



Jordan School District #717  
Workshop Meeting Agenda

Monday, January 24, 2022 at 6:30 PM  
Workshop Meeting  
CERC Multi-purpose Room  
500 Sunset Drive; Suite 3  
Jordan, MN 55352

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1. Overview of Kindergarten Registration and Update	2
2. Kindergarten video	
3. Overview of Middle School Registration	12
4. Overview of High School Registration	73

# Countdown to Kindergarten

Jordan Elementary School 2022-2023

Class of 2035



**JORDAN**

# Kindergartener 2022-2023

## Identification Process

- Child Find/Census
- District Office Spreadsheet/ Data Collection
- Cross-Reference Enrollment Data with JPS  
Preschool and St. John the Baptist School

# ENROLLMENT TRENDS

## Projected Enrollment

2018-19: 123  
2019-20: 111  
2020-21: 95  
2021-22: 116

## Actual Enrollment

2018-19: 115  
2019-20: 133  
2020-21: 107 (14 JVA Students)  
2021-22: 127

- 2021-22 - 223 students were eligible for Kindergarten
  - 14 - enrolled at St. John's
  - 11 - attended elsewhere or home school
  - 19 - moved out of district
  - 21 - no response last year
  - 10 - stayed in Pre-K
  - 3 - SEE K students
- 21 students did not register July or August

# PLANNING SESSIONS AND TOPICS

**JORDAN**

## December

- CE brochure
- Communicate registration window
- Kindergarten Teachers and Principal Planning
  - Highlights of district, school, K Programming, & frequently asked questions from families
- District Curriculum/Tech Advisory feedback

## January

- Admin team-collaboration, input and feedback
- Board Work Session-input and feedback
- Social media blasts
- Kindergarten video/presentation to families

## February

- Countdown to K social media blasts highlighting programming
- Family checklist
- K Round Up: in-person visit/event for incoming Ks and families
- Registration deadline 2/15/22

## March

- Follow up with K families via email and mailings (who did not attend Round Up)

## April

- Plan and budget for staffing and resources for fall

# TEACHING STAFF

## Teaching Staff – Students per class

2018-19	-	6 teaching staff	-	19-20 / class
2019-20	-	6 teaching staff	-	22-23 / class
2020-21	-	6 teaching staff	-	15-16 / class
2021-22	-	6 teaching staff	-	20-21/class

- 2021-22 - 1 teacher added in August 2021 due to enrollment increase
- 2022-2023 - K class size threshold is 24/room, 25 slated/room with 148 probable K students

# 2022-23 ENROLLMENT

## 2022-23 projections

- 202 potential kindergarten students
- 34 summer birthdays
- 20 potential St. John students (St. John's can only enroll 24)
  
- 148 probable kindergarten students
- For the Adopted Budget, a projection of 110 kindergarten students will be assumed unless there is more/new information

# COMMUNICATION TIMELINE



[CLICK to view  
internal editorial  
calendar](#)

## December

Prime advertisement in print and online Community Ed & Rec Brochure

## January

- Social media, district marquee, Peachjar, websites, targeted postcard, targeted emails, and reminder at Preschool conferences
- JI newspaper article (registrations due 2/15)
- Principal update School Board
- Family Information Night (in-person/live streaming)

## February

- K video/presentation to families and website information updated, targeted emails and social media continue
- In-person visit/event for Ks and families

## March

Social media communications, targeted emails, and phone calls to families to register

## April

Social media communications, targeted emails, and phone calls to families to register

## May

Social media communications, targeted emails, and phone calls to families to register

## Jun-Aug

Emails, mailings, and social media messages about specific K programming and to-dos for families

# TENTATIVE DATES AND FUTURE COMMUNICATIONS

\* These dates may change if district calendar changes

**January 27**

“Welcome to Jordan Elementary School!”-an in-person/live streamed school event for families to learn more about Kindergarten at JES

**February 15**

Submit registration forms online

**February 24**

“Welcome to Kindergarten!”- an in-person event to welcome families and students to Kindergarten

**February-May**

Social Media and various communications sent to families about Kindergarten registration and programming.

**June-Aug**

Phone calls made to K families not registered yet for the fall. Summer communications for Kick Start to Kindergarten

**Aug 29-30**

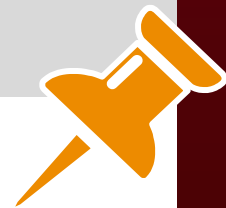
Kick Start to Kindergarten (all K students attend)

**Sep 1-2**

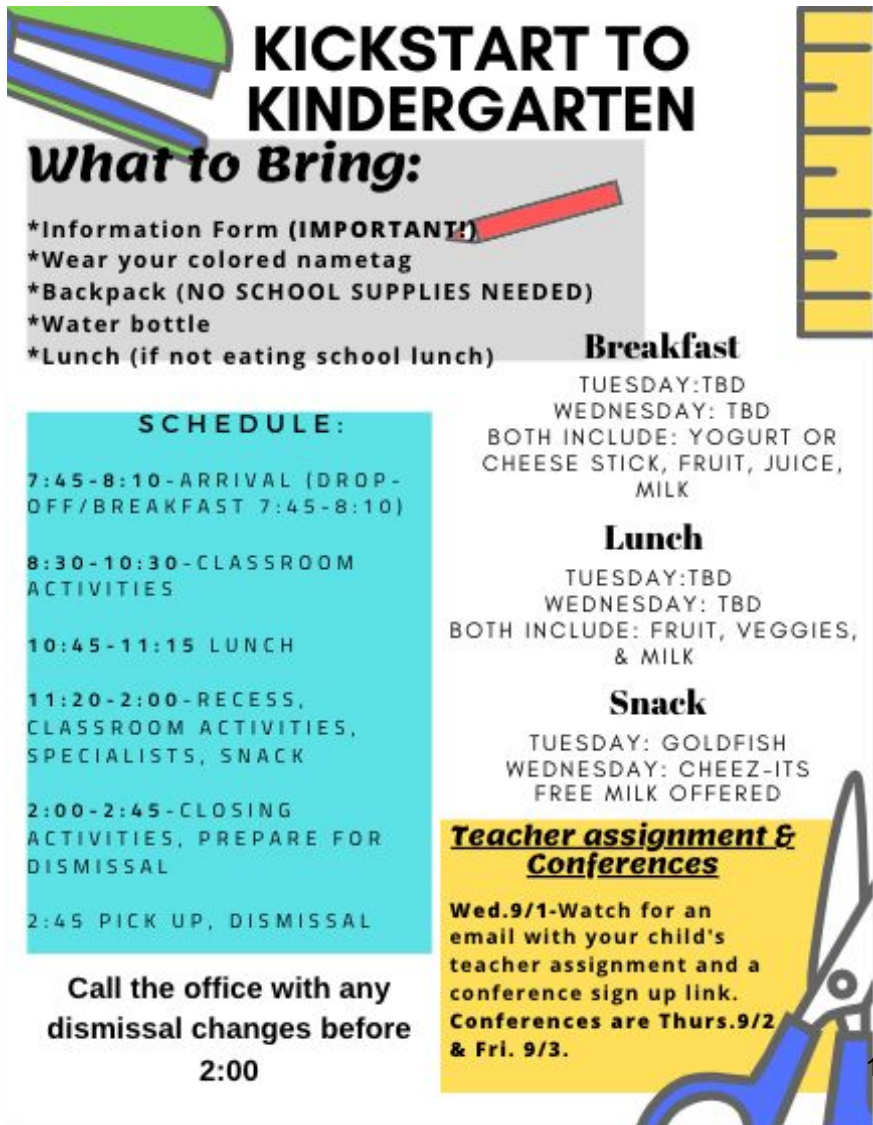
Kindergarten Back to School Conferences (evening and day times available)

**Sep 6**

First official day of school for Kindergarten



# KICK START TO KINDERGARTEN



**KICKSTART TO KINDERGARTEN**

**What to Bring:**

- \*Information Form (IMPORTANT!)
- \*Wear your colored nametag
- \*Backpack (NO SCHOOL SUPPLIES NEEDED)
- \*Water bottle
- \*Lunch (if not eating school lunch)

**SCHEDULE:**

7:45-8:10-ARRIVAL (DROP-OFF/BREAKFAST 7:45-8:10)

8:30-10:30-CLASSROOM ACTIVITIES

10:45-11:15 LUNCH

11:20-2:00-RECESS, CLASSROOM ACTIVITIES, SPECIALISTS, SNACK

2:00-2:45-CLOSING ACTIVITIES, PREPARE FOR DISMISSAL

2:45 PICK UP, DISMISSAL

**Breakfast**

TUESDAY:TBD  
WEDNESDAY: TBD  
BOTH INCLUDE: YOGURT OR CHEESE STICK, FRUIT, JUICE, MILK

**Lunch**

TUESDAY:TBD  
WEDNESDAY: TBD  
BOTH INCLUDE: FRUIT, VEGGIES, & MILK

**Snack**

TUESDAY: GOLDFISH  
WEDNESDAY: CHEEZ-ITS  
FREE MILK OFFERED

**Teacher assignment & Conferences**

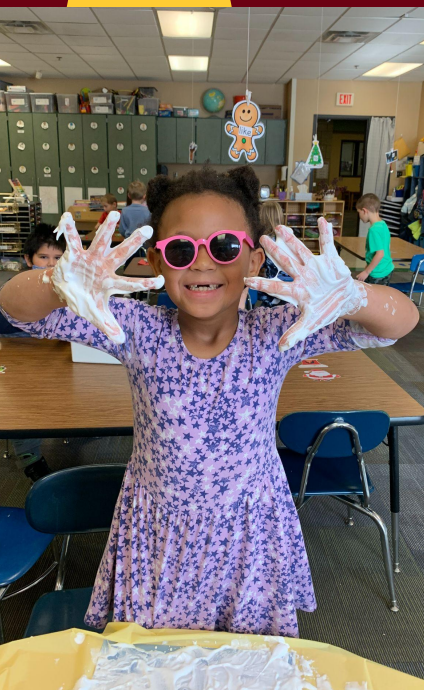
Wed.9/1-Watch for an email with your child's teacher assignment and a conference sign up link. Conferences are Thurs.9/2 & Fri. 9/3.

Call the office with any dismissal changes before 2:00

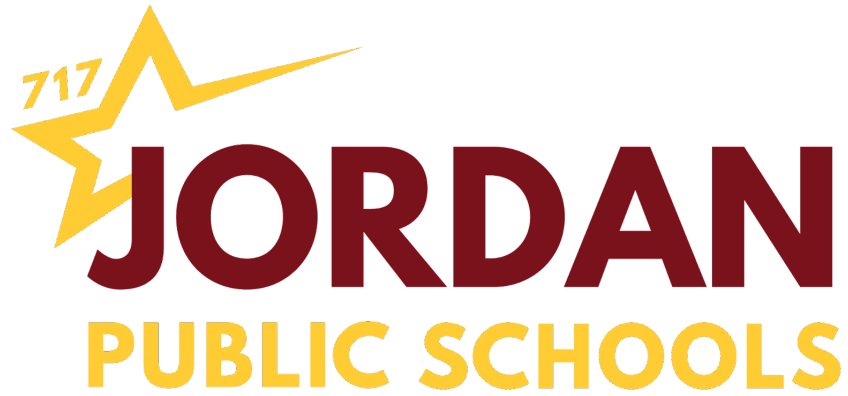
- August 29 and 30, 2022
- 8:10am -2:50pm
- Transportation is provided (if needed)
- FREE of charge – considered first days of learning for students

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# QUESTIONS/COMMENTS/FEEDBACK



**JORDAN**



# Grade 5 Course Handbook 2022-2023

**Benjamin Bakeberg**

Principal

(952) 492-2332

bbakeberg@isd717

***Inspire a caring community to ignite learning, innovation, and success for all.***

- ***Jordan Public Schools Mission Statement***

Jordan Public Schools believe in the potential of every learner and that education enables future opportunity and success. We accept the responsibility of providing an educational system that positions our graduates with the knowledge, understanding, skills, and character traits they need to fulfill their individual promise for success and achieve their personal best. They deserve a school program grounded by a compelling purpose and our best efforts to achieve it.

Jordan Middle School provides a learning environment that nurtures the cognitive, physical, social, and emotional needs of 5th, 6th, 7th, and 8th graders. The staff provides challenging courses for all students and opportunities for students to explore new interests, comprehensive personal wellness education, a safe school environment, and a personalized school climate that provides support and adult guidance.

Adolescence is a distinctive developmental stage characterized by significant growth and change. Experts tell us that adolescence today starts earlier and lasts longer than in previous generations. Understanding the adolescent experience is foundational to creating and implementing a successful middle level education system. In developing our middle school program, we paid particular attention to the following areas:

- Physical Development/Brain Development - Bodies and brains of adolescents grow and mature. They face coordination issues and restlessness. Their brains are refining and pruning some connections and strengthening others as their abilities to plan, reason, anticipate consequences, pay attention, and make decisions continue to develop.
- Intellectual Development - Reasoning, understanding, and the ability for abstract thought grows significantly. To make sense of the world, adolescents prefer real-life learning experiences in areas they find useful or interesting.
- Social Development - Interest and capacity for more mature interaction with groups and individuals may not develop with the same speed as bodies and intellect. Adolescents need to belong; they test limits; they want to be like their peers.
- Emotional/Psychological Development - Adolescents are searching for their own independent, adult identity. They may be moody or restless; they are frequently self-conscious and highly sensitive to criticism. They are likely to believe their experiences and feelings are unique.
- Moral/Ethical Development - The ability to make positive choices grows in adolescence. This involves a transition from a focus on self to considering the rights and feelings of others. Idealism and a strong sense of fairness develop, along with a set of personal values. Shades of gray in moral issues may replace what has always appeared black and white.

We believe understanding adolescent development and brain research supports our focus on relevance, choice, real-life experiences, and positive relationships. It makes full consideration of these issues a necessity for a successful middle level school program. We will respond to these adolescent development issues and their environmental, curricular, and instructional implications through the core principles and strategies that guide our work.

### **Middle School Mission:**

The mission of our Middle School is to foster a culture of belonging and to inspire high expectations for achievement through instructional practices that embrace individual differences and learning styles. The middle school provides an environment that allows transition for students as they move from elementary into high school years. Middle school education provides solid standards-based interdisciplinary core courses and diverse exploratory and elective options with the goal of preparing students for Jordan High School and beyond.

### **Transition to Jordan Middle School**

- **Core Curriculum**
  - Jordan Middle School will build on the foundational personalized core developed at Jordan Elementary School with interdisciplinary standards-based core instruction. Grade level teams will collaborate on interdisciplinary instruction in the areas of reading, language arts, science, social studies, and math. Advanced and remedial courses are offered for students to meet their instructional needs.
- **Exploratory Courses**
  - The goal of exploratory classes at the middle school level is to provide a diverse exploratory option for ALL students at JMS. These courses capitalize on the curiosity of middle level learners while exposing them to a wide range of topics in order to discover new ideas or skills they may not know they have.
- **Elective Courses**
  - Elective courses at Jordan Middle School are taught with the goal of providing student choice to expand and explore student interests. These classes include choices such as band and choir.
- **Academic Support Courses**
  - Students not meeting grade level standards will be scheduled into a support course(s) to address the identified need. These students will have the option of choosing an exploratory/elective once this need has been addressed.
- **Advisory**
  - Advisory is a class designed to encourage team building, school participation, and serve as a support system for students at Jordan Middle School. Curriculum for Advisory is designed to support students with their social/emotional, academic, and college & career readiness needs.
  - Students will participate in weekly Social Emotional activities provided by the Student Support Team during advisory. These activities will center around building skills in the areas of academic success, character building, coping strategies, and other tools to address student needs.
  - All students will be assigned to an Advisory class and advisor for the entire year. Students will meet in Advisory daily but will not earn grades in this class.

### **What is the scheduling process for 5th grade?**

The registration process for middle school students is very straightforward. Below are the important details:

- In 5th grade, students will automatically be scheduled into grade level core and exploratory classes.
  - Students will be placed into support classes following spring testing to ensure proper placement.
    - Criteria outlined in the course handbook will be followed.
    - There is an appeals process located at the end of the registration materials that must be completed should you choose to appeal your student's course placement.
- Elective courses are scheduled based on the number of students who requested the course.

### **What should I do to register my 5th grader?**

- If your student was enrolled in Jordan Public Schools for the current school year, their enrollment is automatically rolled forward for the upcoming academic year.
- 5th grade students are required to choose *at least one* of the performance electives for their elective hour.
  - Choir (Every Other Day)
  - Band (Every Other Day)
  - Band and Choir
- Students choosing band **and** choir will not be scheduled into the elective wheel courses.
- Students who meet the district approved criteria for reading and/or math support will be scheduled into support courses in place of their elective wheel and/or music choice.

Sample Student Schedule

<h1>Grade 5</h1>			
<b>1</b>	<b>Advisory</b>		
<b>2</b>	<b>Language</b>		
<b>3</b>	<b>Reading</b>		
<b>4</b>	<b>Science</b>		
<b>5</b>	<b>Social Studies</b>		
<b>6</b>	<b>Lunch and WIN (What I Need)</b>		
<b>7</b>	<b>Math</b>		
<b>8</b>	<b>Exploratory Hour</b>		
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td><b>Physical Education</b></td> <td><b>Art Creative Connections</b></td> </tr> </table>	<b>Physical Education</b>	<b>Art Creative Connections</b>
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<b>9</b>	<b>Elective Hour Options</b>		
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td><b>Band</b></td> <td><b>5th Grade Academy Make it or Break It Fitness and Recreation Jordan and the World Around Us</b></td> </tr> </table>	<b>Band</b>	<b>5th Grade Academy Make it or Break It Fitness and Recreation Jordan and the World Around Us</b>
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\*Actual placement of elective and exploratory courses will be finalized with development of master schedule.

## CORE COURSES

(All course offerings for Jordan Middle School are subject to change based on final budget reductions.)

<b>Reading 5/Language 5</b>	<b>Full Year, Every Day</b>
<p>The goal of Reading 5/Language Arts 5 is to improve critical thinking, reading, writing, speaking, and listening skills. Students complete journals and essays, read a variety of literature, perform a wide range of writing assignments, and study grammar as well as usage. Literature genres include poetry, short stories, non-fiction, novels, mythology and legend, and drama. This course is offered as a two hour block of study.</p>	

<b>Math 5</b>	<b>Full Year, Every Day</b>
<p>Math 5 is based on the Minnesota Standards for Mathematics in the areas of number and operation, algebra, geometry and measurement, and data analysis. Skills in multiplication and division are reinforced. The addition and subtraction of fractions and decimals is covered in depth with like and unlike denominators. A more thorough understanding of variables in equations is required. Surface area and volume is introduced. Finally, students learn to interpret data through mean, median, and range.</p>	

<b>Science 5</b>	<b>Full Year, Every Day</b>
<p>Science 5 is based on the Minnesota Standards for Science in the areas of physical science, earth and space science, life science, and the history of science and engineering. Science skills from the earlier years are reinforced. Students will focus on developing an understanding of the scientific practices to demonstrate an understanding of the core ideas. These practices include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations. Students will be actively involved in experiments, activities, projects, and class discussions.</p>	

<b>Social 5</b>	<b>Full Year, Every Day</b>
<p>In Social 5, students explore the history of North America in the period before 1800. They learn about complex societies that existed on the continent before 1500, and subsequent interactions between indigenous peoples, Europeans and Africans during the period of colonization and settlement. Students will examine regional economies and learn that profit motivates entrepreneurs (such as early American fur traders). They trace the development of self-governance in the British colonies and identify major conflicts that led to the American Revolution. In addition, they analyze the</p>	

debates that swirled around the creation of a new government and learn the basic principles of democracy that were set forth in the Declaration of Independence, the Constitution, and the Bill of Rights.

### **EXPLORATORY COURSES**

The goal of exploratory classes at the middle school level is to provide a diverse exploratory option for ALL students at JMS. These classes capitalize on the curiosity of middle school learners while exposing them to a wide range of topics in order to discover new ideas or skills they may not know they have.

<b>Physical Education 5</b>	<b><i>Full Year, Every Other Day</i></b>
<p>In this course, students will have the opportunity to participate in physical activity in a variety of settings including individual and team sports, cooperative games, and fitness based activities. Every effort will be made to help each student recognize significant gains in their overall fitness level as they learn sportsmanship, improve self-esteem, and have fun engaging in physical activity.</p>	
<b>Art 5</b>	<b><i>Semester, Every Other Day</i></b>
<p>In Art 5, students complete a variety of projects using many different media. Drawing, painting, printmaking, sculpture, and ceramics are all explored at various times throughout the course. Along with art production, students will learn about the elements of art. Students will learn about art history through the study of different artists and cultures, as well as aesthetics and critical analysis of works of art.</p>	
<b>Creative Connections</b>	<b><i>Semester, Every Other Day</i></b>
<p>This engaging class will begin by teaching students technology foundations to prepare students for middle school and beyond. Students will then explore their individual creativity using technology applications and presentations skills with the goal of highlighting a student's individual passion project.</p>	
<b>5th Grade Academy</b>	<b><i>Quarter, Every Other Day</i></b>
<p>5th Grade Academy is a class solely dedicated to support students in the transition to middle school. This interactive class will focus on technology basics at JMS, organization strategies and communication skills, while embedding internet safety, social media and health choices for students.</p>	

<b>Make It or Break It</b>	<b><i>Quarter, Every Other Day</i></b>
<p>This hands-on class will allow students' imaginations to run wild! Students will be provided a problem and will gather information to solve that problem through creation, collaboration, invention, and learning. Final grades will be posted on a pass/fail basis on student report cards.</p>	

<b>Jordan and the World Around Us</b>	<b><i>Quarter, Every Other Day</i></b>
<p>In this class, students will research the rich history of the community of Jordan, the state of Minnesota, and the world around them. The students will be challenged to research, understand, and apply how interconnected the rich culture of the world around them is. Final grades will be posted on a pass/fail basis on student report cards.</p>	

<b>Fitness and Recreation</b>	<b><i>Quarter, Every Other Day</i></b>
<p>The goal of this course is to motivate and teach students how to live a healthy lifestyle. Students will be given the opportunity to try many types of fitness activities. Also covered in this class will be the areas of nutrition, managing stress, personal fitness plans, and goal setting. Final grades will be posted on a pass/fail basis on student report cards.</p>	

### **ELECTIVE COURSES**

Elective classes at Jordan Middle School are taught with the goal of providing student choice to expand and explore student interests. These classes include choices such as band and choir and classes to support individual student needs. Students not meeting grade level standards in reading and/or math will be scheduled into a class to address this need. These students will have the option of choosing an elective once they are meeting standard.

<b>Band 5</b>	<b><i>Full Year, Every Other Day</i></b>
<p>Band 5 students learn and develop instrumental music skills. Students will explore a variety of music genres and styles and perform at three concerts throughout the year. In addition to participating in the class as part of the full band, students will receive small-group lessons on a regular basis. Students will be expected to practice on their own outside of school.</p>	

<b>Choir 5</b>	<b>Full Year, Every Other Day</b>
<p>Choir 5 is an introduction to singing and musical literacy in a group setting. Singers will learn about music elements (form, rhythm, melody, harmony, etc.) in a rehearsal setting. There will be a focus on group cooperation. There are three evening performances per year.</p>	

**ACADEMIC SUPPORT COURSES**

Students will be scheduled into academic support courses based on student need with the ultimate goal of supporting academic, social, and emotional growth. Depending on the students' individual schedule, these courses will take the place of a core, exploratory, or elective option for students.

<b>EL</b>	<b>Full Year</b>
<p>Only students whose first language is not English are eligible for this course. The level of coursework is based on the previous year's ACCESS scores. Students will have the opportunity to increase English language skills in reading, writing, speaking, and listening with the goal of fluent academic and social language proficiency. Students will be given support in their core classes, as needed. Final grades will be posted on a pass/fail basis on student report cards.</p>	

<b>Math Intervention 5</b>	<b>Based on Student Need</b>
<p>The purpose of this course is to give students a boost in their basic math skills. As a large group, students will review the math lesson when needed and pre-teach upcoming lessons. The majority of time will be spent in small groups. In small groups, students will work on math skills that develop their basic math knowledge. Students will get extra math help for classroom assignments and extra practice on the Minnesota State Math Standards. This class is in addition to the students' core math class. Final grades will be posted on a pass/fail basis on student report cards.</p>	
<b>Entrance Criteria</b>	<b>Exit Criteria</b>
<ul style="list-style-type: none"> <li>● <b>Review of past data.</b> <ul style="list-style-type: none"> <li>○ <b>MCA:</b> Partially Meet Standard</li> <li>○ <b>FAST:</b> Some/High Risk</li> <li>○ Teacher Recommendation</li> <li>○ Universal Screening Data</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● MCA: Meets or Exceeds</li> <li>● FAST: Grade Level</li> <li>● Teacher Recommendation</li> <li>● Universal Screening Data</li> </ul>

<b>Reading Intervention 5</b>	<b>Based on Student Need</b>
<p>The purpose of this course is to give students a boost in their reading skills. In large group and small group settings, students will be supported on individual skills to assist in the progression toward grade level standards. This class is in addition to the students' core reading class. Final grades will be posted on a pass/fail basis on student report cards.</p>	
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### SPECIAL EDUCATION SERVICES

<b>Applied Skills</b>	<b>Based on IEP Minutes</b>
<p>Applied Skills is designed for students who have an Individualized Educational Plan (IEP). They have been identified as a student with a deficit in reading, writing, listening skills, math, oral expression, social, or study skills. Instruction is developed based on individual student needs. It is designed to teach students strategies to enable them to become successful in their academic, social, and community settings. The students receive direct instruction in their identified skill area.</p>	

<b>Positive Learning Understanding Self (PLUS)</b>	<b>Based on IEP Minutes</b>
<p>PLUS class is designed for students who have an Individualized Education Plan (IEP). Students identified for this class have demonstrated a need for organizational skills, stress management, goal setting, test taking, social skills, self-advocacy, study skills, and problem solving skills. The instruction is developed based on each student's individual needs and will support students in their educational, emotional, and behavioral growth. It is designed to teach students strategies to enable them to become successful in their academic, social, and community settings. The students receive direct instruction in their identified skill area.</p>	

<b>Communication Strategies</b>	<b>Based on IEP Minutes</b>
<p>This class is designed for students who have an Individualized Educational Plan (IEP). Students identified for this class have demonstrated a need for communication skills,</p>	

organizational skills, stress management, goal setting, test taking, social skills, self-advocacy, study skills, and problem solving skills. The instruction is developed based on each student's individual needs and will support students in their educational, communication, emotional, and behavioral growth. It is designed to teach students strategies to enable them to become successful in their academic, social, and community settings. The students receive direct instruction in their identified skill area.

<b>Life Skills</b>	<b><i>Based on IEP Minutes</i></b>
<p>This class is designed for students who have an Individualized Educational Plan (IEP). Students identified for this class have demonstrated a need for functional skills, communication skills, organizational skills, stress management, goal setting, test taking, social skills, self-advocacy, study skills, and problem solving skills. The instruction is developed based on each student's individual needs and will support students in their educational, functional, communication, emotional, and behavioral growth. It is designed to teach students strategies to enable them to become successful in academic, social, and community settings as well as gaining independent skills. The students receive direct instruction in their identified skill area.</p>	

<b>Speech and Language</b>	<b><i>Based on IEP Minutes</i></b>
<p>This service is designed for students who have an Individualized Educational Plan (IEP) due to their communication and language needs. Scheduling is done on an individual basis.</p>	

<b>Developmental Adapted Physical Education (DAPE)</b>	<b><i>Based on IEP Minutes</i></b>
<p>DAPE is for students who qualify for the services through an assessment process. This class is for students who need to work on extra skills that are used in physical activities. We focus on lifelong health activities and skills the student would be doing in their General Physical Education class. As a whole, we want the student to have more practice time to work on skills so they can have more inclusion in their General Physical Education class.</p>	

## **Scheduling Appeals Process**

### **Math Appeals**

- Students must test out of the pre-requisite course using an end of course assessment in order to advance.
- Follow District acceleration criteria.

### **Appeals in ALL Other Disciplines**

- If not initially invited into the course by initial identification, the student and parent(s) must:
  - Complete the written Appeal Request Form.
    - Available from the building administration or counselor
  - Building Administrator(s) and school staff review the student's file including:
    - Core Data (as described above in Identification)
    - Other Supplementary Data, such as:
      - Subject-specific scores on standardized tests
      - Subject-specific grades and GPA (i.e. Math GPA, Science GPA, etc., NOT overall GPA)
      - Work samples
  - Building Administrator(s) reviews the student's file and supplementary data with parents.
    - The Building Administrator will be the final authority on ALL appeals.

## **Schedule Change Process**

In order for a schedule change to be approved, your student needs to complete the following steps:

1. Speak with the teacher of the class wishing to be dropped.
2. Fill out the "Schedule Change Request" form, located in the main office with Mrs. Kochlin or Mrs. Meyer.
3. Mr. Bakeberg and Mrs. Meyer make the final approval of the schedule change request.
4. Requests are not considered after the course has been in session for one week.

Please note schedule changes will be considered up to the final day of the second week of the semester.



# Grade 6 Course Handbook 2022-2023

**Benjamin Bakeberg**  
Principal  
(952) 492-2332  
bbakeberg@isd717.org

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success for all.***

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- Physical Development/Brain Development - Bodies and brains of adolescents grow and mature. They face coordination issues and restlessness. Their brains are refining and pruning some connections and strengthening others as their abilities to plan, reason, anticipate consequences, pay attention, and make decisions continue to develop.
- Intellectual Development - Reasoning, understanding, and the ability for abstract thought grows significantly. To make sense of the world, adolescents prefer real-life learning experiences in areas they find useful or interesting.
- Social Development - Interest and capacity for more mature interaction with groups and individuals may not develop at the same speed as bodies and intellect. Adolescents need to belong; they test limits; they want to be like their peers.
- Emotional/Psychological Development - Adolescents are searching for their own independent, adult identity. They may be moody or restless; they are frequently self-conscious and highly sensitive to criticism. They are likely to believe their experiences and feelings are unique.
- Moral/Ethical Development - The ability to make positive choices grows in adolescence. This involves a transition from a focus on self to considering the rights and feelings of others. Idealism and a strong sense of fairness develop, along with a set of personal values. Shades of gray in moral issues may replace what has always appeared black and white.

We believe understanding adolescent development and brain research supports our focus on relevance, choice, real-life experiences, and positive relationships. It makes full consideration of these issues a necessity for a successful middle level school program. We will respond to these adolescent development issues and their environmental, curricular, and instructional implications through the core principles and strategies that guide our work.

### **Middle School Mission:**

The mission of our Middle School is to foster a culture of belonging and to inspire high expectations for achievement through instructional practices that embrace individual differences and learning styles. The middle school provides an environment that allows transition for students as they move from elementary into high school years. Middle school education provides solid standards-based interdisciplinary core courses and diverse exploratory and elective options with the goal of preparing students for Jordan High School and beyond.

- **Core Curriculum**
  - Jordan Middle School will build on the foundational personalized core developed at Jordan Elementary School with interdisciplinary standards-based core instruction. Grade level teams will collaborate on interdisciplinary instruction in the areas of reading, language arts, science, social studies, and math. Advanced and remedial courses are offered for students to meet their instructional needs.
- **Exploratory Courses**
  - The goal of exploratory courses at the middle school level is to provide a diverse exploratory option for ALL students at JMS. These courses capitalize on the curiosity of middle school learners while exposing them to a wide range of topics in order to discover new ideas or skills they may not know they have.
- **Elective Courses**
  - Elective courses at Jordan Middle School are taught with the goal of providing student choice to expand and explore student interests. These classes include choices such as band and choir.
- **Academic Support Courses**
  - Students not meeting grade level standards will be scheduled into a support course(s) to address the identified need. These students will have the option of choosing an exploratory/elective course once this need has been addressed.
- **Advisory**
  - Advisory is a class designed to encourage team building, school participation, and serve as a support system for students at Jordan Middle School. Curriculum for Advisory is designed to support students with their social/emotional, academic, and college & career readiness needs.
  - Students will participate in weekly Social Emotional activities provided by the Student Support Team during advisory. These activities will center around building skills in the areas of academic success, character building, coping strategies, and other tools to address student needs.
  - All students will be assigned to an Advisory class and advisor for the entire year. Students will meet in Advisory daily but will not earn grades in this class.

### **What is the scheduling process for 6th grade?**

The registration process for middle school students is very straightforward. Below are the important details:

- In 6th grade, students will automatically be scheduled into grade level core and exploratory classes.
  - Students will be placed into academic support classes following spring testing to ensure proper placement.
    - Criteria outlined in the course handbook will be followed.
    - There is an appeals process located at the end of the registration materials that must be completed should you choose to appeal your student's course placement.
- Elective courses are scheduled based on the number of students who requested the course.

### **What should I do to register my 6th grader?**

- If your student was enrolled in Jordan Public Schools for the current school year, their enrollment is automatically rolled forward for the upcoming academic year.
- Students who meet the district approved criteria for reading and/or math support will be scheduled into support courses in place of their elective wheel and/or music choice.
- 6th grade students are required to choose *at least one* of the performance electives for their elective hour.
  - Choir (Every Other Day)
  - Band (Every Other Day)
  - General Music (Every Other Day)
  - Band and Choir
    - Students choosing band **and** choir will not be scheduled into the elective wheel courses.

**Sample Student Schedule**

# Grade 6

<b>1</b>	<b>Advisory</b>	
<b>2</b>	<b>Language</b>	
<b>3</b>	<b>Reading</b>	
<b>4</b>	<b>Science</b>	
<b>5</b>	<b>Social Studies</b>	
<b>6</b>	<b>Lunch and WIN (What I Need)</b>	
<b>7</b>	<b>Math</b>	
<b>8</b>	<b>Exploratory Hour</b>	
	<b>Physical Education</b>	<b>Art Technology Formatting &amp; Application</b>
<b>9</b>	<b>Elective Hour Options</b>	
	<b>Band, Choir, and/or General Music</b>	<b>Game Based Problem Solving Building and Design Fitness and Recreation Skills for Success</b>
	<b>Game Based Problem Solving Building and Design Fitness and Recreation Skills for Success</b>	<b>Band, Choir, and/or General Music</b>

\*Actual placement of elective and exploratory courses will be finalized with development of master schedule.

## CORE COURSES

(All course offerings for Jordan Middle School are subject to change based on final budget reductions.)

<b>Reading 6/Language Arts 6</b>	<b>Full Year, Every Day</b>
<p>The goal of Reading 6/Language Arts 6 is to improve critical thinking, reading, writing, speaking, and listening skills. Students complete journals and essays, read a variety of literature, perform a wide range of writing assignments, and study grammar as well as usage. Literature genres include poetry, short story, non-fiction, novels, mythology and legend, and drama. This course is offered as a two hour block of study.</p>	
<b>Math 6</b>	<b>Full Year, Every Day</b>
<p>Math 6 is based on the Minnesota Standards for Mathematics in the areas of number and operation, algebra, geometry and measurement and data analysis. Topics include solving equations, factoring - including greatest common factor and least common multiple, positive rational numbers, volume and surface area, calculating perimeter and area, ratios, fractions, decimals, percentages, and probability.</p>	
<b>Science 6</b>	<b>Full Year, Every Day</b>
<p>Physical Science covers matter and its interactions, motion and stability (forces and interactions), energy, and waves and their application in technologies for information transfer. Students will focus on developing an understanding of the scientific practices to demonstrate an understanding of the core ideas. These practices include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations. Students will be actively involved in lab experiments, activities, projects, and class discussions.</p>	
<b>Social 6</b>	<b>Full Year, Every Day</b>
<p>Social Studies 6 is a multi-content course that covers a variety of topics. In Civics, students focus on citizenship through a personal, local, and national lens. Lessons incorporate modern issues to keep students up-to-date on real life applications of government and economic issues. In economics, concepts include basic supply and demand, monetary responsibility, and the US stock market. In addition, students are introduced to Minnesota history and government, geography, cultures, current events, and global issues.</p>	

## EXPLORATORY COURSES

The goal of exploratory classes at the middle school level is to provide a diverse exploratory option for ALL students at JMS. These classes capitalize on the curiosity of middle school learners while exposing them to a wide range of topics in order to discover new ideas or skills they may not know they have.

<b>Physical Education 6</b>	<b><i>Full Year, Every Other Day</i></b>
<p>In this course, students will have the opportunity to participate in physical activity in a variety of settings including individual and team sports, cooperative games, and fitness based activities. Every effort will be made to help each student recognize significant gains in their overall fitness level as they learn sportsmanship, improve self-esteem, and have fun engaging in physical activity.</p>	

<b>Art 6</b>	<b><i>Semester, Every Other Day</i></b>
<p>Building upon knowledge learned in fifth grade art, sixth grade students receive reinforcement in the elements of art and are introduced to the principles of design while completing a variety of projects using many different media. Drawing, painting, sculpture, and ceramics are all explored at various times throughout the course. Along with art production, students will learn about art history through the study of different artists and cultures, as well as aesthetics and critical analysis of works of art.</p>	

<b>Technology Formatting &amp; Application</b>	<b><i>Semester, Every Other Day</i></b>
<p>Technology Formatting &amp; Application provides an opportunity for students to master the programs they'll encounter during their middle school years. Emphasis is on keyboarding technique, digital collaboration, web-based research, conditional programming, business expectations, and creative productions. Applications used to meet these ends include: web-based keyboarding programs, Google's full array of business productivity applications, Microsoft's Office suite, and a rotation of web-based business applications.</p>	

<b>Building and Design</b>	<b><i>Quarter, Every Other Day</i></b>
<p>Students will begin by constructing difficult Lego sets reinforcing direction following skills. Students will then design and build an original design and create building instructions, similar to what is found in a Lego set. Students will conclude the course by constructing each other's designs. Final grades will be posted on a pass/fail basis on student report cards.</p>	

<b>Skills for Success</b>	<b><i>Quarter, Every Other Day</i></b>
<p>In this class, students will learn about and research essential skills for success in middle school and beyond. Students will learn about and apply healthy decision making skills in the real and the virtual world. Skills will be taught for successful use of technology and how to be a positive member of the Jordan Middle School community. Final grades will be posted on a pass/fail basis on student report cards.</p>	

<b>Fitness and Recreation</b>	<b><i>Quarter, Every Other Day</i></b>
<p>The goal of this course is to motivate and teach students how to live a healthy lifestyle. Students will be given the opportunity to try many types of fitness activities. Also covered in this course will be the areas of nutrition, stress management, personal fitness plans, and goal setting. Final grades will be posted on a pass/fail basis on student report cards.</p>	

<b>Game Based Problem Solving</b>	<b><i>Quarter, Every Other Day</i></b>
<p>In a technology-rich world, Game Based Problem Solving is an interactive class allowing students to apply problem solving skills while interacting face-to-face with peers and adults. Students will unplug from their devices and learn to play different engaging hands-on games. Final grades will be posted on a pass/fail basis on student report cards.</p>	

## ELECTIVE COURSES

Elective courses at Jordan Middle School are taught with the goal of providing student choice to expand and explore student interests. These courses include choices such as band and choir and classes to support individual student needs. Students not meeting grade level standards in reading and/or math will be scheduled into a class to address this need. These students will have the option of choosing an elective once they are meeting standards.

<b>Band 6</b>	<b><i>Full Year, Every Other Day</i></b>
<p>Band 6 students continue learning and developing instrumental musical skills. Students will explore a variety of music genres and styles and perform at three concerts throughout the year. Additional performance opportunities for Grade 6 band members include playing in JMS pep fests and performing in small ensembles for the Parent/Grandparent Breakfast.</p>	
<b>Choir 6</b>	<b><i>Full Year, Every Other Day</i></b>
<p>Choir 6 students continue the exploration of singing and musical literacy in a group setting. Singers will learn about more music elements (form, rhythm, melody, harmony, etc.) in a rehearsal setting. We will focus on skills of cooperative learning and self-discipline. There are multiple evening performances per year.</p>	
<b>General Music 6</b>	<b><i>Year Long, Every Other Day</i></b>
<p>General Music gives students an opportunity to explore a variety of music genres. Students will learn about a variety of topics including but not limited to: American Music, World Music, Drumming, Guitar, and Composition. No evening performance requirements; however, students will conclude the class by creating a self-directed project which will apply their knowledge from the course.</p>	

## ACADEMIC SUPPORT COURSES

<b>EL</b>	<b>Full Year</b>
<p>Only students whose first language is not English are eligible for this course. The level of coursework is based on the previous year's ACCESS scores. Students will have the opportunity to increase English language skills in reading, writing, speaking, and listening with the goal of fluent academic and social language proficiency. Students will be given support in their core classes as needed. Final grades will be posted on a pass/fail basis on student report cards.</p>	

<b>Math Intervention 6</b>	<b>Based on Student Need</b>
<p>The purpose of this course is to give students a boost in their basic math skills. As a large group, students will review the math lesson when needed and pre-teach upcoming lessons. The majority of time will be spent in small groups. In small groups, students will work on math skills that develop their basic math knowledge. Students will get extra math help for classroom assignments and extra practice on the Minnesota State Math Standards. This class is in addition to the students' core math class. Final grades will be posted on a pass/fail basis on student report cards.</p>	
<b>Entrance Criteria</b>	<b>Exit Criteria</b>
<ul style="list-style-type: none"> <li>● <b>Review of past data.</b> <ul style="list-style-type: none"> <li>○ <b>MCA:</b> Partially Meet Standard</li> <li>○ <b>FAST:</b> Some/High Risk</li> <li>○ Teacher Recommendation</li> <li>○ Universal Screening Data</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● MCA: Meets or Exceeds</li> <li>● FAST: Grade Level</li> <li>● Teacher Recommendation</li> <li>● Universal Screening Data</li> </ul>

<b>Reading Intervention 6</b>	<b>Based on Student Need</b>
<p>The purpose of this course is to give students a boost in their reading skills. In large group and small group settings, students will be supported on individual skills to assist in the progression toward grade level standards. This class is in addition to the students' core reading class. Final grades will be posted on a pass/fail basis on student report cards.</p>	
<b>Entrance Criteria</b>	<b>Exit Criteria</b>
<ul style="list-style-type: none"> <li>● <b>Review of past data.</b> <ul style="list-style-type: none"> <li>○ <b>MCA:</b> Partially Meet Standard</li> <li>○ <b>FAST:</b> Some/High Risk</li> <li>○ Teacher Recommendation</li> <li>○ Universal Screening Data</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● MCA: Meets or Exceeds</li> <li>● FAST: Grade Level</li> <li>● Teacher Recommendation</li> <li>● Universal Screening Data</li> </ul>

<b>REACH</b>	<b><i>Full Year, Every Day</i></b>
<p>REACH is an in-school program designed to help students academically, socially, and/or emotionally. The REACH Program not only supports these students academically, but also works to help them build life skills necessary for the future.</p> <p><b>Relationships:</b> A safe place for students to belong, connect, and cool off if needed.</p> <p><b>Education:</b> Individualized academic assistance and assignment modifications as needed.</p> <p><b>Accountability:</b> A support network with staff committed to helping students succeed while nurturing student responsibility.</p> <p><b>Character:</b> Skill-building activities that encourage positive academic and personal growth.</p> <p><b>Hard work:</b> Students rise to the level of expectations.</p>	
<b>Entrance Criteria</b>	<b>Exit Criteria</b>
<ul style="list-style-type: none"> <li>● <b>Review of past data.</b> <ul style="list-style-type: none"> <li>○ Student failing core subjects</li> <li>○ Multiple missing assignments</li> <li>○ Organizational needs</li> <li>○ Attendance needs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Consistent grades C or above</li> <li>● Student-Teacher conference</li> <li>● Staff recommendation</li> <li>● Mandatory semester WIN monitor</li> </ul>

## SPECIAL EDUCATION SERVICES

<b>Applied Skills</b>	<b><i>Based on IEP Minutes</i></b>
<p>Applied Skills is designed for students who have an Individualized Educational Plan (IEP). They have been identified as a student with a deficit in reading, writing, listening skills, math, oral expression, social, or study skills. Instruction is developed based on individual student needs. It is designed to teach students strategies to enable them to become successful in their academic, social, and community settings. The students receive direct instruction in their identified skill area.</p>	

<b>Positive Learning Understanding Self (PLUS)</b>	<b><i>Based on IEP Minutes</i></b>
<p>PLUS class is designed for students who have an Individualized Education Plan (IEP). Students identified for this class have demonstrated a need for organizational skills, stress management, goal setting, test taking, social skills, self-advocacy, study skills, and problem solving skills. The instruction is developed based on each student's individual needs and will support students in their educational, emotional, and behavioral growth. It is designed to teach students strategies to enable them to become successful in their academic, social, and community settings. The students receive direct instruction in their identified skill area.</p>	

<b>Communication Strategies</b>	<b><i>Based on IEP Minutes</i></b>
<p>This class is designed for students who have an Individualized Educational Plan (IEP). Students identified for this class have demonstrated a need for communication skills, organizational skills, stress management, goal setting, test taking, social skills, self-advocacy, study skills, and problem solving skills. The instruction is developed based on each student's individual needs and will support students in their educational, communication, emotional, and behavioral growth. It is designed to teach students strategies to enable them to become successful in their academic, social, and community settings. The students receive direct instruction in their identified skill area.</p>	

<b>Life Skills</b>	<b><i>Based on IEP Minutes</i></b>
<p>This class is designed for students who have an Individualized Educational Plan (IEP). Students identified for this class have demonstrated a need for functional skills, communication skills, organizational skills, stress management, goal setting, test taking, social skills, self-advocacy, study skills, and problem solving skills. The instruction is developed based on each student's individual needs and will support students in their educational, functional, communication, emotional, and behavioral growth. It is designed to teach students strategies to enable them to become successful in academic, social, and community settings as well as gaining independent skills. The students receive direct instruction in their identified skill area.</p>	

<b>Speech and Language</b>	<b><i>Based on IEP Minutes</i></b>
<p>This service is designed for students who have an Individualized Educational Plan (IEP) due to their communication and language needs. Scheduling is done on an individual basis.</p>	

<b>Developmental Adapted Physical Education (DAPE)</b>	<b><i>Based on IEP Minutes</i></b>
<p>DAPE is for students who qualify for the services through an assessment process. This class is for students who need to work on extra skills that are used in physical activities. We focus on lifelong health activities and skills the student would be doing in their General Physical Education class. As a whole, we want the student to have more practice time to work on skills so they can have more inclusion in their General Physical Education class.</p>	

## **Scheduling Appeals Process**

### **Math Appeals**

- Students must test out of the pre-requisite course using an end of course assessment in order to advance.
- Follow District acceleration criteria

### **Appeals in ALL Other Disciplines**

- If not initially invited into the course by initial identification, the student and parent(s) must:
  - Complete the written Appeal Request Form
    - Available from the building administration or counselors
  - Building Administrator(s) and school staff review the student's file including:
    - Core Data (as described above in Identification)
    - Other Supplementary Data, such as:
      - Subject-specific scores on standardized tests
      - Subject-specific grades and GPA (i.e. Math GPA, Science GPA, etc., NOT overall GPA)
      - Work samples
  - Building Administrator(s) reviews the student's file and supplementary data with parents.
    - The Building Administrator will be the final authority on ALL appeals.

## **Schedule Change Process**

In order for a schedule change to be approved, your student needs to complete the following steps:

1. Speak with the teacher of the class wishing to be dropped.
2. Fill out the "Schedule Change Request" form, located in the main office with Mrs. Kochlin or Mrs. Meyer.
3. Mr. Bakeberg and Mrs. Meyer make the final approval of the schedule change request.
4. Requests are not considered after the course has been in session for one week.

Please note schedule changes will be considered up to the final day of the second week of the semester.



# Grade 7 Course Handbook 2022-2023

**Benjamin Bakeberg**  
Principal  
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***Inspire a caring community to ignite learning, innovation, and success for all.***

***-Jordan Public Schools Mission Statement***

Jordan Public Schools believe in the potential of every learner and that education enables future opportunity and success. We accept the responsibility of providing an educational system that positions our graduates with the knowledge, understanding, skills, and character traits they need to fulfill their individual promise for success and achieve their personal best. They deserve a school program grounded by a compelling purpose and our best efforts to achieve it.

Jordan Middle School provides a learning environment that nurtures the cognitive, physical, social, and emotional needs of 5th, 6th, 7th, and 8th graders. The staff provides challenging courses for all students and opportunities for students to explore new interests, comprehensive personal wellness education, a safe school environment, and a personalized school climate that provides support and adult guidance.

Adolescence is a distinctive developmental stage characterized by significant growth and change. Experts tell us that adolescence today starts earlier and lasts longer than in previous generations. Understanding the adolescent experience is foundational to creating and implementing a successful middle level education system. In developing our middle school program, we paid particular attention to the following areas:

- Physical Development/Brain Development - Bodies and brains of adolescents grow and mature. They face coordination issues and restlessness. Their brains are refining and pruning some connections and strengthening others as their abilities to plan, reason, anticipate consequences, pay attention, and make decisions continue to develop.
- Intellectual Development - Reasoning, understanding, and the ability for abstract thought grows significantly. To make sense of the world, adolescents prefer real-life learning experiences in areas they find useful or interesting.
- Social Development - Interest and capacity for more mature interaction with groups and individuals may not develop at the same speed as bodies and intellect. Adolescents need to belong; they test limits; they want to be like their peers.
- Emotional/Psychological Development - Adolescents are searching for their own independent, adult identity. They may be moody or restless; they are frequently self-conscious and highly sensitive to criticism. They are likely to believe their experiences and feelings are unique.
- Moral/Ethical Development - The ability to make positive choices grows in adolescence. This involves a transition from a focus on self to considering the rights and feelings of others. Idealism and a strong sense of fairness develop, along with a set of personal values. Shades of gray in moral issues may replace what has always appeared black and white.

We believe understanding adolescent development and brain research supports our focus on relevance, choice, real-life experiences, and positive relationships. It makes full consideration of these issues a necessity for a successful middle level school program. We will respond to these adolescent development issues and their environmental, curricular, and instructional implications through the core principles and strategies that guide our work.

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  - Jordan Middle School will build on the foundational personalized core developed at Jordan Elementary School with interdisciplinary standards-based core instruction. Grade level teams will collaborate on interdisciplinary instruction in the areas of reading, language arts, science, social studies, and math. Advanced and remedial courses are offered for students to meet their instructional needs.
- **Exploratory Courses**
  - The goal of exploratory courses at the middle school level is to provide a diverse exploratory option for ALL students at JMS. These courses capitalize on the curiosity of middle school level learners while exposing them to a wide range of topics in order to discover new ideas or skills they may not know they have.
- **Elective Courses**
  - Elective courses at Jordan Middle School are taught with the goal of providing student choice to expand and explore student interests. These classes include choices such as band and choir.
- **Academic Support Courses**
  - Students not meeting grade level standards will be scheduled into a support course(s) to address the identified need. These students will have the option of choosing an exploratory/elective course once this need has been addressed.
- **Advisory**
  - Advisory is a class designed to encourage team building, school participation, and serve as a support system for students at Jordan Middle School. Curriculum for Advisory is designed to support students with their social/emotional, academic, and college & career readiness needs.
  - Students will participate in weekly Social Emotional activities provided by the Student Support Team during advisory. These activities will center around building skills in the areas of academic success, character building, coping strategies, and other tools to address student needs.
  - All students will be assigned to an Advisory class and advisor for the entire year. Students will meet in Advisory daily but will not earn grades in this class.

**What is the scheduling process for 7th grade?**

The registration process for middle school students is very straightforward. Below are the important details:

- In 7th grade, students will automatically be scheduled into grade level core and exploratory classes.
  - Students will be placed into academic and support classes following spring testing to ensure proper placement.
    - Criteria outlined in the course handbook will be followed.
    - There is an appeals process located at the end of the registration materials that must be completed should you choose to appeal your student's course placement.
- Elective courses are scheduled based on the number of students who requested the course. Please be thoughtful while helping your student choose their electives.
  - If a student does not get scheduled into their requested elective course, they will be placed into their alternate course selection at that time.

**What should I do to register my 7th grader?**

- If your student was enrolled in Jordan Public Schools for the current school year, their enrollment is automatically rolled forward for the upcoming academic year.
- Decide whether your child will continue their performance music elective.
  - Choir (Every Other Day)
  - Band (Every Other Day)
  - Band and Choir
- Once finalized, register your 7th graders for other elective courses, if needed.

Sample Student Schedule

# Grade 7

<b>1</b>	<b>Advisory</b>	
<b>2</b>	<b>Science</b>	
<b>3</b>	<b>Language</b>	
<b>4</b>	<b>Social Studies</b>	
<b>5</b>	<b>Math</b>	
<b>6</b>	<b>Lunch and WIN (What I Need)</b>	
<b>7</b>	<b>Exploratory Hour 1</b>	
	<b>Physical Education</b>	<b>Media Production &amp; Application</b>
<b>8</b>	<b>Exploratory Hour 2</b>	
	<b>Exploratory Spanish</b>	<b>FACS</b>
<b>9</b>	<b>Elective Hour Options</b>	
	<b>Band</b>	<b>Choir</b>
	<b>Elective Option #1</b> (See Below)	<b>Elective Option #2</b> (See Below)

\*Actual placement of elective and exploratory courses will be finalized with development of master schedule.

## CORE COURSES

(All course offerings for Jordan Middle School are subject to change based on final budget reductions.)

<b>Language Arts 7</b>	<b>Full Year, Every Day</b>
<p>The goal of Language Arts 7 is to improve critical thinking, reading, writing, speaking, and listening skills. Students complete journals and essays, read a variety of literature, perform a wide range of writing assignments and study grammar as well as usage. Literature genres include poetry, short stories, non-fiction, novels, legend, and drama.</p>	

<b>Math 7 (Pre-Algebra)</b>	<b>Full Year, Every Day</b>
<p>Math 7 is a pre-algebra level course that is based on the Minnesota Standards for Mathematics in the areas of number and operation, algebra, geometry and measurement, and data analysis, with a strong emphasis on algebra. Topics include solving equations; integers and exponents; rational and real numbers; plane geometry; graphing lines; calculating perimeter; area; and volume; ratios; similarity; percentages; and probability. Relevant visuals and engaging features spark interest in math by emphasizing its importance in students' everyday lives while sharpening critical thinking skills vital for state testing. When students complete this course with mastery, they will be ready for algebra.</p>	

<b>Science 7</b>	<b>Full Year, Every Day</b>
<p>Life Science is an introduction to cell biology, genetics, evolution, microbiology, ecology, and the human body. There is a strong emphasis on experimental design as students create and conduct their own experiments. Students will be involved in problem solving, research, projects, labs, dissections, and model making.</p>	

<b>Social 7</b>	<b>Full Year, Every Day</b>
<p>The objective of this course is to introduce young students to the important people, places, and events that have had a significant impact on American History. Furthermore, this course seeks to help the students gain an insight to, an appreciation of, and a pride in the history of this great country that we call the United States of America.</p>	

## **EXPLORATORY COURSES**

The goal of exploratory courses at the middle school level is to provide a diverse exploratory option for ALL students at JMS. These courses capitalize on the curiosity of middle school level learners while exposing them to a wide range of topics in order to discover new ideas or skills they may not know they have.

<b>Physical Education 7</b>	<b><i>Full Year, Every Other Day</i></b>
In this course, students will have the opportunity to participate in physical activity in a variety of settings including individual and team sports, cooperative games, and fitness based activities. Every effort will be made to help each student recognize significant gains in their overall fitness level as they learn sportsmanship, improve self-esteem, and have fun engaging in physical activity.	
<b>Media Production &amp; Application</b>	<b><i>Full Year, Every Other Day</i></b>
In Media Production & Application, students will apply the foundational health topics studied to create multimedia presentations and productions for personal and schoolwide wellbeing. This course will include an overview of social and emotional learning, a health seminar (an investigation of a personal health interest), and American Heart Association Infant/Child First Aid/CPR. An investigation of a personal health interest will allow each student to further explore a topic of their own interest. Upon completion of this course, students will be able to perform infant/child First Aid/CPR and earn American Heart Association certification.	
<b>Family and Consumer Science (FACS)</b>	<b><i>Full Semester, Every Day</i></b>
In this course, students will study many aspects of the Family and Consumer Sciences content areas to prepare for the life skills necessary for independent living, including: nutrition, an introduction to foods and cooking, and sewing. Students will start the course with an introduction to foods & nutrition to gain a basic understanding of cooking skills - cooking and food preparation terms, reading a recipe, measuring and equivalents, equipment and utensils, food preparation, and nutrition of foods. They finish the course with a sewing unit - types of fabric, patterns, sewing equipment - and connect this together through a sewing project. Wee end with clothing care including laundering clothing and hand sewing a button.	

**Exploratory Spanish 7*****Full Semester, Every Day***

Exploratory Spanish is designed to give students a positive Spanish Language experience. This exploratory Spanish class will focus on culture and beginning level Spanish expressions through listening, speaking, reading, and writing. Concepts such as the alphabet, calendar, cognates, classroom objects and school subjects, commands, numbers, colors, greetings, and a basic understanding of Spanish-speaking cultures will be investigated. This class will be an excellent foundation for those choosing to enroll in the high school credit Spanish course as an elective in either eighth grade or high school.

## ELECTIVE COURSES

Elective courses at Jordan Middle School are taught with the goal of providing student choice to expand and explore student interests. These courses include choices such as band and choir and classes to support individual student needs. Students not meeting grade level standards in reading and/or math will be scheduled into a class to address this need. These students will have the option of choosing an elective once they are meeting standards.

<b>Band 7</b>	<b><i>Full Year, Every Other Day</i></b>
<p>Band 7 students continue learning and developing instrumental musical skills. Students will explore a variety of music genres and styles and perform at three concerts throughout the year. Additional performance opportunities for Grade 7 band members include JMS Jazz Band and performing in small ensembles for the Parent/Grandparent Breakfast.</p>	

<b>Choir 7</b>	<b><i>Full Year, Every Other Day</i></b>
<p>Choir 7 students continue to learn about singing and music literacy in a group setting. There will be an additional focus on the mechanics of the singing voice, including the changing male voice. Students will prepare literature for three-part voices. Students will continue to work on cooperation, dedication, and self-discipline with this performing group. There are three evening performances per year.</p>	

<b>Drama</b>	<b><i>Semester, Every Other Day</i></b>
<p>Drama 7 is an introduction to fundamental acting and technical skills. Off-stage, students explore sound effects, makeup, costuming, and lighting. On stage, students learn movement and characterization skills. Students will participate in various activities that may include reader's theater, improvisation, and short scenes. Through these activities, Drama 7 students will learn physical and vocal presentation skills and develop basic knowledge of theatre arts. Near the conclusion of this course, students will perform what they have been working on for the semester.</p>	

<b>Foods and Nutrition</b>	<b><i>Semester, Every Other Day</i></b>
<p>Do you like to cook, eat, and be healthy? This class is for you! This course will focus on nutritional eating and healthy snacks to make for a healthy lifestyle and a healthy you. In this class, we will learn about nutrition, portion control, and how to incorporate this into everyday living. We will spend time in the kitchens learning how to prepare healthy snacks for you to eat and that could easily be made at home.</p>	

<b>Media Arts</b>	<b>Semester, Every Other Day</b>
<p>In Media Arts students will become proficient using Photoshop to edit photographs and create advertisements. They will learn about the importance of logos, branding, marketing, and sales. This course has the potential for cross-disciplinary applications, especially in conjunction with the FACS entrepreneurship unit, as well as real-world applications with school events. The culminating project will have students working in teams to earn a company's advertising business.</p>	

<b>STEM</b>	<b>Semester, Every Other Day</b>
<p>This hands-on inquiry based course includes concepts and skills from Science, Technology, Engineering, and Math. Students solve problems while utilizing engineering skills to design and construct solutions. The course will cover multiple scientific topics ranging from physical, earth, and life science.</p>	

<b>Law &amp; Order</b>	<b>Semester, Every Other Day</b>
<p>Here is a great way to mix a middle school student's natural love for a good argument and civic education. In this hands-on, activity-based class, students will have the opportunity to act as a witness, judge, attorney, and jury as they judge cases constructed around real and fictitious events. The activities will teach students critical analysis, persuasion, questioning skills, character development, logical thinking, and principles of the law.</p>	

<b>Drawing and Painting</b>	<b>Semester, Every Other Day</b>
<p>If you have a passion for creating, this hands-on course is for you! In this course, students will explore different drawing and painting media to include graphite, colored pencil, charcoal, pastel, watercolor, and acrylic paints. The first half of the course will be spent on skill development, technique, and exploration. During the remainder of the course, students will create artwork using the media and subject matter of their choice.</p>	

<b>Ceramics and Sculpture</b>	<b>Semester, Every Other Day</b>
<p>Want to get your hands dirty? This course is focused on three-dimensional art. Students will spend the first half of the course exploring different methods of making sculpture to include clay, plaster, wood, and found objects. During the time students are working with clay, they will create various hand-built pieces, both functional and decorative. During the second half of the course, students will create work using the media and subject matter of their choice.</p>	

<b>Fitness &amp; Recreation</b>	<b><i>Semester, Every Other Day</i></b>
<p>The goal of this course is to motivate and teach students how to live a healthy lifestyle. Students will be given the opportunity to try many types of fitness activities. Also covered in this course will be the areas of nutrition, stress management, personal fitness plans, and goal setting.</p>	

<b>Study Hall</b>	<b><i>Semester, Every Other Day</i></b>
<p>Study Hall is an opportunity for students to complete their academic work during the school day.</p>	

## ACADEMIC SUPPORT COURSES

<b>EL</b>	<b>Full Year</b>
<p>Only students whose first language is not English are eligible for this course. The level of coursework is based on the previous year's ACCESS scores. Students will have the opportunity to increase English language skills in reading, writing, speaking, and listening with the goal of fluent academic and social language proficiency. Students will be given support in their core classes as needed. Final grades will be posted on a pass/fail basis on student report cards.</p>	

<b>Math Intervention 7</b>	<b>Based on Student Need</b>
<p>The purpose of this course is to give students a boost in their basic math skills. As a large group, students will review the math lesson when needed and pre-teach upcoming lessons. The majority of time will be spent in small groups. In small groups, students will work on math skills that develop their basic math knowledge. Students will get extra math help for classroom assignments and extra practice on the Minnesota State Math Standards. This class is in addition to the students' core math class. Final grades will be posted on a pass/fail basis on student report cards.</p>	
<b>Entrance Criteria</b>	<b>Exit Criteria</b>
<ul style="list-style-type: none"> <li>● <b>Review of past data.</b> <ul style="list-style-type: none"> <li>○ <b>MCA:</b> Partially Meet Standard</li> <li>○ <b>FAST:</b> Some/High Risk</li> <li>○ Teacher Recommendation</li> <li>○ Universal Screening Data</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● MCA: Meets or Exceeds</li> <li>● FAST:Grade Level</li> <li>● Teacher Recommendation</li> <li>● Universal Screening Data</li> </ul>

<b>Reading Intervention 7</b>	<b>Based on Student Need</b>
<p>The purpose of this course is to give students a boost in their reading skills. In large group and small group settings, students will be supported on individual skills to assist in the progression toward grade level standards. This class is in addition to the students' core reading class. Final grades will be posted on a pass/fail basis on student report cards.</p>	
<b>Entrance Criteria</b>	<b>Exit Criteria</b>
<ul style="list-style-type: none"> <li>● <b>Review of past data.</b> <ul style="list-style-type: none"> <li>○ <b>MCA:</b> Partially Meet Standard</li> <li>○ <b>FAST:</b> Some/High Risk</li> <li>○ Teacher Recommendation</li> <li>○ Universal Screening Data</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● MCA: Meets or Exceeds</li> <li>● FAST:Grade Level</li> <li>● Teacher Recommendation</li> <li>● Universal Screening Data</li> </ul>

<b>REACH</b>	<b><i>Full Year, Every Day</i></b>
<p>REACH is an in-school program designed to help students academically, socially, and/or emotionally. The REACH Program not only supports these students academically, but also works to help them build life skills necessary for the future.</p> <p><b>Relationships:</b> A safe place for students to belong, connect, and cool off if needed.</p> <p><b>Education:</b> Individualized academic assistance and assignment modifications as needed.</p> <p><b>Accountability:</b> A support network with staff committed to helping students succeed while nurturing student responsibility.</p> <p><b>Character:</b> Skill-building activities that encourage positive academic and personal growth.</p> <p><b>Hard work:</b> Students rise to the level of expectations.</p>	
<b>Entrance Criteria</b>	<b>Exit Criteria</b>
<ul style="list-style-type: none"> <li>● <b>Review of past data.</b> <ul style="list-style-type: none"> <li>○ Student failing core subjects</li> <li>○ Multiple missing assignments</li> <li>○ Organizational needs</li> <li>○ Attendance needs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Consistent grades C or above</li> <li>● Student-Teacher conference</li> <li>● Staff recommendation</li> <li>● Mandatory semester WIN monitor</li> </ul>

## SPECIAL EDUCATION SERVICES

<b>Applied Skills</b>	<b><i>Based on IEP Minutes</i></b>
<p>Applied Skills is designed for students who have an Individualized Educational Plan (IEP). They have been identified as a student with a deficit in reading, writing, listening skills, math, oral expression, social, or study skills. Instruction is developed based on individual student needs. It is designed to teach students strategies to enable them to become successful in academic, social, and community settings. The students receive direct instruction in their identified skill area.</p>	

<b>Positive Learning Understanding Self (PLUS)</b>	<b><i>Based on IEP Minutes</i></b>
<p>PLUS class is designed for students who have an Individualized Education Plan (IEP). Students identified for this class have demonstrated a need for organizational skills, stress management, goal setting, test taking, social skills, self-advocacy, study skills, and problem solving skills. The instruction is developed based on each student's individual needs and will support students in their educational, emotional, and behavioral growth. It is designed to teach students strategies to enable them to become successful in academic, social, and community settings. The students receive direct instruction in their identified skill area.</p>	

<b>Communication Strategies</b>	<b><i>Based on IEP Minutes</i></b>
<p>This class is designed for students who have an Individualized Educational Plan (IEP). Students identified for this class have demonstrated a need for communication skills, organizational skills, stress management, goal setting, test taking, social skills, self-advocacy, study skills, and problem solving skills. The instruction is developed based on each student's individual needs and will support students in their educational, communication, emotional, and behavioral growth. It is designed to teach students strategies to enable them to become successful in academic, social, and community settings. The students receive direct instruction in their identified skill area.</p>	

<b>Life Skills</b>	<b><i>Based on IEP Minutes</i></b>
<p>This class is designed for students who have an Individualized Educational Plan (IEP). Students identified for this class have demonstrated a need for functional skills, communication skills, organizational skills, stress management, goal setting, test taking, social skills, self-advocacy, study skills, and problem solving skills. The instruction is developed based on each student's individual needs and will support students in their educational, functional, communication, emotional, and behavioral growth. It is designed to teach students strategies to enable them to become successful in academic, social, and community settings as well as gaining independent skills. The students receive direct instruction in their identified skill area.</p>	

<b>Speech and Language</b>	<b><i>Based on IEP Minutes</i></b>
<p>This service is designed for students who have an Individualized Educational Plan (IEP) due to their communication and language needs. Scheduling is done on an individual basis.</p>	

<b>Developmental Adapted Physical Education (DAPE)</b>	<b><i>Based on IEP Minutes</i></b>
<p>DAPE is for students who qualify for the services through an assessment process. This class is for students who need to work on extra skills that are used in physical activities. We focus on lifelong health activities and skills the student would be doing in their General Physical Education class. As a whole, we want the student to have more practice time to work on skills, so they can have more inclusion in their General Physical Education class.</p>	

## **Scheduling Appeals Process**

### **Math Appeals**

- Students must test out of the pre-requisite course using an end of course assessment in order to advance.
- Follow District acceleration criteria

### **Appeals in ALL Other Disciplines**

- If not initially invited into the course by initial identification, the student and parent(s) must:
  - Complete the written Appeal Request Form
    - Available from the building administration or counselors
  - Building Administrator(s) and school staff review the student's file including:
    - Core Data (as described above in Identification)
    - Other Supplementary Data, such as:
      - Subject-specific scores on standardized tests
      - Subject-specific grades and GPA (i.e. Math GPA, Science GPA, etc., NOT overall GPA)
      - Work samples
  - Building Administrator(s) reviews the student's file and supplementary data with parents
    - The Building Administrator will be the final authority on ALL appeals.

## **Schedule Change Process**

In order for a schedule change to be approved, your student needs to complete the following steps:

1. Speak with the teacher of the class wishing to be dropped.
2. Fill out the "Schedule Change Request" form, located in the main office with Mrs. Kochlin or Mrs. Meyer.
3. Mr. Bakeberg and Mrs. Meyer make the final approval of the schedule change request.
4. Requests are not considered after the course has been in session for one week.

Please note schedule changes will be considered up to the final day of the second week of the semester.



# Grade 8 Course Handbook 2022-2023

**Benjamin Bakeberg**  
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***Inspire a caring community to ignite learning, innovation, and success for all.***

- ***Jordan Public Schools Mission Statement***

Jordan Public Schools believe in the potential of every learner and that education enables future opportunity and success. We accept the responsibility of providing an educational system that positions our graduates with the knowledge, understanding, skills, and character traits they need to fulfill their individual promise for success and achieve their personal best. They deserve a school program grounded by a compelling purpose and our best efforts to achieve it.

Jordan Middle School provides a learning environment that nurtures the cognitive, physical, social, and emotional needs of 5th, 6th, 7th, and 8th graders. The staff provides challenging courses for all students and opportunities for students to explore new interests, comprehensive personal wellness education, a safe school environment, and a personalized school climate that provides support and adult guidance.

Adolescence is a distinctive developmental stage characterized by significant growth and change. Experts tell us that adolescence today starts earlier and lasts longer than in previous generations. Understanding the adolescent experience is foundational to creating and implementing a successful middle level education system. In developing our middle school program, we paid particular attention to the following areas:

- Physical Development/Brain Development - Bodies and brains of adolescents grow and mature. They face coordination issues and restlessness. Their brains are refining and pruning some connections and strengthening others as their abilities to plan, reason, anticipate consequences, pay attention, and make decisions continue to develop.
- Intellectual Development - Reasoning, understanding and the ability for abstract thought grows significantly. To make sense of the world, adolescents prefer real-life learning experiences in areas they find useful or interesting.
- Social Development - Interest and capacity for more mature interaction with groups and individuals may not develop at the same speed as bodies and intellect. Adolescents need to belong; they test limits; they want to be like their peers.
- Emotional/Psychological Development - Adolescents are searching for their own independent, adult identity. They may be moody or restless; they are frequently self-conscious and highly sensitive to criticism. They are likely to believe their experiences and feelings are unique.
- Moral/Ethical Development - The ability to make positive choices grows in adolescence. This involves a transition from a focus on self to considering the rights and feelings of others. Idealism and a strong sense of fairness develop, along with a set of personal values. Shades of gray in moral issues may replace what has always appeared black and white.

We believe understanding adolescent development and brain research supports our focus on relevance, choice, real-life experiences, and positive relationships. It makes full consideration of these issues a necessity for a successful middle level school program. We will respond to these adolescent development issues and their environmental, curricular, and instructional implications through the core principles and strategies that guide our work.

### **Middle School Mission:**

The mission of our Middle School is to foster a culture of belonging and to inspire high expectations for achievement through instructional practices that embrace individual differences and learning styles. The middle school provides an environment that allows transition for students as they move from elementary into high school years. Middle school education provides solid standards-based interdisciplinary core courses and diverse exploratory and elective options with the goal of preparing students for Jordan High School and beyond.

- **Core Curriculum**
  - Jordan Middle School will build on the foundational personalized core developed at Jordan Elementary School with interdisciplinary standards-based core instruction. Grade level teams will collaborate on interdisciplinary instruction in the areas of reading, language arts, science, social studies, and math. Advanced and remedial courses are offered for students to meet their instructional needs.
- **Exploratory Courses**
  - The goal of exploratory courses at the middle school level is to provide a diverse exploratory option for ALL students at JMS. These courses capitalize on the curiosity of middle school level learners while exposing them to a wide range of topics in order to discover new ideas or skills they may not know they have.
- **Elective Courses**
  - Elective courses at Jordan Middle School are taught with the goal of providing student choice to expand and explore student interests. These courses include choices such as band and choir.
- **Academic Support Courses**
  - Students not meeting grade level standards will be scheduled into a support course(s) to address the identified need. These students will have the option of choosing an exploratory/elective course once this need has been addressed.
- **Advisory**
  - Advisory is a class designed to encourage team building, school participation, and serve as a support system for students at Jordan Middle School. Curriculum for Advisory is designed to support students with their social/emotional, academic, and college & career readiness needs.
  - Students will participate in weekly Social Emotional activities provided by the Student Support Team during advisory. These activities will center around building skills in the areas of academic success, character building, coping strategies, and other tools to address student needs.
  - All students will be assigned to an Advisory class and advisor for the entire year. Students will meet in Advisory daily but will not earn grades in this class.

**What is the scheduling process for 8th grade?**

The registration process for middle school students is very straightforward. Below are the important details:

- In 8th grade, students will automatically be scheduled into grade level core and exploratory classes.
  - Students will be placed into academic support classes following spring testing to ensure proper placement.
    - Criteria outlined in the course handbook will be followed.
    - There is an appeals process located at the end of the registration materials that must be completed should you choose to appeal your student's course placement.
- Elective courses are scheduled based on the number of students who requested the course.
  - If a student does not get scheduled into their elective course, they will be placed into their alternate course selection at that time.

**What should I do to register my 8th grader?**

- If your student was enrolled in Jordan Public Schools for the current school year, their enrollment is automatically rolled forward for the upcoming academic year.
- Decide whether or not your child will continue their performance music elective.
  - Choir (Every Other Day)
  - Band (Every Other Day)
  - Band and Choir
- Once finalized, register your 8th graders for other elective courses, if needed.

Sample Student Schedule

# Grade 8

<b>1</b>	<b>Advisory</b>	
<b>2</b>	<b>Science</b>	
<b>3</b>	<b>Language</b>	
<b>4</b>	<b>Social Studies</b>	
<b>5</b>	<b>Math</b>	
<b>6</b>	<b>Lunch and WIN (What I Need)</b> <small>*Students in band and/or choir will have these classes in place of WIN</small>	
<b>7</b>	<b>Exploratory Hour 1</b>	
	<b>Physical Education</b>	<b>Health</b>
<b>8</b>	<b>Exploratory Hour 2</b>	
	<b>Technology Essentials</b>	<b>Industrial Technology</b>
<b>9</b>	<b>Elective Hour Options</b>	
	<b>HS Spanish 1 (Full Year)</b> <b>OR</b>	
	<b>Elective Option #1</b> <small>(See Below)</small>	<b>Elective Option #2</b> <small>(See Below)</small>

\*Actual placement of elective and exploratory courses will be finalized with the development of the master schedule.

## CORE COURSES

(All course offerings for Jordan Middle School are subject to change based on final budget reductions.)

<b>Language Arts 8</b>	<b><i>Full Year, Every Day</i></b>
Language Arts 8 is a standards driven class where students complete journals, essays, read a variety of literature, perform a wide range of writing assignments, focus on vocabulary development, and study grammar as well as usage. Literature genres include poetry, short stories, non-fiction, novels, mythology, and folklore.	

<b>Science 8</b>	<b><i>Full Year, Every Day</i></b>
Earth and Space Science is a study of geology, meteorology, astronomy, and hydrology (water systems). The course is organized around the concept that science is a body of knowledge as well as an investigative process. Appropriate activities, projects, and lab experiments are used to accomplish that goal. Science 8 aligns with and covers the Minnesota Academic Standards. At the end of the year, the students will be assessed on their knowledge of science topics covered in the 6th through 8th grades on the Minnesota Comprehensive Assessments (MCA) in Science.	

<b>Algebra 1</b>	<b><i>Full Year, Every Day</i></b>
Algebra 1 is based on the Minnesota Standards for Mathematics in the areas of number and operation, algebra, geometry and measurement, and data analysis, with a strong emphasis on algebra. Topics include writing and solving linear equations and inequalities, graphing points and lines, finding slope and y-intercept, evaluating square roots, working with exponent rules, and manipulating polynomials.	

<b>Social 8</b>	<b><i>Full Year, Every Day</i></b>
Social 8 features geography as the lead discipline with a strong secondary emphasis on contemporary world history. Like all other social studies classes K-12, content is drawn from citizenship and government and economics. This is what gives the class the actual title of <i>Global Studies</i> . Students will explore the regions of the world through a variety of resources and participate in civic discussion, research, and presentations. Global Studies aligns with and covers the Minnesota Academic Standards.	

## EXPLORATORY COURSES

The goal of exploratory courses at the middle school level is to provide a diverse exploratory option for ALL students at JMS. These courses capitalize on the curiosity of middle school level learners while exposing them to a wide range of topics in order to discover new ideas or skills they may not know they have.

<b>Physical Education 8</b>	<b><i>Full Semester, Everyday</i></b>
In this course, students will have the opportunity to participate in physical activity in a variety of settings including individual and team sports, cooperative games, and fitness based activities. Every effort will be made to help each student recognize significant gains in their overall fitness level as they learn sportsmanship, improve self-esteem, and have fun engaging in physical activity.	

<b>Technology Essentials</b>	<b><i>Full Semester, Everyday</i></b>
Technology Essentials focuses on skill development and application for success in high school and beyond. These skills include education organization applications such as Schoology and Campus Portal as well as business applications and keyboarding technique. Students will create their own video, audio and interactive presentations, and exhibits to display their learning.	

<b>Industrial Technology</b>	<b><i>Full Semester, Everyday</i></b>
The course will focus on the Project Lead the Way Design and Modeling modules. In these units, students use solid modeling software to introduce students to the design process. Utilizing this design approach, students understand how solid modeling has influenced their lives. Students also learn sketching techniques and use descriptive geometry as a component of design, measurement, and computer modeling. Using design briefs or abstracts, students create models and documentation to solve problems.	

<b>Health 8</b>	<b><i>Full Semester, Everyday</i></b>
<p>Students in Health 8 will cover the following topics: elements of health (mental-emotional, physical, social), health concerns in the U.S. (disease, obesity, accidents), responsible decision-making, physical fitness and exercise, weight management, eating disorders (bulimia, anorexia), drugs (tobacco, alcohol, inhalants, illegal narcotics, prescription, OTCs), drug misuse and abuse, treatment of drug dependency, first aid for common emergencies, sexually transmitted infections and abstinence, and first aid and CPR. The curriculum is age appropriate, designed to meet the needs of middle school level students, and focuses on real life applications.</p>	

## ELECTIVE COURSES

Elective courses at Jordan Middle School are taught with the goal of providing student choice to expand and explore student interests. These courses include choices such as band and choir and classes to support individual student needs. Students not meeting grade level standards in reading and/or math will be scheduled into a class to address this need. These students will have the option of choosing an elective once they are meeting standard.

<b>Band 8</b>	<b><i>Full Year, WIN Time</i></b>
Band 8 students continue learning and developing instrumental musical skills. Students will explore a variety of music genres and styles and perform at four concerts throughout the year. Additional performance opportunities for Grade 8 band members include JMS Jazz Band and performing in small ensembles for the Parent/Grandparent Breakfast.	

<b>Choir 8</b>	<b><i>Full Year, WIN Time</i></b>
Choir 8 prepares students for successful singing at the high school level. Singers will begin to move beyond the basics of music literacy to balance and blend in a group setting. Singers will continue to learn about the mechanics of the singing voice, including the male changing voice. Students will prepare literature for three- and four-part voices. Students will continue to work on cooperation, dedication, and self-discipline with this performing group. There are four evening performances per year.	

<b>Spanish 1 (High School Credit)</b>	<b>Full Year, Every Day</b>
<p>This course is a year long course that will grant the student one (1) high school credit for Spanish I. Students will learn basic Spanish grammar, including pronouns, present and preterite (past) tense verb conjugations, spelling and accents, adjectives, and adverbs. Some of the vocabulary topics include describing people and things, school, house/room contents, likes and dislikes, time and date, free time activities, question words, weather, discussing problems, giving advice, talking on the phone, making plans, talking about meals, ordering in a restaurant, and clothing. Additionally, students will learn about the different Spanish speaking countries and their specific cultures and holidays. Students will listen, sing, and dance to Spanish music. By the end of Spanish 8, students have the potential to conduct basic communications about the topics discussed.</p> <p><b>Taking Spanish 1 in 8th grade means you are choosing to not take an elective/exploratory based on scheduling availability. <u>Students wishing to continue with Band or Choir may do so during their WIN time.</u></b></p>	
<b>Entrance Criteria</b>	<b>Exit Criteria</b>
<ul style="list-style-type: none"> <li>● <b>Review of past data.</b> <ul style="list-style-type: none"> <li>○ <b>MCA:</b> Meets or Exceeds on Reading</li> <li>○ <b>FAST:</b> Grade Level</li> <li>○ Teacher Recommendation</li> </ul> </li> <li>● Parent/Student Permission form returned by due date</li> </ul>	<ul style="list-style-type: none"> <li>● Maintain a B- average based off classroom standards</li> <li>● Exit criteria reviewed with classroom teacher, family, student, academic counselor, and administration.</li> </ul>

<b>Robotics &amp; Coding</b>	<b>Full Semester, Every Other Day</b>
<p>In this course, students participate in team-based projects in a fun environment. The typical student in this course is curious about science and his/her surroundings, is eager to acquire knowledge in the areas of science and mathematics, and is interesting in becoming more proficient at the language of coding to create online games and apps.</p>	

<b>Introduction to Woods</b>	<b>Full Semester, Every Other Day</b>
<p>This one semester elective course is designed to introduce middle school students to the field of woodworking and product design. Students will practice proper lab safety while gaining a basic understanding of woodworking and the proper use of hand and power tools. This class is hands-on from the design to the construction of a variety of traditional projects - some with a "high tech" twist. Technical demonstrations, safety procedures, design, and production of a product are some of the ways students will experience this area first-hand.</p>	

<b>Forensics and Crime Scene Investigations</b>	<b>Full Semester, Every Other Day</b>
<p>Forensics is a one-semester investigative science and technology course. Using Scientific Inquiry Skills, students will learn how to observe, collect, analyze, and evaluate evidence found at crime scenes. The purpose of this course is to expose students to a variety of Forensic fields and careers.</p>	

<b>Drama 8</b>	<b>Full Semester, Every Other Day</b>
<p>Drama 8 is an introduction to fundamental acting and technical skills. Off-stage, students explore sound effects, makeup, costuming, and lighting. On stage, students learn movement and characterization skills. Students will participate in various activities that may include plays, improvisation, reader's theatre, and short scenes. Through these activities, Drama 8 students will learn physical and vocal presentation skills and develop basic knowledge of theatre arts. Near the conclusion of this course, students will perform what they have been working on for the semester.</p>	

<b>Creative Repurposing</b>	<b>Full Semester, Every Other Day</b>
<p>Do you like DIY projects, flea market flip, Pinterest projects, and saving the environment? Then creative repurposing is the class for you! In this class, students will create a new useful product from an old, used, throw away item using the elements and principles of design. Throughout the semester, students will increase their awareness of items that are put in landfills and how landfills affect the environment. Students will then:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Research ideas for repurposing a selected household item</li> <li><input type="checkbox"/> Research the craftsmanship skills required to repurpose the item as planned</li> <li><input type="checkbox"/> Repurpose an old, used, throw away item</li> <li><input type="checkbox"/> Keep a cost log for the repurposed item</li> <li><input type="checkbox"/> Create a display showing their use of the planning process and product creation, including an example of an original and repurposed version of the selected household item</li> </ul>	

<b>Fitness &amp; Recreation</b>	<b>Full Semester, Every Other Day</b>
<p>The goal of this course is to motivate and teach students how to live a healthy lifestyle. Students will be given the opportunity to try many types of fitness activities. Also covered in this class will be the areas of nutrition, stress management, personal fitness plans, and goal setting.</p>	

<b>Food Science</b>	<b>Full Semester, Every Other Day</b>
<p>In this course, students will explore science and math through cooking. We will conduct food science experiments and look at the roles that science and math play within the foods we make and prepare. This will be a lab class, in which we will use the scientific method to conduct lab experiments with food. We will be in the kitchens two to three days a week to discover how ingredients work, how food cooks, and the process of cooking.</p>	

<b>Drawing and Painting</b>	<b>Full Semester, Every Other Day</b>
<p>If you have a passion for creating, this hands-on course is for you! In this course, students will explore different drawing and painting media to include graphite, colored pencil, charcoal, pastel, watercolor, and acrylic paints. The first half of the course will be spent on skill development, technique, and exploration. During the remainder of the course students will create artwork using the media and subject matter of their choice.</p>	

<b>Ceramics and Sculpture</b>	<b>Full Semester, Every Other Day</b>
<p>Want to get your hands dirty? Dig into this new art elective! This course is focused on three-dimensional art. Students will spend the first half of the course exploring different methods of making sculpture, to include clay, plaster, wood, and found objects. During the time students are working with clay, they will create various hand-built and wheel-thrown pieces, both functional and decorative, to include: plates, jars, vases, mugs, and serving dishes. During the second half of the course, students will create work using the media and subject matter of their choice.</p>	

<b>Study Hall</b>	<b>Full Semester, Every Other Day</b>
<p>Study Hall is an opportunity for students to complete their academic work during the school day.</p>	

## ACADEMIC SUPPORT COURSES

<b>EL</b>	<b><i>Full Year</i></b>
<p>Only students whose first language is not English are eligible for this course. The level of coursework is based on the previous year's ACCESS scores. Students will have the opportunity to increase English language skills in reading, writing, speaking, and listening with the goal of fluent academic and social language proficiency. Students will be given support in their core classes, as needed. Final grades will be posted on a pass/fail basis on student report cards.</p>	

<b>Math Intervention 8</b>	<b><i>Based on Student Need</i></b>
<p>The purpose of this course is to give students a boost in their basic math skills. As a large group, students will review the math lesson when needed and pre-teach upcoming lessons. The majority of time will be spent in small groups. In small groups, students will work on math skills that develop their basic math knowledge. Students will get extra math help for classroom assignments and extra practice on the Minnesota State Math Standards. This class is in addition to the students' core math class. Final grades will be posted on a pass/fail basis on student report cards.</p>	
<b>Entrance Criteria</b>	<b>Exit Criteria</b>
<ul style="list-style-type: none"> <li>● <b>Review of past data.</b> <ul style="list-style-type: none"> <li>○ <b>MCA:</b> Partially Meet Standard</li> <li>○ <b>FAST:</b> Some/High Risk</li> <li>○ Teacher Recommendation</li> <li>○ Universal Screening Data</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● MCA: Meets or Exceeds</li> <li>● FAST: Grade Level</li> <li>● Teacher Recommendation</li> <li>● Universal Screening Data</li> </ul>

<b>Reading Intervention 8</b>	<b><i>Based on Student Need</i></b>
<p>The purpose of this course is to give students a boost in their reading skills. In large group and small group settings, students will be supported on individual skills to assist in the progression toward grade level standards. This class is in addition to the students' core reading class. Final grades will be posted on a pass/fail basis on student report cards.</p>	
<b>Entrance Criteria</b>	<b>Exit Criteria</b>
<ul style="list-style-type: none"> <li>● <b>Review of past data.</b> <ul style="list-style-type: none"> <li>○ <b>MCA:</b> Partially Meet Standard</li> <li>○ <b>FAST:</b> Some/High Risk</li> <li>○ Teacher Recommendation</li> <li>○ Universal Screening Data</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● MCA: Meets or Exceeds</li> <li>● FAST: Grade Level</li> <li>● Teacher Recommendation</li> <li>● Universal Screening Data</li> </ul>

<b>REACH</b>	<b><i>Full Year, Every Day</i></b>
<p>REACH is an in-school program designed to help students academically, socially, and/or emotionally. The REACH Program not only supports these students academically, but also works to help them build life skills necessary for the future.</p> <p><b>Relationships:</b> A safe place for students to belong, connect, and cool off if needed.</p> <p><b>Education:</b> Individualized academic assistance and assignment modifications as needed.</p> <p><b>Accountability:</b> A support network with staff committed to helping students succeed while nurturing student responsibility.</p> <p><b>Character:</b> Skill-building activities that encourage positive academic and personal growth.</p> <p><b>Hard work:</b> Students rise to the level of expectations.</p>	
<b>Entrance Criteria</b>	<b>Exit Criteria</b>
<ul style="list-style-type: none"> <li>● <b>Review of past data.</b> <ul style="list-style-type: none"> <li>○ Student failing core subjects</li> <li>○ Multiple missing assignments</li> <li>○ Organizational needs</li> <li>○ Attendance needs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Consistent grades C or above</li> <li>● Student-Teacher conference</li> <li>● Staff recommendation</li> <li>● Mandatory semester WIN monitor</li> </ul>

## SPECIAL EDUCATION SERVICES

<b>Applied Skills</b>	<b><i>Based on IEP Minutes</i></b>
<p>Applied Skills is designed for students who have an Individualized Educational Plan (IEP). They have been identified as a student with a deficit in reading, writing, listening skills, math, oral expression, social skills, or study skills. Instruction is developed based on individual student needs. It is designed to teach students strategies to enable them to become successful in academic, social, and community settings. The students receive direct instruction in their identified skill area.</p>	

<b>Positive Learning Understanding Self (PLUS)</b>	<b><i>Based on IEP Minutes</i></b>
<p>PLUS class is designed for students who have an Individualized Education Plan (IEP). Students identified for this class have demonstrated a need for organizational skills, stress management, goal setting, test taking, social skills, self-advocacy, study skills, and problem solving skills. The instruction is developed based on each student's individual needs and will support students in their educational, emotional, and behavioral growth. It is designed to teach students strategies to enable them to become successful in academic, social, and community settings. The students receive direct instruction in their identified skill area.</p>	

<b>Communication Strategies</b>	<b><i>Based on IEP Minutes</i></b>
<p>This class is designed for students who have an Individualized Educational Plan (IEP). Students identified for this class have demonstrated a need for communication skills, organizational skills, stress management, goal setting, test taking, social skills, self-advocacy, study skills, and problem solving skills. The instruction is developed based on each student's individual needs and will support students in their educational, communication, emotional, and behavioral growth. It is designed to teach students strategies to enable them to become successful in academic, social, and community settings. The students receive direct instruction in their identified skill area.</p>	

<b>Life Skills</b>	<b><i>Based on IEP Minutes</i></b>
<p>This class is designed for students who have an Individualized Educational Plan (IEP). Students identified for this class have demonstrated a need for functional skills, communication skills, organizational skills, stress management, goal setting, test taking, social skills, self-advocacy, study skills, and problem solving skills. The instruction is developed based on each student's individual needs and will support students in their educational, functional, communication, emotional, and behavioral growth. It is designed to teach students strategies to enable them to become successful in academic, social, and community settings as well as gaining independent skills. The students receive direct instruction in their identified skill area.</p>	

<b>Speech and Language</b>	<b><i>Based on IEP Minutes</i></b>
<p>This service is designed for students who have an Individualized Educational Plan (IEP) due to their communication and language needs. Scheduling is done on an individual basis.</p>	

<b>Developmental Adapted Physical Education (DAPE)</b>	<b><i>Based on IEP Minutes</i></b>
<p>DAPE is for students who qualify for the services through an assessment process. This class is for students who need to work on extra skills that are used in physical activities. We focus on lifelong health activities and skills that the student would be doing in their General Physical Education class. As a whole, we want the student to have more practice time to work on skills, so they can have more inclusion in their General Physical Education class.</p>	

## **Scheduling Appeals Process**

### **Math Appeals**

- Students must test out of the pre-requisite course using an end of course assessment in order to advance
- Follow District acceleration criteria

### **Appeals in ALL Other Disciplines**

- If not initially invited into the course by initial identification, the student and parent(s) must:
  - Complete the written Appeal Request Form
    - Available from the building administration or counselors
  - Building Administrator(s) and school staff review the student's file including:
    - Core Data (as described above in Identification)
    - Other Supplementary Data, such as:
      - Subject-specific scores on standardized tests
      - Subject-specific grades and GPA (i.e. Math GPA, Science GPA, etc., NOT overall GPA)
      - Work samples
  - Building Administrator(s) reviews the student's file and supplementary data with parents
    - The Building Administrator will be the final authority on ALL appeals

## **Schedule Change Process**

In order for a schedule change to be approved, your student needs to complete the following steps:

1. Speak with the teacher of the class wishing to be dropped.
2. Fill out the "Schedule Change Request" form, located in the main office with Mrs. Kochlin or Mrs. Meyer.
3. Mr. Bakeberg and Mrs. Meyer make final approval of the schedule change request
4. Requests are not considered after the course has been in session for one week.

Please note schedule changes will be considered up to the final day of the second week of the semester.

**Executive Summary:**

- Jordan Middle School updates and edits for 2022-2023 course catalogs and 2022-2023 course registration details.

**Ben Bakeberg, Principal, Jordan Middle School**  
**Chelsey Meyer, School Counselor, Jordan Middle School**

This summary provides an overview of the changes to the grad level course catalogs for the 2022-2023 school year.

**Updates and Changes:**

- Change the title of each document to a handbook instead of a catalog.
- Removed the social worker and counselor from the title page.
- Added 5th Grade Academy to the 5th grade elective rotation.
  - Remove Music Applications from 5th grade elective rotation.

<b>5th Grade Academy</b>	<b>Quarter, Every Other Day</b>
5th Grade Academy is a class solely dedicated to support students in the transition to middle school. This interactive class will focus on technology basics at JMS, organization strategies and communication skills, while embedding internet safety, social media and health choices for students.	

- 6th Grade Band and Choir
  - Adding General Music 6 option to requirements for 6th grade students to choose from band, choir, or general music.
    - Students must choose at least one option.
    - This request was brought by the music team

<b>General Music 6</b>	<b>Year Long, Every Other Day</b>
General Music gives students an opportunity to explore a variety of music genres. Students will learn about a variety of topics including but not limited to: American Music, World Music, Drumming, Guitar, and Composition. No evening performance requirements; however, students will conclude the class by creating a self-directed project which will apply their knowledge from the course.	

- Removed Social Media Production from 8th Grade Handbook
  - Course had not had enough interest to run.

**Registration Details:**

- Updated Course Catalog brought to School Board
  - January 24th
- Advisory Virtual Course Overview
  - February 8th-11th
    - Students watch registration video in Advisory
- Student Course Requests-In Science Class
  - February 16th-6th Grade Registration
  - February 17th-7th Grade Registration
  - February 18th-8th Grade Registration

**Recommendation:**

- It is our recommendation that each grade level course handbook and registration timeline for the 2022-2023 school year be approved.



# **JORDAN HIGH SCHOOL REGISTRATION GUIDE 2022-2023**

JORDAN HIGH SCHOOL IS A COMMUNITY DEDICATED TO PROVIDING A CHALLENGING AND ENGAGING EDUCATION THAT EMPOWERS STUDENTS TO PURSUE THEIR OWN EXCELLENCE.

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# GETTING STARTED

**Academic Policies:** Students register in the spring for the next school year courses. Schedule changes are discouraged and kept to a minimum. Once a semester begins, changes are only allowed if a credit deficiency is noticed, a teacher recommends a change, a student has too many study halls, or an error was made. Schedules can NOT be changed after the first week of the semester. A course dropped after the first two weeks of each semester will result in students receiving an "F" on their permanent record, and they will be placed in a study hall. Students who register for Advanced Placement, Concurrent Enrollment, and College in the Schools classes will not be allowed to drop them after registration. We will staff our building for these classes and when students drop them, other classes become too large.

**Cumulative Grade Point Average (GPA):** Cumulative Grade Point Average is calculated beginning in Grade 9 through the end of Grade 12. Every course with a mark of A through F is used in calculating cumulative GPA. Advanced Placement, Concurrent Enrollment, and College in the Schools receive weighted grades (10% increase). The numerical representation of grades are as follows:

	Regular	AP/CE/CIS (weighted)
A	4.0	4.4
A-	3.67	4.04
B+	3.33	3.66
B	3.0	3.3
B-	2.67	2.94
C+	2.33	2.56
C	2.0	2.2
C-	1.67	1.84
D+	1.33	1.46
D	1.0	1.1
D-	0.67	0.74
F	0	0

**Academically Challenging Courses:** All Jordan students are encouraged to take courses that will provide them with the appropriate challenge for their future education and career goals. Rigorous coursework in high school is the greatest predictor of college completion. Students who are high academic achievers will want to consider the most rigorous coursework available. Parents and students should be aware of some of the courses that provide additional challenge:

Advanced Placement Chemistry  
Advanced Placement Mobile Computer Science Principles  
Advanced Placement U.S. History  
Advanced Placement World History  
Anatomy and Physiology  
Concurrent Enrollment Spanish IV and Spanish V  
Concurrent Enrollment Public Speaking  
Concurrent Enrollment Introduction to Education  
Concurrent Enrollment English Composition  
Concurrent Enrollment Multicultural Education and Human Relations in Schools  
College in the Schools Introduction to Literature: Poetry, Drama, Narrative  
College in the Schools Human Physiology, Technology and Medical Devices  
College in the Schools Calculus  
College in the Schools College Algebra Through Modeling  
College Writing  
College Writing II

**Graduation Requirements:**

English: Full year of English 9  
Full year of English 10  
Four semesters to include: one literature, one speaking, one writing, and one elective choice.

Social Studies: Full year of Civics  
Full year of American History  
Full year of World History  
One semester of Economics  
One semester Social Studies elective

Mathematics: Three full years of Mathematics

Science: Full year of Physical Science  
Full year of Biology  
Full year of a Chemistry

Health/PE: One semester of PE 9  
One semester of PE 10  
One semester of Health

Fine Arts: Two semesters of Fine Arts which include: Any Art course, Any Music Education, Fashion/Interior Design or Computer Graphics

Business: One semester of Freshman Academy or Careers

Electives: Seven credits, which may be made up of full year or semester long courses

**Commencement Procedures:** To participate in the graduation ceremonies, seniors must have completed all graduation requirements. Students must earn 24 credits to satisfy requirements; each semester course equals one-half credit and each year long course equals one credit.

**Alternative Learning Opportunities:** All students who are experiencing difficulty in the traditional education system are allowed to enroll in alternative programs to complete their high school education. Students will earn a Jordan High School diploma and must complete the same requirements as other Jordan students to earn their diploma. Students must provide their own transportation to alternative schools. Parents and students who are interested in pursuing registration in an alternative school should make an appointment with the counselor.

**Online Schools:** Students have the option of attending online schools. However, students and parents must understand students who choose to go to online schools will not receive a Jordan High School diploma. They will receive a diploma from that online school organization.

### **Key to Symbols:**



= Course offers college credit



= Course offers articulated credit



= Students will receive a weighted grade

### **Reading the Course Descriptions:**

- A course number for each course indicates whether it is a semester long course or part of a year long course. A 1000 numbered course indicates it is the first half of a year-long course; a 2000 numbered course indicates it is the second half of a year-long course, and a 3000 numbered course indicates it is a semester-long course. Students who register for year-long courses must include both the first and second semester numbers when registering.
- Each course indicates the appropriate grade level.
- Most semester-long courses have a credit value of .5, meaning a yearlong course is valued at 1 full credit. College in the Schools and Concurrent Enrollment courses have an increased credit value and are indicated prior to the course description.
- Students and parents should be aware of course prerequisites and required supplies. Symbols indicate if a course is articulated with a vocational or two-year college or if a student can earn college credit after successfully completing the course (see above).
- Symbols indicate courses with weighted grades.
- Courses labeled as "honors" have a higher level of rigor; classes labeled as "advanced" (except Advanced Placement classes) move students more quickly through material. For example, Advanced Algebra II moves through all of Algebra II in one year rather than over two years.

# College Credit Opportunities

Jordan High School offers opportunities for students to potentially earn college credit while attending high school. Colleges and universities look favorably upon students who have challenged themselves in high school through a rigorous academic program. Advanced Placement, Concurrent Enrollment, and College in the Schools courses present curriculums that are the same as courses taught on college campuses; therefore, students must understand they are significantly more difficult than a high school course. At the conclusion of these courses, students may qualify for college credit so students are expected to think, analyze, and produce at a college level. Additionally, they require significantly more work outside of class than regular high school courses. Therefore, students should consider not only their own academic background and commitment, but also their overall course load, job responsibilities and cocurricular activities when deciding to register for these courses. Students who choose to take three Advanced Placement, Concurrent Enrollment, and College in the Schools courses during one semester will be allowed to have two study halls. College credit courses will be given 1.0 Jordan High School Credit for every 4.0 College credits.

**Post-Secondary Enrollment Options (PSEO):** 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-level, nonsectarian courses at eligible participating postsecondary institutions. Most PSEO courses are offered on the campus of the postsecondary institution; some courses are offered online. Each participating college or university sets its own requirements for enrollment into the PSEO courses. Eleventh and 12th-grade students may take PSEO courses on a full- or part-time basis; 10th graders may take one career/technical PSEO course. If they earn at least a grade of C in that class, they may take additional PSEO courses. There is no charge to PSEO students for tuition, books or fees for items that are required to participate in a course. Students must meet the PSEO residency and eligibility requirements and abide by participation limits specified in Minnesota Statutes, section 124D.09. Funds are available to help pay transportation expenses for qualifying students to participate in PSEO courses on college campuses. Schools must provide information to all students in grades 8-11 and their families by March 1, every year. **Students must notify their school by May 30 if they want to participate in PSEO for the following school year.** For current information about the PSEO program, visit the Minnesota Department of Education's Postsecondary Enrollment Options (PSEO) webpage.

### Procedures for Students to Follow:

1. Schedule an informational meeting with the high school counselor.  
Robin Whiteside
2. Parents and students review material and discuss options as far as how they relate to future career and educational plans
3. Complete Part 1 of Notice of Student Registration Form, Student Guide, and obtain an official transcript. Students must take this information with them when they meet with the postsecondary admissions staff.
4. Schedule a meeting and obtain information from the post-secondary admissions staff.
5. Complete necessary post-secondary admissions forms. Part 2 of the Notice of Student Registration Form is to be completed by the postsecondary institution. Within ten days after registration, the post-secondary institution will send a copy of this form to the student, the high school, and the Minnesota Department of Education.
6. Register for courses. The high school will notify the student of the number of credits to be received for post-secondary courses by completing part 3 of the Notice of Student Registration Form and send a copy to the student.
7. Provide the high school counselor with a copy of the post-secondary registration form and contact them if course changes were necessary.
8. This process should be followed each semester.

For further information please visit the Minnesota Department of Education website

<https://education.mn.gov/MDE/dse/ccs/pseo/index.htm>

**Concurrent Enrollment Classes (MSU-Mankato, Normandale CC, Ridgewater CC):** Jordan High School offers Spanish IV, Spanish V, Public Speaking in collaboration with MSU Mankato. This partnership offers qualified students the opportunity to earn university credit prior to graduation. CE courses are taught by a highly qualified high school instructor who has been endorsed and mentored by faculty from MSU. Students who complete CE courses receive MSU academic credit, which appears on an MSU transcript. It may transfer to other colleges and universities (acceptance of transfer credits is always guided by the policies of the individual college or university). JHS offers Introduction to Education, Freshman Composition, and Multicultural Education through Normandale Community College. JHS offers Musicology, Symphonic Band, Jazz Band, and Concert Choir through Ridgewater Community College.

Students must complete an application, take the Accuplacer, and meet admissions criteria:

Seniors must have a 3.0 GPA (on a 4.0 scale) OR an ACT composite score of 21 or higher Juniors must have a 3.5 GPA (on a 4.0 scale) OR an ACT composite score of 23 or higher

**University of Minnesota College in the Schools Courses:** CIS is a partnership between the University of Minnesota and area high schools. It delivers regular university introductory level courses to advanced high school students. Students successfully completing a CIS course receive University of Minnesota credit. High school teachers teach CIS courses during the regular school day in the high school. They apply to the University of Minnesota and must be accepted to teach. Additionally, teachers receive ongoing support and staff development at the University of Minnesota. University credits earned through CIS are approved degree credits and are transferable to other colleges and universities. Acceptance of transfer credits is always guided by the policies of the school accepting the credit. CIS courses offered at Jordan High School include College Algebra through Modeling; Calculus; Introduction to Literature: Poetry, Drama and Narrative; and Human Anatomy and Physiology. Prerequisites for each class are indicated in the registration guide.

**Advanced Placement:** Advanced Placement is a national program that allows students in high school to take college level classes. Jordan High School offers AP Chemistry, AP US History, and AP World History. In May, students will be offered an AP exam. Students who earn a score of three or better may qualify for college credit. To make sure that a particular college accepts AP credit, students must contact the specific college.

**Articulation Agreements:** Through articulation agreements between Jordan High School and specific two-year colleges in the area, students will be able to earn college credit for certain courses taken in high school. The agreements recognize that skills and competencies are developed through successful completion of specific coursework that is then verified by the high school teacher. To receive credit, students must enter that specific post-secondary institution. These schools vary regarding their policies when students choose to transfer to another school. Students should check with those institutions when they register upon graduation from high school. Follow the link for the most current and updated information at <https://ctecreditmn.com>

# Post-Secondary Preparation

Students should register for classes that satisfy entrance requirements of colleges (state universities, and technical, community or private colleges). Requirements vary. Students and parents should become familiar with the entrance requirements of colleges to which they wish to apply. This can be accomplished in several ways:

- Meet with admissions representatives when they are scheduled at school
- Call or email colleges directly
- Check the college website

In general, students may adhere to these guidelines for admission:

Community College: Admission to the college does not automatically qualify a student for all courses and programs. Students' abilities in reading, writing, and math must be assessed before registering for classes. Some specialized career programs such as Dental Hygiene, Nursing, Radiologic Technology, Automotive and others are competitively based and have additional academic and application requirements. The requirement to enter a community college is a high school diploma or GED. Normandale, Inver Hills, and Century Colleges are examples of Community Colleges.

Technical College: Most jobs require technical skills, and the explosion of new technology calls for a highly trained workforce. Technical colleges work closely with businesses to offer this advanced professional training. Prior to registering for courses, students may be required to take the Accuplacer, a standardized assessment of a student's reading, sentence and arithmetic skills. Test results help students select courses while allowing staff to develop appropriate plans for a student's academic support. Applicants who took rigorous high school courses are likely to test into more advanced courses thereby moving them more quickly through course requirements. Students are advised to check with specific programs in advance due to the possibility of waiting lists. Students are encouraged to continue to challenge themselves and perform well while in high school. The requirement to enter a technical college is a high school diploma or GED. Examples of technical colleges include Dakota County and Hennepin County Technical Colleges.

Four-Year Colleges and Universities: The following minimum courses are highly recommended for admission:

- Four years of English, including composition and literature.
- Four years of Mathematics, including two years of algebra and one year of geometry. PreCalculus is strongly advised.
- Three years of Science, including one year of biological science and one year of chemistry or physics.
- Two years of a single World Language.
- Four years of Social Studies, including US History and Geography.
- One year of visual and/or performing arts (art or music classes).

\*\*Please note that university requirements may be different. Please contact the admissions office of the university for full admissions requirements.

# Minnesota Career Fields, Clusters & Pathways



## The Following is a Suggested Class Matrix

If you are a student interested in a particular listed career field, cluster or pathway, the listed classes in the matrix allow you to have the greatest exposure by enrolling in the classes listed. Students are not required to enroll in, or stay in, any one particular path.

### Classes listed are Suggestions

Grade	Agriculture, Food & Natural Resources Career Field
	<b>Agriculture, Food &amp; Natural Resources</b>
9th Grade	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Fine Arts Credit
10th Grade	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Foods I & II or Power & Energy

<p><b>11th Grade</b></p>	<p>Advanced Algebra, Creative Communications, Creative Writing, World History, Accounting, Craft, Innovate: Creative Problem Solving, Strength Training, Woods I &amp; II</p>
<p><b>12th grade</b></p>	<p>Economics, Literary Studies, Practical Writing, Public Speaking, Animal Science, Building Trades, Government &amp; Law Metals Fabrication I &amp; II, Personal Finance, Sociology</p>

Grade	Arts, Communications & Information Systems Career Field	
	Information Technology	Arts, Communications & Information Systems
<p><b>9th Grade</b></p>	<p>Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Fine Arts Credit, Spanish I</p>	<p>Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, 2D Foundations, 3D Foundations, Band/Choir</p>
<p><b>10th Grade</b></p>	<p>Algebra, Biology, English 10, Health, Physical Education, U.S. History, Spanish II</p>	<p>Algebra, Biology, English 10, Health, Physical Education, U.S. History, Advanced Foundations, Band/Choir, Computer Graphics</p>
<p><b>11th Grade</b></p>	<p>Chemistry, CIS Algebra, College Writing, Creative Communications, Literary Studies, World History, Computer Animation Computer Graphics, Microsoft Office Specialist Applications</p>	<p>Advanced Algebra, Chemistry, Creative Communications, Literary Studies, World History, Band/Choir, Computer Animation, Craft, Design - Fashion/Interior</p>

<b>12th Grade</b>	Calculus, Economics, Public Speaking, Research Writing, AP Mobile Computer Science Principles, Computer Repair, Innovate: Creative Problem Solving, Personal Finance, Programming, Website Design	Creative Writing, Economics,, Public Speaking, Theatre Arts, Band/Choir, Graphic Design/Yearbook, Photography, Psychology, Studio Art I & II
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Grade	<b>Business, Management &amp; Administration Career Field</b>			
	<b>Business, Management, and Administration</b>	<b>Finance</b>	<b>Hospitality &amp; Tourism</b>	<b>Marketing, Sales &amp; Service</b>
<b>9th Grade</b>	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Fine Arts Credit, Spanish I	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Fine Arts Credit, Spanish I	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Fine Arts Credit, Innovate: Problem Solving	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Fine Arts Credit, Spanish I
<b>10th Grade</b>	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Spanish II	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Spanish II	Algebra, Biology, English 10, Health, Physical Education, U.S. History Foods I & II	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Spanish II
<b>11th Grade</b>	Advanced Algebra, Chemistry, College Writing, Literary Studies, World History, Accounting, Fine Arts Credit General Business, MOS Applications	Chemistry, College Writing, Literary Studies, Pre-Calculus, World History, Accounting, Fine Arts Credit, General Business, MOS Applications	Advanced Algebra, Chemistry, Literary Studies, Practical Writing, World History, Accounting, Fine Arts Credit, General Business, Psychology	Advanced Algebra, Chemistry, Creative Writing, Literary Studies, World History, Accounting, Computer Graphics General Business, S&E Marketing
<b>12th Grade</b>	Economics, Pre-Calculus, Public Speaking, Research Writing, BME, Personal Finance, Psychology, S&E Marketing	CIS Algebra, Economics, Public Speaking, Research Writing, BME, Government & Law, Personal Finance, Psychology	Creative Comm., Creative Writing, Economics, Public Speaking, BME, Personal Finance, S&E Marketing, Senior Seminar, Sociology	College Writing, Economics, Public Speaking, BME, Graphic Design/Yearbook, Personal Finance, Psychology, Sociology

Grade	Engineering, Manufacturing & Technology Career Field			
	Architecture	Construction and Manufacturing	Science, Technology, Engineering & Math	Transportation, Distribution & Logistics
<b>9th Grade</b>	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Spanish I	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, 2D Foundations, 3D Foundations	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Fine Arts Credit, Spanish I	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, 2D Foundations, 3D Foundations
<b>10th Grade</b>	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Spanish II	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Woods I, Woods II	Advanced Algebra, Biology, English 10, Health, Physical Education, U.S. History, Fine Arts Credit, Spanish II	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Advanced Foundations, Innovate: Problem Solving
<b>11th Grade</b>	Chemistry, CIS Algebra, College Writing, Literary Studies, World History, 2D Foundations, 3D Foundations, Arch. Drafting/CAD, Building Trades	Advanced Algebra, Chemistry, Literary Studies, Practical Writing, World History, Advanced Foundations, Adv. Design & Mach., Arch. Drafting/CAD, Innovate: Problem Solving	AP Chemistry, CIS Algebra, College Writing, Literary Studies, World History, Arch. Drafting/CAD, Environmental Science, Sociology	Advanced Algebra, Chemistry, Literary Studies, Practical Writing, World History, Adv. Design & Mach.
<b>12th Grade</b>	CIS Calculus, Economics, Physics, Public Speaking, Research Writing, Adv. Design & Mach., Advanced Foundations	Creative Communications, Economics, Public Speaking, Building Trades, Construction Tech., Metals Fabrication I, Metals Fabrication II, Personal Finance, Strength Training	CIS Calculus, Economics, Public Speaking, Research Writing, CIS Physiology, Government & Law, Innovate: Problem Solving, Physics, Psychology	Creative Communications, Economics, Public Speaking, Arch. Drafting/CAD, Automotive Technology, Metals Fabrication I, Metals Fabrication II, Power & Energy, Strength Training

Grade	Health Science Technology Career Field
	<b>Health Science</b>
<b>9th Grade</b>	Freshman Academy, Civics, English 9, Geometry, Physical Education,

	Physical Science, Fine Arts Credit, Spanish I
<b>10th Grade</b>	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Fine Arts Credit, MOS Applications
<b>11th Grade</b>	Advanced Algebra, Chemistry, College Writing, Literary Studies, World History, Child Development I & II, Foods I & II
<b>12th Grade</b>	Economics, Pre-Calculus, Public Speaking, Research Writing, CIS Physiology, Healthcare & Medicine, Strength Training or Womens Fitness

<b>Grade</b>	<b>Human Services Career Field</b>	
	<b>Human Services University Track</b>	<b>Human Services Non-University Track</b>
<b>9th Grade</b>	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Spanish I	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, 2D Foundations, 3D Foundations
<b>10th Grade</b>	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Fine Arts Credit, Spanish II	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Advanced Foundations, General Business
<b>11th Grade</b>	Chemistry, CIS Algebra, College Writing, World History,	Advanced Algebra, Chemistry, Creative Communications, Literary Studies,

	Anatomy & Physiology, Child Development I & II, Fine Arts Credit	World History, Child Development I & II, MOS Applications, Psychology
<b>12th Grade</b>	Calculus, Economics, Independent Literary Analysis, Public Speaking, Research Writing, Food Cultures & Society, Innovate: Creative Problem Solving, MOS Applications, Personal Finance, Psychology, Sociology	Creative Writing, Economics, Public Speaking, Accounting, Cosmetology, Design - Fashion/Interior, Food Cultures & Society, Personal Finance, Sociology

Grade	Human Services Career Field		
	Education and Training	Government & Public Administration	Law, Public Safety, Corrections & Security
<b>9th Grade</b>	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Fine Arts Credit, Spanish I	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Spanish I	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Spanish I, Fine Arts Credit
<b>10th Grade</b>	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Fine Arts Credit, Spanish II	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Spanish II	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Spanish II, Fine Arts Credit
<b>11th Grade</b>	Advanced Algebra, Chemistry, College Writing, World History, Introduction to Education, MOS Applications	Advanced Algebra, Chemistry, College Writing, Creative Communications, World History, Accounting, Fine Arts Credit, History through Literature, Psychology	Advanced Algebra, Chemistry, Practical Writing, Literature Studies, World History, Government & Law, Psychology, Sociology, Strength Training
<b>12th Grade</b>	Economics, Public Speaking, Research Writing, Child Development I & II, Graphic Design/Yearbook,	Economics, Pre-Calculus, Public Speaking, Research Writing, Fine Arts Credit, 86	Economics, Public Speaking, Creative Comm., Criminal Justice, Food Cultures & Society,

	Innovate: Problem Solving, Multicultural Education, Personal Finance, Psychology, Sociology, Theatre Arts	Food Cultures & Society, Government & Law, Innovate: Problem Solving, MOS Applications, Personal Finance, Sociology	Healthcare & Medicine
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<b>Grade</b>	<b>Military</b>
<b>9th Grade</b>	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Spanish I
<b>10th Grade</b>	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Spanish II
<b>11th Grade</b>	Advanced Algebra, Chemistry, Practical Writing, Literary Studies, World History, Innovate: Creative Problem Solving, Fine Arts Credits (2), Lifetime Activities or Women's Wellness
<b>12th Grade</b>	Creative Communications, Economics, Public Speaking, Food Cultures & Society, History through Literature, MOS Applications, Personal Finance, Psychology, Sociology, Strength Training, World Events



**SUMMIT ACADEMY EXPERIENTIAL LEARNING PROGRAMS**

Students have the opportunity to take professional studies courses that combine cross-curricular and real-world learning. These courses and programs will benefit students from a partnership with local businesses and professionals from the community. The course content is made relevant by giving students access to career fields through guest instructors, project management work, mentorships, and portfolio development. This program will require students to be located outside of the school building at times, but students are subject to the same academic, behavioral, and attendance expectations that are expected of them at Jordan High School. This program will give students an opportunity to earn college credit in a team-taught environment. These classes will be held during a two hour block.



**Building Trades:** 1340/2340  
Credit Value: 1.0 per semester

Grade Level: 11-12  
Prerequisite: application

Required Materials: This is a full year 2 hour block class\*\*

Course Description: While in the building trades program, students are given an extraordinary opportunity to build a custom, single-family home / structure from the ground up. This program will require students to manage time and tools; read and interpret house plans; work independently and in groups; and have a mature attitude towards their learning and experiences. Students will be working on a job site every day in small groups, individually or with an entire class. They will gain experience in every aspect of construction including surveying, concrete, rough carpentry, plumbing, electrical, insulation, sheetrock, roofing, finishing / trim, and painting. Completing a project of this scale will equip students with valuable skills to make them wise consumers, as well as wise career decision makers. Students may be able to earn the 10-hour OSHA certification as well as college credit through articulation agreements with educational partners. Students taking this path may look ahead to education and careers as contractors, plumbers, carpenters, electricians, masons, project managers, and engineers. Students will learn all aspects of construction that go into building a home. This will include:

- |                          |                     |                         |
|--------------------------|---------------------|-------------------------|
| Safety                   | Jobsite Supervision | Energy Efficiency       |
| Surveying                | Electrical          | Concrete/Masonry        |
| Rough/Finished Carpentry | Insulation          | Inspection              |
| Rough/Finished Plumbing  | Roofing             | Tool use and Management |
| HVAC                     | Flooring            |                         |
| Material Estimation      | Painting            |                         |

**Business Marketing and Economics: 3015**



Credit Value: .5 business and .5 economics credit per semester

Grade Level: 11–12

Prerequisite: None

Required Materials: None

Course Description: This course is designed to provide students a hands-on experience in the world of business. Students will be assigned mentors and business partners to help them develop skills relevant to the 21st century. Focus will be placed upon the role of management and the challenges associated with human resources, laws affecting business operations, and the skills required for successful leadership in a dynamic environment. Opportunities associated with producing world-class products will be discussed along with the importance of total quality management. Students will complete various hands-on projects to reinforce learning, many of which will involve the use of technology. Students will complete this course with a presentation for their business partner.

Topics discussed may include: Business in the U.S. economy Business law Business management Economics Human relations Issues in the global economy Consumers in the U.S. economy Business finance in the global economy This course should be taken if students are interested in entrepreneurship or any of the following Career Clusters: Finance; Business; Management & Administration; Marketing; Manufacturing; Hospitality & Tourism; Transportation, Distribution & Logistics; and Government & Public Administration.

**CE Healthcare and Medicine: 3185**



Credit Value:.5 elective & .5 science

Grade Level: 11-12

Prerequisite: None

Required Materials: Pair of scrubs (top & bottom) and fingerprinting completed and fee of \$10.

Course Description: The Healthcare and Medicine program fully immerses students at Oak Terrace Healthcare Facility in Jordan, MN – providing unprecedented access to real-world experiences in the dynamic field of healthcare and medicine. During the classwork portion of this course, students will advance their understanding of healthcare systems, communications, legal issues, medical terminology, patient care, professionalism, ethics, and will explore many career opportunities in healthcare. This course requires students to be active, independent learners and fosters empowerment, self-discovery, collaboration, and critical thinking skills. Students will engage in a variety of opportunities including case studies, problem solving and project-based learning. Through guided mentoring, students will participate in an experience that encompasses their personal interest in healthcare and medicine. Successful course completion earns students four credits through South Central College. There is a potential to obtain First Aid, CPR, and Certified Nursing Assistant (NA/R) certificates from this experience.

**Introduction to Coaching and Leadership: 3030**

Credit Value: .5 per semester

Grade Level: 10-12

Prerequisite: None

Course Description: The Introduction to Coaching and Leadership course is a one semester elective class that provides an overview of the coaching profession, including coaching philosophy, leadership and motivational strategies, and current trends and theories in coaching. Other topics discussed include the critical roles and responsibilities of a coach, professionalism and ethics in coaching, strategies for building a successful team, and case studies of highly successful and impactful coaches. Students will read and discuss various articles and literary selections regarding highly successful and impactful leaders and coaches. Students will be exposed to various guest speakers from the Jordan athletic department staff and the broader coaching community. Finally, students will learn through hands-on experience as they instruct young athletes. The course will culminate with student completion of a project showing evidence of growth throughout the semester. The project will highlight student coaching experience and their personal thoughts and feelings they have developed throughout the class regarding coaching and leadership philosophy and the role of coaches in the lives of young people.

**Introduction to Education: 3010**

Credit Value: 1.0 elective and .5 English

\* students will receive 1.0 English if qualify for Normandale credit



Grade Level: 11-12

Prerequisite: None

Course Description: Introduction to Education provides an overview of the education profession and U.S. education system, including historical development, social foundations, and educational institutions. Other topics discussed include current theories; trends and issues in education and the community; certification standards; roles and responsibilities of teachers, learners, and other school personnel; and a field experience / practicum experience. Coinciding with classroom work, students will take field trips to various educational settings, learn from guest instructors focusing on various topics in the world of education, and take part in various "teaching" experiences through observations and student contact.

Expectations: Field Experience: Each student will spend at least 25 hours working with a mentor teacher observing and working with students as a classroom helper in a K-12 classroom. The field experience will also coincide with other required activities to show evidence of the experience. Capstone: Students will present a culminating project showing evidence of their growth throughout the semester, highlighting their field experience, and teaching their self-selected texts to the audience. The audience will include invited guests, classmates, teachers, mentor teachers, and administration. Portfolio: Each student will create a professional portfolio, which will be highlighted at the Capstone presentation, demonstrating learning and professional growth throughout the semester.

College Credits: Credits are earned through Concurrent Enrollment with Normandale Community College. Students must apply to Normandale CC and take Normandale's Accuplacer. A total of 8 concurrent enrollment credits are available (4 Introduction to Education credits and 4 Freshman Composition credits, if a student earns the required score on the Accuplacer)

**Multicultural Education and Human Relations in Schools: 3180**

Grade Level: 11-12

Credit Value: .75 elective per semester

Offered in the spring of odd number years (2023, 2025)



Prerequisite: Intro to Education

Course Description: Multicultural Education and Human Relations in Schools introduces students interested in pursuing a career in education to core concepts and approaches to multicultural education including issues related to student, family, and community diversity based on culture, language, race, class, gender, sexual identity, and disability. Education topics discussed will also include hierarchy of education with regards to privilege, equity and access to high quality education. Students will engage with the material using knowledge of their life experiences and those of diverse students in urban and rural public schools to learn culturally and linguistically responsive classroom strategies. Emphasis is placed on demonstrating the multicultural competence required of all successful teachers working with today's diverse youth.

Expectations: Class Participation and Attendance: Each student will attend all class periods and participate in class activities including working with mentor teachers in an authentic classroom setting. Text Reading: Students will read all assigned readings -- textbook, articles, and self-selected texts -- carefully with detailed analysis and participate in related class activities. Field Experiences: Students will visit various educational settings in order to engage in or with multicultural experiences. On this site visit, students are required to dress in a professional manner. Students create a culminating project showing evidence of their growth throughout the semester highlighting their experiences.

College Credits: Credits are earned through Normandale Community College. A total of 3 concurrent enrollment credits are available. Students will be required to take the Normandale Accuplacer Test (if required) and apply to and be accepted at Normandale Community College to receive these credits.

**Hospitality and Tourism: 3330**

Grade Level: 10-12

Credit Value: .5 elective credit

Prerequisite: None

Required Materials: Pencil and paper

Course Description: This is an introductory course that provides students with the opportunity to explore the dynamic field of hospitality, travel, and tourism industry. It provides students with a comprehensive overview of hospitality and tourism management including hotels, restaurants, food service, marketing, service companies as well as the functional areas of hotel operations.

# INTERDISCIPLINARY OPPORTUNITIES

## **Innovate: Creative Problem Solving: 3025**

Credit Value: .5 elective credit per semester

Grade Level: 9-12

Prerequisite: None

Required Materials: Pencil and paper

Course Description: In Creative Problem Solving, students will use collaboration, teamwork, creativity, imagination, and critical thinking to solve tasks in areas of STEAM (Science, Technology, Engineering, Art, and Mathematics). Students will learn about creativity, time management, and how to use failure as an opportunity to learn. Throughout the semester, students will work on both short term and long-term tasks in which they choose how to approach the task within given guidelines.

## **Senior Seminar-Learning Life Hacks to Independent Living: 3305**

Credit Value: .5 semester elective credit

Grade Level: 11-12

Prerequisite: None

Required Materials: Notebook, folder, pens/pencil, Chromebook, paper

Course Description: This course is designed to help students develop skills they will use throughout their lives. In this course students will spend 6 weeks in three elective areas of Industrial Technology, Family and Consumer Science and financial planning. Students will have the opportunity to develop independent living skills through an interdisciplinary approach utilizing resources in business, FACS, and Industrial technology.

Expectations:

Students will build personal financial literacy skills, career success basics, refine decision making and critical thinking skills as a consumer in an ever-changing economy.

## **Art, Health, and Wellness: 3035**

Credit Value: .5 per semester (Fine Art or Elective)

Grade Level 10-12

Required materials: Journal (provided), athletic clothes

Course Description: Art, Health, and Wellness approaches art and health practices as a means to wellness in one's life. Emphasis is placed on the practice of processes, more than a final product. Each week students will experience moving their bodies, making art, journaling, mindfulness exercises, and guided conversations with peers. Students will keep a Journal that includes a collection of their artworks and writing.

### 5-Day Rotation of Mind-Body Connections

- Movement
- Art
- Writing
- Social Emotional Learning
- Relationships/Conversations

# ART

\*\*One year (2 semesters) of an Art course/s is required for all students' graduation requirements.

**2D Foundations:** 1005

Credit Value: .5 per semester

Grade Level: 9-12

Prerequisite: None

Required Materials: Sketchbook

Course Description: 2D foundations addresses learning and practicing foundational drawing and painting techniques, incorporating the Elements of Art, and analyzing artists' works. Students will gain an understanding of artistic vocabulary. Students will work from observation, photo references, and their own imaginations.

**3D Foundations:** 1010

Credit Value: .5 per semester

Grade Level: 9-12

Prerequisite: None

Required Materials: Sketchbook

Course Description: 3D foundations addresses learning and practicing foundational sculpting techniques, incorporating the Elements of Art, and analyzing artists' works. This course is for the student who prefers to create artwork that is three-dimensional. The majority of the projects will include hand building with clay. Other projects will include working with wire, wood, plaster, and found materials. Students will gain an understanding of artistic vocabulary. Students will work from observation, photo references, and their own imaginations.

**Advanced Foundations:** 2010

Credit Value: .5 per semester

Grade Level: 9-12

Prerequisite: 2D or 3D Foundations, or Crafts

Required Materials: Sketchbook

Course Description: Advanced Foundations further develops techniques practiced in foundations. Students explore advanced techniques and processes in their choice of 2D or 3D media, based on the foundation course completed. Student's artwork includes practicing the Principles of Design, learning to improve the quality of their compositions.

**Craft: 3005**  
Credit Value: .5 per semester

Grade Level: 9-12  
Prerequisite: None

Required Materials: Sketchbook

Course Description: Students will design and create a number of craft projects with an emphasis on learning and understanding how to make "well crafted" objects. Students will learn about the traditions of the crafts they make, and continue to work with the elements and principles of design to create a variety of projects. Some areas of study include: Book Arts, Quilling, Natural Dying, Needlework, and Batik.

**Graphic Design/Yearbook: 1020, 2020, or 3020 (See Note Below)**  
Credit Value: .5 per semester art elective

Grade Level: 9-12  
Prerequisite: None

Required Materials: A notebook, folder, pen/pencil. Access to a digital camera is beneficial.

Course Description: Graphic Design/Yearbook explores the idea that the presentation of information is just as important as the information itself. These students will work as photographers, writers, and designers. Students will learn and practice two-dimensional design strategies that they apply to various projects in the production of the high school yearbook. Graphic Design/Yearbook can be taken as a semester course (.5 credit value) or a year-long course (1 credit value). Students who wish to take Graphic Design/Yearbook for a full year should register for both 1020 and 2020. Students who wish to take this course for only a semester should register for only 3020.

**Studio Art I: 1015**  
Credit Value: .5 per semester

Grade Level: 11-12  
Prerequisite: 2 art courses

Required Materials: Sketchbook

Course Description: Studio Art is a course for the serious art student. Students work through projects that are teacher-directed and self-directed. Students are challenged to develop work that demonstrates content as well as technical ability. Students will develop written project proposals. These students assemble their pieces into a portfolio due at the end of the semester. To learn more about art careers, this group has the opportunity to attend off-site workshops with area artists and visit colleges and technical schools. Students in this course are generally selected to compete in the MSHSL Visual Art competition.

**Studio Art II: 2015**  
Credit Value: .5 per semester

Grade Level: 11-12  
Prerequisite: Studio Art I

Required Materials: Sketchbook

Course Description: Studio Art II is a course for the serious art student. It contains the same requirements and a similar structure to Studio Art I, however, these students will also be creating an artist website. These students will use their web-site as their final digital portfolio. This group will also learn more about art careers, attend off-site workshops with area artists, and visit colleges and technical schools. Students in this course are generally selected to compete in the MSHSL Visual Art competition.

# BUSINESS & COMPUTER

**Freshman Academy:** 3045  
Credit Value: .5 per semester

Grade Level: 9  
Prerequisite: None

Required Materials: None

Course Description: Freshman Academy is a required course for all 9th grade students. This course will provide students with opportunities for interest and career exploration, while also focusing on the development of soft skills. This course will stress skills in academic readiness, personal/social development, career & college readiness, as well as promote financial literacy

**Accounting IA :** 3055  
Credit Value: .5 per semester



Grade Level: 10–12  
Prerequisite: None

Required Materials: Calculators

Course Description: Learn the language of business! Accounting is an essential part of all businesses, large and small. Students will learn the basics skills to complete all transactions necessary for the business world. Units of study include: Business transactions and Journals, Ledgers, Cash Control Systems and much more. Employers of all sizes will welcome future employees with knowledge of accounting and the associated financial acumen. Students will complete various projects involving the completion of financial transactions, reading financial documents to make sound managerial decisions, activities that are taken from actual business scenarios will round out what is needed to begin to understand business and the accounting process.

This course should be taken by students interested in entrepreneurship or any of the following Career Clusters: Finance; Business, Management & Administration; Marketing; Manufacturing, Hospitality & Tourism; Transportation, Distribution & Logistics; and Government & Public Administration.

For articulation information go to: <https://ctecreditmn.com>

**General Business:** 3075  
Credit Value: .5 per semester



Grade Level: 10–12  
Prerequisite: None

Required Materials: None

Course Description: Are you interested in the fascinating world of business? This is the class for you! General Business will give you a solid foundation of what business has to offer and what skills you will want to hone to become successful in the fast-paced world of business. From entry level positions to entrepreneurship and everything in between you will begin a journey of discovery. Units covered in this course include: Economics of business, Business Law, Business Management, Human Resource Management, Marketing, International Business, Finance and more. Throughout the course students will have the opportunity to create a mock business and create a business plan that could be a blueprint for future endeavors. The road to success starts with General Business.

**Personal Finance:** 2050  
Credit Value: .5 per semester

Grade Level: 11–12  
Prerequisite: None

Required Materials: Calculator

Course Description: Do you know all there is to know about money? What can you do now and in the near future to help you for years to come? Personal Finance is where you need to start, right now time is on your side and you can take advantage of it. Course topics include: Savings and Checking Accounts, Financial Planning, Budgeting, Setting Financial Goals, Being a Smart Consumer, Investment Options, Wealth Building, Real Estate and Mortgages, Insurance, Employment and Taxes and more. Taking charge of your personal finances early in life could lead to a more stress free future, Personal Finance is the perfect starting point for a lifelong journey.

**Sports and Entertainment Marketing:** 3085  
Credit Value: .5 per semester



Grade Level: 9 –12  
Prerequisite: None

Required Materials: None

Course Description: What is the latest blockbuster coming out of Hollywood? Which sports star is the hottest commodity? What is the next video game to take the world by storm? Learn what it takes to be a part of the fast-paced and exciting world of Sports and Entertainment Marketing. Students will learn about developing, promoting, and distributing goods and services to satisfy the needs and wants of the world's consumers. Topics include: Marketing, Merchandising, Market Plans, Market research and so much more. Students will use knowledge gained in hands-on activities that will prepare them for what is to come. Be on the cutting edge of what the world of Sports and Entertainment will be offering next.

**Computer Animation:** 3070 (offered 2022/2023, 2024/2025...)  
Credit Value: .5 elective per semester



Grade Level: 9 –12  
Prerequisite: None

\*\*This course will be offered every other year

Required Materials: Jump drive recommended

Course Description: This course is designed to teach the fundamental core principles of planning, creating, editing, formatting and displaying multimedia projects using **Adobe Animate Creative Cloud software**. This class includes a detailed review of the Adobe Animate interface including how to use the various tools and panels to create a variety of animations to be utilized in numerous projects. Students will know how to use the Library panel and the timeline, differences between frame-by-frame animation, motion paths and motion tweens. We will learn how to create shapes and text for animation, by creating symbols and instances, and the various color, effects, transitions, and filters to enhance their projects. Projects will include character animation, virtual coloring books and puzzles, interactive web banner ads, and website animations.

**Computer Graphics I:** 3065  
Credit Value: .5 Art or Elective per semester



Grade Level: 9 -12  
Prerequisite: None

Required Materials: Jump drive recommended

Course Description: This course is designed to teach the fundamental core principles of computer graphics and introduce students to the basic elements and skills involved in the creation of computer

graphics using **Adobe Creative Cloud software (Illustrator, InDesign, Premiere Pro, Photoshop)**. It will provide an opportunity for students to acquire and develop the skills needed to create various types of computer-generated work through their interactions with software, internet and various input and output devices. Actively engage students in developing, implementing and evolving ongoing electronic and print portfolios of their work. We will be doing a cross curricula project with the Fashion Design class utilizing the Glow Forge printing technology.

**Computer Graphics II: 3066**

Grade Level: 10 - 12

Credit Value: .5 per semester

Prerequisite: Computer Graphics I

Required Materials: Jump drive recommended

Course Description: This course introduces students to a wide variety of digital communication methods. Students create digital images by using computer software such as **Adobe Creative Cloud software (Illustrator, InDesign, Premiere Pro, Photoshop)** Students design and create such projects as posters, advertisements, tickets, stickers, notepads, and business cards, etc. All projects are composed of images and text that work together to communicate a message. Whether it is to attract attention, inform, persuade or inspire, the graphic design industry specializes in creative problem solving. Graphic designers promote brands, market ideas, and influence consumer behavior. Some of today's most dynamic fields -- advertising, publishing, interactive -- are based on this fundamental concept of graphic design.

**Computer Programming: 3060 (offered in 2023/2024 and 2025-2026...)**

Grade Level: 10-12

Credit Value: .5 per semester

Prerequisite: None

Required Materials: Jump drive recommended

\*\*This course will be offered every other year

Course Description: This course is designed to teach the fundamental core principles of Java. Students will learn to design and implement computer-based solutions to real-world problems using the Java programming language. Java is the backbone of many web applications, especially eCommerce and government sites. Students will write working programs through short lab assignments and more extended projects. Topics will include how computers store information, terminology, basic syntax, creating data structures like Arrays and Lists, and moving into creating functions and custom classes.

**CYBERSECURITY: 3067**



Grade Level: 9 - 12

Credit Value: .5 per semester

Prerequisite: None

Required Materials: Jump drive recommended

Course Description: Students will learn foundational cybersecurity topics including networking fundamentals, software security, system administration and the basics of cryptography and programming, all through the CodeHS web-based platform. Several hands-on investigations per unit will afford students the opportunity to assess network vulnerability, identify threats, prevent and respond to attacks, and more. Digital Forensics is the technique of computer investigation and analysis in the interest of determining potential legal evidence. In other words, it is finding the electronic fingerprints.



**Microsoft Office Specialist (MOS) Applications: 3080**

Credit Value: .5 per semester

Grade Level: 10 –12

Prerequisite: None

Required Materials: Jump drive recommended

Course Description: This course will help students learn essential computer applications and Internet technology skills for personal, academic, and professional success. Students will effectively use a current Windows operating system and appropriate file management resources; develop and refine keyboarding skills on computers for speed and accuracy; apply word processing and desktop publishing functions to create, edit, manipulate, format, cite resources, print, and store common personal and business documents; apply spreadsheet functions to solve financial, mathematical, and statistical problems in business; create and edit charts and graphs to interpret spreadsheet data; design and create databases to extract, sort, calculate, and report business data, and use the Internet in an ethical manner to research, communicate, collaborate, and efficiently retrieve information.

**Website Design: 3090**

Credit Value: .5 per semester



Grade Level: 9 –12

Prerequisite: None

Required Materials: Jump drive recommended

Course Description: This course provides an overview of creating web pages via HTML 5 & WordPress. Topics include Web page components, Web design criteria, inserting tables, images, and photographic images onto Web pages, applying special formatting features, assignment URLs to image map hotspots, creating thumbnail images, and creating forms in a Web page. Students will also be introduced to the basic skills necessary to use and create web pages. This software suite includes Notepad / Dreamweaver (Web editor), Flash and Fireworks / Photoshop (multi-purpose video and graphic software).

# ENGLISH

Graduation Requirements: All students must complete a full year of English 9 and English 10. Juniors and seniors must complete four semesters that include one writing course, one speaking course, one literature course, and one elective English course. Students may choose any course to fulfill the elective requirement.

Writing Courses	Speaking Courses	Literature Courses	Elective Courses
Writing Foundations Practical Writing College Writing I College Writing II CE English Composition CIS Literature Intro to Education	Public Speaking CE Public Speaking	Literary Foundations Literature Studies CIS Literature	Creative Writing (2022-23) Creative Communication Theater Arts (2023-24) Independent Lit Analysis Intro to Education, CIS Literature

**English 9 A and B:** 1105 and 2105  
 Credit Value: .5 per semester

Grade Level: 9  
 Prerequisite: None

**Required Materials:** Notebook, pencils/pens, folder or binder,, notecards, highlighters.  
**Course Description:** English 9 is a year-long course. Through this course students learn how to read actively, speak clearly and write effectively. Students organize, write and edit a variety of writing assignments, including research papers, paragraphs, essays, poetry and character descriptions. They also read short stories, poems, novels, non-fiction and drama, and they learn how to discuss each different type of literature. Along with discussion, students will present information both formally and informally during the course of the semester including one informative speech.

**English 10 A and B:** 1110 and 2110  
 Credit Value: .5 per semester

Grade Level: 10  
 Prerequisite: English 9A and 9B

**Required Materials:** Student selected novels, writing utensils, highlighters, paper, folder, note cards.  
**Course Description:** The overall emphasis in this course will be on developing effective writing, reading, and listening skills, with an emphasis on composing organized paragraphs and essays. Grammar, mechanics, and usage will be reviewed in all written and oral communication. In addition to short story, poetry, and non-fiction selections, students will also read novels through literature circles as well as World War II literature. Students will write a formal argumentative composition and write essays that analyze the literary techniques used in literature as well.

**Practical Writing: 3120**  
Credit Value: .5 per semester (writing credit)

Grade Level: 11-12  
Prerequisite: English 10A & 10B

Required Materials: Notebook, folder, pen/pencil.

Course Description: Practical Writing is a middle-level writing course focused on writing situations in academic settings and professional life. Students complete a variety of essays and writing assignments of varying lengths and purposes including personal statements, argumentative writing, creative writing, and expository writing. Students who display proficiency in Practical Writing and have aspirations of attending a four-year college are encouraged to take College Writing as an English elective credit.

**College Writing I: 3125**  
Credit Value: .5 per semester

Grade Level: 11-12  
Prerequisite: English 10A & 10B

Required Materials: Highlighters, pencils, pens, folder, notebook.

Course Description: College Writing is a writing course geared toward students with aspirations of attending college that focuses on writing situations in academic settings. This course focuses on sentence structure and grammar rules as a means to clear and effective writing. Grammar, mechanics, sentence structure, organization, editing, and developing style are major components of this class. Writing assignments start with detailed paragraphs, progress through multiple essays, and culminate in a research project. Class time is also spent preparing for the ACT exam as well as developing skills for effective responses to various nonfiction reading selections. Upon successful completion of this one semester course, students planning to attend college are encouraged to select College Writing 2 to further enhance their writing skills. This class is a prerequisite for CIS Literature and College Writing 2.

**College Writing II: 3170**  
Credit Value: .5 per semester

Grade Level: 11-12  
Prerequisite: College Writing

Required Materials: Notebook, notecards, and highlighter.

Course Description: College writing II is recommended for college-bound students. This class focuses on enhancing research writing skills learned in previous classes in order for students to write research based persuasive, informative and argumentative papers of considerable length and depth. Students will work to analyze sources, schedule their own due dates, and edit both their work and the work of others for grammar and clarity. Included in this course is prep for the ACT test.

**Literature Studies: 3130**  
Credit Value: .5 per semester

Grade Level: 11-12  
Prerequisite: English 10A & 10B

Required Materials: Notebook, folder, pen/pencil, Adhesive Post-it notes (small or medium)

Course Description: Literary Studies explores the choices that authors make in their writing and the impact of those choices on the text's tone, mood, theme, and aesthetic appeal. Students will build skills in analytical reading, literature analysis, and critical thinking, and then they will apply these skills in assessments like essays, tests, and presentations. Major texts include several novels, a variety of poems and short stories, and plays by Shakespeare. This course fulfills the 11th-12th grade English: Literature elective requirement.

**Creative Writing:** 3145 (offered in 2022/2023, 2024/2025...)  
Credit Value: .5 per semester

Grade Level: 11-12  
Prerequisite: English 10A & 10B

Required Materials: Notebook, folder, pen/pencil.

Course Description: In Creative Writing, students will not only discover their own creative process but also discuss the creative process of other writers. Students explore a variety of genres including poetry, fiction, comic strips, and combining writing and art. This class is a class that revolves around a writing workshop model where students write, share and edit their work and the work of others in both large and small groups. It is intended for students who are interested in developing a creating voice and comfortable with the notion of sharing their thoughts and feelings both through the critiques of others and their own writing. This class is offered in rotation with Theater Arts. It will be offered in the 2022-2023 school year but will not be offered in the 2023-2024 school year.

**Creative Communications:** 3150  
Credit Value: .5 per semester

Grade Level: 11-12  
Prerequisite: English 10A & 10B or Honors 10A & 10B

Required Materials: Notebook, folder, pen/pencil.

Course Description: Creative Communications is a project-based course in which students use 21st century technology to create and mass-distribute content to an authentic audience. Major projects include a series of student-created "show episodes," either as podcasts or videos. Episodes are content-driven, research-based, well edited, original, and creative. As a project-based class, Creative Communications requires students to be able to take initiative for their own learning; students also need to be willing to take risks, make mistakes, and find answers to their own questions. An important note: Creative Communications projects are published on the internet; students need to be prepared to have their work on public display, and projects need to meet or exceed Jordan Public Schools expectations of appropriate content.

**Theatre Arts:** 3160 (offered in (2021/2022, 2023/2024...))

Grade Level: 11-12

Credit Value: .5 per semester

Prerequisite: English 10A & 10B or Honors English 10A & 10B

\*\*This course is offered every other year.

Required Materials: Notebook, folder, pen/pencil.

Course Description: Theatre Arts explores the many ways people use theatre in all walks of life. Students will study theatre history, vocal and physical performance, play analysis, and play production. The class focuses intensively on research, critical thinking skills, and public performance. Students who sign up for Theatre Arts should prepare themselves for the fact that all class presentations must be polished and well rehearsed. This class is offered in rotation with Creative Writing.

**CIS Introduction to Literature: Poetry, Drama, Narrative:** 1165 & 2165

Grade Level: 11-12

Credit Value: .5 each semester

College Credit Value: 4 U of MN credits (ENGL 1001W)



Prerequisite: Intro to Education, College Writing or teacher recommendation and top 30% in their class

Required Materials: Notebook, Post-It Notes.

Course Description: The essence of this course is critical reading, writing, and discussion of selected modern novels, poems, and short stories. The course will examine texts from multiple viewpoints, examining the works not only for themes, narratives, and style, but also through application of a variety of critical theories (lenses). The texts are multicultural and may contain mature themes and/or images. The texts, discussions, ideas, and assignments are different from those normally encountered in a high school classroom. It is a college level course and students should expect college level assignments. Students may choose to take this course for college credit or simply as Jordan High School credit. It can be counted as an elective or writing credit for English graduation requirements. This course also counts as a writing intensive course, if your future college requires one. Students who choose college credit may earn 4 University of Minnesota credits. Students who register for this class will not be allowed to drop it after registration. We staff our building based on registration and dropping this class will cause other classes to become too large.

**Public Speaking:** 3115

Grade Level: 11-12

Credit Value: .5 per semester

Prerequisite: None

Required Materials: Notebook, folder, pen/pencil, notecards.

Course Description: This semester course provides students opportunities to study and practice different presentation styles with the goal of effectively communicating with an audience. Types of speeches include demonstration, informative, persuasive, oral interpretation, special occasion, and debate. At the completion of this course, students will be able to plan, organize, research, present and evaluate many different types of oral presentations. Students will also learn to use different types of technology to enhance their presentations.

**Writing Foundations:** 3155

Grade Level: 11-12

Credit Value: .5 per semester

Prerequisite: English 10A &amp; 10 B. Teacher recommendation

Required Materials: Notecards, writing utensils, folder, and paper.

Course Description: Writing Foundations satisfies the required junior/senior writing credit. This writing course is specifically designed for students who require additional foundational work in writing. Students study a wide range of writing content areas including grammar, research writing, argumentative writing, and expository writing. This course primarily helps prepare students for future training in technical schools, the working world, or other higher level writing courses offered at Jordan.

**Literary Foundations 3165**

Grade level: 11-12

Credit Value: .5 per semester

Prerequisite: English 10A &amp; 10B Teacher recommendation

Required Materials: Writing utensils, folder, novels, and paper.

Course Description: Literary Foundations satisfies the required junior/senior literature credit. This literature course is specifically designed for students who require additional foundational work in reading comprehension and analysis. Students study a wide range of literary content areas including short stories, legends, poetry, and various novels all with the purpose of exploring how authors create a world with words. This course primarily helps prepare students for future training in technical schools, the working world, or other higher level literature courses offered at Jordan.

**Senior English Capstone: 3195**

Grade Level: 12

Credit: .5 per semester

Prerequisite: B or better in TWO of the four Jr-Sr. Level English Credits  
OR successful completion of all three of the other required credits.

Course offered online in spring semester only.

Course Description: Senior Capstone Project is an online course in which seniors create a "capstone project" which will demonstrate their proficiency in one or more areas in English/Language Arts. Students will submit a proposal for a project, gain approval, set a weekly production schedule, supply materials, and create the product. The final product will be made public in some way (such as a final speech or online publication). Projects should be aspirational, challenging, and driven by student interest or passion. Students will communicate weekly with the facilitating teacher via online or face-to-face communication, providing updates and descriptions of progress. Successful completion of the course will be evaluated based on the successful execution of the production schedule and the quality of the final product.

**Concurrent Enrollment: Public Speaking 3140**

Grade Level: 11-12

Credit Value: .5 Semester Public Speaking

Prerequisite: Top 30% of class

College Credit: 3 Semester Credits through Minnesota State Mankato CMST 102 (3 credits)

Required Materials: Notecards, Notebook, Pens/Pencils

This is a course in communication principles to develop skills in the analysis and presentation of speeches. Students research, organize and practice giving both formal and informal speeches. Speeches include informative, persuasive and argumentative as well as speeches for special occasions. Also, students will be analyzing famous speeches for content and presentation value. The course also includes group discussions of the university required book "The Hate You Give" as a jumping off point for many of the speeches. Our goal is to understand what makes a speech and speaker memorable and strive to emulate the same principles.

# FAMILY & CONSUMER SCIENCE

**Child Development 1:** 1300  
Credit Value: .5 per semester

Grade Level: 9-12  
Prerequisite: None

Required Materials: Notebook, Writing Stick, Folder

Course Description: This course is designed for both male and female students to prepare for the role of caring for children in many different capacities. We will investigate many issues surrounding parenting, learn more about pregnancy and prenatal development, study labor & delivery and the newborn. We will take a closer look at growth and development infancy through age five to help us better care for the needs of all children. Students enrolled in this class have the unique opportunity to care for the "Baby Think It Over". This is a great course for future parents and those interested in careers that involve children. Students considering a career in the following career clusters should enroll in this course: Hu-man Services, Education & Training, Health Science. As well as anyone who will interact with children in their future!

**Child Development 2:** 2300  
Credit Value: .5 per semester



Grade Level: 9-12  
Prerequisite: Child Development

Required Materials: Notebook, Folder, Writing Utensils

Course Description: Students in this course will expand their knowledge of child growth and development. Students will closely examine the major developmental milestones for the preschool to school age child. While observing and interacting with children in a variety of childcare settings, students will apply the principles of developmental theory. Students in this course will have the opportunity to tour and evaluate childcare environments, and plan and prepare developmentally age appropriate curriculum, activities and materials. Students considering a career in the following career clusters should enroll in this course: Human Services, Education & Training, Health Science as well as anyone who will interact with children in their future.

For articulation information go to: <https://ctecreditmn.com>

**Foods I:** 3310  
Credit Value: .5 per semester

Grade Level: 9-12  
Prerequisite: None

Required Materials: Notebook, Folder, Writing Utensil

Course Description: FOOD, FOOD & more FOOD! Is your idea of cooking mixing together a box of macaroni & cheese? If you don't know how to cook or even if you have some cooking experience but want to learn more, this class is for you! This is an introductory class that will help you learn how to read a recipe, use proper measuring techniques, practice safe food preparation and correct ways to use kitchen tools. These skills will help you produce good tasting meals and prepare you for cooking on your own. This is a lab class in which we will prepare 2-3 of your favorite recipes per week that you will not only make but be able to eat and enjoy! Topics include appetizers, soups, quick breads, yeast breads, eggs, meats, grains and DESSERTS! Students considering a career in the following career clusters should enroll in this course: Hospitality & Tourism, Agriculture/Food & Natural Resources, Health Sciences. This course is designed to give valuable life skills to help students prepare for independent living.

**Foods II: 3315**

Credit Value: .5 per semester



Grade Level: 9-12

Prerequisite: Foods I

Required Materials: Notebook, Folder, Writing Utensil

Course Description: A more advanced course in food preparation and for students interested in further developing their cooking skills. Throughout this course you will learn the art of gourmet cooking and learn and practice food safety and sanitation. A strong emphasis will be placed on knife skills through garnishing, we will also study chocolate, international cuisine and its connection to regional foods of the United States. Students considering a career in the following career clusters should enroll in this course: Hospitality & Tourism, Agriculture/Food & Natural Resources, Health Sciences.

For articulation information go to: <https://ctecreditmn.com>**Baking and Pastry Arts: 3325**

Credit Value: .5 per semester

Grade Level 9-12

Prerequisite: Foods I

Required Materials: Notebook, Folder, Writing Utensil

This course is designed to give students a chance to learn the fundamental knowledge, skills and understanding of baking methods and techniques. Topics covered in this class include quick breads, yeast breads, cakes and cake decorating techniques, pies, cookies, tarts, decorating and plating techniques, various pastries and desserts. Students enrolled in this class will work toward the preparation and selling of baked products each week in our own Jordan High School Bakery. This will be a lab class with 2-3 labs per week.

**Design - Fashion & Interior: 3320**

Credit Value: .5 semester art credit

Grade Level: 9-12

Prerequisite: None

Required Materials: Notebook, Folder, Paper, Pencil/Pen

Course Description: This is a course for students who are interested in pursuing a career in fashion or interior design. Students will develop a variety of individually contracted assignments intended to foster creativity and critical thinking in solving design problems. These experiences will enhance personal self-expression and employability as students develop their skills. Students interested in design will gain an understanding of the principles and elements of design and color theory. These skills will be applied to the career design field of their choice - fashion or interior design. Students interested in fashion design will focus on the various aspects of designing garments from beginning concept to final product. Throughout the semester we will study garment parts and how the parts create the whole. We will learn about a variety of fashion designers and also how to design throughout the semester. Students interested in interior design will be introduced to the concepts of living environments. Past and future housing will be explored along with color, texture, design, room layout, floor plans, furniture design and human needs are examined. This course will include a variety of hands-on projects.

**Family and Interpersonal Relationships: 3340**

Credit Value: .5 semester

Grade Level: 9-12

Prerequisite: None

Family and Interpersonal Relationships is an introductory course that is especially relevant for students interested in careers that involve interacting with people. It is also valuable for all students as a life foundation and academic enrichment. This course addresses knowledge and skills needed for positive and productive

relationships in career, community, and family settings. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. This course provides a foundation for continuing and post-secondary education for all career areas that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, and the general public.

## FOREIGN LANGUAGE

**Spanish I A and B:** 1905 and 2905  
Credit Value: .5 per semester

Grade Level: 9-12  
Prerequisite: None

Required Materials: Three ring binder (1 inch or larger), writing utensil, 5 plastic sheet protectors (top loading), loose leaf paper or notebook and one dry-erase whiteboard marker, 2 highlighters  
Course Description: Spanish I students will learn basic Spanish grammar, including pronouns, present tense verb conjugations, spelling and accents, adjectives, and adverbs. Some of the vocabulary topics include describing people and things, school, likes and dislikes, time and date, free time activities, question words, weather, making plans, talking about meals, ordering in a restaurant, and clothing. Additionally, students will learn about the different Spanish speaking countries and their specific cultures and holidays. Students will listen, sing, and dance to Spanish music. By the end of Spanish I, students have the potential to conduct basic communications about the topics studied. Homework is assigned regularly and speaking in Spanish during class is expected on a daily basis. This is a year long class, but students must pass the first semester to continue to the second semester. Students are also required to maintain a C average in Spanish I if they plan to enroll in Spanish II.

**Spanish II A and B:** 1915 and 2915  
Credit Value: .5 per semester

Grade Level: 9-12  
Prerequisite: Spanish I with a C or better

Required Materials: Three ring binder with 5 plastic sheet protectors, loose leaf paper or notebook, pen-cil, and a dry erase marker.  
Course Description: Spanish II is recommended for students who want to continue through levels III and/or IV. This course builds upon the foundations laid in Spanish I. Students will focus heavily on grammatical structures and vocabulary and will further develop their writing, listening, reading and speaking skills. Some of the vocabulary topics include: health and fitness, daily routines, household chores, sharing opinions and advice, tour-ism, shopping, giving and following directions, leg-ends, setting up a story, and discussing one's childhood. Grammatical structures include the preterit (past) verb tense, reflexive verbs, informal commands, the imperfect (past) verb tense, comparing and contrasting the preterit and imperfect tense. By the end of Spanish II, students have the potential to conduct more detailed and lengthy communications about the topics studied. Additionally, students will learn about the different Spanish speaking countries, their specific cultures, music and holidays. Regular oral participation is expected. This is a year long class, but students must pass the first semester to continue to the second semester. Students are also required to maintain a C average in Spanish II or teacher recommendation if they plan to enroll in Spanish III.

**Spanish III A and B:** 1920 and 2920

Grade Level: 10-12

Credit Value: .5 per semester  
recommendation

Prerequisite: Spanish II with a C or better and teacher

Required Materials: Three ring binder with 5 plastic sheet protectors, book cover, loose leaf paper or notebook, and pencil

Course Description: Spanish III continues to build on the foundations laid in Spanish I and Spanish II. The class will be primarily conducted in Spanish, and students are expected to speak in Spanish the majority of the time. Students will continue to practice and expand their Spanish language communication skills and a greater emphasis will be placed on writing and speaking skills. Some of the vocabulary topics of study include the environment, health and wellbeing, possibilities for the future, legends, the arts, friendship, communication, reactions, and accomplishments. Grammatical structures include the present perfect and future verb tenses, the subjunctive and present perfect subjunctive as well as review of formal and informal commands and preterit and imperfect verb tenses. By the end of Spanish III, students will have the potential to conduct more fluid, detailed, and lengthy communications about the topics studied. Additionally, students will learn about the different Spanish speaking countries, their specific cultures, music, and holidays.

**CE Spanish IV 101/102:** 1925, 2925**Grade Level:** 11-12

Credit Value: 1 credit per semester

College Credit Value: 4 MSU Mankato credits per semester

Prerequisite: Top half of class as a senior, top third of class as a junior, or a 21 or higher on the ACT

Required Materials: Three ring binder (1 and 1/2 inch or larger with a clear cover, used only for Spanish class), writing utensil, 5 plastic sheet protectors (top loading), loose leaf paper or notebook and one dry-erase whiteboard marker

Course Description: Students in Concurrent Enrollment Spanish IV will further develop their oral, listening, and composition, reading comprehension, and intermediate grammar skills. They will also study Spanish and Latin American literature. Students will work intensely on integrating the four modalities of reading, writing, listening, and speaking and will use a variety of authentic resources (newspapers, radio shows, etc.) Students will also study cultural regions in the United States, Mexico, the Caribbean, Central America, South America, and Spain. Spanish IV will be conducted completely in Spanish and students are expected to use Spanish with their teacher and peers in class. Students will continue to work on advanced grammatical structures, while studying a variety of vocabulary topics. **Students who register for this class will not be allowed to drop it after registration. We staff our building based on registration and dropping this class will cause other classes to become too large.**

**CE Spanish V 201/202:** 1930 and 2930

Credit Value: 1 credit per semester

College Credit Value: 4 MSU Mankato credits per semester

Prerequisite: Top half of class as a senior, top third of class as a junior, or a 21 or higher on the ACT



Grade Level: 11-12

Required Materials: Three ring binder (1 and 1/2 inch or larger with a clear cover, used only for Spanish class), writing utensil, 5 plastic sheet protectors (top loading), loose leaf paper or notebook and one dry-erase whiteboard marker

Course Description: Students in Concurrent Enrollment Spanish V will further develop their oral, listening, and composition, reading comprehension, and advanced grammar skills. They will also study Spanish and Latin American literature. Students will work intensely on integrating the four modalities of reading, writing, listening, and speaking and will use a variety of authentic resources (newspapers, radio shows, etc.) Students will also study cultural regions in the United States, Mexico, the Caribbean, Central America, South America, and Spain. Spanish IV will be conducted completely in Spanish and students are expected to use Spanish with their teacher and peers in class. Students will continue to work on advanced grammatical structures, while studying a variety of vocabulary topics. **Students who register for this class will not be allowed to drop it after registration. We staff our building based on registration and dropping this class will cause other classes to become too large.**

# HEALTH & PHYSICAL EDUCATION

**Ninth Grade**  
Physical Education 9

**Tenth Grade**  
Competitive Sports  
Fitness for Life  
Health 10

**Physical Education 9: 3350**  
Credit Value: .5 per semester

Grade Level: 9  
Prerequisite: None

Required Materials: Separate set of workout attire and athletic shoes

Course Description: Physical Education 9 emphasizes personal fitness. Students will learn the benefits that physical activity can have on their lives as well as the risk factors and possible dangers of living a sedentary lifestyle. Students will focus on the five health-related fitness components (cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition) and how they relate to personal wellness. Students will get an introduction to the weight room and the design of a personal exercise program. Personal goals will be implemented. There is an introductory unit on body composition and weight management. Personal fitness tests will be assessed in the following areas: cardiovascular endurance, muscular strength, muscular endurance, and flexibility. The class will include the skills, strategies, rules, and etiquette of a wide variety of individual / dual activities as well as team sports. Units include: badminton, pickleball, tennis, soccer, football, speedball, volleyball, archery, basketball, cross country, yard games, disk golf, ulti-mate games, table tennis, strength training, body composition and weight management, lacrosse, team handball, floor hockey, kickball, Omnikin ball, golf, and softball. All activities are played with an emphasis on teamwork, sportsmanship, effort, cooperation, and personal skill improvement. This course is required for graduation.

**Physical Education 10: Competitive Sports : 3355**  
Credit Value: .5 per semester

Grade Level: 10  
Prerequisite: Physical Education 9

Required Materials: Separate set of workout attire and athletic shoes

Course Description: Competitive Sports focuses on competitive team/individual/fitness activities. Activities include all major team and individual sports at a higher competitive level. Class will focus on participation in individual/dual activities such as golf, tennis, badminton, pickleball, table tennis, archery, cross country running, inline skating, lawn games, and strength training. Team games will continue to be played. Students will be able to design and implement an individual strength training program focusing on personal goals and improvement. Personal fitness tests will be assessed in the following areas: cardiovascular endurance, muscular strength, muscular endurance, and flexibility. The body composition and weight management unit will include a three day diet log and analysis. Students must take either Physical Education 10/Competitive Sports or Physical Education 10/Lifetime Activities.

**Physical Education 10: Fitness for Life: 3375**

Grade Level: 10

Credit Value: .5 per semester

Prerequisite: Physical Education 9

Required Materials: Separate set of workout attire and athletic shoes

Course Description: Lifetime Activities focuses on individual fitness/sports/activities. Students participate in a variety of life-time fitness activities at a less competitive level. These activities may include; aerobics, yoga, zumba, and pilates. Individual, dual and team games will continue to be played. Students will design and implement an individual strength training program focusing on personal goals and improvement. Personal fitness tests will be assessed in the following areas: cardiovascular endurance, muscular strength, muscular endurance, and flexibility. The body composition and weight management unit will continue and will include a three day diet log and analysis.

**Health 10: 3360**

Grade Level: 10

Credit Value: .5 per semester

Prerequisite: None

Required Materials: Notebook, folder, pencils, markers or colored pencils, chromebook

Course Description: This course recognizes health is a precious resource often taken for granted. Students will be provided relevant information that will give them the knowledge, skills, and attitudes to contribute to a healthier lifestyle. This course stresses that proper diet and exercise are necessary for future health and will prepare students to make informed decisions for the rest of their lives. The technology used in health class consists of videos from the Internet, DVDs, and PowerPoint presentations, along with wireless laptop computers. Topics covered in Health 10: Understanding Health and Wellness, Setting Goals, Making Responsible Decisions, Learning Healthful Friendships and Relationship Skills, Recognizing and Dealing with Harmful Relationships, Resolving Conflicts and Preventing Violence, Nutrition and Healthy Food Guidelines (MyPlate), Maintaining a Desirable Weight and Preventing Eating Disorders, Drugs (alcohol, tobacco, medicines, prescriptions and other illegal drugs), Contraceptives, Stress management and mental health, Abstinence from Sex, First Aid and Hands-Only CPR.

**Lifetime Activities : 3365**

Grade Level: 11-12

Credit Value: .5 per semester

Prerequisite: "B" or higher in Phy Ed 10

Required Materials: Separate set of workout attire and athletic shoes

Course Description: Emphasis will be on lifetime activities. Units will include: basketball, volleyball, badminton, pickleball, tennis, strength training, floor hockey, softball, kickball, table tennis, football, soccer, speedball, lawn games (bocce ball, bean bag toss, ladder golf, croquet), archery, golf, ulti-mate games, inline skating, broomball, ice hockey, Omnikin ball, and lacrosse. Students will also have a mountain bike unit with a possible weekend camping-field trip. During the class students will experience some advanced strategy, tournament organization, and officiating. A possible field trip would consist of racquetball, squash, wallyball, rock climbing, and kayaking. A high amount and intensity of effort will be required with this elective class.

**Strength Training : 3370**

Credit Value: .5 per semester

Grade Level: 10-12

Prerequisite: "B" or higher in Phy Ed 10

Required Materials: Separate set of workout attire and athletic shoes

Course Description: This course is a follow-up to the strength training units introduced in ninth and tenth grade physical education classes. There will be an overview of anatomy and physiology explaining what is happening to the body during strength training. Emphasis will be on individual strength and personalized programs relating to students' personal goals. The class will also include plyometrics, core strength and conditioning exercises, flexibility training, cardiovascular/aerobic workouts, bands, strength ball training, and sprint and agility training. Students will write a research paper on a topic of their choice relating to nutrition, supplements, or health/fitness. A high amount and intensity of effort will be

**Women's Wellness: 3380**

Credit Value: .5 per semester

Grade Level: 11-12

Prerequisite: Phy Ed 10

Required Materials: Separate set of workout attire and athletic shoes

Course Description: Wellness is taking an active role in improving every aspect of your life in order to achieve a productive, healthy lifestyle. There are six dimensions of wellness: physical, emotional, spiritual, intellectual, vocational, and social. The choices you make in developing these dimensions will reflect the type of lifestyle you lead. And being aware of these choices is your first step to change. This will be mostly an activity class focusing on the physical dimension. Students will do a variety of aerobic exercises including running, circuit training, games, dance and Zumba. Students will know how to use proper strength training techniques while using weight machines, resistance bands, weighted bars, free weights, mindful movement, and Pilates. Students will understand the importance of exercise, nutrition, and rest, to develop and maintain a healthy lifestyle.

**Zero Hour MAX Strength and Conditioning: 3385**

Credit Value: .5 per semester

Grade Level: 9-12

Prerequisite: Teacher permission

Required Materials: Separate set of workout attire and athletic shoes

Course Description: This class will be offered before school from 7:10-8:00am. The structure of this class will be twofold. The program will have the students on an in-season and out-of-season weight training program. This structure will allow the students to stay at an optimal performance level in-season and train to improve their strength and conditioning out-of-season. This class will also work with the students to maintain proper nutrition and hydration.

# INDUSTRIAL TECHNOLOGY

Required for all lab classes: All students will be required to keep a daily log of work progress in lab classes, which will aid in determining the lab portion of that class' grade. All students taking Industrial Education classes must take safety tests on machine operation. They are required to answer at least 90% of the questions correctly to be eligible to work in the lab or on projects. Test scores below 90% will result in learning from written material rather than lab experiences. This policy is meant to emphasize the importance of safety and preparation in use of lab tools and equipment.

**Woods I:** 1500

Credit Value: .5 per semester

Grade Level: 9-12

Prerequisite: None

Required Materials: Students will be responsible for paying for projects they make

Course Description: Woods I is an entry-level course for individuals interested in the art of woodworking while learning about the manufacturing and fabricating industries. Through lectures, research, hands-on activities, demonstrations, and assessments, students will acquire the basic knowledge needed to design and build a piece of furniture or cabinetry from a list of approved projects. Students in this class will be exposed to the CNC router, laser engraver, and lathe while building a piece of furniture for their own room or home. Major topics include: Machine and Lab Safety, Safety tests and demonstrations, Types of wood and wood products and their properties, Machine/hand tool skills, Project planning (creating and reading blueprints), Project construction

**Woods II:** 2500

Credit Value: .5 per semester

Grade Level: 9-12

Prerequisite: Woods I @ 70% or better

Required Materials: Students will be responsible for paying for projects they make

Course Descriptions: Students taking Woods II will use the skills learned in Woods I to design and manufacture a furniture/cabinet based project of their choice. Woodworking II is an advanced course where students will expand upon the skills and concepts acquired in Woods I, while exploring other facets of woodworking such as laminating, faceplate turning and advanced joinery. Major topics include: Machine and Lab safety, Safety tests and demonstrations, Joinery and production, Production, Project planning (creating and reading blueprints), Project construction.

**Power and Energy :** 3520

Credit Value: .5 per semester

Grade Level: 9-12

Prerequisite: None

Required Materials: Students will be responsible for paying for projects they make

Course Description: This course is designed to be an introduction to various types of small engines and how they operate. Students will learn to identify the parts of a small engine and how to diagnose, and properly maintain the internal combustion engine. Students will identify and explain the cycles of a 2 and 4 cycle engine, explain and perform simple troubleshooting techniques, work in a team to disassemble and properly reassemble a small engine, and discuss employment opportunities in the small engine industry. Additionally, students will perform maintenance tasks including changing oil, checking filters, and sharpening blades.

**Metals Fabrication I : 3525**  
Credit Value: .5 per semester

Grade Level: 9-12  
Prerequisite: None

Required Materials: \$10 lab fee to cover materials used.

Course Descriptions: This class exposes students to the techniques and processes that are involved in metal fabrication. Students will be engaged in the welding processes that include SMAW, GMAW, MIG, TIG and Oxy-Acetylene welding and cutting. Students will also be exposed to CAD drawing, CNC machining, lathe turning, the milling machine, and a variety of cutting and fastening tools. Students will understand the vocabulary associated with welding and fabricating, use lab equipment safely, recognize the different processes and the advantages of each, demonstrate proper techniques for each process, and understand the importance of maintaining a clean and organized facility. Topics covered include the following: Machine and Lab safety, Safety tests and demonstrations, SMAW, GMAW, MIG, TIG and Oxy-Acetylene welding - inspection and testing, CAD/CNC machining, Lathe and Mill production, Precision Measuring.

**Metals Fabrication II : 3535**  
Credit Value: .5 per semester

Grade Level: 9-12  
Prerequisite: Metals Fab I @ 70% or better

Required Materials: \$10 lab fee to cover materials used. Students will be responsible for paying for projects.

Course Descriptions: The Metals Fabrication II course is designed to build on skills learned in Metals Fabrication I while adding the engineering and design processes. This class is largely based on individual work taking place in the metals lab. Students will be provided the skills necessary to design a project in the CAD lab, then complete advanced machining and fabrication processes to produce a useful product. Students will be exposed to a variety of high demand careers in fields relating to areas discussed in class. Topics covered include the following: Machine and Lab safety, Safety tests and demonstrations, Fabrication Careers, CAD/CNC machining, Advanced welding processes, Advanced machining processes.

**Architectural Drafting/CAD: 3530**  
Credit Value: .5 per semester

Grade Level: 9-12  
Prerequisite: None

Required Materials: Students will be responsible for paying for projects they make

Course Description: Students will find themselves in the perfect design/build situation! They will design a home on a budget, then work hands-on with a structure of similar construction. Students can showcase their creativity in their design of a realistic home using "AutoCAD Architecture". Then realize how carpenters and other trades people skillfully construct, install, erect, and repair structures to comply with existing codes and craftsmanship. Students will draw and read "working drawings" and specifications pertaining to standards and materials used in construction. Students will work with a variety of hand tools to apply the techniques learned in the classroom on actual construction projects such as wall modules and storage sheds.

Major topics include: Trades Safety, CAD software and techniques, Floor Plans, Elevation Drawings, Living Areas, Service Areas, Framing Plans, Site Development (Landscape Plan, Plot Plan), Electrical Plans, Trade tools (measuring, cutting, fasteners), Construction materials, Design/build careers.

**Advanced Design and Machining Careers: 3545**

Credit Value: 1.0

Grade: 11-12

Prerequisite: Metals II (C or better)

Required Materials: 2 hour block\*\*

Course Description: The Advanced Design and Machining class will focus on career pathways for students, an opportunity to learn from community professionals both in school and out in industry. This program will require students to manage time and tools; read and interpret blueprints; work independently and in groups; and have a mature attitude towards their learning and experiences. Students may be able to earn the 10-hour OSHA certification as well as college credit through articulation agreements with educational partners. Students taking this path may look ahead to education and careers as Engineers, drafting and design, tool and die makers, welders, machine operators, and CNC programmer / operator. Students hone their skills on the latest Haas CNC machining centers, as well as manual machines. They will learn a variety of career opportunities and skills in the manufacturing industry. This will include:

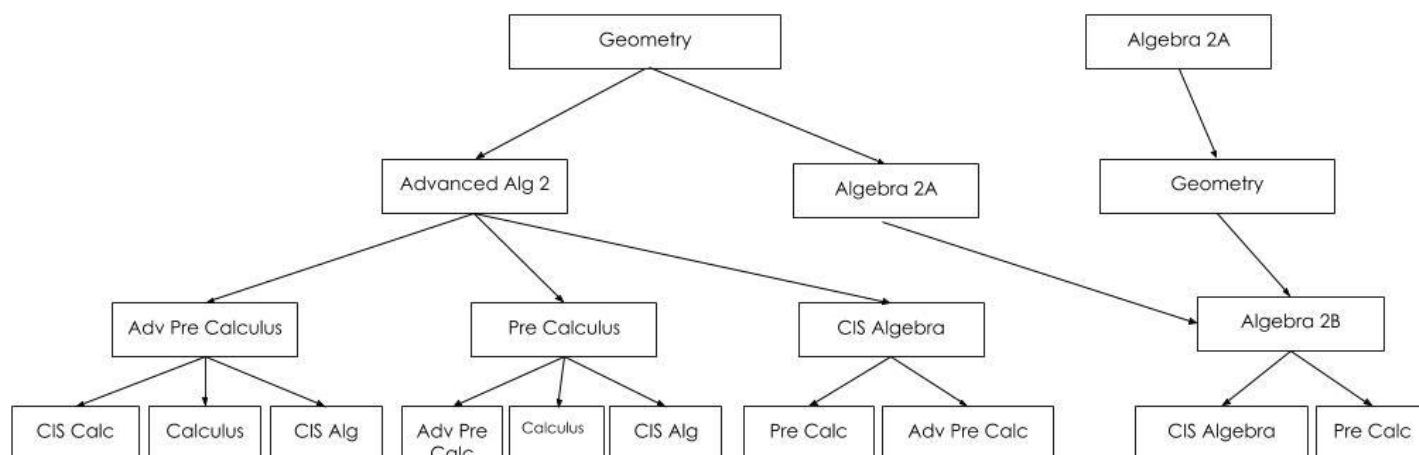
- Demonstrate job skills necessary to promote self and career
- Program and operate computer numerical control or CNC machines
- Operate a drill press - center drill, drill, counterbore and countersink
- Operate a surface grinder - grind surfaces flat and parallel, square or with precision angles
- Operate a lathe - facing, knurling, tapping, turning, threading and boring
- Operate a milling machine - face, plain, angular and form milling
- Design / build using the process listed above

Students will partner with local businesses to aid in their learning, while working towards potential "internships" while training on the job.

# MATH EDUCATION

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
Geometry Algebra 2A	Geometry Algebra 2A Advanced Algebra 2	Algebra 2B Pre-Calculus Advance Pre-Calculus CIS College Algebra through Modeling	Pre-Calculus Calculus CIS College Algebra through Modeling CIS Calculus

This flowchart should be used to help guide math choices. Please note that after Advanced Algebra 2, you can take CIS Algebra (if you met CIS requirements). You can also take more than one math course in your junior and senior years.



**Geometry A and B:** 1410 and 2410  
Credit Value: .5 per semester

Grade Level: 9-12  
Prerequisite: Algebra I

Required Materials: Texas Instruments 83 Graphing Calculator or TI 83

Course Description: Students will be introduced to the language and logic of Geometry. Topics of discussion will include points, lines, planes, angles, polygons, perimeter, area, and volume. Students will also explore triangles, congruence, similarity, and trigonometry. Students will explore writing formal proofs in geometry. \*Flipped Classroom option: Instruction is given via video on own time. Class time is used for follow up instruction and questions.

**Algebra 2A A and B:** 1420 and 2420  
Credit Value: .5 per semester

Grade Level: 9-12  
Prerequisite: none

Required Materials: Graphing Calculator TI 83 or TI 84

Course Description: Algebra 2A is a course that completes the first half of Algebra 2. Topics include Solving Equations and Inequalities, Linear Functions and Relations, Systems of Equations, and Quadratic Functions and Relations. Topics that will be discussed are Polynomials, Inverses and Radical Functions and Relations, and Exponential and Logarithmic Functions, and Relations.

**Algebra 2B A and B:** 1425 and 2425

Grade Level: 11-12

Credit Value: .5 per semester

Prerequisite: Algebra 2A (C or better)

Required Materials: Graphing Calculator, TI 83 or TI 84

Course Description: Algebra 2B is a course that completes the second half of Algebra 2. Topics covered will be polynomial functions, function notation, inverse of functions, transformations, exponential growth and decay, trigonometry, probability, statistics, radical functions, rational functions, sequences and series. There will be an ACT and MCA review unit.

**Advanced Algebra 2 A and B:** 1430 and 2430

Grade Level: 10-12

Credit Value: .5 per semester

Prerequisite: Geometry (B or better)

Required Materials: Graphing Calculator, TI 83 or TI 84

Course Description: When students complete Algebra 2, they will be familiar with linear, quadratic, polynomial, and trigonometric functions. Other topics covered include: probability, inequalities, matrices, logarithms, and sequences. Students will use graphing calculators to solve real-world problems. This course contains what most colleges require of their entering freshmen.

**Pre-Calculus A and B:** 1435 and 2435

Grade Level: 11-12

Credit Value: .5 per semester

Prerequisite: Adv. Algebra or Algebra 2B &amp; Geometry (C or better)

Required Materials: Graphing Calculator TI 83 or TI 84

Course Description: Students will dig deeper into the following concepts: functions, rational expressions & functions, polynomial functions & equations, exponential functions, logarithmic functions, trigonometry, and polynomial regressions. There will also be an ACT and MCA review built into the class.

**Advanced Pre-Calculus A and B:** 1455 and 2455

Grade Level: 11-12

Credit Value: .5 per semester

Prerequisite: Adv. Algebra 2 and Geometry (B or better)

Required Materials: Graphing Calculator TI 83 or TI 84

Course Description: Advanced Pre-Calculus will move more quickly than Pre-Calculus and prepare students to take CIS Calculus. During the first semester, students will learn functions in the areas of linear, rational, trigonometric, exponential and logarithmic. Topics will also include linear equations, the nature of graphs, and trigonometric identities. During the second semester, students will learn vectors, conics, polar coordinates, complex numbers, and sequences.

**Calculus A and B:** 1460 and 2460

Grade Level: 12

Credit Value: .5 per semester

Prerequisite: Pre-Calculus or Advanced Pre-Calculus

Required Materials: Graphing Calculator TI 83 or TI 84

Course Description: This course is designed for students who might not be ready for a college level course (i.e. CIS Calculus) but want to prepare for college mathematics. Calculus will cover differentiation of single variable functions and basics of integration of single variable functions. Calculus will be less rigorous than CIS Calculus and topics will be presented at a slower pace than CIS Calculus. Students need to have very good algebra skills.

**CIS Calculus I A and B:** 1445 and 2445



Grade Level: 12

Credit Value: .5 per semester

Prerequisite: Advanced Precalculus with an A-

College Credit Value: 4 U of MN credits (MATH 1371)

Required Materials: Graphing Calculator TI 83 or TI 84

Course Description: CIS Calculus I covers differentiation of single-variable functions and basics of integration of single-variable functions. Applications include max-min, related rates, area, and curve-sketching. The course emphasizes the use of a calculator and cooperative learning. Before enrolling, students should have demonstrated an understanding of algebra, analytic geometry, exponentials, logarithms, trigonometry, and complex numbers. Students should be able to think through and manipulate complex algebraic expressions without relying on a calculator. Students who are successful may earn four University of Minnesota semester credits. **Students who register for this class will not be allowed to drop it after registration. We staff our building based on registration and dropping this class will cause other classes to become too large.**

For more information on this Course: Go to this link:

<https://ccaps.umn.edu/college-in-the-schools/cse-calculus-i>

**CIS College Algebra through Modeling A and B:** 1450 and 2450



Grade Level: 11-12

Credit Value: .5 per semester

College Credit Value: 3 U of MN credits (CI 1806)

Prerequisite: Completion of Algebra 2 with at least B- and top 50% of the class

Required Materials: Graphing Calculator TI 83 or TI 84

Course Description: CIS College Algebra through Modeling specifically covers the construction of mathematical models from the viewpoints of theory and real data. Those models are then used to describe real world phenomena, making predictions. The course introduces students to the art of mathematical prediction through algebraic modeling and elementary probability theory. The class covers techniques of representing the behavior of real-world data with algebraic equations, including linear, polynomial, exponential and logarithmic functions. Students also learn basic probability theory including counting methods and conditional probability. The class emphasizes the use of traditional algebraic methods and technologies such as graphing calculators and Excel spreadsheets to find equations that accurately represent the behavior of real-world data. A student who wants to take calculus in college but who feels weak in math could take this class in the junior year and then pre-calculus or in the senior year. Students who are successful may earn three University of Minnesota semester credits. Students who register for this class will **NOT** be allowed to drop it after registration. We staff our building based on registration and dropping this class will cause other classes to become too large.

For more information on this Course: Go to this link:

<https://ccaps.umn.edu/college-in-the-schools/college-algebra-through-modeling>

# MUSIC EDUCATION

**Concert Band A and B:** 1550 and 2550

Grade Level: 9-12

Credit Value: .5 per semester

Prerequisite: Meet with director

Required Materials: Concert attire, pencil

Course Description: The JHS Concert Band is a performing ensemble that focuses on excellence in music making and study. Students explore a variety of music from all styles, eras, and cultures. Students will also study the elements of music and continue developing their personal musicianship and ensemble rehearsal skills. Concert Band members will participate in large group contest, quarterly band concerts, and a select number of Marching Band and Pep Band performances throughout the year. Additional performing opportunities for Concert Band members include Solo/Ensemble contest, Jazz Band, Jazz Combo, Woodwind Ensemble, Brass Ensemble, and other small chamber groups. Student commitment and ability developed in this ensemble will factor into potential placement into Symphonic Band after a student's 9th grade year. Participating students will have the opportunity to earn an activity letter.

**Symphonic Band A and B:** 1551/2551



Grade Level: 10-12

Credit Value: .5 per semester

Prerequisite: Audition

Required Materials: Concert attire, pencil

Course Description: The JHS Symphonic Band is a rigorous performing ensemble that capitalizes on skills learned and developed in Concert Band. Students explore a variety of music from all styles, eras, and cultures. Students will also study the elements of music and continue developing their personal musicianship and ensemble rehearsal skills. Symphonic Band members will participate in large group contest, quarterly band concerts, and a select number of Marching Band and Pep Band performances throughout the year. Additional performing opportunities for Symphonic Band members include Solo/Ensemble contest, Jazz Band, Jazz Combo, Woodwind Ensemble, Brass Ensemble, Percussion Ensemble, and other small chamber groups. Participating students will have the opportunity to earn an activity letter. **Seniors in the spring semester will have the opportunity to earn Concurrent Enrollment credit from MSU.**

**Bass Chorus A and B:** 1555 and 2555

Grade Level: 9-12

Credit Value: .5 per semester

Prerequisite: None

Required Materials: Performance attire, pencil

Course Description: The Bass Chorus experience emphasizes the enjoyment of choral music, the development of the male singing voice and fundamental skills necessary for quality choral singing. Students will explore choral music from all time periods and styles. Importance will be placed on proper singing technique (as the male voice continues to mature), music reading skills, and vocal independence. All members are expected to participate in the four major concerts as well as other performance engagements that might arise during the year. Additional opportunities for members of Bass Chorus include participation in one of our co-curricular choirs and solo/ensemble contest.

**Treble Chorus A and B:** 1560 and 2560  
Credit Value: .5 per semester

Grade Level: 9-12  
Prerequisite: None

Required Materials: Performance attire, pencil

Course Description: The Treble Chorus experience emphasizes the enjoyment of choral music, the development of the female singing voice, and the fundamental skills necessary for quality choral singing. Students explore choral music from all time periods and styles. Importance is placed on proper singing technique, music reading skills, and vocal independence. All members are expected to participate in the four major concerts as well as other performance engagements that might arise during the year. Additional opportunities for members of Treble Chorus include participation in one of our co-curricular choirs and solo/ensemble contest.

**Bella Voce Chorus A and B:** 1595 and 2595  
Credit Value: .5 per semester

Grade Level: 10-12  
Prerequisite: Audition with director in Spring

Required Materials: Performance attire, pencil

Course Description: Bella Voce is offered to all high school female students in grades 10-12 with prior experience, skill, and commitment to choral singing. Students are selected by the director based on their audition through a "choir assessment" process prior to the next year. This choir focuses on attaining a high level of musicianship based on each member's enjoyment of singing, proper vocal technique, vocal range, intonation, strong music reading skills, and demonstrated commitment to group success. Students explore choral music from all time periods and styles. All members are expected to participate in the four major concerts during the year as well as other public performance opportunities that may arise. Additional opportunities for members of Bella Voce include participation in one of our co-curricular choirs and solo/ensemble contest.

**Concert Choir A and B:** 1565 and 2565  
Credit Value: .5 per semester

Grade Level: 10-12  
Prerequisite: Audition with the director in Spring

Required Materials: Performance attire, pencil

Course Description: Concert Choir is a mixed voice ensemble opportunity for students with prior experience, skill, and commitment to choral singing. Students are selected by the director based on their audition through a "Choir Assessment" process prior to next year. This choir focuses on attaining a high level of musicianship based on each member's enjoyment of singing, proper vocal technique, vocal range, intonation, strong music reading skills, and demonstrated commitment to group success. Students explore choral music from all time periods and styles. All members are expected to participate in the four major concerts during the year as well as other public performance opportunities that may arise. Additional opportunities for members of Concert Choir include participation in one of our co-curricular choirs and solo/ensemble contest.

**CE Musicology:** 3515  
Credit Value: .5 per semester



Grade Level: 11-12  
Prerequisite: Director permission

Required Materials: Pencil and notebook

This course covers the basics of music theory, aural perception, and sight singing all in the context of primarily western music history. Emphasis is placed on rhythmic exercises, notation, tonality, phrase structure, simple form, fundamental harmony, and basic keyboard facility. Other topics: The Origins of Western Music, Rhythm, Beliefs of the Power of Music, The Difference in Meter Between Secular and Sacred Music, alongside an analysis of essential music elements. No previous music experience is necessary, however some background in a music ensemble is highly recommended.

# SCIENCE

<b>Ninth Grade</b> Physical Science	<b>Tenth Grade</b> Biology	<b>Eleventh Grade</b> Chemistry Foundations Chemistry Physics
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**Physical Science A and B:** 1605 and 2605  
Credit Value: .5 per semester

Grade Level: 9  
Prerequisite: None

Required Materials: Scientific calculator, notebook, folder

Course Description: Physical Science A curriculum includes abstract concepts such as the structure of atoms, the periodic table, chemical bonding, acids and bases. Physical Science B includes nuclear chemistry, motion and forces, the conservation of energy and matter, Newton's Laws, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry. Students will learn and use proper laboratory procedures and safety methods needed to be successful in future science courses and beyond.

**Biology A and B:** 1610 and 2610  
Credit Value: .5 per semester

Grade Level: 10  
Prerequisite: None

Required Materials: Scientific calculator, notebook, folder

Course Description: In Biology A and B, it is our goal to understand life and its processes. Therefore, this course is aimed at introducing general characteristics and concepts that apply to life at all levels of organization. These include similarities in cell structure, DNA, energy usage, genetics, and the structure of ecosystems. Other general biological themes discussed in this course include the relatedness among living organisms, and how living organisms are adapted for survival in their particular environments. Students will utilize a microscope to examine cells and organisms, and will also investigate the internal structures of an organism through multiple dissections. Proper laboratory techniques will be implemented, and students will develop the ability to critically analyze a situation using scientific methods and procedures in order to reach scientific conclusions to life's issues.

**Chemistry A and B:** 1630 and 2630

Grade Level: 11-12

Credit Value: .5 per semester

Prerequisite: Geometry, Algebra I, Physical Science

Required Materials: Scientific Calculator, notebook, ½ inch 3-ring binder

Course Description: This course builds on what students began earlier with physical science and biology, building a strong foundation for a possible career in the medical field, engineering, the sciences, and agriculture, while exploring a variety of matter interactions. As with all science courses at JHS, we use a "hands-on" approach to learning science, with a variety of labs and demonstrations. The main emphasis of this course is on chemical reactions, developing laboratory skills, nomenclature, chemical quantities, mass-mass relationships, and mass-energy relationships. Skills students will learn which they will be able to employ outside the classroom include solving stoichiometry problems, energy-temperature conversions, and explaining material behavior. Students interested in the medical field, science and engineering, or just want to know "why things work" should consider taking general chemistry.

**Chemistry Foundations A and B:** 1650 and 2650

Grade Level: 11-12

Credit Value: .5 per semester

Prerequisite: Physical Science

Required Materials: Calculator, notebook, 3-ring binder

Course Description: Applied Chemistry is a general survey course focusing on the practical application of chemical concepts and theories to industry, technology, and everyday life. Chemistry is more than just labs and beakers because it is what explains the world around us. This full year applied chemistry course will move at a slower pace than general chemistry while covering similar material. Discussion topics include solutions, chemical equations, matter, energy, and gas laws. Using lab activities you will learn to make scientific observations, collect evidence, communicate ideas, ask questions, and propose explanations just like a scientist.

**Anatomy and Physiology A and B:** 1615 and 2615

Grade Level: 11-12

Credit Value: .5 per semester

Prerequisite: Biology

Required Materials: notebook

Course Description: Anatomy & Physiology is the study of the structure and function of human body systems. The course includes an in-depth focus on each organ system in the body, examining the components of each organ system and how each system works. Classroom activities include lectures, discussions, and lab activities. Students taking this course will develop science skills through research projects and presentations, as well as numerous lab activities, including dissections. Students taking this course should be prepared to spend additional time outside of class on course work. Students interested in the health science fields should consider taking this course.

**Environmental Science:** 1625  
Credit Value: .5 per semester

Grade Level: 11-12  
Prerequisite: Biology

Required Materials: Composition notebook

Course Description: This semester-long course in Environmental Science is the study of the components of Earth's environment and how human activities impact the world today. Students focus on ecology, populations, water and air ecosystems, land usage and waste issues, energy and resource conservation, climate change, forestry, wildlife, biodiversity, and species conservation. Students develop their skills in science through a hands-on approach to learning science, with a variety of labs, outdoor studies, and research projects throughout the year. Environmental science helps prepare students for careers in the fields of natural resources, the outdoors, and environmental awareness.

**Advanced Placement Chemistry A and B:** 1635 and 2635

Grade Level: 12

Credit Value: .5 per semester



Prerequisite: General Chemistry at Jordan HS (C or higher)

Required Materials: Graphing calculator, one 1-inch 3-ring binder

Course Description: AP Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first year of college. Students interested in the sciences, medicine, nursing, engineering, pharmacy, and a long list of other careers should seriously consider AP Chem. Many topics taught in general chemistry are also covered in AP Chem., but at a much deeper level and in more depth. Topics include mass relationships, reactions, gasses, thermochemistry, equilibrium systems, atomic theory, reaction kinetics, and solutions. At the conclusion of the full year course, students have the option of taking the Advanced Placement exam (administered in early to mid-May), which most colleges and universities accept for college credit. Students should be prepared to spend approximately an hour a day outside of class on course work. AP Chemistry helps prepare students for careers in the sciences, engineering, pharmacy, medicine, and a variety of other fields by refining their problem-solving skills. Students who register for this class will not be allowed to drop it after registration. We staff our building based on registration and dropping this class will cause other classes to become too large.

**Physics A and B:** 1640 and 2640

Grade Level: 11 (teacher approval) or 12

Credit Value: .5 per semester

Prerequisite: Algebra II B or higher

Required Materials: Graphing calculator, notebook, one-inch 3-ring binder, protractor

Course Description: Physics is the study of motion and energy. This course uses a "hands-on" approach to learning about velocity, acceleration, vectors, forces, etc. Projects include constructing a variety of rockets and airplanes, using stroboscopes and cameras to calculate velocity and acceleration, Hot Wheels cars to study motion and energy, and using computer software to analyze data. Our year culminates in May with a trip to Valley Fair to study various rides on the fairgrounds. In addition, time will be spent studying electrostatics and electronic circuitry, waves, space and space travel. Physics is a must for students interested in engineering, technology, and just about any field where problem-solving is an emphasis. Physics helps prepare students for a future in science and technology by refining their problem solving skills and their scientific knowledge base. **Physics is offered as an online course, and students will be working independently or in small groups most of the time. Students are responsible for keeping up with the class workload so that they do not fall behind.**

**CIS Human Physiology, Technology & Medical Devices A and B:** 1645 and 2645      Grade Level: 11-12

Credit Value: .5 per semester

Prerequisite: B in General Chemistry

College Credit Value: 4 U of MN credits (BIOL 1015)



Required Materials: notebook

Course Description: CIS Physiology is a college freshmen-level biological science course. The course examines specific topics in human anatomy and physiology including; body systems, medical devices and technology. The course meets in two different settings: As a whole class in an active learning setting, engaging in cooperative group activities that require inquiry and problem-solving skills, and in small groups of students engaging in hands-on activities, inquiry-based learning, and dissections. Students who successfully complete the course may earn four University of Minnesota semester credits. Students need to be prepared to spend an hour a day outside of class on course work.

**Students who register for this class will not be allowed to drop it after registration. We staff our building based on registration and dropping this class will cause other classes to become too large.**

# SOCIAL STUDIES

<b>Ninth Grade</b> Civics Honor Civics	<b>Tenth Grade</b> American History AP American History	<b>Eleventh Grade</b> World History AP World History	<b>Twelfth Grade</b> Economics BME (Summit course) and an <b>Elective:</b> Sociology Psychology World Events World Geography Multicultural History US
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**Civics 9 A and B:** 1705 and 2705  
 Credit Value: .5 per semester

Grade Level: 9  
 Prerequisite: None

Required Materials: Notebook, folder, pens, pencils

Course Description: As Americans, students have American citizenship in common with the millions of others across the country. Civics 9 is designed to give students background and knowledge of what it means to be an American citizen. Students will learn the rights and responsibilities that go along with being an American citizen as well as aspects of local, state, and national government in the United States.

**American History 10 A and B:** 1710 and 2710  
 Credit Value: .5 per semester

Grade Level: 10  
 Prerequisite: None

Required Materials: Notebook, pens, and pencils

Course Description: This course will be a chronological survey course. This class will help students to understand our national heritage and accomplishments, as well as developing an appreciation for other cultures and the sacrifices made by our veterans in the name of freedom. Students will learn events from the past that will help provide context for the present, as we will also connect American History to present-day current events. Students will develop strong analytical and critical thinking skills in this class, and will have opportunities to improve reading and writing skills. The first semester will begin in the Exploration period of the 1400s and go to the Reconstruction time period following the Civil War. Units will be taught in Exploration and Immigration, Revolutionary War, New Nation, Expansion Leads to Sectional Conflict, the Civil War and Reconstruction, and the "clash of cultures" that resulted from west-ward expansion. The second semester will begin in the late 1800s and go to the post-Vietnam modern era. We will begin with Industrialization, Immigration, and Urbanization, followed by an Era of Reform, World War 1, Interwar Period (Roaring '20s and Great Depression), World War 2, Cold War, Civil Rights and Vietnam, and Issues in Modern America.

**Advanced Placement US History A and B: 1720 and 2720**

Credit Value: .5 per semester



Grade Level: 10

Prerequisite: Top 25% of the class

Required Materials: Notebook, pens and pencils,

Course Description: The Advanced Placement United States History course is a two-semester class that offers a survey of American History from the 15th century to the present with a college-level textbook and college-level pace. Extensive reading, writing, and study skills useful in college will be emphasized. The class concludes with a college level exam, prepared by the College Board, which, if passed, may result in college credit. The examination includes source-based multiple choice questions, a short answer section, a 'documents based question' essay, and a long essay section. As a college level course, students should expect a rigorous content level and pace. This course demands strong student organization and time management. Solid reading and writing skills, along with a willingness to devote considerable time and work, are also necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, creating and defending arguments, and interpretation of various primary and secondary sources. These skills will help prepare students for future college and post-secondary courses. Beyond the study of specific events and people, the course focuses on important historical themes and processes that have shaped and continue to shape American history. The College Board also identifies four historical thinking skills that students will practice and refine throughout the course, including crafting historical arguments from historical evidence, chronological reasoning, comparison and contextualization, and historical interpretation and synthesis.

**World History A and B: 1730 and 2730**

Credit Value: .5 per semester

Grade Level: 11

Prerequisite: None

Required Materials: Pens, and pencils,

Course Description: World History is the story of humanity and how the world we live in today was formed. Learning the human history of the world teaches us tolerance, respect, and appreciation for past people, for different cultures, and other areas of the world, as well as a better understanding of how the world works today. First semester will begin with the beginnings of human history and reach up to the end of the post-classical era and the beginning of modern history. Second semester will start there and end with an in-depth look at our modern, globalized world. The course will examine key civilizations, events, and people that students should be able to identify, but much of the focus will be on developing important skills and an understanding of how history works through common themes and processes. Those important skills include reading analysis, writing and communication, synthesis of information from multiple sources to form conclusions, constructing arguments using historical evidence, and analyzing history using both compare and contrast and cause and effect methods. Major themes include the interaction of humans and their environment, economic and labor systems, the development and interaction of cultures, government and state building, social organization, and the development and impact of technology. The goal of World History is to build better informed world citizens who have the knowledge and skills necessary to continue their education and be productive members of a growing global community.

**Advanced Placement World History A and B: 1735 and 2735**

Grade Level: 11

Credit Value: .5 per semester



Prerequisite: Top 25% of the class

Required Materials: Pens, and pencils,

Course Description: There are three main goals for the course. First and foremost is to develop a myriad of educational skills that will help students be successful in future college and post-secondary courses they may take. Second, is to teach them a broader understanding and appreciation for human history and how it shapes our world today. Finally, the goal is to prepare students to achieve a passing score on the AP College Boards end of year examination so that they can receive college credits from taking this course. The examination includes source-based multiple choice questions, a short answer section, a 'documents based question' essay, and a long answer section. As of 2017 the AP World History course is now a college level course, students should expect a rigorous content level and pace. We will be using a college level textbook and doing a considerable amount of reading and writing. This course demands strong student organization and time management. Solid reading and writing skills, along with a willingness to devote considerable time and work, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of various primary and secondary sources. These skills will help prepare students for future college and post-secondary courses. Beyond the study of specific civilizations, cultures, events, and people, the course focuses on important historical themes and processes that shape human history. These themes are identified by the College Board and include the interaction between humans and their environment, developing and interaction of cultures, state-building, expansion, and conflict, creation and interaction of economic systems, and the development and transformation of social structures. The College Board also identifies four historical thinking skills that students will practice and refine throughout the course, including crafting historical arguments from historical evidence, chronological reasoning, comparison and contextualization, and historical interpretation and synthesis.

**Students who register for this class will not be allowed to drop it after registration. We staff our building based on registration and dropping this class will cause other classes to become too big.**

**Economics 12: 3720**

Grade Level: 12

Credit Value: .5 per semester

Prerequisite: None

Required Materials: Spiral notebook, folder, pens, and pencils

Course Description: Economics is the study of how people coordinate their wants and desires, given scarce resources and the decision-making mechanisms, social customs, and political realities of their societies. Decisions made by consumers, workers, investors, managers, and government officials interact to determine the allocation of scarce resources. The semester focus includes a combination of micro and macro economics in which students will create and understand both demand and supply curve graphs. They will also calculate inflation rates, the gini coefficient, tax and loan rates and discuss options for further investments, such as stocks, bonds, CDs, and more.

**Psychology: 3730**  
Credit Value: .5 per semester

Grade Level: 11-12  
Prerequisite: 2.0 GPA

Required Materials: Spiral notebook, pens, pencils, and folder

Course Description: Psychology is the scientific study of behavior and the mental process. When applied to humans, psychology covers everything that people think, feel and do-- which can be analyzed through a combination of biological, psychological, and sociological pillars. Throughout the unit students will explore topics including Neural Communication, Development throughout the Lifespan, Conscious-ness, Stress and Health, Types of Therapy, and Physical Disorders. Project highlights include: Candy neurons, speed dating with brain parts, an independent study and lab report, analyzing dreams and sleep theories, and more.

**Sociology: 3735**  
Credit Value: .5 per semester

Grade Level: 11-12  
Prerequisite: None

Required Materials: Spiral notebook, pens, pencils, and folder

Course Description: Sociology is the science that studies human society and social behavior. Sociologists are mainly interested in social interaction—how people relate to one another and influence each other's behavior. Consequently, sociologists tend to focus on the group rather than on the individual. Sociologists do this by examining social phenomena. Highlights include creating hypotheses, culture reports, a deviance/criminal activity, cooperative groups, social class evaluation, demography issue, addressing social ills, and developing relationships.

**World Events: 3740**  
Credit Value: .5 per semester

Grade Level: 11-12  
Prerequisite: None

Required Materials: Spiral notebook, pens, pencils, and folder

Course Description: World Events is a contemporary look at national and international issues and affairs. Domestic issue topics include an examination of the economy, social issues, the criminal justice system, gun control, immigration, and politics 101 overview. There is also a critical examination of various U.S. foreign policy issues and a look at a variety of global affairs issues. The curriculum can change depending on the events that unfold during the course of the semester. The majority of the class is project based, with students learning how to research and analyze a variety of media sources and using that information to either create presentations, participate in discussions, or debate issues. The goal of the class is to give students a better understanding of the underlying issues affecting our nation, while also improving their research and communications skills. This course will also give the opportunity to debate and discuss issues in a well informed and respectful manner.

**Multicultural History of the United States: 3750**  
Credit Value: .5 per semester

Grade Level: 10-12  
Prerequisite: None

Required Materials: Spiral notebook, pens, pencils, and folder

This elective course will study American history exclusively from the perspectives of minority groups in the United States, including African-Americans, Native Americans, Asian-Americans, Latinos, and the LGBTQ community. The focus of the class will be to see well known historical events and processes familiar to students from different perspectives, while also discovering new events and movements that are not typically covered in much detail in traditional American history. The course will be focused on developing reading, writing, argumentative, and critical thinking skills with assessments

focused on projects, debates, discussions, and papers. Due to the expansive nature of the course materials, students will be given freedom and choice in choosing the topics they wish to focus on.

**World Geography: 3745**

Credit Value: .5

Grade Level: 11—12

Prerequisite: None

Required Materials: Spiral notebook, folder, pens, pencils, highlighter, colored pencils, dry erase marker

Course Description: Students in World Geography will concentrate on the geography, history, economics, government, and religion that create distinct cultures in regions of the world. Regions of study will include the United States and Canada, Latin America, Europe, Russia, North Africa and the Middle East, Sub-Saharan Africa, South Asia, East Asia, South East Asia, and Australia.

Common themes and current issues are included in the study of our world with a major focus on our interdependent world and various peoples. Students will also be looking at the relationship between physical features and how they help develop a culture. Students will use text, speakers, video segments, multimedia presentations, and research to learn about the world around us.

# ENGLISH LANGUAGE LEARNER

**ELL Reading & Writing Level A:** 1185 and 2185

Grade Level: 9-12

Credit Value: .5 per semester

Prerequisite: Must be eligible for ELL services

Required Materials: Notebook, folder, pen/pencil

Course Description: Students will study the components of short stories, many types of nonfiction articles, drama, and poetry. The student will incorporate new vocabulary into his/her language usage. The student will acquire the skills necessary to pass the state writing test and enhanced reading/vocabulary skills toward passing the state reading test. The student will write complete sentences and paragraphs, create topic sentences, identify fragments and run-ons, outline a response to a prompt, analyze successful student writing, edit his/her own writing, read and discuss two novels per semester, study commonly used social and science vocabulary, take short vocabulary quizzes, and write seven five-paragraph essays in response to a prompt.

**ELL Reading & Writing Level B:** 1190 and 2190

Grade Level: 9-12

Credit Value: .5 per semester

Prerequisite: Must qualify for ELL & had Level A ELL

Required Materials: Notebook, folder, pen/pencil

Course Description: The student will write complete essays from prompts that demonstrate the ability to pass the state writing test, edit his/her own writing, and read and discuss two novels each semester. Students will learn the components of short stories, many types of nonfiction articles, drama, and poetry. The student will incorporate new vocabulary into his/her language usage, enhancing skills to pass the state reading test. Activities include reading aloud, class discussion, vocabulary practice, writing short essays, word games, cluster and unit quizzes.

**ELL Reading & Writing Level C:** 1195 and 2195

Grade Level: 9-12

Credit Value: .5 per semester

Prerequisite: Must qualify & had Level A ELL

Required Materials: Notebook, folder, pen/pencil

Course Description: Students will acquire strategies to improve understanding of fiction and nonfiction writing, with increased skills to pass the state reading or writing test. Students will read folk tales, short stories, poetry and lyrics, drama, with an emphasis on narrative and expository nonfiction in each unit. Students will read one novel each quarter, based on reading level. Activities include reading aloud, class discussion, vocabulary practice, writing short essays, word games, cluster and unit tests.

# SPECIAL EDUCATION

**Applied Skills A and B:** 1805 and 2805

Credit Value: .5 per semester

Grade Level: 9-12

Prerequisite: IEP

Required Materials: Writing utensil, Chromebook

Course Description: Applied Skills is designed for students who have an individualized educational plan. They have been diagnosed with a reading, writing, listening skills, math, oral expression, social, or study skills deficit. This class can be taken every semester throughout high school. Instruction is developed based on individual student needs. It is designed to teach students strategies to enable them to become successful in their classes, as well as in life. The students receive direct instruction in a skill area for part of the time each day, and the rest of the time serves as a guided study hall for support in their mainstream classes. Some of the skill areas addressed include study skills, organization, self advocacy, goal setting, transition, test taking strategies, stress management, and processing information from tests, notes and lectures. Academic skill areas may include written expression, reading comprehension and fluency, and math skills.

**Basic English Skills A and B:** 1810 and 2810

Credit Value: .5 per semester

Grade Level: 9-12

Prerequisite: IEP

Required Materials: Writing utensil, Chromebook

Course Description: This course provides direct reading and writing instruction by special educators in the area of functional and applied English. It is designed to increase students' reading and writing skills through instruction in the six areas of literacy: Phonemic Awareness and Phonics, Word Recognition and Spelling, Vocabulary, Grammar, Listening and Reading Comprehension, and Speaking and Writing. Students placed in this class must have reading and/or writing goals on their IEP and demonstrate a need. This course takes the place of a general education English class.

**Comprehensive English A and B:** 1815 and 2815

Credit Value: .5 per semester

Grade Level: 9-10

Prerequisite: IEP

Required Materials: Writing utensil, Chromebook

Course Description: This course provides direct reading and writing instruction by special educators in the area of English. It is designed to increase students' grade level vocabulary, their knowledge of informational, expository, and persuasive texts using a variety of reading strategies. They will demonstrate literal, interpretive, inferential and evaluative comprehension. Students will read, understand, respond to, analyze, interpret, and evaluate a wide variety of fiction, poetic, and nonfiction texts. The students will learn how to plan, organize, and compose narrative, expository, descriptive, persuasive, critical, and research writing to address a specific audience and purpose. Students placed in this class must have reading and/or writing goals on their IEP and demonstrate a need. This course takes the place of a general education English class.

**Basic Math Skills A and B: 1880 and 2880**

Credit Value: .5 per semester

Grade Level: 9-12

Prerequisite: IEP

This course provides direct math instruction by special educators. This course focuses on skills ranging from basic computation, math fluency, problem solving, story problems, money, measurement, time, fractions, decimals, percentages, and interpreting charts and graphs. Students placed in the class must have a math goal on their IEP and demonstrate a need for direct instruction in the area. This course takes the place of a general education Math class.

**Essential Math A and B: 1825 and 2825**

Credit Value: .5 per semester

Grade Level: 9-12

Prerequisite: IEP

Required Materials: Writing utensil, notebook, and calculator

Course Description: Students in this course will learn math skills that will permit them to function as independently as possible within their community. Students are instructed in basic math skills, real life math problems, strategies to work with money, balancing a checkbook, budgeting, time/calendar concepts, telling time, and measurement. Additionally, IEP driven instruction is designed to facilitate mastery of skills in computation, application, and functional skills which include decimals, fractions, number theories, measurement, and geometric formulas. The students will transfer these skills into everyday living. This course is designed for students who require specialized instruction in the area of mathematics.

**PLUS A and B: 1830 and 2830**

Credit Value: .5 per semester

Grade Level: 9-12

Prerequisite: IEP

Required Materials: Writing utensil, Chromebook

Course Description: Personalized Skills is a class which provides a learning environment designed to provide students with needed skills to be successful in their academic classes and post-secondary transition planning. This class is focused on skills such as time management, organization, stress management, goal setting, planning, transitions, self-advocacy, problem solving and test taking and problem solving skills. This class can be taken every semester throughout high school. The instruction is developed based on each student's individual needs and will support students in their education, emotional, and behavioral growth as they transition into post-secondary or into a job. The students receive direct instruction in a skill area for part of the time each day and for the rest of the time the class is a guided study hall for support in their mainstream classes.

**Communication Strategies A and B:** 1840 and 2840

Credit Value: .5 per semester

Grade Level: 9-12

Prerequisite: IEP

Required Materials: Writing utensils, paper

Course Description: Communication Strategies is designed for students who have an Individualized Education Plan (IEP) in 9th-12th grade. Students recommended for this class have been identified as those who would benefit from instruction in human communication across all social settings (home, school, employment, community). This class can be taken every semester through high school. Instruction is designed based on individual student needs. Students receive guided instruction for academic skills identified in their IEP. Skill areas that are taught include learning about our own behavior, developing and maintaining friendships, understanding and interpreting emotions, perspective talking, organization, and self-advocacy.

# SUPPORT PROGRAMS

**Students Adjusting In Life (SAIL) A and B:** 1855 and 2855

Grade Level: 9-12

Credit Value: .5 per semester

Prerequisite: Intervention Team Referral

Required Materials: Writing utensil and Chromebook

Course Description: The following components will be included in the SAIL program:

Support for Mainstream Academics (Regular Classes): Coursework will be individualized according to each student's needs. Students will work with the SAIL program to determine what assistance will be required and how the student will achieve goals of improving grades and passing classes. Program teachers will work in conjunction with classroom teachers' requirements.

Course Objectives:

Monitor student progress in non-SAIL classes, Improve test preparation skills and scores, Improve note-taking skills, Provide small group tutoring in non-SAIL classes, Improve listening skills, Reinforce responsible study habits.

**REACH Program:** 1875 and 2875

Grade Level: 9-12

Credit Value: .5 per semester

Prerequisite: none

This course is designed to assist students who may need academic and social and emotional support. The goal of the course is to help students experience success by learning new life skills to overcome barriers and challenges in their lives. Students will spend time working independently on academics, as well as participating in small groups focused on goal setting, building positive relationships, and improving problem solving skills.

**Student Aide:** 1201 and 2201

Grade Level: 11-12

Credit Value: .25 per semester

Prerequisite: none

Students will be allowed to receive one-fourth (.25) elective credit for serving as a student aide, for a maximum of two semesters during junior and senior years. Student aides will receive a pass/fail grade. A passing grade will not be used in the determination of a student's grade point average or class rank.

**Credit Recovery** (Extended Day after School Credit):

Grade Level: 9-12

Credit Value: .5 per semester credit

Prerequisite: none

Required Materials: Complete necessary SouthWest Metro Educational Cooperative paperwork  
Writing utensil and Chromebook

Course Description: Credit recovery is for students that fail a required course towards graduation. This is an opportunity to make up .5 credit per session. Sessions are available in the fall, spring, and summer. Students must complete required online materials and sixty hours of seat time by the end of each session. See Counselors for more information and registration forms.

# VOCATIONAL EDUCATION

Students have the opportunity to take vocational courses through the SouthWest Metro Educational Cooperative Center which serves the Jordan, Shakopee, Waconia, Belle Plaine, Central, New Prague, Prior-Lake Savage, Watertown-Mayer, Tri-City United, and Eastern Carver County school districts. It is set up to provide courses and programs districts might not be able to provide individually. Seniors may register for vocational courses offered at the SouthWest Metro Educational Cooperative Center which are offered the first two class periods of the day. **Students are required to provide their own transportation.** Students are subject to the same academic, behavioral, and attendance expectations at the Cooperative Center that they are expected at Jordan High School.

For articulation agreement information for these courses go to <https://ctecreditmn.com>

## Agriculture and Natural Resources

### **Animal Science (only 1st semester 2022/23): 1540**

Course Description: This course is designed with emphasis on genetics, physiology and nutrition. The course includes a study of production systems relative to the horse, dairy, sheep, poultry, swine and beef industries. Additional topics include man's relationship to animals, current issues and future perspectives of animal agriculture. Students will experience laboratories at local farms, YMCA Horse camp, and other locations that will relate to Animal Science course study. Students will receive articulated credit for this class through MNCTEONLINE, course work is transferable to various MN Community Colleges such as South Central College, and Ridgewater.

### **Large Animal Veterinary Science (only 2nd semester 2022/23): 2540**

Course Description: Introduction to Large (Production/Livestock) Animal health and veterinary science. Students will begin with an in-depth assessment of the nature of diseases and disorders, followed by medical practices and procedures, and concluding with the physiology of the reproductive and digestive systems, this course provides students with the opportunity to view common management problems of cattle through the viewpoint of a practicing veterinarian. For those interested in animal husbandry, this course provides a strong background in the cause of and treatment for common diseases and disorders of livestock, particularly dairy cows.

### **Aviation Tech (Drone Tech) (2022-2023): 3580**

Course Description: This course is foundational for unmanned aviation vehicles (UAV), and will prepare students to take the Federal Aviation Administration: Part 107 Remote Pilot Knowledge Test. Topics include: pre-flight procedures, airspace, radio communications, aviation phraseology, regulations, airport operations, aviation safety, weather, cockpit management, and emergency procedures. Students will also spend time practicing take-offs, flying and landings on flight simulators before flying a variety of drones. Students will look at UAV careers including: UAV pilots, repair and data analytics.

## Human Services

### **Cosmetology 1 (2022-2023): 1530/2530**

Supply Fee: \$100

#### Semester 1

Intro to MN State Laws & Rules  
Professional Development  
Safety & Infection Control  
Trichology  
Intro to Hair  
Intro to Hair Styling  
Advanced Hair Styling  
Hair cutting  
Practical Application

#### Semester 2

Intro to Manicuring  
Intro to Pedicuring  
Intro to Massage  
Artificial Nails  
Intro to Skin Care  
Waxing  
Facials  
Make-up  
Practical Application

### **Criminal Justice: Police and Community (only 1st semester 2022/23): 1570**

Origins of US Policing  
Community Policing  
Police Shootings  
Racial Profiling  
Patrol  
Police, Recruitment, Selection & Training  
Police Organization & Administration  
Police Direction  
Police & Crime Fighting  
Use of Force  
Investigation  
Police Socialization & Subculture  
Contemporary Policing  
Calls for Police Services  
MN Post Board  
Police & Legal Issues  
History of Police  
Police Deviance  
Hazards of Police Work

### **Criminal Justice: Introduction to Corrections (only 2nd semester 2022/23): 2570**

Origins and History of Corrections in the U.S.  
Understanding of Recidivism  
Jails & Prisons  
Plea Bargaining  
Minorities & Incarceration  
The War on Drugs & Prison  
Three Strikes & You're Out Laws  
Discretion: Judges, Lawyers, Parole Boards  
Philosophy of Corrections  
Juvenile Courts  
Probation & Parole  
Drug Courts  
The Death Penalty

Restorative Justice Model  
Chemical Dependency & the Law  
Social Interventions & Juvenile Diversion  
Community Corrections  
Life Sentences  
Treatment vs. Punishment  
Mandatory Minimum Sentences/ Truth in Sentencing Prisons

## Arts, Communication, and Information Systems

### **Photography Program (1 or 2 year program)**

Course Description: The Photography program is great for everyone interested in photography, whether it be for a career, hobby or just to have better images for their social media. These courses are taught by practicing professional photographers who bring real-world experience into the classroom. The classes cover an extremely wide range of subjects and photographic techniques.

Our facilities offer a Mac lab with the full Adobe software suite for digital editing and printing. Two darkrooms are used for traditional black and white film photography. There is also a portrait studio with a full range of photography tools at your disposal..

### **Photo and Video Production 1 (2022-23): 1580/2580**

Course Description: In this fun, fast-paced course, you will learn how to create your own, truly great photographs. By the end of this course you will also be able to take control of any camera, direct people for better portraits, shoot in a studio, edit in Photoshop like a professional and even print traditional black and white photos in a darkroom.

This is a hands-on course! The majority of your class time will be spent working on your very own unique photographs.

### **Graphic Design and Printing 1: Intro to Design and Color Theory (2022-23): 1575/2575**

Course Description: The Graphic Design and Print program's Intro to Design and Color Theory course is designed for any student with an interest in the digital arts. Students in the first year of the program develop a strong design foundation using industry-standard Adobe programs. During the first year of the program, students will have the opportunity to make T-shirts, buttons, car decals, posters and custom screen printed products while gaining the necessary skills to stand out in a post secondary program or jump right into industry opportunity.

#### Semester 1

Typography  
Logo Design  
Exporting DXF Files & Vinyl Cutting  
Custom Stickers and Buttons  
T-shirt Design  
Mac OS Overview  
Adobe Illustrator  
Adobe Photoshop  
Introduction to Screen Printing

#### Semester 2

Adobe InDesign  
Advertising Layout  
Printing & Binding Techniques  
Intro to Web Design  
Industry Application - Job Costing, Design Briefs, Workflow, File Management  
Publication Layout  
Branding  
Packaging  
Intro to Animation

## **Computer Careers: Computer Repair (2022-2023): 1525/2525**

### SEMESTER 1

You will learn the parts and components of computer hardware including...

- Being a PC technician
- System Components: power supply, motherboard, processors, etc.
- Peripheral Devices: USB, display, fireware, etc.
- Storage: drives - SATA, SCSI, File Systems, RAID, SSD, and M.2
- Networking: hardware, Ethernet, network addressing - IP, v4, IP v6, utilities
- Printing: configuration, management, maintenance
- Mobile Devices: notebook computers, apps, maintaining

### SEMESTER 2

You will learn about the operating systems, specifically user and computer settings:

- Windows system management: preferences, performance, users and groups, applications, updates
- System Implementation: components, pre/post install considerations
- File Management: locations, managing, NTFS, sharing, offline
- Security: best practices, physical, social, BIOS, malware, authentication, encryption, firewalls
- Troubleshooting: motherboard, storage, video, etc.

## Engineering and Technology

### **Automotive Technology: Steering and Suspension, and Manual Transmissions and DriveTrain (only 1st semester 2022/23): 1520**

Course Description: Students will learn to work on any car in a rapidly changing industry using a full systems approach. They will also learn to analyze, diagnose, maintain, and repair basic and advanced automotive systems. They will use the same advanced diagnostic and repair equipment as a Master Technician.

The duration of the course is two years. Content will be offered in alternate years. Students can enroll any semester.

- Auto Shop Safety
- Steering Systems
- Suspension Systems
- Manual Transmissions and Drivetrain

### **Automotive Technology: Electrical Systems and Automatic Transmissions (only 2nd semester 2022/23): 2520**

Course Description: Students will learn to work on any car in a rapidly changing industry using a full systems approach. They will also learn to analyze, diagnose, maintain, and repair basic and advanced automotive systems. They will use the same advanced diagnostic and repair equipment as a Master Technician.

The duration of the course is two years. Content will be offered in alternate years. Students can enroll any semesterAuto Shop Safety

- Electrical Systems
- Automatic Transmissions

## **Construction Technology (2022-2023): 1510/2510**

Course Description: Welcome to the world of construction! You are joining the eight million Americans who have chosen a career in this lucrative field. Construction is one of the nation's largest industries, offering excellent opportunities for high earnings, career advancement and business ownership.

### SEMESTER 1

Hand & Power Tools

Building Permits

Building Codes

Building Site Prep

Foundations

Fasteners

Assist in Installation of Electrical, Plumbing, Heating & Air Conditioning

Measuring

Floor Systems

Blueprint Reading

10 Hour OSHA Safety Certification

Rafters/ Trusses/ Roof systems

Nailing Patterns

Exterior & Interior Wall Framing

### SEMESTER 2

Safety

Insulation & Vapor Barriers

Cornice

Roofing

Drywall Applications & Finishing

Door & Window Installation

Floor Finishing

Hanging Cabinets

Interior Trim

Ventilation

Siding

Fascia

Blueprint Reading

Staining & Painting

Hanging Interior Doors

House Moving Theory

## **Residential Electrician (only 1st semester 2022/23): 3585**

Course Description: This Career and Technical Education program at SWMetro is designed to give students exposure to entry-level positions in electrical construction and installation occupations. This is one of the most rewarding and highest paid construction trades with job and apprenticeship training possibilities after high school. This program delivers theory plus hands-on experiences including the installation, maintenance and wiring through the application of the National Electric Code (NEC).

Constructing electrical systems requires a variety of mechanical skills including, but not limited to, measuring, cutting, drilling, bending, fabricating, mounting, fastening, supporting, and terminating. The program requires the efficient and safe use of numerous hand and power tools, as well as the techniques to use trade-specific tools. This course covers material and design of residential wiring, wiring methods, fastening devices, sizing of boxes, wire, overcurrent devices, blueprint reading, and the application of the (NEC). Electrical work is a licensed and regulated occupation. It is important that students are made aware of the laws and rules governing licensing and registration. This course covers the electrical and equipment installation for heating, ventilation and air conditioning for residential buildings.

## Health Science

### **Medical Careers Program**

The Medical Careers program consists of stand alone courses, sequence of courses, and full programs across many medical fields.

The Medical Careers program will provide an opportunity for students to explore different types of healthcare career opportunities. The course will encompass guest lectures, healthcare facility tours and job shadow opportunities. Medical Careers is a college level course where students can obtain several certifications in addition to career exploration.

### **Emergency Medical Responder (EMR) (only 1st semester 2022/23): 1585**

Course Description: Medical training required for firefighters and law enforcement, students will learn about emergency services, advanced first aid, and healthcare provider CPR. This course includes a focus on learning anatomy and physiology and provides many field experiences to practice hands-on skills.

- Students will learn how to identify and treat cardiac arrest (CPR), choking patients, and initiate lifesaving care to critical patients.
- Students will be able to explain body systems, structures, common conditions, and describe how to treat patients with a range of medical conditions and injuries.
- Students will be able to describe and explain emergency operations and develop a foundation for working in hospitals, ambulances, fire departments, air care, police departments, and other Emergency Medical Service based locations.

**Emergency Medical Technician (EMT) (only 2nd semester 2022/23): 2585**

Prerequisite: EMR

Course Description: EMTs are clinicians, trained to respond quickly to emergency situations regarding medical issues, traumatic injuries and accident scenes. EMTs are often employed by ambulance services, governments, and hospitals. They are sometimes employed by fire departments and in police departments. There are many EMTs that are also police officers or firefighters. EMTs operate under a limited scope of practice and are typically supervised by a medical director who is a physician.

**Emergency Terminology (2022-23): 3590**

Course Description: This course is an introduction to medical terminology and the language of medicine. Students will gain an understanding of how complex medical terms are formed from Latin and Greek word parts utilizing root words, prefixes, and suffixes. With a specialized focus:

- Anatomy and Physiology of the body systems
- Pathology
- Diagnostic procedures
- Pharmacology

Emphasis is placed on spelling and pronunciation of medical terms. This course will prepare a student with the basic knowledge of medical terminology.

## Course registration Changes for 2021-2022

### Changes to the course registration guide:

- Adjusted descriptions for business classes and computer classes
- Adjusted description for Creative communications
- Government and Law was dropped
- Every other year courses adjusted
- General clean up of typos and grammar

### New Courses:

- BME added back
- Zero Hour MAX
- Art, Health, and Wellness
- Family and Interpersonal Relationships
- Geography added back
- SW Metro new courses

### **Business Marketing and Economics: 3015**

Grade Level: 11–12

Credit Value: .5 business and .5 economics credit per semester

Prerequisite: None

Required Materials: None

Course Description: This course is designed to provide students a hands-on experience in the world of business. Students will be assigned mentors and business partners to help them develop skills relevant to the 21st century. Focus will be placed upon the role of management and the challenges associated with human resources, laws affecting business operations, and the skills required for successful leadership in a dynamic environment. Opportunities associated with producing world-class products will be discussed along with the importance of total quality management. Students will complete various hands-on projects to reinforce learning, many of which will involve the use of technology. Students will complete this course with a presentation for their business partner.

Topics discussed may include: Business in the U.S. economy, Business law, Business management, Economics, Human relations, Issues in the global economy, Consumers in the U.S. economy, and Business finance in the global economy. This course should be taken if students are interested in entrepreneurship or any of the following Career

Clusters: Finance; Business; Management & Administration; Marketing; Manufacturing; Hospitality & Tourism; Transportation, Distribution & Logistics; and Government & Public Administration.

**Zero Hour MAX lifting class. (7:10 am - 8:00 am)**

Students Impacted: 9th - 12th grade students with a prerequisite that they participate in at least one extra curricular activity or receive teacher approval through submitting a request to Coach Sand or Coach Heller.

Objective: To provide students with an opportunity to participate in a strength training class, which will have a positive impact on their ability to perform athletically and academically.

Reasoning: The MAX Athletic Program has continued to grow in our district and has had a positive impact on our student athletes. As the school continues to grow and move up in Class Size (Athletically), we also need to continue to grow in how we train our athletes. A current issue, although a positive one, is that our students participate in multiple sports and activities. This makes it difficult for them to maintain an adequate amount of sleep and training with our current program, which currently takes place at 6:30 in the morning. Also, a Zero Hour Lifting Course would allow our students to receive a credit for their training, which will help these students academically and open their school day for more elective credits.

Class Outlook: The structure of this class will be twofold. The program will have the students on an in-season and out-of-season weight training program. This structure will allow the students to stay at an optimal performance level in-season and train to improve their strength and conditioning out-of-season. This class will also work with the students to maintain proper nutrition and hydration.

Teacher Impact: This Zero Hour Max Lifting class would require two academic teachers. Having two teachers in the classroom allows for up to 70 students to participate in the class. The two academic teachers who are looking to add this class are Ozzie Sand and Brian Heller. Ozzie Sand is currently the MAX coordinator and also maintains a Physical Education/Health License; additionally, he is currently

compensated through a stipend and would maintain that compensation while teaching this class. Brian Heller would need to receive a sixth class pay or have this count towards one of his FTE. Both teachers would work with one another to maintain the class while also being able to attend meetings they are needed at.

**Art, Health, and Wellness: #####**

Grade Level 10-12

Credit Value: .5 per semester (Fine Art or Elective)

Co-Instructors: Ms. Barnd and Ms. Walerius

Required materials: Journal (provided), athletic clothes, **staff recommendation(?)**

Course Description: Art, Health, and Wellness approaches art and health practices as a means to wellness in one's life. Emphasis is placed on the practice of processes, more than a final product. Each week students will experience moving their bodies, making art, journaling, mindfulness exercises, and guided conversations with peers. Students will keep a Journal that includes a collection of their artworks and writing.

5-Day Rotation of Mind-Body Connections

- Movement
- Art
- Writing
- Social Emotional Learning
- Relationships/Conversations

**Family and Interpersonal Relationships:**

Grade

Level: 9-12

Credit Value: .5 semester

Prerequisite: None

Family and Interpersonal Relationships is an introductory course that is especially relevant for students interested in careers that involve interacting with people. It is also valuable for all students as a life foundation and academic enrichment. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. This course provides a foundation for continuing and post-secondary education for all career areas that involve interacting

with people both inside and outside of a business/organization, including team members, clients, patients, customers, and the general public.

**World Geography: 3745**

Credit Value: .5  
11—12

Grade Level:

Prerequisite: None

Required Materials: Spiral notebook, folder, pens, pencils, highlighter, colored pencils, dry erase marker

Course Description: Students in World Geography will concentrate on the geography, history, economics, government, and religion that create distinct cultures in regions of the world. Regions of study will include the United States and Canada, Latin America, Europe, Russia, North Africa and the Middle East, Sub-Saharan Africa, South Asia, East Asia, South East Asia, and Australia.

Common themes and current issues are included in the study of our world with a major focus on our interdependent world and various peoples. Students will also be looking at the relationship between physical features and how they help develop a culture. Students will use text, speakers, video segments, multimedia presentations, and research to learn about the world around us.

**SW Metro [Courses](#)** that are offered including some new additions. (aviation tech–drones and Electrical technician)