

Roosevelt High School



2010/2011 Course Catalog

Schedule for 2010-2011

Standard six periods per-day schedule

Semester-long and year-long classes

Total possible credits = 19 for the year

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This Course Catalog is available on Roosevelt’s website
at <http://roosevelt.mpls.k12.mn.us>.

In the search box, enter “*course catalog*.”

Roosevelt High School

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Minneapolis, Minnesota 55406

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General Information

Graduation Requirements – Credits

The total minimum number of credits required for graduation from a Minneapolis high school is as follows:

- **ENGLISH:** 4 years (12 credits).
 - **SOCIAL STUDIES:** 4 years (12 credits).
 - **MATHEMATICS:** 3 years of high school-level math (9 credits).
 - **SCIENCE:** 3-4 years (9-12 credits; must take Biology).
 - **FINE ARTS:** 1 year (3 credits). A year-long or 2-semester classes in the following will meet the requirement: Music, Art, Adobe Photoshop, Theater Production
 - **PHYSICAL EDUCATION:** One semester each of PE 1 and PE 2 (3 credits).
 - **HEALTH:** One semester each of Health 1 and Health 2 (3 credits).
 - **ELECTIVE CREDITS:** Additional credits to equal the number required for graduation.
- TOTAL REQUIRED CREDITS:** 64.5 credits are needed to graduate.

My Life Plan (MLP)

Using My Life Plan, students will: learn information about how to make informed decisions about college, career, and work; create a resume for job and college applications; stay on track with credits and get to know their school counselor; search for colleges and scholarships; learn information about going to college, finding a career, succeeding after high school, earning a salary; complete graduation requirements via classroom guidance, individual planning, and field trip experiences delivered by the school counselors.

MLP Graduation Requirement Milestones

9th Grade:

1. High School Transition
2. High School Orientation
3. Needs Assessment
4. Career Experience
5. Four-Year Course Plan

10th Grade:

1. Resume
2. PLAN Test Interpretation
3. My Personality Type
4. Career Experience
5. Four-Year Course Plan

11th Grade:

1. Preliminary Plan for Post-High School
2. Career Interest Inventory
3. College Research
4. Four-Year Course Plan

12th Grade:

1. College Experience
2. Application
3. Graduation Review and Approval
4. Senior Exit Survey
5. Capstone Project

Meeting the State Required – MCA-II/Grad Tests

The purpose of the Minnesota Comprehensive Assessments-Series II (MCA-II) is to measure Minnesota students' achievement on the Minnesota Academic Standards.

The Reading and Mathematics MCA-IIs are paper-and-pencil assessments aligned to the 2003 Minnesota Academic Standards. These assessments are divided into four segments and contain multiple-choice (MC) and constructed-response (CR) questions.

MC items require a student to select the correct or best response from a list. A CR item, unlike an MC item, requires a student to provide an answer and explain the reasoning for that answer.

The 2005 Legislature enacted a provision that eliminated the Basic Skills Test (BST) and implemented the GRAD Test. The GRAD Test is embedded into the MCA-II tests in 9th grade (writing), 10th grade (language arts) and 11th grade (math). A student must answer a percentage of questions on the GRAD test items correctly in order to graduate.

*Students that do not pass the GRAD portion of the Math Test will be expected to attempt the test 3 more times prior to graduation. For students that do not pass one of these 3 times, this will be noted on their transcript.

Policies and Programs

Credit/No Credit System

Students may take a total of 3 credits each year (limited to 1 course per semester) on a **Credit/No Credit** basis. This option is available to encourage students to explore interests in a subject without the risk of earning a low grade.

Procedure: Students must apply to take a course **Credit/No-Credit** within the **first 15 school days of the term**. Written permission of their parents is required. An application form is available in the Counseling Office. **Credit/No Credit** students will take all tests, turn in all regular class work, and receive marks along with the other students.

The final grade will be a **Credit** if the student completes all work at the passing level. The final grade will be **No-Credit** if the student does not do passing work. A credit toward graduation will be granted for a **Credit** mark. No credit toward graduation will be granted for a **No-Credit** mark. Subjects taken on the **Credit/No-Credit** basis will **not** be averaged into a student's class rank or honor roll standing.

Note: This is not recommended for core academic subjects due to college admission policies and NCAA requirements for athletes.

Failures and Incompletes

When a student is having academic difficulty in a class, the teacher should be consulted for assistance. It is also suggested that the student inform their counselor of the problem, especially if grades in two or more classes are being affected. Students who fail a required class should see their counselor without delay to make arrangements for repeating the course.

Failure to make up required courses will jeopardize a student's graduation. Credits for failed elective subjects must also be made up. The advice of the school counselor must be sought in deciding which classes are to be repeated and which substitute credits are acceptable.

Credit Recovery

What happens if a student fails a required course? *****Students should always consult with their counselors when choosing credit recovery options***** Students can make-up credits using the following methods:

- **Roosevelt After-School Program (RAP) Credit Make-up:** Students complete previously failed credits ONLINE after school with a teacher available in the classroom for added help. Students are required to stay after school for RAP credit make-up. Students can ONLY take classes they have previously failed. Students can sign up for RAP through their counselor.
- **Minneapolis Online:** Students complete credits previously failed online. This is different from **RAP** Credit make-up in two ways:
 1. Students complete credits online at home without a teacher's help in a classroom.
 2. Students can take BOTH classes in which they have failed and those they have not taken. Students can sign up for Minneapolis Online classes at <http://online.mpls.k12.mn.us>.
- **Summer School:** Roosevelt High School offers summer school courses. Students should consult with their counselor if interested in finding out which courses are offered.
- **Independent Study:** Independent Study is an educational alternative for individualized learning in a structured setting. They offer the opportunity to expand curriculum options that may be offered in the stated course choices. Independent Studies encourage individual initiative and self-discipline. They must be carefully planned as an integral part of the student's curriculum requirements.

While Independent Studies are a cooperative effort between teacher and student, the control rests with the teacher, but the responsibility for work rests with the student. The teacher will approve only topics they are willing and qualified to supervise. They will accept Independent Study proposals from students who have demonstrated the ability to design and follow through on independent curriculum study in a self-disciplined manner. Students should consult with the teacher for the specific guideline for *Independent Studies*. Contracts need to be written between the supervising teacher and the student. Students may obtain an Independent Study form from the counseling office and follow directions indicated on the form. *Students may take one Independent Project per semester*

NCAA Academic Regulations for Students/Athletes

In order to practice, compete, or receive athletically related financial aid as a freshman at a NCAA Division I or Division II college, the student-athlete must satisfy the requirements of NCAA. See the NCAA Eligibility Center website at (http://eligibilitycenter.org/ECWR2/NCAA_EMS/NCAA.html) in order to determine the approved classes at Roosevelt (school code) and to register as a student athlete.

***NOTE:** The NCAA will not accept the Pass/No Credit option for core academic courses. Please refer to the NCAA web site for additional information. Students must register online at NCAA.org in order to participate in collegiate athletics.*

Post-Secondary Enrollment Options Program (PSEO)

The Post-Secondary Enrollment Options Program (PSEO) allows juniors and seniors in high school to take courses, full- or part-time, at a liberal arts, community college, technical college, a university, or non-profit degree-granting trade school for high school credit.

The purpose of the program is to promote rigorous educational pursuits and to provide a wider variety of options for students. Credits earned for successful completion of PSEO Courses count for both high school and college. The tuition, fees, and required textbooks are at no cost to the student. The grades received from these institutions are averaged into the student's high school grade point average. See your counselor for more information.

Educational Programs

Auto and Construction

The Auto and Construction programs prepare students for a variety of post-secondary options including two and four colleges, apprenticeship programs and direct entry into the workplace. The program meets requirements for Minneapolis Public Schools and offers three tracks to specialize in: Automotive Services (Mechanical), Auto Body Repair (Collision) and Construction.

Students interested in these programs should be prepared for rigorous coursework, hands-on experiences and real life challenges. The programs are designed for students who:

- Like working with mechanics, robots, computers and other technology
- Enjoy fixing machines and maintaining equipment
- Possess a strong desire to solve difficult problems
- Demonstrate a willingness to master future auto technologies
- Possess the maturity and cooperation needed to work with the public and co-workers

Students may earn college credits and certifications that further enhance their marketability in the workforce and beyond. Students choosing between the three specialized tracks are able to explore coursework that is most interesting to them.

- **Automotive Services (Mechanical) Track:** Roosevelt's Automotive Services program is among the state's premier technology program that allows students to earn up to 23 college credits. As the auto industry continues to grow and require new technologies and innovations, technicians will continue to be in demand. Students take part in paid internships and scholarship opportunities, preparing them for post-secondary education programs and a promising future.
- **Auto Body Repair (Collision) Track:** Students in the Auto Body Repair (Collision) track acquire the skills to pursue entry-level technician positions in the collision industry or receive advanced standing when enrolling at technical colleges. Internships are also available to expand students' knowledge outside the classroom. In addition, students can earn up to a semester's worth of credits in courses like: Welding; Non-structural Analysis & Damage Repair; Painting & Refinishing; Mechanical & Electrical Components.
- **Construction Track:** Students in the Construction Track experience a wide range of "on the job" experiences, including job shadowing, classes and fieldwork in residential construction and paid internships. Students can earn post-secondary credits with local colleges and the University of Minnesota in courses like: Intro to Construction; Advanced Construction; Frame Construction; Woodworking; Computer Aided Drafting and Design (CADD).

Digital Media Studies

The Digital Media Studies Program is a college preparatory program designed to meet English and social studies requirements for Minneapolis Public Schools and Roosevelt High School in a way that promotes flexibility, critical thinking, and creativity in student learning while developing technology and communication skills.

Digital Media Studies combines the philosophy and practices of a liberal arts and open program with the 21st century learning skills and technology that students need for the future. "Digital Media" refers to technology used for communication and artistic expression. Examples include traditional media like film, images, music, spoken and written word, as well as new media like blogging, digital storytelling, online news resources, social networking and podcasting.

The Digital Media Studies Program challenges students to use these tools as they produce their own digital media projects. Throughout their participation in this four-year program, student learning shifts from media awareness and critical analysis to actually creating media that advocates for social awareness and global change.

The Digital Media Program is designed for students who:

- Possess a desire to respond to print and media texts in a creative way.
- Use Web 2.0 tools to synthesize and apply their learning in innovative, real-world contexts.
- Analyze traditional and 21st century resources to improve reading, writing, speaking, and critical thinking skills in a project-based, interdisciplinary environment.

Project examples include:

- Developing an interactive website that analyzes and responds to a specific global corporation.
- Creating a digital photography portfolio examining the cycle of production, consumption, and waste.
- Transforming written narratives into podcasts with music tracks using garage band.
- Producing a short documentary film using digital cameras and iMovie.
- Reading extended texts while using iPod Touches to access audiobook content.

- Creating animated avatars to tell student-written, research-based Holocaust narratives.
- Creating an interactive website about an ancient civilization of their choice.
- Analyzing the issue of urban sprawl in the Twin Cities through the use of ComicLife software, and proposing solutions to the current problems.

Equipment we use regularly includes

- iBook laptop computers
- iMac desktop computers
- iPod Touches
- video and still digital cameras
- digital voice recorders

Software applications and programs we use:

- iMovie
- Garage Band
- GoogleDocs
- CrazyTalk
- Comic Life
- Glogster
- Weebly.com website builder
- Online citation-building software
- Wikis, blogs, web pages
- YouTube
- Photo editing software
- VoiceThread
- Podcasting tools
- Online classroom chat programs

Health Careers

The Health Careers Program is designed for college-preparatory students who are interested in pursuing a medical or health science career after high school.

The goal of the Health Careers Program is to guide students in the exploration of the health care field in a way that helps them make educated and informed decisions about their future. In addition, students are expected to develop professional behaviors and respect for others, make ethical choices, maintain confidentiality, and increase personal responsibility and reliability.

Instruction is available in the basic skills in a variety of areas associated with health occupations such as health and medical services, pharmaceutical and medical instruments and supplies. Instruction includes but is not limited to foundations of health; anatomy and physiology, legal, ethical and economic aspects of health care clinical laboratory procedures; basic health occupational skills; aseptic techniques; OSHA regulations' and infection control.

Mentors in specialty areas provide an overview of scope and nature of practice, career opportunities, post-secondary education requirements, practical experience, integration of health care systems, and ongoing professional development requirements.

Eleventh grade students can receive grant-funded instruction to become nursing assistants and learn the skills necessary to work in a long term care facility. Following the completion of required clinical hours and testing the student can receive a certificate as a nursing assistant. Twelfth grade students have the opportunity to learn medical terminology, anatomy, and clinical medical assisting to help them obtain employment in a physician's office or hospital.

All Health Careers Program students receive training to be certified in CPR and First Aid. Qualified seniors also have the opportunity to participate in our school-to-work program and receive school credit while working during the school day. Our mission is to support students as they achieve academic excellence and access to licensure/certification in Nursing Assisting, First Responder, Medical Assisting, or Dental Assisting.

In addition, students participate in community health projects such as elementary school health screenings and blood drives and are required to engage in service learning at local healthcare sites. Students in the 11th and 12th grade are eligible for summer internships at local hospitals and clinics. They also have the opportunity to join Health Occupations Students of America (HOSA), a pre-professional organization of potential health care workers.

Students interested in pursuing employment in a health profession should like:

- Helping others achieve their highest health potential
- Working with technology
- Solving problems
- Mastering evolving techniques and processes
- Interacting with the public and co-workers

Students in the 11th and 12th grade will have the opportunity to participate in: International Baccalaureate, Advanced Placement, and College in the Schools classes.

International Baccalaureate Programme

Roosevelt High School is an authorized International Baccalaureate World School. The International Baccalaureate Diploma Programme authorization allows us to offer IB curriculum and assessments with external accountability at the 11th and 12th grades. The IB exams are accepted for college credit worldwide and give students a clear goal to work towards and “show what they know” through a variety of assessment styles.

IB is more than advanced coursework and potential college credit. The IBO has a broad and inclusive mission of developing intercultural understanding throughout the world by developing the skills of a lifelong learner in students. There is an emphasis in IB courses to do more than simply deliver content. Teachers guide students to develop skills in writing, service learning, problem solving and research and while applying the content to local and global situations.

In addition to IB Diploma Programme, our International Baccalaureate Career-related Certificate (IBCC) world pilot programme offers juniors and seniors the chance to engage in rigorous, externally assessed coursework while making progress towards a career certification in the health careers field. At Roosevelt, our IBCC students become career-ready through the rigorous IB Diploma Programme coursework that provides opportunities through college-level coursework while developing career skills through mentorship opportunities in the health care community.

For more information in English, Spanish and French, go to www.ibo.org.

Questions? Contact Mary McPartlin, IB Diploma Programme Coordinator, at (612) 668-4837 or e-mail to Mary.McPartlin@mpls.k12.mn.us.



International Baccalaureate Programming Guide

If you are a Health Careers student, you may be interested in the **IB Career-Related Certificate (IBCC)**:

- Take at least one IB DP course and one IB DP Language, each for a certificate.
- The IB Career Capstone course will allow students to connect an internship to their IB Course work and ethics.
- Students will take Health Careers-specific courses, like the Health Careers Core Curriculum and the Certified Nursing Assistance course to prepare them for college.

To get an **IB Certificate**:

- Sign up for one or more IB class.
- Most classes span 2 years.
- Take and pass the IB exam for any DP course- involves short answer, problem solving and class assignments done over the course of two years.

To get an **IB Medallion**:

- Students receive IB Certificates in two of three attempted subjects.
- Students complete the 75 hours of Creativity, Action and Service.
- Students take the Theory of Knowledge course and complete a ToK essay.

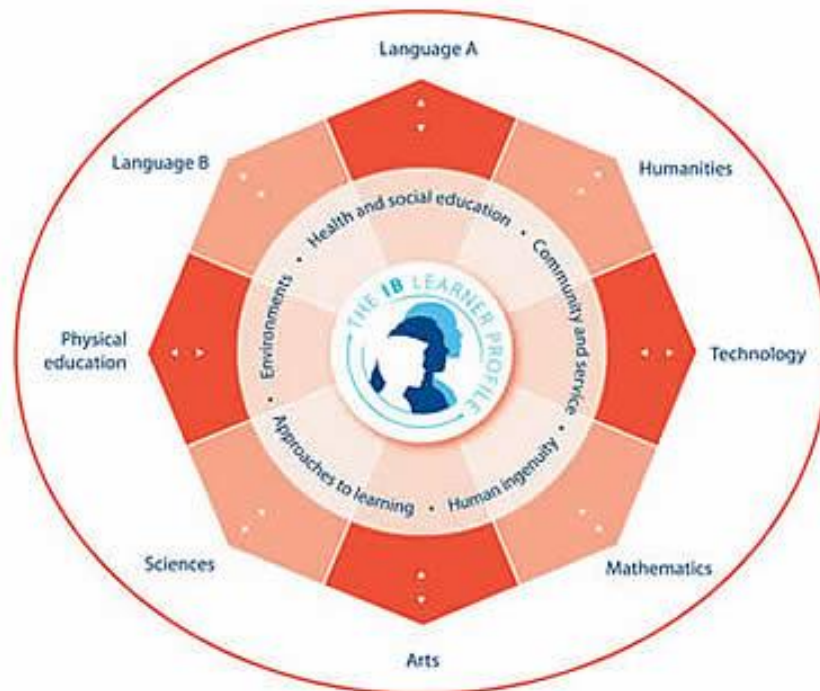
To get an **IB Diploma (IB DP)**:

- Students receive IB Certificates in six subjects.
- Students complete the 150 hours of Creativity, Action and Service.
- Students take the Theory of Knowledge course and complete a ToK essay.
- Students complete the 4,000 word Extended Essay.

IB Middle Years Programme

Roosevelt High School has begun the application process to offer the IB Middle Years Programme for 9th and 10th grade students for the 2011-12 school year.

"The IB Middle Years Programme provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers. The programme consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study their mother tongue, a second language, humanities, sciences, mathematics, arts, physical education and technology. In the final year of the programme, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the programme," (<http://www.ibo.org/myp/>).



Roosevelt High School Citywide Programs

Several citywide programs, including the **Auto and Construction Program** and the **Health Careers Program**, mentioned previously are available at Roosevelt to all students in the Minneapolis School District.

English Language Learners (ELL) Program

This program is designed for non-native speakers of English. Its goal is to prepare and support students to function proficiently in all subjects in which English is the mode of instruction. The program is open to non-native speakers of English at levels ranging from emerging literacy through high-intermediate skills.

It aims to help integrate students in American culture, both socially and academically, and to understand all aspects of American education. Students will be assessed upon arrival and at the conclusion of each year by the ELL teachers. Their placement in a particular ELL level continues for that entire academic year. The goal is to progress through the four levels of the program in four years. Students at the lower levels are offered a selection of courses designed to accommodate their needs as new speakers of English. This serves to maintain their focus on English acquisition and ensures future success in more academically-challenging courses.

Learning Resource Center Programs

The Roosevelt High School Learning Center is designed to provide both direct instruction and support to students with disabilities. These students may be enrolled in any of Roosevelt's Education Programs.

The Learning Center provides cross-categorical service to students who have disabilities that interfere with their school success. The Learning Center Program incorporates the following citywide programs: Autism Program, Life Skills Program.

The Resource program provides special education services to students with IEPs who are not in any citywide program. The district special education office determines placement in a citywide program.

Autism Program

This program provides individualized programming and support for students with Autism Spectrum and/or other neuro-biological disorders.

The goal is to utilize best practices, research-supported interventions, and a multidisciplinary approach to address behavioral, cognitive, social-emotional and sensory difficulties associated with neurobiological disorders.

The program has a high staff-to-student ratio as recommended by federal guidelines for Autism Spectrum Disorders. Students are provided with specialized instruction including communication therapy, occupational therapy, adaptive physical education, and services from a school psychologist based on individual needs. Each student is provided such instruction in the least restrictive environment, ranging from full inclusion in the mainstream educational setting to skill development in a self-contained setting, addressing all five transition areas: Post-Secondary Education & Training, Employment, Community Participation, Recreation/Leisure, Home Living/Daily Living Skills, with emphasis on social skills, functional communication and independence. A focus of this program is to teach and encourage school and community independence.

Life Skills Program

The Life Skills program is a district-wide program for students that require special education service for the majority of the school day. Students are provided a functional curriculum that emphasizes academic and social skill building in the transition areas of home and daily living, post secondary education, employment, recreation, and community participation.

Students will be exposed to career exploration, curriculum based work experiences, and other on the job training experiences. Students have access to classroom assistants throughout their school day in both special education and regular education courses when needed. Opportunities for students to be mainstreamed are made on an individual basis.

Developmental Cognitive Disability (DCD) Program

This model provides a full day of special education services to students with emphasis on developing functional and academic skills in an environment with small student to staff ratios. Services are provided in a variety of settings including general education and special education classrooms, community environments, and job training sites.

Teenage Pregnancy and Parenting Program (TAPPP)

The TAPP Program offers both academic and supportive services to Roosevelt High pregnant teens, teen mothers, teen fathers, their children and their families. The Roosevelt High TAPP Program is part of a Minneapolis School District network of TAPP Programs.

The goal of the program is to provide the academic and support services necessary for the pregnant and/or parenting students to complete their high school education, as well as enhance their knowledge and skills in parenting and child development. This includes support during the post-partum period. The following elective courses are offered each semester:

- Parent Group Interaction provides an academic focus to child development and parenting. These classes are only open to pregnant or parenting students.
- Child Development Practicum is a class open primarily to teen parents; mandatory for those students whose child is in the on-site childcare center. It is also available on a limited basis to non-parenting students. There is a required interview with the TAPPP Coordinator before enrolling. This laboratory class focuses on daily, practical care of children.

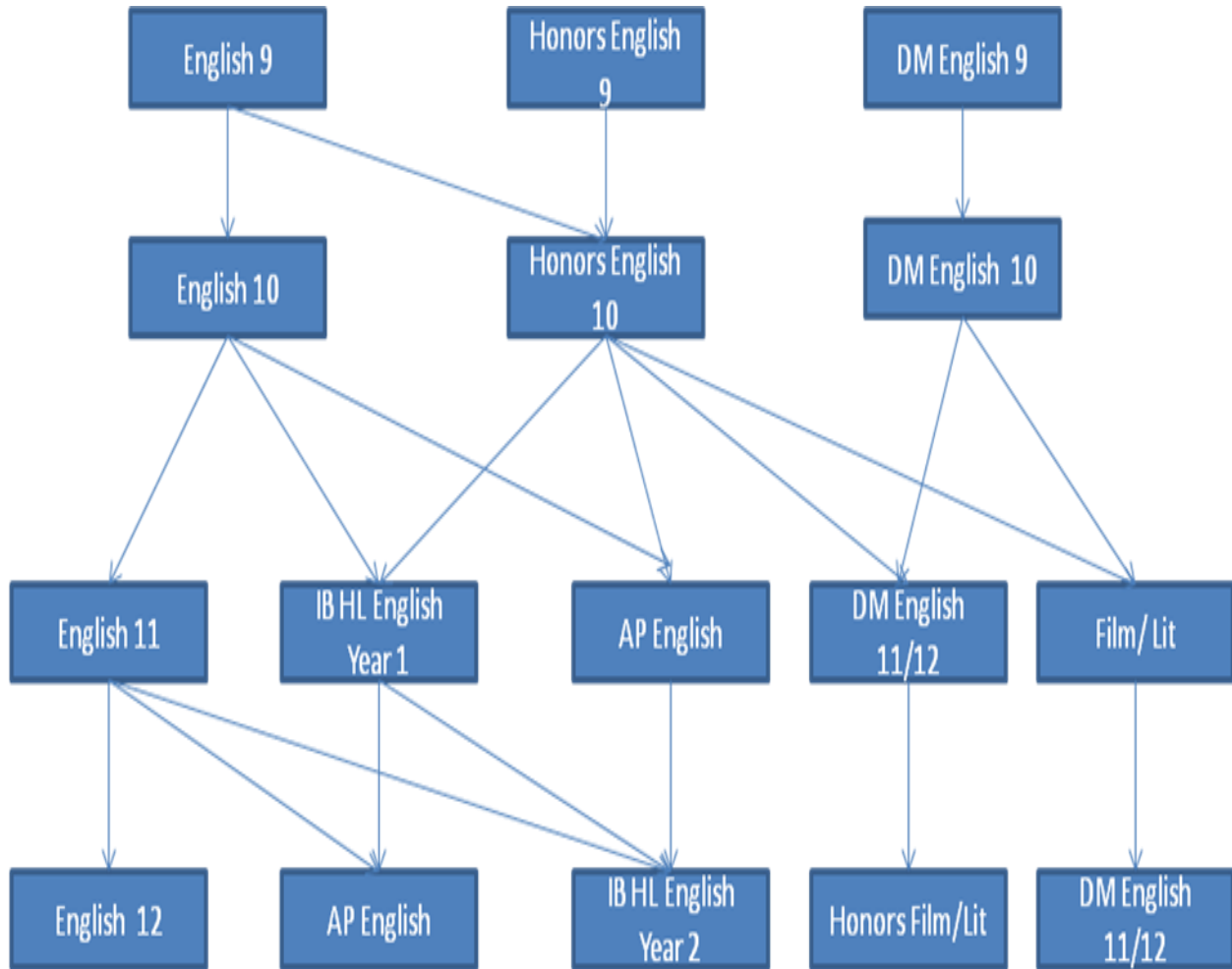
Support Services include group discussion, community referrals, ongoing individual support, as needed, attendance monitoring, school-to-career planning; licensed childcare for infants and toddlers, door-to-door transportation.

The TAPPP Coordinator serves as a liaison for the students and their children with their parents, school personnel, and community agencies.

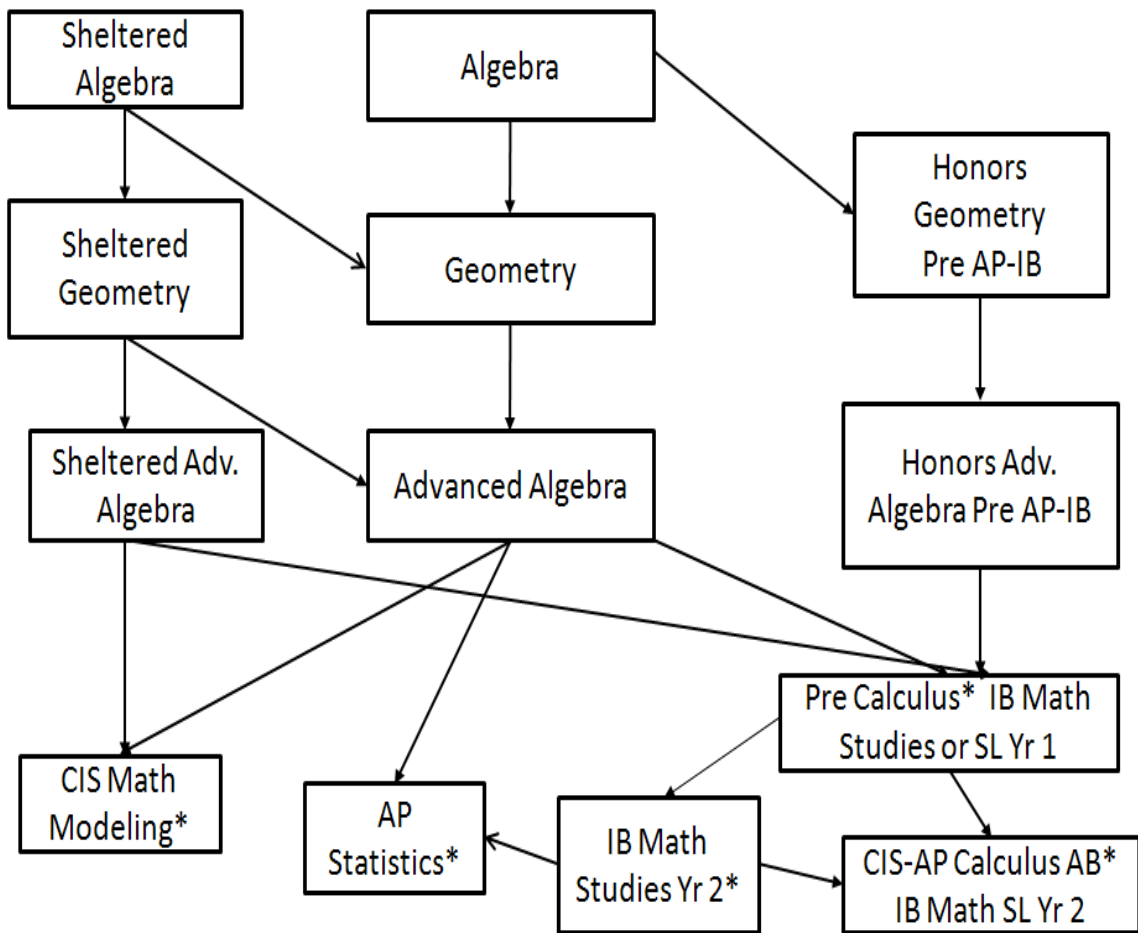
Admissions: Enrollment preference is given to Roosevelt High students. There are 20 childcare spaces available for children in the state licensed on-site child care center.

Course Sequences

English Course Sequence



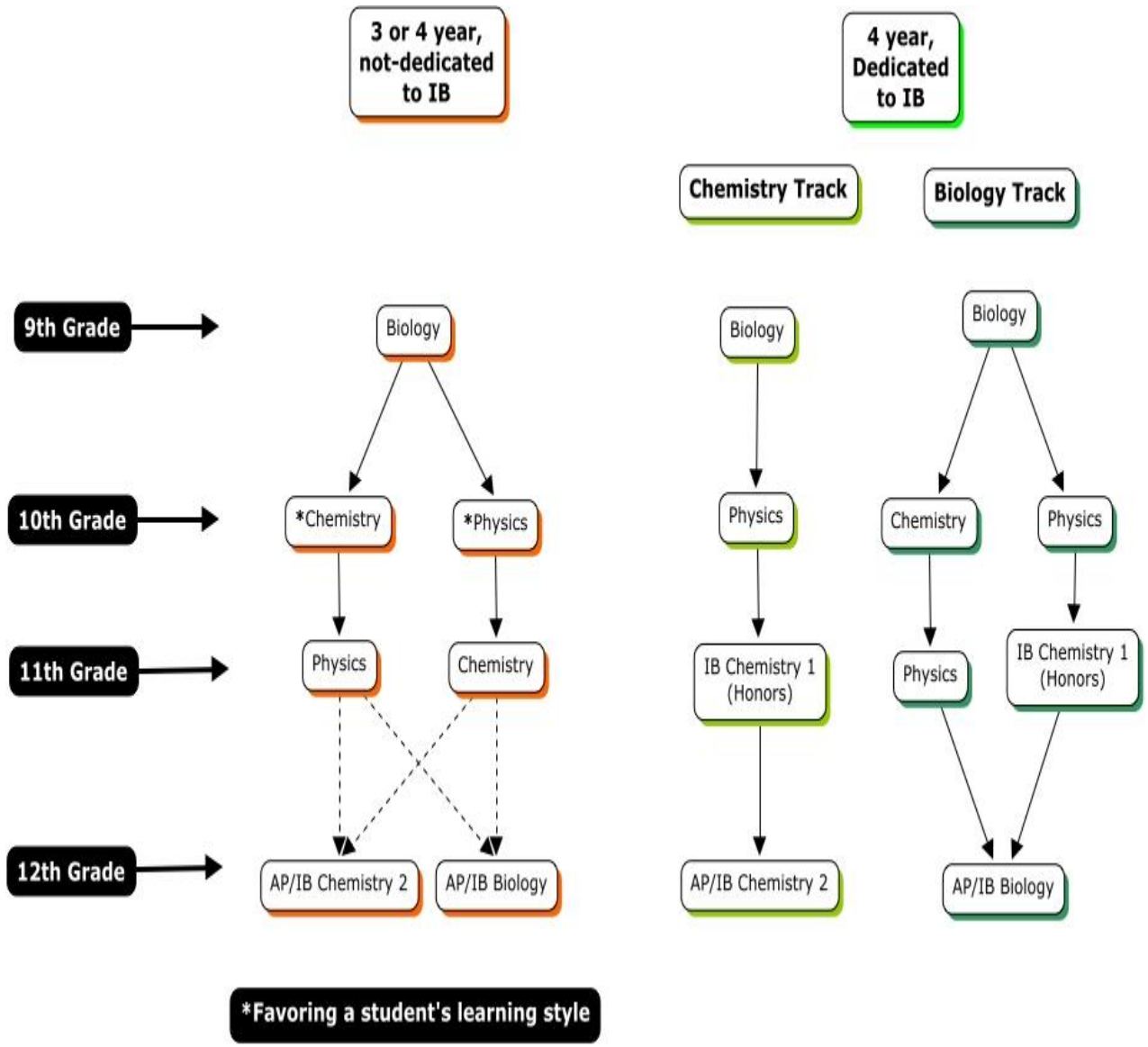
Roosevelt Math Sequence



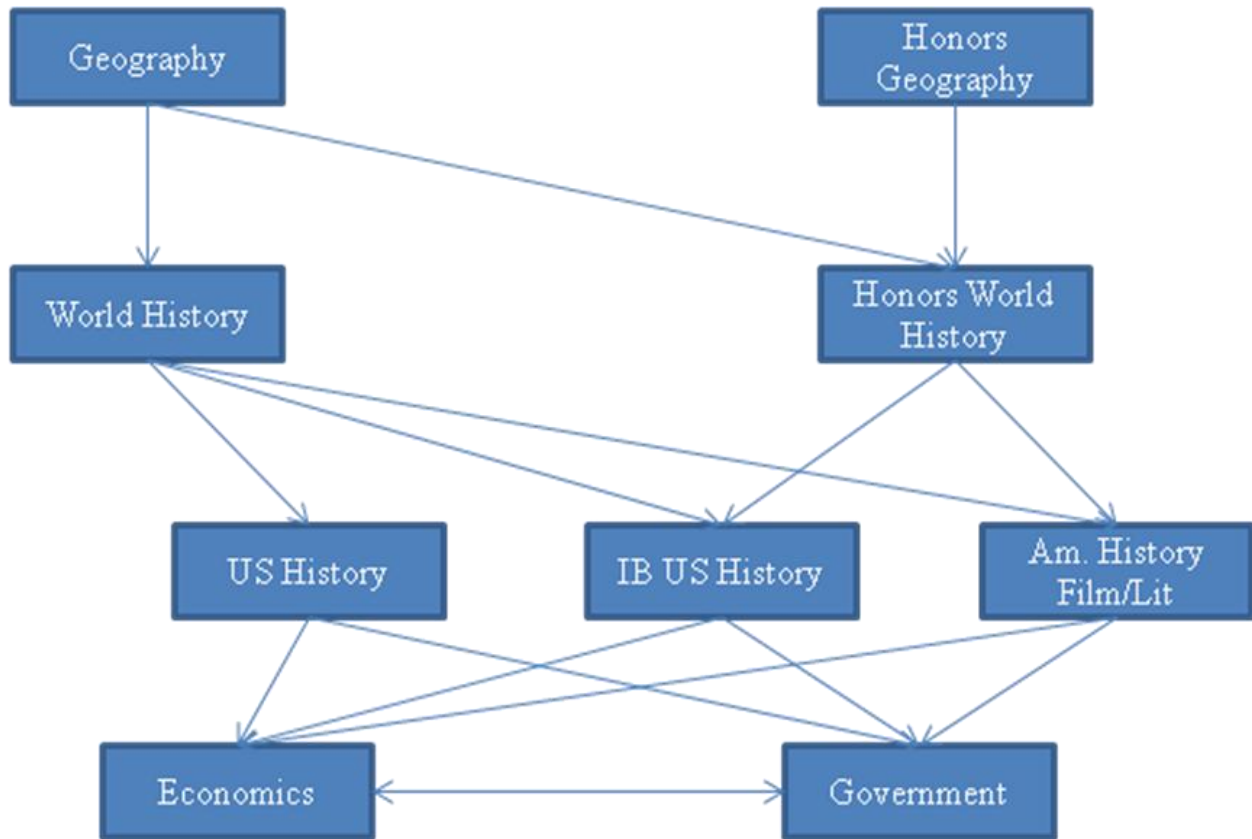
* AP Stats may be taken along with either CIS, IB Yr2 or PreCalculus



Roosevelt Science Sequence



Roosevelt Social Studies Sequence



Course Descriptions

Advancement Via Individual Determination (AVID)

Grades 9-12

Prerequisite: Application, Interview and Selection Process

Course Description and Objectives:

Advancement Via Individual Determination (AVID) is a college preparatory program for students that demonstrate promise and potential. Students may apply for AVID at any point during the first three years of high school.

The AVID program consists of key components to prepare students for acceptance to and success in four-year colleges and universities. The components include intensive writing practice, strategies for success, tutorials, and college visits.

Key Components of AVID:

Writing: A significant focus of AVID is writing, and throughout the four-year program students will receive intensive writing instruction and practice.

The AVID approach to writing is a process approach. Using this method, students will write and rewrite a single assignment multiple times. Students are provided focus lessons that improve both the mechanics and techniques of writing in preparation for college success.

- ▶ **AVID 9** students complete 2-4 writing assignments. These may include the Mandala, Description of Place and Character Analysis. Example focus lessons include:
 - ▶ Introductions
 - ▶ Complete Sentences
 - ▶ Parts of Speech
 - ▶ Conclusions
- ▶ **AVID 10** students also complete 2-4 writing assignments. These may include Explanation of a Process, Autobiographical Incident, Biography, and a Problem Solution Analysis. Example focus lessons include:

- ▶ Essay Structure/Topic Sentences
- ▶ Capitalization
- ▶ Thesis
- ▶ Subject/Verb Agreement
- ▶ Active/Passive Voice
- ▶ Bibliography/Citations
- ▶ Commas and Marks

Additionally, all AVID 10 students complete a career research unit of approximately one-half semester in length that includes a career research paper, career exploration activities, a job shadow/visit to a suitable work place, possible e-mentoring, and guest speakers representing various careers.

- **AVID 11** students complete 2-3 writing assignments. Possible choices include Biography, Arguments, Explanation of a Process, Book Club and Character Analysis and the AVID College Readiness Curriculum (ACR). Example focus lessons include:
 - ▶ Irregular Verb
 - ▶ Verb Tense
 - ▶ Conjugation
 - ▶ Integrating Source Material
 - ▶ Analyzing a prompt
 - ▶ Selective and Purpose Driven Reading
 - ▶ Focused Note Taking
 - ▶ Integrating Sources into Text

During second semester of AVID 11, students receive intensive in-class ACT prep. The program is designed to prepare students to successfully take the ACT test in June.

- **AVID 12** students continue to write with assignments that may include college admission essays, ACR or other appropriate writing.

Strategies for Success: These fundamental elements of AVID develop the habits of mind necessary for academic success.

- Goal Setting
- Cornell notes
- Binders (organizational strategy)
- Learning Logs (reflection tool)
- Questioning Skills
- Time Management
- Transcript/Report Cards/Student Portal
- Public Speaking and Presentations
- High Level Questioning
- Socratic Seminar/Philosophical Chairs
- Timed Writing

Other strategies may be included at the discretion of the teacher based on the needs of the students.

Reading: AVID includes reading strategies that build critical reading and discerning capacity for students.

- Marking the text
- Summarizing
- Purpose
- Point of View
- Bias
- Tone
- Comprehension

Tutorial: AVID students participate in peer collaborative tutorials two days each week. Led by trained tutors, students focus on improving their grades and academic performance in classes other than AVID.

Students also complete a tutorial analysis process at least once a year that promotes careful reflection and consideration of their focus and efficacy in tutorial.

College Field Trips: AVID students will have the opportunity to visit two to four colleges/universities each year. We visit a diverse selection of colleges, including small liberal arts colleges and large public universities.

Additional AVID Components:

All AVID 11 and 12 students are expected to register and successfully complete at least one Advanced Placement or IB Diploma Programme course each year. Most students successfully complete multiple advanced courses.

The AVID 12 course is the capstone course for students. Students continue to employ the essential skills and strategies of AVID. The focus during the first semester of the year is on the college search and application process. Immediately following that, the focus of the course turns to financial aid and scholarship applications.

During the second semester AVID seniors engage in study of content to prepare them for life after high school. This may include units such as financial literacy, transitioning to college or a capstone unit designed by the teacher and students to complete the senior year.

Driver's Education

Driver's Education and Traffic Safety

This is a three-phase program composed of classroom, simulation and Behind-the-Wheel phases. The classroom and simulation phases are taught together.

The classroom topics covered are: nature's law, safety belts, freeways, alcohol and drugs affects on drivers, and traffic laws and ordinances using the Minnesota driver manual as a resource.

* There is a **\$50 cash, non-refundable fee** for the classroom/simulation phase. The fee must be paid to the instructor during the first two weeks of class or the student will be dropped from the class and another elective will be assigned based on space availability.

Roosevelt has its own 16-car, computerized driver simulator. The simulator helps develop proper judgment and behavior responses as well as manipulative skills. The student will experience night driving, winter, and other hazards, emergencies, and freeways and other traffic situations. In the 15-hour simulation, mistakes in the driving can be made and the student can practice how to correct them.

The Behind-the-Wheel phase is offered after the student has successfully completed the classroom. The student is taught how to perceive and interpret traffic hazards, and how to operate a car in varying traffic, highway and weather conditions.

A \$175 fee for the Behind-the-Wheel phase is required before the student qualifies to take the permit test. Payment is not due until the end of the semester.

English

Various sections of English will be offered with the curriculum adapted to meet the needs of Roosevelt's different programs (Auto and Construction, Digital Media Studies, Health Careers).

English 9

Course Duration: Year

Course Description:

The course will challenge students to read and think critically as they consider essential questions aimed to guide them to a clearer understanding of self, community and cultures of the world. Students will participate in class discussions and express their ideas through a variety of writing forms. Practice in prewriting, establishing a purpose, organizing, sentence structure, revising, and editing skills will be done with both narrative and expository writing assignments.

Reading selections will include some of the following titles: *Of Mice and Men*, *The Pearl*, *House on Mango Street*, *Shizuko's Daughter*, *Fallen Angel*, *Ellen Foster*, and *Romeo and Juliet*. Readings will also include selected short stories, poems and essays.

English 9 is offered in Honors English and Regular English formats. Students electing to take the Honors English format should have good study skills, a good curiosity of reading and writing. Students taking Regular English will be able to work on improving their writing skills, study skills, and reading understanding.

English 10

Course Duration: Year

Course Description:

Students will study American Literature, reviewing the literature of American and her people. Reading and learning about American literature is synonymous with understanding the history and culture of a nation that has undergone dramatic social, economic, and cultural change in its relatively short history.

Our goal is to create a classroom atmosphere where we can analyze and interpret the different American experiences that reveal themselves in some great books, and

to analyze the themes, ideas, struggles, and meanings which inspire American writers to create their stories in the first place.

English 10 is offered in Honors English and Regular English formats. Students electing to take the Honors English format should have good study skills, a good curiosity of reading and writing. Students taking Regular English will be able to work on improving their writing skills, study skills, and reading understanding.

English 11

Course Duration: Year

Course Description:

Emphasis: American Literature, Speech, Academic Writing

Students develop critical inquiry, reading and writing skills through deep investigation of major movements in American literature.

As we consider the role of American history and society in the creation of fiction and non-fiction texts, we will compare, analyze, and evaluate the work of communities of authors in each unit.

Creative culminating projects will connect assigned texts to our lives, while more formal essays will require students to present cohesive, well-supported arguments.

Literature covered in the course includes a variety of poetry, short stories, plays, and novels. Writing and public speaking skills will be covered as well. Various pieces of literature include: "The Crucible," "Their Eyes Were Watching God," "Fences," "Black Boy," "The Great Gatsby," and "1984."

English 12

Course Duration: Year

Course Description:

Emphasis: Novel, Short Story, Poetry, Drama and College Writing.

English 12 is a survey course to review, reinforce, and refine skills students have learned in grades 9-11. Students will read a variety of short stories, novels, nonfiction and drama chosen to reinforce the importance of life choice and planning for the future. College writing, Shared Inquiry and public speaking are important components of this course. Literature to be studied includes "The Color of Water," "Hamlet," and "Antigone."

Digital Media English 11/12

Course Duration: Year

Course Description:

Emphasis: Media and non-fiction analysis, academic writing, media production

Digital Media English covers English requirements in a way that promotes flexibility and choice in student learning. Through a variety of print and non-print texts, students will develop and apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts.

This class highlights critical thinking skills through discussion and analysis of a wide variety literature, non-fiction and media sources. Students employ a wide range of strategies as they write and use different writing process elements – such as grammar, usage, and mechanics – appropriately to communicate effectively with a variety of audiences and for different purposes. A research paper is required. Students improve listening and speaking skills through discussions, podcasts and interviews.

Honors Film and Literature 11/12

Course Duration: Year

Course Description:

Emphasis: American literature and non-fiction analysis and writing, film studies and production.

Honors Film and Literature covers the English requirements in a way that will allow students flexibility and choice in their learning. This is an interdisciplinary class, linked to the Early American History class.

In this class, we will read, write about, and discuss American literature and various primary historical documents in order to develop and use critical thinking abilities (knowledge, comprehension, analysis, synthesis, and application) as we consider the connection between history and art.

We will also be viewing, discussing and analyzing various fictional historical films as well as different styles of documentary films. We will practice exercises that stretch our creative minds, including writing critical essays on literature and film, discussing visual art and music, and producing practice podcasts and photo portfolios. We will learn the technical and creative aspects of creating a documentary film using iMovie.

By the end of the year, students will research, write and produce an original documentary and participate in the Annual Roosevelt High School Film Festival.

Advanced Placement (AP) English Language and Composition

Course Duration: Year

Course Description:

This challenging, year-long course is designed to prepare students for all types of college-level writing. Students will develop the skills they need to write academically, professionally and personally for all kinds of purposes.

Students will practice the stages of the writing process from brainstorming through revision, engage in peer review of one another's work, and complete many informal and formal writing assignments. In addition, students will become skilled readers of a wide variety of non-fiction work, from memoir to essays to scholarly research.

In May, students have the opportunity to take the AP English Language and Composition exam that may enable them to receive college credit in English.

Advanced Placement (AP) English Literature and Composition

Course Duration: Year

Course Description:

Advanced Placement (AP) Literature and Composition students engage in the careful reading and critical analysis of prose, poetry and imaginative literature written in a variety of periods, disciplines, and rhetorical contexts. Students consider a work's structure, style, and themes as well as the use of figurative language, imagery, symbolism, and tone.

A close study of these works of literature will heighten student awareness of the interactions among a writer's purpose, audience expectations, and subject as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

Students in this course are invited and encouraged to take the College Board's AP English Literature and Composition exam. The primary goal is to involve students in reading and writing about literature at a college level.

International Baccalaureate (IB) High Level (HL) English

Course Duration: Year

Course Description:

Students will have the opportunity to meet or surpass 11th and 12th grade English/Language Arts standards of the State of Minnesota. The major focus of this course will be preparing students for the essential components of the International Baccalaureate (IB) English High Level (HL) exam, which are spread throughout the two years. At the end of this course, students who have performed to proficiency according to the IB rubrics will pass the IB English HL exam (which is awarded college/university credit by many institutions). Alternatively, candidates for the IB Diploma will fulfill the Language A1 requirement toward the diploma.

Students and parents should know that this is a highly-rigorous curriculum, expectations will be high, and the pace will be brisk.

Students will interact with important works of literature, improve skills of literary analysis and interpretation, build vocabulary, write in many forms, as well as improve skills in listening and speaking.

Minnesota Comprehensive Assessment (MCA) Reading

Course Duration: Semester

Course Description:

The purpose of this course is to increase literacy skills, strengthen academic literacy and prepare juniors and seniors for Minnesota Comprehensive Assessment (MCA-II) test success.

Students will practice effective reading strategies with individual and small group instruction. The course will emphasize non-fiction text and content area literacy skills.

This course is recommended for students who have not yet passed the MCA-II reading assessment.

Minnesota Comprehensive Assessment (MCA) Writing

Course Duration: Semester

Course Description:

Students in Writing Prep, will be using many skills developed in 9th grade writing and literature classes, but will be encouraged to explore topics more critically and to express themselves more fluently in order to become better writers. Essentially this class will give students writing practice in communicating ideas and feelings.

Students will be concentrating on various genres of academic writing, including expository, persuasive, and narrative forms of writing.

Students will also prepare for and eventually take the MCA Writing Test which will assess their writing ability and a MCA Reading Test which will assess their reading and writing skills.

English as a Second Language (ESL)

All English Language Learners will be assessed in writing and reading. They will subsequently be assigned to the appropriate level based on the results of that assessment. Students will be assessed at the conclusion of each year of study.

ESL Orientation Reading and Writing in the Content Areas:

Students will learn basic reading strategies to use with fiction and nonfiction texts. They will build a broad vocabulary from a wide variety of texts focusing on language and content of secondary content areas.

This class will provide the information and skills necessary for students to make progress toward level 1 (Beginning) 9-12 ELL Standards in Speaking, Listening, Reading and Writing.

ESL Orientation – Communication:

In this course students will learn the basics of language mechanics, different types of writing, as well as the ability to verbally express and support ideas and opinions. They will be building a broad vocabulary from different segments of the world around them. Students will also learn to use communication strategies for functioning in different situations.

This class will provide the information and skills necessary for students to make progress toward the Level 1 (Beginning) 9-12 ELL Standards in Speaking, Listening, Reading and Writing.

ESL 1A – Reading and Writing in the Content Areas:

In this course students will learn basic reading strategies and build a broad vocabulary through exposure to a wide variety of texts, both fiction and nonfiction. Basic writing skills will be emphasized and students will be introduced to academic writing. Students will respond to oral and written instructions using target vocabulary.

This class will provide the information and skills necessary for students to make progress toward the Level 2 (Intermediate) 9-12 ELL Standards in Speaking, Listening, Reading and Writing as well as Minnesota Language Arts Standards in Reading and Literature, Writing, and Speaking, Listening and Viewing.

ESL 1B – Communication:

In this course students will continue to practice reading strategies and expand their vocabulary skills. They will study the language mechanics and grammar necessary to express and support their ideas and opinions and will progress from writing simple sentences to complete paragraphs.

Students will learn to use communication strategies to function in different social situations and give simple oral reports about familiar topics.

This class will provide the information and skills necessary for students to make progress toward the Level 2 (Intermediate) 9-12 ELL Standards in Speaking, Listening, Reading and Writing, as well as Minnesota Language Arts Standards in Reading and Literature, Writing, and Speaking, Listening and Viewing.

ESL 2A – Reading and Writing in the Content Areas:

This course emphasizes both writing and reading skills needed for success in high school. Students will learn reading strategies to use with a broad range of fiction and nonfiction texts and will respond orally and in writing. They will further develop academic writing skills by improving language mechanics and standard grammar usage.

Students will continue to expand their academic content and language knowledge and skills focusing on secondary social studies, science and mathematics content.

This class will provide the information and skills necessary for students to make progress toward the Level 2 (Intermediate) 9-12 ELL Standards in Speaking, Listening, Reading and Writing, as well as Minnesota Language Arts Standards in Reading and Literature, Writing, and Speaking, Listening and Viewing.

ESL 2B – Reading, Writing and Communicating:

This course emphasizes both writing and reading skills needed for success in high school. Students will learn reading strategies to use with a broad range of fiction and nonfiction texts and will respond orally and in writing. They will further develop academic writing skills by improving language mechanics and standard grammar usage.

Students will continue to expand their academic content and language knowledge and skills focusing on secondary English Language Arts Standards.

This class will provide the information and skills necessary for students to make progress toward the Level 2 (Intermediate) 9-12 ELL Standards in Speaking, Listening, Reading and Writing, as well as Minnesota Language Arts Standards in Reading and Literature, Writing, and Speaking, Listening and Viewing.

ESL 3A – Reading and Writing in the Content Areas:

This course emphasizes both writing and reading skills necessary for successfully meeting the demands of high school coursework. Students will read and analyze increasingly complex texts from various genres to include fiction and nonfiction selections. They will explore topics of personal and academic interest as they develop media literacy and research skills needed to meet the challenges of future academic work. They will continue to develop academic writing skills by improving language mechanics and standard grammar usage.

Students will continue to expand their academic content and language knowledge and skills focusing on secondary social studies, science and mathematics content.

This class will provide the information and skills necessary for students to make progress toward the Level 3 (Advanced) 9-12 ELL Standards in Speaking, Listening, Reading and Writing, as well as Minnesota Language Arts Standards in Reading and Literature, Writing, and Speaking, Listening and Viewing.

ESL 3B – Reading, Writing and Communicating:

This course emphasizes speaking, listening, reading and writing skills needed to successfully meet the demands of high school course work. Students will plan, organize and compose narrative, expository, descriptive and persuasive writing to address specific audiences and purposes.

Students will further develop critical thinking skills by analyzing, discussing and responding to literature and nonfiction. Students will continue to expand their academic content and language knowledge and skills focusing on secondary English language arts standards.

ESL 4 – Reading, Writing and Communicating:

This course focuses on building strategies and skills necessary for success in mainstream classes and in college.

Students entering this course will have already demonstrated relatively strong reading and writing skills. They will have successfully completed ESL 3A and ESL 3B (for ninth graders, a score of 3 on the TEAE for reading or other indications of strong reading skills are suggested as prerequisites of this course) and will be on target for passing the MCA-II in reading. The course is intended to challenge and engage students so as to prepare them for success in other courses requiring critical thinking and increasingly sophisticated skills in academic reading, writing and research.

Students will develop critical thinking skills by analyzing, discussing and responding to literature and nonfiction. They will explore topics of personal and academic interest as they develop media literacy and research skills needed to meet the challenges of future academic work. They will learn about and practice revising and editing their work and the work of peers.

This class will provide the information and skills necessary for students to make progress toward the Level 4 (Transitional) 9-12 ELL Standards in Speaking, Listening, Reading and Writing, as well as Minnesota Language Arts Standards in Reading & Literature, Writing, and Speaking, Listening & Viewing.

Sheltered Content Instruction Courses

Sheltered instruction is an instructional approach that engages English Language Learners in developing grade-level content-area knowledge, academic skills, and increased English proficiency.

In sheltered instruction classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Strategic learning activities offer ELLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level.

Fine Arts

Music

Choir

Course Duration: Year

Course Description:

This course is a beginning choir that emphasizes choral tone and development of the voice as an instrument. Vocal skills studied include musical symbol recognition, diction, and vocal technique. Students in this ensemble will perform three public concerts a year.

Guitar

Course Duration: Semester

Course Description:

Students will learn to read standard notation, tablature and chord symbols; learn various finger-picking and strumming patterns that are associated with the different genres of music; and learn performance technique and etiquette.

Piano

Course Duration: Semester

Course Description:

This course is offered to students at any level of proficiency ranging from beginner to advance. Students work at their own rate of progress and are encouraged to expand their musical horizons by exposure to many styles of piano literature. A highlight of the course is the weekly recital when students perform for the piano class.

Band

Course Duration: Year

Course Description:

Beginning Band is a course designed to give students an opportunity to learn a band instrument at the high school level. A strong emphasis is placed on basics of music, as well as on the problems of each individual instrument. This class provides the necessary tools for the student to move into the Symphonic band and a more expansive group experience.

Orchestra

Course Duration: Year

Course Description:

String Orchestra provides a medium of musical involvement and experience through performance. It also offers the student opportunities to perform the varied styles of music available to string orchestras. The student learns the principles of performance such as bowing techniques, tone production, and style.

Through these principles, students gain an understanding of basic theory and discover the beauty of musical involvement.

International Baccalaureate (IB) Music

Course Duration: Year

Course Description:

International Baccalaureate (IB) music at Roosevelt is designed to develop an understanding of music from a variety of different cultures and how that music is relevant to the culture of the student as well as that of the composer/traditional performer. Currently IB music is taught as a standard level course.

- All Roosevelt IB music students will start out at standard level. The initial focus will be on building basic skills, while at the same time developing critical thinking skills through creative thought.
- A Theory of Knowledge (TOK) concept will be the focus every week and that concept will be journaled upon. The TOK question will be in alignment with the topic that week.

- Students in SL music are required to choose one of three options:
 1. Standard Level: Creating two pieces of coursework;
 2. Standard Level: Solo Performing 15 minutes.
 3. Standard Level: Group Performing 20-30 min

As a result of taking this course, students will gain an in-depth knowledge of the principles, practice, and theory of musical study. Students will develop skills of critical thinking, analysis, and performance. Because the concepts in this course require performance options, students will become better communicators and risk-takers in a global society.

Theater

Performance Theatre

Course Duration: Semester

Course Description:

Performance Theatre is an introduction to the basic skills and vocabulary of acting. Students are introduced to a brief history of theatre, including its origin and use in other cultures. Improvisation (ensemble, concentration, rhythmic, sensory, spatial, and physical awareness, dramatic imagining, responsiveness to given circumstances); and Monologue, Duet Scene and One Act Play Work from Realistic Plays (actions, obstacles, objectives, research, making personal acting choices that show variety, structure, and unity); Comedy Sketches (irony, timing, distortion, exaggeration, incongruity, status interactions, stock characters, reversal of expectation); Audition Technique (cold-reading, contemporary monologue).

Creative Communications

Course Duration: Semester

Course Description:

Creative Communications is for students who want to learn to think clearly and express themselves effectively before an audience. The class prepares students for college and their careers. Students are provided opportunities to increase their fluency as a speaker, and develop their self-confidence.

The course covers multiple aspects of public speaking and gives the student practical experience through participation. The course introduces the beginning speech student to a study of poise, use of body and voice, public speaking, oral interpretation of literature, beginning argumentation and spoken word.

Visual Arts

Basic Art

Course Duration: Semester

Course Description:

This semester foundation studio arts course allows students to explore various visual art disciplines before deciding upon a specific arts course direction. Students will acquire the fundamentals of visual arts by studying a variety of art styles and medium and by learning basic elements, principles and vocabulary.

Students will create beginning-level projects in a variety of materials and techniques, including drawing, painting, ceramics, and sculpture. As they create, students will gain a basic understanding of art history and how the visual arts have evolved over time. Students will come to understand the practice and craft of being a visual artist through a combination of studio work, lectures and critiques.

Ceramics

Course Duration: Semester

Course Description:

Students will explore the expressive qualities of clay and how to think visually in three dimensions during this semester class. They will learn beginning hand-building techniques, learn to make pinch pots, coil pots, learn various slab techniques, stamps and begin throwing pots on the wheel. Students will also learn about the diverse cultural uses and historical significance of pottery.

Painting

Course Duration: Semester

Course Description:

This semester studio course introduces students to the basic principles of color theory; students will have the opportunity to explore different media and techniques and styles of painting, including—but not limited to—watercolor, tempera and acrylic. Students will participate in the evaluation process, learning how to make revisions in their artwork. Students will also learn about the history and various styles of painting and the place of painting in the art world.

Drawing

Course Duration: Semester

Course Description:

Students will develop basic technique and elements of drawing including drawing from observation; gain an understanding of the historic role of drawing in visual art; develop a working visual language and core artistic vocabulary; critique and make revisions to their work; and develop an awareness of good composition.

This drawing course explores the artistic compositions using pencil, charcoal, marker, pastel and crayon. Students will learn various types of shading, gradation, and blending techniques, such as cross-hatch and stipple. Cartoon, gesture, perspective and contour drawing will be demonstrated.

Through a variety of drawing projects, students will develop their hand-eye coordination and observation skills. Students will also participate in the evaluation process, learning how to make revisions in their artwork, and how to create strong compositions. Students will explore drawing from both reality (figure drawing, still life and landscape) and imagination.

Adobe Photoshop

Course Duration: Semester

Course Description:

Adobe certification is an industry standard of excellence, and it's the absolute best way to communicate your proficiency in Adobe. This class will take a comprehensive look at using Photoshop CS4 tools, preparing the student for the ACE (Adobe Certified Expert) Certification Test.

In this course, the student will work with Adobe Illustrator CS4 elements, understand the Adobe Illustrator workspace, customize the workspace and understand how to use the various help facilities and tools provided. Upon completion of this course, the student will complete a final project using techniques from lessons learned.

Advanced Art

Course Duration: Semester

Course Description:

Students will improve and refine drawing and observation skills; keep a sketchbook; review and refine the understanding of the artistic foundations; participate in class critique and revise work; and develop skills and techniques with two-dimensional media including drawing, painting, printmaking, fibers, collage and photography as well as three-dimensional media including clay, plaster, fibers, metals and other three-dimensional media.

International Baccalaureate (IB) Art Standard Level (SL)

Course Duration: Year

Course Description:

This full year studio-based course emphasizes both students' creative process and their final artistic product in two- or three-dimensional art forms. As students develop their craft they will conduct thoughtful inquiry into their own thinking and art making processes—recording this learning in written and visual formats.

Students are expected to be independently motivated as they research the history and practice of a chosen art form. They will learn how to connect their research to their own work, creating art that expresses personal meaning within a cultural context.

In addition to learning how to appreciate and evaluate their own work and that of others, students will be encouraged to stretch and explore their work and share it with an audience through exhibitions and presentations.

In the Standard Level Students should try out many different media and styles to see what interests them. Gradually they'll identify themes in their own work. IB Art SL may be taken for two full years, if desired, or a student may continue to High Level (HL) in their second year of study.

The IB program dictates that the class is 60 percent art production and 40 percent related research (Option A – focusing on creation of art). As an alternative for students interested in Art History, the class may be 40 percent related art production and 60 percent research (Option B – focusing on written, visual and verbal research of art history).

IB Art students may choose to take the IB Art exam in either option A or B and may earn college credit. Students are expected to participate in all educational field experiences, and in gallery exhibitions, especially in their senior year.

International Baccalaureate (IB) Art High Level (HL)

Course Duration: Year

Course Description:

This full year studio-based course emphasizes both students' creative process and their final artistic product in two-dimensional or three-dimensional art forms. As students develop their craft they will conduct thoughtful inquiry into their own thinking and art making processes—recording this learning in written and visual formats.

Students are expected to be independently motivated as they research the history and practice of a chosen art form. They will learn how to connect their research to their own work, creating art that expresses personal meaning within a cultural context.

In addition to learning how to appreciate and evaluate their own work and that of others, students will be encouraged to stretch and explore their work and share it with an audience through exhibitions and presentations.

In the High Level, students should concentrate their work in one or two media and focus on developing a strong, cohesive portfolio of art. Thematic series must be pursued, and occur naturally in most cases.

The IB program dictates that the class is 60 percent art production and 40 percent related research (Option A – focusing on creation of art). As an alternative for students interested in Art History, the class may be 40 percent related art production and 60 percent research (Option B – focusing on written, visual and verbal research of art history).

IB Art students may choose to take the IB Art exam in either option A or B and may earn college credit. Students are expected to participate in all educational field experiences, and in gallery exhibitions, especially in their senior year.

Health Education

Health 1

Course Duration: Semester

Course Description:

This course is designed to increase a student's awareness to the interrelationship between the physical and chemical processes of the human body. Knowledge of health maintenance will be discussed as it relates to the topics studied. Special emphasis will be placed upon how the choices the student makes now may determine behaviors and attitudes for the future. Units include: self-awareness, mental health, tobacco and drugs, sexuality, nutrition and exercise, and diseases and disorders of the human body. Additionally, students will explore potential careers as it relates to each unit.

Health 2

Course Duration: Semester

Course Description:

This course is intended to increase the student's knowledge of health and to enable the student to analyze his/her attitudes and behaviors (and, if necessary, to alter them) in an effort to enhance their quality of life presently and in the future. Emphasis placed on looking toward adulthood and contemplating life's possibilities. Units include: Community CPR, chemicals in our society, interpersonal relationship skills and issues, human development and family science.

Industrial Technology

Basic Auto

Course Duration: Semester

Course Description:

The curriculum for understanding autos consists of hands-on shop work and reading/writing classroom exercises. The class task sheet lists tasks. The beginning auto student must complete for credit as well as understanding basic fundamentals of tools and autos. Students will also learn basic safety in auto shop.

Advanced Auto

Course Duration: Semester

Course Description:

Students in Advanced Auto will build on their knowledge gained in Beginning Auto. Students will use more hands-on as well as reading, technical reading and computers to increase their automotive skills. Students will learn some items from NATEF's four areas of curriculum, as well as improve their mechanical abilities.

The semester will cover engine performance, rear suspension brakes/anti-lock brakes, auto electrical systems, and front end, steering and suspension and alignment.

Automotive Suspension System

Course Duration: Semester

Course Description:

Prepare Auto juniors and seniors for automotive career. Send outstanding juniors and seniors to NATEF dealerships to work as apprentice technicians on auto suspension systems with a mentor for school credit. Continually increase of the students' level of valuable knowledge and ability in the automotive industry.

The course increases and encourages students' ability to work well with others, do a good job, feel pride in one's self and one's ability, and begin a rewarding career. Graduate ASE certified. Be a valuable member of dealership and society.

Steering and Suspension *(NATEF Certified Only)*

Course Duration: Semester

Course Description:

The curriculum for steering and suspension includes hands-on shop work and reading and writing classroom exercises. The student technician will completely disassemble a project, identify mechanical components and explain their function.

Brake Systems *(NATEF Certified Only)*

Course Duration: Semester

Course Description:

The curriculum for Brake Systems includes hands-on shop work and reading and writing classroom exercises. The student technician will completely disassemble a project, identify mechanical components and explain their function.

Electrical/Electronics *(NATEF Certified only)*

Course Duration: Semester

Course Description:

The curriculum for includes Electrical/Electronics includes hands-on shop work and reading and writing classroom exercises. The student technician will completely disassemble a project, identify mechanical components and explain their function.

Engine Performance *(NATEF Certified Only)*

Course Duration: Semester

Course Description:

The curriculum for includes Engine Performance includes hands-on shop work and reading and writing classroom exercises. The student technician will completely disassemble a project, identify mechanical components and explain their function

Auto Body/Collision Repair

Course Duration: Semester

Course Description:

This class is focused on student skills in the set-up and operation of gas, arc, and wire feed welders to produce basic welds. Emphasis will be on automotive types of metals and welding characteristics.

Students will also learn and practice to repair dents and rust repair through the use of basic filler, the use of power tools for preparation and finish work in repair of fenders and body panels. The fundamental sequence of events for auto body refinishing will be included in the curriculum.

Small Engine Repair

Course Duration: Semester

Course Description:

This class includes hands-on shop work and reading/writing classroom exercises. The student will completely disassemble a project engine, identify mechanical components and explain their function. The student will be required to reassemble the engine and with the addition of gas and oil, this much operate NORMALLY for a minimum of five minutes.

Basic Auto Maintenance

Course Duration: Semester

Course Description:

The curriculum for understanding autos consists of hands-on shop work and reading/writing classroom exercises. Students will also learn basic safety in auto shop.

Computer Aided Drafting and Design

Course Duration: Semester

Course Description:

All aspects of three-dimensional computer aided design and drafting software to create parts, assemblies and drawing creations using Pro-Engineer Wildfire 4.0 software. Concepts, interfaces, basic part design, modeling, assembling parts and creating drawings using this software.

This is an introductory course utilizing Parametric Technologies Corporations' Pro-Engineer Wildfire 4.0 3-D software in the preparation of technical, machine and assembly drawings. Students will learn the necessary commands and functions to produce a variety of three dimensional drawings. This course uses a hands-on approach, with all topics being directly applied in the computer lab. Students should possess proficient computer skills

Framing and Construction

Course Duration: Semester

Course Description:

Students receive a general overview and learn what it takes to build a frame structure. Items to be covered will include beginning blue print reading, material estimating, wood products for construction, layout, site preparation, and framing construction terminology. Hands-on activities will center on the development of a scale model residential structure. Basic tools and measuring are covered.

Woods 1

Course Duration: Semester

Course Description:

This course will introduce the student to basic woodworking and shop technique. A variety of skills in the use of tools will be covered: use of hand and power tools, measuring and marking devices, reading a tape ruler. “Shop Math” basic use of fractions and how they apply to woodworking, the study of basic wood joints and joining. Safety will be stressed along with the application of other related subject matter. The student will engage in hands-on skills with both hand and power tools. The student will complete two projects from layout to finish.

Woods 2

Course Duration: Semester

Course Description:

This course builds on the skills learned in Woods 1 with increased emphasis on machine techniques and wood production and identification. The operation of table saws, jointers, and other machines will be stressed along with advanced wood joinery and safe tool operation. The student will engage in advancing their skill levels in hands-on work with both hand and power tools. The student will have a choice of three different projects (foot stool, shaker cabinet or bookcase).

Mathematics

Algebra

Course Duration: Year

Course Description:

This is the first year of a four year sequential curriculum of theory and problem based mathematics. This is an introductory course stressing problem solving using the language of algebra. Algebraic solutions communicate mathematical ideas with clarity and precision. Topics include: signed numbers, real numbers, data analysis and probability, formulas, sets, factoring, linear and quadratic equations, graphing, radicals, and problem solving.

In this course, students will be introduced to the graphing calculator. This algebra course is required for college entrance exams, high school chemistry and physics, and careers in science, math, law, and most trades and businesses.

Geometry

Course Duration: Year

Course Description:

This is the second year of the sequential curriculum in which the relationships between lines, points, and solids is studied as a mathematical system based on Euclidean geometry. Topics include the deductive methods of proof, geometric constructions, and the practical applications of plane and solid geometric principals. Success on college entrance examinations requires a geometry background.

Connections between Algebra and Geometry will be explored and Algebra 1 skills will be reviewed. Students will be retested in the spring to make sure their algebra skills are adequate before being recommended for a second year of algebra.

Honors Geometry

Course Duration: Year

Course Description:

This course uses a discovery approach to learn geometry. The student will learn to read problems, interpret them mathematically, and then communicate the results.

The student will also investigate and learn basic geometric concepts such as properties of shapes and figures, constructions and theorems.

The pace of the course is faster than our regular geometry course and some of the topics are explored at a deeper level. This course prepares the students for the International Baccalaureate (IB) Higher Level Mathematics exam.

Advanced Algebra

Course Duration: Year

Course Description:

This is the third year of the sequential curriculum. Topics covered include various mathematical functions – linear, quadratic, polynomial, and exponential – and their graphs. Also included are developing skills with radicals, factoring, complex numbers, sequences and series, and matrices and determinants.

Trigonometric ratios, functions, identities, equations, solving triangles and problem solving by trigonometry are covered in the trigonometry units. Graphing calculators are used as tools for learning and problem solving.

This course is a prerequisite for most colleges and universities.

Honors Advanced Algebra

Course Duration: Year

Course Description:

These courses will focus on elementary functions using multiple representations (graphical, numerical, algebraic and verbal) including linear, quadratic, polynomial, rational, exponential, and logarithmic functions, linear systems, matrices, advanced graphing procedures and circular trigonometry. We will focus on the curriculum for the International Baccalaureate (IB) Higher Level Mathematics exam.

Pre-Calculus

Course Duration: Year

Course Description:

Students will expand on their knowledge of Algebra, Analytic Geometry, Geometry and Trigonometry. They will venture into introductory Calculus. This course prepares students for AP Calculus. The course also covers Minnesota 11-12 grade standards.

College in the Schools (CIS) Calculus

Course Duration: Year

Course Description:

CIS-AP Calculus: The four-credit IT (Institute of Technology) engineering intro math course 1371 from the University of Minnesota. Students take the U's exams and finals. Students may also take the AP Calc AB test in early May.

Successful completion of the course guarantees students 4 credits from the University of Minnesota for MATH 1371. Students MUST take precalculus and complete it with B's or better.

College in the Schools (CIS) Math Modeling

Course Duration: Year

Course Description:

This is a University of Minnesota course for three (3) credits that will satisfy the math thinking requirement for liberal arts and education majors. PSTL 1006 is for students in the middle of their class by GPA. Successful completion of Adv.Alg is required.

This course introduces students to the art of mathematical prediction through algebraic modeling and elementary probability theory. There will be several modeling projects throughout the year. Non-traditional teaching methods will create a challenging class where students communicate and evaluate math reasoning through models of real-world data and situations.

Advanced Placement (AP) Statistics

Course Duration: Year

Course Description:

This course is equivalent to a one semester college course in introductory statistics. Students will study data and the relationships between variables. The student will be able to make statistical models, and use statistics to make inferences about the world. The student will be able to read, understand and explain statistical reports that they are likely to see in newspapers, magazines or in their future occupations. They should recognize both the limits and uses of statistics. In May those who choose may take the AP Statistics exam.

Advanced Placement Statistics acquaints students with the major concepts and tools for collecting and analyzing data and drawing conclusions from that data. Students

will frequently work on projects involving the hands-on gathering and analysis of real world data. Ideas and computations presented in this course have immediate links and connections with actual events. Computers and calculators will allow students to focus deeply on the concepts involved in statistics. This course prepares students for the Advanced Placement Examination in Statistics.

International Baccalaureate (IB) Math Studies

Course Duration: Year

Course Description:

This is a two year course open only to 11th and 12th graders that have successfully completed Geometry with B's or better. At the end of IB Math Studies year 2, students take the IB assessments and are required to do an extensive research project. Students may qualify for up to 8 credits at the University of Minnesota. This course concludes with just a brief introduction to calculus.

Students interested in studying math and engineering in college should take the IB Math Standard Level (SL) two-year sequence (the precalculus CIS calculus sequence).

International Baccalaureate (IB) Standard Level (SL) Math

Course Duration: Year

Course Description:

This is a two year course open to 11th and 12th graders that have successfully completed Advanced Algebra (Algebra year 2) with C's or better. This course will cover material that is similar to Pre Calculus and CIS/AP Calculus. At the end of year 2 students will be able to take the IB assessments, the AP Calculus assessments and the University of Minnesota exams.

Physical Education

Fitness for Life 1

Course Duration: Semester

Course Description:

Level 1 is an introduction to Secondary Physical Education which incorporates a pre- and post-fitness and testing. Knowledge of rules, strategies, etiquette, and safety are offered in the following activities: Aerobics, Badminton, Basketball, Bocce Ball, Bowling, Floor Hockey, Football, Golf, Jump Rope, Pickle Ball, Power walking, Rugby, Running, Soccer, Social Dance, Softball, Speedball, Track & Field, Ultimate Frisbee, Volleyball, and Weight Training.

The focus will be on decision-making, cardiovascular fitness, and skill development in various sport and lifetime leisure activities. Students will be informed of the benefits of fitness and sport through this knowledge base. Students will be equipped with the knowledge to make informed decisions in developing a healthy life style. Cardiovascular endurance and conditioning will be emphasized through fitness and sport activities. These activities will be aimed at improving strength, agility, flexibility, and cardiovascular endurance.

Students will be exposed to a variety of team, duel, and individual activities. These will focus on skill development (basic through advanced) and knowledge. All students will learn about and be engaged in these activities daily.

Upon successful completion of the freshman & sophomore Phy Ed sequence, students will be able to create, implement, and evaluate a personal lifetime fitness plan.

Fitness for Life 2

Course Duration: Semester

Course Description:

Level 2 demonstrates knowledge and skills of cardiovascular endurance and physical fitness. Within Level 2 there will be a pre- and post- fitness assessment using the TRIFIT assessment tool and software. The health related fitness plan, written by the student, will include goal setting, cardiovascular training, strength training, and evaluation of the fitness plan and compilation of the fitness plan in a

written composition. The health related fitness plan summary paper will follow the students' progress of fitness training through a 12-week period. It may include charts and graphs to show improvement in overall fitness of the student.

Decision-making, cardiovascular fitness and skill development in various sport and lifetime leisure activities will be the focus of tenth grade physical education. Students will be informed of the benefits of fitness and sport through this knowledge base. Students will be equipped with the knowledge to make informed decisions in developing a healthy life style. Cardiovascular endurance and conditioning will be emphasized through fitness and sport activities. These activities will be aimed at improving strength, agility, flexibility, and cardiovascular endurance.

Students will be exposed to a variety of team, duel, and individual activities. These will focus on skill development (basic through advanced) and knowledge. All students will learn about and be engaged in these activities daily. The curriculum for PE 2 is more varied and requires a higher level of thinking and skill. Students will now implement and evaluate their health plan and work to improve their personal fitness levels and knowledge and skill base.

Upon successful completion of the Phy Ed sequences, students will be able to create, implement, and evaluate a personal lifetime fitness plan.

Badminton

Course Duration: Semester

Course Description:

Students will be given instruction and play games and play in games of badminton, table tennis, and pickleball. Students will demonstrate the knowledge necessary to play the games properly. They will also be able to demonstrate the skills necessary to serve, hit basic forehand and backhand shots and play at the net properly.

Basketball

Course Duration: Semester

Course Description:

This specialized course emphasizes the development of skills and the knowledge of rules for basketball. Individual and team skills will be improved upon through drills, demonstration and competition.

Soccer

Course Duration: Semester

Course Description:

Soccer is an elective class. Students must complete a Level 1 and a Level 2 class before choosing the soccer class.

This class will focus on the game of soccer, with emphasis in skill development and play. Students will review the basics and play different soccer games to help develop their soccer skills. Instruction will also be given in weight training and the development of different weight programs.

This is a semester class that can be used as an elective credit.

Weight Training

Course Duration: Semester

Course Description:

Students will use various weights and weight lifting techniques. Various weight and conditioning programs will be used as aids for students to set up their own program. Safety and care of equipment will be stressed.

Adaptive Physical Education

Course Duration: Semester

Course Description:

Sports activities parallel the mainstream physical education classes with the adaptations and modifications made to meet the individual needs of the students so that each student may participate to his/her fullest. Physical fitness will be emphasized. Students will develop to the best of their abilities their individual skills through a variety of physical activities. Students will achieve a better understanding of sport concepts, rules and will develop the values of being a good sport.

Science

Biology

Course Duration: Year

Course Description:

Biology is the scientific study of living things. In this lab-based class, students will investigate six major themes in modern Biology in accordance with the MN State Science Standards. The six themes are:

- *Ecology*: The way living things interact with each other and the world.
- *Cells*: The basic parts that make up all living things.
- *Heredity & Genetics*: How characteristics are passed from parents to their children.
- *Evolution*: The way living things change over time.
- *The Human Organism*: How human organ systems function together to maintain homeostasis in the body.

Spanish Biology

Course Duration: Year

Course Description:

In Spanish Biology, students will follow the same curriculum as the mainstream Biology class in an English-Spanish bilingual setting. The aim of this course is to master the Biology components of the Minnesota State Science Standards while supporting the needs of Spanish-speaking English language learners.

Chemistry

Course Duration: Year

Course Description:

Students will study matter, its structures, properties and composition. Students will execute laboratory experiments, calculate predicted and measured changes in reactions, develop the skills necessary to perform scientific experiments in chemistry, and use techniques specific to chemistry. Laboratory experiments and skills are integrated into the content focus of the course.

Spanish Chemistry

Course Duration: Year

Course Description:

In Spanish Chemistry, students will follow the same curriculum as the mainstream Chemistry class in an English-Spanish bilingual setting. The aim of this course is to master the Chemistry components of the MN State Science Standards while supporting the needs of Spanish-speaking English language learners.

Physics

Course Duration: Year

Course Description:

Students will review math and science concepts used to study Newtonian mechanics; inquire into the history and nature of science; and study motion, Newton's Laws, and the solar system.

Students will also describe the relationships among force, work, energy and power. Furthermore, students will apply the laws of electricity and magnetism, and explain their roles in nature and technology.

Finally, students will explore sound, light and waves, including amplitude, wavelength, frequency, and compare energy transfer. Students will also explore the characteristics of the universe.

Physical Science

Course Duration: Year

Course Description:

Students will investigate motion and forces, study Newton's Laws, explore kinetic and potential energy as well as work and power, investigate the properties of matter, study the periodic table, experiment with chemical reactions, and explore chemical bonding.

International Baccalaureate (IB) Standard Level (SL) Chemistry Year 1 (Grades 11-12)

Course Duration: Year

Course Description:

This is a one-year college-prep course. It is a course students can use to fulfill science requirements in the diploma programme or certificate program for IB.

Topics covered are as follows: quantitative chemistry, atomic structure, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry, and measurement and data processing. The course will also require students to create a research experiment in collaboration with other science classes (IB Biology).

Students who complete this course have the option of these science courses their following year: IB Chemistry Year two (with Standard Level or High Level test), IB Biology (SL test) or Physics.

International Baccalaureate (IB) Chemistry Year 2

Course Duration: Year

Course Description:

This course is designed to prepare students for the International Baccalaureate (IB) Standard Level or Advanced Placement testing that is offered in May. You are expected to take at least one of the two tests offered. The in-class final will be one of the previous IB tests. Since many students may have forgotten some of their first year chemistry, the subject matter will be reviewed quickly so students can build greater understanding. It is the students' responsibility to help make sure the basics are covered to allow for them to get the details of the more difficult material.

Social Studies

Geography

Course Duration: Year

Course Description:

By the end of the year, students should be able to answer the following questions:

- Introduction to Geography: What tools do geographers use?
- Population/Migration: Why do people migrate and what impact does it have on their home and host country?
- Political Geography: How does colonialism affect the political and cultural systems of the indigenous people?
- Cultural Geography: What cultures do I identify with and how do cultures diffuse?
- Urban Geography: Where are cities located and how do they function?
- Economic/Agricultural Geography: How do people use resources?
- Environmental Geography: What impact do humans have on the environment?

World History

Course Duration: Year

Course Description:

Exploration of the world will be done through the eyes of historians, anthropologists, and primary sources. Students will learn how to gather, sort, and analyze information in order to find causes and effects of actions and events so as to better understand the world in which we live today.

The course develops skills of critical thinking, historical interpretation, historical inquiry, and reading and writing.

Honors World History

Course Duration: Year

Course Description:

Honors World History is a survey course in world history with a humanities emphasis. Students will read selections in world literature and history and analyze them in a historical context. We will pay special attention to the themes of historical geography, the rise of civilizations, world religions, global encounters and exchanges, the evolution of government and political systems, and the development of economic systems.

Students will cultivate skills in reading, expository writing, logic, research, presentation, art appreciation and historical interpretation.

This course is reading and writing intensive and is designed to prepare students for Advanced Placement (AP) or International Baccalaureate (IB) Diploma Programme coursework.

United States History

Course Duration: Year

Course Description:

United States History is a year-long course that is required of all students prior to graduation.

This course is designed as a survey of United States History from the time of the earliest Native Americans, exploration, colonization, birth of the United States continuing to the present. The aim of this course is to develop an understanding of the historical framework from which modern America emerged.

Students will examine the basic issues of the past and study their relationship to the present. Writing, analysis, and interpretation of history are developed by studying historical themes.

American History Through Film and Literature

Course Duration: Year

Course Description:

American History through Film and Literature is an interdisciplinary block class taught by a Social Studies and an English Teacher. This is a full-year class and students will receive both English and Social Studies credit.

The class combines the disciplines of American History, American Literature, and film studies to explore our nation's past, focusing intensely on the specific periods between 1492 to 2001.

Students will read, write about and discuss the study of history, examine primary and secondary documents and consider the connection between history and art. By the end of the year, students will research, write and produce an original documentary and participate in the Annual Roosevelt High School Film Festival.

International Baccalaureate (IB) High Level (HL) 20th Century World Topics: History of the Americas

Course Duration: Two-Year Course

Course Description:

Students will engage in an in-depth study of the history of warfare; study America's involvement in World War I and World War II; examine ideological differences and events of the Cold War; review communism in China and the Soviet Union; and participate in rigorous, college-level study and inquiry based learning.

Economics

Course Duration: Year

Course Description:

In Economics, students will gain a better understanding of economic behavior by studying the basics of supply and demand, product and factor markets, competition and monopoly, international trade, income distribution, and taxation.

Students will be introduced to various methods and statistics used in economics and will learn to understand economic behavior. Students will gain knowledge of our complex economy and learn the roles individual play in the economy in order to prepare students for effective decision-making and responsible citizenship. This course meets Minnesota State Standards for Economics.

United States Government

Course Duration: Year

Course Description:

Government covers topics primarily concerned with the United States government at all levels – federal, legislative, and judicial. The Constitution, voting behavior, and

the three branches will all be addressed. Analyzing Supreme Court decisions and staging mock trials will also be important tools in this section of the class.

Students will obtain an overview of the United States governmental process, with an understanding and awareness of national and international affairs. Students will develop knowledge of the U.S. Constitution, the three branches of the federal government, and the process of how each branch works. Students will have an awareness of our individual rights and our individual role in the democratic process.

Advanced Placement (AP)/International Baccalaureate (IB) Psychology

Course Duration: Year

Course Description:

Psychology is defined as the systematic study of human behavior and cognitive processes. This course will focus on this definition as we focus on the following perspectives in psychology: the biological, social, cognitive, and sociocultural. Additionally we will examine we will view the topics of health psychology and sports psychology as time permits.

Students will perform various labs as part of the classroom experience. These labs will become the basis of the International Baccalaureate (IB) internal assessment of creating an experimental study. Psychology will be a full-year course.

Special Education

English Strategies 1

Course Duration: Year

Course Description:

Students gain essential literacy skills in language arts. Skills in decoding: dividing multi-syllabic words into parts, using background knowledge and visualization strategies for comprehension and text discussion, writing simple and compound sentences and person writing are emphasized.

English Strategies 2

Course Duration: Year

Course Description:

Students gain competence in language arts. Included are comprehension and text discussion strategies such as paraphrasing, summarizing text, questioning, predicting, drawing conclusions; expanding academic vocabulary; and writing strategies for simple, compound and complex sentences and paragraphs.

English Strategies 3 (*Not Offered Currently*)

Course Duration: Year

Course Description:

Students gain additional language arts skills such as analyzing, synthesizing and evaluating literature; expanding academic vocabulary, writing essays and research papers; writing for different purposes; and preparing oral presentations.

Literacy

Course Duration: Year

Course Description:

Students will develop functional reading, writing and listening skills. Entry-level skills of reading decoding, fluency, vocabulary, reading and listening comprehension and basic writing skills are emphasized.

Basic Math

Course Duration: Year

Course Description:

Students will develop a functional understanding of basic math concepts and problem solving strategies as they explore real life application of math skills.

Math Strategies 1

Course Duration: Year

Course Description:

Students will continue to develop understanding and application of basic math concepts and make connections to algebra and other higher order math skills.

Math Strategies 2

Course Duration: Year

Course Description:

Students will continue to build skills acquired in Math Strategies I including learning to solve basic algebraic equations, basic geometry, data analysis, and problem solving strategies.

Daily Living/Consumer Math:

Course Duration: Year

Course Description:

This course focuses on functional math skills that may require repeated exposure and practice to master. These skills include math computation and problem solving as it relates to personal consumer skills.

Learning Center

Course Duration: Year

Course Description:

Students will work on effective study habit and organizational skills. The course is designed to provide students with needed advocacy and study skills as well as to give students time to apply these strategies to assignments from other classes. In addition, students work on critical thinking, self-monitoring skills and social skills.

Teen-Age Pregnancy and Parenting Program (TAPPP)

The Teen-Age Pregnancy and Parenting Program (TAPPP) offers both academic and supportive services to Roosevelt High School pregnant teens, teen mothers, teen fathers, their children and their families.

The goal of the Roosevelt TAPP Program is to provide the academic and support services necessary for the pregnant and/or parenting students to complete their high school education, as well as enhance their knowledge and skills in parenting and child development. This includes support during the post-partum period.

Child Development

Course Duration: Year/Semester

Course Description:

Child Development Practicum is a class open primarily to teen parents; mandatory for those students whose child is in the on-site childcare center. It is also available on a limited basis to non-parenting students. There is a required interview with the TAPPP Coordinator before enrolling. This laboratory class focuses on daily, practical care of children.

Support Services include group discussion, community referrals, ongoing individual support, as needed, attendance monitoring, school-to-career planning; licensed childcare for infants and toddlers, door-to-door transportation. The TAPPP Coordinator serves as a liaison for the students and their children with their parents, school personnel, and community agencies.

Parent Group

Course Duration: Year

Course Description:

Parent Group Interaction provides an academic focus to child development and parenting. These classes are only open to pregnant or parenting students.

Theory of Knowledge (TOK)

Course Duration: Spring Semester, 11th Grade & Fall Semester, 12th Grade

Course Description:

The Theory of Knowledge (TOK) course is a required component of the IB Diploma Programme.

Throughout the course, learners will reflect upon and challenge the ways in which they acquire knowledge in their personal and academic settings. In this course, learners will work to balance the experiences they have in their subject area courses, CAS activities, extracurricular activities, and personal lives to form a cohesive and healthy sense of self-purpose.

Assessment for the course will be based on completion of various types of personal and interactive learning activities. Frequent informal journaling will offer students a reflective outlet for personal exploration of TOK topics.

Through open-minded discussions, role-playing activities, presentations, and formal writing assignments, learners will develop their skills as communicators, inquirers, and intellectual risk-takers. Short presentations during the first semester will prepare learners for the formal group presentation (TOK internal assessment) at the end of the semester. While preparing presentations, learners will develop research skills applicable to successful completion of the IB Extended Essay. Writing assignments during the second semester will prepare learners for the TOK external assessment, the TOK Essay.

Students must complete a minimum requirement of 100 TOK class hours, the TOK Presentation, and the TOK Essay to satisfy this portion of the IB Diploma Programme.

Work-Based Learning

99201 – Work-Based Learning Seminar

Course Duration: Semester

Course Description:

In this classroom course, students will participate in a number of self assessments to clarify their career interests, abilities and work preferences. They will learn what is needed for a successful job search, prepare a resume, practice completing an application, write business and cover letters, collect references, recommendations and work samples. Upon completion of the course, students will have a portfolio of work resources appropriate for college or career application.

Prerequisite: None

Grades: 9-12

99202 – Work-Based Learning Experience

Course Duration: Semester

Course Description:

This is an opportunity for students to earn credits “on-the-job”.

Students with paid or unpaid jobs will set learning objectives with the aid of their employer and the WBL Coordinator, then work at their job to achieve these goals.

In addition, students will journal their work, and complete independent study assignments that relate to their worksite.

Prerequisite: Completion of, or concurrent enrollment in WBL Seminar 99201 and & completion of application form

Grades: 11-12

99204 – International Baccalaureate (IB) Career Experience Capstone (IBCC)

Course Duration: Semester

Course Description:

This is the capstone course for the International Baccalaureate Career-related Certificate (IBCC). Time and mentoring in this course will enable the IBCC student to organize and complete their Reflective Project.

Students will apply critical thinking skills as they plan, organize, conduct and reflect upon their project.

The IB *Approaches To Learning* curriculum will be embedded to enable students to become more skillful in the areas of organization, communication, collaboration, reflection, and information literacy. Emphasis will be on thinking and learning skills in preparation for transfer to post secondary options.

Prerequisite: *Concurrent enrollment in
an IB Diploma Programme course,
or permission of instructor.*

Grade: 12

World Language

Arabic 1

Course Duration: Year

Course Description:

Students are introduced to the basic structure of the Arabic language within cultural contexts as they begin to understand and speak Arabic through guided practice in dynamic and real-world situations. The student will also begin to read and write in Arabic and explore cultural and social practices. Overall, the student will develop language-learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

Arabic 2

Course Duration: Year

Course Description:

Students will broaden their foundation of the Arabic language within cultural contexts as they improve understanding and speaking of Arabic through guided practice in dynamic and real-world situations. Students will continue to read and write in Arabic (simple short stories, letters, magazines, or other real-life texts) by expanding knowledge of Arabic vocabulary and structures.

Additionally, students will explore the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews. Overall, the student will expand language-learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

French 1

Course Duration: Year

Course Description:

This course will introduce students to a basic foundation of the French language. Students will begin to develop the ability to comprehend and speak French through guided practice. They will begin to develop reading and writing skills through the use of selected authentic materials that reflect French-speaking cultures. Students will

develop strategies for learning language and gain insight to various French-speaking cultures.

French 2

Course Duration: Year

Course Description:

This course continues the development of a basic foundation in the French language. Students will increase their ability to comprehend and to speak French through guided practice. The students will increase their reading and writing skills through the use of selected authentic materials that reflect French-speaking cultures. They will increase their understanding of the different cultures, explore the connection between language and culture, and begin to develop an awareness of others' world view. They will develop and practice strategies for learning the language. Students at this level and above have the opportunity to travel to France with a group comprised of Minneapolis students and teachers.

International Baccalaureate (IB) Standard Level (SL) French 3

Course Duration: Year

Course Description:

The class extends the review and expansion of the student's knowledge of the following: structure and regional variations of the French language; history and contemporary civilizations of the French-speaking world, social customs of the French-speaking world, and especially idiomatic usage of French. The course prepares students to communicate in French-speaking cultures. At the end of the course, students will be prepared to take the IBSL examination.

Note: The course follows the prescribed IB syllabus, and the IB and AP curricula are structured differently.

International Baccalaureate (IB) Standard Level (SL) French 4

Course Duration: Year

Course Description:

The class extends the review and expansion of the student's knowledge of the following: structure and regional variations of the French language; history and contemporary civilizations of the French-speaking world, social customs of the French-speaking world, and especially idiomatic usage of French. The course

prepares students to communicate in French-speaking cultures. At the end of the course, students will be prepared to take the IB SL examination.

Note: The course follows the prescribed IB syllabus, and the IB and AP curricula are structured differently.

Spanish 1

Course Duration: Year

Course Description:

The aim of this course is to introduce the student to the Spanish language. Students will learn to understand, speak, read and write Spanish used in everyday situations. This is a basic introduction into how the language works.

Spanish 2

Course Duration: Year

Course Description:

The aim of this course is to increase and broaden the skills needed to understand spoken Spanish, and to speak, read and write Spanish. Emphasis is on more in-depth study of the Latino culture, vocabulary building, and to increase confidence in speaking and understanding Spanish.

International Baccalaureate (IB) Standard Level (SL) Spanish 3

Course Duration: Year

Course Description:

As students prepare for the IB/SL exam, they will increase their ability to work independently. They will also increase their fluency and communication skills through oral and written practice, and will increase their ability to analyze authentic literature and translate that analysis into sustained composition.

International Baccalaureate (IB) Standard Level (SL) Spanish 4

Course Duration: Year

Course Description:

As students prepare for the IB/SL exam, they will increase their ability to work independently. They will also increase their fluency and communication skills through oral and written practice, and will increase their ability to analyze authentic literature and translate that analysis into sustained composition.

