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Esko High School Graduation Requirements

General Instructions for Registration

To graduate, students must obtain a minimum of twenty-four (**24**) credits in grades 9, 10, 11, and 12.

Each semester course offers .5 credit, each full year course offers 1.0 credit.

All students are required to enroll in a minimum six credits during the school year.

Graduation requirements grades 9 – 12, by discipline and area:

English	-	4.0
Social Studies	-	3.5
Mathematics	-	3.5
Science	-	3.0
Physical Education	-	1.0
Health	-	1.0
Art	-	1.0
Business Education	-	0.5
Electives	-	6.5

College Credit Offerings at Esko High School:

EHS Course Title	College	College Course	Credit
CIS Composition 1	FDLTCC	ENGL 1101	3
CIS Composition 2	FDLTCC	ENGL 1102	3
CIS Literature	FDLTCC	ENGL 1110	3
CIS Speech	UMD	COMM 1112	3
CIS Intro to Theater	UMD	TH 1001	3
CIS Pre-Calculus	UMD	MATH 1250	4
CIS Calculus	UMD	MATH 1296	5
CIS Statistics	FDLTCC	MATH 1030	3
CIS Chemistry	FDLTCC	CHEM 1010/1011	5
CIS Physics	FDLTCC	PHYS 1001/1002	4
CIS Human Anatomy/Physiology I	FDLTCC	BIOL 2020	4
CIS Human Anatomy/Physiology II	FDLTCC	BIOL 2021	4
CIS US History I	CSS	HIST 1304	4
CIS US History II	CSS	HIST 1305	4
CIS Psychology	CSS	PSY 1105	4
CIS Computer Science	CSS	CIS 1001	4
CIS Career Exploration and Planning	CSS	SBT 2000	2
CIS Spanish III	UMD	SPAN 1102	4
CIS French III	UMD	FR 1102	4
CIS Health Occupations I & II	FDLTCC	HLTH 1004 HLTH 1005 HLTH 1032 BIOL 1005	(varies) 5-10

English

9th Grade: Two semesters of the core class, “9th Grade English”

10th Grade: Two semesters of the core class “10th Grade English”

11th Grade: Two semesters of the core class, or one semester core and 1 semester college lit
“11th Grade English”

12th Grade: Two semesters of the core class, “12th Grade English”

Two semesters of college credit English class offered from Fond du Lac Community College

English Electives:

Yearbook Design & Photography/Media I and II – Year long course

College Speech – Grades 10 – 12 - Semester course

Creative Writing – Grades 10 – 12 – Semester course

Modern Novel --Grades 10-12-Semester course

Intro to Theater—Grades 11-12 Semester course

1001 & 1002 – 9th Grade English

The emphasis is reading and writing in ninth grade English. Research and public speaking is studied through the study of novels and with a multi-genre writing project. Shakespeare’s Romeo and Juliet is taught in addition to other novels. Sentence composing and vocabulary are stressed.

Implemented MCA Standards:

I – Reading and Literature II – Writing III – Speaking, Listening, and Viewing

1003 & 1030 – 10th Grade English I & II

Course Objectives:

To collect and synthesize information in an MLA style research paper.

To realize that effective sentences result from applying many elements: logic, grammar, organization of ideas, variation conciseness, etc.

To study the type of usage appropriate for clear written English.

To practice clear, effective written expression of your own ideas, emotions, and reactions.

To gain a basic knowledge and appreciation of selected literary themes and world writers.

To read and analyze one Shakespearean play and if time allows, other world masterpieces of literature.

To understand the fundamentals of speech – research; note taking, outlining, delivering, and listening. A demonstration speech and an informative speech will be required if time allows.

Class procedures: Method of Evaluation:

Reading Research Paper

Class Discussion Individual written and oral assignments

Literature Circles Unit Tests

Quizzes

Implemented MCA Standards:

Meets MN Academic Standard for: Literature, writing, speaking, listening & viewing

1004 & 1024 – 11th Grade English I & II

Course Objectives:

To study and appreciate selected American literature: novels, short stories, essays, poems and plays.

To review the usage which is appropriate for written and spoken English.

To write effective sentences, paragraphs, themes and papers using the 6 Traits of Writing for guidance and assessment.

To practice expression of ideas, emotions, and reactions in writing.

Satisfactory completion of the American Author paper is required for passing 11th grade English 1 and is a prerequisite to English 12.

Class Procedures: Method of Evaluation:

Reading Unit tests

Class discussion Quizzes

Group exercises Written work

Written assignments Oral participation

Objective and essay tests Group participation

Individual and group projects

American author research paper

Implemented MCA Standards:

I - Literature II - Writing III - Speaking, Listening, Viewing

1005 & 1020 – Senior English I & II– The focus of this course is to increase the knowledge, understanding and appreciation of English writers. Major components include: a research paper, sonnet recital, and technical and collegiate style writing. Students will demonstrate knowledge through discussion, written work, and tests. The writing process and traits of writing are emphasized.

Course Objectives:

To increase the understanding of English literature through in-depth study

To think critically about the perspective of various English authors through different mediums including art, literature, and film

To understand the various components of academic and technical writing

To use the different patterns of organization found in collegiate writing

To effectively formulate theses and support with regard to audience and purpose in a variety of essay patterns

Method of Evaluation:

Individual Writing Assignments

Individual Research Assignments

Successful Completion of Major Assignments

Tests

Implemented MCA Standards:

I – Reading & Literature II - Writing III - Speaking, Listening, Viewing

1008 – CIS Speech

This course is designed to prepare students for a life-skill of speaking in front of an audience regardless of size of audience and content of speech. Sophomores, Juniors and Seniors may take this class. College Speech allows students to obtain 3 credits from UMD.

Course Objectives:

To become comfortable in many speaking situations.

To learn the fundamentals of pre-writing and writing a polished speech.

To deliver at least ten speeches during the semester. These speeches will include persuasion, informative, personal experience, extemporaneous reading, dramatic reading, introduction, impromptu.

Class Procedures:

Lecture

Demonstration

Research

Writing

Practice

Group evaluation

Delivery

Method of Evaluation:

Tests

Critiques of speeches

Implemented MCA Standards:

II – Writing III – Speaking, Listening, Viewing

1006 & 1010 - CIS Composition I&II– Offered fall through spring semester

Prerequisite: Top 50% of class, a passing score on the Academic Skills Assessment Program test, and completion of summer reading requirement (six college semester credits - ½ Esko High School credit) College Writing I/II is a college freshman level course. The student will be able to earn six credits from Fond Du Lac Tribal and Community College that will be recognized by any Minnesota state-supported school. Each college has its own rules for the transfer of these credits. At the same time, the student will earn credit for his/her Esko High School senior English class.

Course Objectives :

1. To review and strengthen grammar usage, mechanics, and sentence structure.
2. To recognize, understand, and use the different patterns of organization in college papers commonly assigned.
3. To correctly formulate a thesis with relevant supporting material.
4. To effectively research and write research papers using the appropriate styles.
5. To understand audience and purpose of a piece of writing.
6. To understand and avoid plagiarism.
7. To effectively use word processing software and technology.

Method of Evaluation :

- Major graded themes based on organization, patterns, and six traits.
- Formal research papers
- Grammar tests
- Final Exam

Implemented MCA Standards: I - Literature II - Writing

1007 – CIS Literature

Introduction to Literature is a College in the Schools course. In this introductory survey course, students will read, discuss and write critically about a variety of literary texts: essays, memoir, poetry, short stories, novels and/or plays. Students will study a broad range of texts from various historical periods and locations. Including British, American, and global literature. From Shakespeare to contemporary works, students will explore what unites and divides us as portrayed in literature. Students earn 3 Fond du Lac Tribal & Community College credits by passing this course.

Course Objectives:

To increase the knowledge and understanding of our English language heritage

To analyze essays and articles in order to identify the purpose and techniques of the author

To encourage active reading and critical thinking about British literature

To understand and appreciate literature as art

To understand the techniques of writing literary criticisms and interpretive analysis

Method of Evaluation:

Tests and quizzes

Written assignments using six traits

Final Exam

Implemented MCA Standards:

I – Literature II – Writing III – Speaking, Listening & Viewing

1009 – Yearbook Design & Photography/Media I & II – Year long course (May be taken in the 10, 11, or 12th grade year.)

Course Objectives:

To introduce students to the following areas of communications media:

- Photography basics
- Yearbook production
- The basics of marketing

Class Procedures:

- Learn design layout and strategies
- To do the production of the school yearbook. To be on the yearbook staff, designing, photographing, and producing the yearbook, and selling ads.

Method of Evaluation:

Students must meet deadlines. A missed deadline will result in a lower grade.

Students must do quality work for publication. The instructor determines the guidelines for each piece of work.

Implemented MCA Standards:

Meets MN Academic Standard for: Writing, speaking, listening & viewing

1012 – CIS Introduction to Theater

May be taken in the 10th, 11th or 12th grade.

This course is designed to heighten students' appreciation of theater arts.

Course Objectives:

To develop sensitivity as discriminating theatergoers.

To understand theater vocabulary, performance directions, dramatic conventions, and set design.

To learn the art of play performance.

To learn the art of play writing.

To learn the history of drama

Method of Evaluation:

Theater games and improv – participation

Group practice, performance - Instructor evaluation of performance

Play reading – Class participation

Discussion – Participation

Term project

Tests

Implemented MCA Standards:

Meets MN Academic Standard for: Writing, speaking, listening & viewing

10130 – Creative Writing (Online course) - available to grades 10 – 12 (grade 9 with prior approval from instructor)

Course Description:

This is a hands-on introductory, self-paced course in creative writing. This course will be delivered using our school learning management system to provide an online learning experience for students. Students are required to read widely and to write a variety of pieces that reflect their interests, the reading they have done, and techniques they would like to explore.

Course Objectives:

- Explore the creative process through writing
- Determine and work to meet individual goals as writers
- Expand one's repertoire of writing styles
- Learn about varied techniques of fiction, non-fiction, and poetry
- Prepare text for submission to publishers or for competitions or for scholarships

1031O – Modern Novels (Online course)- available to grades 10-12

Course Description:

This is a self-paced course in which students study literature produced in modern times. This course will be delivered using our school learning management system to provide an online learning experience for students. In this course, students will read widely and write pieces that reflect their analysis of reading they have done.

WORLD LANGUAGES

1507 & 1508 – French I-I & I-II – Prerequisite – None Start in grade 9 to take 4 years!

French I is an introduction into Le Monde Francophone (The French Speaking World), not only the language, but also the culture. The emphasis will be on listening and speaking. Students will be using iBooks that were written by Jennifer Hoffmann as well as realia such as videos, podcasts, magazines and other authentic materials. Students will be able to tell about themselves, their friends and families as well as the weather, their likes and dislikes and every day conversations. Method of Evaluation: Vocabulary Quizzes, Grammar Quizzes and Chapter Tests.

1509 & 1510 – French II-I & II-II – Prerequisite: “C” or better in French I

French II is a continuation of French I with more emphasis on grammar and writing skills. The texts are iBooks written by the instructor, Jennifer Hoffmann, using a variety of resources including but not limited to old texts, videos, quizzes, games, word searches listening activities taken from podcasts and authentic French speakers. Supplemental reading exercises will help with student’s reading comprehension including excerpts from classic French literature. (Beauty and the Beast, Cyrano de Bergerac and Notre Dame de Paris). We will also have a unit studying French Impressionism including the works by Monet, van Gogh, Renoir Gauguin and Manet to name a few. Method of Evaluation: Vocabulary Quizzes, Grammar Quizzes and Chapter Tests

1511 & 1512 – CIS French III-I & III-II – Prerequisite: “C” or better in French II.

Plus a passing score on the Accuplacer to receive college credit from The University of Minnesota -Duluth.

French III is a development of appreciation for French Literature. Students will read several short novels as well as read, analyze and write French Poetry. Students will be expected to recognize as well as articulate the present, simple future, the passe’ compose’, the imperfect, the conditional, the future and the imperatives of –er, -ir and –re verbs. This is a highly advanced college prep class. Method of Evaluation: Vocabulary Quizzes, Grammar Quizzes and Chapter Tests
Write and Analyze a Sonnet in French.

1513 & 1514 – French IV-I & IV-II – Prerequisite: “C” or better in French III

The purpose of French IV is to develop proficiency in French with special emphasis on literature. Students have already acquired a basic knowledge of the language and culture of French speaking peoples and have developed a reasonable proficiency in listening comprehension, speaking, reading, and writing. Though these qualifications may have been attained in a variety of ways, it is assumed that most students will be in the final stages of their secondary school training and

will have had substantial course work in the language. This course is the equivalent of a second year college course in advanced French compositions and conversation. It stresses oral skills, composition, and grammar. It emphasizes the use of French for active communication. The students develop the ability to comprehend formal and informal spoken French. They acquire vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and literature. The ability to compose expository passages is stressed, as well as the ability to express ideas orally with accuracy and fluency. The course content reflects intellectual interests shared by the students and the teacher (the arts, history, current events, literature, culture, sports, etc.) and includes recordings, films, newspapers and magazines. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and discipline rather than the mastery of any specific subject matter. Method of Evaluation: Vocabulary Quizzes, Grammar Quizzes and Chapter Tests

1501 & 1502 - Spanish I-I & I-II – Prerequisite – None

Course Objectives:

To speak, read and write basic Spanish sentences – greeting, telling time, personal questions.
To build a basic Spanish vocabulary which first can be used in speaking and later in reading and writing.
To study the various forms and meanings of Spanish verbs.
To begin to appreciate the different cultures of the many Spanish speaking countries and to learn something about these countries.

Class Procedures:

A great deal of class time will be spent on oral drills and practice.
Daily written assignments based on in-class work will be required.
Presentations by people who have lived or traveled in Spanish speaking countries.

Method of Evaluation:

Class participation - Quizzes - Written assignments - Chapter and Unit Tests

1503 & 1504 - Spanish II-I & II-II – Prerequisite – Spanish I-2, “C” average in English or consent of instructor.

Course Objectives:

To be able to communicate more fluently in Spanish – spoken and written.
To broaden the student’s vocabulary.
To study more verb forms and tenses and to learn to use them correctly and comfortably.
To appreciate the different cultures of Hispanic countries and Spain through a study of the land and literature.

Class Procedures:

Much oral work will be done in class.
Exercises and drills following the text – written and oral.
Reading a short novel in Spanish and, time permitting, other important Spanish literature.

Method of Evaluation:

Class participation - Quizzes - Written assignments - Chapter and unit tests

Spanish II-2 is a continuation of Spanish II-1 with more emphasis on vocabulary building and grammar.

1505 & 1506 – CIS Spanish III-I & III-II – Prerequisite – 2 years of Spanish Spanish with an emphasis on speaking and reading.

Spanish III-2 is a continuation of Spanish III-1 with an emphasis on literature, culture, and speaking.

College credit through Fond Du Lac Tribal & Community College is given for this class. Students will continue learning Spanish grammar and vocabulary and be able to use more of what they have learned. This course is taught primarily in Spanish

1515 & 1516 - Spanish IV-I & IV-II Prerequisite – 3 years of Spanish

MATHEMATICS

Esko High School Mathematics Department Requirements

Homework

Graded on a 5-point scale. To get full credit, not only does the assignment need to be done, but it needs to have work shown and/or diagrams and graphs included.

Students may use their iPads and its appropriate applications to show work neatly. Graph paper and a pencil is also a beneficial tool in showing work. These will help with organization, neatness, and of course make graphs more accurate and understandable.

Calculators

Free graphing calculator apps are available on the iPads. TI84's are the hand held calculators of choice. We feel that students will improve their overall understanding of mathematics by using these calculators.

2001 Algebra I-I

Meets MN Mathematics Standard: Grade 8

I (Numbers and Operations)

Partially Meets MN Academic Standard: Grades 9 – 11

II (Algebra)

Course Objectives:

Evaluating Expressions and Order of Operations

Real Numbers and Mathematical Operations

Patterns, Equations and Graphs

Solving One, Two, and Multi-Step Equations

Manipulation of Literal Equations and Formulas

Solving Equations using Percentages, Ratios, Rates, Proportions and Similar Figures

Solving Inequalities and Working With Set Operations

Introducing Functions and Function Notation

Manipulating and Interpreting Linear Functions and Graphs

Applying and Solving Systems of Equations and Inequalities

Class Procedures:

Lessons are available via Canvas which can be accessed with iPads. Ibooks which include video tutorials are available with most lessons. Pearson Textbooks may also be used to give students extra examples to follow with each lesson.

Students will be expected to follow along with each interactive lesson and complete examples the instructor gives in class. This will be done in notability, and should be saved for studying purposes.

Method of Evaluation:

Quizzes Chapter Tests Homework

2002 Algebra I–II

Prerequisite: Algebra-I

Meets MN Mathematics Standard: Grade 8

Both Algebra 1 - I and Algebra 1 - II will be required to complete standard:

II (Algebra)

III (Geometry and Measurement)

IV (Data Analysis and Probability)

Partially Meets MN Academic Standard: Grades 9 – 11

II (Algebra)

IV (Data Analysis and Probability)

Course Objectives:

Understanding the rules for Exponents and Exponential Functions to Model Data

Polynomials and Mathematical Operations

Factoring Polynomials

Manipulation of Quadratic Equations and Analysis of Quadratic Graphs

Introduction to Radical Expressions and Solving Radical Equations

Introduction to Simplifying Rational Expressions and Solving Rational Equations

Interpreting Data Analysis and Exploration of Probability

Class Procedures:

Lessons are available via Canvas which can be accessed with iPads. Ibooks which include video tutorials are available with most lessons. Pearson Textbooks may also be used to give students extra examples to follow with each lesson.

Students will be expected to follow along with each interactive lesson and complete examples the instructor gives in class. This will be done in notability, and should be saved for studying purposes.

Method of Evaluation:

Quizzes Chapter Tests Homework

2006 Geometry-I

Prerequisite: Algebra I-II

Meets MN Mathematics Standard: Grades 9 - 11

Both Geometry I & II will be required to complete standard:

III (Geometry and Measurement)

Partially meets MN Mathematics Standard: Grades 9 – 11

Both Geometry I & II will be required to partially complete standard:

II (Algebra)

Course Objectives:

Apply concepts of shape, space and measurement to illustrate and describe the physical world and solve problems.

Students are required to pass tests on concepts of transformations, congruence, similarity, perimeter, area, volume, distance, scaling and symmetry.

Use properties of geometry to justify reasoning in a logical argument.

Analyze geometric characteristics in art, architecture, design or nature.

Use both numerical relationships and geometric representations to analyze problems.

To study rules of similarity and proportions.

Class Procedures:

The use of calculators is not permitted in the first semester.

Method of Evaluation:

Group Quizzes Tests Homework Daily Quizzes Online Practice Tests
Exit Quizzes Vocabulary Quizzes

2007 Geometry-II

Prerequisite: Geometry-I

Meets MN Mathematics Standard: Grades 9 - 11

Both Geometry I & II will be required to complete standard:

III (Geometry and Measurement)

Partially meets MN Mathematics Standard: Grades 9 – 11

Both Geometry I & II will be required to partially complete standard:

II (Algebra)

Course Objectives:

To study relationships involving right triangles

To use trigonometry to solve both right and oblique triangles

To study perimeter and area of plane figures.

To study surface area and volume of three-dimensional figures.

To work with coordinate geometry.

To introduce vectors.

Class Procedures:

The use of calculators is expected

Method of Evaluation:

Group Quizzes Tests Homework Daily Quizzes Online Practice Tests
Exit Quizzes Vocabulary Quizzes

2008 Advanced Algebra-I

Prerequisite: Geometry-II and teacher recommendation

Meets MN Mathematics Standards for Algebra Grades 9 – 11

Both Advanced Algebra-I & II will be required to complete the standard:

II (Algebra)

Use of a graphing calculator is required. Free Graphing calculator apps are available on the iPads.

This Course is an accelerated course for students who are interested in preparing for College Algebra or higher levels of mathematics. Use of a graphing calculator is required.

Course Objectives:

- To use, understand, and solve algebraic expressions, equations, and inequalities.
- To analyze and interpret different functions, equations, graphs.
- To solve linear systems of equations in two or more variables using various methods.
- To solve and analyze quadratic functions with real and complex solutions.
- To simplify, graph, and solve polynomials and polynomial functions.
- To use, analyze and solve function involving radical expressions and rational exponents.

Class Procedures:

Lessons are available via Canvas which can be accessed with iPads. Video tutorials are available with most lessons. Textbooks are also available for students to use for extra examples and lesson instruction. Students will be expected to follow along with each lesson and complete examples the instructor gives in class.

Methods of Evaluation:

Chapter Tests Quizzes Daily Homework
(The greater share of the student's evaluation will be based on the tests)

2009 Advanced Algebra-II

Prerequisite: Advanced Algebra-I

Meets MN Mathematics Standard: Grades 9 - 11

Both Advanced Algebra I & II will be required to complete the standard:

II (Algebra)

Partially meets MN Mathematics Standard: Grades 9 – 11

IV (Data Analysis and Probability)

Use of a graphing calculator is required.

This Course is an accelerated course for students who are interested in preparing for College Algebra or higher levels of mathematics. Use of a graphing calculator is required.

Course Objectives:

- To understand the concepts and applications of exponential and logarithmic functions.
- To use the properties of rational functions to simplify expressions and solve real-world problems.
- To study different applications of rational functions and solve rational equations.
- To analyze arithmetic and geometric series and sequences.
- To study matrices and introduce some of their basic applications.
- To explore conic sections and other quadratic relations.
- To use the trigonometric ratios, the Law of Sines, and the Law of Cosines to find the missing parts of a triangle.
- To introduce periodic functions, the unit circle, radian measure and other trigonometry relationship.

Class Procedures:

Lessons are available via Canvas which can be accessed with iPads. Video tutorials are available with most lessons. Textbooks are also available for students to use for extra examples and lesson instruction.

Students will be expected to follow along with each lesson and complete examples the instructor gives in class.

Methods of Evaluation:

Chapter Tests & Quizzes

Daily homework

(The greater share of the student's evaluation will be based on the tests)

2014 CIS Pre-Calculus I (1 semester each)

Prerequisite: Advanced Algebra-II

Meets MN Mathematics Standard: Grades 9-11 (Algebra)

Partially meets MN Mathematics Standard: Grades 9-11 IV (Data Analysis and Probability)

University of Minnesota-Duluth credit is available for this course.

Course objectives: Exponential Functions, Logarithmic Functions, Trigonometric Functions, Conic Sections, Sequences and Series, and Systems of Linear Equations.

Class Procedures: Students will be expected to read each lesson and answer questions about the material read. Students will be required to work daily on problems, which will reinforce their understandings of the mathematics studies. Students will sometimes work in groups to solve problems.

Methods of Evaluation: Chapter Tests & Quizzes and Textbook Assignments (The greater share of the student's evaluation will be based on the tests.)

NOTE: A graphing calculator is required for this course.

2015 CIS Pre-Calculus II (1 semester each)

Prerequisite: Advanced Algebra-II

Meets MN Mathematics Standard: Grades 9-11 (Algebra)

Partially meets MN Mathematics Standard: Grades 9-11 IV (Data Analysis and Probability)

University of Minnesota-Duluth credit is available for this course.

Course objectives: Exponential Functions, Logarithmic Functions, Trigonometric Functions, Conic Sections, Sequences and Series, and Systems of Linear Equations.

Class Procedures: Students will be expected to read each lesson and answer questions about the material read. Students will be required to work daily on problems, which will reinforce their understandings of the mathematics studies. Students will sometimes work in groups to solve problems.

Methods of Evaluation: Chapter Tests & Quizzes and Textbook Assignments (The greater share of the student's evaluation will be based on the tests.)

NOTE: A graphing calculator is required for this course.

2017 Intro to Statistics

Prerequisite: Advanced Algebra-II or Algebra 2-II

Meets MN Mathematics Standard: Grades 9 – 11

IV (Data Analysis and Probability)

Course Objectives:

Construct and analyze various types of graphs and demonstrate the strengths and weakness of each format.

Use measures of central tendency and variability to describe, compare and draw conclusions about given sets of data.

Develop and interpret scatter-plot diagrams.

Understand the influence of outliers on various representations of data.

Understand the relationship between correlation and causation.

Interpret data credibly

Select and apply counting procedures and models to calculate probabilities and relate results to real-world and mathematical problems.

Determine the expected values of random variables.

While calculating probabilities, know the effect of sample size on experimental, theoretical and simulation probabilities.

Interpret properties of the normal distribution curve and solve problems associated with normally distributed data.

Class Procedures:

Students will use spreadsheets to complete tasks on school laptops.

Students will be expected to read each lesson and answer questions about the material read.

Students may work in small-groups to solve problems or complete projects.

Students will be graded on the completion of 10 requirements each quarter.

Methods of Evaluation:

Unit Tests Homework Papers Projects Daily Quizzes Final Test

2019 & 2020 CIS Calculus I & II (1 semester each)

Prerequisite: At least a B average in College Algebra and College Trigonometry, or instructor's permission.

Fond Du Lac Community College credit is available for this course.

The purpose of this course is to offer a more challenging and beneficial advanced math option for students who have excelled in College Algebra and College Trigonometry. In addition to being more prepared for college math, students will have the opportunity to earn Calculus 1 credit through Fond Du Lac Community College or nationally accepted college credit by taking the Calculus AB Exam upon completing 2 semesters of the course. Successful students will enter college math at the sophomore level. Transfer credit amount will be determined by the attending institution.

Course Outline:

Pre-Calculus Review

Limits and Continuity

Derivatives

Applications of Derivatives

The Definite Integral

Differential Equations

Applications of Definite Integrals

Class Procedures:

The use of a Ti-84 is required.

This is a college course. Expectations will align with those at a post-secondary institution.

Students will be expected to read each section before class.

Students will be assigned homework problems from the textbook.

A quiz will be given every 3 lessons to check for understanding. Quizzes will be based on homework problems.

A test will be given every chapter. Tests will be modeled after the AP Exam.

Students will be expected to take the AP Calculus AB Exam in the spring.

Method of Evaluation:

Quizzes Chapter Tests

2022 - CIS College Statistics

Prerequisite: Advanced Algebra-II

Meets MN Mathematics Standard: Grades 9 - 11

Fond Du Lac Community College credit is available for this course.

Course Description:

This is a college level introduction to statistics class. The topics of study will include the four major components of statistics: Gathering Data, Organizing Data, Inference of Data, and Probability. The students will be aided by the use of a graphing calculator (TI-84) and spread sheet programs.

Course Objectives:

Sampling Design

Experimental Design

Descriptive Statistics

Normal Distributions

Correlation and Regression Analysis

Probability

Discrete probability distributions

Confidence Intervals

Hypothesis Testing

Class Procedure:

The students will be expected to participate in a college level introduction to statistics class.

Students will use Microsoft Excel to complete homework.

Method of Evaluation:

Homework Daily Quizzes Chapter Quizzes Unit Test Statistical Projects

2025 Algebra II-I

Prerequisite: Geometry -II

Meets MN Mathematics Standard: Grades 9 - 11

Both Advanced Algebra B I and II will be required to complete the standard:
II (Algebra)

Use of a graphing calculator is required.

Course Objectives:

To use, understand, and solve algebraic expressions, equations, and inequalities.
To analyze and interpret different functions, equations, graphs.
To solve linear systems of equations in two or more variables using various methods.
To solve and analyze quadratic functions with real and complex solutions.
To simplify, graph, and solve polynomials and polynomial functions.

Class Procedures:

Students will be required to work on daily problems or labs, which will reinforce their understandings of the mathematics studies.
Students will be instructed through interactive lessons using SMART technologies
Students will sometimes work in groups to solve problems.

Methods of Evaluation:

Chapter Tests Quizzes Daily Work Class Activities Participation Projects

2026 Algebra II-II

Prerequisite: Algebra 2-I

Meets MN Mathematics Standard: Grades 9 - 11

Both Algebra 2 - I and II will be required to complete the standard:
II (Algebra)

Partially meets MN Mathematics Standard: Grades 9 – 11
IV (Data Analysis and Probability)

This is a course is designed to meet the Minnesota Mathematics standards for Algebra and prepare students for the MCA II exam. Use of a graphing calculator is required.

Course Objectives:

To understand the concepts and applications of exponential and logarithmic functions.
To use the properties of rational functions to simplify expressions and solve real-world problems.
To apply concepts of permutations and combinations along with studying different probability concepts.
To introduce analyzing data, standard deviation, samples, surveys and distributions.
To analyze arithmetic and geometric series and sequences.
To introduce basic trigonometric functions.
To introduce conic sections and other quadratic relations.

Class Procedures:

Students will be required to work on daily problems or labs, which will reinforce their understandings of the mathematics studies.
Students will sometimes work in groups to solve problems.

Methods of Evaluation:

Chapter Tests Quizzes Daily Work Class Activities Participation Projects

2021 College Trigonometry

Prerequisite: Advanced Algebra-II

Fond Du Lac Community College credit is available for this course.

Course Objectives:

To apply the properties of functions and graphs.
To investigate the trigonometric functions of angles and real numbers.
To graph trigonometric functions
To prove trigonometric identities.
To apply sum, difference, double-number and half-number identities.
To solve trigonometric equations.
To solve triangles using the Law of Sines and the Law of Cosines.
To use vectors to solve problems.
To investigate parametric equations, polar coordinates and polar equations.
To study complex numbers in trigonometric form and applications of DeMoivre's Theorem.
To explore conic sections.

Class Procedures:

Students will be expected to read each lesson and answer questions about the material read.
Students will be required to work daily on problems, which will reinforce their understandings of the mathematics studies.
Students will sometimes work in groups to solve problems.

Methods of Evaluation:

Chapter Tests & Quizzes Textbook Assignments
(The greater share of the student's evaluation will be based on the tests. A final exam will be required and will be a major component of the final grade.
NOTE: A graphing calculator is required for this course.

2027 & 2028 – Analysis I & II

Prerequisite: Advanced Algebra-II

Meets MN Mathematics Standard: Grades 9 – 11

Partially meets MN Mathematics Standard: Grades 9 – 11

IV (Data Analysis and Probability)

Course Objectives:

Solve equations and inequalities numerically, algebraically, and graphically. Including linear, quadratic, polynomial, power, rational, exponential, logarithmic, logistic, and absolute value functions.
Work with numerical, algebraic, verbal, and graphical models to solve problems. Including algebraic forms of equations, scatterplots, and regression curves.
Analyze functions from a graphical and numerical point of view. Including domain and range, asymptotes, continuity, symmetry, extrema, end behavior, increasing or decreasing behavior, and transformations.
Finding complex and real zeros graphically and algebraically.
Solve real life problems that can be modeled from the multitude of functions to be studied.
Solving systems of two equations.
Use basic combinatorics to solve problems. Including counting principles, permutations, and combinations.
Exploring the Binomial Theorem and Pascal's Triangle.
Analysis of Sequences and Series. Including infinite, limits, arithmetic and geometric, converging and diverging.
A graphical and algebraic exploration of statistics and data. Including stemplots, histograms, box plots, standard deviation and variance, and normal distributions.
To apply the properties of functions and graphs.

To investigate the trigonometric functions of angles and real numbers.
To graph trigonometric functions.
To solve triangles using the Law of Sines and the Law of Cosines.
To use vectors to solve problems.
To investigate parametric equations, polar coordinates and polar equations.
To study complex numbers in trigonometric form and applications of DeMoivre's Theorem.
To explore conic sections.

Class Procedures

Students will be expected to read each lesson and answer questions about the material read.
Students will be required to work daily on problems, which will reinforce their understandings of the mathematics studies.
Students will sometimes work in groups to solve problems.

Methods of Evaluation

Chapter Tests & Quizzes

Textbook Assignments

(The greater share of the student's evaluation will be based on the tests. A final exam will be required and will be a major component of the final grade.)

NOTE: A graphing calculator is required for this course.

SCIENCE

2501 & 2502 – Earth Science 9

Grade 9 Physical Science is taught from Holt Science and Technology Physical Science text along with supporting lab and enrichment materials. This class is designed to reinforce reading and math skills using a science curriculum.

Major Topics Covered Semester 1:

The World of Physical Science

The Properties of Matter

States of Matter

Elements, Compounds, and Mixtures

Introduction to Atoms

The Periodic Table

Chemical Bonding

Chemical Reactions

Chemical Compounds

Major Topics Covered Semester 2:

Atomic Energy

Electricity

Electromagnetism

The Energy of Waves

The Nature of Light

Matter in Motion

Forces and Motion

Forces in Fluids

Work and Machines

Energy and Energy Resources

2503 – Biology I – Required for Graduation - Meets MN Academic Standards in Life Science

A course in Biology is meant to provide students with a solid beginning foundation of knowledge in the discipline of life science. A student enrolled in this course is expected to complete daily homework assignments, be an active participant in classroom discussions, contribute ideas and knowledge in cooperative groups, be willing to examine and challenge prior understandings of content knowledge, and come prepared to learn daily. Emphasis throughout the course includes scientific method, inquiry, data collection, recognition that scientific knowledge is not static, historical perspectives, and applications of technology.

Topics to be covered are based on the MN K-12 Academic Standards in Science and

include: The nature and scope of Biology, properties of life, the chemical basis of life, a tour of the living cell, cellular metabolism (photosynthesis and cellular respiration), cellular basis of inheritance, patterns of inheritance, the nucleus and gene expression, mechanisms of cellular division (mitosis and meiosis), evolutionary mechanisms of biological diversity, prokaryotic life & viruses, the body's defense system, and other topics that can fit into the course timeline.

Course Outline:

What is Life?

The Chemistry of Life

Evolutionary Mechanisms

History of Life on Earth

The Living Cell

Membranes, Transport, and Signaling

Metabolism

Photosynthesis and Cellular Respiration

Cell Division and Cancer

Emphasis throughout course includes scientific method, inquiry, data collection, recognition that scientific knowledge is not static, historical perspectives, and applications of technology

Text: E.O. Wilson's "**Life on Earth**" by Morgan Ryan, Gaël McGill, PhD, & Edward O. Wilson
Published June 30, 2014 by the E.O. Wilson Biodiversity Foundation (in iBook format)

Assessment:

Quarter Grade:

20% Formative (frequent formative assessments, labs, homework, discussions)

80% Summative (scientific explanations, physical models, formal lab reports, quarter projects, unit exams)

Semester Grade determined using the following weights:

Q1(40%), Q2(40%), Final Exam(20%)

Success is likely if student engages himself or herself fully and utilizes in-class and out-of-class resources. Resources/activities to include: labs, case studies, text, articles, web resources, class discussion, and handouts.

2504 – Biology II – Required for Graduation - Meets MN Academic Standards in Life Science

A course in Biology is meant to provide students with a solid beginning foundation of knowledge in the discipline of life science. A student enrolled in this course is expected to complete daily homework assignments, be an active participant in classroom discussions, contribute ideas and

knowledge in cooperative groups, be willing to examine and challenge prior understandings of content knowledge, and come prepared to learn daily. Emphasis throughout course includes scientific method, inquiry, data collection, recognition that scientific knowledge is not static, historical perspectives, and applications of technology.

Topics to be covered are based on the MN K-12 Academic Standards in Science and

include: The nature and scope of Biology, properties of life, the chemical basis of life, a tour of the living cell, cellular metabolism (photosynthesis and cellular respiration), cellular basis of inheritance, patterns of inheritance, the nucleus and gene expression, mechanisms of cellular division (mitosis and meiosis), evolutionary mechanisms of biological diversity, prokaryotic life & viruses, the body's defense system, and other topics that can fit into the course timeline.

Course Outline:

The nucleus and Gene Expression
Patterns of Inheritance
Meiosis and Sex
Homeostasis
Plant Responses and Animal Behavior
Population Ecology
Ecosystems
Field Study of the Midway River

Emphasis throughout course includes scientific method, inquiry, data collection, recognition that scientific knowledge is not static, historical perspectives, and applications of technology

Text: E.O. Wilson's "**Life on Earth**" by Morgan Ryan, Gaël McGill, PhD, & Edward O. Wilson
Published June 30, 2014 by the E.O. Wilson Biodiversity Foundation (in iBook format)

Assessment:

Quarter Grade

20% Formative (frequent formative assessments, labs, homework, discussions)

80% Summative (scientific explanations, physical models, formal lab reports, quarter projects, unit exams)

Semester Grade determined using the following weights:

Q1 (40%), Q2 (40%), Final Exam (20%)

Success is likely if student engages himself or herself fully and utilizes in-class and out-of-class resources. Resources/activities to include: labs, case studies, text, articles, web resources, class discussion, and handouts.

2505 – CIS Chemistry I – Prerequisite – Must rank in the top 33% of junior class or in the top 50% of senior class and pass the AccuPlacer test.

This class meets the Chemistry portion of the MN Academic Standards for Physical Science.

This course is meant to provide students with a rigorous experience and a solid beginning foundation of knowledge in the discipline of chemistry. This is an analytical study of the principles of chemistry with emphasis on atomic and molecular structure, periodic relationships, stoichiometry, bonding, molecular geometry, and chemical reactions. This course will provide 5 general education credits through Fond du Lac Tribal and Community College which are suitable for transfer to most four-year degree programs. As such, it will serve as a base of knowledge for more advanced studies in the physical and biological studies. Throughout the course students will engage in learning laboratory techniques that are designed to incorporate problem solving and critical thinking related to topics of chemistry.

Throughout the course students will be evaluated for understanding, mastery, and application of knowledge. Assessment of skills and evaluation of the results of laboratory exercises are a major component of course content. Project and research assignments will be incorporated where appropriate. In order to assist a student in their success, assessment and evaluation will be a continual process that will include quizzes, exams, discussions, projects, and labs at the discretion of the instructor.

More specific topics to be covered include the following:

Semester I	Semester II
Scientific Processes	Chemical Nomenclature
Measurements/Calculations	Chemical Bonds & Composition
Properties of Matter	Molecular Geometry
Intro to Thermochemistry	Chemical Reactions
Atomic Theory & Atomic Structure	Stoichiometry
Periodic Law	
Chemical Nomenclature	

FDLTCC Learning Goals, Outcomes, and Assessment

At FDLTCC there are 4 Competencies Across the Curriculum (CAC) areas.

- A. **Information Literacy** (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information).
- B. **Ability to Communicate** (the ability to listen, read, comprehend, and/or deliver information in a variety of formats).
- C. **Problem Solving** (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems).
- D. **Culture** (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity).

Course Objectives:

To introduce chemistry
To understand the composition and changes of matter
To use significant figures in solving problems
To use the international systems of measurement
To use dimensional analysis and conversion factors to solve problems
To understand the basic parts of an atom
To use the unit mole in conversion problems
To use quantum numbers and electron configurations
To understand the periodic table and its trends
To understand chemical bonding (ionic, molecular, and metallic)
To write names and formulas for molecular and ionic compounds
To write balanced equations

Class Procedures:

Lectures containing a summary of text supplemented with reference material
Class discussions of student questions and subject material
Laboratory experiments and demonstrations to reinforce concepts presented
The class will be given some time to study and ask questions

Method of Evaluation:

Tests and quizzes

2506 – CIS Chemistry II – Prerequisite – College Chemistry I

For Course Objectives and Procedures, see Chemistry I.

This class meets the Chemistry portion of the MN Academic Standards for Physical Science.

This course is meant to provide students with a rigorous experience and a solid beginning foundation of knowledge in the discipline of chemistry. This is an analytical study of the principles of chemistry with emphasis on atomic and molecular structure, periodic relationships, stoichiometry, bonding, molecular geometry, and chemical reactions. This course will provide 5 general education credits through Fond du Lac Tribal and Community College which are suitable for transfer to most four-year degree programs. As such, it will serve as a base of knowledge for more advanced studies in the physical and biological studies. Throughout the course students will engage in learning laboratory techniques that are designed to incorporate problem solving and critical thinking related to topics of chemistry.

Throughout the course students will be evaluated for understanding, mastery, and application of knowledge. Assessment of skills and evaluation of the results of laboratory exercises are a major component of course content. Project and research assignments will be incorporated where appropriate. In order to assist a student in their success, assessment and evaluation will be a continual process that will include quizzes, exams, discussions, projects, and labs at the discretion of the instructor.

More specific topics to be covered include the following:

Semester I	Semester II
Scientific Processes	Chemical Nomenclature
Measurements/Calculations	Chemical Bonds & Composition
Properties of Matter	Molecular Geometry
Intro to Thermochemistry	Chemical Reactions
Atomic Theory & Atomic Structure	Stoichiometry
Periodic Law	
Chemical Nomenclature	

FDLTCC Learning Goals, Outcomes, and Assessment

At FDLTCC there are 4 Competencies Across the Curriculum (CAC) areas.

- E. **Information Literacy** (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information).
- F. **Ability to Communicate** (the ability to listen, read, comprehend, and/or deliver information in a variety of formats).
- G. **Problem Solving** (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems).
- H. **Culture** (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity).

Course Objectives:

- To use mole ratios in calculations with equations
- To use the kinetic-molecular theory to describe the states of matter
- To use gas laws to understand the behavior of gases
- To understand solutions
- To understand reaction energy

Class Procedures:
Same as College Chemistry I

Method of Evaluation:
Same as College Chemistry I

2507 – Chemistry I – Prerequisite – None

Course Objectives:

- To understand the scientific method.
- To study the composition and changes of matter.
- To know how to use significant figures and the accuracy of measurements.
- To be able to work with the basic units of the metric system.
- To know how to use dimensional analysis and conversion factors to solve problems.
- To know the basic parts of an atom.
- To understand the periodic table and its trends
- To understand how atoms are able to form bonds (ionic, molecular, and metallic)
- To write names and formulas for molecular and ionic compounds
- To be able to write balanced equations and classify types of reactions

Class Procedures:

- Lectures containing a summary of text supplemented with outside material.
- Class discussions of student's questions and subject material.
- Laboratory experiments and demonstrations to reinforce concepts covered in class.

Method of Evaluation:
Tests/Quizzes
Lab work
Book problems and worksheets
Class participation

2508 – Chemistry II – Prerequisite – Chemistry I

This class meets the Chemistry portion of the MN Academic Standards for Physical Science.

Course Objectives:

- To use the unit mole in chemical calculations
- To calculate quantities from equations
- To understand the four states of matter
- To use gas laws to understand the behavior of gases
- To understand the properties of acids and bases and how they react

Class Procedures:
Same as Chemistry I

Method of Evaluation:
Same as Chemistry I

2511 – CIS Physics I – Prerequisite – All Seniors or Juniors that qualify for college credit and placed into college level math on Accuplacer.

For course objectives and procedures see Physics I

This class meets the Physics portion of the MN Academic Standards for Physical Science.

Course Overview

This algebra-based general physics course for pre-professional and non-engineering majors explores fundamental concepts in mechanics, including force, motion, energy, and momentum. Students develop problem-solving skills through a combination of theoretical instruction, laboratory experimentation, and data analysis. The course emphasizes hands-on learning and the application of algebraic methods to real-world physics scenarios.

Course Outcomes

Upon successful completion of this course, students will be able to:

Calculate the relationship between force, mass, and acceleration using structured problem-solving methods

Demonstrate understanding of projectile motion through experimental design and execution

Conduct independent research on assigned physics topics and communicate findings in written form

Analyze and graph experimental data to support scientific conclusions

Solve multi-step, algebra-based problems involving velocity, acceleration, displacement, time, work, energy, and momentum

Design, conduct, and evaluate laboratory experiments that illustrate core physics concepts

Credit

This 4- credit course is offered as a College in the Schools partnership with Fond du Lac Tribal & Community College and is available to qualified high school students.

Methods of Evaluation

Tests and Quizzes

Lab work

Assignments

2512 – CIS Physics II – Prerequisite – College Physics I

For topics, please see Physics II

This class meets the Physics portion of the MN Academic Standards for Physical Science.

Course Overview

This algebra-based general physics course for pre-professional and non-engineering majors explores fundamental concepts in mechanics, including force, motion, energy, and momentum. Students develop problem-solving skills through a combination of theoretical instruction, laboratory experimentation, and data analysis. The course emphasizes hands-on learning and the application of algebraic methods to real-world physics scenarios.

Course Outcomes

Upon successful completion of this course, students will be able to:

Calculate the relationship between force, mass, and acceleration using structured problem-solving methods

Demonstrate understanding of projectile motion through experimental design and execution

Conduct independent research on assigned physics topics and communicate findings in written form

Analyze and graph experimental data to support scientific conclusions

Solve multi-step, algebra-based problems involving velocity, acceleration, displacement, time, work, energy, and momentum

Design, conduct, and evaluate laboratory experiments that illustrate core physics concepts

Credit

This 4- credit course is offered as a College in the Schools partnership with Fond du Lac Tribal & Community College and is available to qualified high school students.

Methods of Evaluation
Tests and Quizzes
Lab work
Assignments

2522 - Principles of Physics I

Conceptual physics will look at the ideas and concepts of physics with minimal use of mathematics. It will include a study of physics with many real world scenarios to provide examples and illustrations of the topics presented. This course will include many labs and hands-on activities along with some projects throughout the year. This is a full year course that will meet the Minnesota Science Standards for Physics for students not taking another chemistry or physics course. A full year of chemistry or physics is required for graduation starting 2015.

2523 – Principles of Physics II

Conceptual physics will look at the ideas and concepts of physics with minimal use of mathematics. It will include a study of physics with many real world scenarios to provide examples and illustrations of the topics presented. This course will include many labs and hands-on activities along with some projects throughout the year. This is a full year course that will meet the Minnesota Science Standards for Physics for students not taking another chemistry or physics course. A full year of chemistry or physics is required for graduation starting 2015.

Human Anatomy/Physiology

Prerequisites: successful completion of Biology I and II. Successful completion of a chemistry course is strongly encouraged, but not required. In order to be eligible to earn college credit through Fond du Lac Tribal & Community College, students must meet the requirements to enroll in a CITS course. Credits to be earned: *each semester earns 4 credits, for a total of 8 credits upon successful completion of both semesters.*

Anatomy and physiology is a two semester sequence course that will enable students to develop a deeper understanding of the relationships between the structures and functions of the human body. This course is designed to prepare students for future advanced biological studies and is encouraged for those considering any health-related career. This course will involve laboratory activities, required dissections, textbook material, models, diagrams, clinical studies, discussions, and exams.

2520-CIS Human Anatomy/Physiology I

This course is the first half of a year-long study of anatomy and physiology. Throughout the course there will be a strong focus on the concept of homeostasis. Topics presented include and

overview of anatomy and physiology, histology (study of body tissues), and selected body systems: integumentary, skeletal, muscular, and nervous.

2521-CIS Human Anatomy/Physiology II

Prerequisites-successful completion of Human Anatomy/Physiology I

This course will continue to build upon the foundation from semester I. Throughout the semester, students will engage in a dissection experience where they will carefully observe structures closely analogous to the human body in a preserved adult cat. Students will dissect, observe, and have hands on experience seeing what these systems look like in an actual specimen. This key dissection will focus on our primary units of study for the semester which will include the following systems: endocrine, cardiovascular, immune, respiratory, digestive, urinary, and reproductive.

SOCIAL STUDIES

3003 & 3004 World Cultures I & II (Beginnings of Humans to Current Issues and Relations) GRADE 09

This class will focus on the beginnings of humans and the eventual emergence of civilizations globally, as well as the advances in ancient cultures and religions and their link to modern times. Historical connections will be made to help students better understand the world we live in by examining the past and studying a variety of cultures, beliefs, conflicts, and innovative reforms that have shaped our world.

This course meets current State and Federal Standards for World History

Course Objectives:

To acquire knowledge of the details and significance of the beginnings of civilization through the emergence of Modern Nations.

To acquire knowledge of the details and significance of the development of Industrial Society through the Modern World.

Understand key political, economic, military, religious, and geographical forces which have and do shape our world.

Develop a chronological, thematic, and visual perspective of world history.

View world history from different perspectives and interpretations.

Class Procedures:

Class discussion of textbook and supplementary reading assignments.

Lectures

Cooperative group and individual projects and presentations

Method of Evaluation:

Quizzes and tests

Class participation

Projects

3015 – Government/Civics – Grade 10

Course Objectives:

1. Understand how the federal government works and how citizens can affect change.
2. Understand how the constitution affects our lives.
3. Understand how local governments affect our lives.
4. Understand the key influences which shaped our government.

Class Procedure:

Class discussions based on textbook assignments and supplementary material lectures.

Cooperative group projects.

Method of Evaluation:

Quizzes	Class participation
Tests	Written reports

3012 – World Geography – 10th Grade

Course Objectives:

Students will continue to develop an understanding of the study of geography as a social science. The focus is to afford the students the opportunity to learn about and relate to geographically distant places and cultures. Each unit addresses physical geography, human geography, geopolitical and sociopolitical issues, coupled with current issues (with an emphasis on aspects of globalization).

Class Procedures:

- Class discussions based on textbook assignments and supplementary materials
- Lectures
- A series of debates
- Cooperative group projects

Method of Evaluation:

- Tests and quizzes
- A personal written work on major trends
- Class participation and positive contributions
- Homework assignments

3005 – Economics I – (Required in Grades 11)

Meets the current standards for the National Council on Economic Education and the Minnesota Department of Education.

Course Objectives:

Develop an understanding of the basic characteristics of the American economic system and demonstrate how fundamental economic concepts operate in our system and others.

Understand how societal issues affect economics and how economics affects human behavior in terms of economic incentives.

Gain insight into the functioning of corporations and their effect on our economy.

Understand and analyze government's role in a market economy.

Encourage students to take an active part in our economy as consumers, workers, entrepreneurs, and members of government by practicing responsible decision making skills.

Class Procedures:

Lectures and reading material

Class discussions and group projects (computer simulations)

Guest speakers

Method of Evaluation:

Tests Assignments

Class and group participation Reports

Oral presentations

3001 – History of the United States I (Conceptions: VCHI - History) **Required for Seniors**

Examines the history of the region that eventually became the United States from pre-European contact through 1877. Major themes include: encounters between Native Americans, Europeans, and Africans in the formation of colonial North America; the social, political, economic, religious, and cultural forces that shaped various colonies; the origins and evolution of slavery and racism; the movement for Independence; the development of urbanization and industrialization in the North and the entrenchment of slavery in the South; sectional crisis and party politics; and the Civil War.

3002 – History of the United States II (Conceptions: VCHI - History) - **required for Seniors**

Explores major themes in United States history since 1877. Particular attention will be paid to the impact of wars on American society and culture; the roles of immigrants and immigration in shaping American identity and distinctiveness; how the nature and meaning of work have changed in a period that witnessed heavy industrialization and de-industrialization; movements for equality and civil

rights; the cultural ferment of the Jazz Age and the 1960s; the challenges of the Depression; and the complexities of foreign policy in a global era.

3007 – CIS History of the United States I (Conceptions: VCHI - History) - 4 cr. - required for Seniors

Examines the history of the region that eventually became the United States from pre-European contact through 1877. Major themes include: encounters between Native Americans, Europeans, and Africans in the formation of colonial North America; the social, political, economic, religious, and cultural forces that shaped various colonies; the origins and evolution of slavery and racism; the movement for Independence; the development of urbanization and industrialization in the North and the entrenchment of slavery in the South; sectional crisis and party politics; and the Civil War.

3008 – CIS History of the United States II (Conceptions: VCHI - History) - 4 cr. - required for Seniors

Explores major themes in United States history since 1877. Particular attention will be paid to the impact of wars on American society and culture; the roles of immigrants and immigration in shaping American identity and distinctiveness; how the nature and meaning of work have changed in a period that witnessed heavy industrialization and de-industrialization; movements for equality and civil rights; the cultural ferment of the Jazz Age and the 1960s; the challenges of the Depression; and the complexities of foreign policy in a global era.

3009 – Intro to Sociology – Elective – Available to Juniors or Seniors

The purpose of this course is to help students acquire/develop the knowledge, skills and attitudes essential to live effectively in an interdependent world, which is politically, socially and economically diverse.

Course Objectives:

To recognize the problems inherent in our struggle for survival.

To recognize the diversity of values, attitudes, and beliefs which diverse groups bring to the problem.

To recognize the complexity of alternatives, compromise solutions and negotiations which take place in order to be acceptable to diverse groups.

To recognize that, because of the interdependent nature of all nations, no group is excluded from participation – no matter how small, large, rich, or poor – everyone participates.

Class Procedures:

Class discussion based on textbook assignments and supplementary material

Lectures

Cooperative group projects

Method of Evaluation:

Quizzes Class participation

Tests Written reports

3013 – Critical Historical Events – Prerequisite – none (Grades 11 & 12 only)

Course Objectives:

The purpose of this course is to provide an in-depth multidisciplinary study of six critical events that have shaped and transformed history (with an emphasis on making the analytical connections to these events with today's current state of world affairs); facilitated by structuring learning around "big ideas" or primary concepts, students are afforded the opportunity to construct themes and patterns of inquiry that are relevant to the current state of the world.

The French & Russian Revolutions: The origins of these major events are explored and their transforming albeit differing results are critically analyzed.

The Golden Age of Exploration (The source of the Nile, Exploration of the North & South Poles, and the summit Mount Everest). The great "firsts" in geographical discovery are explored with an emphasis on the human spirit and our enduring quest for discovery.

Woodrow Wilson's vision for a world without war: The origins of the development of the United Nations.

The Holocaust: A transforming event that clearly represents what can happen if citizens are silent. The emphasis will be to comprehend the similarities and differences between governmental policies during the Holocaust and contemporary policies that create the potential for or similar cases of ethnocide or genocide; including comparing and contrasting the philosophy and/or policies of the Nazi regime with that of the Khmer Rouge in Cambodia.

The 1960s & 1970s: The political and social upheavals apparent during the 1960s and 1970s in the United States are explored with an emphasis on the Cultural Revolution and its ties to the Vietnam War.

The birth of media driven acts of international terrorism: The relatively brief history of international terrorism will be explored starting with the terror act committed against the Israeli Olympic team during the 1972 Munich Olympics and culminating with the second terror attack on the World Trade Center (9/11).

Class Procedures:

The course will be structured in a manner that emphasizes two fundamental principles:

I plan to pose problems to students so as to emphasize relevancy. Students must actively seek to understand the relevancy factor.

I will seek and value students' points of view. Students, therefore, must be willing to actively learn and communicate their viewpoints.

The course will be taught in a manner that will allow for approximately three weeks for each "critical event" to be introduced.

Students must be willing to engage in thoughtful classroom discussions.

Students must be willing to engage in cooperative group projects.

Students must be willing to engage in community building activities.

Students must be willing to write reflective position essays.

Students must not miss class, except on a very limited basis.

Students must be willing to produce an individual active research project.

Method of Evaluation:

Position papers	20%
One action research project	20%
Development of a reflective portfolio	20%
Classroom participation	20%
Final exam	20%

30160O CIS Psychology

General Psychology is a College in the Schools course which is designed to introduce students to the concepts, methods, and applications of psychology, the scientific study of behavior and mental processes. There will be a focus on the foundations of the five pillars of psychology: biological, cognitive, developmental, social & personality, and mental & physical health.

Students obtain 4 College of St Scholastica credits by passing this course.

Course Objectives:

Connect psychological concepts and theories to real-life scenarios.

Use scientific reasoning to analyze psychological research studies and understand psychological phenomena.

Incorporate a multitude of psychological perspectives and ethical principles into scientific inquiry.

Analyze biopsychosocial aspects of mental health.

Develop a working knowledge of psychology's content domains (i.e. biological, cognitive, developmental, social, mental and physical health).

ART

Independent Study classes are available:

Students must take regular course first, then is eligible to take the course again as an Independent Study.

3502 – Drawing I

Meets MN Academic Standard for the Visual Arts

Fee: Cost of materials take home - **Approximately \$20.00-\$50.00**

Course Objectives:

Learn to Draw! If you have been interested in drawing but don't know how to get started or if you love to draw and want to improve your skill, then this course is for you! You will learn the foundations of drawing and explore a variety of drawing materials, including graphite, ink, charcoal and pastels. You will begin with simple drawing exercises that will teach you how to see like an artist! You will then be able to expand your skills by drawing objects, figures, faces, perspective and more. By the end of this course, you will gain the confidence and know how to draw just about anything.

3503 – Painting

Meets MN Academic Standard for the Visual Arts

Fee: Cost of materials taken home, **Approximately \$50.00-\$70.00**

Course Objectives:

Learn to Paint! In this class we will learn the basic foundations of painting, including brush techniques, paint types, composition and color theory. You will have the opportunity to explore a variety of paints, including Acrylic, Tempera, Oils and Watercolor. Paint from photos, observation and your own imagination. Individualized instruction will help you to improve your technique and allow you to develop your own artistic style!

3504 – Ceramics

Meets MN Academic Standard for Visual Arts

Fee: Cost of materials taken home – **approximately \$35.00 – \$50.00**

Course Objectives:

In this class you will learn all the different ways you can work with clay! You will explore hand building, throwing pots on the wheel, sculpting and more. Learn how to glaze your project to turn your pottery into stunning works of art! Use the basic techniques taught in class to lead your creativity in any direction you choose!

Students who take the second level of ceramics will focus on becoming an expert at the wheel, build a mug and pull a handle, learn to slip cast, load the kiln for firing and work with glazes to create special effects. Individualized instruction and open ended projects will provide you with the opportunity to push your creativity to the next level.

3521 – Creative Expressions

Meets Academic Standards for Visual Arts

Fee: Cost of materials taken home: approximately \$50-\$70

Course Objectives:

This class is open to all 9-12 grade students and is geared toward all artistic ability levels. In this introduction to art class, you will explore a little bit of everything the art world has to offer. This is your chance to try out a variety of materials,) like the potter's wheel without committing to a full ceramics class!) learn about some of the more interesting parts of art history and be creative. If you don't want to commit to learning just one area of art and have creative freedom, then this class is for you!

3518 - Sculpture

Meets the Academic Standards of Visual Arts

Fee: Cost of materials taken home: **Approximately \$40.00-\$70.00**

Course Objectives:

Learn the basics of sculpture! Explore different mediums used to create 3-Dimensional works of art. Try your hand at carving, wire sculpting, paper clay, plaster and even work with rock! The possibilities are endless in this hands-on class. Group and individualized instruction will provide you with the know how to improve your sculpting technique and see your forms come to life!

3519 - Advanced Studio

Prerequisite: Drawing, Painting, Sculpture or Ceramics

Meets the Academic Standards of Visual Arts

Fee: Approximately \$35.00-\$80.00

Course Objectives:

Have you successfully passed a studio art course and want to go above and beyond the basics you already know? Join the self-guided class where you get to choose your artistic path, push your creativity and enhance your skills in a chosen area. You have a say in what you are learning by choosing your projects and setting artistic goals. Individualized instruction will allow you to enhance the skills that are most important to you.

MUSIC

The band teachers in the Esko school system will help students to:

Develop a favorable attitude toward music by introducing a variety of styles of band music; e.g., marches, overtures, contemporary serious literature, pop music, multicultural.

Provide an outlet for creativity and self-expression through individual and group band practice and performance.

Foster an appreciation of the music of classic to contemporary composers and/or arrangers while working to achieve the highest standard of performance and personal development.

Achieve growth in personal qualities of self-discipline, self-motivation, self-esteem, team work, feelings of success, commitment to self-improvement and commitment to the group.

Learn performance techniques of individual instruments and understand the theoretical structure of the counting and notational systems.

Use sight, speech and motor skill thought processes, thus building a foundation for transfer of these skills for their academic studies.

Benefit musically and personally from the teamwork and coordinated efforts of the band directors.

Achieve musical growth by working on the elements from the National Standards for Music Education.

4001 & 4002 – Band 10 - 12

Class Procedures:

Participation by performance and rehearsal.

Classroom discussion and demonstration.

Listening.

Recording and critiquing performances

Band concerts will be evening performances and are considered an extension of the classroom activity. Attendance is required.

Field trips to MSHSL music contests and sporting events.

Method of Evaluation:

Individual participation and performance based on ability

Cooperation, initiative, and improvement

4016 & 4017 – Band 8 - 9

Class Procedures:

Participation by performance and rehearsal.

Classroom discussion and demonstration.

Listening.

Recording and critiquing performances

Band concerts will be evening performances and are considered an extension of the classroom activity. Attendance is required.

Field trips to MSHSL sporting events.

Method of Evaluation:

Individual daily participation and performance based on ability

Cooperation, initiative, and improvement

Participation at pep band events

4003 & 4004 – Jazz Ensemble I & II - Participation is based on Instructor Approval

Description:

Jazz Band is a performing ensemble dedicated to playing and learning about the only large style of music that originated in the United States. Along with playing and learning standard repertoire, this group will also be introduced to the history, style and performers of the genre.

Jazz Band I will rehearse Tuesday, Wednesday, and Thursday from 7:15 a.m. to 8:10 a.m. throughout the school year. If additional rehearsals are needed, they will be scheduled and you will be notified in advance.

Jazz Band II will rehearse on Monday and Friday from 7:15 a.m. to 8:10 a.m. throughout the school year.

In order to receive a balanced music education, it is required that all Jazz Band students be enrolled in Concert Band as well. The Jazz Bands will perform at least 2 concerts during the year along with select extra-curricular performances and additional festivals.

Grading Policies:

Grades will be based on effort (participation and self-regulation), attendance (class time, sectionals, and outside performances), punctuality (tardiness at all rehearsals and performances will count against grade), care of equipment (instruments, music, rooms), and most importantly, cooperation and conduct at all functions. The breakdown of Jazz Band grade is as follows:

Daily Grades 60%

- **In-Class Participation**
- **In-Class Cooperation**
- **Punctuality**

- **Preparation: Instrument, music, pencil, playing/practiced parts**
- Performances 40%**

- Attendance
- Punctuality
- Cooperation
- Participation
- Preparation: Dress code, music, and instrument

4005 & 4006 – Blue Choir

Open to grades 8-9.

Course Objectives:

Develop the individual's ability to rehearse and perform with excellence in a vocal group.
 Acquire skills necessary to meet superior standards of performance including: sight-reading, intonation, correct breathing and phrasing clear diction and artistic interpretation.
 Become aware of the various styles and types of vocal music from past and present musical periods.
 Develop the skills of self-discipline and responsibility.

Class Procedures:

Daily rehearsals of compositions of the director's choosing
 Practice of drills and exercises to improve vocal technique
 Participation in three scheduled concerts
 Individual and section rehearsals

Method of Evaluation:

- *Individual participation in rehearsals - including points for warm-ups, sight singing, repertoire for the large ensemble, and special group projects.
- *Section Work
- *Concert Participation
- *Individual Sight Singing
- *Self & Group Evaluations
- *Journaling
- *Introduction to Music Theory
- *Written Work

4009 & 4010 – Concert Choir

Open to grades 10-12

– Prerequisite – Audition/Consent of Instructor

This course meets the following National Standards for Music Education:

Singing, alone and with others, a varied repertoire of music
 Improvising melodies, variations, and accompaniments
 Reading and notating music
 Listening to, analyzing, and describing music
 Evaluating music and music performances

Course Objectives:

Rehearse and perform various styles of vocal music with a high degree of excellence.
 Develop and enhance individual vocal technique.
 Use vocal skills such as sight-reading, intonation phrasing and diction to perform musical compositions accurately and independently.

Develop a strong understanding of expressive musical terms.

Class Procedures:

Daily rehearsals

Practice of drills and exercises to improve vocal technique

Participate in three scheduled concerts, compete in State music contests, perform at graduation and various community events

Method of Evaluation:

*Individual participation in rehearsals - including points for warm-ups, sight singing, repertoire for the large ensemble, and special group projects.

*Section Work

*Concert Participation

*Individual Sight Singing

*Self & Group Evaluations

*Journaling

*Introduction to Music Theory

*Written Work

4012 – Madrigals – Prerequisite – Audition/Consent of Instructor

Course Objectives

Rehearse and perform a variety of musical styles, emphasizing madrigals and a variety of challenging repertoire.

Use sight reading skills to perform advanced choral literature.

Interpret musical notation and expressive markings accurately in a variety of musical styles.

Develop personal musicianship skills.

Class Procedures:

Daily rehearsals

Individual lessons

Practice of drills and exercises to improve vocal technique

Choosing literature

Participate in three scheduled concerts and various other competitions or community performances as scheduled

Method of Evaluation:

*Individual participation in rehearsals - including points for warm-ups, sight singing, repertoire for the large ensemble, and special group projects.

*Section Work

*Concert Participation

*Individual Sight Singing

*Self & Group Evaluations

*Journaling

*Written Work

Band & Choir Combination

If you would like to take both music ensembles, please see Mrs. Peterson for registration details.

APPLIED ARTS BUSINESS EDUCATION

4500 –Futures Prep – Grade 11 – Required

Books and Materials: Students will need notebook for in-class notes, discussions, and assignments as well as a folder to store notes, project information, self-assessment and evaluation materials, and miscellaneous handouts.

Resources: Web sites used will include: MNCIS the Minnesota Career and Information System (mncis.intocareers.org), Career One Stop (careeronestop.org), Big Future College Board (bigfuture.collegeboard.org), Bureau of Labor Statistics-Occupational Outlook Handbook (bls.gov/ooh), and Today's Military (todaysmilitary.com). Other sites will include Iseek.org, onetonline.org, careerbuilder.com and thenorthlandworks.org.

Course Description: Learning to conduct a career search, college search, job search, money awareness, paying for college, and how to identify career pathways is an important part of every student's education. Students also need to be aware that apprenticeships, two-year trade and tech schools, and the military are all viable training options that can also lead to outstanding career opportunities.

Business, careers, job skills, post-secondary education and other economic changes occur rapidly in the United States and throughout the world. Rather than choosing one career path Futures Prep will allow students the opportunity to explore multiple career and occupation opportunities. Students will also have time to familiarize themselves with the ACT, Accuplacer, and ASVAB tests.

Job search activities will present the students with job application experience, resume and activity sheet creation, and job interview experience. This class is designed to provide information to each student's Personal Learning Plans (PLP's) necessary for graduation in the state of Minnesota. Self-assessment tools will also be used in the student's research and guide them in the selection of their high school courses.

Key Concepts:

- **Personal Learning Plans**
- **Self-Awareness**
- **Career Research**
- **Post-Secondary Education**
- **Programs of Study**
- **Other Training and Preparation**
- **Job Search Process**
- **Job and College Interviews**
- **Money Management Awareness**
- **School-to-Career Transition**
- **Lifelong Learning**

4501 - Accounting I

The study of Accounting provides an excellent opportunity for students to try their skills in a course that opens the world of business to them. Regardless of their future occupation, this course provides the student the opportunity to learn the language of business that is so essential for people entering the numerous fields of business. The course also gives the student a better day-to-day understanding and appreciation of the business world.

This course develops background in the areas of financial records for retail and profession businesses, the use of business papers, interest, notes, and banking services, how to prepare and interpret financial reports, the procedures in computing payroll deductions, and how social security and income tax apply to the employee and employer, and an introduction to automated data processing in accounting. Computers will be used after the basic accounting concepts are learned.

4502 - Accounting II

Completion of course 4502 provides students the opportunity to earn three (3) college credits through an articulation agreement with Lake Superior College.

4503 – Digital Imaging & Computer Topics I – Prerequisite – None

Do you want to put your head on the Mona Lisa? Touch up a family photo? Begin to design and code a web page? Learn to animate through various programming languages? Digital Imaging and Computer Topics is for you!

This course introduces and explores various image editing software programs. Students will design and create images, explore image acquisition, color correction, photo retouching, and filtering. Along with photo editing and enhancement students will be introduced to computer coding and programming in HTML, JavaScript, and block coding.

Introduction and review of Microsoft Office, Google Drive, and Dreamweaver along with use of websites such as code academy, code.org, scratch, w3schools, and others will give students exposure to all types of computer language, software, careers, uses, and tasks.

4504 – Mobile Apps & Computer Topics II – Prerequisite – Computer Topics I

Building on what was learned in Computer Topics I students pursue knowledge and creation of **Mobile Apps** using App Inventor and App Lab. Students pursue more advanced coding in JavaScript and CSS, are introduced to Python, Ruby, and other computer languages, and continue their knowledge of Web Design with HTML and Dreamweaver.

Basic Computer Science Principles are studied and explored as well as an introduction to Video game creation. Special projects in a variety of computer elements will be considered.

4505 – Money Management – Prerequisite – None

This course is a must for all students interested in learning about financial decisions they will face when they are out on their own. Topics will include money management, banking, income taxes, investing, credit, housing, automobile purchasing, insurance, and consumer rights.

4515 – Intro to Business – Prerequisite – None

Here is your opportunity to explore many different areas of interest in the business world. Students will take time to investigate, research, and discuss topics including: recordkeeping, accounting, marketing, advertising, sales, entrepreneurship, business careers, computer apps, etc. Terminology, concepts, procedures, current events and projects will provide students' knowledge in a variety of business areas, allowing them a better understanding of business and providing them direction as they approach their career and post secondary options.

4506 –CIS Futures Prep – Grade 11 – Required

Books and Materials: Students will need notebook for in-class notes, discussions, and assignments as well as a folder to store notes, project information, self-assessment and evaluation materials, and miscellaneous handouts.

Resources: Web sites used will include: MNCIS the Minnesota Career and Information System (mncis.intocareers.org), Career One Stop (careeronestop.org), Big Future College Board (bigfuture.collegeboard.org), Bureau of Labor Statistics-Occupational Outlook Handbook (bls.gov/ooh), and Today's Military (todaysmilitary.com). Other sites will include Iseek.org, onetonline.org, careerbuilder.com and thenorthlandworks.org.

Course Description: Learning to conduct a career search, college search, job search, money awareness, paying for college, and how to identify career pathways is an important part of every student's education. Students also need to be aware that apprenticeships, two-year trade and tech schools, and the military are all viable training options that can also lead to outstanding career opportunities.

Business, careers, job skills, post-secondary education and other economic changes occur rapidly in the United States and throughout the world. Rather than choosing one career path Futures Prep will allow students the opportunity to explore multiple career and occupation opportunities. Students will also have time to familiarize themselves with the ACT, Accuplacer, and ASVAB tests.

Job search activities will present the students with job application experience, resume and activity sheet creation, and job interview experience. This class is designed to provide information to each student's Personal Learning Plans (PLP's) necessary for graduation in the state of Minnesota. Self-assessment tools will also be used in the student's research and guide them in the selection of their high school courses.

Key Concepts:

- Personal Learning Plans
- Self-Awareness
- Career Research
- Post-Secondary Education
- Programs of Study
- Other Training and Preparation
- Job Search Process
- Job and College Interviews
- Money Management Awareness
- School-to-Career Transition
- Lifelong Learning

2307 – Kahvia Coffee Shop

Entrepreneurship—Kahvia Coffee Shop:

Students in this class will run the coffee shop in the Learning Center. What does this mean?

YOU will be making the decisions about the business: what drinks do we want to make?

What specials or promotions do we want to have? Do we want to sell any other items besides drinks?

Students will be in charge of:

- inventory, ordering and receiving
- interpreting profit and loss reports
- sales tracking
- cost per item and ideas to improve efficiency and increase sales.
- social media accounts and marketing
- run and participate in business meetings
- communication with administration when needed
- customer service
- shift scheduling
- cleanliness and sanitation
- cleaning and maintenance of machines and equipment
- commercial food safety and kitchen sanitation
- methods to reduce waste

You will also have the opportunity to become Servsafe Certified- which will be a helpful tool if you are considering working in the food industry in any way.

You will learn ALL about running a business and will be working in the shop as well as class. Currently the course are hours 1 and 2, along with an occasional before school shift from 7:30-8:15 and outside of school hours in rare instances'.

Hours of operation may change.

Grading:

☐ 75% is participation based. You must show up for class/shifts every day, we are counting on you!

☐ 25% is completion of the Entrepreneurship curriculum, online business simulation, Barista Online Training Modules, as well as the Safety and Sanitation Modules.

FAMILY AND CONSUMER SCIENCE

5501 – Culinary I – Prerequisite – None *Fee: \$40.00

A course designed to give you a good foundation for future experience in the kitchen. We practice using a variety of kitchen tools and cooking methods by preparing a wide variety of foods. If you like to try new things, this class is definitely for you!

Recommended for grades 9 and 10.

Course Objectives:

Broaden background in kitchen management skills: measuring and equivalents, reading recipes, safety and sanitation, and using tools and equipment in a basic kitchen.

Develop cooking skills in all areas of food preparation.

Prepare a wide variety of foods including starches, vegetables and fruits, breakfast, appetizers, sandwiches and sweet treats.

Examine Whole Foods, Natural Foods, Organic Foods and sustainability.

Research a Career in the Culinary Field.

Demonstrate essential sanitation and safety practices for equipment, facility and self.

Demonstrate proper use of all kitchen equipment.

Work as a team member.

Class Procedures:

Use of textbooks and a variety of media sources for research.

Individual ability to transfer tasks discussed in classroom lecture to lab situations.

Work with others.

Quality outcome of products produced.

Method of Evaluation:

Participation

Following proper safety and sanitation procedures during labs.

Exams

Assignments

5508 - Culinary II - Prerequisite – Culinary 1 Fee: \$40.00

This course is for students interested in cooking methods, ingredients and cuisine from all over the world. You definitely need to have an open mind and an adventurous palate in this course!

Course Objectives:

Broaden background in kitchen management skills: measuring and equivalents, cooking methods, reading recipes, safety and sanitation, and using tools and equipment in a basic kitchen.

Develop cooking skills in all areas of food preparation.

3. Research, discuss, prepare and taste cuisine from Italy, Mexico, Thailand, Greece, France and areas of the United States.

4. Demonstrate essential sanitation and safety practices for equipment, facility and self.

5. Demonstrate proper use of all kitchen equipment.

6. Work as a team member.

Class Procedures:

Use of textbooks and a variety of media sources for research.

Individual ability to transfer tasks discussed in classroom lecture to lab situations.

Work with others.

Quality outcome of products produced.

Method of Evaluation:

Participation

Following proper safety and sanitation procedures during labs.

Exam/Presentations

Assignments

5504 –Adulting 101– Prerequisite – None *Fee: \$10.00

What do you do when you move away from home? How will you take care of yourself? In this class we cover a wide variety of topics related to adulting and practice these new skills with labs and projects.

Course Objectives/topics:

Preparation for adult responsibilities

- Personal Finance: Dave Ramsey's Foundations of Personal Finance Course
- Housing options: renting, leases, buying a home
- Your first job: filling out a W-4, employee benefits
- Clothing care and maintenance
- Setting up your first kitchen
- Shopping and cooking for one
- Identifying Values, Setting Goals, personal traits
- Stress management
- Insurance: how it works, what to look for
- Filing taxes

Class Procedure:

Discussion

Videos

In class activities

Speakers from the community

Method of Evaluation:

Participation

Assignments

Exams

5511 –Interior Design: – Prerequisite – None

*Fee: \$20.00

This is an introduction to Interior Design Elements, Principles and methods. We will spend time on the basics of interior of design and work our way through common principles in each room of the home. Designing rooms will include math, art and a creative eye. If you are interested in how to make a room comfortable and pretty, this is a great class for you!

Course Objectives:

Elements and Principles of Interior Design

Color Schemes

Patterns

Texture

Positive and Negative Space

Design in each room of the home: living room, bedroom, kitchen, bathroom.

Using what you have, making something new from something old.

Starting with a blank space

Working with a Client

Careers in Interior Design

Class Procedure:

Projects on specific areas.

Discussion

Videos

Take Home Activities and Research

Method of Evaluation:

Participation in discussion and activities
Assignments and projects
Exams
Final Project

55809 – Kahvia Coffee Shop

Hospitality—Kahvia Coffee Shop:

Students in this class will run the coffee shop in the Learning Center. What does this mean?

YOU will be making the decisions about the business: what drinks do we want to make? What specials or promotions do we want to have? Do we want to sell any other items besides drinks?

Students will be in charge of:

- cleanliness and sanitation
- cleaning and maintenance of machines and equipment
- commercial food safety and kitchen sanitation
- methods to reduce waste
- customer service
- inventory, ordering and receiving
- interpreting profit and loss reports
- sales tracking
- cost per item and ideas to improve efficiency and increase sales.
- social media accounts and marketing
- run and participate in business meetings
- communication with administration when needed
- shift scheduling

You will also have the opportunity to become Servsafe Certified- which will be a helpful tool if you are considering working in the food industry in any way.

You will learn ALL about running a business and will be working in the shop as well as class. Currently the course are hours 1 and 2, along with an occasional before school shift from 7:30-8:15 and ‘outside of school hours in rare instances’.

Hours of operation may change.

Grading:

- ☐ 75% is participation based. You must show up for class/shifts every day, we are counting on you!
- ☐ 25% is completion of the Barista Online Training Modules, Safety and Sanitation Modules, Entrepreneurship curriculum, and the online business simulation.

INDUSTRIAL TECHNOLOGY

Woodworking & Trades

6601 – Woods I: Beginning Woodworking

Grades: 9-12

Credit: .5 (Semester)

Prerequisite: None

Course fee: Approximately \$25 plus cost of extra projects that student decides to build

This semester course is designed to give the student experience and confidence in the area of beginning woodworking. Power machine operation and safety are stressed throughout the course.

Students will learn how to read and complete working drawings, plans of procedure and bills of materials. Students construct various projects with the use of hand tools and wood working machines. Throughout the course, career possibilities will also be discussed.

This course is designed to:

Develop student skills and knowledge through hands-on projects, safe utilization of tools, materials, and equipment.

Assist students in assessing their interest and readiness in preparing for current and emerging technical occupations.

Develop work skills that are sought after in industry and the work force.

6602 – Woods II: Advanced Woodworking

Grades: 9-12

Credit: .5

Prerequisite: C or better in Woods I

Fee: Cost of projects that student decides to build

This is an advanced course utilizing previous course knowledge and information for the purpose of more complex construction projects of the student's choice. Students will have an opportunity to design and build projects to sell to customers and make money.

This course is designed to:

Further develop student skills and knowledge through hands-on projects, safe utilization of tools, materials, and equipment.

Advance student interest and readiness in preparing for current and emerging technical occupations.

Develop and refine students' ability to design, create, and assemble projects of their choice.

Develop work skills that are sought after in industry and the work force.

6603 – Woods III: Independent Woodworking

Grades: 10-12

Credit: .5

Prerequisite: C or better in Woods I & II

Fee: Cost of projects that student decides to build

This is an independent course utilizing previous course knowledge and information for the purpose of designing and creating more complex wood projects. Students will have an opportunity to design and build projects to sell to customers and make money.

This course is designed to:

Further develop student skills and knowledge through hands-on projects, safe utilization of tools, materials, and equipment.

Advance student interest and readiness in preparing for current and emerging technical occupations.

Develop and refine students' ability to design, create, and assemble projects of their choice.

Develop work skills that are sought after in industry and the work force.

6610 – Exploring Trades & Manufacturing

Grades: 9-12

Credit: .5 (Semester)

Prerequisite: None

Course fee: To Be Determined

During this course, students will have an opportunity to explore a variety of areas in the trades and manufacturing fields. Areas might include construction, CNC machining, laser engraving, 3D printing, waterjet, along with the exploration of other career fields through videos, tours, and in class visitors. Students will take ownership in their learning and interests to complete a variety of individual, group, or entire class projects, all while developing work skills that are sought after in industry and the work force.

This course is designed to:

Develop student skills and knowledge through hands-on projects, safe utilization of tools, materials, and equipment.

Assist students in assessing their interest and readiness in preparing for current and emerging technical occupations.

Develop work skills that are sought after in industry.

6607 – Introduction to Carpentry

Grades: 10-12

Credit: .5

Prerequisite: C or Better in Woods I

Limited Enrollment

This semester course is designed to teach students materials, tools, safety, and building concepts in the construction trades. Students will also be required to work towards and earn their OSHA 10 card in construction safety. Projects will possibly include design, estimation and construction of sheds or other smaller structures for the school or community.

This course is designed to:

1. Use real world technical projects to develop interest in construction.
2. Develop construction skills and experience by doing hands-on construction work in a variety of projects.
3. Assist students in preparing for a degree or career in construction occupations.
4. Develop work skills that are sought after in industry and the work force.

Engineering and Design

6605 – Engineering/Design I

Grades 9-12

Credit: .5

Prerequisite: None
Student Fee: None

This semester course introduces students to the basics of drafting and design using SolidWorks, which is a three-dimensional computer aided design software. Students will design and draw various components to create assemblies and various drawings. Students will also use the CAD software to develop solutions to various engineering challenges and will gain hands on experience using the wood shop, 3D printer, laser engraver, CNC equipment, waterjet, and other possible machines to bring their design to life.

This course is designed to:

Give students skills and knowledge in the use of design and engineering computer software.

Develop students' understanding of the way design, engineering, and manufacturing link together through hands-on projects.

Assist students in assessing their interest and preparing for emerging career fields in a variety of 21st Century careers.

Develop work skills that are sought after in industry and the work force.

6606 – Engineering/Design II

Grades 9-12

Credit: .5

Prerequisite: C or better in Engineering/Design I

Student Fee: None

This semester course will further develop students' knowledge of drafting and design using SolidWorks, which is a three-dimensional computer aided design software. Students will also use the CAD software to develop solutions to various engineering challenges and will gain hands on experience using the wood shop, 3D printer, laser engraver, CNC equipment, waterjet, and other possible machines to bring their design to life.

Three-dimensional architectural software will also be introduced during this course.

This course is designed to:

Give students skills and knowledge in the use of design and engineering computer software.

Develop students' understanding of the way design, engineering, and manufacturing link together through hands-on projects.

Assist students in assessing their interest and preparing for emerging career fields in a variety of 21st Century careers.

Develop work skills that are sought after in industry and the work force.

PHYSICAL EDUCATION AND HEALTH

Students must take 2 activity courses and 2 health courses between grades 9 – 12

ACTIVITY BASED COURSES

6006 – Power Conditioning – PC (Grades 9 – 12) Credit - .5

This course is suited for students that currently possess or desire to build a strong foundation in the areas of strength training, flexibility, anaerobic, power, speed, agility and cardiovascular fitness. Students should expect to learn, develop and implement specific fitness plans. This is a **HIGH intensity class**, which requires students to show measurable gains in all fitness areas.

6007 – Wellness For Life - (Grades 9 – 12) **Credit - .5**

***May also be used as a Health requirement – but may only be taken twice

This course is designed to motivate students to make health choices and to provide students with the tools for change while beginning to develop their own wellness philosophy. This class will utilize classroom, outdoor and fitness center areas while exploring topics such as; nutrition, heart health, stress management, sleep and cancer prevention. Students should expect to change clothes and be **ACTIVE 3 – 4 days a week**.

6008 – Team Games - (Grades 9 – 12) **Credit - .5**

Students will learn rules, skills, terminology, strategies and etiquette for a variety of team games. Students are expected to participate in this **COMPETITIVE** intramural class at a high level of participation.

6009 – Recreational Activities – (Grades 9 – 12) **Credit - .5**

Students will participate in a variety of recreational activities designed to encourage living an active lifestyle. Students will learn skills, rules, etiquette and strategies for dual and individual activities. Units will include; frisbee style games, golf, paddle sports-tennis, badminton, pickle ball, table tennis, curling recreational volleyball, archery.

6011 – Peak Performance for Women (Grades 9 – 12) **Credit – .5**

This course focuses on the proper lifting and training techniques from beginner to advanced lifters. The class will be learning about how to make individual lifting programs geared for sports and life activities. Activities will include and focus on muscle strength and endurance, plyometrics, agility, core, and flexibility. There will also be an emphasis on injury prevention. The goal is to create strong, healthy fit women for whatever activity they do.

6012 – Team Games for Women - (Grades 9 – 12)

Credit - .5

Students will learn rules, skills, terminology, strategies and etiquette for a variety of team games. Students are expected to participate in this **COMPETITIVE** intramural class at a high level of participation.

All physical education courses are designed to fulfill the Minnesota Physical Education Standards. <https://education.mn.gov/MDE/dse/stds/hpe/index.htm>

HEALTH BASED COURSES

6003 – Freshmen Health – (Grade 9) **Credit - .5**

Freshmen Health is a semester course which explores the areas of; wellness, mental health-personality, self-esteem, stress management and mental health disorders, sexual responsibility, substance use prevention, first aid training and CPR/AED certification.

6004 – Health Topics - (Grade 10 – 12) Hybrid Course **Credit - .5**

What is a hybrid course? A hybrid course is a combination of face to face class time and on-line time. A typical week in this course is class time 3 days per week and on-line component 2 days per week. On-line instruction is a large part of college learning and on the job trainings, this

class provides an opportunity for students to develop skills necessary to be a successful online learner.

Health Topics explores the following areas – wellness and behavior change processes, social health issues-family peers, healthy dating relationships, tolerance and acceptance, addition, and students participate in a capstone research project based on a topic of their choosing which deals with a disease or disorder familiar to them.

6005 - Nutrition – (Grades 10 – 12)

Credit - .5

What is a hybrid course? A hybrid course is a combination of face-to-face class time and on-line time. A typical week in this course is a class time 3 days per week and on-line component 2 days per week. On-line instruction is a large part of college learning and on the job trainings, this class provides an opportunity for students to develop skills necessary to be a successful online learner.

This one-semester on-line elective course provides students with an overview of good nutrition principles that are necessary for physical and mental wellness and a long, healthy life.

Instructional topics will include:

- Discussion of digestion
- Basic nutrients
- Weight management
- Nutrition for active lifestyles
- Lifespan nutrition
- Disease prevention
- American eating practices versus the world
- Access to nutrition throughout a lifetime

The Nutrition course emphasizes an understanding of today's food and eating trends and gives students the capacity to intelligently evaluate all available sources of nutrition information and make informed decisions. Available for students in grades 10 – 12.

All Health courses are designed to fulfill the National Health Standards
<https://www.shapeamerica.org/standards/health/>

VOCATIONAL COURSES

6200 & 6201 – CIS Health Occupations I & II

This course is designed to prepare students for post-secondary education in health related occupations. Topics such as medical terminology, medical ethics, and basic health career information are included. Job shadowing experiences within local health care facilities will be incorporated into the course content. This course also prepares students for certification as a nursing assistant.

INDEPENDENT STUDY COURSES

The general purpose of this program is to meet the needs of students when no other course offerings are available. An Independent Study Course Description must be submitted in writing by the instructor and student and given to Faculty Council for review two weeks prior to the semester. Approval by the Faculty Council must be done prior to the beginning of the semester.

Requirements:

Students should have a 3.0 G.P.A. or appear to be gifted or talented in the specific area of the course.

Any course taken will be considered over and above all Esko requirements.

This program is not to be used to supplant courses that have been failed.

A course shall not be taken in this program that duplicates or closely parallels a course currently offered in our curriculum.

School district payment of fees for correspondence or other classes will depend on the availability of funds. Full, partial, or no district funding will be determined each year.

Due to extenuating circumstances, the principal may make exceptions to the above requirements for an individual student.

There are two forms of independent study available to Esko students:

Local independent study is a course designed by a student and faculty member and done in a departmental area. This course would require a nominal amount of time for instructor and student interaction. The course program will provide a structure or management system with methods and procedures to be followed.

Correspondence courses, through the Area Learning Center or one of the cooperating Universities.

GENERAL INFORMATION

FEE SCHEDULE:

Over the years the Esko Schools have charged fees for certain school activities and classes. Fees are not to be charged for students participating in the regular school curriculum; however, fees are permitted when students build projects to take home or are using items or equipment, which is of a personal nature. Listed below are fees that students are subject to if they participate in the particular activity:

Art Classes and Industrial Arts:

Students will be charged the cost of materials for optional projects which they take home.

Family and Consumer Science:

Fees charged are for food supplies used and consumed during the class.

Musical Instruments:

Any student who does not own his own instrument and is using a school instrument shall pay \$20.00 annually for the use of the instrument. This will include percussion players also; however, the school will provide equipment in this case at a rate of \$15.00 per school year. Instruments the school provides include: Clarinets: Eb alto, Eb soprano, Bb bass, Bb contra bass; oboes; bassoons; saxes: tenor, baritone; trombone: bass; French horns; baritone horns; bass horns; percussion instruments; electric amplifier for bass and guitar.

The student shall be responsible for any damage done to the instrument he or she is using. If damage is found to be due to negligence, it will be up to the student to pay for replacement or repair.

All students will purchase their own reeds and mouthpieces, except the school will subsidize 50% of the cost of double reeds.

Physical Education:

Locks will be furnished. Students **cannot** bring their own. Loss of a lock is a \$10.00 fee.

Science Classes:

A breakage charge will be made if students break or damage laboratory equipment through neglect or abuse.

Nondiscrimination Policy:

It is the policy of Esko Public Schools not to discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, and status with regard to public assistance or disability in its education programs, activities or employment policies. Any student or employee of this district who believes he or she has been discriminated against, denied a benefit, or excluded from participation, in any district education program or activity, in violation of the above policy, may file a written complaint. All complaints will be processed as per Board of Education Policies.