar vocabulary and structures. Various aspects of contemporary Spanish culture are introduced through the use of media, adapted and non-target language readings, and small or large group discussions. In addition to written tests and quizzes, students are assessed using a variety of formats: oral dialogues, oral proficiency assessments, presentations, short compositions, or other displays. Students will deepen and expand their understanding of the present tense with continued practice in the present and introduction to the present progressive, incorporate various ways to discuss the past (preterit and imperfect tenses, *hacer* phrases, *acabar de*, etc.), use reflexive verbs to discuss actions people do to and for themselves, continue to work with objects and pronouns, employ affirmative and negative expressions, make comparisons, discuss obligations, and more. To the extent possible, students will do this learning in Spanish through Spanish instruction and materials.

### **Spanish III**

Students continue to develop and increase their language acquisition in Spanish through the study of language and various cultural aspects of the Spanish-speaking world. Students will be engaged in a study of language structures and vocabulary through reading, listening, speaking, and writing activities. Aspects of contemporary Spanish and Hispanic cultures are emphasized in this class. Students will be assessed using a variety of methods including: oral and written tests and quizzes, classroom discussions and interactive activities, presentations, dialogues, short compositions, and other projects and displays. Successful students will deepen their understanding of communicating in tenses learned in Spanish I and II, compare, contrast, and correctly employ the past tenses in Spanish, incorporate future and conditional tenses, and begin to work with some of the more complex structures, including perfect tenses, and nuanced aspects of the language, including command forms and the subjunctive mood. To the extent possible, students will do this learning in Spanish through Spanish instruction and materials.

### **Spanish IV**

This course provides students the opportunity to further develop, improve, and refine their listening, speaking, reading and writing skills. Students experience multiple opportunities to demonstrate their proficiency in Spanish in different contexts. Aspects of contemporary Hispanic culture are emphasized through cultural readings, media, authentic materials, and class discussions. Assessment of student performance is through written tests and quizzes, oral proficiency assessments, spoken dialogues, presentations, short compositions, and other displays. Students will continue to widen their vocabulary and deepen their understanding of the structures of the language and how to use it, including many exceptions and variants therein. Students will strengthen and continue to refine their skills studying fine point grammar, new and figurative uses of vocabulary and structure, common pitfalls, idiomatic expressions, and other language subtleties and nuanced aspects of the language and its structure and how it pertains and connects to culture. To the extent possible, students will do this learning in Spanish through Spanish instruction and materials.

### **SPECIAL EDUCATION**

#### **College Transition (grade 11-12 Prerequisite: IEP)**

College Transition is an IEP focused class that is designed for college/career readiness. The goal for students is to become self aware, a self advocate, to become independent, to be a critical thinker, and to prepare them for success beyond high school. Students will know their IEP, have an understanding of how their disability affects their learning and learn compensatory strategies. Students learn cross disciplinary skills which can be applied beyond high school. Other components to the class include: visits to college campuses, meeting with disabilities coordinators, writing resumes and letters of interests, filling out applications for college/jobs, and completing a portfolio.

#### **Directed Studies (grades 9-10 Prerequisite: IEP)**

Directed Studies is an IEP focused class that offers the start of the transition process. Student's success is supported in a small group setting where academic needs of: organizational/conversational skills, prioritization, learning strategies, self-advocacy, and self-awareness are essential. Individuals begin to navigate through their IEP and learn a variety of strategies to compensate for their disability. Students begin to learn about career paths and explore volunteer options within the community. Student's path to life outside of high school begins with the use of a portfolio that builds throughout their high school career.

## **CREATIVE ARTS**

### **Art Options:**

#### **Art Foundations**

This course is a prerequisite for most other art classes so start your art here! Art Foundations offers art experiences in a variety of topics, techniques and mediums. We play, investigate, make messes, reflect, write, create, re-create, question, observe, and are thoughtful. With your own effort, you will leave this class confident you can develop and express your ideas using visual language. This class meets the MN state standard in the Visual Arts for High School.

#### **Digital Media A: Design and Digital Imaging (Prerequisite - Art Foundations) (Fall Semester - 2nd Semester is Digital Media: Storytelling and Sequential Arts)**

This course provides opportunities to learn and use a variety of digital creation techniques while requiring students to be media contributors and responsible digital citizens in our classroom and beyond. Students will create visual works primarily using image editing software, specifically, GIMP. Digital collage and graphic design will be emphasized. When taken with Digital Media B, this class meets the MN State Standard in Media Arts for High School

**Digital Media B: Storytelling and Sequential Arts (Prerequisite - Art Foundations) (Spring Semester - 1st Semester is Digital Media: Design and Digital Imaging)** This course will focus on storytelling through digital means. Core principles of Pacing, Voice, Space, Movement, Sound, Composition, and light will be used to explore our own and others' stories. When taken with Digital Media A, this class meets the MN State Standard in Media Arts for High School

#### **Printmaking (Prerequisite - Art Foundations) (Fall semester - 2nd semester is Sculpture)**

This course builds on design principles to create a variety of 2D images using printmaking methods and processes. Students will create fine art as well as graphic design work using monoprinting, silkscreen, block printing and other press free methods. Art Foundations is a prerequisite for this class. This class meets the MN state standard in the Visual Arts for High School.

#### **Sculpture (Prerequisite - Art Foundations) (Spring semester - 1st semester is Printmaking)**

This course focuses on ACTIVATING SPACE. Units offer art experiences with a variety of topics, techniques, and mediums. Students will play, investigate, make messes, reflect, write, create, re-create, question, observe and be thoughtful about space. Students will leave this semester confident they can develop and express unique ideas using space and form. Art Foundations is a Prerequisite for this class. This class meets the MN State Standard in the Visual Arts for high school.

### **Music Options:**

#### **Choir**

Choir is for students who enjoy singing. We perform many styles of choral literature including classical, pop, gospel, and African repertoire. We practice proper breathing, vocal production, blend and balance, expansion of range, intonation, ear training, and sight-singing. Expect occasional evening and weekend commitments with this ensemble.

#### **Chamber Winds**

Chamber Ensemble students study and perform the masters of the renaissance, baroque, classic, romantic and twentieth century. We perform in small ensembles of 2-6 players. Students arrange and compose original music for their ensembles as well as transcribe and arrange existing works by master composers. Chamber students receive private lessons outside of class to help with reading and technical skills. There

are no prerequisite courses or audition to participate, but students must be able to read well on their instrument.

### **Chamber Strings & Percussion**

Chamber Ensemble students study and perform the masters of the renaissance, baroque, classic, romantic and twentieth century. We perform in small ensembles of 2-6 players. Students arrange and compose original music for their ensembles as well as transcribe and arrange existing works by master composers. Chamber students receive private lessons outside of class to help with reading and technical skills. There are no prerequisite courses or audition to participate, but students must be able to read well on their instrument.

### **Theater Option:**

#### **Theater Tech (grades 10-12)**

The students in this class will comprise the design and construction/tech crews for the HCIS theater department. Beginning with an exploration of What is Theater? and What is a Play? we will then move on to an in-depth reading and analysis of the upcoming play for production, conduct historical research and develop production concepts, and then create the artistic statement that will guide the entire process. In small groups, students will design the set, lights, costumes, props, sound and publicity for our fall production and then do whatever is necessary to have their designs actualized and ready to go by opening night.

### **GENERAL ELECTIVES**

#### **African Music Ensemble (audition) (Class is scheduled before school)**

African Music Ensembles performs traditional music from Ghana, West Africa. We sing songs in several languages such as Ewe and Akan as well as play a variety of drums, xylophones, and flutes. This is an auditioned ensemble; students must first take Intro to African Music during winter symposium and pass an audition. African Music ensemble meets every Tuesday and Thursday at 7:30 AM. Expect occasional evening and weekend commitments with this ensemble.

#### **Anatomy and Physiology (grades 9-12)**

This course is designed to prepare you for college level classes in pursuit of a career in the fields of science and/or medicine. In this course, we will explore the human body in terms of functionality (Physiology) and nomenclature (Anatomy) through class discussions, worksheets, study guides, projects, and dissection-based laboratories. Students will engage in many topics related to understanding the structure and function of the human body, working from the topics of basic anatomical terminology to the biochemical composition of the major systems of the body. Students will be held to the highest of achievement levels in both the classroom and laboratory and will be responsible for the proper use of lab equipment, safety, lab reports, homework, tests, and projects assigned throughout each unit. The laboratory section of this course includes many dissection-based activities including the dissection of animal organs and cats.

Topics and systems covered during the course of the year include:

Introduction to Anatomy, Cells, Tissues, Skeletal, Muscular, Nervous, Senses, Endocrine, Blood, Circulatory, Digestive, Respiratory, Urinary, and Reproductive.

#### **AP Computer Science Principles (grades 10-12; Prerequisite: Intermediate Algebra)**

AP Computer Science Principles introduces students to the central ideas of computer science, inviting students to develop the computational thinking vital for success across multiple disciplines. The course is unique in its focus on fostering students to be creative and encouraging students to apply creative

processes when developing computational artifacts. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions.

### **Interpersonal Communication (grades 9-12)**

Through the study of interpersonal communication, students will get to know themselves and others better as well as improve the quality of all the important relationships in their lives. In this course we will be learning how to become better communicators through active listening, greater self-awareness and self-esteem, managing emotions, nonverbal communication, resolving conflict, and assertiveness.

### **Introduction to Coding (grades 9-12)**

This class will introduce the basic concepts of computer programming. The goal of the course is to help students develop the ability to create small, useful programs. Concepts will include: algorithms, variables, loops, decision making and some graphics. Students will use various platforms for programming such as Scratch, Java Script, Lego Robotics, and even pencil and paper. This class will help prepare students for AP Computer Science Principles.

### **Jazz Combo (audition - grades 9-12) (Class is scheduled before school)**

Jazz Combo plays jazz standards made popular during the first half of the 20th century. We learn to develop our own arrangements from lead sheets, perform many popular grooves and styles, and improvise solos. This is a small auditioned ensemble of 5-8 players; students must first take 1 year of Chamber Ensembles and pass an audition. Jazz Combo meets Monday, Wednesday, and Friday at 7:30 AM. Expect occasional evening and weekend commitments with this ensemble.

### **Latin America: Past and Present (grades 9-12)**

Latin America: Past and Present will focus on the history of Latin America from the European conquest to the present day, connecting the political, social, and cultural structures created by European colonialism with the dynamic patterns and trends of contemporary Latin America. Current events will be actively incorporated into class discussion. In addition to developing a command of basic geography, Latin America: Past and Present will build knowledge, provide insights, and broaden perspectives about this fascinating region.

### **Ornithology (grades 9-12)**

The focus of this course is the study of birds, including the examination of different types of birds, identification of local bird species, investigation of life challenges for all birds, and exploration of some of the excellent birding sites in and around Duluth.

### **Playwriting and Literary Analysis (grades 9-12)**

In this class, we will be exploring the fundamentals of playwriting, including such things as collecting ideas, creating characters, developing plot, constructing dialogue, and the process of revision. We will be writing on (almost) a daily basis and sharing work frequently, so a supportive and productive work environment is essential. There will be a substantial amount of class time dedicated to reading and writing, and students are expected to manage their time accordingly.

### **Pre-Algebra Skills Builder (Prerequisites: concurrent with Intermediate Algebra grades 9-10)**

This course is designed for students that need to bolster math skills in order to be successful in Intermediate Algebra and beyond. Students will work on basic skills needed for advanced courses. This will include proportions, basic algebra, number sense, graphing, and order of operations. Subject matter will be timed to prepare students with skills required for Intermediate Algebra subjects.

This course is based on 8th grade and high school math standards. The student would receive 1.0 elective credit upon successful completion of the course. Students will still need to take Intermediate Algebra, Geometry and Algebra 2/Algebra 2 Concepts to fulfill graduation requirements.

**Public Speaking (grades 9-12)**

In this project-based class, students will learn the basics of public speaking that will help them succeed in high school, college, and in their careers after graduation. We will be focused on practical skills such as overcoming speech fright, eliminating distracting mannerisms, capturing and holding the listener's attention, tailoring a speech for a particular audience, and preparing for job-specific speaking situations. Students will complete at least six speeches, including a storytelling assignment, a demonstration speech, an informative speech, a commercial, a persuasive speech and an entertainment speech.

**Zoology (grades 9-12)**

Zoology is the study of the classification, distribution, behavior, physiology, and structure of organisms in the animal kingdom. The course will include the examination of representative animals from the taxonomic groups of Kingdom Animalia, animal dissections, and research-based projects and posters on these animals!