Inspire, learn, grow, achieve...
A community where students and relationships matter.

2019-2020 COURSE REGISTRATION GUIDE
Grades 7 - 12

CLEVELAND PUBLIC SCHOOL DISTRICT
#391
Visit our website at www.cleveland.k12.mn.us
Dear Cleveland Parents and Students:

On behalf of the Cleveland Staff and School Board, I would like to welcome you to the Cleveland Public School. The registration process and booklet is designed to help you chart your high school program. We recommend that you plan your selection of courses carefully as your future literally depends on it. We want you to be adventurous and take a variety of courses that will stimulate you and challenge you academically. We also would love to hear your feedback on our programs and procedures.

Before you make your selection of classes, seek out advice from your parents, teachers, counselor and former students. Visit with students who are in college, tech school or working and ask them for their insights on how to be better prepared for what lies beyond high school. Your careful planning will help you deal with the many obstacles that you will encounter in the years to come. You need to consider your long-term goals, needs and future aspirations. With your future in mind, it is advisable that you take a full schedule of academically challenging classes in order to be prepared for whatever career path you choose. If you need any additional help in making a decision about a class or future career, please visit with the school counselor. Former students have shared with us that they understand now why we pushed them to take the more academically challenging classes while they were in high school—it has made all the difference to them now.

Each year the school's educational programs are carefully reviewed by the high school staff, administrators and the Cleveland School Board. We feel that our students can take full advantage of the many academic and co-curricular activities Cleveland has to offer. Our co-curricular activities consist of programs in athletics, band, drama, and other academic competitions. It is our highest hope that you will enjoy your years with us, and that after you graduate you will look back upon your high school career with a sense of accomplishment and satisfaction.

Sincerely,

Brian J. Phillips
Superintendent
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Nondiscrimination Policy</td>
<td>3</td>
</tr>
<tr>
<td>Registration and Grade Reporting</td>
<td>4</td>
</tr>
<tr>
<td>Honor Roll &amp; Honor Graduates</td>
<td>4</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>5</td>
</tr>
</tbody>
</table>

## Course Descriptions:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>6</td>
</tr>
<tr>
<td>Business Technology</td>
<td>7</td>
</tr>
<tr>
<td>College/Career Readiness</td>
<td>8</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>8</td>
</tr>
<tr>
<td>Music</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10</td>
</tr>
<tr>
<td>English/Language Arts</td>
<td>12</td>
</tr>
<tr>
<td>Science</td>
<td>13</td>
</tr>
<tr>
<td>Social Studies</td>
<td>14</td>
</tr>
<tr>
<td>Spanish</td>
<td>16</td>
</tr>
<tr>
<td>Business/Technical Education</td>
<td>16</td>
</tr>
</tbody>
</table>

## Other Educational Options:

<table>
<thead>
<tr>
<th>Option</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Classes in Cleveland High School</td>
<td>18</td>
</tr>
<tr>
<td>Alternative Learning Experiences</td>
<td>19</td>
</tr>
<tr>
<td>Online Learning Options</td>
<td>21</td>
</tr>
<tr>
<td>College Bound Students</td>
<td>23</td>
</tr>
<tr>
<td>NCAA</td>
<td>23</td>
</tr>
<tr>
<td>Student Activities</td>
<td>24</td>
</tr>
<tr>
<td>Special Education</td>
<td>25</td>
</tr>
</tbody>
</table>

## Nondiscrimination Policy

It is the policy of the Cleveland Public Schools ISD # 391 not to discriminate on the basis of race, color, national origin, creed, religion, sex, and marital status, status with regard to public assistance, age or disability. No-one will be excluded from participation in, be denied the benefits of, or otherwise subjected to discrimination or sexual harassment under any educational program or in employment, recruitment, access to course offerings, curriculum content, consideration of selection from any full or part time educational program or activity conducted by Independent School District 391.
REGISTRATION & GRADE REPORTING
Course registration for the 2019-2020 school year will get underway in the Spring with the distribution of registration materials. Parent/s or guardians and students will be invited to visit with the counselor concerning scheduled programs.

- Students must earn at least 24 credits to graduate.
- Any student failing to meet credit requirements will need to make-up the deficiency during the succeeding semester, summer, night school or when possible. Students may repeat a course for which they have received a failing mark for, but the failing mark will remain on the transcript.
- All program or schedule changes must go through the Counseling Office. Students seeking to add a course to their schedule must do so within the first five school days the class is in session. No additional classes will be added after that time period. A course may be dropped within the first ten school days the class is in session without penalty. After ten school days, any course that is dropped will result in a letter grade of "F" (semester grade) being recorded for the dropped course.

Definition of Terms:
Credit:
- Course Credit (1.0) Granted for successful completion of a course meeting one period each day, Monday through Friday, for the school year.
- One half Credit (0.5) Granted for successful completion of an eighteen week course which meets one period each day, or a course which meets every other day all year.
- One quarter Credit (0.25) Granted for successful completion of a course which meets every other day for a semester; Youth Service for a semester; Jazz 1, 2, Orange, and Black all year.

Requirement:
- Refers to a course or standard which must be satisfactorily completed in order to qualify for graduation. Cleveland High School students must be enrolled in at least six classes through grade 12.

Elective: Not required; a course that may be taken to earn credit for graduation.

Honor Roll
To be included in the Cleveland Public School Honor Roll, students must be enrolled on site in Cleveland High School courses. A minimum of 4 courses during the 7 period day must be Cleveland High School courses. Excluded are: Online, PSEO, courses offered outside the 7 period day, or any other off site course. Honor Roll is published periodically throughout the school year.

Honor Graduates
Graduating seniors with high scholastic standing will be recognized as follows: Students with a 3.33 and above Cumulative Grade Point Average in grades 9-12 will be designated Honor Graduate. Grade Point Averages are based up through first semester of senior year.
Cleveland High School Graduation Requirements
Students must successfully complete the following high school level credits for graduation:

- **4 credits of English/Language Arts** sufficient to satisfy all of the academic standards in English language arts

- **3 credits of Mathematics** including a Pre-Calculus credit or its equivalents, sufficient to satisfy all of the academic standards in mathematics

- **3 credits of Science** including at least one credit of biology, one credit of chemistry or physics, and one elective credit of science sufficient to satisfy all chemistry or physics standards, and all other science standards

- **4 credits of Social Studies** encompassing at least United States history, geography, government and citizenship, world history and economics sufficient to satisfy all of the academic standards in social studies

- **1 credit of the Fine Arts** sufficient to satisfy all of the state or local academic standards in the arts

- **1.50 credits Physical Education/Health** a minimum of .25 credit must be earned in Health

- **1 credit in Business/Technical Education**

- **.25 credit of College/Career Readiness**

- **Elective credits to equal 24 total credits**
Art

391-105  Art 7

Art 7 is a one quarter required course for 7th grade students. Students get an introduction to the Art Elements and Principles of Design through hands-on, creative projects, exploring various media (i.e. drawing, painting, ceramics, and printmaking) and art history/appreciation.

391-106  Art 8

Art 8 is a one quarter required course for 8th grade students. Students continue to learn the Art Elements and Principles of Design through new hands-on, creative projects, exploring various media (i.e. drawing, painting, ceramics, mixed-media) and art history/appreciation.

391-102  Art Foundations

Art Foundations is a one semester elective course for freshmen, sophomores, juniors and seniors. Coursework focuses on historical aspects of art, art appreciation/aesthetics, and creative application through studio work. Students explore a variety of art materials, processes, concepts, elements, principles, perspectives and skills, both traditional and non-traditional and participate in exhibitions of their own work.

391-103  Digital Graphics

Digital Graphic Arts is a one semester elective course for freshmen, sophomores, juniors and seniors. This technology in Art class provides students the opportunity to explore and understand computer, photographic, and graphic technologies in order to enhance the creation of original art forms. Through the course of different “hands-on” projects, research, study of art history, teamwork, and problem-solving students learn art and design vocabulary, concepts and processes. (Potential for Minnesota College Credit Certificate to be awarded upon successful completion of course requirements.)

391-108  Contemporary Art

Contemporary Art is a one semester elective course for freshmen, sophomores, juniors and seniors. Coursework focuses on contemporary (current) artists through art appreciation/aesthetics, visual problem-solving, personal expression, historical, social and cultural connections and creative application through studio work. Students in this course will experience a wide range of fine art first-hand through gallery/museum/exhibition trip(s). Students explore a variety of challenging themes, art materials, processes, concepts, elements, principles, perspectives and skills, both traditional and non-traditional and participate in exhibitions of their own work.

391-108B  Contemporary Creative Studio

Contemporary Creative Studio is a one semester elective course for freshmen, sophomores, juniors and seniors. This is designed as a continuation of fall semester Art courses. It is intended for students to continue to explore different media, concepts, processes, art history, appreciation/aesthetics, and to develop a unique style of expression with a strong focus on contemporary (current) artists, innovative, non-traditional and contemporary techniques and themes. Students will propose specific media they wish to develop more
thoroughly and effectively apply the basic elements of art and principles of design, create a series of work and maintain a sketchbook to document process, reflection and learning.

**Business Technology**

**391-144  Keyboarding Applications 7**

Keyboarding Applications 7 is a one quarter required course for 7th grade students. The course focuses on expanding students keyboarding skills. The course utilizes the Microsoft Office Suite, e-mail and Internet software applications. This is a hands-on class with limited amounts of lecture and note taking.

**391-143  Business Applications 8**

Business Applications 8 is a one quarter required course for 8th grade students. The course focuses on the Microsoft Office Suite and will expand the skills learned in Keyboarding and Software Applications 7. This is a hands-on class with limited amounts of lecture and note taking.

**391-142  Business Technology 9**

Business Technology 9 is a one semester required course for 9th grade students. The Business Technology 9 curriculum blends fundamental business knowledge and technology proficiency; thus preparing students to live and work as productive citizens in a global society. Topics include: Financial Responsibility and Decision Making; Planning and Money Management; Credit and Debt; Risk Management and Insurance; and Saving and Investing. Students will use appropriate technology to complete assignments using word processing, graphics, multimedia, and spreadsheets.

**391-140  Accounting**

Accounting is a year-long elective for juniors and seniors. The focus of the course is to provide an understanding of the flow of a business transaction through the accounting cycle, to teach the necessity for accurate records and to provide a foundation for further study in business administration and accounting. Practical application of procedures will be performed on the computer as well as on paper. A practice simulation will be completed.

**391-141  Introduction to Business/Marketing**

Introduction to Business/Marketing is a year-long (two semester) elective for sophomores, juniors and seniors. Students find out what it takes to market a product or service in today's fast-paced business environment. They learn the fundamentals of marketing using real-world business examples. They learn about buyer behavior, marketing research principles, demand analysis, distribution, financing, pricing, and product management. (Minnesota College Credit Certificate awarded upon successful completion of course requirements.)

**391-145  Computer Science/Coding**

The course introduces important concepts and principles in programming and lays the foundations for achieving advanced programming skills. The course covers various concepts in programming including variables, decision statements, loops, and functions. It also covers the basics in Web Design and Game Development giving students ample experience in a variety of computer programming languages.

**College/Career Readiness**
College/Career Readiness 9

College/Career Readiness 9 is an individualized required course for freshmen. Students explore options for future life choices, beginning with self-awareness. Students use Minnesota Career Information System (MCIS), an electronic portfolio they will update throughout high school.

College/Career Readiness 10

College/Career Readiness 10 is an individualized required course for sophomores. Students continue work on their Personal Learning Plan in Minnesota Career Information System (MCIS). They also spend a day at South Central College, interacting with career mentors and touring the school.

College/Career Readiness 11

College/Career Readiness 11 is an individualized required course for juniors. These students take the ACT test. After, students meet with the counselor to discuss results and review their Personal Learning Plan. Students are expected to do a job shadow and visit colleges to prepare for after high school.

College/Career Readiness 12

College/Career Readiness 12 is an individualized required course for seniors. Seniors select and apply to colleges, work to complete graduation requirements, and complete a postsecondary plan, including financial aid and scholarships for college. They meet with the counselor and other mentors, identifying options for work, college, or military service.

Health & Physical Education

Physical Education 7

Physical Education 7 is a one semester required course for 7th grade students. The focus of the course will allow students to demonstrate knowledge of basic physical fitness components, basic rules and mechanics of skills progression, develop levels of sportsmanship and maintain physical fitness levels. Students are required to participate daily and dress appropriately for class (tennis shoes, shorts or athletic pants, and shirts with sleeves).

Heath and Fitness 8 (fall semester)

Health and Fitness 8 is a required course for 8th grade students. The course will develop an understanding of the decision-making processes in health related topics; growth and development, communicable/non-communicable diseases, nutrition, chemical health, consumer health, aging, injury prevention. This class will allow students to use a variety of learning styles to demonstrate their understanding of health concepts. This course will stress the importance of life-long wellness habits. This course has a dual focus on health issues and physical fitness.

Physical Education 8 (spring semester)

Physical Education 8 is a three quarter required course for 8th grade students. The focus of the course will allow students to demonstrate knowledge of basic physical fitness components, basic rules and mechanics of skills progression, develop levels of sportsmanship and maintain physical fitness levels. Students are required to participate
daily and dress appropriately for class (tennis shoes, shorts or athletic pants, and shirts with sleeves).

391-161  Physical Education 9

Physical Education 9 is a required course for freshmen. The focus of the course will allow students to demonstrate knowledge of basic physical fitness components, basic rules and mechanics of skills progression, develop levels of sportsmanship and maintain physical fitness levels. Students are required to participate daily and dress appropriately for class (tennis shoes, shorts or athletic pants, and shirts with sleeves).

391-160  Health and Fitness 10 (fall semester)

Health and Fitness 10 is a required course for sophomores. The course will develop an understanding of the decision-making processes in health related topics; growth and development, communicable/non-communicable diseases, nutrition, chemical health, consumer health, stress management, and CPR. This class will allow students to use a variety of learning styles to demonstrate their understanding of health concepts. This course will stress the importance of life-long wellness habits. This course has a dual focus on health issues and physical fitness.

391-160B  Physical Education 10 (spring semester)

Physical Education 10 is a required course for sophomores. The focus of the course will allow students to demonstrate knowledge of basic physical fitness components, basic rules and mechanics of skills progression, develop levels of sportsmanship and maintain physical fitness levels. Students are required to participate daily and dress appropriately for class (tennis shoes, shorts or athletic pants, and shirts with sleeves).

Music

391-129  Junior High Band

Junior High Band is a year-long (2 semester) elective for 7th and 8th grade students. The focus of the course is to learn the fundamentals of playing an instrument through performance and the study of basic musicianship. Junior band members are required to perform at the winter and spring concerts, Memorial Day and graduation. (Prerequisite: Director Approval).

391-120  Senior Band

Senior High Band is a year-long (2 semester) elective for juniors and seniors. The focus of the course is to expand on the fundamentals of playing an instrument at a high level by performing with top artistic standards. Senior band members are required to perform at the winter and spring concerts, Veteran’s Day, pep events, state contest and graduation. (Prerequisite: Director Approval)

391-1210  Clipper Band

Clipper Band is a year-long (2 semester) elective for freshmen and sophomores. The focus of the course is to expand on the fundamentals of playing an instrument at a high level by performing with top artistic standards. Clipper Band members are required to perform at the winter and spring concerts, Veteran’s Day, pep events, state contest and graduation. (Prerequisite: Director Approval)

391-121  Jazz 1
Jazz 1 is a year-long (2 semester) elective for grades 11-12. Jazz 1 meets one day a week and is made up of auditioned and selected members of the CHS student body. The class provides the opportunity to perform in a jazz band setting at the most dedicated, focused and highest levels. Jazz I members are required to perform at the winter and spring concerts, at state and local contests and at nationwide festivals. (Prerequisite: Director Approval)

**391-122 Jazz 2**

Jazz 2 is a year-long (2 semester) elective for grades 11-12. Jazz 2 meets one day a week at 7:00 am and is made up of auditioned and selected members of the CHS student body. The class provides the opportunity to perform in a jazz band setting. Jazz II members are required to perform at the winter and spring concerts, at state and local contests and at nationwide festivals. (Prerequisite: Director Approval)

**391-123 Jazz Orange**

Jazz Orange is a year-long (2 semester) elective for grades 9-10. Jazz Orange meets one day a week. The class provides the opportunity for anyone interested to perform in a jazz band setting. Jazz Orange members are required to perform at the spring concert. (Prerequisite: Director Approval)

**391-124 Jazz Black**

Jazz Black is a year-long (2 semester) elective for grades 9-10. Jazz Black meets one day a week. The class provides the opportunity for anyone interested to perform in a jazz band setting. Jazz Black members are required to perform at the spring concert. (Prerequisite: Director Approval)

Zero Hour jazz band courses are classified as an Extracurricular Activity on the 9-12 Transcript.

**Mathematics**

**391-196 Pre-Algebra 7**

Pre-Algebra is a year-long (2 semester) required course for 7th graders. The main focus is basic operations of whole numbers, fractions, decimals, percentages, and integers. The student will also work on solutions of first degree equations, exponents, and basic graphing. This course is required to prepare students for Algebra in 8th Grade as the state requires.

**391-195 Linear Algebra 8**

Linear Algebra is year one of algebra for 8th graders. The focus of this class will be the language of algebra, solving and analyzing linear equations and inequalities, the study of functions and patterns, solving systems of linear equations and inequalities, polynomials, radical expressions and triangles, statistics and probability. (Prerequisite: Pre-Algebra)

**391-193 Non-Linear Algebra 9**

Non-linear Algebra is year two of algebra for 9th graders. The focus of this class will be function notation, drawing graphical conclusions, factoring, quadratic equations and
inequalities, exponential growth and decay, absolute value, extension of parallel and perpendicular lines. (Prerequisite: Linear Algebra)

391-192   Geometry

Geometry is a year-long (2 semester) required course for sophomores and juniors. The course focuses on the concepts of geometry such as area, volume, congruence, similarity and various theorems and postulates. This course is required for graduation. (Prerequisite: Non-linear Algebra)

391-191   Pre-Calculus

Pre-Calculus is a year-long (2 semester) math course for juniors and seniors. The course focuses on relations, functions, graphs, trigonometry, logarithms, and statistics. This course will help students prepare themselves for college courses. (Prerequisite: Geometry and Non-Linear Algebra)

391-1913   General Math 11

General Math is a year-long (2 semester) math course for juniors and seniors who completed Informal Geometry. Some areas covered will be the topics not reached in the Informal Geometry, along with some Trigonometry basics (which were highlighted in Non-Linear Algebra) and Basic Statistics. If time allows, there will be some more practice with quadratics.

391-1915   Advanced Algebra 11 (fall semester-juniors)

Advanced Algebra 11 is a one semester course that will help 11th grade students prepare for the spring CITS College Algebra Course. Some of the topics that will be covered are conic sections, sequences, series and combinations, along with a more in-depth study of quadratic functions.

CITS-422   CITS College Algebra (spring semester-juniors)

3 credits

This course is for juniors upon meeting the qualifications for a CITS class. The following will be covered in this class: The real numbers, first degree equations and inequalities with word problem applications and linear graphs. Second degree equations, and inequalities in one and two variables with the quadratic formula and graphs. Relations, functions, absolute value, and variation. Exponential and logarithmic functions with applications. Polynomial equations, and complex numbers. Systems of equations and inequalities.

CITS-425   CITS Short Course Calculus (fall semester-seniors)

3 credit

This course is for seniors upon meeting the qualifications for a CITS class. A brief survey of calculus including some integration. Review of real numbers, graphing, functions, and inequalities, derivatives, limits, and continuity. Differentiation techniques including chain rule and implicit differentiation. Applications of the derivative to maximum and minimum including cost, revenue, and profit functions. The definite and indefinite integral with applications to the physical, social, and behavioral sciences. Logarithmic and exponential functions with applications of growth, decay and populations. Students planning to enroll in more than one semester of calculus should begin in Math 2011.
CITS-423  CITS Trigonometry (spring semester-seniors)
2 credits

This course is for juniors upon meeting the qualifications for a CITS class. The following will be covered in this class: Study of angles in degree and radian measure. Trigonometric functions of angles in a coordinate system and in triangles. Solutions of triangles and applications. Solutions of trigonometric identities and equation. Graphs of the trigonometric functions and inverses.

391-190  Math Analysis 12

Math Analysis 12 is a senior-level math course for students needing to fulfill math graduation credits.

English/Language Arts

391-175  English 7

English 7 is a year-long (two semester) required course for 7th grade students. The course will focus on literature from various genres including fiction, nonfiction, poetry, and drama. Writing exercises will include responding to literature, basic grammar usage and mechanics, and basic paragraph and essay writing skills.

391-174  English 8

English 8 is a year-long (two semester) required course for 8th grade students. The course will focus on literature from various genres including fiction, nonfiction, poetry, and drama. Writing exercises will include responding to literature, basic grammar usage and mechanics, and basic paragraph and essay writing skills.

391-173  English 9

English 9 is a year-long (two semester) required course for freshmen. The course will focus on all aspects of the English language. Grammar and punctuation, writing, studying, vocabulary and spelling, reading, and speaking skills will be examined each quarter. This is a continuation and further development of skills already introduced in previous grades.

391-172  English 10

English 10 is a year-long (two semester) required course for sophomores. This course will focus on the continuing study of literature and writing. Grammar and punctuation, writing, studying, reading, and speaking skills will be examined each quarter. Vocabulary and spelling, analogies, and Greek and Latin roots will also be covered. Research paper writing technique and oral communication are focused upon during the second semester. The MCA-III test in reading, required for graduation in the state of Minnesota, is taken during the second semester.

391-171  English 11

English 11 is a year-long (two semester) required course for juniors. This course will focus on the continuing study of literature and writing, especially that of American authors. Grammar and punctuation, writing, studying, reading, and speaking skills will be examined each quarter. Vocabulary and spelling, analogies, and Greek and Latin roots will also be covered.
English 12

English 12 is a year-long (two semester) required course for seniors. This course will focus on the continuing study of literature and writing and will prepare students for the transition between high school and college level English. Vocabulary, spelling, and analogies will also be covered. Students will learn to write with clarity and style and become acquainted with various organizational types of writing including: sentence structure, paragraph writing, essay writing, and letter writing. Research technique will also be reviewed. Novels will consist of literature from both British and world literature. Students will become both critical and analytical readers.

Advanced English 12 (fall semester)

Advanced English 12 is a semester-length, half-credit English course, offered in conjunction with the College in the Schools (CITS) Introduction to Literature course. Together, the two meet specific national common core standards and statewide benchmark standards. This course will focus on the continuing study of writing skills and will prepare students for the transition to college-level English. Standard composition skills including five-paragraph essay, writing for varying purposes including information, process description, narrative, and argument, business letter writing, advanced grammar concepts, and a brief review of the research writing process will be covered in preparation for college-required composition courses.

Introduction to Literature: Poetry, Drama, Narrative (spring semester)

4 credits

ENGL 1001W; 4 credits; University of Minnesota
Prerequisites: Must be a high school senior, be in the top 30% of the class, and have passed with “meets or exceeds” scores on the MCA-III reading test

Introduction to Literature is a semester-length, 4-credit course offered through the University of Minnesota as an element of the College in the Schools (CIS) program. The focus of the course is critical reading, writing, and discussion of selected modern novels, poems, and short stories. Texts are examined from multiple viewpoints, examining the works for themes, narratives, style, and theory. Students can expect to be challenged by the work in this course as a preparation for further college coursework.

Science

Life Science 7

Life Science 7 is a year-long (two semester) required course for 7th graders. Life Science is an introductory class to will help students understand how cells work and how cells make our body work. Students also learn about other forms of living things such as animals, plants, bacteria and protozoans.

Earth Science 8

Earth Science is a year-long (two semester) required course for 8th graders. Earth Science 8 is an introductory class that studies the structure and process of earth along with the surrounding universe. This class will include class work, lab work and field studies. (Prerequisite: Life Science 7)

Physical Science 9
This course is designed to show the reliability of measurements in calculations through experiments. The mathematics needed to view the physical world is reviewed. Topics include motion, momentum, gravity, work, and energy. The second semester introduces concepts related to heat, sound, light electricity, magnetism, and atomic theory.

Outcomes: I. Students will be able to apply physics to everyday life. II. Meet the Minnesota State Requirements for Physical Science

391-202 Biology

Biology is a year-long (2 semester) required course for sophomores. Biology is the study of life and its interaction with the surrounding environment. This is accomplished through labs and field work. (Prerequisite: Physical Science 9)

391-201 Chemistry

Chemistry is a year-long (2 semester) elective course for juniors and seniors. Chemistry is the study of chemical reactions, chemical composition and the chemical makeup of our world. The course includes lab and class work. (Prerequisite: Physical Science and Algebra I)

391-200 Advanced Chemistry

This is an in-depth study of the principles of chemistry with emphasis on atomic structure, molecular structure, periodic relationships, chemical nomenclature, stoichiometry, chemical bonding, the mole concept, and chemical reactions.

CITS-421 CITS Human Anatomy/Physiology 2020
4 credits

This course is for seniors upon meeting the qualifications for a CITS class. Human Anatomy/Physiology is a one semester elective course for seniors. Students will study the structural and functional aspects of the organ systems of man. This class will include biochemistry, tissues, bones, muscles and the nervous systems.

CITS-421B CITS Human Anatomy/Physiology 2021
4 credits

This course is for seniors upon meeting the qualifications for a CITS class. Human Anatomy/Physiology is a one semester elective course for seniors. The course is the second section of human anatomy and continues the study of the human body systems, starting with the five senses, the covering the circulatory system, immune system, digestive system, excretory system and reproductive systems. (Prerequisite: Human Anatomy 2020)

Social Studies

391-185 Social Studies 7: American History

Early American History is a yearlong (2 semester) required course for 7th grade students. The course studies are focused on American History from 1800 to the present. Emphasis will be on the post-Revolutionary War era, the early 1800’s and Westward Expansion. The course includes readings from text, primary and secondary sources.

391-184 Social Studies 8: World Geography
World Geography is a year-long (2 semester) required course for 8th grade students. The course studies are focused on physical and cultural world geography. The course includes readings from text and various geographic sources such as maps and atlases.

**391-183 Civics 9**

Civics is a one semester required course for freshmen. The course studies are focused on American government, political system and citizenship. The course includes readings from text, primary and secondary sources. (Fall semester only)

**1391-183 Geography 9**

Geography is a one semester elective course for freshmen. The course studies the cultural aspects of world geography. We will analyze how different cultures in the world interact. The course includes readings from the text and various resources. (Spring semester only)

**391-182 American History 10**

American History is a year-long (2 semester) required course for sophomores. The course studies are focused on American History, with emphasis on the Civil War to the present. The course includes readings from text, primary and secondary sources.

**391-381 World History 11**

World History is a year-long (2 semester) required course for juniors. The course studies are focused on world history from the beginning of time to the present. We also spend some emphasis on the Holocaust. The course includes readings from text, primary and secondary.

**391-180 Economics 12**

Economics is a one semester required course for seniors. The course studies are focused on Macroeconomics, American and global economic systems. The course includes readings from text, primary and secondary sources. (Fall semester only)

**391-180B American Government 12**

American Government is a one semester elective course for seniors. The course studies are a more in depth follow up to Civics and focuses heavily on current local, state, national and world news events. The course includes readings from text, primary and secondary sources. (Spring semester only)

**391-186 Advanced Economics 12 (fall semester)**

Advanced Economics is a one semester course for juniors and seniors planning on taking second semester CITS Political Science. The course studies are focused on Macroeconomics, American and global economic systems. The course includes readings from text, primary and secondary sources.

**CITS-429B POL 1001: Title: American Democracy in a Changing World (spring semester)**

4 credits

This course asks a series of questions about what the United States is and what it has meant to over the past 140 years. Students explore struggles that have impacted American
life for over a century and remain critical today. Through analysis of primary sources and scholarship, the course asks: What is America? Who is an American? What is the place of the US in the world? How have race, class, gender, immigration, sexuality (and conflict over all of these) shaped this country? What roles have youth, the government, mass movements, wars, international affairs, energy, and technology played in these conflicts? Questions of diversity, social justice, social power, prestige, and privilege stand at the center of the course. More than a history of cultural diversity, this course examines which Americans have had power and how they have used that power both to literally shape the face of this nation and to limit and expand the economic, social and political rights of citizens, indigenous people, and immigrants alike.

Course work will focus on close examination of crucial events that frame the context of these important historical topics. Throughout, we will develop our analysis keeping in mind the global context from which the United States emerged. Primary sources (documents produced in the time period under study), the writings of historians (called secondary sources) as well as a textbook (a tertiary source) will be used throughout the course to expand on these topics. We will explore the process in which historians use evidence to produce knowledge about the past, including the value and limitations of historical sources.

**Spanish**

**391-116 Exploratory Spanish 7**

Exploratory Spanish 7 is a one quarter required course for 7th grade students. Students will learn basic conversation in Spanish and explore geography, culture, and history related to Spanish Speaking countries.

**391-115 Exploratory Spanish 8**

Exploratory Spanish 8 is a one quarter required course for 8th grade students. Students will continue to learn basic conversation in Spanish and explore geography, culture, and history related to Spanish Speaking countries.

**391-112 Spanish 1**

Spanish 1 is a year-long (2 semester) elective for freshmen, sophomores, juniors and seniors. The course emphasizes the language skills in listening, reading, speaking, and writing by focusing on the application of simple grammatical concepts. As a result of successful completion of this course, a student will be able to listen to elementary Spanish with increasing comprehension; develop Spanish vocabulary for practical, everyday use; speak with sufficient correct pronunciation to be understood; read and write simple Spanish paragraphs and become informed and sensitive to relevant aspects of Hispanic culture.

**391-113 Spanish 2**

Spanish 2 is a year-long (2 semester) elective for sophomores, juniors, and seniors, or students who have successfully completed Spanish level 1. In this course students will continue to increase their knowledge of the Spanish language and culture. The development of understanding, speaking, reading and writing continues to be the major objective of the course. Students will expand vocabulary, use more complex grammatical structures, and learn a number of verb tenses. (Prerequisite: Successful completion of Spanish 1.)

**American Sign Language**
American Sign Language 1

American Sign Language 1 is a year long course that introduces students to the skills needed to communicate with people who are Deaf. Students will focus on language development including vocabulary, numbers, fingerspelling, asking questions and responding to questions. Students will also gain an understanding of Deaf Culture, Deaf History and historical figures that have impacted the Deaf Community/community at large.

Business/Technical Education

PLTW Design & Modeling 7

Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. They work in teams to design a playground and furniture, capturing research and ideas in their engineering notebooks. Using Autodesk® Inventor design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions.

PLTW Automation & Robotics 8

Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

PLTW Gateway; Energy and the Environment, Space and Flight.

This is a Project lead the way class and each quarter a unit will covered:

Energy & the Environment
Students are challenged to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They design and model alternative energy sources and evaluate options for reducing energy consumption.

Flight & Space
The exciting world of aerospace comes alive through Flight and Space. Students explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil. Custom-built simulation software allows students to experience space travel.

Electricity & Electronics

This is an entry-level semester-long course in AC and DC circuit theory. This course covers Ohm’s Law, power, series, parallel and series-parallel circuits, network theorems, magnetism and electromagnetism, analog DC measuring instruments. Electronics laboratory activities include circuit construction, testing and troubleshooting. The balance of the semester is dedicated to an introduction to residential electrical wiring. Laboratory activities will include electronic experiments, soldering, and wiring a variety of typical home circuits.

Robotics Engineering

During this semester-long robotics course students will be learning about the general components and systems associated with modern day robots through the use of Vex Robotics. These include basic concepts of mechanics, engineering, and computer programming along with learning effective communication, teamwork and problem solving.
skills. During the process students will have a hands-on approach to learning through the application of math, physics, science, and computer programming.

**391-152 Introduction to Engineering**  
**PLTW Pathways**

This course is an continuation to problem solving and design as related to engineering. Using Autodesk® Inventor design software, students create a virtual image of their designs. The software provides the foundation for modeling team projects and individual solutions to design briefs.

**391-1510 Advanced Topics**

This is an advanced course that requires the student to be self-motivated and is a semester-long course to study the various power and energy systems which may include the following: small engines, hydraulics, pneumatics, and alternative sources. The primary units of study include 2 and 4 cycle engines. The students will demonstrate learning through teardown and reassembly of small engines.

**391-150 Wood Processes and Production**

This semester-long course gives an introduction to hand tools and woodworking machine skills and safety. Wood materials and processes in construction will be studied while students build a wood project of their choice using basic construction methods. Using Autodesk® Inventor design software, students create a virtual image of their project design. Material costs will be the responsibility for the student.

**391-151 Welding Processes and Production**

Welding Processes & Production builds on the basic skills all welders need to master in order to become a good welder. Students will learn how to do oxyacetylene welding and cutting, brazing, metal inert gas (MIG) welding, shielded arc welding, and reading working drawings. Using Autodesk® Inventor design software, students create a virtual image of their project design. The students will also learn how to test welds and how to build welded projects.

**Other Educational Options**

**391-503 Youth Service**  
**.50 credit per year**

Youth service is a semester or year-long elective for sophomores, juniors and seniors. Students will be required to serve in the capacity of a helper, tutor, volunteer, and/or worker in the school. Students will be assigned to assist a teacher/staff member. Youth Service workers must meet all their obligations in order to receive their credit. Participation is subject to permission by the principal and counselor. Students may be interviewed by the principal and or teacher before being placed as a youth service worker. Students who are not assigned as Youth Service Worker will be required to take another class or placed in a study hall. Students are limited to only one period of youth service per day.

**391-504 Peer Tutoring**  
**(Grades 9-12)**  
**No credit**

Students will serve in the capacity of a tutor for school. Participation is subject to permission by the principal and counselor.
College Classes at Cleveland High School
College In The Schools (CITS)

The College in the Schools program is offered through Fond Du Lac Community College and the University of Minnesota. These classes are college level classes taught by Cleveland High School instructors during the regular school day. Juniors and seniors are able to earn both high school and college credit for various courses without having to leave the building. There are certain criteria that a student will need to meet before being admitted into the College in the Schools program, which will vary from course to course.

Grading: Fond Du Lac Community College does not give shaded grades (+, -) on official transcripts. Therefore, students may have two separate grades on their High School and College transcripts. For example: a student who earns a B+ for their Cleveland grade in the CITS class will have a B+ appear on their Cleveland High School Transcript. Their Fond Du Lac transcript will record a B, as they do not add + or - to their grading.

Admissions Requirements for CITS Students:

Admissions standards: enrollment shall be available to juniors and seniors enrolled through any Minnesota secondary school who present evidence of the ability to perform college work.

Such evidence includes the following:

1. Juniors: class rank in the upper one-third of their class or a cumulative GPA of 3.0 or higher to qualify to take the Accuplacer test. If they meet the minimum score requirements on the Accuplacer, they may be eligible for college courses at Cleveland High School.

2. Seniors: class rank in the upper one-half of their class or a cumulative GPA of 2.5 or higher to qualify to take the Accuplacer. If they meet the minimum score requirements on the Accuplacer, they may be eligible for college courses at Cleveland High School.

College Courses-Minnesota College Credit-Agreements

Some courses at Cleveland High School offer MN College credit by the Southern Minnesota Perkins Consortium. This means that high school students may take certain classes at Cleveland High School and earn college credit at participating colleges if they fulfill the necessary course requirements. The following Cleveland courses have such a college credit agreement:

Business/Technical Education:

Accounting

Intro. to Business/Marketing

Art:

Digital Graphics

Alternative Learning Experiences:

Post-Secondary Enrollment Options
Beginning in 1985, the Minnesota State Legislature made it possible for high school juniors and seniors to attend a college/university or technical college, either full- or part-time, at no cost to the student. The intentions of the Legislature were to 1) promote rigorous educational pursuits and 2) provide a wider variety of options for students.

Any eleventh or twelfth grade public high school student may enroll either full- or part-time in non-sectarian courses at eligible post-secondary institutions such as the University of Minnesota and its branches, state universities, community colleges, area technical colleges, or a Minnesota two or four-year liberal arts, residential degree-granting private school. Students should check with the counselor for specific requirements. Students take post-secondary courses for high school credit. Students must meet with the high school counselor to work on admissions qualifications, daily schedules, credit checks, and other important PSEO information.

PSEO and CITS classes are not weighted. Students will earn more credit for these classes, but they will not be weighted any higher than other courses.

**PSEO Credit Conversion**

- 4 College Credits = 1 Cleveland Credit
- 3 College Credits = .75 Cleveland Credit
- 2 College Credits = .50 Cleveland Credit
- 1 College Credit = .25 Cleveland Credit

**High Step Health Academy:**

High-STEP Health Science Academy—a dynamic, regional partnership between secondary and postsecondary education, business, and community—is to provide secondary students with health science coursework and work-based learning experiences, to excite and prepare them for health science and technology careers. Students wanting to participate in High Step have to apply by spring of the prior year in order to take these courses.

**SCHOOL BOARD POLICIES RELATING TO THE POST SECONDARY OPTIONS ACT**

**Post-Secondary Options Policy**

**Junior and Senior Level Students Attending Post Secondary Institutions for One or More Classes**

1. Students wishing to exercise their right to enroll in courses at post-secondary institutions are to follow the procedures outlined below:
   a. Secure an application for admission from the post-secondary admissions office/website.
   b. Submit application for admission to college.
   c. If a student does obtain admission, a copy of the admission letter should be presented to the Superintendent.
   d. The student will provide the Counselor or Principal with information regarding what course(s) he/she wishes to enroll in.
   e. Once the above procedures have been completed the student will meet with the counselor for scheduling purposes.
f. Students must bring the MDE PSEO form to be filled out by the Counselor at least two days ahead of the due date.

2. Students and parents should also be aware of the following policies:
   a. Grades received at post-secondary institutions will be included in high school GPA computation.
   b. PSEO and CITS courses are not weighted any differently from high school courses.
   c. Once a student begins a course at a post-secondary institution, that block of scheduled time will be set aside for the entire high school semester. If a student decides to drop a course prior to completion of the quarter/term, or fails to enroll in the subsequent quarter/term, the student may re-enroll in the high school at the beginning of the next semester.
   d. If a student would decide to drop one of our courses to enroll in a course at the post-secondary institution, our regular drop policy would be used.
   e. Once a student's schedule is set, these students are to leave and return to the high school campus as scheduled by the counseling office. This applies to part time students only.
   f. Post-Secondary Options students will have the same graduation requirements as regular students.
   g. Post-Secondary students are responsible for their college/PSEO deadlines. All paperwork that needs to be completed by the counseling office needs to be given at least two days notice.

**Online Learning Options**

**I. Purpose**

The purpose of this policy is to recognize and govern online learning options of students enrolled in the school district for purposes of compulsory attendance.

**II. General Statement Of Policy**

A. The school district shall not prohibit an enrolled student from applying to enroll in online learning.

B. The school district shall grant academic credit for completing the requirements of an online learning course or program.

C. The school district shall allow an online learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district.

D. The school district shall continue to provide non-academic services to online learning students.

E. Online learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.

F. To the extent the school district provides curriculum to resident students that has both physical and electronic components, the school district must make the electronic component accessible to a resident student in a home school at the request of the student or the student's parent or guardian, provided that the school district does not incur more than an incidental cost as a result of providing access electronically.

**III. Definitions**
A. "Online learning" is an interactive course or program that delivers instruction from a teacher to a student by computer, is combined with other traditional delivery methods that include frequent student assessment and may include actual teacher contact time, and meets or exceeds state academic standards.

B. "Online learning student" is a student enrolled in the school district for purposes of compulsory attendance and enrolled in an online learning course or program delivered by an authorized provider.

C. "Online learning provider" is another school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students.

IV. Procedures

A. Dissemination and Receipt of Information
   a. The school district shall make available information about online learning to all interested people. The school district may utilize the list of approved online learning providers and online learning courses and programs developed, published, and maintained by the Minnesota Department of Education.
   b. The school district will receive and maintain information provided to it by online learning providers.

B. Students
   a. A student may apply to an online learning provider to enroll in online learning. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.
   b. An online learning student must notify the school district before the midpoint of the current term if taking an online learning course or program if the school district is not providing the online learning.
   c. An online learning provider will notify the school district and the student within ten (10) days of acceptance of the student’s online learning course or program and hours of instruction.
   d. An online learning student may complete coursework at a grade level that is different from the student’s current grade level.
   e. Cleveland Public School will only pay for a maximum of 3.5 credits per year for an individual student. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for payment of any tuition or course fees.

C. Classroom Membership and Teacher Contact Time
   a. The school district may reduce an online learning student’s regular classroom instructional membership in proportion to the student’s membership in online learning courses.
   b. The school district may reduce the teacher contact time of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.
   c. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the
computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher with a Minnesota license.

D. Academic Credit; Graduation Standards or Requirements
   a. The school district shall apply the same graduation requirements to all students, including online learning students.
   b. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.
   c. The school district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with the Minnesota Department of Education.
   d. The school district shall count secondary credits granted to an online learning student toward its graduation and credit requirements.
   e. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.

Online Learning

We recommend that students enroll in courses offered at Cleveland High School. Online classes are traditionally more difficult because there is not face-to-face interaction with the instructor. Cleveland High School believes that a student requires self-motivation to successfully complete online courses.

The Cleveland High School counselor verifies student enrollment for online courses. Students under 18 years of age must have parental consent to take online courses. Academic responsibility falls to the student and parent. Cleveland has no control over the online teacher or online course curriculum. Academic notifications are sent to the student and parent only. Cleveland is not obligated to ensure that the student is passing their online courses. The final online grade earned by a student will show up on the student's Cleveland transcript.

If your student is taking an online course as part of their school day they will be assigned a study hall for that period. Students are expected to report to their study hall and then will have access to a computer. If students are abusing their computer privileges during this time, their use will be suspended and the student will be responsible to complete their online coursework at home.

Cleveland’s scheduling policy remains in effect for online courses. Students have the first 5 days of the semester to add a class to their schedule. After those 5 days, students cannot add any classes. Students can drop a class without penalty during the first 10 days of the semester. After those 10 days, if a student drops a class, they will receive a F on their transcript for that class.

In order to get grades submitted to Cleveland on time, the online semester ends a week prior to Cleveland’s semester end date. Students must be finished with all work at this time, in order to get grades submitted. If students are not finished with their course by the time grades are submitted to the district, students will earn a F on their transcript, even if the online transcript records the grade as an Incomplete. Cleveland does not record
Incompletes on transcripts. All Incomplete grades are recorded as F’s. Extensions will not be allowed unless extreme unusual circumstances arise and an administrator approves an extension.

**COLLEGE BOUND STUDENTS**

Admission requirements vary greatly from school to school, and sometimes depend upon the student's selected course of study. Criteria considered typically include class rank, college entrance exam scores, GPA, and high school course distribution. In other words, your choice of high school courses, and how you do in these courses, will affect your future college admission. It is recommended that students take two years of a foreign language, although it is not required to graduate from Cleveland High School, many colleges require it for admission.

**NCAA GUIDE FOR THE COLLEGE-BOUND STUDENT-ATHLETE**

If you are planning to enroll in college as a first-year student and you wish to participate in NCAA Division I or Division II athletics, you must be certified by the NCAA Initial-Eligibility Clearinghouse. The Clearinghouse ensures consistent application of NCAA initial-eligibility requirements for all prospective student-athletes at all member institution.

**STUDENT ACTIVITIES**

<table>
<thead>
<tr>
<th>Academic Competitions</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Bowl</td>
<td>Band</td>
</tr>
<tr>
<td></td>
<td>Jazz Band</td>
</tr>
</tbody>
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<tr>
<th>Boys' Athletics</th>
<th>Publications</th>
</tr>
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<tbody>
<tr>
<td>Basketball - CHS</td>
<td>School Yearbook</td>
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<tr>
<td>Baseball - CHS</td>
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<tr>
<td>Cross Country - Loyola</td>
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<tr>
<td>Football - CHS</td>
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<td>Golf -St. Peter HS</td>
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<td>Hockey - Le Sueur-Henderson/St. Peter HS</td>
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<td>Track - Loyola</td>
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<tr>
<td>Wrestling - Tri City United</td>
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<tr>
<th>Girls' Athletics</th>
<th>Student Government</th>
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<tbody>
<tr>
<td>Basketball - CHS</td>
<td>Class Officer (Grades 7-12)</td>
</tr>
<tr>
<td>Cross Country - Loyola</td>
<td>Student Council (7-12)</td>
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<tr>
<td>Golf - St. Peter HS</td>
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<tr>
<td>Hockey - Le Sueur-Henderson/St. Peter HS</td>
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<tr>
<td>Softball - CHS</td>
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<tr>
<td>Tennis - Le Sueur-Henderson/St. Peter HS</td>
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<th>Student Organizations</th>
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<tr>
<td>National Honor Society</td>
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<td>SADD</td>
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Special Education

The special education department at Cleveland Public School serves students in Federal Setting 1, 2 and 3 programs. Cleveland Public School has students that receive services in a Resource, EBD, Life Skills and ASD program. There are also services provided for Speech, Occupational Therapy, Physical Therapy and DAPE. Each student receiving special education services has a case manager and an IEP team that includes a psychologist, administrator and general education teachers. Any questions regarding a student’s educational needs can be directed to his or her personal case manager.

The services provided at Cleveland Public School are not solely provided from one program. The courses are on a continuum of needs determined by academic, functional and behavior needs. All students with special education services have opportunities to receive services in the following courses based on IEP team decisions.

ENGLISH

391-611  English 7 Skills  Grade 7  IEP
State Code 23201 English/Language Arts–Support Services
Students will develop functional reading, writing and listening skills. The course will build on students’ prior knowledge of grammar, vocabulary, word usage, and mechanics of writing.

391-610  English 8 Skills  Grade 8  IEP
State Code 23201 English/Language Arts–Support Services
Students will develop functional reading, writing and listening skills. The course will build on students’ prior knowledge of grammar, vocabulary, word usage, and mechanics of writing.

391-609  English 9 Skills  Grade 9  IEP
State Code 23201 English/Language Arts–Support Services
The course will focus on all aspects of the English language. The course will build on reading, listening comprehension and basic writing skills. Students will develop functional reading, writing and listening skills.

391-608  English 10 Skills  Grade 10  IEP  
**State Code 23201 English/Language Arts–Support Services**
Students gain additional language arts skills in reading, writing, listening and speaking skills. *The MCA-III test in reading, required for graduation in the state of Minnesota, is taken during the second semester.*

391-607  English 11 Skills  Grade 11  IEP  
**State Code 23201 English/Language Arts–Support Services**
Students gain additional language arts skills in the study of literature and writing. Content varies according to individual student needs but may include analyzing and evaluating literature, expanding academic vocabulary, writing essays and research papers, writing for different purposes, and preparing oral presentations.

391-606  English 12 Skills  Grade 12  IEP  
**State Code 23201 English/Language Arts–Support Services**
The focus is on the most basic literacy skills of the English language in order to help students increase their ability to function independently at home and in the community. The students work toward a mastery of writing simple sentences, using proper subject/verb agreement, proper punctuation, and understandable ideas. The course also covers reading and oral comprehension.

MATHEMATICS

391-605  Math 7 Skills  Grade 7  IEP  
**State Code 23210 Mathematics–Support Services**
This course will focus on mastering math skills and concepts. Topics may include data analysis, problem solving strategies, preparation for algebra and/or geometry, and numerical operations.

391-604  Math 8 Skills  Grade 8  IEP  
**State Code 23210 Mathematics–Support Services**
This course emphasizes proficiency in skills involving numbers and operations, measurement, and simple functions. Topics may include algebra and geometry.

391-603  Consumer Math Skills 1  Grade 9-12  IEP  
**State Code 23213 Technical/Consumer Math–Support Services**
This course emphasizes building math skills for practical application.

391-602  Consumer Math Skills 2  Grade 9-12  IEP  
**State Code 23213 Technical/Consumer Math–Support Services**
This course emphasizes building math skills for practical application. Students will work with money management. Basic math skills will be included in the curriculum.

391-601  Consumer Math Skills 3  Grade 9-12  IEP  
**State Code 23213 Technical/Consumer Math–Support Services**
This course is designed for students to learn math skills that they will encounter in the real world including creating a budget, earning a paycheck, paying bills, and banking skills. A review of basic math concepts will be included in the curriculum throughout the school year.

391-600  Consumer Math Skills 4  Grade 9-12  IEP  
**State Code 23213 Technical/Consumer Math–Support Services**
This course is designed for students to learn technical math skills that they will encounter in the real world. A review of math skills including, but not limited to, whole number
operations, fractions and decimals may be included in the curriculum. Students will continue practicing math calculation, time/time management, and measurement.

OTHER
391-506 Life Skills 1 Grades 11-12 IEP
State Code 23283 Living Skills–Support Services
Courses in this classification provide skills and strategies necessary for living within the setting most appropriate to student needs. Topics may include, but are not limited to, interactions with others, budgeting, domestic skills, accessing available resources, emergency skills and disability awareness and disclosure. Some courses include securing and maintaining employment. Instruction varies with the students and their needs.

391-5011 Life Skills 2 Grades 11-12 IEP
State Code 23281 Teen Relationships/Family Living–Support Services
Courses in this classification vary widely. They often address issues pertaining to communication, self-awareness and advocacy, relationships and family life. Topics may include, but are not limited to, peer pressure, self-esteem, stress, family roles and responsibilities, friendships and dating. Some courses may address child development and responsible parenting. Instruction varies with the students and their needs.

391-509 Transition Strategies Grades 11-12 IEP
State Code 23280 Transition Strategies–Support Services
The course provides strategies and experiences in functional living skills. The goal the course is readying students to live as independently as possible. Instruction varies with the students and their needs.

391-624 Skills Study Hall Grades 9-12 IEP
State Code 23271 Quiet Study–Support Services
Courses in this classification offer a quiet study/assignment completion period.

391-624 Skills SOS Grades 9-12 IEP
State Code Not State Reported

SCIENCE
Curriculum for the Science skills courses will be designed in conjunction with the cooperating teachers. Students may attend the regular course but follow a modified curriculum. The state code will be modified accordingly.

391-623 Life Science 7 Skills Grade 7 IEP
State Code 23220 Science–Support Services or 03158 Life Science

391-622 Earth Science 8 Skills Grade 8 IEP
State Code 23223 Earth Science–Support Services or 03001 Earth Science

391-621 Physical Science 9 Skills Grade 9 IEP
State Code 23221 Physical Science–Support Services or 03159 Physical Science

391-620 Biology Skills Grade 10 IEP
State Code 23222 Biology/Life Science–Support Services or 03051 Biology

391-618 Chemistry Skills Grades 11-12 IEP
State Code 23221 Physical Science–Support Services or 03101 Chemistry
SOCIAL

Curriculum for the Social skills courses will be designed in conjunction with the cooperating teachers. Students may attend the regular course but follow a modified curriculum. The state code will be modified accordingly.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade(s)</th>
<th>Code Type</th>
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<tbody>
<tr>
<td>391-617</td>
<td>Social Studies 7 Skills</td>
<td>Grade 7</td>
<td>IEP</td>
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<tr>
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<td><em>State Code 04437 Social Studies (Grade 7)</em></td>
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<tr>
<td>391-616</td>
<td>Social Studies 8 Skills</td>
<td>Grade 8</td>
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<td><em>State Code 04438 Social Studies (Grade 8)</em></td>
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<tr>
<td>391-615</td>
<td>Civics 9 Skills</td>
<td>Grade 9</td>
<td>IEP</td>
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<td><em>State Code 23232 Civics/Government–Support Services</em></td>
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<tr>
<td>391-615B</td>
<td>Geography 9 Skills</td>
<td>Grade 9</td>
<td>IEP</td>
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<td><em>State Code 23233 Geography/Human Geography–Support Services</em></td>
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<td>391-614</td>
<td>American History 10 Skills</td>
<td>Grades 10</td>
<td>IEP</td>
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<td></td>
<td><em>State Code 23230 U.S. History–Support Services</em></td>
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<td>391-613</td>
<td>World History 11 Skills</td>
<td>Grade 11</td>
<td>IEP</td>
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<td><em>State Code 23231 World History–Support Services</em></td>
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<td>391-612</td>
<td>Economics 12 Skills</td>
<td>Grade 12</td>
<td>IEP</td>
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<td><em>State Code 23235 Economics–Support Services</em></td>
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