

# *Saint Paul Conservatory*

FOR PERFORMING ARTISTS



## Academic Program Guide

2023-2024

# WELCOME TO SPCPA



Welcome, Artists and Scholars!

The mission of SPCPA is twofold. The arts program prepares you for conservatory and professional life as an artist. The academic program prepares you for college. In terms of approach, the programs mirror each other. They are each active, collaborative, and student-centered. They encourage inquiry and curiosity. They acknowledge that failures function as stepping stones to success (and as such, are celebrated!). Each program recognizes that it is not only our minds which have the capacity to grow but that our bodies, hearts and spirits also learn. In both arts and academics, you will develop here at SPCPA a pattern of lifelong learning.

As it turns out, half of our students pursue the arts after high school. The other half, academics. Our goal is to give you options after graduation.

My one piece of advice as you begin your journey here: focus on the process. Be fully present daily in both your arts and academic classes. Engage completely in each moment. If you do, results will follow. And you will be entirely prepared for conservatory, college, a life in the arts, or for whatever academic path you undertake.

Be bold, take risks, and hold each other up!

Brian Goranson  
Principal



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# OUR ACADEMIC PROGRAM

The **MISSION** of Saint Paul Conservatory for Performing Artists is to provide the highest caliber of academic and artistic education for aspiring pre-professional performing artists in the areas of instrumental and vocal music, theatre and dance, visual arts and creative writing, and to fully prepare students for college and conservatory.



We at SPCPA are committed to supporting you as you prepare for your future. Creating a four-year academic program that fits your needs and interests is very important, and we want you involved in every step since the decisions you make here can affect your opportunities and pathways after high school.

As you plan your dream life, you will need to consider SPCPA's graduation requirements; the entrance requirements to any program, college, university, or conservatory you wish to attend; and the strategies and supports that help you learn best. You are a vital part of our SPCPA community, and the more engaged you are with your own learning, the more you help create an environment that fosters creativity, collaboration, and success

## ADMINISTRATIVE TEAM

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# OUR VALUES

Preparing students for college and training them as future practitioners of the arts

Stimulating and sustaining interest in arts and academics as a source of truth and insight into the human condition

Constructing a creative environment where risks may be safely taken and where creators take responsibility for their vision

Encouraging students to use their physical, sensory, and intellectual potential to explore ideas and raise questions

Honoring individual discovery with a collaborative spirit



# ACADEMIC TIMELINE

Academic Event	Date	Target Audience	Description of Event
Back to School Night	August 16	All Families	Open House 3-8; walk schedules and meet teachers
New Student Orientation	August 21	New Students Only	½ day arts orientation; ½ day academics orientation
Semester One Begins	August 22	All Students	First day of school
Convocation	August 31	All Students	All-school assembly at the Ordway
Schedule Change Deadline	September 5	All Students	Last day to submit schedule change requests; changes after this date may result in loss of credit
Senior Graduation Eligibility	September	Seniors	Seniors receive a transcript review and graduation status as of August 2023
College Family Night	September 19	Senior Families	Info session: application tips, strategies, financial aid supports
Senior Postsecondary Advising Sessions	September & October	All Seniors	Ms. Johnson visits English classes to chat about application tips, strategies, and financial aid supports
College Knowledge Month	October	All Students	Various school-wide activities to support our college and conservatory mission
FAFSA Applications Open	October 1	Senior Families	Students can now apply for financial aid packages
Midterm Grades Due	October 9	All Students	Quarter 1 grades do not affect the transcript but serve as a point of conversation at conferences
Fall Conferences	October 17, 23	All Families	Meet with Academic and Arts teachers about semester one progress
Underclassman Postsecondary Advising Sessions	November	9th and 10th Grade Students	Ms. Johnson visits study halls to chat about GPA, class rigor, early postsecondary planning tips
Semester One Ends	December 19	All Students	Last day of classes
Final Grades Due	January 3	All Students	Semester One grades do affect the transcript and GPA



# ACADEMIC TIMELINE

Academic Event	Date	Target Audience	Description of Event
Semester Two Begins	January 23	All Student	First day of classes
Schedule Change Deadline	February 6	All Students	Last day to submit schedule change requests; changes after this date may result in loss of credit
Postsecondary Family Night	February 21	9th-11th Grade Students	Info session: PSEO, early postsecondary planning tips
Midterm Grades Due	March 25	All Students	Quarter 3 grades do not affect the transcript but serve as a point of conversation at conferences
ACT Exam	March 26	Juniors	On-campus test proctoring; scores may be submitted officially to colleges
Spring Conferences	March 28	All Families	Meet with Academic and Arts teachers about semester one progress
Academic Course Registration	April 15-19	9th-11th Grade Students	Ms. Johnson visits study halls to explain course options for next school year; course registration opens in Infinite Campus
College Decision Day	May 1	Seniors	Students who applied to colleges, universities, or conservatories must commit to one school
Senior Grades Review	May 1, 17, 23	Seniors	Senior grades are pulled to determine final graduation eligibility
Semester Two Ends	May 23	All Students	Last day of classes
Final Grades Due	May 28	All Students	Semester Two grades do affect the transcript and GPA
Graduation	May 28	Senior Families	Commencement Ceremony



# GRADUATION REQUIREMENTS

ACCORDING TO THE MINNESOTA DEPARTMENT OF EDUCATION, to earn a MN diploma, students complete the academic standards by taking a core course of study that equips them with the knowledge and skills they need for success in postsecondary education, highly skilled work, and civic life. In order to graduate, your child's high school coursework must include at least the minimum state course credit requirements. A course credit is equivalent to a student successfully completing an academic year of study or mastering the subject matter, as determined by the local school district. Students must complete a **minimum of 21.5 course credits** as follows:

- **4 credits of language arts**
- **3 credits of mathematics**, including algebra, geometry, statistics and probability sufficient to satisfy the standards. Students in the graduating class of 2015 and beyond must complete an algebra II credit or its equivalent as part of the 3-credit requirement. In addition to the high school credits, students in the graduating class of 2015 and beyond must also complete an algebra credit by the end of eighth grade.
- **3 credits of science**, including at least one credit of biology, one credit of chemistry or physics, and one elective credit of science. The combination of credits under this clause must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science.
- **3½ credits of social studies**, including U.S. history, geography, government and citizenship, world history and economics.
- **1 credit in the arts**
- Physical Education, credit is determined at the local level. Must meet state standards requirements.
- Health Education, credit is determined at the local level. Must meet locally developed standard requirements.
- **7 elective credits**

\*One semester credit = .5 credit\*



# THE SPCPA DIPLOMA

To earn a diploma from SPCPA, students **must also** earn passing credit (D- or above) in **all 5 Arts credits per year enrolled** (adjusted for students during the 20-21 school year). If enrolled all four years, our students enter college or conservatory with 20 Arts credits and a wealth of training and experience.

## TYPICAL FOUR-YEAR ACADEMIC PLAN

Grade	English	Math	Science	Social Studies	World Languages
9th Grade	English 9	High School Algebra	Physical Science/Earth Science	World History	ASL 1 or Spanish 1*
10th Grade	English 10	Geometry	Chemistry	Geography & Economics	ASL 2 or Spanish 2*
11th Grade	English 11	Algebra 2	Biology	US History	ASL 3 or Spanish 3*
12th Grade	English 12	Precalculus or other Elective Math	Elective Science	Government	ASL 4 or AP Spanish*

### THE FINE PRINT

- Students come to SPCPA from all over Minnesota, so we recognize that you may be slightly out of our sequence. Don't worry! We'll make it work.
- Middle schools often require students to take algebra, but in order for any middle school math to count toward your diploma, it must be designated as high school credit. If your previous school can verify that for us, we'll count it on our transcript! Otherwise, it's best to start with High School Algebra here.



# OUR PRE-COLLEGE MISSION



**All students are expected to come prepared for class, with their homework or reading completed and their phones in their bags.**

We want you to be incredibly well-prepared for any kind of rigor you might encounter after high school, and we are going to push you to work hard and stay engaged with the learning process. We never expect perfection--all learning is a process--but we do expect you to come to class every day willing to try your best, take on new challenges, and work collaboratively.



**All students are encouraged to take at least one advanced course before they graduate.**

Advanced courses require more outside preparation (reading, writing, studying, etc.), but they also allow students to dive more deeply into material and are often structured around a seminar (inquiry and discussion) model. Students can choose from advanced, AP, or PSEO curriculum throughout their time at SPCPA.



**All students are strongly encouraged to take math and science all four years of high school.**

Students who wish to apply to four-year programs or out-of-state schools should maintain a full-time schedule with electives and rigor through their senior year in order to stay competitive with other students who were required (or elected) to take more academic coursework.



**All students are strongly encouraged to take at least two years of a World Language.**

We offer Spanish and American Sign Language in-house, but if you'd like to take another language online through a MDE-approved program, we will help you register with that supplemental program. You might also consider PSEO language options your junior or senior year. Not every college program requires language credits, but many still expect at least two years.



# EARNING COLLEGE CREDIT

## AP AND PSEO ENROLLMENT



## OVERVIEW

Many SPCPA students choose to take college-level coursework in high school for many reasons. Some want the challenge of more intensive curriculum. Some wish to experience college-style instruction and/or a college campus before they commit to a program after high school. Additionally, some students attempt to earn college credit that can transfer to their program, saving them time and money when they're ready to pursue a formal degree--either by passing AP® exams or by taking classes at an eligible PSEO institution in our area.

The college landscape is always changing, so we can never guarantee that a fantastic score on an AP® exam or earned credit in what many schools call "general" courses at a community college will ensure you receive college credit from your future college program. It's always a good idea to check with admissions teams at a few schools you're interested in to ask about their transfer credit policies, particularly with regard to dual-enrollment programs.



# THE AP PROGRAM



## General Information

Advanced Placement (AP) is a program in the United States and Canada created by the College Board. AP offers undergraduate university-level curricula and examinations to high school students. Colleges and universities in the US and elsewhere may grant placement and course credit to students who obtain high scores on the examinations. The AP curriculum for each of the various subjects is created for the College Board by a panel of experts and college-level educators in that academic discipline. For a high school course to have the designation, the course must be audited by the College Board to ascertain that it satisfies the AP curriculum as specified in the Board's Course and Examination Description (CED). If the course is approved, the school may use the AP designation and the course will be publicly listed on the AP Course Ledger.



## 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 in all grades but particularly 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 (coursework or standards that need to be completed before taking the AP course)



## Earning College Credit

- Take the AP exam in May
- 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.
- However, anecdotally, it does seem quite a few colleges are now requiring scores of 4 and above



# PSEO: A MESSAGE FROM MDE

Per the Minnesota Department of Education...

Postsecondary Enrollment Options (PSEO) is a program that allows 10th-, 11th- and 12th-grade students to earn both high school and college credit while still in high school, through enrollment in and successful completion of college 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 admissions requirements for enrollment into the PSEO courses. Eleventh and 12th-grade students may take PSEO courses on a full- or part-time basis; 10th graders are eligible to enroll in PSEO on a more limited basis (see note below). Students must meet the PSEO residency and eligibility requirements and abide by participation limits specified in Minnesota Statutes, section 124D.09. If a school district determines a pupil is not on track to graduate, she/he may continue to participate in PSEO on a term by term basis.

By March 1 of each year, or three weeks prior to the date a student registers for courses for the following school year (whichever is earlier), schools must provide PSEO information to all students in grades 8-11 and their families. To assist the district in planning, a student must inform the district by May 30 of each year of their intent to enroll in postsecondary courses during the following school year.

There is no charge to PSEO students for tuition, books or fees for items that are required to participate in a course; however, students may incur fees for equipment that becomes their property when the course or program is completed, textbooks that are not returned to the postsecondary institution according to their policies, or for tuition costs if they do not notify the district by May 30 and the district does not waive this date requirement.

Funds are available to help pay transportation expenses for qualifying students to participate in PSEO courses on college campuses. For more information on these funds, [access the PSEO Mileage Reimbursement Program Instructions](#).

Enrolling in a PSEO course does not prohibit a student from participating in activities sponsored by the high school.

School districts must allow a PSEO student reasonable access to the high school building, computers and/or other technology resources during regular school hours to participate in PSEO courses, whether on-line or on campus.

Each year, districts must publish their grade-weighting policy on their website, including a list of courses for which students can earn weighted grades.

All courses taken through the PSEO program must meet graduation requirements. Districts must transcript credits earned in PSEO by a ratio prescribed in statute. Districts have the authority to decide which subject area and standards the PSEO course meets. If there is a dispute between the district and the student regarding the number of credits granted for a particular course, the student may appeal the board's decision to the commissioner. The commissioner's decision regarding the number of credits will be final.

Postsecondary institutions are required to allow PSEO students to enroll in online courses consistent with the institution's policy regarding postsecondary student enrollment in online courses.

Tenth-grade students may initially enroll in one Career and Technical Education (CTE) PSEO course if they receive a reading proficiency score of "meets" or "exceeds" on the 8th grade MCA. If 10th graders taking a CTE PSEO course earn at least a grade C in that class, they may take additional postsecondary courses. If the student did not take the MCA in 8th-grade, another reading assessment accepted by the enrolling postsecondary institution can be substituted. For students with disabilities, there is an alternative option to demonstrate reading proficiency.

For current information about the PSEO program, [visit the Minnesota Department of Education's Postsecondary Enrollment Options \(PSEO\) webpage](#).



# THE PSEO PROGRAM



## General Information

- PSEO stands for Postsecondary Enrollment Options (other states call it Dual-Enrollment)
- PSEO programs allow students to experience a college setting and college rigor for free during the school year (as long as you stay within the credit limits)
- PSEO builds independence and time-management skills
- Students can earn high school credit toward graduation while taking these courses
- PSEO classes show up on our transcript so that future schools can see the work you've done
- If you take more than your high school requirements, you may be eligible to transfer college credit to your future schools, though this is up to the future college or university to decide



## PSEO vs AP

**\*\*Neither AP nor PSEO classes guarantee future college credit\*\***

- For most colleges these days, you must score at least a 4 or a 5 on the AP exam to earn credit
- Similarly, colleges will take PSEO transfer credit **ONLY IF** the course does not also count for a graduation requirement here
- For example, if you've already met all of your English requirements, but you choose to take a research and rhetoric course, that course might be eligible
- CollegeBoard's AP program is more nationally recognized than individual state community colleges, so that can be an advantage when demonstrating rigor on your transcript
- However, PSEO credit does not rely on one exam so that can be an advantage for students who like to demonstrate understanding in other ways



## PSEO Risks

- Final grades in a PSEO class get reported on our high school transcript **AND** your college transcript; this means you establish your college GPA before you even leave high school
- If you earn a C or below in a course, you run the risk of being put on academic probation, either at the PSEO institution or at your future college
- In short, if you receive an F in a PSEO course, that F affects your future college GPA, too



## How Many PSEO Classes Can I Take?

- Students can enroll as part-time or full-time students
- Very few of our kids take both academics and arts via PSEO because you'd have to take 8.0 arts credits per semester (that is a lot)
- So most students take some or all of their academic classes and return for Arts
- You can take a nonrequired class for fun (assuming you are on track to graduate and have a plan for your required credits)
- If you plan to take a math class, you should have already taken Algebra 2
- Be prepared to take a math placement test administered by the college
- If you plan to take Biology or Physics, know you will need to take a lab as well, as the lab component is part of graduation standards

# PSEO ELIGIBILITY



## Eligibility

The state requires that students be a certain age, have at least one open period in their schedule, and meet residency requirements, but beyond this, most eligibility requirements are set by individual institutions.

Generally, if you meet these criteria, you can apply:

- Do you have a GPA over 2.7?
  - My recommendation is that students have GPAs of at least 3.2-3.5, but some schools will accept students with a GPA under 3.0
- As a sophomore applying for PSEO your junior year, are you in the top third of your class? As a junior applying for PSEO your senior year, are you in the top half?
  - Not every school requires these things, but some do
  - We do not report rank so it will never be on your transcript; however, you can email me and I will tell you what your current rank is
- Are you scheduled to take your MCA Reading test or the ACT?
  - These tests can sometimes be used as placement tests for math and English courses
- Are you academically self-motivated and self-sufficient?
  - This is really the most important: Do you have the maturity to handle navigating an adult space, while completing college-level rigor and advocating for your needs?
- Do you have a way to get there? Can you make it to your SPCPA classes on time?



## How to Apply

1. Review the MDE PSEO page to make sure PSEO is a good fit for you.
2. Research the community colleges in our area; they all have PSEO pages
3. Once you've decided on an institution or two, determine whether you're eligible to apply
  - a. PSEO requirements are higher than their normal requirements for college students
4. Identify the application deadlines—the UofMN typically has the most intense requirements and the earliest deadline
5. Apply directly to the program of your choice (your parents can't apply for you)
6. You'll need to know your GPA and in some cases your class rank or most recent standardized test score
  - a. You have access to your unofficial transcript through Infinite Campus and can use a PDF of this to apply
  - b. If you need your class rank, I can send it to you via email
7. As part of your application packet, you'll need to send me the Notice of Student Registration Form to sign. This ensures the state pays for your tuition and books. You must fill this out every semester of PSEO.
8. **After you've applied and gotten in**, set up a meeting with Ms. Johnson to talk about what classes you intend to take/what you'd have to take to meet diploma requirements
9. You will have a PSEO counselor to help you with the scheduling piece there, but it is **YOUR RESPONSIBILITY** to make sure your PSEO classes don't interfere with your classes here. Arts track periods rarely change, so you can plan around Arts pretty easily.
10. When it's time to register for classes, remember this formula: **4.0 college credits = 1.0 high school credit**
11. Once you have your classes selected, **send Ms. Johnson a copy of your schedule**; we need this before we can drop required classes here at SPCPA

# ACADEMIC PLANNING FOR HIGH SCHOOL AND BEYOND



## OVERVIEW

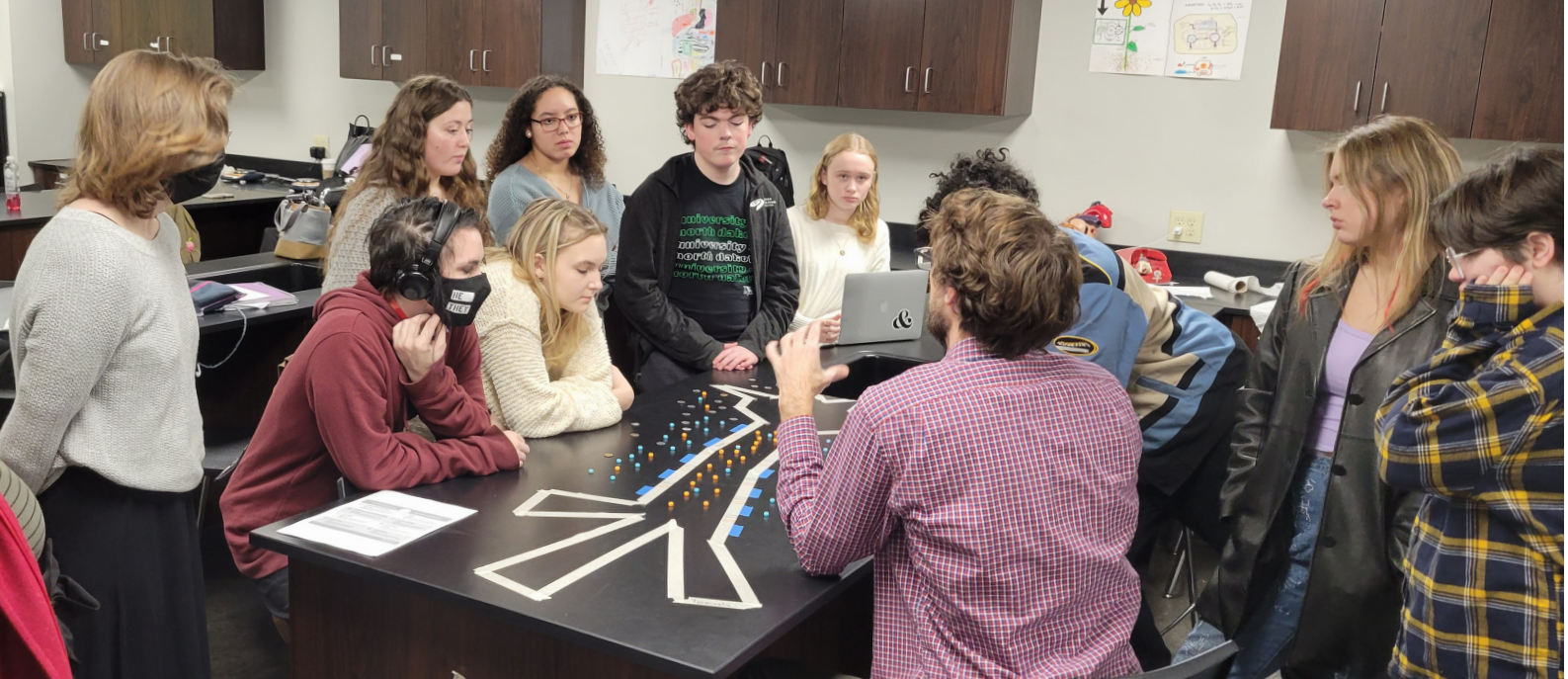
SPCPA employs a Student Achievement and Postsecondary Advisor to support students as they navigate high school and prepare for college and career after graduation. Currently, Ms. Emily Johnson serves in this role and can help students in all grades with

- Course registration and scheduling
- Transcript reviews and graduation progress
- Credit recovery needs
- Time management, priority lists, and other informal classroom supports
- ACT and AP Exam prep
- College and career readiness
- College and conservatory applications
- Care and treatment program coordination

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. Ms. Johnson 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.





# ACADEMIC SUPPORT



## **Guided Study Halls**

All students are eligible for at least one study hall every two days. If a student does not take a World Language or other elective as their fifth class, they may take two study halls. Study Halls are supervised most often by academic teachers who can help students with assignment tracking, homework help, and study strategies. These teachers have access to the students' grades and can help students identify and prioritize missing work.

Teachers may also identify peer tutors in each section. If your student needs additional help with a subject area, it's a good idea to reach out to their study hall teacher to see if there are any peer tutors available that hour. Similarly, if you as a student wishes to tutor, please let your study hall teacher know.



## **The Student Achievement and Postsecondary Advising Center**

Ms. Johnson's room (103) is located near the main office on the first floor of the Lowry building. Seniors with open periods may use her room to work on homework or college applications. Younger students may also schedule meetings with Ms. Johnson during their study halls--either to talk about school or postsecondary plans or simply to work in a smaller, quieter space.



## **After School Study Sessions**

Every academic teacher is in their room until at least 3:45 every day, but most stay later and encourage students to meet with them for extra help. Additionally, Room 103 is open most Mondays and Tuesdays until 4:30 if you need a space to do homework or get help. Peer tutors often volunteer to stay after school, as well, and there are always chromebooks available.

# COURSE REGISTRATION PROTOCOLS



## **Scheduling for New Students**

If you are new to SPCPA, we will invite you to a New Student Registration Session during the summer months. This information session gives you a chance to hear about our academic programming, values, and course offerings, and you will request classes on site.



## **Scheduling for Current Students**

Current SPCPA students complete course registration each spring for the following school year. Ms. Johnson holds small group meetings with students in March to review their transcripts; then in April, she visits study halls to walk students through the course request process in Infinite Campus.



## **TA Positions**

TA positions are open to Seniors first, then occasionally to Juniors if need or space arises. TA positions are not scheduled when other academic and arts classes are but can be requested once the school year has started. Students should meet with the teacher whose class they're interested in assisting. If the teacher has an available class during one of the student's open periods and grants permission, the student can request a TA section in their schedule. TA positions are P/F and are count as an elective worth .5 credit per semester.



## **Teacher and Section Requests**

Because of the size of our school and the complexity of our blended Academics and Arts schedules, students may not request specific teachers or periods for a class. On a case by case basis, we may consider needs such as transportation, medical accommodations, or PSEO schedules, but we strongly encourage students and families to schedule these things around the existing SPCPA schedule.



## **Schedule Changes: Add/Drop Rules**

Students may request changes to their schedule (to add a class or drop a class) within the first two weeks of a semester. After that date, students may not change their schedule without penalty. Typically, this penalty is a reduction in credit or a grade of NC (no credit) on the transcript. Students **may not** drop academic classes at the quarter break.



# THE ACADEMIC DEPARTMENTS



## WHO WE ARE

The SPCPA faculty believes wholeheartedly in the mission of the school. In fact, ask any of us and we'll tell you that we chose SPCPA because we love its creative and collaborative environment and because, quite simply, SPCPA students are the best.

Because of our small class sizes, we are able to meet students where they are and incorporate many of their interests into the curricula; we're available after school for extra support; and we can give more dedicated and individualized feedback.

We Academic faculty are arts nerds ourselves, as well as close friends, so you'll often see us together at student shows and performances--here at school and around town.





# THE MATH DEPARTMENT

SPCPA uses the CPM curriculum, which centers around small group collaboration and problem-solving.



## FACULTY

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High School Algebra \* Geometry \* AP Stats

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Goes by "Ms. Basheer"

**Mr. Alec Rutten**

Algebra 2 \* Precalculus \* AP Calculus

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Goes by "Alec"



# COURSE DESCRIPTIONS



## 1110/2110 High School Algebra

**Prerequisite:** none

**Credit:** 1.0 (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 (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 or equivalent course; Geometry strongly recommended

**Credit:** 1.0 (two semesters); Required

**Typical Audience:** Grade 10 or 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.



## 1150/2150 Precalculus

**Prerequisite:** Algebra 2 or its equivalent

**Credit:** 1.0 (two semesters); Elective

**Typical Audience:** Grade 11 or 12

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.

# COURSE DESCRIPTIONS



## **1165AP/2165AP AP Statistics**

**Prerequisite:** Algebra 2 or its equivalent

**Credit:** 1.0 (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 (two semesters); Elective

**Typical Audience:** Grade 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.



## **1190TA/2190TA Teaching Assistant--Math**

**Prerequisite:** Algebra 2 or its equivalent

**Credit:** .5 (one semester); Elective

**Typical Audience:** Grade 11 or 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.



# THE SCIENCE DEPARTMENT

SPCPA's science curriculum centers around inquiry-based, real-world problem-solving. We have fully-equipped lab space and a variety of science electives.

## FACULTY

### Mr. Dustin Haug

Physical Science \* Chemistry \* AP Environmental

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Goes by "Dustin"

### Ms. Hannah Saunders

Anatomy and Physiology \* AP Bio \* Biology

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Goes by "Ms. Saunders"



# COURSE DESCRIPTIONS



## 1210/2210 Physical Science

**Prerequisite:** none

**Credit:** 1.0 (two semesters); 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 (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 (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.

# COURSE DESCRIPTIONS



## **1230/2230 Biology**

**Prerequisite:** Chemistry or Chemistry Advanced

**Credit:** 1.0 (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.



## **1235AP/2235AP AP Biology**

**Prerequisite:** Chemistry or Chemistry Advanced

**Credit:** 1.0 (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.



## **1240/2240 Anatomy and Physiology**

**Prerequisite:** Biology or AP Biology

**Credit:** 1.0 (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.



# COURSE DESCRIPTIONS



## **1265/2265 Physics Advanced\***

**Prerequisite:** Algebra 2 (can be concurrently enrolled)

**Credit:** 1.0 (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.



## **1245AP/2245AP AP Environmental Science**

**Prerequisite:** Chemistry and Biology

**Credit:** 1.0 (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.

# COURSE DESCRIPTIONS



## **1290TA/2290TA Teaching Assistant--Science**

**Credit:** .5 credit (one semester); Elective

**Typical Audience:** Grade 11 or 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.

# THE SOCIAL STUDIES DEPARTMENT

SPCPA's social studies curriculum investigates the intersection between sociology, geography, and history, focusing on inquiry and seminar-style discussions.



## FACULTY

**Mr. Adam Levy**

World History \* Government \* Economics

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Goes by "Levy"

**Ms. Taylor Lohman**

AP World History \* US History \* Psychology

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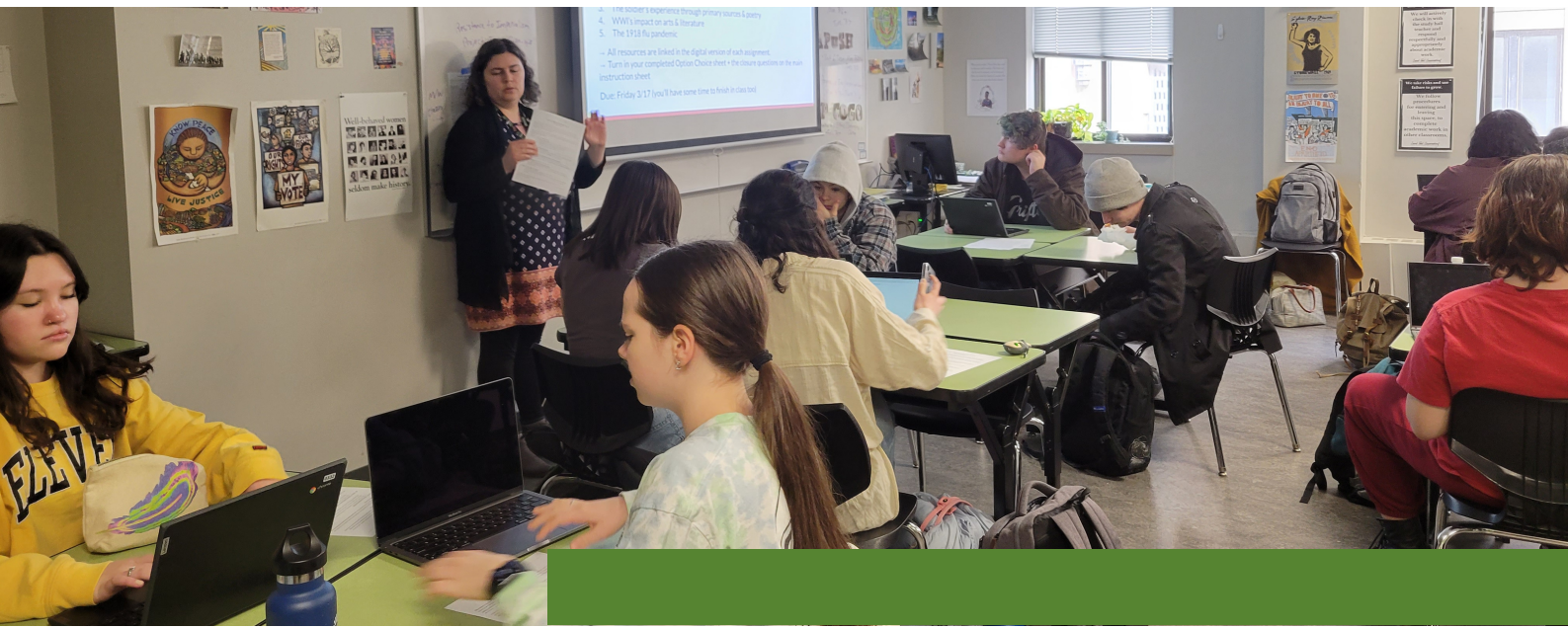
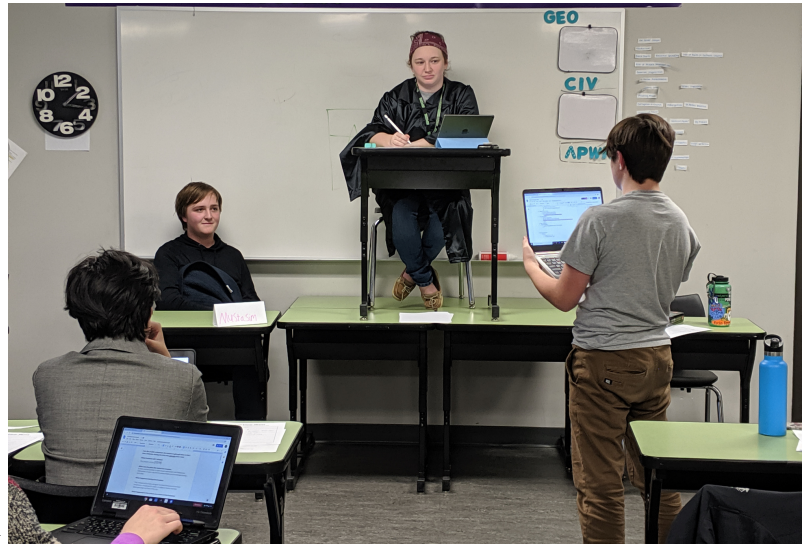
Goes by "Ms. Lohman"

**Ms. Natalie Reinhart**

World History \* AP US History \* AP Comparative Government

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Goes by "Ms. Reinhart"





# COURSE DESCRIPTIONS



## **1320/2320 World History**

**Prerequisite:** none

**Credit:** 1.0 (two semesters); Required

**Typical Audience:** Grade 9 or 10 (depending on graduation year)

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:**

**Credit:** 1.0 (two semesters); Required

**Typical Audience:** Grade 10 or above

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.

# COURSE DESCRIPTIONS



## **1330/2330 US History**

**Prerequisite:** none

**Credit:** 1.0 (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.



## **1335AP/2335 AP AP US History**

**Prerequisite:**

**Credit:** 1.0 (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.

# COURSE DESCRIPTIONS



## **1340 Government**

**Prerequisite:** none

**Credit:** .5 (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.



# COURSE DESCRIPTIONS



## **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/2390TA Teaching Assistant--Social Studies**

**Credit:** .5 credit (one semester); Elective

**Typical Audience:** Grade 11 or 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 Social Studies Department.

# THE ENGLISH DEPARTMENT

SPCPA's English curriculum explores the intersection of people, place, and identities through literary analysis, research, argumentative composition, and seminar-style discussions.

## FACULTY

### Ms. Morgan Day

English 9 \* English 11 \* AP Literature and Composition

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Goes by "Ms. Day"

### Ms. Emily Johnson

Independent Research and Design

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Goes by "Ms. Johnson or Ms. J"

### Ms. Ariane Sandford

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### Ms. Gina Sekelsky

English 9 Advanced \* AP Language and Composition \* English 12

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# 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); Elective

**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 or 9 Advanced

**Credit:** 1.0 credit (one semester); 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. Much of the course focuses on literary analysis. Students read short stories and novels of their choosing. Students write literary analysis essays and write their own creative pieces that incorporate literary elements.



# COURSE DESCRIPTIONS



## **1425/2425 English 10 Advanced: Perspectives in Literary Analysis**

**Prerequisite:** English 9 or 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 or 10 Advanced

**Credit:** 1.0 credit (one semester); Required

**Typical Audience:** Grade 10

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 or 10 Advanced (but some advanced English encouraged)

**Credit:** 1.0 credit (one semester); 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.

# COURSE DESCRIPTIONS



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

**Prerequisite:** English 11 or AP Lang

**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 11 or AP Lang

**Credit:** 1.0 credit (one semester); 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 or 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.

# THE WORLD LANGUAGE DEPARTMENT

SPCPA's world languages curriculum explores the intersection of language and culture, focusing on practical speaking and fluent communication.



## FACULTY

**Ms. Tiffanie**

Physical Science \* Chemistry \* AP Environmental

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Goes by "Dustin"

**Ms. Maria Serrano-Kyle**

Spanish 1 \* Spanish 2 \* Spanish 3 \* Spanish

4/AP Spanish Language and Composition

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Goes by "Profe Serrano-Kyle"





# 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 (one semester); 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 (one semester); 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.

# COURSE DESCRIPTIONS



## **1529TA/2529TA Teaching Assistant – ASL**

**Prerequisite:** None

**Credit:** .5 credit (two semesters); Elective

**Typical Audience:** Grades 11 or 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.



## **1511/2511 Spanish 1**

**Prerequisite:** None

**Credit:** 1.0 credit (one semester); Elective

**Typical Audience:** Grade 9

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 (one semester); Elective

**Typical Audience:** Grade 10

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.

# COURSE DESCRIPTIONS



## 1513/2513 Spanish 3

**Prerequisite:** None

**Credit:** 1.0 credit (two semesters); Elective

**Typical Audience:** Grades 11

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/Spanish 4

**Prerequisite:** Spanish 3

**Credit:** 1.0 credit (one semester); Elective

**Typical Audience:** Grade 10

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.

Students may also take this as Spanish 4 and not complete the College Board requirements or take the AP Exam in the spring.



## 1529TA/2529TA Teaching Assistant – ASL

**Prerequisite:** None

**Credit:** .5 credit (two semesters); Elective

**Typical Audience:** Grades 11 or 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.