

Dover-Eyota High School

Registration Booklet

2023-2024



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Dear Dover-Eyota Students,

We're excited to help you plan your academic journey and guide you in selecting your courses. Here are some important registration guidelines to keep in mind:

1. Review the course catalog: Take a look at our course catalog to familiarize yourself with the different courses we offer. It's important to know the requirements for graduation and to choose courses that meet those requirements.
2. If you're stuck, meet with your counselor: Your counselor can help you identify which courses align with your interests and goals. He can also provide guidance on course sequences and prerequisites
3. Consider your academic load: It's important to choose courses that challenge you, but also make sure you're not overloading yourself. Consider your extracurricular activities, work commitments, and other responsibilities when selecting your courses.
4. Be aware of deadlines: Make sure to submit your course requests by the deadline provided. Late requests may not be accepted, so plan ahead and be mindful of the timeline.
5. Be flexible: Keep in mind that some courses may fill up quickly or may not be available due to scheduling conflicts. Be open to alternative courses and have a backup plan in case your first choice is not available.

We're here to support you in selecting your courses and making the most of your high school experience. Please don't hesitate to reach out to your counselor or other school staff if you have any questions or concerns.

Sincerely,

Sarah Carlson

Dover-Eyota High School Principal

General Information

Planning a High School Program

Students should use the time during registration to confer with the counselor, parents and teachers. Hasty, last minute decisions are too frequently followed by requests for program changes. Students are encouraged to keep a record of their courses satisfactorily completed and those yet to be taken. A similar record is kept in the counselor's office and may be reviewed at any time.

Drop & Add Policy

Since all students choose their class schedules themselves in the spring, class changes later on are discouraged. Once the master schedule has been built, schedule changes will only be made on a space available basis for the following reasons only:

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

The drop/add period is 4 days following the start of each semester.

Seniors, take note of the following information concerning your senior schedule. This information was included in a bulletin from the University of Wisconsin LaCrosse. Many colleges have similar policies.

"Any changes made to an applicant's senior schedule must be submitted to us and approved before action is taken, or it may have major ramifications for admissions. This is especially true for students who are admitted or placed on our wait list. For students who are admitted, their choice of senior courses was a major consideration in their admission, and their acceptance letter states "final admission is contingent upon...successfully completing all the courses identified on your application (any changes to your senior schedule must be pre-approved and submitted to us in writing)." It is important for students to know that we require final high school transcripts and not only review for grades earned and /or a change in rank, but also to ensure they have successfully completed the courses they indicated they were taking."

Graduation Requirements

*The following chart is pending School Board approval in April, 2023. It is possible some changes may still occur.

| Dover-Eyota High School 4-year plan | | | | |
|--|---|--|--|---|
| Graduation Requirements | FRESHMAN | SOPHOMORES | JUNIORS | SENIORS |
| English 4.0 Credits | <u>1.0 Credit</u> English 9 | <u>1.0 Credit</u> English 10 | <u>1.0 Credit</u> English 11 College English 11 | <u>1.0 Credit</u> English 12 College English 12 |
| Math 3.0 Credits | <u>1.0 Credit</u> | <u>1.0 Credit</u> | <u>1.0 Credit</u> | <u>1.0 Credit</u> <i>(recommended)</i> |
| Social Studies 4.0 Credits | <u>1.0 Credit</u> U.S. History 9 | <u>1.0 Credit</u> U.S. Hist. w/ Geo | <u>1.0 Credit</u> World Studies 11 | <u>1.0 Credit</u> Princ. Gov't/Econ |
| Science 3.0 Credits | <u>1.0 Credit</u> General Science 9 | <u>1.0 Credit</u> Biology | <u>1.0 Credit</u> Chemistry OR Physics OR Conceptual Physics <i>(to be completed during 11 or 12 grade)</i> | |
| Health 0.5 Credit | | (2026 Graduates) <u>0.5 Credit</u> Health 10 | (2025 Graduates) <u>0.5 Credit</u> Health 11 | |
| Phys. Ed. 1.0 Credit | Can complete 1.0 Phys Ed credit during any year | | | |
| Fine Arts 1.0 Credit | Can complete 1.0 Fine Art credit during any year | | | |
| Technology 1.0 Credit | Can complete 1.0 Technology credit during any year | | | |
| School to Work 0.5 Credit | 0.5 Career Explorations (to be completed during 9 or 10 grade) | | | |
| Resource 0.5 Credit | | 0.5 Money Management (to be completed between 10-12 grades) | | |
| ELECTIVES (7.5) | | | | |
| Total Required: 26 | | | | |

*2024 Graduates will still need 28 credits to graduate and are required to take either 0.5 Money Management OR 1.0 Independent Living.

Post High School Planning

College Entrance Requirements

It is very difficult to project a class schedule three years in advance. Certainly some changes will be made in many cases. It is very important, however, to think ahead before you begin registering for high school classes. Thinking through it now will help you prevent problems in the future. It is extremely important to seriously consider your math and science options. We are living in a high tech world that makes math and science more important than ever. Intermediate Algebra, Geometry, Advanced Algebra, Probability Statistics & Trigonometry, Pre-Calculus, Calculus, Physics, and Chemistry are related courses that require advanced planning and scheduling. We encourage you to take these courses. Not taking them could complicate or limit your post high school training options.

Various colleges and universities differ in respect to their entrance requirements. Parents and students are urged to check entrance requirements of the specific college you select. College catalogs are available in the guidance office, but students who are considering attending college are advised to consult with the high school counselor.

Example of College Requirements

The University of Minnesota requires the following high school preparation. Schools included in this system include the University of Minnesota branches located in the Twin Cities, Crookston, Morris, Duluth and Rochester. Other four-year colleges will have requirements similar to these but may not be exactly the same. Students will be required to show evidence of competency commensurate with the following **minimum** preparation in grades 9-12.

- 4 credits of English, with an emphasis on writing, including instruction in reading, speaking skills and in literary understanding and appreciation.
- 3 credits of social studies, including one year of American History
- 4 credits of mathematics, including one year each of algebra, geometry, and intermediate algebra.
- 3 credits of science, including one year each of biological and physical science as well as laboratory experience. Biological science, chemistry and physics are required for Management, Biological Sciences, Science and Engineering.
- 2 credits of a second language with an ability to demonstrate competency in reading, writing and speaking.
- 2 credit of visual and/or performing arts, including instruction in the history and interpretation of the art form (e.g., theater arts, music, band, chorus, orchestra, drawing, painting, photography, graphic design, etc.)

This is just a sample of the types of requirements that exist at four year schools. While the requirements listed here are fairly common, it is important to be aware that each college may have specific requirements that are unique to that school. It is also important to note that some college programs have very specific requirements in addition to the general requirements necessary to enter the college. **It must also be stressed that these are minimum requirements. Getting into a college is competitive. In other words, you will be compared to other applicants who in many cases far exceed the minimum requirements for entering the school. Just because you meet the minimum requirements does not guarantee you admission.**

Students have been denied admission to universities solely because of incomplete preparation. At many colleges freshmen admission decisions continue to be based primarily on high school rank and college admission test scores (ACT and/or SAT). Under-prepared students may be competitively disadvantaged in some programs. Moreover, they will not be permitted to enroll in regular beginning level courses in a subject area until they have made up deficiencies in that area. Students will often be given entrance examinations in English and in mathematics. The results of these tests will determine your entry-level placement in these subject areas.


Job Entry After High School

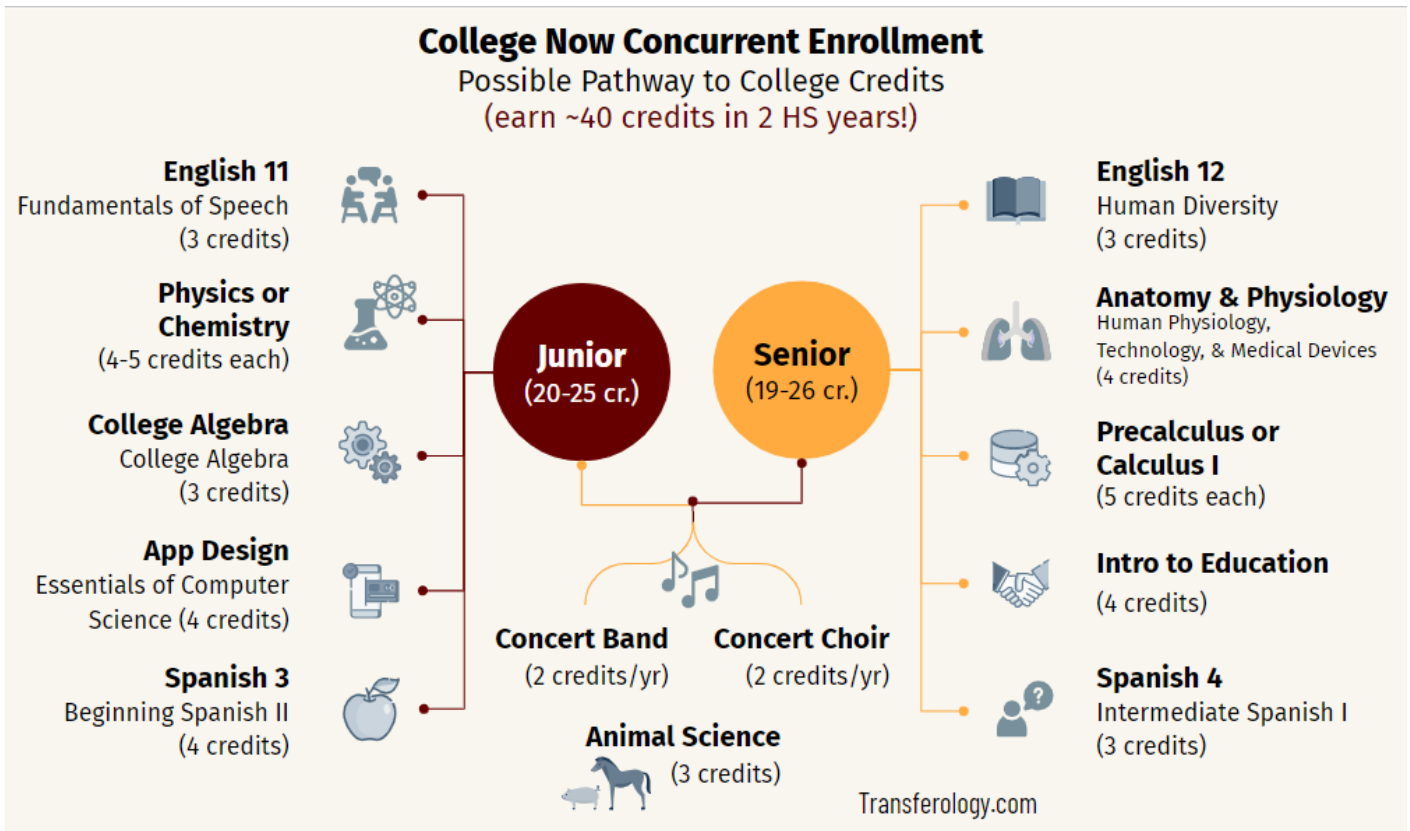
Students who intend to enter the work force directly following high school graduation may want to consider courses to improve their skills in communication, mathematics, and technical fields. It is also recommended that students plan for various outcomes; it is possible that they may want to pursue post-secondary training at a later time.

Military Service

Military Service is an excellent opportunity for students to receive training in a wide variety of areas. Military information is readily available from recruiters and in the Counseling Office. Recruiters from various branches visit frequently.

College Now- Concurrent Enrollment

We offer a wide array of course options for students wishing to earn college credits while attending High School classes. As you look through the booklet, take note of this symbol , which indicates a concurrent enrollment course.




Concurrent Enrollment

Steps and Requirements to Participate





- Register at DE as usual
- Southwest Minnesota State University (SMSU)
 - 3.0 GPA and top 1/3 of class as junior
 - 3.0 GPA and top 1/2 of class as senior
 - Sophomore - complete appeal (option for others too)
 - Complete online application
- Riverland Community College
 - MCA testing/ACT testing and GPA used
 - Most classes require a 1042 on MCA Reading, LoR options
 - Complete online application

Elective Course List

 = Indicates concurrent enrollment course

| Course Name | Credits | | Length |
|--|---------|---------|----------|
| | HS | College | |
| <u>Agriculture Courses</u> | | | |
|  Animal Science | .5 | | Semester |
| Companion Animals | .5 | | Semester |
| Fish & Wildlife | .5 | | Semester |
| Horticulture | .5 | | Semester |
| <u>Art Courses</u> | | | |
| Ceramics & Sculpture I | .5 | | Semester |
| Ceramics & Sculpture II | .5 | | Semester |
| Drawing & Design I | .5 | | Semester |
| Drawing & Design II | .5 | | Semester |
| Painting & Color Theory I | .5 | | Semester |
| Painting & Color Theory II | .5 | | Semester |
| <u>Business Courses</u> | | | |
| Accounting I | 1 | | Year |
| Accounting II | 1 | | Year |
| Graphic Design & Publications | 1 | | Year |
| Introduction to Business | 1 | | Year |
| Money Management | .5 | | Semester |
| Sports & Entertainment Marketing | 1 | | Year |
| <u>Technology Courses</u> | | | |
| Computer Applications | 1 | | Year |
| Coding | 1 | | Year |
|  App Design | 1 | 4 | Year |
| <u>Family & Consumer Science Courses</u> | | | |
| Advanced Foods | .5 | | Semester |
| Creative Foods | .5 | | Semester |

| | | | |
|---|-----------|----------------|----------|
| Child Development I | .5 | | Semester |
| Child Development II | .5 | | Semester |
| Interior Design | .5 | | Semester |
| World Cuisines | .5 | | Semester |
| <u>Foreign Language Courses</u> | HS | College | |
| Spanish I | 1 | | Year |
| Spanish II | 1 | | Year |
|  Spanish III | 1 | 4 | Year |
|  Spanish IV | 1 | 3 | Year |
| <u>Industrial Technology Courses</u> | | | |
| Advanced Carpentry | 1 | | Year |
| Basic Auto Maintenance | .5 | | Semester |
| CADD & Design Tech | 1 | | Year |
| Carpentry/Building and Construction | 1 | | Year |
| Small Engines | .5 | | Semester |
| Welding | 1 | | Year |
| Woodworking | 1 | | Year |
| <u>Mathematics Courses</u> | | | |
| Advanced Algebra | 1 | | Year |
| Geometry | 1 | | Year |
| Intermediate Algebra | 1 | | Year |
| Technical Math | 1 | | Year |
|  Calculus | 1 | 5 | Year |
|  College Algebra | 1 | 3 | Year |
|  Pre-Calculus | 1 | 5 | Year |
| <u>Music Courses</u> | | | |
|  Concert Band | 1 | 2 | Year |
|  Concert Choir | 1 | 2 | Year |

| <u>Physical Education Courses</u> | HS | College | |
|---|-----------|----------------|----------|
| Physical Education | .5 | | Semester |
| Strength & Conditioning I | .5 | | Semester |
| Strength & Conditioning II | .5 | | Semester |
| <u>Science Courses</u> | | | |
|  Chemistry | 1 | 5 | Year |
| Conceptual Physics | 1 | | Year |
| Genetics & Microbiology | 1 | | Year |
|  Human Anatomy & Physiology | 1 | 4 | Year |
|  Physics | 1 | 4 | Year |
| <u>School to Work Courses</u> | | | |
| Career Explorations | .5 | | Semester |
| Career Horizons | .5 | | Semester |
|  Introduction to Education | 1 | 4 | Year |
| <u>Social Studies Courses</u> | | | |
| Current Events | .5 | | Semester |

Agriculture Course Descriptions

The courses offered through the Agriculture Department will help to prepare students for job entry skills, technical school training and college preparation for a wide variety of vocational professional agricultural careers. All students enrolled in an Agriculture course will participate in the three circle model: FFA, SAE and Classroom/Lab. Students will be required to complete an SAE, Supervised Agricultural Experience.

***FFA Requirements: FFA members need to be enrolled in an Ag class to be an FFA member. Talk to Mrs. Crowson if this is an issue.**

Essential Learning Outcomes for all Agriculture Courses: (ELO)

1. Decipher situations where there is a problem, no obvious solutions, or there are multiple solutions in order to make a plan
 - a. Observe the situation or surroundings in order to analyze potential needs
 - b. Prioritize the factors of a situation in order to lead to the best possible outcome
 - c. Able to develop an understanding of the problem, possible solutions, and a plan to move forward
 - d. Support your problem solutions with clear evidence, other examples, or the ideas of others
2. Communicate in order to collaborate and lead.
 - a. Communicate possible solutions to an audience
 - b. Ability to negotiate professional environments - purchasing, interviews, etc
 - c. Be able to organize and communicate priorities
3. Be able to critically think and interact in a traditional professional environment
 - a. Think independently
 - b. Identify ways to continue to grow in career skills
 - c. The ability to identify and plan according to professional interest
 - d. The ability to self-educate in accordance with professional interest

ANIMAL SCIENCE **GRADE LEVEL:** 9,10,11,12 **CREDIT:** 1/2 **LENGTH OF COURSE:** Semester

PREREQUISITE/S: None

 **College credits available through Riverland if you meet requirements** 

DESCRIPTION: Companion animals, veterinary science, and production livestock are components of Animal Science. Experiences in the biology of larger animals focus on taxonomy, structure, animal history, growth, development, nutrition, genetics, reproduction, digestion, selection, pathology, health, environment, and animal products. Additionally, you will have several opportunities to specialize in animals of specific interest to you.

OUTCOMES: Refer to Department ELO

COMPANION ANIMALS **GRADE LEVEL:** 9, 10, 11, 12 **CREDIT:** 1/2 **LENGTH OF COURSE:** Semester

PREREQUISITE/S: None

DESCRIPTION: This class is designed to cover topics within the companion animal industry. Topics being covered will include dogs, cats, other small animals, birds, reptiles and amphibians, veterinary care, and careers. If you have a pet or want a pet this is the perfect class for you! Topics and animals that will be covered are: dogs, cats, birds, reptiles and amphibians, other small animals (mice, gerbils, hamsters, guinea pigs, etc.), veterinary care, and careers related to companion animals.

OUTCOMES: Refer to Department ELO

FISH & WILDLIFE CONSERVATION **GRADE LEVEL:** 9,10,11,12 **CREDIT:** ½ **LENGTH OF COURSE:** Semester

PREREQUISITE/S: None

DESCRIPTION: Management of fish and wildlife in their natural systems will be the focus of the class. Activities include the use of grassland, forest and aquatic habitats on the school campus and other locations. Wildlife concepts of conservation, Minnesota fish and game laws, hunter education, Minnesota State parks, and wildlife species are included in the animal resources part of the class.

OUTCOMES: Refer to Department ELO

HORTICULTURE **GRADE LEVEL:** 9, 10, 11, 12 **CREDIT:** 1/2 **LENGTH OF COURSE:** Semester

PREREQUISITE/S: None

DESCRIPTION: Horticulture is an area of agriculture that is growing and changing at a tremendous rate. Horticulture will allow students to explore the growing of fruit, flowers, vegetables and shrubs in a greenhouse type setting. The primary focus of the class will be on such topics as plant anatomy, plant reproduction, greenhouse management, the floral and landscape industries as well as gardening and landscaping. In addition, students will identify and present career paths within Horticulture.

OUTCOMES: Refer to Department ELO

WELDING **GRADE LEVEL:** 9,10,11,12 **CREDIT:** 1 **LENGTH OF COURSE:** Year-Long

PREREQUISITE/S: None

DESCRIPTION: This is the starting point for metal fabrication. You will gain an understanding of the welding process, and have plenty of opportunity to develop your skills in the shop. Areas covered during the semester include: arc welding, joint design, welding positions, welding techniques, special metals, oxy-acetylene torch operation, fusion welding, brazing, cutting steel and career investigations about welding and fabrication. Scrap metal for practice welding is provided, and sample welds are required in the shop sequence for grading in addition to some classroom preparation.

OUTCOMES: Refer to Department ELO

Art Course Descriptions

CERAMICS & SCULPTURE I

GRADE LEVEL: 9, 10, 11, 12 **CREDIT:** 1/2 **LENGTH OF COURSE:** Semester

PREREQUISITE/S: None

DESCRIPTION: Ceramics I is designed to introduce the students to the world of ceramics both as functional pieces of art and as an aesthetic three-dimensional design. The students are taught the various hand building methods, ceramic terminology, and glazing techniques. The course will also cover the diversity of ceramic art forms produced by cultures throughout the world including ceramic sculpture.

- OUTCOMES:**
1. Students will learn the basic skills of hand building, throwing on the potter's wheel and glazing.
 2. Students will become aware of various traditional and contemporary trends in ceramics.
 3. Students will experience the role of artist/craftsman through creative problem-solving, craftsmanship and decoration.
 4. Students will develop an appreciation for clay and aesthetic values in three-dimensional design.
 5. Students will develop manipulative skills and confidence with the media.

CERAMICS & SCULPTURE II

GRADE LEVEL: 9, 10, 11, 12 **CREDIT:** 1/2 **LENGTH OF COURSE:** Semester

PREREQUISITE/S: Ceramics

DESCRIPTION: Advanced Ceramics will go beyond the basic techniques to develop and investigate personal and historical ideas. This class is designed for advanced students who want to further explore the expressiveness of clay. Sculpture will examine the designs and the three-dimensional qualities of the form. Emphasis will be placed on concepts, creativity and construction. ***This course may be taken more than once as a Level III or IV course**

- OUTCOMES:**
1. Students will recognize the impact of culturally diverse artists and their work.
 2. Students will recognize the need to apply critical thinking to evaluate work in progress.
 3. Students will identify and apply elements and principles of design to 3-D design and sculpture.
 4. Students will differentiate between additive and subtractive sculptural techniques.

DRAWING & DESIGN I

GRADE LEVEL: 9, 10, 11, 12 **CREDIT:** 1/2 **LENGTH OF COURSE:** Semester

PREREQUISITE/S: None

DESCRIPTION: Drawing and Design will introduce the student to the basic fundamentals of drawing and design. Also included in this course will be a review of the elements and principles of art, with an introduction to color theory. Students will learn to critique their artwork and the work of others. Designing computer-generated images will also be part of this course.

- OUTCOMES:**
1. Students will develop skills in observation and representation.
 2. Students will draw a variety of subjects using various materials and techniques.
 3. Students will develop creative solutions to visual problems.
 4. Students will develop a respect and understanding for historic and contemporary art.
 5. Students will develop a critical judgment and appreciation of their work and those of others.
 6. Students will collect a portfolio of their work.



DRAWING & ILLUSTRATION II

GRADE LEVEL: 10, 11, 12 **CREDIT:** 1/2 **LENGTH OF COURSE:** Semester

PREREQUISITE/S: Drawing and Design

DESCRIPTION: This course is designed for students interested in advancing their drawing skills and developing their own drawing style. Drawing is taught as an art form. Students will also experience drawing for technical, commercial and literary illustration purposes. Students will learn to matte, frame and compile a portfolio. ***This course may be taken more than once as a Level III or IV course**

OUTCOMES:

1. Students will develop an awareness of drawing as an art form.
2. Students will be introduced to past and present drawing masters.
3. Students will develop drawing skills with a variety of media.
4. Students will solve original and creative problems in visual media.
5. Students will learn about the role of the illustrator and the vocational skills and opportunities needed in the profession.

PAINTING & COLOR THEORY

GRADE LEVEL: 9, 10, 11, 12 **CREDIT:** 1/2 **LENGTH OF COURSE:** Semester

PREREQUISITE/S: None

DESCRIPTION: The student will explore the techniques and styles of acrylic, oil and water color painting. Students will develop paintings from sketches of landscapes, imaginary concepts, still life, and models. The students will learn more about color schemes and uses. A study of painting development and styles will supplement studio work.

OUTCOMES:

1. Students will become aware of color as a dimension (advancing and receding, warm and cool, full intensity, and neutralized).
2. Students will develop knowledge and skill in mixing and manipulation of pigment.
3. Students will become aware of and more familiar with the various styles of painting.
4. Students will develop skills in brush handling and painting techniques.
5. Most importantly, students will begin to recognize their own creative potential.

PAINTING & COLOR THEORY II

GRADE LEVEL: 9, 10, 11, 12 **CREDIT:** 1/2 **LENGTH OF COURSE:** Semester

PREREQUISITE/S: None

DESCRIPTION: This course is designed for students interested in advancing their techniques and styles of acrylic, oil and water color painting. ***This course may be taken more than once as a Level III or IV course**

OUTCOMES:

1. Students will become aware of color as a dimension (advancing and receding, warm and cool, full intensity, and neutralized).
2. Students will develop knowledge and skill in mixing and manipulation of pigment.
3. Students will become aware of and more familiar with the various styles of painting.
4. Students will develop skills in brush handling and painting techniques.
5. Most importantly, students will begin to recognize their own creative potential.



Business Course Descriptions

ACCOUNTING I **GRADE LEVEL:** 10, 11, 12 **CREDIT:** 1 **LENGTH OF COURSE:** Year-Long

PREREQUISITE/S: None

DESCRIPTION: The accounting course is designed to produce the necessary accounting skills to those who plan to enter a business field of study or who hope to own a business of their own someday. Emphasis is on the basic principles, concepts, and procedures of accounting that all students must understand if they expect to acquire a basic knowledge of accounting to enter the world of business.

The student will become familiar with various accounting forms and basic accounting procedures. Accounting formats for one-owner businesses, partnerships, and corporations are studied. Excel and accounting software will be used in the class to provide experience with automated accounting.

- OUTCOMES:**
1. Students will know more about accounting as a career.
 2. Students will do accounting functions for a service business organized as a proprietorship.
 3. Students will do accounting functions for a merchandising business organized as a partnership.

ACCOUNTING II **GRADE LEVEL:** 11, 12 **CREDIT:** 1 **LENGTH OF COURSE:** Year-Long

PREREQUISITE/S: Accounting I

DESCRIPTION: This course is designed for those students who might possess a strong desire to learn more about the technical phases of accounting and its relationship to business practices.

Emphasis will be placed on a thorough and detailed understanding of accounting. Excel will be used much more as well as accounting software and students will have the opportunity to complete an accounting simulation. Greater emphasis will be placed on more specialized accounting roles and occupations.

- OUTCOMES:**
1. Students will do accounting for a merchandising business organized as a corporation.
 2. Students will know about the legal environment of business.
 3. Students will successfully complete an accounting simulation for a merchandising business using accounting software.

INTRODUCTION TO BUSINESS **GRADE LEVEL:** 10, 11, 12 **CREDIT:** 1 **LENGTH OF COURSE:** Year-Long

PREREQUISITE/S: None

DESCRIPTION: Do you think you might like to own your own business someday? In this class you will learn the characteristics of a successful entrepreneur. You will learn about customers, competition, and pricing of products. The different forms of ownership will also be explored and along with those the personnel, financial and legal issues that effect business ownership.

We will be visiting various businesses in the area and also inviting business persons in to share their experiences with our class. As a class, we will be creating a plan to start a business or organization.

- OUTCOMES:**
1. Students will understand skills needed to be successful in business.
 2. Students will create a business plan.
 3. Students will understand the importance of people skills in business.
 4. Students will complete international business project.

MONEY MANAGEMENT **GRADE LEVEL:** 10, 11, 12 **CREDIT:** 1/2 **LENGTH OF COURSE:** Semester

PREREQUISITE/S: None

DESCRIPTION: Where does your money go? Do you want to learn how to get the most out of your money? Students will be introduced to personal finance terminology and learn sound buying principles. In this class, they will learn about managing money using checking accounts, savings accounts, credit cards, debit cards and loans. Insurance options and investment options will be explored. The students will also learn the basic processes involved in renting or buying a home. Students will analyze budgets and create plans for making major purchases.

- OUTCOMES:**
1. Students will create a budget and a major purchase plan.
 2. Students will prepare an essay on owning vs. renting a residence.
 3. Students will reconcile bank statements.
 4. Students will evaluate insurance options.
 5. Students will evaluate investment options.
 6. Students will prepare personal income tax forms.

SPORTS & ENTERTAINMENT MARKETING

GRADE LEVEL: 10, 11, 12 **CREDIT:** 1 **LENGTH OF COURSE:** Year -Long

PREREQUISITE/S: None

DESCRIPTION: This course will take an in-depth look at the many facets of the business world. We will cover the basic functions of marketing including product/service management, distribution, selling, marketing-information management, financing, and pricing and promotion. Fans and companies spend billions of dollars each year on sports. Entertainment is one of the largest exports from the United States to the rest of the world. Through activities, projects, technology, and presentations, students will learn how to market sports, entertainment, and music.

- OUTCOMES:**
1. Students will understand marketing/sales.
 2. Students will understand economic principles.
 3. Students will analyze product, price, place and promotion based on research.

Technology Course Descriptions

APP DESIGN GRADE LEVEL:10,11,12 CREDIT: 1 (4 college credits) LENGTH OF COURSE: Year-Long

 College credits available through SMSU if you meet requirements 

PREREQUISITE/S: None

DESCRIPTION: In this class, students will be learning how to create apps for mobile phones. No matter what you're interested in, you can create an app that interests you. Whether you want to do this just for fun or you might be interested in doing something like this for a career in the future, this is the class for you. It's tough to beat a class where the teacher says you have to use your phone in this class.

Here's a more detailed description of the class: The App Design (formally Mobile Computer Science Principles at SMSU) course (www.mobile-csp.org) provides an introduction to the basic principles of computer science (CS) from the perspective of mobile computing, including programming in App Inventor, a graphical programming language for Android mobile devices. The lessons and materials used by students incorporate programming while also integrating all other CSP big ideas: creativity, abstraction, data and information, algorithms, the internet and global impact. The curriculum engages students and supports the development of problem solving skills, honing in on the computational thinking practices as indicated in the CSP curriculum framework. Students learn to create socially useful computational artifacts using App Inventor as well as connect computing and learning about abstraction as they develop and analyze their programs. The curriculum also emphasizes communication and collaboration in a project-based approach. This course involves a strong writing component. Students will maintain a portfolio of their work, which will include several performance tasks in the areas of programming and the impact of computing technology.

CODING GRADE LEVEL: 9, 10, 11, 12 CREDIT: 1 LENGTH OF COURSE: Year-Long

PREREQUISITE/S: None

DESCRIPTION: Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable curriculum that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in.

COMPUTER APPLICATIONS GRADE LEVEL: 9,10,11,12 CREDIT: 1 LENGTH OF COURSE: Year-Long

PREREQUISITE/S: None

DESCRIPTION: This course is designed to introduce students to computer literacy and teach them word processing, spreadsheets, database and presentation software using Microsoft Word, Excel, MS Access and PowerPoint. With the skills learned in this class, students will be able to produce any type of document they may need for classes or personal use. Students will also become more knowledgeable about computers--their uses and how they can benefit the students' needs. Students will also learn tips for internet research.

OUTCOMES:

1. Student will understand basic word processing, spreadsheet, database and presentation software Applications.
2. Students will understand computer terminology.
3. Students will use internet productively.
4. Students will read and apply technical information.
5. Students will understand internet safety and ethics.
6. Students will use online tools and the cloud to create and store documents.

GRAPHIC DESIGN AND PUBLICATIONS I

GRADE LEVEL: 10, 11, 12 **CREDIT:** 1 **LENGTH OF COURSE:** Year-Long

PREREQUISITE/S: None

DESCRIPTION: This course will introduce students to the art of graphic design. This hands-on computer class will allow students to learn the technical, artistic and conceptual principles of design. Students will use that knowledge to create the production of professional quality publications such as the **Dover Eyota Eagle and the yearbook**. Students will learn to evaluate their work for effectiveness, style and structure, intent and message. The work is largely project-based, requiring both independent work and group management skills for success — a critical career skill in an ever-evolving work environment.

English Course Descriptions

ENGLISH 9 GRADE LEVEL: 9 CREDIT: 1 LENGTH OF COURSE: Year-Long

PREREQUISITE/S: None

In this course, students will be introduced to a variety of literature and writing styles, and will have the opportunity to further develop their language arts skills (e.g., reading, writing, viewing, speaking, listening, and critical thinking) as they gain the foundational skills they will need in order to be successful in future high school courses. Students will:

- Read short stories, novels, drama, poetry, and nonfiction.
- Write paragraphs, essay answers, academic compositions, and a creative short story.
- Demonstrate appropriate sentence structure, spelling, vocabulary, and usage.
- Use media center and technology to be introduced to the research process.

ENGLISH 10 GRADE LEVEL: 10 CREDIT: 1 LENGTH OF COURSE: Year-Long

PREREQUISITE/S: English 9

English 10: Part 1, Composition

Description: This course focuses on the writing process and will enable students to practice writing multiple paragraph essays. The course is designed as a writing workshop which includes explicit vocabulary instruction and proper usage and mechanics. The following essays, research papers, or presentations could be included:

- Narrative – A personal essay that is autobiographical in nature.
- Expository – an information based essay using fact with outside sources and limited opinion.
- Persuasion – a proposition statement is used with supporting arguments.
- Literary analysis – students will read one book and develop the thesis based on plot, character, setting, and theme.
- Essay to compare – students read a second book to analyze important similarities and differences between two books.

English 10: Part 2, Critical Reading

Description: In this part of the class students use some of the basic compositions skills to write portfolios about multiple books which are read during the quarter. Articles from periodicals are used for varied nonfiction selections. Explicit vocabulary instruction including test lists is incorporated. Books could include: *Life is So Good*, *A Raisin in the Sun*, *The Great Gatsby*, *Animal Farm*, portions of *The Odyssey* as well as students being given the option to choose their own book from various nonfiction selections.

ENGLISH 11 GRADE LEVEL: 11 CREDIT: 1 (3 college credits) LENGTH OF COURSE: Year-Long

PREREQUISITE/S: English 10

 **College credit available through Riverland Community College if you meet requirements** 

DESCRIPTION: The focus of English 11 is Communication, primarily through the lens of Media Literacy and Speech. Media Literacy provides a framework to access, analyze, evaluate, and create messages in a variety of forms – from print to video to the Internet. Media Literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy. The speeches present students with strategies to improve listening and speaking skills. Students will write, present, and evaluate their own and others' speeches. We will analyze literature as a class and individually.

ENGLISH 12 GRADE LEVEL: 12 CREDIT: 1 (3 college credits) LENGTH OF COURSE: Year-Long

PREREQUISITE/S: English 11

 College credit available through Southwest Minnesota State University if you meet requirements 

DESCRIPTION: This course studies literature starting with the beginnings of civilization through the modern era. The course objective is to attain an understanding of the development of literature from its beginnings to the 20th century and be able to apply their lessons while navigating a modern existence. There is a research component that uses project learning to hone and refine students research skills in addition to their writing and public speaking. This course finalizes students' understanding of literary devices and terms as well as their decoding and critical reading skills for their high school career.

Family & Consumer Science Course Descriptions

ADVANCED FOODS **GRADE LEVEL:** 9, 10, 11, 12 **CREDIT:** 1/2 **LENGTH OF COURSE:** Semester

PREREQUISITE/S: Creative Foods

This course is designed to provide students further experience in the development of culinary skills, abilities, and knowledge. Advanced Foods will also examine the commercial food and food service industries as we start building on what you learned in Creative Foods. You will learn these skills through demonstrations, textbooks & readings, and actual hands-on food production. Our topics include food service careers, restaurant management, safety & sanitation, fruits, eggs, breakfast foods, seasonings, appetizers, salads, sandwiches, soups, sauces, desserts, menu planning, measurements, and cost analysis. Other topics may be covered, based on time, student interest, and student skill level. In this class, students will explore advanced food preparation techniques as well as career opportunities available in the culinary industry. Students will plan and prepare food using a variety of skills and techniques. They will demonstrate safe food handling and preparation techniques throughout hands-on lab experiences.

CHILD DEVELOPMENT I **GRADE LEVEL:** 9, 10, 11, 12 **CREDIT:** 1/2 **LENGTH OF COURSE:** Semester

PREREQUISITE/S: None

DESCRIPTION: This class focuses primarily on the early development of the human infant. It begins by examining parental readiness, followed by closely studying prenatal development. Students will learn about childbirth and the demands of parenting. Class topics also included are parenting styles and basic developmental theory. When available, the class may participate in a field trip to a local birthing center. The student will also participate in either the ***Baby Think It Over*** simulation experience (having a baby simulator at home) or an equivalent experience.

CHILD DEVELOPMENT II **GRADE LEVEL:** 10, 11, 12 **CREDIT:** 1/2 **LENGTH OF COURSE:** Semester

PREREQUISITE/S: Child Development I

DESCRIPTION: The student will explore the world of children from age 1 to 6 and this class will benefit those students interested in careers in early childhood education as well as those students who see parenthood in their future. This class will cover in more depth the stages of development and the students will have the opportunity to observe those stages at the local day care center, preschool and/or kindergarten. The students will investigate possible careers in child development through a possible field trip to RCTC where they will observe the early childhood education program and explore post secondary options. The students will develop lesson plans and activities for an early childhood education program and when possible, teach their lessons in a preschool or child care setting. For those students not thinking of a career in early childhood education, these skills will help them learn how to select the best possible early childhood programs for their future child and will discuss the laws that support children and families.

CREATIVE FOODS **GRADE LEVEL:** 9, 10, 11, 12 **CREDIT:** 1/2 **LENGTH OF COURSE:** Semester

PREREQUISITE/S: None

DESCRIPTION: This class is a hands-on introduction to the fundamentals of food, food science, and safe food preparation. This class is also meant as a survey course through the basics of baking. Kitchen safety, sanitation, and safe food handling techniques will be incorporated throughout. My Plate will form the basic template for nutritional information, and global foods will be added whenever possible.

INTERIOR DESIGN GRADE LEVEL: 9, 10, 11, 12 CREDIT: 1/2 LENGTH OF COURSE: Semester

PREREQUISITE/S: None

DESCRIPTION: Using your artistic talents you'll create room designs that appeal to the modern family or business. You'll apply color, line, texture, shape, and form to a variety of spaces to communicate a desired atmosphere and function. Projects will blend wall treatments, floor coverings, furniture selection and arrangement, window styles and coverings, and accessory selection to achieve a pleasing environment.

- OUTCOMES:**
1. Students will use elements and principles of design effectively.
 2. Students will create a room design for a specified family.
 3. Students will create a budget for the room design.
 4. Students will evaluate own work.

WORLD CUISINES GRADE LEVEL: 9, 10, 11, 12 CREDIT: 1/2 LENGTH OF COURSE: Semester

PREREQUISITE/S: Creative Foods

DESCRIPTION: Customs and traditions are a big part of life and food is a large part of that. We will study cultural and heritage cooking from around the world. European, Asian, African, Latin, etc. Each week will be a different topic with a different country while we study cooking techniques and cuisine differences. There is the possibility of guest speakers via Google Meets or Zoom from several countries such as France, Australia, Korea, England, and Scotland. We hope to have them show cultural differences in home cooking, restaurants and grocery shopping. There may be a small supply fee.

Foreign Language Course Descriptions

SPANISH I GRADE LEVEL: 9, 10, 11, 12 CREDIT: 1 LENGTH OF COURSE: Year-Long

PREREQUISITE/S: None

DESCRIPTION: This is a foundation course which introduces the student to the skills of speaking, understanding, reading and writing the Spanish language. Students will learn the basic grammatical and verb structures, as well as vocabulary, needed for simple communication. They will also be given an overview of the culture of various Spanish-speaking countries.

- OUTCOMES:**
1. Students will be able to use simple Spanish orally and in written communication.
 2. Students will be able to greet one another in Spanish, tell and ask where persons are from, and tell how old they are.
 3. Students will be able to tell in Spanish what they need to do and what they want to do as well as what they like and don't like.
 4. Students will be able to use descriptive words correctly in Spanish to tell about people and things.
 5. Students will learn action verbs, how to conjugate them in the correct person, and thus tell about their daily schedules.
 6. Students will learn to use different expressions in Spanish about various situations using basic vocabulary.
 7. Students will listen to Spanish spoken by the teacher and various native speakers on tape.
 8. Students will be able to tell where the Spanish-speaking countries are located. They will also know highlights about the culture of some of those countries.
 9. Students will read a fictional novel created for Spanish language learners based on Spanish history.

SPANISH II GRADE LEVEL: 9, 10, 11, 12 CREDIT: 1 LENGTH OF COURSE: Year-Long

PREREQUISITE/S: Spanish I

DESCRIPTION: A continuation of the introductory skills outlined in Spanish I. Students will further develop communication skills of speaking, understanding, reading, and writing the Spanish language. Students will learn the more complex grammatical and verb structures, as well as build on the vocabulary needed for simple communication. The study of the culture of various Spanish-speaking countries will also be expanded upon.

- OUTCOMES:**
1. Students will be able to use more complex Spanish orally and in written communication.
 2. Students will be able to speak using past and present tenses of the verbs.
 3. Students will be able to create role-play situations as well as interviews in Spanish.
 4. Students will be better able to understand and respond to spoken Spanish.
 5. Students will learn more action verbs, how to conjugate them in the correct person in the past and imperfect tenses.
 6. Students will continue to learn different expressions in Spanish about various situations using more and more vocabulary.
 7. Students will continue to listen to Spanish spoken by the teacher and various native speakers on tape.
 8. Students will continue to tell where the Spanish-speaking countries are located. They will also know more highlights about the culture of some of those countries.
 9. Students will be able to read and understand short stories, discuss them in Spanish, and write a synopsis of each.
 10. Students will be able to write a short novel in Spanish based on the true story of a Guatemalan woman.

SPANISH III GRADE LEVEL: 10, 11, 12 **CREDIT:** 1 (*4 college credits*) **LENGTH OF COURSE:** Year-Long

PREREQUISITE/S: Spanish I, II

 **College credit available through SMSU if you meet requirements** 

DESCRIPTION: This course is a continuation of the skills outlined in Spanish II. The student will further develop communication skills of speaking understanding reading, and writing the Spanish language. Students will continue to learn the more complex grammatical and verb structures, as well as build on the vocabulary needed for simple communication. More detailed study of the culture of various Spanish-speaking countries will also be expanded on. One or two short novels will be read.

- OUTCOMES:**
1. Students will be able to converse freely in Spanish.
 2. Students will be able to use the knowledge from Spanish I and II to continue in the study of Spanish in more depth.
 3. Students will be able to handle any writing, reading, and speaking situations applicable to daily life.
 4. Students will read a short Spanish story, discuss it and talk about it in Spanish.
 5. Student will be exposed to more in depth cultural issues such as bullfighting and legends
 6. Students will be able to conjugate verbs in the preterite and imperfect tenses.
 7. Students will be able to use both the future and conditional tenses accurately.

SPANISH IV GRADE LEVEL: 10 – 12 **CREDIT:** 1 (*3 college credits*) **LENGTH OF COURSE:** Year-Long

PREREQUISITE/S: Spanish I, II, III

 **College credit available through SMSU if you meet requirements** 

This course is a continuation of the skills in Spanish III, gaining the student greater fluency, in both the written and speaking aspects of Spanish. Students will learn all the grammatical structures in the language and more detailed vocabulary for communication. Also, a longer novel will be read.

- OUTCOMES:**
1. Students will be able to communicate in all verb tenses including the subjunctive tense.
 2. Students will be able to write longer essays in Spanish.
 3. Students will be able to speak more fluently on more difficult topics.
 4. Students will study some short stories, poetry and novels.
 5. Students will study and read a version of the classic Don Quixote.
 6. Students will study and discuss important art and music in the Spanish culture.

Industrial Technology Course Descriptions

BASIC AUTO MAINTENANCE

GRADE LEVEL: 9,10,11,12 **CREDIT:** 1/2 **LENGTH OF COURSE:** Semester

PREREQUISITE/S: None

DESCRIPTION: This course is designed for students with limited prior experiences working with vehicles. In the course students will learn the basics of engine and automobile operation (how a car works!) and will learn and demonstrate basic automobile safety/maintenance tasks. These tasks include activities such as checking fluid levels, changing oil and other fluids, tire rotation/changing, changing bulbs and fuses, performing safety inspections, etc. Students will learn information to make them a more informed consumer and economical and safe driver, while increasing their overall level of automotive skills.

OUTCOMES: Refer to Department ELO

CARPENTRY & BUILDING CONSTRUCTION I

GRADE LEVEL: 9,10,11,12 **CREDIT:** 1 **LENGTH OF COURSE:** Year-Long

PREREQUISITE/S: None

DESCRIPTION: This course includes self-evaluation, goal setting, employability skills, and specific career information on trades within the carpentry field. Students will be introduced to a large variety of hand and power tools that the everyday carpenter could apply in his/her line of work. Proof of tool knowledge and handling will be demonstrated through in class projects. Students will also become knowledgeable in wall construction including layout, anatomy, and scale drawing.

- OUTCOMES:**
1. Students will explore various construction trade pathways that correspond to life long goals and personal attributes.
 2. Students will construct three projects to enhance their tool handling abilities. The projects vary in tool usage to expose students to a variety of tools and their purposes.
 3. **There will be an initial class fee for the materials needed to build projects in the class.**

CARPENTRY & BUILDING CONSTRUCTION II

GRADE LEVEL: 9,10,11,12 **CREDIT:** 1 **LENGTH OF COURSE:** Year-Long

PREREQUISITE/S: Carpentry and Building Construction

DESCRIPTION: Students will be involved in actual construction work situations. Class foremen, carpenters, tradesman, laborers etc. will build actual construction projects. This course will cover various construction trades and basic residential construction techniques and the application of “Green Technologies to 21st century construction. Exposure to construction power tools and their safe use will also be covered. Materials will be provided and projects will be sold depending on orders.

- OUTCOMES:**
1. Students may participate in the actual construction of a structure (i.e. yard barn/ shed).
 2. Students will explore various construction trade pathways that correspond to life long goals and personal attributes.
 3. Students will acquire an understanding and an ability to work with industry building tools and materials.

CADD & Design Technologies GRADE LEVEL: 9, 10, 11, 12 CREDIT: 1 LENGTH OF COURSE: Year-Long

PREREQUISITE/S: None

DESCRIPTION: Are you interested in creating or designing things? Everything made or built must first be drawn by a draftsman. Dover-Eyota High School has industry standard Computer-Aided Drafting (CAD) and Solid Works. You will be able to apply your designs to work on 3D printers, 3D scanners and wood CNC machines depending on machine availability. Also you may decide to complete a set of plans to a house or design a product that might be built by a company to sell to people. You will also make actual products for yourself at RCTC from your drawings. In addition, this class will also learn about Architectural design by taking a trip to Winona to learn about the city's history and architecture. Career exploration is emphasized in the areas of architecture, engineering, designing and construction.

- OUTCOMES:**
1. Students will be able to demonstrate how their CADD drawings can be used as a world language with the drafting techniques and the use of internet technology.
 2. Students will be able to explain and apply skills and knowledge of CADD to other career choices and explain how their designs could apply to our world and our future.

SMALL ENGINES GRADE LEVEL: 9,10,11,12 CREDIT: 1/2 LENGTH OF COURSE: Semester

PREREQUISITE/S: None

DESCRIPTION: Small engines instruction includes classroom and shop activities to provide information and experience with the following systems: engine fundamentals, engine disassembly and reassemble, ignition, carburetion, lubrication, precision measurement, troubleshooting, tune up, reconditioning, and technical reading. We expect to increase your engine knowledge and mechanical ability. Time will be spent on laboratory engines, and an opportunity to bring in your own small engines for maintenance and repair.

OUTCOMES: Refer to Department ELO

WOODWORKING GRADE LEVEL: 9, 10, 11, 12 CREDIT: 1 LENGTH OF COURSE: Year-Long

PREREQUISITE/S: None

DESCRIPTION: This is one of the most popular Industrial technology classes offered! You will make a variety of projects from typical woodworking shop machines such as bandsaws, table saws, jointers, planers, and more! This class is all about attention to details and patience, so that by the end of the semester students can leave with a name on their projects that they can be proud to call their own. Projects include a shadow box with a theme of their choosing along with an entry bench/step stool with a split tray below.

- OUTCOMES:**
1. Students will gain life-long woodworking skills by making their own individual products.
 2. Students will be empowered to continue to make projects at home from the knowledge obtained in this class.
 3. **There will be an initial course fee for this course. Materials being used in this course consist of hardwoods such as oak, walnut, poplar, and birch.**

Mathematics Course Descriptions

Math Sequence:

| 07 | 08 | 09 | 10 | 11 | 12 |
|-------------|----------------------|----------|------------------|--------------------|----------|
| Pre-Algebra | | | | | |
| Algebra 1 | | | | | |
| | Intermediate Algebra | | | | |
| | | Geometry | | | |
| | | | Technical Math | | |
| | | | Advanced Algebra | | |
| | | | | (PST in 2022-2023) | |
| | | | | College Algebra | |
| | | | | Pre Calculus | |
| | | | | | Calculus |

For advanced students, there is a possibility of taking Intermediate Algebra and Geometry OR Geometry and Advanced Algebra at the same time. In order to qualify for this, students must discuss with their current math teacher, as well as maintain a B average in both courses.

INTERMEDIATE ALGEBRA SUGG. GRADE LEVEL/S: 8, 9 CREDIT: 1 LENGTH OF COURSE: Year-Long
PREREQUISITE/S: Algebra I

Intermediate Algebra reviews the skills and topics in Algebra I, then extends topics necessary to be successful in Geometry, Technical Math and Advanced Algebra. Concepts include but are not limited to: representing data graphically, graphing and writing linear equations, systems of equations, quadratic equations, polynomial equations, exponential equations, function notation, as well as sequences

GEOMETRY SUGG. GRADE LEVEL/S: 9,10 CREDIT: 1 LENGTH OF COURSE: Year-Long
PREREQUISITE/S: Intermediate Algebra

Geometry is the study of the characteristics of geometric figures in both two and three dimensions. Students will be able to analyze the characteristics of shape and space in art, nature and architecture. Students will solve problems involving area volume, similarity, congruence, and right triangle trigonometry. Students will also solve problems involving distance, scaling, and measurement.

TECHNICAL MATH SUGG. GRADE LEVEL/S: 10, 11 CREDIT: 1 LENGTH OF COURSE: Year-Long
PREREQUISITE/S: Geometry

This will be a lab-oriented class. Students will use complex measuring tools to explore algebra topics and solve real world problems. Topics include right triangle trigonometry, quadratic equations, exponential equations, periodic functions and variation equations. This course is designed to prepare students for the math used in technical careers.

ADVANCED ALGEBRA SUGG. GRADE LEVEL/S: 10, 11, 12 CREDIT: 1 LENGTH OF COURSE: Year-Long
PREREQUISITE/S: "C" or better in Geometry

This course is a must for all students planning any form of post high school education. It will expand the work from Algebra I in quadratic equations, polynomial equations, exponential equations, functions, sequences and systems of equations. It will also break new ground in power functions, radical expressions, rational expressions and inequalities.

COLLEGE ALGEBRA

SUGG. GRADE LEVEL/S: 11, 12 **CREDIT:** 1 (3 college credits) **LENGTH OF COURSE:** Year-Long

PREREQUISITE/S: Advanced Algebra

 **College credit available through SMSU if you meet requirements** 

This class will give students a solid understanding of Algebra at the college level. Topics include: equations and inequalities, functions, graphs, polynomials, systems of equations, exponential functions, and logarithms.

PRE-CALCULUS

SUGG. GRADE LEVEL: 11, 12 **CREDIT:** 1 (5 college credits) **LENGTH OF COURSE:** Semester

PREREQUISITE/S: Advanced Algebra

 **College credit available through SMSU if you meet requirements** 

This class prepares you for success on the ACT. A detailed study of mathematics needed for Calculus. Concepts are presented and explored from symbolic, graphical and numerical perspectives. Basic concepts covered include polynomial, rational, exponential, logarithmic and trigonometric functions, complex numbers, linear systems, numerical patterns, sequences and series.

CALCULUS

SUGG. GRADE LEVEL: 11, 12 **CREDIT:** 1 (5 college credits) **LENGTH OF COURSE:** Semester

PREREQUISITE/S: Pre-Calculus

 **College credit available through SMSU if you meet requirements** 

The two major areas studied in Calculus are differential calculus and integral calculus. Topics include a brief review of polynomials, trigonometric, exponential and logarithmic functions, followed by discussion of limits, derivatives and applications of differential calculus to real-world problem areas. An introduction to integration and their applications concludes the course.

THE FOLLOWING INFORMATION PERTAINS TO ALL CONCURRENT ENROLLMENT COURSES WITH SMSU:

- Eligibility consists of ranking in the upper third of a class for juniors and upper half of class for seniors, and maintain a “B” grade point average (3.0). The school district gives SMSU the rights to verify any or all students’ eligibility.
- Registration forms can be found online linked to the College Now page of the Southwest Minnesota State University web site: <https://www.smsu.edu/academics/collegenow/>
- Deadlines for registration of students is June 15th for the fall semester and February 15th for the spring semester.
- NO registration or changes in registrations will be accepted after September 20th for fall semester and February 15th for spring semester.
- Participating high school will make every effort to schedule discrete enrollment college courses. In instances where mixed enrollment is unavoidable, high schools must submit request for approval of mixed classes. Mixed classes must have more than 50% of students registered with SMSU to be eligible to participate in the program.

Music Course Descriptions

CONCERT CHOIR **GRADE LEVEL:** 9, 10, 11, 12 **CREDIT:** 1 (*2 college credits*) **LENGTH OF COURSE:** Year
PREREQUISITE/S: Instructor Approval

 **College credit available through SMSU if you meet requirements** 

DESCRIPTION: Concert Choir is designed to further develop students' voices in an individual and group setting. Students will improve the execution of the fundamentals of pitch, rhythm, intonation, posture, breathing, and sight singing learned in previous years. Students will apply their skills to everyday large group rehearsals, weekly small group lessons and performances. Students will work on varied literature, sing in languages other than English, sing state contest literature, and develop into skilled musicians.

OUTCOMES:

1. Students will be able to perform a varied repertoire of music in large groups, small ensembles and alone.
2. Students will be able to read musical notation and sing with 80 - 90% accuracy on all sight singing.
3. Students will be able to listen to, analyze, and describe music using both their own words and advanced music terminology.
4. Students will be able to make specific associations between music and other disciplines and apply those associations to literature being performed in the class.
5. Students will be able to understand and describe how music relates and connects to world events and ideas.
6. Students will be able to demonstrate knowledge of rehearsal pacing, ensemble development, and intermediate performance dynamics.
7. Students will have the opportunity to perform in Solo/Ensemble Small Group Contest and large group regional contest

CONCERT BAND **GRADE LEVEL:** 9, 10, 11, 12 **CREDIT:** 1 (*2 college credits*) **LENGTH OF COURSE:** Year
PREREQUISITE/S: Instructor Approval

 **College credit available through SMSU if you meet requirements** 

DESCRIPTION: Concert band is designed to teach music through performance of wind and percussion instruments as a band. Students need to know and perform the musical fundamentals; Tone production, Rhythm and Intonation. Students will perform music at a band performance level of 4 to 6 on a scale of 1-6. In addition to daily rehearsal, students are included in Pep Band, participate in Large Group Contest and Solo/Small Group Contest in the spring.

OUTCOMES:

1. Students will be able to perform a varied repertoire of music in large groups, small ensembles, and alone.
2. Students will be able to read musical notation.
3. Students will be able to listen to, analyze, and describe music using both their own words and advanced music terminology.
4. Students will be able to make specific associations between music and other disciplines and apply those associations to literature being performed in the class.
5. Students will be able to understand and describe how music relates to history and culture.
6. Students will be able to demonstrate knowledge of rehearsal pacing, ensemble development and performance dynamics.

Physical Education And Health Course Descriptions

PHYSICAL EDUCATION **GRADE LEVEL:** 9, 10, 11, 12 **CREDIT:** .5 **LENGTH OF COURSE:** Semester
PREREQUISITE/S: None

DESCRIPTION: High school physical education will continue to build on skills obtained during students' time in middle school physical education. More emphasis will be placed on lifetime sports and cardiovascular fitness. Physical education units or activities which are taught during these years may include; invasion games, team sports, individual games and cardiovascular fitness runs and/or workouts. In addition to these units, students have "choice days" when they can select an activity from games such as dodge ball, kick ball, scooters, line soccer, bowling, cage ball, walking, biking, etc.

To receive credit for this class students must complete all timed-fitness runs.

STRENGTH AND CONDITIONING I

GRADE LEVEL: 9, 10, 11, 12 **CREDIT:** .5 **LENGTH OF COURSE:** Semester
PREREQUISITE/S: None

DESCRIPTION: This class is open to students who are interested in learning the importance and fundamentals of strength training that can be used for a lifetime. Students will be working to increase muscular strength and fitness. This class will emphasize the proper techniques, safety, and fundamentals in strength training at a **BEGINNER LEVEL**. Students will be expected to log their daily workouts and evaluate their progress on a weekly basis. To receive credit for this class students must complete all assigned workouts.

STRENGTH AND CONDITIONING II

GRADE LEVEL: 9, 10, 11, 12 **CREDIT:** .5 **LENGTH OF COURSE:** Semester
PREREQUISITE/S: Strength & Conditioning I

DESCRIPTION: This class is open to students who have completed the Intro to Strength and Conditioning Course. Students will focus on increasing muscular strength, speed, agility, and overall fitness. Students will have the opportunity to learn the important health benefits and positive impact that strength, speed, agility, and fitness training has on overall physical health. A high emphasis will be put on proper techniques and fundamentals in strength training, speed training, and fitness training at an **ADVANCED LEVEL**. Students will be expected to log their daily workouts and evaluate their progress on a weekly basis. Students will also learn basic anatomy, and an introduction to resistance training program design.

To receive credit for this class students must complete all assigned workouts.

HEALTH **GRADE LEVEL:** 10, 11 **CREDIT:** 1/2 **LENGTH OF COURSE:** Semester

PREREQUISITE: None

DESCRIPTION: Health covers an array of topics with an emphasis on the understanding of the human body (Anatomy/Physiology). Students must pass this class in order to meet the graduation requirement.

Health includes the following units:

1. Body Systems - Skeletal, Muscular, Optical, Respiratory, Dental, Digestive, Endocrine, Nervous and Cardiovascular
2. Mental and Social Health - Happiness, depression, social well-being, and gratitude
3. Drugs and Alcohol - Prevention, causes, and addictions
4. Family Life - Prevention of diseases, and pre-natal development

Science Course Descriptions

9th GRADE GENERAL SCIENCE **GRADE LEVEL:** 9 **CREDIT:** 1 **LENGTH OF COURSE:** Year-Long

PREREQUISITE/S: None

DESCRIPTION: Environmental Science will be the focus of this class. The student will design and conduct scientific investigations and draw conclusions from their results. They will learn problem solving skills during their laboratory investigations.

BIOLOGY **GRADE LEVEL:** 10 **CREDIT:** 1 **LENGTH OF COURSE:** Year-Long

PREREQUISITE/S: General Science

DESCRIPTION: Biology is devoted to the study of living things and their processes. Throughout the semester this course provides an opportunity for students to develop scientific process skills, laboratory techniques, and an understanding of the fundamental principles of living organisms. Students will explore biological science as a process, cell structure and function, genetics and heredity, evolution and classification, diversity of living organisms and their ecological roles.

Objectives/Goals:

- Students learn practical scientific skills, which they can use to investigate, study and explain the world around them.
- Give students a deeper understanding of the how biology impacts their daily lives.
- To encourage the spirit of scientific investigation, and with it, the attitudes of accuracy in thought and work.

BIOLOGY: GENETICS & MICROBIOLOGY

GRADE LEVEL: 11, 12 **CREDIT:** 1 **LENGTH OF COURSE:** Year-Long

PREREQUISITE/S: Minimum of “B” Average in 10th grade Biology

DESCRIPTION: This year-long Genetics/Microbiology course provides in depth studies of the structure of DNA, its mechanism of replication and function in relationship to the principles of heredity and genetics. Students learn the principles first discovered by Gregor Mendel in his study of the genetic inheritance of pea plant genes and extend their knowledge into complex hereditary mechanisms. Genetic biotechnology used today in many medical labs and crime labs is also covered. This course also covers in detail prokaryotic and eukaryotic cellular structure and many of the metabolic biochemical cellular processes that occur in cells of the animal and plants. Projects and labs are significant portions of grading. This course is ideal for students who want to integrate their knowledge of chemistry and biology – or just know how genes work.

BIOLOGY: HUMAN ANATOMY & PHYSIOLOGY*

GRADE LEVEL: 11, 12 **CREDIT:** 1 (*4 college credits*) **LENGTH OF COURSE:** Year-Long

PREREQUISITE/S: Minimum of “B” Average in 11th Grade Chemistry

 **College credit is currently available via the University of Minnesota** 

This course is offered for high school credit and college credit through the CIS (College in the Schools) program at the University of Minnesota-Twin Cities. To take the course for college credit, a student must be a junior or senior who has earned a B or better in a high school chemistry course. Students who have not received a B or better in chemistry are still welcome to take the course for high school credit.

DESCRIPTION: This course surveys the main organ systems of the human body, placing some emphasis on their relationships to normal and abnormal health. Students will learn to identify and locate many anatomical structures and understand how each works, both alone and in cooperation, to maintain normal functioning of the human organism. Students will also learn about technologies and/or medical devices associated with the science. Pair and group work, discussion, analytical thinking, and writing are important components of the course. The content in this class is difficult and will require a lot of time outside of school to fully understand most of the concepts.

*This course is a PSEO course offered through the University of Minnesota.

CHEMISTRY **GRADE LEVEL:** 11, 12 **CREDIT:** 1 (*5 college credits*) **LENGTH OF COURSE:** Year-Long

PREREQUISITE/S: Completion or concurrent enrollment in Advanced Algebra

 **College credit available through Riverland Community College if you meet requirements** 

DESCRIPTION: If you eat, breathe, use technology, wear clothes, use transportation, or do anything else, then you have experienced chemistry in your life. Chemistry is the scientific study of the composition, structure, and properties of matter, and the changes that matter undergoes. Through discussion, laboratory experience, report writing, and other problem solving activities, the students will learn the chemistry content and will improve their professionalism. The areas of chemistry include: tools and techniques, atomic theory, subatomic particles and shapes, periodic table and trends, bonding and reactions, solubility and stoichiometry, thermochemistry and electrochemistry, radioactivity and organic chemistry.

CONCEPTUAL PHYSICS **GRADE LEVEL:** 11, 12 **CREDIT:** 1 **LENGTH OF COURSE:** Year-Long

PREREQUISITE/S: General Science 9 (Physical Science)

DESCRIPTION: Have you ever jumped in the air? Fallen over? Seen light? Used a cellphone or computer? Felt hot or cold? Bumped into someone? If you have, then you have experienced physics! Physics is the study of motion, forces, energy, and its interactions with matter. Through discussions, laboratory experiences, report writing, and other problem solving activities, you will learn the physics content and will improve your professionalism. During this semester long course, you will learn about the following content: the engineering process, the nature and history of science, motion, energy, gravity, relativity, atomic nature, thermodynamics, waves, electricity, and quantum physics. We will also do engineering projects such as build trebuchets, bottle rockets, make posters and presentations, shoot lasers, etc., as part of the learning experience.

PHYSICS **GRADE LEVEL:** 11, 12 **CREDIT:** 1 (*4 college credits*) **LENGTH OF COURSE:** Year-Long

PREREQUISITE/S: General Science 9 (Physical Science); Completion or concurrent enrollment in Pre-Calculus is strongly recommended.

 **College credit available through Riverland Community College if you meet requirements** 

DESCRIPTION: Physics deals with the natural laws of our environment and the way man's knowledge of these laws enables him to build simple and complex machines to make work easier. Students enrolled in this course will do laboratory exercises to help demonstrate the usefulness of physics, and will illustrate some of the many ways physics is used by all people in all walks of life. Students will use problem-solving techniques to investigate motion, forces, gravity, momentum, vectors, and energy. Other topics discussed include measurement, heat, electricity, magnetism, and applications of physics. This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. Laboratory experiments, along with some computer-based labs and tutorials will be used to enrich the learning experience.

Social Studies Course Descriptions

Current Events **GRADE LEVEL:** 10, 11, 12 **CREDIT:** 1/2 **Length of Course:** Semester

PREREQUISITE/S: None

DESCRIPTION: This discussion based class focuses on exploring the news of the week. Participants share articles and opinions that pertain to what's happening both in the United States and internationally, particularly to introduce diverse views. Active debate and discussion will be a major focus of the course. Participants should expect to engage in both.

9th GRADE UNITED STATES HISTORY **GRADE LEVEL:** 9 **CREDIT:** 1 **Length of Course:** Year-Long

PREREQUISITE/S: None

DESCRIPTION: The course will cover American history from the pre-Columbian period to the end of World War I. As part of the course, students will examine the major moments, events, and peoples that have influenced our nation.

10th GRADE WORLD GEOGRAPHY & CONTEMPORARY UNITED STATES HISTORY

GRADE LEVEL: 10 **CREDIT:** 1 **Length of Course:** Year-Long

PREREQUISITE/S: 9th Grade US History

DESCRIPTION: Before the 1980's, many people thought of geography in much the same way: find this place on the map and give some reasons why it is there. Instead, today geographers have identified five guidelines for the study of geography:

- Location: the name of a place, either absolute or relative;
- Place: the physical and human characteristic of a place;
- Interaction: how people and environments affect each other;
- Movement: how people, goods, and ideas move from place to place;
- Regions: the human and physical traits that distinguish one area from another.

WORLD STUDIES **GRADE LEVEL:** 11 **CREDIT:** 1 **Length of Course:** Year-Long

PREREQUISITE/S: 10th Grade History

DESCRIPTION: This course is a survey of the events, trends, people and ideas that have shaped world history dating back to the first cave drawings made by pre-historic man. Initial units will focus on ancient civilizations such as Egypt and Mesopotamia. Other units including Rome, The Explorers and The Renaissance, will end with a look at World War from a global perspective. The course will include analysis of current events in relation to world history and will satisfy the Minnesota State Standards for World History and Global Cultures.

PRINCIPLES OF GOVERNMENT AND ECONOMICS

GRADE LEVEL: 12 **CREDIT:** 1 **Length of Course:** Year-Long

PREREQUISITE/S: 11th Grade History

DESCRIPTION: Course outlines the origins of self governing rule, the founding principles of democracy and the self governing of people. It also includes the study of constitutional principles and the democratic foundation of our national, state and local institutions. In addition this course will study the role of economics of how people coordinate their wants and desires, given scarce resources and the decision-making mechanisms, social customs and political realities of their societies.

Units of study will include:

- Civic Values, Skill, Rights and Responsibilities
- Beliefs and Principles of United States Democracy
- Roots of the Republic
- Governmental Institutions and Processes of the United States
- The Market Economy (Micro Economics)
- The National Economy (Macro Economics)
- Essential Skills of Economics
- International Economic Relationships
- Economics and Public Policy

School To Work Transition Course Descriptions

CAREER EXPLORATIONS **GRADE LEVEL:** 9, 10 **CREDIT:** 1/2 **LENGTH OF COURSE:** Semester

PREREQUISITE/S: None

This course is designed to assist students in determining career goals through a process of examining their interests, skills and values; exploring the work world through career shadowing, etc.; exploring educational options and trends; and evaluating choices and outlining career plans. Minnesota Career Information Systems (MCIS) will be used in this class.

CAREER HORIZONS **GRADE LEVEL:** 11,12 **CREDIT:** 1/2 **LENGTH OF COURSE:** Semester

PREREQUISITE/S: Career Explorations

DESCRIPTION: This course will expand student's career goals using an informal decision making process to develop a personal career plan. In-depth investigation of careers, including job shadowing, will enable students to make future career plans. Investigating post-secondary options will be a focus of this class.

OUTCOMES:

1. Students will conduct an in-depth investigation of a career cluster.
2. Students will create an explicit career plan.
3. Students will compile a personal portfolio.

INTRODUCTION TO EDUCATION

GRADE LEVEL: 12 **CREDIT:** 1 (*4 college credits*) **LENGTH OF COURSE:** Year-Long

PREREQUISITE/S: None

 **College credit available through Southwest Minnesota State University if you meet requirements** 

This course is an introduction to early childhood, elementary, and secondary education for students interested in teaching. The course includes the study of historical and social foundations of education topics such as inquiry into the teaching and learning process, schools in a multicultural and diverse society, the profession of teaching principles of cooperative group learning and cultural differences, communication, and stereotyping. Fifteen hours of field experience is required.