

ACADEMIC COURSE GUIDE

Saint Paul Conservatory
FOR PERFORMING ARTISTS

2022-2023

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HIGH SCHOOL GRADUATION REQUIREMENTS

Arts Credit Requirements

To receive a diploma, students must successfully complete required credits in arts. Arts credit requirements are determined based on the year students enroll in SPCPA and courses vary, based on track: Dance, Instrumental Music, Musical Theatre, Theatre, Vocal Music, and Visual Art.

GRADE OF ENTRY INTO SPCPA*	ARTS CREDITS REQUIRED FOR GRADUATION
9	20
10	15
11	10
12	5

*Students taking arts credits during the 2020-2021 academic year were assigned different credit requirements during COVID so credits will be adjusted for that year only and are reflected on the transcript.

*Students who enter the school mid-year will have their arts credit requirements adjusted accordingly.

Academic Course and Credit Requirements

Students must successfully complete the required credits and high school level academic courses.

ENGLISH	SOCIAL STUDIES
4.0 credits	3.5 credits
<ul style="list-style-type: none"> ● (1 Credit) English 9 ● (1 Credit) English 10 ● (1 Credit) English 11 ● (1 Credit) English 12 	<ul style="list-style-type: none"> ● (1 Credit) World History ● (1 Credit) US History ● (.5 Credit) Government ● (.5 Credit) Economics ● (.5 Credit) Geography
MATHEMATICS	SCIENCE
3.0 credits	3.0 credits
<ul style="list-style-type: none"> ● (1 Credit) Algebra 2 ● (2 Credit) Math Credits such as High School Algebra and Geometry 	<ul style="list-style-type: none"> ● (1 Credit) Biology ● (1 Credit) Chemistry ● (1 Credit) Science Credits such as Physical Science

NOTE: All course offerings are based on sufficient enrollment

EARN COLLEGE CREDIT WHILE STILL IN HIGH SCHOOL

College credit options are available to many high school students. Students who complete some college credit in high school are more likely to attend college and graduate with a certificate, diploma, or degree. Classes that can potentially earn college credit are found by looking for advanced placement (AP) courses in this guide.

Advanced Placement (AP)

This is a college-level course that requires students to work at a high level of rigor and complete additional work outside of class. AP classes prepare you for the college experience.

Benefits:

- Expectations and pace of classes are designed to closely match college experience.
- An AP exam score may allow you to earn college credit.
- AP is recognized by post-secondary schools around the nation.
- This is a weighted grade at SPCPA. The grade is multiplied by 1.2 rather than 1.0 to calculate GPA.

Eligibility:

- AP classes are available in grades 10, 11, and 12.
- Students should have strong reading and writing skills and plan on additional time outside of class for reading and assignments.
- Some classes may have prerequisites.

How to earn college credit:

- Take the AP exam in May.
- Many colleges award credit for scores of 3 or higher (scores range from 1-5).
- Check the website of the college you may attend to determine the credit policy.

The American Council on Education (ACE) and the College Board recommend that colleges and universities award credit for AP scores of 3 or higher on any AP examination. This recommendation is based upon ACE's most recent review of the AP Program and on the recommendation of the Development Committee for each course and exam. Founded in 1918, ACE is the nation's unifying voice for higher education. ACE serves as a consensus leader on key higher education issues and seeks to influence public policy through advocacy, research and program initiatives.

Postsecondary Enrollment Options (PSEO)

Referred to nationally as dual enrollment, Minnesota's Postsecondary Enrollment Option (PSEO) allows 10th, 11th, and 12th-grade students to earn both high school and college credit through enrollment in and successful completion of college-level, nonsectarian courses at eligible participating postsecondary institutions.

Most PSEO courses are offered on the campus of the postsecondary institution; some courses are offered online. Each participating college or university sets its own requirements for enrollment into the PSEO courses. 11th and 12th grade students may take PSEO courses on a full- or part-time basis; 10th grade students may take one career/technical PSEO course. If they earn at least a grade C in that class, they may take additional PSEO courses, pending approval. There is no charge to PSEO students for tuition, books, or fees for items that are required to participate in a course. Students must meet the PSEO residency and eligibility requirements and abide by participation limits specified in Minnesota Statutes, section 124D.09.

- Funds are available to help pay transportation expenses for qualifying students to participate in PSEO courses on college campuses.
- Schools must provide information to all students in grades 8-11 and their families by March 1, every year.
- Students must notify their school by May 30th if they want to participate in PSEO for the following school year.
- Students must meet PSEO college admission requirements and must complete classes required for high school graduation.
- This option is for independent, highly responsible, and motivated students.

Benefits:

- Students can earn college credits that may be accepted by other colleges and/or universities following high school.
- Students gain college experience while in high school.

General education option eligibility:

- General Education option is available in grades 11 and 12.
- PSEO college sets the academic requirements such as high school class rank.
- PSEO families are responsible for providing transportation.

Career technical education option eligibility:

- Career Technical option is available in grades 10, 11, and 12.
- Must meet or exceed the standards on the 8th grade MCA Reading test.
- Only one class can be taken during a college semester.
- PSEO families are responsible for providing transportation.
- Courses eligible must be career technical education courses.
- This option is only available at community and technical colleges.

How to earn college credit:

- Your results are reflected in a college transcript from the college or university you attend. This transcript will be a part of your academic record for future schools and employment.

COLLEGE AND CAREER PLANNING

SPCPA offers a wide variety of assistance and resources for students and parents who are seeking post-high school planning support. In addition to providing a performing arts faculty of working dance, music, and theater professionals and a college-preparatory academic curriculum, SPCPA offers college and career guidance. Our Student Achievement and College Readiness Specialist is available to answer questions and assist with college applications (including transcript requests) and resume creation. In addition, throughout the academic year, the SPCPA staff provides a range of presentations and a series of college and career focused communication and preparation to ensure that students and parents have the information they need to be successful in the college application process. Topics range from ACT preparations, audition planning, how to develop a list of “Good Fit” schools, financial aid skills, scholarship opportunities, options for summer engagement, and more. Individual and family appointments are always encouraged. Not surprisingly, a majority of SPCPA seniors take the necessary steps to enroll in college in the fall following graduation.

Each spring SPCPA hosts an official in-school college entrance test (ACT) opportunity for interested juniors and seniors during normal school hours. Although this is a voluntary exam, over 90% of all seniors take the ACT prior to graduation. ACT fee waivers are available to students who qualify. All 9th, 10th and 11th grade students participate in free preparatory college entrance testing (PSAT 9, 10 and 11) annually to ensure that they have an opportunity to develop these important test-taking skills. Historically, SPCPA students have on aggregate scored above the Minnesota state average on the ACT. Additional information about these topics and more can be found at: <https://spcpa.org/current-students/>

College Admission Planning

Unlike students from most public institutions in Minnesota who focus their college search within the five-state region, SPCPA students tend to apply to multiple institutions (an average of 5 per student) located across the country (35 states) as well as outside of the United States. Our percentage of students pursuing BFA and BM degrees, which require artistic as well as academic acceptances, is also unusually high compared to other schools in the state; not surprising as more than half of SPCPA students intend to continue studying the performing arts in some capacity after high school.

To ensure the greatest range of college possibilities, SPCPA students are encouraged to follow the *University of Minnesota* general admission guidelines:

Minimum High School Course Requirements:		
English	4 years	Emphasis on writing including instruction in reading and speaking skills and in literary understanding and appreciation.
Mathematics	4 years	geometry, high school or intermediate algebra, algebra 2, examples of 4 th year of mathematics include: algebra 3, pre-calculus, calculus, statistics.
Science	3 years	Including one year each of biological and physical science, and including laboratory experience. Note: biological science, chemistry, and physics are required for the colleges of Biological Sciences and Science and Engineering.
Social Studies	3 years	Including one year each of U.S. history and geography (or a course that includes a geography component such as world history, western civilization, or global studies). <i>Note: MDE and SPCPA require 3.5 years.</i>
Single Second Language	2 years	If English is not your native language, a second language is not required, but recommended.
Visual and/or Performing Arts	1 year	Including instruction in the history and interpretation of the art form (e.g. theater arts, music, band, chorus, orchestra, drawing, painting, photography, graphic design, media production, theater production). <i>Note: SPCPA requirements are more extensive.</i>

Students interested in including the most selective colleges and universities (as defined by an acceptance rate of 30% or less) in their pool of applications are highly encouraged to complete 4 years of coursework in all 5 academic subjects (English, Mathematics, Science, Social Studies, World Language) at the highest level available (Advanced, AP or PSEO).

Because of the highly competitive nature of performing arts focused degree programs (BFA – Dance, Musical Theater, Theater, BM – Instrumental and Vocal Music), students interested in this career path are encouraged to look for opportunities outside of SPCPA to explore and hone their craft while still in high school. Auditioned-based programs (BFA/BM) expect their applicants to demonstrate a high degree of skill (via audition) and a clear indication of commitment to their craft (via artistic resume/artist statement). For SPCPA students this may mean anything from (but not limited to) training as a competitive dancer/dance company member, membership in a youth symphony, participation in outside choirs/solo vocal work, roles in local youth/community theater, and internships with/leadership roles within local arts organizations/efforts. Students intending to pursue non-performing arts majors in college are encouraged to audition for talent-based scholarships, if offered to non-majors, as these scholarships can make the difference between an affordable and less than affordable college option.

With our unique location, SPCPA students can also qualify for the **Power of YOU (POY) Program** offered at Minneapolis Community and Technical College and St Paul College. Based on family income, POY will cover the cost of tuition and fees for two years and/or 72 attempted credits through state and federal grants and private scholarships. Students have the opportunity to earn incentives which can assist with the cost of books, transportation, and meal cards. The Power of YOU supports as many students as possible based on student need and funds available.

Eligibility Requirements for POY:

- Graduation from Minneapolis, St. Paul, or surrounding suburban public, charter, alternative, or private high school in the previous spring.
- Meet the criteria to apply for Federal Financial Aid and complete the financial aid package by going to www.fafsa.ed.gov.
- Meet the family (student and parents) adjusted gross income cap.
- Take REQUIRED Accuplacer assessment tests and score above Adult Basic Education (ABE) in Reading and Math

Students interested in completing a 4-year degree are encouraged to take advantage of the **Minnesota Transfer Curriculum (MnTC)** if enrolled in a community college. The transfer curriculum allows you to start your BA or BS degree at one Minnesota college and finish it at a different school.

- Each institution within the Minnesota State Colleges and Universities (MnSCU) system certifies the courses for the ten goal areas within the MnTC.
- You choose courses in each goal area as required by the institution where you are intending to complete the MnTC. To complete the entire MnTC, you must earn a minimum of 40 credits in the ten goal areas, as well as the requirements for each of the goal areas.
- Passing grades (A-D) for MnTC courses apply including transfer courses; however, a cumulative MnTC GPA of 2.0 is required to complete the entire 40 credit package.

The Minnesota State system mentioned above includes campuses in Bemidji, Mankato, Marshall, Moorhead, St Cloud, St Paul and Winona. Within the community college system, Anoka-Ramsey, MCTC, Century, and Normandale are among others that offer two year arts focused (AFA) degrees (performing and/or visual) with cooperative arrangements for students who are interested in completing a four year (BA) in an arts field. Students who complete the MnTC requirements at one of the seven metro area community colleges can also qualify for the Minnesota Cooperative Admissions Program (MnCAP) which provides guaranteed acceptance to the University of Minnesota-Twin Cities. When you enroll in MnCAP, you will be guaranteed transfer admission into one of the participating U of M majors when you meet certain conditions. The participating community colleges are:

- Anoka-Ramsey Community College
- Century College
- Inver Hills Community College
- Minneapolis Community & Technical College (MCTC)
- Normandale Community College
- North Hennepin Community College and
- St Paul College

Please note: This program is open to transfer students only. You are considered a transfer student if you are a high school graduate who has registered or enrolled at a college, university, or any other school after graduating from high school. If you are a high school student and are enrolled in PSEO or have earned AP credit, you are still considered a first year student if enrolling after high school graduation .

Participating U of M colleges include:

- College of Biological Sciences (CBS) College of Continuing Education (CCE) (Construction Management, Health Services Management, Information Technology Infrastructure, Manufacturing Operations Management) College of Design (CDes) (Landscape Design & Planning only)
- College of Education & Human Development (CEHD) (Family Social Science, Recreation Administration, and Youth Studies only)
- College of Food, Agricultural and Natural Resource Sciences (CFANS)
- College of Liberal Arts (CLA)
- College of Science and Engineering (CSE) (Astrophysics, Chemistry, Computer Science, Earth Science, Mathematics, and Physics only)

Students enrolling in this program will work with designated staff from one of the community colleges and the University's Office of Admissions to define the specific conditions for transfer.

For interested students hoping to complete their college education on time with limited debt, POY + MnCAP = a well-respected four-year college degree from the U of MN-Twin Cities for the price of two years!

ACADEMIC COURSES

Mathematics

Many students enter SPCPA with high school credit in algebra and/or geometry, so the grades listed below represent the typical pathway for SPCPA students. Students are considered “advanced” if they are in a class that is atypical of the pathway in their current grade level. Families should consider initial placement in a math course carefully based on their student’s previous math experience (including rigor of coursework, executive functioning skills, and future math plans).

Required Courses	Grades	Prerequisites
High School Algebra	9	None
Geometry	10	HS Algebra
Algebra 2	11	Geometry
Electives Courses		
Algebra 3	11, 12	Algebra 2
AP Statistics	12	Algebra 2
Precalculus	11, 12	Algebra 2
Calculus	12	Precalculus
Teaching Assistant	11, 12	Approval process

- Highly competitive colleges and universities require a fourth year of math or science (for example the University of Minnesota requires courses stronger in quantitative methodology such as precalculus or statistics to apply). Please contact the colleges and universities you are considering for their requirements.

Mathematics Course Descriptions

1110/2110 High School Algebra

Prerequisite: none

Credit: 1.0 credit (two semesters); Required

Typical Audience: Grade 9

High School Algebra addresses benchmarks from the Algebra and Data Analysis/Probability strands of MN Academic Standards in Mathematics. The topics covered are: linear functions, linear inequalities, exponential functions, quadratic functions, and statistics. In addition, students use technology tools, such as graphing calculators, to aid in solving real world problems.

1120/2120 Geometry

Prerequisite: High School Algebra or equivalent course

Credit: 1.0 credit (two semesters); Required

Typical Audience: Grade 9 or 10

Geometry addresses the Geometry strand in the MN Academic Standards in Mathematics. The topics covered are: geometric foundations, angle relationships, triangle similarity and congruence, quadrilaterals, polygons, right triangle trigonometry, circles, area, volume, coordinate geometry, and probability. Proofs are integrated throughout the course.

1130/2130 Algebra 2

Prerequisite: High School Algebra

Credit: 1.0 credit (two semesters); Required

Typical Audience: Grade 11

Algebra 2 addresses the more advanced benchmarks from the Algebra strands of MN Academic Standards in Mathematics. Algebra 2 builds on prior learning from High School Algebra and Geometry. This course is a more in-depth study of functions including quadratic, radical, rational, exponential, polynomial, and absolute values. The coursework also includes manipulation of these algebraic expressions and expanding the number system to include complex numbers.

1140/2140 Algebra 3

Prerequisite: Algebra 2

Credit: 1.0 credit (two semesters); elective

Typical Audience: Grade 12

Algebra 3 addresses material that is typically covered in a semester-long college algebra course. The course is designed for students who want to strengthen their algebra skills before taking a precalculus or statistics course. Students explore topics based on needs and interests, such as solving equations, families of functions, matrices, probability, statistics, graph theory, and code breaking.

1150/2150 Precalculus

Prerequisite: Algebra 2 or Algebra 3

Credit: 1.0 credit (two semesters); Elective

Typical Audience: Grade 11

Precalculus is designed for students who wish to pursue future pathways in mathematics and/or science. It is a fast-paced, rigorous course to prepare students for Calculus. The emphasis of the course is to have a deep understanding of the family of functions, exponential and logarithmic functions, and rational functions, including trigonometry.

1165AP/2165AP AP Statistics

Prerequisite: Algebra 2 or Algebra 3

Credit: 1.0 credit (two semesters); Elective

Typical Audience: Grade 11 or 12

This course addresses the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

The AP Statistics course is equivalent to a semester of an introductory, non-calculus-based college level course in statistics. The use of a graphing calculator in AP Statistics is an integral part of the course. AP Statistics aligns to the AP standards. SPCPA encourages students to take the AP exam in May.

1175AP/2175AP AP Calculus AB

Prerequisite: Precalculus

Credit: 1.0 credit (two semesters); Elective

Typical Audience: Grade 11 or 12

Calculus is similar to a first semester college calculus course, devoted to topics in differential and integral calculus. The course aligns to the AP Calculus AB curriculum, and students are highly encouraged to take the AP exam in May. The focus will be on AP's three foundational ideas of change, limits, and analysis of functions. Students will be investigating these ideas using ideas from precalculus as well as derivatives, integrals, and the fundamental theorem of calculus. The use of a graphing calculator is considered an essential part of the course. SPCPA encourages students to take the AP exam in May.

1190TA/2190TA Teaching Assistant – Math

Credit: 0.5 credit (one semester); Elective

Typical Audience: Grades 11, 12

This service learning class provides the opportunity for students to support students in other math classes. Students display evidence of success in the discipline. Students support peers, as directed by the teacher, in small group or individual classroom settings. Students may support the work of teachers through task completion. Placement of students for this course is determined by the Math Department.

Science

Students at SPCPA must take three science courses, including Biology, in order to graduate in Minnesota. See the chart below for science pathways.

Required Courses	Grades	Prerequisites
Physical Science	9	None
Chemistry OR Chemistry Advanced	10	Physical Science
Biology OR AP Biology	11	Chemistry or Chemistry Advanced
Electives		
Anatomy and Physiology	12	Biology
Physics Advanced	12	Algebra 2
AP Environmental Science	12	Chemistry and Biology
Teaching Assistant	11, 12	Approval process

- Highly competitive colleges and universities require a fourth year of math or science. Please contact the colleges and universities you are considering for their requirements.

Science Course Descriptions

1210/2210 Physical Science

Prerequisite: none

Credit: 1.0 credit (two semester): Required

Typical Audience: Grade 9

Physical Science aligns to the Minnesota Academic Standards in Science. This course provides an exploration and application of both physical science and Earth science skills with a focus on current science issues. In the fall, students study geophysics and space science through the lens of motion and energy. Spring semester focuses on climatology and environmental science with an emphasis on properties of matter and atomic structure. In addition to lecture and discussion, students engage in experimental laboratory work, write reports, and communicate data.

1220/2220 Chemistry

Prerequisite: Physical Science

Credit: 1.0 credit (two semesters); Required

Typical Audience: Grade 10

Chemistry aligns to the Minnesota Academic Standards in Science. Chemistry is a required course for all students, and as such, it prepares the college-bound student, though not necessarily someone interested in studying science after high school. In this introductory-level course, chemistry students engage in the study of the particle nature of matter and the changes these particles undergo. Foundational knowledge is obtained in modern atomic theory, the periodic table and its trends, chemical and physical properties of matter, bonding in chemical compounds, chemical reactions, solutions, and gas laws. Students apply these concepts to investigate topics such as acid-base chemistry, electrochemistry, thermochemistry, and the biochemistry of the human body. Additionally, the course emphasizes problem solving, lab activities, and computer simulations, often through small-group collaboration, with a real-world focus highlighting experiential learning.

1225/2225 Chemistry Advanced

Prerequisite: Physical Science

Credit: 1.0 credit (two semesters); Required

Typical Audience: Grade 10

Chemistry Advanced aligns to the Minnesota Academic Standards in Science. Advanced chemistry satisfies the chemistry requirement for all students. With a more rigorous, faster paced and in-depth curriculum, this advanced course is geared towards the college-bound student interested in studying a STEM related field after high school. Advanced chemistry students develop an understanding of the particle nature of matter and the changes these particles undergo. Foundational knowledge is obtained in modern atomic theory, the periodic table and its trends, chemical and physical properties of matter, bonding in chemical compounds, chemical reactions, solutions, and gas laws. Students apply these concepts to investigate topics such as acid-base chemistry, electrochemistry, thermochemistry, and the biochemistry of the human body. Additionally, the course emphasizes problem solving, lab activities, and computer simulations, often through small-group collaboration, with a real-world focus highlighting experiential learning. Students have the option to take the AP Chemistry exam in May.

1230/2230 Biology

Prerequisite: Chemistry or Chemistry Advanced

Credit: 1.0 credit (two semesters); Required

Typical Audience: Grade 11

Biology aligns to the Minnesota Academic Standards in Science. This course provides students with an overview of biological processes, from a cellular level to the biosphere. Students learn the various cellular activities required to support life, which include the following topics: biochemistry, cell structure and function, photosynthesis, growth and division, and genetics. Students also investigate evolution, ecology, and bioethical issues pertaining to scientific and technological advances. Students engage in laboratory experiences, projects, and discussions throughout the course. All biology students receive basic CPR training during spring semester as part of this course.

1235AP/2235AP AP Biology

Prerequisite: Chemistry or Chemistry Advanced

Credit: 1.0 credit (two semesters); Required

Typical Audience: Grade 11

The AP Biology course is designed to be the equivalent of a college-level introductory biology course. This course aligns to the AP standards and satisfies the biology requirement for highschool graduation. Students cultivate their understanding of biology through inquiry-based investigations & labs as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. Students have the option to take the AP Biology exam in May.

The intent of the course is to expose students to higher-level biological principles, concepts, and skills and allow them the opportunity to apply their knowledge to real-life situations. Students are also expected to learn not by memorizing facts, but through content and concept application via the AP Biology science practices. This framework encourages student development of inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and justifying arguments using evidence. A main goal of this course is to prepare students for the study of advanced topics in subsequent college courses. All AP biology students receive basic CPR training during spring semester as part of this course.

1240/2240 Anatomy and Physiology

Prerequisite: Biology or AP Biology

Credit: 1.0 credit (two semesters); Elective

Typical Audience: Grade 12

Anatomy and Physiology is an elective science course in which students explore the anatomy of the human body. This course is a student-driven and laboratory-based inquiry course designed to give learners a better understanding of how the body works and what happens when systems in our bodies malfunction. It covers the following body systems: respiratory, cardiovascular, digestive, musculoskeletal, nervous, immune, endocrine, urinary, and reproductive. Students investigate systems individually and then draw conclusions about the connections between the systems.

1265/2265 Physics Advanced

Prerequisite: Algebra II (can be concurrently enrolled)

Credit: 1.0 credit (two semesters); Elective

Typical Audience: Grade 12

Physics Advanced aligns to the Minnesota Academic Standards in Science and follows the course and unit guides for AP Physics I: Algebra-based. In this course, students continue to develop their scientific reasoning and critical thinking skills as they prepare for college-level courses. It is a challenging and engaging course that includes numerous hands-on investigations and computer simulations, rigorous discussions, application of algebra to physical scenarios, higher-level thinking, and time spent outside class engaged in reading texts and practicing problem solving. Topics covered include Newtonian kinematics and dynamics; work, energy, and power; rotational motion; momentum and collisions; mechanical waves and sound; and the basics of electricity, magnetism, and simple circuits. Students have the option to take the AP Physics 1: Algebra-Based exam in May.

1245/2245 AP Environmental Science

Prerequisite: Chemistry and Biology

Credit: 1.0 credit (two semesters); Elective

Typical Audience: Grade 12

AP Environmental Science (APES) is a rigorous and academically challenging course open to all students who have completed a year of chemistry and a year of biology. Students explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made, through laboratory investigations and field work. This course is broken into 9 units of study as articulated in the APES curriculum framework provided by the College Board. A special emphasis is placed on the seven science practices, which capture important aspects of the work that scientists engage in, with learning objectives that combine content with inquiry and reasoning skills.

APES engages students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. Students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

APES is designed to be the equivalent of a one-semester, introductory college course in environmental science. This course aligns to the AP standards and SPCPA encourages students to take the AP exam in May.

1290TA/2290TA Teaching Assistant – Science

Credit: 0.5 credit (one semester); Elective

Typical Audience: Grades 11, 12

This service learning class provides the opportunity for students to support students in other science classes. Students display evidence of success in the discipline. Students support peers, as directed by the teacher, in small group or individual classroom settings. Students may support the work of teachers through task completion. Placement of students for this course is determined by the Science Department.

Social Studies

Students at SPCPA must take three and a half social studies courses for graduation, including: Geography, Civics (government), US History, World History and Economics. See the chart below for possible pathways.

Required Courses	Grades	Prerequisites
Geography And Wellness for Artists	9	None
World History OR AP World History	10	None
US History OR AP US History	11	None
Economics	12	None
Government OR AP Comparative Government and Politics	12	None
Electives		Prerequisites
Psychology	11,12	None
Teaching Assistant	11,12	Approval process

Social Studies Course Descriptions

1310 Wellness for Artists

Prerequisite: none

Credit: 0.5 credit (one semester); Required to meet MN Health Standards

Typical Audience: Grade 9

Wellness for Artists aligns with national health standards and meets the state health requirement. This course includes units on sex education, consent education, and general physical and mental well-being.

2310 Geography

Prerequisite: none

Credit: 0.5 credit (one semester); Required

Typical Audience: Grade 9

Geography aligns to the MN Academic Geography Standards in Social Studies. This course focuses on regions of the world and modern 21st century globalization. Students apply concepts such as population, agriculture, natural resource allocation and management industry, political geography, cultural geography, and urbanization to their lives. In addition, students examine the impact of the physical environment on people and cultures.

1320/2320 World History

Prerequisite: none

Credit: 1.0 credit (two semesters); Required

Typical Audience: Grade 10

World History aligns to the MN Academic Standards in Social Studies. During the first semester, students examine comparatively and chronologically the evolution of selected cultures and societies before 1500 in Asia, India, Africa, Europe, the Middle East, and pre-Columbian America. Students explore such topics as religious practices and the birth of world religions, trade and interregional exchanges, human interaction with the environment, forms of political authority, and family life and gender roles. During the second semester, students examine, comparatively and chronologically, the evolution of selected cultures and societies after 1500 in Asia, India, Africa, Europe, the Middle East, and Latin America.

1325AP/2325AP AP World History Modern

Prerequisite: none

Credit: 1.0 credit (two semesters); Required

Typical Audience: Grade 10

World History Advanced aligns to the MN Academic Standards in Social Studies. This course is faster paced with increased rigor which prepares students for more advanced social studies classes. During the first semester, students examine comparatively and chronologically the evolution of selected cultures and societies before 1500 in Asia, India, Africa, Europe, the Middle East, and pre-Columbian America. Students explore such topics as religious practices and the birth of world religions, trade and interregional exchanges, human interaction with the environment, forms of political authority, and family life and gender roles. During the second semester, students examine, comparatively and chronologically, the evolution of selected cultures and societies after 1500 in Asia, India, Africa, Europe, the Middle East, and Latin America. Students explore such topics as religious practices and world religions, trade and interregional exchanges, human interaction with the environment, forms of political authority, and family life and gender roles. Additional content for the course involves further exploration of topics through projects and literature. This course aligns to the AP standards and SPCPA encourages students to take the AP exam in May.

1330/2330 U.S. History

Prerequisite: none

Credit: 1.0 credit (two semesters); Required

Typical Audience: Grade 11

U.S. History aligns to the MN Academic Standards in Social Studies. The study of U.S. History helps students understand the democratic traditions of the United States, the establishment of these traditions, and how they carry forward in present times. During the first half of the semester students examine the development of American culture and society from the Columbian encounter through the Civil War and Reconstruction. The second half of the course covers the development of American institutions and society from Reconstruction to the present. Students examine economic, social, cultural, and political themes from the multiple perspectives that comprise the unique history of the United States. Class resources include the class text, primary source materials, American biographies and autobiographies.

1335 AP/2335AP AP U.S. History

Prerequisite: none

Credit: 1.0 credit (two semesters); Required

Typical Audience: Grade 11

The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. Students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. Students read a college-level textbook and write in-depth historical arguments. This course aligns to the AP standards, and SPCPA encourages students to take the AP exam in May.

1340 Government

Prerequisite: none

Credit: 0.5 credit (fall semester); Required

Typical Audience: Grade 12

Government aligns to the MN Academic Standards in Social Studies. This course provides an opportunity for students to gain the knowledge and skills needed for informed and responsible participation in public life. The course aids students in understanding political ideology and opposing viewpoints. It incorporates the study of constitutional principles and the democratic foundation of our national, state and local institutions. The course examines the political processes and structures of government grounded in an understanding of our constitution. Students learn how to participate to make a difference and acquire the skills required for competent participation in the political process.

2350 Economics

Prerequisite: none

Credit: .5 credit (spring semester); Required

Typical Audience: Grade 12

Economics aligns to the MN Academic Standards in Social Studies. This course provides an opportunity for students to gain knowledge and skills in a subject area that affects all areas of their life both today and in the future. This course introduces basic economic concepts and principles that demonstrate how our choices are affected by the role of scarcity. The course focuses on the following four units: Introduction to Economics, Microeconomics, Macroeconomics, and Personal Finance. In addition, students gain an understanding of the three basic economic questions, the mixed market system and the role buyers, sellers and government play, how the economy is measured and adjusted, as well as individual financial decisions.

1345AP/2345AP AP Comparative Government and Politics

Prerequisite: None

Credit: 1.0 credit (two semesters); Fall Semester Required

Typical Audience: Grade 12

The AP Comparative Government and Politics course introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Careful comparison of political systems produces useful knowledge about the institutions and policies countries have employed to address problems. We can compare the effectiveness of these policy approaches and use them to answer big political questions; Why are some countries stable democracies and not others? Why do many democracies have prime ministers instead of presidents? Six countries form the core of the AP Comparative Government and Politics course: The People's Republic of China, United Kingdom of Great Britain and Northern Ireland, Islamic Republic of Iran, United Mexican States, Federal Republic of Nigeria, and Russian Federation. By using these six countries, the course moves the discussion of concepts from abstract definition to concrete example, noting that not all concepts are equally useful in all country settings.

AP Comparative Government and Politics is equivalent to a one-semester introductory college course. Students read a college-level textbook and learn to write like political scientists. This course aligns to the AP standards. SPCPA encourages students to take the AP exam in May.

3360 Psychology

Prerequisite: none

Credit: 1.0 credit (two semesters); Elective

Typical Audience: Grade 11 or 12

This course examines the basic principles and methods of psychological science from an evolutionary and cultural perspective. Students use critical thinking skills to examine fascinating topics: dreaming, cultural influences, identity, learning, thinking, and the biology of behavior. Applying basic research methods, students act as skeptical scientists. This course applies to almost any career choice in today's world and provides insight into self and others. Though not an AP course, much of the curriculum aligns to college content and expectations, and students may prepare to take the AP exam in the spring.

1390TA/2390 TA Teaching Assistant – Social Studies

Credit: 1.0 credit (two semesters); Elective

Typical Audience: Grades 11, 12

This service learning class provides the opportunity for students to support students in other Social Studies classes. Students display evidence of success in the discipline. Students support peers, as directed by the teacher, in small group or individual classroom settings. Students may support the work of teachers through task completion. Placement of students for this course is determined by the Social Studies Department.

English

Students at SPCPA must take four years of English courses for graduation. See the chart below for possible pathways.

Required Courses	Grades	Prerequisites
English 9: Foundations in Literature and Composition OR English 9 Advanced: Foundations in Literature and Composition 9	9	None
English 10: Perspectives in Literary Analysis OR English 10 Advanced: Perspectives in Literary Analysis	10	English 9 or English 9 Advanced
English 11: Connections across American Literature OR AP English Language & Composition 11	11	English 10 OR English 10 Advanced
English 12: Literature in a Social Context OR AP English Literature and Composition 12	12	English 11 OR AP Language & Composition
Teaching Assistant	11, 12	Approval process

English Course Descriptions

1410/2410 English 9: Foundations in Literature and Composition

Prerequisite: none

Credit: 1.0 credit (two semesters); Required

Typical Audience: Grade 9

English 9 aligns to the MN Academic Standards in English Language Arts. The course helps students build writing and critical thinking skills. Students obtain a foundation in composition and literary analysis while building vocabulary and increasing understanding of grammatical concepts. This course provides a survey of literature including drama, poetry and prose.

1415/2415 English 9 Advanced: Foundations in Literature and Composition

Prerequisite: none

Credit: 1.0 credit (two semesters); Required

Typical Audience: Grade 9

Advanced English 9 aligns to the Minnesota Academic Standards in English Language Arts. This course is for highly-motivated students committed to academic excellence. Students best suited for this course are able to put time in outside of class to complete reading and writing assignments, have a strong interest in language arts and literature, and seek to improve as an English student. This course helps students build reading, writing, and critical thinking skills. Students obtain a foundation in composition and literary analysis while building vocabulary and increasing understanding of grammatical concepts. Students read both fiction and nonfiction texts. This course provides a faster pace as well as a greater depth of study, with considerable attention given to higher level critical thinking in preparation for upper level Advanced courses.

1420/2420 English 10: Perspectives in Literary Analysis

Prerequisite: English 9

Credit: 1.0 credit (two semesters); Required

Typical Audience: Grade 10

English 10 aligns to the MN Academic Standards for English Language Arts. This course will develop reading and viewing skills, writing skills (argument, research, and analysis), and critical thinking skills. First semester of this course focuses on literary analysis. Students read short stories and the novel *The Curious Incident of the Dog in the Night-Time*. Students write literary analysis essays and write their own creative pieces that incorporate literary elements. Second semester focuses on social commentary. Students read *Feed* and poetry that focus on problems in our society. The semester ends with a nonfiction unit in which students write a persuasive research essay on a topic of their choosing.

1425/2425 English 10 Advanced: Perspectives in Literary Analysis

Prerequisite: English 9 or English 9 Advanced

Credit: 1.0 credit (two semesters); Required

Typical Audience: Grade 10

English 10 Advanced aligns to the MN Academic Standards in English Language Arts. This course is for highly-motivated students committed to academic excellence. Students best suited for this course are able to put time in outside of class to complete reading and writing assignments, have a strong interest in language arts and literature, and seek improvement as an English student. This course develops reading and viewing skills, writing skills (argument, research and analysis), and critical thinking skills. Throughout the year students study literary theory and philosophy, argumentative and analytical writing, social commentary, and literary staging or adaptation. In addition to a variety of short stories and novel excerpts, students often read *The Metamorphosis*, *Macbeth*, and two novels of their choosing.

1430/2430 English 11: Connections across American Literature

Prerequisite: English 10

Credit: 1.0 credit (two semesters); Required

Typical Audience: Grade 11

English 11 aligns to the MN Academic Standards in English Language Arts. The course focuses on the study of literature from various literary movements throughout America's history using a multicultural perspective. Students will read and respond to seminal American nonfiction texts and creative texts as a starting place for gaining a broad understanding of points of view beyond their own. The course emphasizes reading, analyzing, discussing, and writing with particular emphasis placed on applying critical concepts in the understanding and interpretation of literature.

1435AP/2435AP AP English Language and Composition

Prerequisite: English 10 Advanced highly recommended (but not required)

Credit: 1.0 credit (two semesters); Required

Typical Audience: Grade 11

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum. The curriculum focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts--including images as forms of text--from a range of disciplines and historical periods. AP English Language and Composition cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. Prospective students should be able to read and comprehend college-level texts and write grammatically complete sentences. Students may take the official AP exam in the spring in an attempt to earn college credit.

1440/2440 English 12: Literature and Composition in a Social Context

Prerequisite: English 11

Credit: 1.0 credit (two semesters); Required

Typical Audience: Grade 12

English 12 aligns to the MN Academic Standards in English Language Arts. This course builds on skills and knowledge acquired in previous courses while also emphasizing oral and written communication skills. English 12 focuses on studying literature such as short stories, poetry, drama, nonfiction, and the novel, reviewing and more deeply applying narrative elements and poetic devices to various texts within a social justice context. This allows students to draw from their other courses (arts and academics) to explore national and international problems while emphasizing academic discussion. Students also work on business and college writing to prepare for post-secondary life.

1445AP/2445AP AP English Literature and Composition

Prerequisite: English 10 Advanced and/or AP Lang and Comp highly recommended (but not required)
Credit: 1.0 credit (two semesters); Required

Typical Audience: Grade 12

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works but also to make connections across genres, styles, and socio-historical contexts. This course provides high school students the opportunity to engage with a typical introductory-level college English curriculum. Students read and comprehend college-level texts and apply the conventions of Standard Written English in their writing. This course aligns to the AP standards. SPCPA encourages students to take the AP exam in May.

1490TA/2490 TA Teaching Assistant – English

Credit: 0.5 credit (one semester); Elective

Typical Audience: Grades 11, 12

This service learning class provides the opportunity for students to support students in other English classes. Students display evidence of success in the discipline. Students support peers, as directed by the teacher, in small group or individual classroom settings. Students may support the work of teachers through task completion. Placement is determined by the English Department.

World Languages

SPCPA strongly encourages students to take world language classes and many colleges expect them on a student's transcripts. See the chart below for course options.

Elective Courses	Grade	Prerequisites
American Sign Language (ASL) 1	9, 10, 11, 12	None
American Sign Language (ASL) 2	9, 10, 11, 12	ASL 1
American Sign Language (ASL) 3	10, 11, 12	ASL 2
American Sign Language (ASL) 4	11, 12	ASL 3
Teaching Assistant – ASL	11, 12	Approval Process

Spanish 1	9, 10, 11, 12	None
Spanish 2	9, 10, 11, 12	Spanish 1
Spanish 3	10, 11, 12	Spanish 2
AP Spanish	11, 12	Spanish 3
Teaching Assistant – Spanish	11, 12	Approval Process

- Many colleges and universities require two consecutive years of the same world language for admissions.
- Highly competitive colleges and universities also require three consecutive years of a world language.
- Please contact the colleges and universities you are considering for their requirements.

American Sign Language (ASL) Course Descriptions

1521/2521 American Sign Language (ASL) 1

Prerequisite: none

Credit: 1.0 credit, (two semesters); Elective

Typical Audience: Grade 9

American Sign Language 1 is an introductory course that focuses on the acquisition and mastery of skills at the beginning level. Successful students communicate about topics such as family, friends, food, school, time, and weather. They can describe oneself and others, acknowledge one's feelings and health, talk about likes and dislikes, and leisure activities. American Sign Language (ASL) is a visual/gestural language. This course covers sign vocabulary, sentence structures, dialogue formats through facial expressions and body movements used in signing.

1522/2522 American Sign Language (ASL) 2

Prerequisite: ASL 1

Credit: 1.0 credit (two semesters); Elective

Typical Audience: Grade 10

This course is a continuation of the study of American Sign Language, the language used by Deaf people in the United States and most of Canada. Students will also learn about Deaf culture, since a language cannot be separated from its culture. Students will continue to develop ASL communication skills (including vocabulary and basic grammatical aspects such as use of space, role-shifting and storytelling techniques, non-manual markers, and classifiers) and cross-cultural information (including strategies for negotiating a signing environment and other behavioral norms). Students will develop the practical skills and knowledge necessary for basic interactions within the deaf community.

1523/2523 American Sign Language (ASL) 3

Prerequisite: ASL 2

Credit: 1.0 credit (two semesters); Elective

Typical Audience: Grade 11

This course is a continuation of the study of American Sign Language 2, the language used by Deaf people in the United States and most of Canada. Students will also learn about Deaf culture, since a language cannot be separated from its culture. It is designed to expand the conversational range, comprehension, and sign production fluency and ability, in addition to learning about the American Disabilities Act and how its advocacy for the Deaf and hard of hearing community. Students will exercise practical communication contexts, such as discussing life events, describing objects, and learn the linguistic features. The use of appropriate cultural behaviors and strategies will be greatly assessed. Students will continue to expand on the practical skills and cultural knowledge necessary for fluid interactions within the deaf community and be exposed to ASL interpreters in the field.

1524/2524 American Sign Language (ASL) 4

Prerequisite: ASL 3

Credit: 1.0 credit (two semesters); Elective (Offering dependent on enrollment)

Typical Audience: Grade 12

This course is a continuation of the study of American Sign Language 3, the language used by Deaf people in the United States and most of Canada. Students will also learn about Deaf culture, since a language cannot be separated from its culture. It is designed to deepen the conversational range, comprehension, and sign production fluency and ability, in addition to connecting with the deaf community and bringing Deaf Awareness into their community. Students will exercise practical communication contexts, such as discussing life events, describing objects, and learn the linguistic features. The use of appropriate cultural behaviors and strategies is greatly assessed. Students will continue to expand on the practical skills and cultural knowledge necessary for fluid interactions within the deaf community, read a book by a deaf author, and be required to attend an interpreted event.

1529TA/2529TA Teaching Assistant – ASL

Prerequisite: ASL 2

Credit: 0.5 credit, (one semester); Elective

Typical Audience: Grade 12

This service learning class provides the opportunity for students to support students in other ASL classes. Students display evidence of success in the discipline. Students support peers, as directed by the teacher, in small group or individual classroom settings. Students may support the work of teachers through task completion. Placement of students for this course is determined by the World Language Department.

Spanish Course Descriptions

1511/2511 Spanish 1

Prerequisite: none

Credit: 1.0 credit, (two semesters); Elective

Typical Audience: Grade 9 or 10

This introductory course focuses on the acquisition and mastery of listening, speaking, reading and writing skills at the beginning level. Successful students communicate about topics such as family, friends, food, school, time, and weather. They can describe oneself and others, acknowledge one's feelings and health, talk about likes and dislikes, and leisure activities. The course topics align with the College Board's Advanced Placement Themes. By the end of the course students recognize and manipulate infinitives; understand and apply the concepts of number and gender in relation to noun and adjective agreement and placement; conjugate verbs in the present tense as well as some commonly used irregular verbs, and form and answer basic questions in Spanish.

1512/2512 Spanish 2

Prerequisite: Spanish 1

Credit: 1.0 credit, (two semesters); Elective

Typical Audience: Grade 10 or 11

The Spanish 2 course is a continuation of the introductory study of the language begun in Spanish 1 and advances students to the intermediate level by continuing their study of present tenses and introducing them to past, future, and perfect tenses, as well as the conditional mood. Students further develop proficiency in reading, writing, speaking, and listening through a study of thematic units aligned with the College Board's Advanced Placement Themes. Students read basic texts, write simple paragraphs, and converse in real-world situations. Students continue to study the culture and history of the Spanish-speaking world.

1513/2513 Spanish 3

Prerequisite: Spanish 2

Credit: 1.0 credit, (two semesters); Elective

Typical Audience: Grade 11 or 12

Spanish 3 is an introduction to the intermediate study of the Spanish language. Students build greater vocabulary, grammar, and cultural understanding. Successful students increase their ability to function in the Spanish-speaking world by improving their proficiency in reading, speaking, listening, writing, and cultural understanding. Students explore topics such as current events, art, media, environmental concerns, family, professions and social awareness. With the use of authentic texts, materials, videos, and music students build skills learned in previous levels. This course is conducted mainly in Spanish.

1514/2514 AP Spanish Language and Culture

Prerequisite: Spanish 3

Credit: 1.0 credit, (two semesters); Elective

Typical Audience: Grade 12

AP Spanish prepares students for the AP Spanish Language and Culture Exam. The proficiencies acquired through the study of Spanish language and literature endows students with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies. This course focuses on interpersonal, interpretive and presentational aspects of the Spanish language. The course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. This course is entirely in Spanish.

1519TA/2519TA Teaching Assistant – Spanish

Prerequisite: AP Spanish 4

Credit: 0.5 credit, (one semester); Elective

Typical Audience: Grade 12

This service learning class provides the opportunity for students to support students in other Spanish classes. Students display evidence of success in the discipline. Students support peers, as directed by the teacher, in small group or individual classroom settings. Students may support the work of teachers through task completion. Placement of students for this course is determined by the World Language Department.