



United States Department of Education

Office for Civil Rights Administrative Complaint

October 17, 2025

United States Office of Civil Rights
Office for Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Email: OCR@ed.gov

VIA EMAIL

To Whom It May Concern:

Defending Education brings this federal civil rights complaint against Minneapolis Public Schools (MPS) pursuant to the U.S. Department of Education's Office for Civil Rights' discrimination complaint resolution procedures. MPS is discriminating based on race in programs or activities that receive federal financial assistance in violation of Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d *et seq.*, and the Equal Protection Clause of the 14th Amendment to the U.S. Constitution.

Defending Education is a nationwide, nonpartisan membership organization composed of parents, students, and other concerned citizens. It brings this complaint as an interested third-party organization that opposes racial discrimination and political indoctrination in America's schools.

I. Title VI and The 14th Amendment Prohibit Race-Based Discrimination

Title VI of the Civil Rights Act of 1964 declares that "no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."¹

Similarly, Section 1 of the 14th Amendment to the U.S. Constitution asserts: "No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws." On these grounds, the Supreme Court held in 1954 that racial segregation of students is unconstitutional.² The Court reaffirmed this principle

¹ See § 42 USC 2000d; *et seq.*

² *Brown v. Board of Education of Topeka*, 347 U.S. 483 (1954).

only two years ago, holding that schools must implement their policies, and administer their classes, in a “color-blind” manner.³

Prohibited discrimination includes “separate treatment in any matter,” restricting “in any way ... the enjoyment of any advantage or privilege enjoyed by others,” and using “criteria or methods of administration which have the effect of subjecting individuals to discrimination.”⁴ It also includes the creation of or failure to address a racially hostile environment.⁵

II. MPS uses its policies to discriminate based on race

Home to over 30,000 students, MPS is the third-largest school district in Minnesota.⁶ But MPS actively discriminates against its students based on race. Several MPS high schools prohibit white and Asian students from enrolling in certain courses on black culture. The courses count toward MPS’s electives requirement, meaning that white and Asian students must choose from a narrower list of class options in order to graduate.

South High School, Minneapolis’s oldest and largest public high school, offers two courses that are only available to black students.⁷ The first course, “BLACK Culture – Building Lives Acquiring Cultural Knowledge,” claims to “examin[e] the complexity of the black male experience by exploring the lived reality of black men in the United States.”⁸ Unlike the vast majority of MPS classes, which are offered to “all students” or all students in a certain grade,⁹ the “BLACK culture” class explicitly states that it is only available to “black male students of any grade.”¹⁰

The second course, “BLACK Culture – Building Lives Acquiring Cultural Knowledge (Queens),” claims to “examine the experiences of Black girls in public schools while celebrating, embracing, and developing cultural identity, sisterhood, and self-advocacy.”¹¹ Like the male version of the course, the course description clearly states that it is offered only to black female students.¹²

Edison High School¹³ and North High School¹⁴ each offer both courses. Roosevelt High, another MPS school, offers the “queens” version of the class, open only to black female students.¹⁵

Prohibited discrimination includes “separate treatment in any matter,” restricting “in any way ... the enjoyment of any advantage or privilege enjoyed by others,” and using “criteria or methods of

³ *Students for Fair Admissions v. Harvard*, 600 U.S. 181, 198 n.2, 230 (2023).

⁴ 34 C.F.R. §100.3(b).

⁵ See, e.g., *Monteiro v. Tempe Union High Sch. Dist.*, 158 F.3d 1022, 1033-34 (9th Cir. 1998).

⁶ *Largest school districts in the United States by enrollment: Minnesota*, Ballotpedia (archived Oct. 17, 2025), <https://perma.cc/F7PQ-AWQ7>.

⁷ *2025-2026 Curriculum Guide*, South Public High School, at 21 (archived Oct. 17, 2025), <https://perma.cc/PF3P-KMC9>.

⁸ *Id.*

⁹ See, e.g., *2025-2026 Curriculum Guide* at 13-16.

¹⁰ *Id.*

¹¹ *Id.*

¹² *Id.*

¹³ *EHS Course Catalog*, Edison High School (archived Oct. 17, 2025), <https://perma.cc/RRP9-N6TV>.

¹⁴ *North Course Catalog: 12th Grade Electives*, North High School (archived Oct. 17, 2025), <https://perma.cc/9Z3F-HNAX>.

¹⁵ *Course Catalog: Individuals and Societies*, Roosevelt High School (archived Oct. 17, 2025), <https://perma.cc/3X9E-2S7P>.

administration which have the effect of subjecting individuals to discrimination.”¹⁶ It also includes the creation of or failure to address a racially hostile environment.¹⁷

Race-segregated classrooms clearly qualify as such discrimination and are thus incompatible with the “color-blind” mandate of Title VI and the Equal Protection Clause.¹⁸ As such, MPS’s segregated classrooms are clear violations of both Title VI and the 14th Amendment.

* * *

For these reasons, Defending Education respectfully asks OCR to open a civil rights investigation into MPS for potential violations of Title VI of the Civil Rights Act of 1964 and the Equal Protection Clause.

Sincerely,

Sarah Parshall Perry
Vice President
Defending Education

¹⁶ 34 C.F.R. §100.3(b).

¹⁷ *See, e.g., Monteiro*, 158 F.3d at 1033-34.

¹⁸ *See SFFA*, 600 U.S. at 198 n.2, 230.

Exhibits





International Baccalaureate curriculum will be embedded in all Social Studies classes at Thomas Edison High School. This will give all students the opportunity to participate in higher level, thematic-based classes. In these classes students are able to explore and create in a way not found in the typical classroom. The IB history course aims to promote an understanding of history where students are encouraged to comprehend the present by reflecting critically on the past. They are further expected to understand historical developments at national, regional and international levels and learn about their own historical identity through the study of historical experiences of different cultures. One of the key goals is for students to develop an awareness that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity. **All Thomas Edison High School ninth and tenth grade classes are a part of the International Baccalaureate Middle Years Program.** MYP infuses the fundamental concepts of Intercultural Awareness, Holistic Learning, and Communication throughout the ninth and tenth grade curriculum.

GRADUATION REQUIREMENTS

Return to the [Choose Classes](#) page to find the Social Studies requirement(s) for your graduation year.

US HISTORY



US HISTORY: AMERICAN INDIAN LENS





GOVERNMENT



ECONOMICS



PERSONAL FINANCE

(New graduation requirement, starting with Graduation Year 2027)

ETHNIC STUDIES: GRADUATION REQUIREMENT

CHICANX/LATINX STUDIES



AFRICAN AMERICAN STUDIES



AMERICAN INDIAN STUDIES

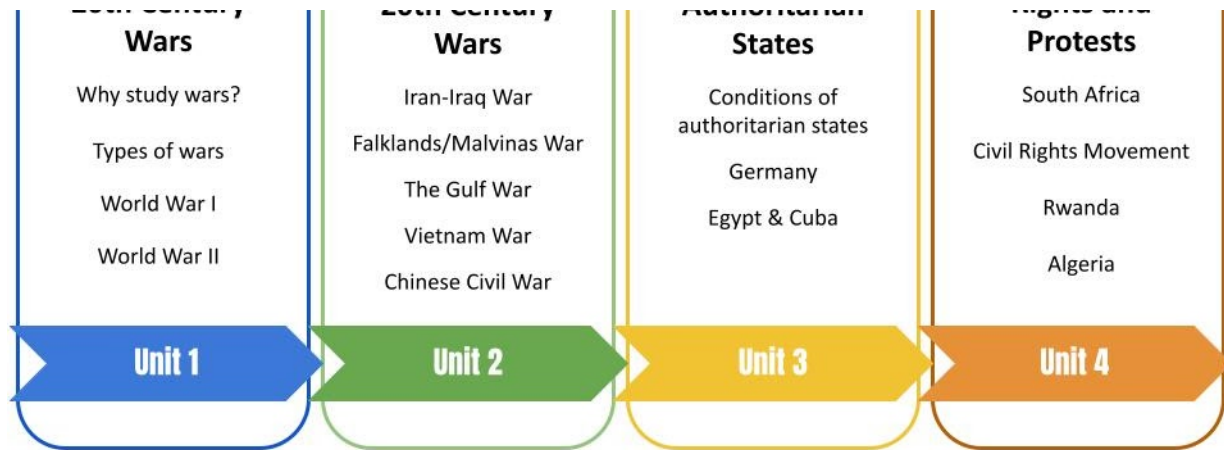


ASIAN AMERICAN STUDIES

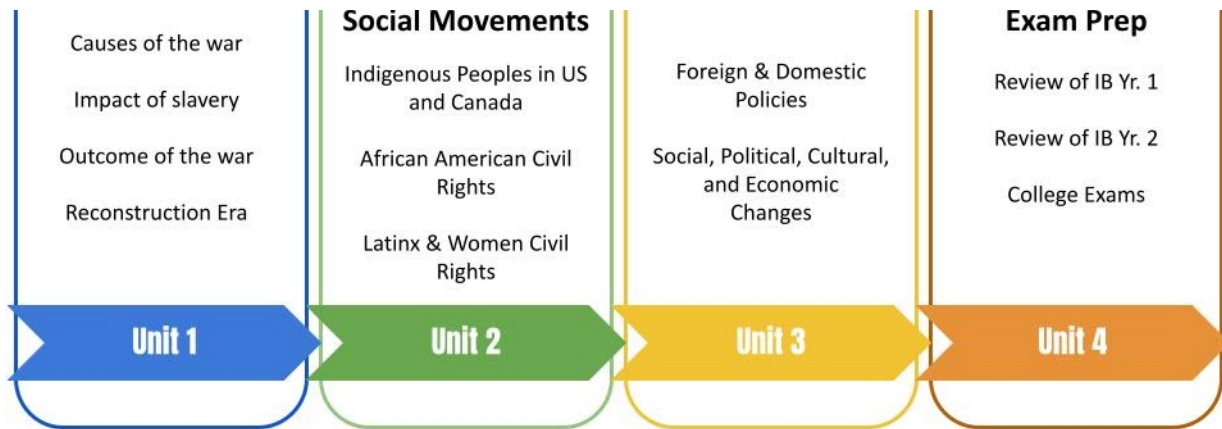


ADVANCED ACADEMICS

=



IB HISTORY YEAR 1



IB HISTORY YEAR 2

IB Psychology



ELECTIVES

ETSN



OFFICE OF BLACK STUDENT ACHEIVEMENT (OBSA)

=



EHS COURSE CATALOG

Welcome

Choose Classes



MINNEAPOLIS
PUBLIC SCHOOLS
Urban Education. Global Citizens.

THE OFFICE OF

BLACK STUDENT ACHIEVEMENT

Determined to Believe...and Achieve



BLACK CULTURE: KINGS



MINNEAPOLIS
PUBLIC SCHOOLS
Urban Education. Global Citizens.

THE OFFICE OF

BLACK STUDENT ACHIEVEMENT

Determined to Believe...and Achieve



BLACK CULTURE: QUEENS

Edison High School

700 22nd Ave NE
Minneapolis, MN 55418

612-668-1300

edison@mpls.k12.mn.us





Black Culture



Course Description

B.L.A.C.K. is an acronym that stands for **B**uilding **L**ives **A**cquiring **C**ultural **K**nowledge. The B.L.A.C.K. Culture class will give “you,” the Kings a voice while in the classroom. This year in the class, we will be tackling many social and mental issues that blacks have dealt with both in the past and in present day. We will also research past and present African-American leaders and identify how they made an impact on the black community and the culture. We will also focus on building authentic relationships and empowering each other throughout this process. The idea is to bring more of a family approach to the classroom so that every King and Queen in our class feels like they have a voice and feels empowered while here.



North Course Catalog

Classroom Coaches

Home

Contact Counselors

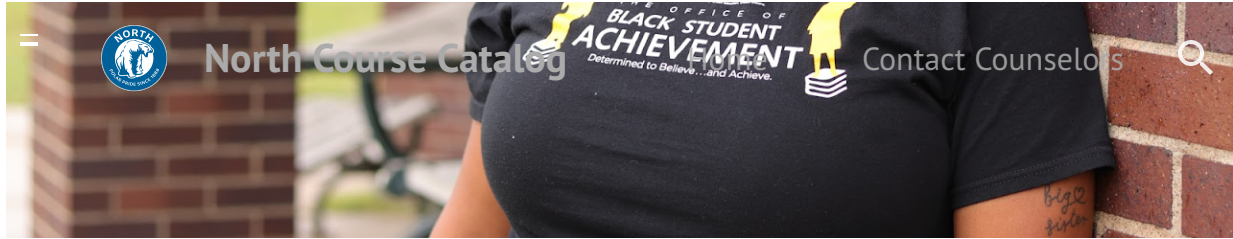


Marques Walker

Classroom Coach: King Marques Walker

Email: marques.walker@mpls.k12.mn.us





Nneka Abdullah

Classroom Coach: Queen Nneka Abdullah

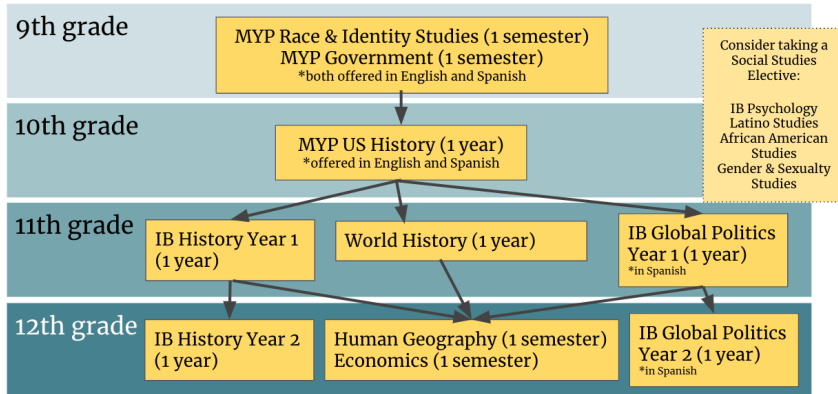
Email: Nneka.Abdullah@mpls.k12.mn.us

[north.k12.mn.us] [612.688.1700]



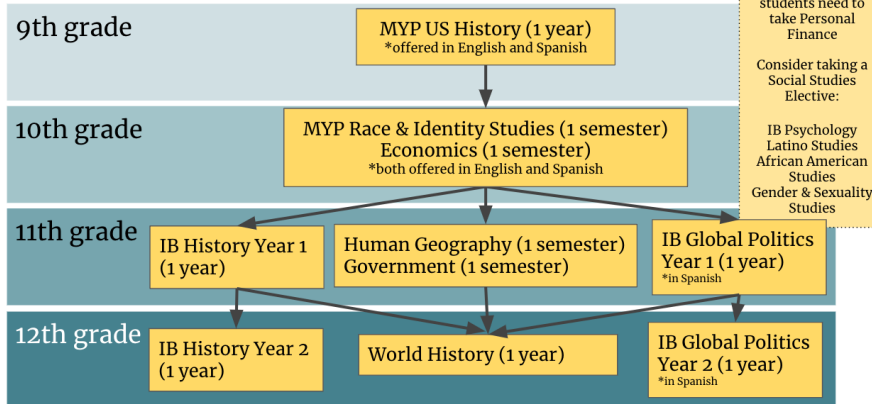
Social Studies Sequence for the Class of 2026 and 2027

Choose your path to meet graduation requirements
4 years are required



Social Studies Sequence for the Class of 2028 and Beyond

Choose your path to meet graduation requirements
4 years are required



MYP United States History

02301

Course Duration: Year Long course taken in 10th Grade (Class of '26 and '27) taken in 9th grade (Class of '28 and beyond)

Course Description:

United States History is a year-long course that is required of all students prior to graduation.

This course is designed as a survey of United States History from the time of the earliest Native Americans, exploration, colonization, birth of the United States continuing to the present. The aim of this course is to develop an understanding of the historical framework from which modern America emerged.

Students will examine the basic issues of the past and study their relationship to the present. Historical themes are used to develop writing, analysis and interpretation skills.

Unit	Concepts	Global Context	Statement of Inquiry
Worlds Converge	Global Interactions, Civilization, Perspective, Culture	Orientation in Space and Time	Perspectives influence understandings of the causes and effects of interactions between civilizations and cultures.
Revolution: Experiments in Self-Government	Systems, Governance, Ideology, Significance	Fairness and Development	Economic, political, and cultural conflicts caused the struggle between ideologies, forming a unique American system of rights and laws.
Expansion and Incursion	Time, Space and Place; Conflict; Identity	Fairness and Development	Privilege can blind us to the impact of our decisions on others.
Crisis and Reform	Change, Causality, Interdependence, Conflict	Identities and Relationships	Conflict changes relationships and can lead to new perspectives.
Industrial Revolution and Immigration	Global Interaction, Innovation and Revolution	Scientific and Technical Innovation	Interaction between technical innovation and immigrants contributed to the formation of a new national identity.
The Great Depression and The New Deal	Systems, Governance, Cooperation	Globalization and Sustainability	In response to multiple systematic failures the federal government struggled to redefine its roles and powers.
World War II	Global Interactions, Ideology, Perspective	Personal and Cultural Expression	American perspectives and ideologies positively and negatively affected interactions that contributed to WWII.

The Cold War and Its Conflicts	Time, Space and Place; Governance, Ideology	Identities and Relationships	Mistaking ideology for identity can create global conflict.
Race, Rights and Rebellions	Change, Identity, Culture, Conflict	Fairness and Development	The struggle to achieve self-determination among oppressed groups is communicated through and can change society's identity.

MYP Individuals and Societies: Race and Identity Studies

Semester course that meets graduation requirement

Course Duration and Grade: Semester course taken in 9th grade (Class of '26 and '27) 10th grade (Class of '28 and beyond)

Course Description:

Roosevelt's course to meet the district requirement for a semester of Ethnic Studies will be Race and Identity Studies. Ethnic studies courses combine elements of many subject areas to deeply examine race and ethnicity, and how they have impacted us historically and still do today. While there are limitless possibilities for where teachers and students take their course, Race and Identity Studies will follow the below outline for this semester-long course.

Unit 1: Identity

- How does my racial identity intersect with other aspects of my identity and impact my experience in the world?
- What strength can I draw from my own cultural wealth?

Unit 2: Unpacking Race

- How have race and ethnicity been constructed and attached to white people, people of color, and indigenous people--and how has this construction evolved over time?
- How did settler colonialism, slavery, and migration create the racial dynamics in the US today?

Unit 3: Resistance & Resilience

- How have resistance, resilience, and empowerment/solidarity been a part of the American experience?
- How have groups come together across identity categories in their struggle for liberation?

Unit 4: Transformation

- What does justice look like in our community and our nation?
- How does race and ethnicity continue to shape the United States and contemporary issues?

Economics

02401

Course Duration and Grade: Semester course taken in 12th Grade (Class of '26 and '27) taken in 10th grade (Class of '28 and beyond)

Course Description:

In Economics, students will gain a better understanding of economic behavior by studying the basics of supply and demand, product and factor markets, competition, taxes, income distribution, and economic measurements.

Students will be introduced to various methods and statistics used in economics and will learn to understand economic behavior. Students will gain knowledge of our complex economy and learn the roles individuals play in the economy in order to prepare students for effective decision-making and responsible citizenship.

MYP United States Government

(offered in English and in Spanish for Dual Language students)

Course Duration: Semester course taken in 9th Grade (Class of '26 and '27) taken in 11th grade (Class of '28 and beyond)

Grade: 9 or 11 depending on graduating class

Course Description:

This Government course offers students an introduction to important concepts and topics concerning how different levels of our society are run. The Constitution, voting behavior, the three branches and political socialization will all be addressed. Additionally, students will develop an awareness of our individual rights and our individual role in the democratic process while improving the skills and abilities needed to bring about change.

Human Geography

02101

Course Duration: Semester class taken during 12th grade (Class of '26 and '27) taken in 11th grade (Class of '28 and beyond)

Course Description:

This semester long class will focus on Human Geography. In total, there will be 4 units that go in depth with different subjects. Because the course will take on a broader perspective, important material will inevitably be left out. The course is designed to provide the students with the necessary skills and lenses to continue their learning and successfully explore their interests.

Units – Each unit will include in class assignments, vocabulary assessments, and a large summative
Unit 1 Tools of Geography – Geographers study multiscaled systems and networks in order to better understand and innovate our world

Unit 2 Population and Migration – Increased globalization requires the development of systems which fairly adapt to ever changing population and migration trends

Unit 3 Economic Geography – Globalization has created trends where some people are removed from the cost of their consumption habits through both space and place.

Unit 4 Cultural and Environmental Geography – People may need to sacrifice powerful personal and cultural values in order to bring about sustainable environmental change.

World History 02201

Course Duration: Year-long course taken during 11th Grade (Class of '26 and '27) taken in 12th grade (Class of '28 and beyond)

Course Description:

Exploration of the world will be done through the eyes of historians, anthropologists, and primary sources. Students will learn how to gather, sort, and analyze information in order to find causes and effects of actions and events so as to better understand the world in which we live today.

The course develops skills of critical thinking, historical interpretation, historical inquiry, and reading and writing.

IB Diploma Program History HL Year 1 and 2 022041-025252

Grade: 11th-12th

Term: 2-Year Course

DP History HL will emphasize an understanding of major historical events in a global context. The analysis of primary source material helps us understand how people of different backgrounds experienced and viewed historical events. The course will include the historiography of major events in order to show how events have been interpreted differently by new generations of historians, allowing students to see how culture impacts the recording of the past. This course will also promote international understanding and intercultural awareness that will assist students in becoming global citizens through comparative regional studies and the inclusion of viewpoints, histories, and sources from the people or nation being studied and/or diverse viewpoints. Throughout this course, students will conduct historical research, analyze primary source documents, defend original historical interpretations in essays, draw comparisons, participate in debates, and evaluate a variety of history texts and essays that interpret people and events in radically different ways and from diverse perspectives. The course culminates with students taking the IB HL History Exam in the spring of the second year of the course; a student who



earns a grade of 4 or higher on the IB exams may be granted college credit or advanced standing at many colleges and universities.

IB Diploma Global Politics in Spanish HL Year 1 and 2 **02324-02325**



Grade: 11th-12th

Term: 2-Year Course

Global politics

The 21st century is characterized by rapid change and increasing interconnectedness, impacting individuals and societies in unprecedented ways and creating complex global political challenges. Global politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

The Diploma Programme global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

The course culminates with students taking the IB SL Global Politics Exam in the spring of the second year of the course; a student who earns a grade of 4 or higher on the IB exams may be granted college credit or advanced standing at many colleges and universities.

Social Studies Electives

African American Studies

021071

Course Duration: Semester elective taken during 10th-12th grade

Course Description:

In this course, students explore African American history and culture through the lens of historical sociology and critical studies. The course lifts up the voices and perspectives of African Americans to tell their own his-stories and her-stories by utilizing engaging texts, multimedia resources and critical dialogue. The lesser-known stories of everyday resistance and momentous struggles for citizenship and democracy are examined. Below are the course learning objectives:

- Provide an introduction to African American history, including local histories
 - Explore why African Americans have occupied an oppressed position in the US and how they have resisted and created movements for social change and democracy
 - Examine changes over time and employ sociological, economic, cultural, and political tools for understanding the historical and contemporary circumstances of African American communities
 - Consider how social constructs such as race, gender and class shape the lives of African Americans
-

Chicana/Latine Studies

021072

Course Duration: Semester elective taken during 10th-12th grade

Course Description:

In this course, students explore Chicane/Latine history and culture through the lens of historical sociology and critical studies. The course lifts up the voices and perspectives of Chicanas/Latines to tell their own his-stories and her-stories by utilizing engaging texts, multimedia resources and critical dialogue. The lesser-known stories of everyday resistance and momentous struggles for citizenship and democracy are examined. Below are the course learning objectives:

- Provide an introduction to Chicane/Latine history, including local histories
 - Explore why Chicanas/Latines have occupied an oppressed position in the US and how they have resisted and created movements for social change and democracy
 - Examine changes over time and employ sociological, economic, cultural, and political tools for understanding the historical and contemporary circumstances of Chicane/Latine communities
-

Gender & Sexuality Studies

Course Duration: Semester elective during 10th-12th grade

Course Description:

In Gender & Sexuality Studies, we will explore the struggles, accomplishments, culture, and intersectionality of the LGBTQ+ community. We will investigate intersectional narratives, including documents and media, as we uncover the rich history of the LGBTQ+ community in the United States and around the world. This course encourages students of all identities to investigate accomplishments of the LGBTQ+ community and think critically about issues of identity, discrimination, oppression, activism, and liberation.

South High School

The place to be.



**3131 19th Ave. S. Minneapolis,
MN 55407**

668.4300 | 668.4381 | 668.4357
English | Spanish | Somali

Web: south.mpls.k12.mn.us
Email: south.high@mpls.k12.mn.us

Our Vision

TO EDUCATE EACH STUDENT, TO BE COMMITTED AND RESPONSIBLE
LIFELONG LEARNERS, WHO POSSESS THE ETHICAL VALUES AND
CRITICAL SKILLS NECESSARY FOR SUCCESS IN A CULTURALLY
DIVERSE, TECHNOLOGY-DRIVEN, GLOBAL SOCIETY.

* * * * *

Mission Statement

WE SUPPORT STUDENTS AS THEY DEVELOP CRITICAL THINKING
SKILLS THROUGH A RANGE OF CHALLENGING COURSES THAT
INTEGRATE INQUIRY, READING, RESEARCH, WRITING AND
TECHNOLOGY. WE FOSTER CONFIDENCE AND MOTIVATION IN
STUDENTS BY ENCOURAGING THEM TO DISCOVER THEIR PASSIONS,
GENERATE CURIOSITY ABOUT THE WORLD AROUND THEM, AND VALUE
MULTIPLE CULTURES AND POINTS OF VIEW.

SOUTH HIGH SCHOOL
3131 19TH AVENUE SOUTH
MINNEAPOLIS, MINNESOTA 55407
(612) 668-4300

PRINCIPAL AHMED AMIN

TABLE OF CONTENTS

General Information

Frequently Used Terms.....	3
Graduation Requirements-Credits	3
Graduation Requirements - My Life Plan.....	4
Post-Secondary Options.....	4
NCAA Academic Regulations for Students/Athletes.....	4
College Admissions.....	5

South High School/City-wide Programs

All Nations Program.....	7
English Language Learners (EL).....	9
Special Education Programs.....	9
Autism Program (Neurobiological Classroom or NBC).....	9
Developmental Cognitive Disabilities (DCD).....	9
Life Skills Program.....	10
Resource Program.....	10
School Based Program (SB).....	10
Partnership Program.....	11

SCHOOL SERVICES

South High/Achieve Mpls College & Career Center (CCC).....	12
Media/Library Services.....	12

Course Descriptions

Art	13
AVID (Advancement Via Individual Determination).....	16
Career and Technical Education.....	17
Dance.....	18
Educator Pathway.....	19
Electives	21
English.....	22
English Language Learners (EL).....	26
Mathematics.....	31
Music.....	33
Physical Education and Health.....	36
Science.....	38
Social Studies.....	40
Special Education Center.....	44
Theater.....	51
World Languages.....	52

South High Website: <http://south.mpls.k12.mn.us> Enter Curriculum Guide in the Search box

The purpose of this guide is to acquaint students and their families with curriculum and programming information. The information within is geared to assist students and families in planning an academic path that meets the student's individual needs. Please use this to plan a student schedule for the coming school year and design an individual four-year educational plan.

The courses you choose will play an important part in helping you decide your future direction. Be sure to check prerequisites for advanced courses, which you may want to take at a later time. Seek the advice of your family members, teachers, and counselors. Although you must take final responsibility for your course selections, they can help guide you to make wise decisions.

FREQUENTLY USED TERMS

ELECTIVE: A course that is taken outside of the required subject areas and that earn credits toward graduation.

PREREQUISITE: A course that must be taken or conditions that must be met before a student can enroll in the class.

REQUIREMENT: Must be taken. Refer to specific departments for listed requirements. This also refers to the number of credits necessary for graduation.

FAILS: A grade of F (fail) or NC (no credit) for any class. Fails may need to be made up to meet graduation requirements. The school counselor can help students determine what credits need to be recovered and how.

LENGTH: Semester (2 Quarters) or Year-long (4 Quarters).

GRADUATION REQUIREMENTS - CREDITS

The total minimum number of credits required for graduation from a Minneapolis high school is as follows:

Class of 2026 and 2027:

- 4 Years of English (4 credits)
- 3.5 Years of Social Studies (3.5 credits)
- .5 Years of Ethnic Studies (.5 credits/1 semester)
- 3 Years of Mathematics (3 credits)
- 3 Years of Science (3 credits)
- ½ Year (.5 credits/1 Semester) of Health
- ½ Year (.5 credits/1 Semester) of Fitness for Life
- 1 Year of Fine Arts (1 credit) (Music, Art, Career & Technical Education)
- 5.5 Elective Credits

Class of 2028 and beyond:

- 4 Years of English (4 credits)
- 3.5 Years of Social Studies (3.5 credits)
- .5 Years of Personal Finance (.5 credits/1 semester)
- .5 Years of Ethnic Studies (.5 credits/1 semester)
- 3 Years of Mathematics (3 credits)
- 3 Years of Science (3 credits)
- ½ Year (.5 credits/1 Semester) of Health
- ½ Year (.5 credits/1 Semester) of Fitness for Life
- 1 Year of Fine Arts (1 credit) (Music, Art, Career & Technical Education)
- 5.5 Elective Credits

TOTAL REQUIRED CREDITS: 21.5 credits are needed to graduate.

GRADUATION REQUIREMENTS – My Life Plan

MY LIFE PLAN: My Life Plan (MLP) is a post-secondary planning curriculum. Post-secondary plans are any path a student wants to pursue after graduating high school (college, employment, military, etc.). Within MLP, each grade level has required milestones that students must complete typically through a classroom activity. Activities include personality and interest assessments, resume writing, career and college research and self-reflection surveys. The goal is that all students receive the opportunity to explore themselves and the post secondary options available to them; allowing them to put a plan in place for life after high school.

It is important to regularly check student progression through graduation requirements. Students can refer to the list of requirements or check-in with the school counselor to ensure they are on track to graduate.

POST-SECONDARY ENROLLMENT OPTIONS PROGRAM (PSEO)

The Post-Secondary Enrollment Options Program allows juniors and seniors take courses, full or part-time, at a community college, technical college, or university. The purpose of the program is to promote rigorous educational pursuits and provide a wider variety of options for students. Courses taken through this program count for college credit and high school credits as well. The grades received from these institutions are averaged into the student's college and high school GPA. The tuition, fees, and required textbooks are provided at no cost to the student.

Depending on the college or university, 10th grade students can register for one PSEO course their first semester, but it must be a course in the Career & Technical Education Department (CTE). To continue PSEO in their second semester, students will need to earn a letter grade of C or higher and meet the prerequisites of any course they want to register for. See your counselor for more information.

Any South student who participates in PSEO must follow the steps outlined on the PSEO checklist and complete a PSEO contract. **Both of these can be found on South's counseling website.**

NCAA ACADEMIC REGULATIONS FOR STUDENTS/ATHLETES

The NCAA Eligibility Center is responsible for determining the eligibility of every college-bound student-athlete in NCAA Division I & II athletics. Academic performance must be emphasized at every step of the high school career, including 9th grade. Encourage your college-bound athlete to complete the registration process at <https://web3.ncaa.org/ecwr3/> at the beginning of sophomore year/10th grade. For further information, contact your student's counselor.

There are a small number of South High classes that are NOT approved through the NCAA Clearinghouse. It is the student's responsibility to inform their counselor if they think there is a possibility, they may wish to compete at a Division I or Division II college to ensure they do not enroll in these courses.

NOTE: Core courses that receive a grade of Pass may satisfy your core-course requirements if the course receives credit toward graduation. The NCAA Eligibility Center will assign your high school's lowest passing grade for a pass/fail class. Please refer to the NCAA web site for additional information. Students must register online at <https://web3.ncaa.org/ecwr3/> in order to participate in collegiate athletics.

COLLEGE ADMISSION:

In general, colleges base their admission decisions on the following criteria:

1. Rigorous or demanding high school courses completed
2. GPA
3. Essay
4. Student Activities and Leadership experience, including work, extracurricular, and family responsibilities
5. Test Scores (may be optional)

As colleges become more selective, they require more rigorous academic work in English, Social Studies, Mathematics, Science and World Languages. In addition to the four years of English and Social Studies already required, it is recommended that college-bound students take as much Math, Science, and World Language as they can comfortably handle. In addition, many colleges are looking for students with a background in the arts, extracurricular activities, and community service.

The following are examples of college entrance requirements.

1. **Community College System:** Community Colleges require a high school diploma or a GED equivalent. They do not require a specific class rank, ACT or SAT scores. Instead, a placement test is required, unless your GPA, ACT or MCA scores qualify you for college level courses.
2. **Minnesota State College System:** To be automatically admitted to Minnesota State Colleges and Universities, you must have a 3.0 or higher GPA, rank in the upper 50% of their high school graduating class, have received a 21 or higher on the ACT or have a combined score of 1000 on the SAT. Students not meeting the criteria may be considered for admission under each university's conditional/provisional admissions policy, which considers potential for success in college and other factors.
3. **University of Minnesota:** The University of Minnesota uses the following criteria in their admission decision.

Primary Review Factors:

- A strong college preparatory curriculum, class rigor and successful completion of the high school preparation requirements.
- Grade point average.
- Standardized tests, if you choose to submit.

Secondary Review Factors:

- An especially challenging pattern of coursework (including Advanced Placement (AP), College in the Schools (CIS), Post Secondary Enrollment Options (PSEO), or college coursework).
- Evidence of leadership, exceptional achievement, aptitude, or personal accomplishment not reflected in your academic record or standardized test scores.
- A pattern of steady improvement in academic performance.
- Participation in extracurricular college preparatory programs (e.g., AVID, PSEO, Talent Search, Upward Bound, and other programs).
- Essays

We define “college” as any kind of education beyond high school that results in a diploma or certification. Colleges have entrance requirements that may vary from graduation requirements. The following information may be helpful as you plan your high school courses.

4-Year College/University Requirements

Subject	Years Recommended
English	4
Social Studies	4
Math	4
Science	4
World Language	2-4
Fine Arts	2-4
Career & Technical Education	0-1

2-Year College Requirements

Subject	Years Recommended
English	4
Social Studies	3-4
Math	3-4
Science	3-4
World Language	2-4
Fine Arts	1
Career & Technical Education	0-2

Trade Schools/Apprenticeship Programs

Subject	Years Recommended
English	4
Social Studies	3-4
Math	3-4
Science	3-4
World Language	2
Fine Arts	1
Career & Technical Education	2-4

SOUTH HIGH SCHOOL PROGRAMS

THE ALL NATIONS PROGRAM

The All Nations Program has been at South High School since the fall of 1989. The All Nations Program at South High School is designated as a city-wide and Best Practices School for American Indian students in the Minneapolis Public Schools for 2012-2016. The American Indian community entered into a mutual and historic agreement with the Minneapolis Public Schools called the Memorandum of Agreement (MOA) that clearly outlines and defines the need to address the academic failures of American Indian students enrolled in the MPS district. There are Seven Guiding Themes embedded within the MOA. This is reflective of the guiding philosophy of the All Nations Program.

- Cultural Identity
- Wisdom
- Sense of Place
- Sense of Discovery
- Sense of Self
- Sense of Connection
- Perspective and Cultural Lens

The All Nations Program staff and students adopted the Seven Grandfather Teachings of the Anishinaabe in 2009 by consensus as the guiding philosophy for the program. These seven teachings are respect, wisdom, honesty, humility, courage, love and truth. These teachings are embedded within the All Nations curriculum in all of our classes. The Anishinaabe people believe that each student will live a good life (Mino-Bimaadiziwin) if he or she adopts these values and follows them as taught by the elders. Each student receives instruction about these sacred teachings and they are posted in all of our ANP classrooms. We promote the value of these teachings in everything that we do within the All Nations Program.

It is our mission to provide a rigorous academic, interdisciplinary and culturally infused curriculum that is reflective of the unique cultural heritage of the American Indian students enrolled in our program. We want every student to have a post-secondary plan in place prior to graduation from South High School. The 9th grade experience at South High School is so crucial for students establishing a solid academic foundation necessary for graduation and placement within a post-secondary institution of their choice. We promote the strong cultural values inherent within the Indigenous peoples of the Western Hemisphere. We are a strong and vibrant part of the overall South High School educational community. We are steadily building a critical mass of academic learners who will be the future leaders of tomorrow in tribal governments throughout Indian Country.

We have established collaborative partnerships with the Minneapolis Public Schools Indian Education Department, Anishinabe Academy, Division of Indian Work, Migizi Communications, Little Earth of United Tribes, Anoka-Ramsey Community College Hennepin Technical College and Augsburg College to provide supplemental educational opportunities for our students. The students who are enrolled in the All Nations Program are reminded that they **have agreed to a four year commitment** to the program and that they have a shared trust responsibility to give back to the American Indian community. We have a strong commitment to providing our students with experiential learning. We have a strong and diverse student population within the program. We have a strong student support network with our collaborative Indian community agencies and our post-secondary institutions.

Recommended Courses and Curricular Offerings:

- Dakota Language 1 and 2 – Meets the two-year requirement for World Language
- Ojibwe Language 1, 2 and 3 – Meets the two-year requirement for World Language
- Humanities English I and II
- Humanities 2: United States History (APUSH)
- World Studies
- Earth Science
- Biology
- Chemistry
- Intermediate Algebra
- Geometry
- Annual Welcome Back Ceremony during the 3rd Friday of September
- Native American Family Involvement Day (NAFID) during the 3rd Thursday of every November
- Native American Cultural Field Trips (Maple Sugar Harvest/Mille Lacs Indian Museum) during April and May.
- Intertribal Council (ITC)-Student government organization for the ANP
- History Day Competition
- Science Fair Competition
- Teambuilding Field Trip Experience through High Ropes Course at Wolf Ridge in Finland, MN

ENGLISH LEARNER (EL) SERVICES

The EL services at South High School consist of a comprehensive language development program for English Learners that incorporates an ongoing and intensive focus in English language development to support the advancement of reading, writing, speaking and listening.

The goals of the EL services are to foster students' academic language learning and to provide opportunities for academic English language development that ensures student success in core-content areas. Instruction is intentionally designed with clear language targets that align to content standards and learning targets. Practices and strategies are integrated to meet the needs of students and providing opportunities for student interaction and language production. By the end of three years of EL support, our overarching goal is for those students to be able to access grade level content with limited or no support.

The service a student receives depends on the following criteria: the student's proficiency level, previous U.S. schooling and time in the U.S., and current academic achievement level. Depending on the student's English Language Proficiency level, a student may receive stand-alone ESL instruction in addition to sheltered content classes in English, Social Studies, Math, and Science.

Special Education PROGRAMS

The South High School Special Education department is designed to provide both direct instruction and support to students with disabilities. These students may be enrolled in any of South's Programs—Team 1, Team 2, or All Nations. The Learning Center provides cross-categorical service to students who have disabilities that interfere with their school success. The Special Education department Learning Center Program incorporates the following citywide programs: Autism, Developmental Cognitive Disabilities (DCD), Life Skills, Resource and School Based (SB) Programs. The Resource program provides special education services to students with IEPs who are not in any citywide program. The district special education office determines placement in a citywide program.

AUTISM PROGRAM

This program provides individualized programming and support for students with Autism Spectrum and/or other neuro-biological disorders. The goal is to utilize best practices, research-supported interventions, and a multidisciplinary approach to address behavioral, cognitive, social-emotional and sensory difficulties associated with neurobiological disorders.

The program has a high staff-to-student ratio as recommended by federal guidelines for Autism Spectrum Disorders. Students are provided with specialized instruction including communication therapy, occupational therapy, adaptive physical education, and services from a school psychologist based on individual needs. Each student is provided such instruction in the least restrictive environment, ranging from full inclusion in the mainstream educational setting to skill development in a self-contained setting, addressing all three transition areas: Post-Secondary Education & Training, Employment, Independent Living, with emphasis on social skills, functional communication and independence. A focus of this program is to teach and encourage school and community independence.

DEVELOPMENTAL COGNITIVE DISABILITIES (DCD) PROGRAM

The Developmental Cognitive Disabilities program is designed for students who have needs that require more intensive special education services than can be provided in Federal Setting I or II. Students in this program must qualify for one of the following disability designations according to Minnesota State Criteria: Developmental Cognitive Disability (DCD) or Severely Multiply Impaired (SMI). Program components include: instruction in daily and independent living; communication; community participation; recreational and leisure; and work and work-related skill development.

LIFE SKILLS PROGRAM

The Life Skills program is a program for students that require special education service for the majority of the school day. Students are provided a functional curriculum that emphasizes academic and social skill building in the transition areas of Independent Living, Employment and Post Secondary Education and Training. Students will be exposed to career exploration, curriculum-based work experiences, and other on the job training experiences.

The Life Skills program is staffed by one special education teacher and 2 special education assistants. Students have access to classroom assistants throughout their school day in both special education and regular education courses when needed. Opportunities for students to be mainstreamed are made on an individual basis.

RESOURCE PROGRAM

South High School provides specially designed instruction based on students identified Special Education needs, which are specified on Individual Education Plans (IEP) in the areas of reading, math, organization, study skills, and behavior. The five transition areas are also included with the IEP to develop independent living skills.

Specific services available to these students are: Direct instruction classes in English, Study Skills, Math and other classes depending on the needs of individual students; Prevocational and vocational readiness classes, assessment, guidance and programming, and independent living skills. Resource offers a variety of co-taught courses in both English and math. These courses offer 2 teachers, one content specialist and one special education teacher teaming to provide supports, accommodations and modifications in accessing and working towards grade level curriculum and state standards. Transition planning for post-high school support and follow-up involving other agencies such as Hennepin County Rehabilitation Services, LDA, support services within the community college or technical college systems. The resource program also offers curriculum adaptations, consultation with regular education teachers, team teaching and curriculum modifications; Weekly monitoring of academic progress, attendance, and behavior systems to help ensure student success; Development of behavior plans, behavior interventions, and support systems to help ensure student success; Individual case management of students with Individual Education Plans and continued communication with parent/guardian.

SCHOOL BASED (SB) PROGRAM

Eligible students receiving special education services through the School Based Department have a variety of needs with different educational labels and disabilities. These students receive direct support from a licensed Special Education Teacher and support from Special Education Assistants. Students served through this model of programming have a range of supports and services, including multiple general education classes with their abled peers. Eligible students typically have accommodations and modifications to support their access to curriculum and learning in all classes. Special Education classes offered and taught by special education teachers have a lower student-to-teacher ratio with modified methods, pacing, and curricula used to meet individual student needs. School Based classes have a particular focus on Social Emotional Learning, assisting students in the development of knowledge to be successful using social emotional skills in Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

THE PARTNERSHIP PROGRAM

The Partnership Program is a long-standing program (celebrating close to 40 years!) at South High School that addresses the academic, social and emotional needs of 11th and 12th grade students. The program exists to help students who are disconnected, disenfranchised, and behind in credits in English and/or Social Studies **AND** who have made a sincere commitment to take advantage of the opportunity to earn credits and graduate from high school. We are a staff and student community that thrives in the regular education building with an alternative education model—a model that includes giving students the opportunity to gain experiences they may not ordinarily have access to, as well offering the support and encouragement that are the foundation of the program.

In addition to creating the opportunity to recover missed credits in 9th, 10th and 11th grade, major components of the Partnership Program: **Town Meetings** celebrate students' efforts towards their goal of graduation, our Special Field Trips build community and assist students' commitment to South and their education, and our **Graduation Luncheon** honors our seniors.

Annually, the Partnership Program is responsible for helping almost 20% of the graduating class get to graduation! Questions about the program can be directed to Sheri Harris at 612-668-4320.

SCHOOL SERVICES

THE SOUTH HIGH/ACHIEVE TWIN CITIES CAREER AND COLLEGE CENTER (CCC)

The CCC supports the work of the SHS counseling staff in helping all students connect to resources and gather information about opportunities after high school. Coordinators advise on all postsecondary pathways such as: college applications, financial aid, college choice, test taking, scholarships, and career exploration. Each year, many colleges visit the CCC to meet with students in small groups and via on-site college fairs. The CCC coordinators are available to meet with students and parents individually or in small groups to personally explore their post-high school options.

The CCC is part of the Career and College Initiative through AchieveMpls. The CCC works with community members, families and schools to ensure that all Minneapolis Public School students have a chance to explore the multitude of opportunities life has to offer. The CCC Coordinators, school counselors, and community volunteers, work with students to help them answer a series of questions using Xello, an online career and college planning resource, to develop a customized *My Life Plan*. This plan guides students in grades 9-12 in transitioning from high school to further education and work.

GEAR UP

GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs) is a nation-wide, federally funded grant initiative offered through the U.S. Department of Education. Minneapolis Public Schools was awarded their second seven-year GEAR UP grant in 2020. Over the course of the grant, GEAR UP will serve 2,700 Minneapolis students in 15 of the districts middle and high schools. This project supports the classes of 2027 and 2028 and will follow the same cohort of students through their senior year of high school.

Services Supported by the Grant

- Dedicated staff to help students, families, and school staff find college related resources.
- Academic preparation and interventions for post-secondary attainment.
- Ongoing support from School Counselors to stay on track towards graduation and achieving graduation standards.
- Informational sessions to learn about the variety of college and career options, how to pay for college, and how to apply for college.
- Opportunities for students to visit and tour colleges, and participate in summer programs.
- Support services such as mentorship with college students, tutoring, and engagement activities.

MEDIA/LIBRARY SERVICES

Librarians teach National Library Standards (AASL) and ISTE Standards to 9-12 Students on a Flexible Schedule. The library provides reference, research, literature, and technology guidance to all students, teachers, and staff. School libraries support curriculum and technology services to all staff and offers training in 21st Century Skills.

The Library is at the core of curricular activities at South High. We have a collection of 24,500 books, graphic novels, periodicals, newspapers, web resources and ebooks that are available to checkout. The library offers access to computers, printers, and scanners. The library provides students and staff access to scholarly databases. The library catalog and eLibraryMN can be accessed online via the school or district website.

ART DEPARTMENT

Ceramics 1

Open to: All students
Length: Semester

Clay is a unique material that artists and engineers have used for thousands of years to create functional and sculptural forms. Clay has the special characteristic of being able to be shaped into almost any form in its plastic state, and yet become permanent and unchanging through the firing process. In *Ceramics 1*, you will make a series of original art works that develop your personal creative process and build hands-on skills in a broad range of ceramics techniques, including pinch and coil, slab construction, molds, basic wheelthrowing, and sculpting.

Surface techniques covered include sgraffito, stamping, carving, stenciling, under glazing, and glazing. You will develop an understanding of how to work with ceramic materials and processes through various stages, including wet clay, leatherhard, bone dry, bisqueware, and glazeware. Together we will share ideas and develop our artistic identities as we explore the wide world of clay.

Ceramics 2

Open to: All students
Prerequisite: Ceramics 1
Length: Semester

In *Ceramics 2*, you will continue to refine basic techniques learned in *Ceramics 1*, as well as explore new territory. You will craft a series of original artworks that challenge you to broaden and deepen your skills. New form techniques covered include large scale pinch and coil, complex slab construction, intermediate wheel throwing, and intermediate sculpting. Surface techniques include appliqué, relief carving, wax resist, mishima, and more complex glazing and under glazing techniques. You will be challenged to make work that is larger and more conceptually complex than *Ceramics 1*. You will develop your ability to interpret and communicate about the visual and tactile worlds from your own personal viewpoint. Together we will grow as artists by being open to new ideas, seeking out other points of view, and studying clay traditions from around the world.

Ceramics 3

Open to: All Students
Prerequisite: Ceramics 1 & 2
Length: Semester

In *Ceramics 3*, you will start to specialize in the clay techniques that most interest you. You should already have significant breadth of experience with most of the basic ceramic techniques from taking *Ceramics 1 and 2*. Now it's time for you to go deeper into your own ideas and develop more advanced skills to bring those ideas to life. You will be encouraged to complete a series of conceptually based assignments using the ceramic techniques that best express your personal artistic vision. For example, if the pottery wheel is your main interest, you can choose to complete every assignment on the pottery wheel. Your identity as an artist will evolve as you encounter new historical, cultural, and individual points of view

Ceramics 4

Open to: All Students
Prerequisite: Ceramics 1, 2 & 3
Length: Semester

In *Ceramics 4*, you will create a body of work that explores your creative interests and expresses your artistic identity. By the time you reach *Ceramics 4*, you should be ready to set your own creative goals and work independently to achieve them. You are expected to challenge yourself with your own assignments. Your teacher is there to support you as a mentor and a resource, not for direct instruction on a day-to-day basis. Your overall goal in *Ceramics 4* is to develop a professional-quality digital portfolio of your strongest artworks, as well as write an artist statement that communicates your creative interests and identity. A strong portfolio and artist statement are your tickets to future opportunities in the arts, like applying to college-level art programs, internships, galleries, art shows, and curated exhibitions.

Drawing 1

Open to: All students
Length: Semester

This drawing course explores the artistic compositions using pencil, charcoal, marker, pastel and crayon. Students will learn various types of shading, gradation, and blending techniques, such as cross-hatch and stipple. Cartoon, gesture, perspective and contour drawing will be demonstrated. Through a variety of drawing projects, students will develop their hand-eye coordination and observation skills. Students will also participate in the evaluation process, learning how to make revisions in their artwork, and how to create strong compositions. Students will explore drawing from both reality (figure drawing, still life and landscape) and imagination.

Drawing 2

Open to: All Students
Prerequisite: Beginning Drawing
Length: Semester

Students will continue to develop their mechanical and observational skills in drawing and hone their technique by using specific exercises to solve advanced drawing problems. They will develop their creativity and different styles of drawing through the development of work that reflects subjects of personal interest and importance. Students will also participate in the evaluation process, learning the language and conventions of the critique. They will understand how to make revisions in their artwork to create strong compositions and a finished portfolio of work that is ready for a gallery exhibit. Students will also understand their own work in a historical context.

Painting 1

Open to: All students
Length: Semester

This painting course will explore artistic works and concepts developed with the techniques of using watercolor, acrylic, and mixed-media. Students will learn about various styles of painting such as: realism, impressionism, cubism, surrealism and expressionism. Students will also participate in the evaluation process, learning how to make revisions in their artwork, and how to create strong compositions. Students will be taught how to build a painting frame, and also how to stretch and prepare their own canvas.

Painting 2

Open to: All Students
Prerequisite: Painting 1
Length: Semester

Students continue to develop their mechanical and observational skills in painting and hone their technique, primarily in acrylics. They will develop their creativity through the development of work that reflects subjects of personal interest and importance. Students will also participate in the evaluation process, learning the language and conventions of the critique. They will understand how to make revisions in their artwork to create strong compositions and a finished portfolio of work that is ready for a gallery exhibit. Students will also understand their own work in a historical context.

Sculpture

Open to: All Students
Length: Semester

This class is an introduction to creating different 3D forms. We will learn how to use various materials and techniques to create functional and non functional sculpture. Creativity and quality craftsmanship are emphasized. Students will also be involved in planning, revising and reflection processes.

Advanced Art

Open to: All 10th through 12th Grade Students
Prerequisite: Drawing 1 & 2 OR Painting 1 & 2 or Painting 1 & Ceramics 1, etc.
Length: Semester

This class is for students who want to improve and extend their artistic practice through materials exploration and emphasis on technique. This course emphasizes creative processes and is developed to help students create strong portfolios. Students are encouraged to exhibit their work at school and in the community. Field trips, partnerships with arts organizations, and guest artists will also be part of the class.

AP Studio Art

Open to: All 11th and 12th Grade Students
Prerequisite: Drawing, Painting & Ceramics and at least 2 levels of one discipline (Drawing 1 & 2 Or Painting 1 & 2 or Ceramics 1 and 2
Length: Year-long

The AP Studio Art course is for students interested in a rigorous and focused study in art. Students will develop a quality portfolio that demonstrates a mastery of concept, composition and execution in 2D or 3D design. This course is based on a student creating a body of work that demonstrates quality, concentration and breadth. This portfolio will be submitted to the College Board for college credit. The course will meet for a full year. As in any college level course students will be expected to spend time outside of class in order to complete assignments and doing homework and sketchbook assignments.

Visual Arts

Art Design 1

Open to: All Students
Length: Semester

Students will become proficient in the basics of digital art creation. We will explore a variety of software. Learn about the fields and occupations relating to digital art making. Concepts studied will include but are not limited to graphic design, typography, illustration, logo design, product design, and photo editing.

Art Design 2

Open to: All Students
Prerequisite: Art Design 1
Length: Semester

Students will take what they learned in Art Design 1 and implement at the next level of digital art creation. We'll explore a variety of software. Learn about the fields and occupations relating to digital art making. Concepts studied will include but are not limited to graphic design, typography, illustration, logo design, product design, and photo editing.

Comic Art

Open to: All Students
Length: Semester

This studio art course will introduce students to the basic techniques and elements of drawing as well as the fundamentals of visual storytelling through sequential images (comic art). Students will develop mechanical and observational skills as they explore drawing from both reality (figure drawing, still life and landscape) and imagination. Visual storytelling is an artform that's been unitized globally for thousands of years but has only been recognized as comic art for about the last 100 years. In this class we will explore storytelling techniques such as camera angles, transitions, and conveying meaning. Media such as pen-and-ink, pencil, and digital drawing tools will be used for this class.

AVID

AVID (Advancement Via Individual Determination)

*** ELECTIVE CREDIT ONLY**

Open to: 9th through 12th grade students, by recommendation of school staff
Length: 4 years - Year-long Class
Prerequisite: Apply online and interview with AVID Coordinator

AVID is a nationally recognized program for students who are motivated to plan for their future and take on academic challenges. Students gain college and career knowledge while strengthening their academic skills. There is an expectation that all AVID students will take Advanced Placement, Honors or other college level courses as they progress at South High. They are supported in their other courses twice a week by the AVID teacher and tutors.

AVID classes foster curiosity and knowledge around future plans through college tours, college fairs, job shadows, and other college and career related activities. This course provides students with intensive preparation for higher education by strengthening reading, writing, inquiry, and collaboration skills. As a result of participating in this course, students will be able to build critical thinking and literacy skills as well as strategic reading and writing skills necessary for success in the classroom, standardized assessments and the workforce.

The AVID student profile:

- Average to high test scores
- 2.0 or higher grade point average (gpa)
- Good attendance
- College potential with support
- Willing to take on rigorous curriculum
- Has the motivation and desire to prepare for entrance into a 4 year college

Meets one or more of the following criteria:

- First in family to attend college
- Belongs to an ethnic group traditionally underrepresented in college
- Faces financial challenges
- Faces special circumstances that may be obstacles to achievement

CAREER AND TECHNICAL EDUCATION

Machine Shop 1

Open to: All 9th through 12th grade students
Length: Semester

This class is very hands on and is designed to give you in-depth instruction and experiences in the operation and set-up of machine tools. You will make several projects out of metal using a wide range of machine tools that will give you skills in accurate measurement, working with close tolerances, reading blue prints and other skills related to Manufacture and Engineering Technologies. Students in this class will have an opportunity to tour businesses that do this type of work and visit Technical Colleges that offer Machine Tool programs. For those students who choose this class is a gateway to a State Certified Youth Apprenticeship Program. This course satisfies a fine arts credit for graduation.

Machine Shop 2

Open to: All 9th through 12th grade students
Prerequisite: Machine Shop 1
Length: Semester

This class is also very hands on and will advance the skills and knowledge that you developed in Machine Shop 1 by building complex projects out of metal that will require your involvement in the design of these projects. These projects range from small working engines to tools and instruments used in machine tool and engineering programs. Students who complete this level 2 class will have gained the entry-level skills necessary to enter into a Machine Tool career. This class also supports a State Certified Youth Apprenticeship Program. Eleventh and Twelfth grade students will have the opportunity to take PSEO classes in machine tool at a number of Technical Colleges. This course satisfies a fine arts credit for graduation.

Machine Shop 3

Open to: All 10th through 12th grade students
Prerequisite: Machine Shop 2
Length: Semester

This class is a continuation of Machine Shop 2. This class will emphasize the blending of hands on and High Tech skills. Students in this class will have the opportunity to design and build their own projects using Computer Aided Design Drawing and Computer Numerically Controlled machining practices. Group and individual projects in this class will also support our Robotics and Project Lead the Way engineering classes. This class also supports a State Certified Youth Apprenticeship Program and Eleventh and Twelfth grade students will have the opportunity to take PSEO classes in machine tool at a number of Technical Colleges. This course satisfies a fine arts credit for graduation.

DANCE

Dance 1

Open to: All students
Length: Semester

Beginning Dance is a course designed to introduce students to the world of dance at the high school level. Students will learn about the capabilities of their bodies, learn warm-ups, create choreography, attend performances, and have their skills and imaginations expanded through involvement in dance. A broad range of dance forms will be experienced through formal technique classes. This class provides the necessary skills and knowledge base for the student to progress in the dance program.

Dance 2

Open to: Beginning Dance or previous dance experience or Instructor's permission
Length: Semester

This course builds on the skills and knowledge acquired in Beginning Dance. Through more in-depth and focused exploration of technique, composition and elements of dance, students start to develop sound artistic practices. Students will be expected to become more self-directed as they analyze, interpret, create, and perform dance works. Students will deepen their study of dance as they continue to increase their strength, flexibility, coordination, body integration and balance as it applies to technique. Knowledge of choreographic principles and processes will also be applied through challenging projects. Students in this class must demonstrate leadership abilities and ensemble work ethic. This class will perform in one evening concert.

Dance Company 1

Open to: Any student who meets prerequisite
Prerequisite: Instructor's permission and audition required
Length: Year

Dance Company provides intermediate level students the opportunity to train in dance in a year-long class. Students continue their study of dance as performers and choreographers through curriculum in technique, composition, and dance performance. A strong focus on modern, jazz and ballet technique will push dancers to grow in their physical skill, while choreography explorations will open students up to their potential as dance makers. Students will perform in 1-2 concerts per year.

EDUCATOR PATHWAY

MCTC 1500 Intro to Urban Education (02041), or ELA Ed Pathway Year 1 (010653) or ELA 10: Education Pathway (010553)

Open to: All 10th through 12th grade students
Prerequisite: Application process
Length: Year-long

Intro to Urban Education (also titled *US History Education Pathway*) is a concurrent enrollment course held at South High School in partnership with the Minneapolis College Education Department. The Education Pathway Grow Your Own Program courses are part of the Transfer Pathway courses that are accepted at other MN state colleges and universities, the University of Minnesota, and many private colleges and universities. Learn more at <https://sites.google.com/mpls.k12.mn.us/edpathway>

Intro to Urban Education is a historical survey of schooling and educational philosophies in the United States. Emphasis will be on the background and experiences of African Americans, American Indians, Latines/Chicanx and Asian Americans. Unit themes include: Race, Identity & School Experiences; Indigenous Education; Black Lives Matter at School; Language Justice; and Decolonizing Education. Students will discuss current issues facing students, teachers, schools, districts and communities. You will learn strategies for working with and engaging families and communities. This is the year-long foundation course aimed for students who are interested in becoming Future Educators. Students will be expected to critically observe and assist in K-12 schools for at least 30 hours during the school year at one of our school partner sites at Anishinabe Academy, Anne Sullivan and Folwell Elementary. Other sites may be open on a case by case basis. Students will receive 3 college credits if they meet requirements from Minneapolis College.

MCTC 2230 Intro to Ethnic Studies Education and MCTC 2350 Multicultural Education (02081), or ELA 11-12: Education Pathway Year 1 (010653)

Open to: All 11th and 12th grade students
Prerequisite: MCTC 1500 Intro to Urban Education or US History Education Pathway
Length: Year-long

Intro to Ethnic Studies Education and Multicultural Education (or also titled *ELA 11-12: Education Pathway Year 1*) are concurrent enrollment courses held at South High School in partnership with the Minneapolis College Education Department. They are part of the Education Pathway Grow Your Own Program, and are part of the Transfer Pathway courses that are accepted at other MN state colleges and universities, the University of Minnesota, and many private colleges and universities. This a year-long course and students can receive a total of 6 college credits if they meet requirements from Minneapolis College. Students must take Intro to Urban Education (also titled US History Education Pathway) before they take this course. Please see specific descriptions below.

Intro to Ethnic Studies Education is designed to look at the origin, development and mission of ethnic studies education programs within the context of K-12 education in the United States. You will learn how Ethnic Studies is an anti-racist tool, as counter-story and humanizing pedagogy. You will identify the kinds of structural inequalities that are part of K-12 institutions and their development of curriculum, as well as understand the concept of multidimensional identities/intersectionalities. Students will receive 3 college credits during the fall semester if they meet requirements from Minneapolis College.

Multicultural Education introduces prospective teacher candidates approaches of multicultural, anti-oppressive education including issues related to student, family and community diversity based on race, culture, language, class, gender, sexual orientation, and ability. You will reflect on your own biases as they relate oppression, privilege and equity in schools and society, as well as formulate ways teachers can be an agent of change in/with classrooms, schools and communities. Students will receive 3 college credits during the spring semester if they meet requirements from Minneapolis College.

**MCTC 2250 Intro to Special Ed and MCTC 1400 Technology for Educators (02071), or
ELA 11-12: Education Pathway Year 2 (01994)**

Open to: All 11th and 12th grade students
Prerequisite: MCTC 1500 Intro to Urban Education or US History Education Pathway
Length: Year-long

Introduction to Special Education and Technology for Educators (also titled *ELA 11-12: Education Pathway Year 2*) are concurrent enrollment courses held at South High School in partnership with the Minneapolis College Education Department. They are part of the Education Pathway Grow Your Own Program, and are part of the Transfer Pathway courses that are accepted at other MN state colleges and universities, the University of Minnesota, and many private colleges and universities. This is a year-long course and students can receive a total of 5 college credits if they meet requirements from Minneapolis College. Students must take Intro to Urban Education (also titled US History Education Pathway) before they take this course. Please see specific descriptions below.

Intro to Special Education is a course that explores special education: the history of the field, definitions, classifications, theoretical approaches, service delivery models, trends and issues. You will examine the physical, social, cognitive, and behavioral challenges that affect children and youth with disabilities. You will also become familiar with the legal aspects and key legislation regarding special education, as well as familial and communal contexts, for students with special needs. In addition, there will be a component on mental health and trauma informed practices that is essential when working with all students, particularly those who are in special education. Students will receive 3 college credits during the fall semester if they meet requirements from Minneapolis College.

Technology for Educators is a course is to help future educators develop skills in the thoughtful integration of technology in order to support student learning. You will develop technological skills and explore many different tools for planning, instruction, communication and record keeping. You will develop an ongoing professional development plan to continue to meet the dynamic nature of technology. You will be expected to engage in substantive discussions on the "digital divide" as well as ethical and legal issues around technology and information sharing. You will demonstrate your competence using technology by developing an electronic, standards-based portfolio. Students will receive 2 college credits during the spring semester if they meet requirements from Minneapolis College.

ELECTIVES

Academic Seminar

Open to: All 9th grade All Nation students
Length: Year-long

Students receive explicit instruction in organization, self-management strategies, and assisted homework completion to help increase their academic success.

HS BLACK Culture - Building Lives Acquiring Cultural Knowledge

Open to: All black male students
Length: Semester

This is an elective course offered in partnership with the Office of Black Male Student Achievement. The course examines the complexity of the black male experience by exploring the lived reality of black men in the United States. The course is open to black male students of any grade.

HS BLACK Culture - Building Lives Acquiring Cultural Knowledge (Queens)

Open to: All black female students
Length: Semester

BLACK Culture Queens Course Description: This is an elective course offered in partnership with The Office of Black Student Achievement. This course is designed to examine the experiences of Black girls in public schools while celebrating, embracing, and developing cultural identity, sisterhood, and self-advocacy.

Newspaper Production

Open to: All 10th through 12th grade students
Length: Year-long

This course combines an advanced journalism curriculum with the production of *The Southerner*, South's student-run newspaper and news website. Students will practice writing in a variety of journalistic styles, including news articles, features, opinion pieces and reviews. Students will also explore legal and ethical issues surrounding journalism as they make real-world decisions about editorial policy. In addition to writing, students will consider and practice ways to incorporate visual elements into reporting.

Yearbook

Open to: All students
Length: Year-long

This class is designed to introduce students to a running a publication. The staff will produce a product geared towards a specific audience. This product will be designed under a strict budget and in doing so students will be required to work cooperatively in order to meet deadlines. Each yearbook staff member plays an important role in the overall outcome of the book. Leadership roles are designed as incentives for seniority and for those who have shown a willingness and desire to go above and beyond what is required. Students will ultimately be responsible for the success of the yearbook and the way in which South High School is represented. It should be the goal of each student to produce a high quality yearbook that they can be proud of. Units of study include teamwork, responsibility, brainstorming, content, coverage, concept, reporting, writing, headlines, captions, editing, photography, typography, design, graphics, finances, yearbook campaigns, advertising and distribution.

ENGLISH

Advanced Placement English Language and Composition (AP Lang)

Open to: All 11th and 12th grade students
Prerequisite: Two years of English
Length: Year-long

This challenging, year-long course is designed to prepare students for all types of college-level writing. Students will develop the skills they need to write academically, professionally and personally for all kinds of purposes. Students will practice the stages of the writing process from brainstorming through revision, engage in peer review of one another's work, and complete many informal and formal writing assignments. In addition, students will become skilled readers of a wide variety of non-fiction work, from memoir to essays to scholarly research. In May, students have the opportunity to take the AP English Language and Composition exam that may enable them to receive college credit in English.

Advanced Placement English Literature and Composition (AP Lit)

Open to: All 11th and 12th grade students
Prerequisite: Two years of English
Length: Year-long

In this challenging year-long course, students will engage in an intense, in-depth look at literature from both the traditional and non-traditional canon. Students will respond to these works critically, both orally and in writing. Discussion, short papers, and long essays are an essential part of this course. In May, students can take a National College Board examination that may enable them to receive advanced standing or credit in English in college.

CIS UMN Writing 1301

Open to: 12th grade students
Length: Semester

Enrollment is limited to 20 students. With this course, a student earns three high school credits and four university credits. The course provides guided practice in developing the individual student's strengths in writing through recitation, in-class workshops, and individual conferences. Writing assignments focus on defining purpose, organizing and developing content, analyzing audiences, drafting the whole essay and its parts, and revising and editing expository structure and style. The expectations and assignments are all at college level.

Communications and Community Arts: (H-Art – English)

Open to: All 11th and 12th grade students
Co-requisite: Students must also register for World History Topics: (H-Art/Social Studies)
Length: Semester

H-Art is a unique course with an almost 30 year legacy at South High. In this community based class, students leave the school to partner with local arts organizations and arts mentors throughout the city to create and perform a variety of artworks around social justice oriented themes. Art forms include collage, spoken word, graffiti arts (mural making) theater arts, and participation in the May Day parade through partnership with In the Heart of the Beast Puppet Theater.

Communications and Global Topics (V.O.I.C.E.S.) (Values, Options, Issues, and Choices Explored in Society)

Open to: 12th grade students
Co-requisite: Students must also register for World History Topics: (V.O.I.C.E.S.)-Social Studies Dept.
Length: Semester

South High School is the only Minneapolis public high school that offers this unique course to prepare students for a four-year college experience. This interdisciplinary course is focused on critical media study and media making. Students use professional recording and editing equipment to create photography portfolios, podcasts and documentary films focused on social justice issues they are passionate about. They work with community artists and mentors. These media productions are shared with real world audiences and center students as disruptors of the status quo.

ELA 10: Education Pathway (01553) or MCTC Intro to Urban Education

Open to: All 10th grade students
Length: Year-long

This course is a historical survey of literature exploring the schooling and educational philosophies in the United States, emphasizing the experiences of African Americans, American Indians, Latines/Chicanx and Asian Americans. Unit themes include: Race, Identity and School Experiences, Indigenous Education; Black Lives Matter at School; Language Justice; and Decolonizing Education. Students will read, write, research, and discuss current issues facing students, teachers, schools, districts and communities. Further, students will learn and practice communication strategies for engaging families and communities. This is a course aimed for students who are interested in becoming Future Educators.

ELA 11-12: Education Pathway Year 1 (010653), or MCTC Intro to Ethnic Studies Education and Multicultural Education

Open to: All 11th and 12th grade students
Prerequisite: MCTC 1500 Intro to Urban Education, US History Education Pathway or ELA 10: Ed Pathway
Length: Year-long

The ELA 11-12: Education Pathway Year 1 course is the **Intro to Ethnic Studies Education and Multicultural Education** concurrent enrollment courses held at South High School in partnership with the Minneapolis College Education Department. They are part of the Education Pathway Grow Your Own Program, and are part of the Transfer Pathway courses that are accepted at other MN state colleges and universities, the University of Minnesota, and many private colleges and universities. This a year-long course and students can receive a total of 6 college credits if they meet requirements from Minneapolis College. Students must take Intro to Urban Education (also titled US History Education Pathway or ELA 10: Ed Pathway) before they take this course. Students will be eligible to have a Work Experience/Internship at one of our school partner sites, if they choose to at the end of this class. For more information, please see the Education Pathway section or go to the website <https://sites.google.com/mps.k12.mn.us/edpathway>

ELA 11-12: Education Pathway Year 2 (01994), or Introduction to Special Education and Technology for Educators

Open to: All 11th and 12th grade students
Prerequisite: MCTC 1500 Intro to Urban Education, US History Education Pathway or ELA 10: Ed Pathway
Length: Year-long

The ELA 11-12: Education Pathway Year 2 course is the **Introduction to Special Education and Technology for Educators** concurrent enrollment courses held at South High School in partnership with the Minneapolis College Education Department. They are part of the Education Pathway Grow Your Own Program, and are part of the Transfer Pathway courses that are accepted at other MN state colleges and universities, the University of Minnesota, and many private colleges and universities. This is a year-long course and students can receive a total of 5 college credits if they meet requirements from Minneapolis College. Students must take Intro to Urban Education (also titled US History Education Pathway or ELA 10: Ed Pathway) before they take this course. Students will be eligible to have a Work Experience/Internship at one of our school partner sites, if they choose to at the end of this class. Please see Education Pathway courses on pages 23-24 for a more detailed description.

English Language Arts 9-12 [Partnership English - Contract English]

Open to: 11th and 12th grade students who are behind in English credits.
Prerequisite: Pre-approval by program staff
Length: Yearlong

Partnership English is a class that is divided into two sections: First Credit and Second Credit. First credit is run like a regular grade level English class. Second credit is completed independently on your own time and during "Workshop days," which generally take place once a week after second credit assignments are introduced. This second credit, if passed, will be applied to a missing quarter credit you need for graduation. You can earn up to two second credits (an additional .5) per semester.

English 12

Open to: All 12th grade students
Length: Year-long

Courses in this classification blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature while continuing to develop their language arts skills. Typically, students write multi-paragraph essays, but they may also write one or more research papers.

English 11

Open to: All 11th grade students
Length: Year-long

Courses in this classification continue to develop students' writing skills by emphasizing clear, logical writing patterns, word choice and usage in essays and research papers. Students continue to read works of literature, which are often the basis for the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses.

English 10 - All Nations

Open to: All 10th grade All Nations students
Length: Year-long

This class is an American Literature-based class asking the essential questions: How does history shape personal identity? Why do writers interpret, define or respond to historical events? To what extent is societal history reflected in writing? Research and expository writing skills are emphasized throughout.

This is a Pre-Advanced Placement course. It is designed to prepare students for Advanced Placement Literature and Composition and Language and Composition.

English 10

Open to: All 10th grade students
Length: Year-long

This course will investigate American thought and culture from the colonial period through the present using literature, art, and music. Critical reading, research and expository writing skills are emphasized throughout.

This is a Pre-Advanced Placement course. It is designed to prepare students for Advanced Placement Literature and Composition and Language and Composition.

English 9 – All Nations

Open to: All 9th grade All Nations students
Length: Year-long

This course will challenge students to read and think critically as they consider essential questions related to self, community, and the American Indian culture and its relationship to other world cultures. This course examines such questions as: What does it mean to be human? What is civilization? What is culture? It will challenge students to think critically and come to their own conclusions. Students will engage in activities designed to improve their skills in oral and written communication. Teachers in the program will work closely together to add an interdisciplinary approach to the students' ninth grade year.

This is a Pre-Advanced Placement course. It is designed to prepare students for Advanced Placement Literature and Composition and Language and Composition.

English 9

Open to: All 9th grade students
Length: Year-long

This course examines such basic questions as: What does it mean to be human? What is civilization? What is culture? It will challenge students to think critically and come to their own conclusions. Humanities is the core of a well-rounded Liberal Arts Education. Class discussion, critical reading and thinking, and various kinds of writing are emphasized.

This is a Pre-Advanced Placement course. It is designed to prepare students for Advanced Placement Literature and Composition and Language and Composition.

ENGLISH LEARNERS (EL)

English Language Development (ELD) Classes

Academic Language Development 9, 10, 11 & 12

Open to: 9, 10 11 & 12th grade English Learners (EL)
Length: Year-long

This course will give further instruction in Academic English that students need to be successful in core content classes. All English Language classes will develop skills in reading, writing, listening, and speaking. However, Academic Language will have a strong focus on reading and writing.

Students will learn to:

- identify and utilize organizational features of grade level texts.
- understand the difference between academic and informal language.
- summarize, find main ideas and details, and use knowledge of grammar to better understand a text.
- recognize and effectively use English language structures for the purpose of comparing & contrasting, explaining or showing cause and effect, supporting with evidence, explaining events and procedures, and persuading.

New-To-Country Multilingual EL Classes

ESL 1A

Open to: All WIDA Level 1 English Learners (EL)
Length: Year-Long

The goal of this course is to support Level 1 New-to-Country students with emerging English literacy, focusing on vocabulary, grammar, guided reading activities and discussion.

ESL 1B

Open to: All WIDA Level 1 English Learners (EL)
Length: Year-long

The goal of this course is to provide Level 1 New-to-Country students with English language development strategies, with the focus on reading, writing, listening and speaking skills.

ESL 2A

Open to: All WIDA Level 2 English Learners (EL)
Length: Year-long

The goal of this course is to support Level 2 New-to-Country students with emerging English literacy, focusing on vocabulary, grammar, guided reading activities and discussion.

ESL 2B

Open to: All WIDA Level 2 English Learners (EL)
Length: Year-long

The goal of this course is to provide Level 2 New-to-Country students with English language development strategies, with the focus on reading, writing, listening and speaking skills.

ESL3A

Open to: All WIDA Level 3 English Learners (EL)
Length: Year-long

The goal of this course is to support Level 3 New-to-Country students with emerging English literacy, focusing on vocabulary, grammar, guided reading activities and discussion, and to prepare students to be successful with grade level content language.

ESL 3B

Open to: All WIDA Level 3 English Learners (EL)
Length: Year-long

The goal of this course is to provide Level 2 New-to-Country students with English language development strategies, with the focus on reading, writing, listening and speaking skills, and to prepare students to be successful with grade level content language.

Sheltered and Co-taught Content Instruction Courses

Intermediate Algebra (Sheltered)

Open to: Multilingual EL students who have been in the country for five years or less, WIDA levels 1-3
Length: Year-long

Sheltered Intermediate Algebra encourages and enables students to use the language, symbols and notation of mathematics, to be confident using mathematics to analyze and solve problems both in and out of school, and to develop the knowledge and skills necessary to pursue further studies in mathematics. The course includes a thorough review of linear relationships, an introduction to exponential and quadratic relationships, a foundation in the language of functions, a survey of transformations and a solid study of secondary level statistics and probability.

As a sheltered class, this class is designed for students who are developing English language proficiency. Students and teachers may utilize native language support, Bilingual AEs, direct language and vocabulary instruction, among other tools to help students succeed.

Earth & Space Science (Sheltered)

Open to: Multilingual EL students who have been in the country for five years or less, WIDA levels 1-3
Length: Year-long

In this class students collaborate, conduct inquiry, ask questions, create explanations to develop understanding into phenomena that influence our earth. We will investigate the Earth's place in the universe, its composition, processes, and history using the practices of scientists and engineers. Course topics include an exploration of the major cycles that affect every aspect of life on earth. These topics include: weather and climate, astronomy, earth's systems, and soils and landforms. There is an emphasis on human impact, sustainability, stewardship, and environmental responsibility at the local level and beyond.

As a sheltered class, this class is designed for students who are developing English language proficiency. Students and teachers may utilize native language support, Bilingual AEs, direct language and vocabulary instruction, among other tools to help students succeed.

Biology (Sheltered)

Open to: Multilingual EL students who have been in the country for five years or less, WIDA levels 1-3
Length: Year-long

This course provides a general overview of what it means to be “alive” and is a preparation for more advanced study of living systems. Students will inquire into the history and nature of science, investigate and study basic biochemistry, ecology, evolution, cells, genetics, DNA and fundamental comparative anatomy. Students will explore questions about the application of biological concepts to their everyday life. This course builds on the scientific inquiry and laboratory skills taught in 9th grade physical science.

As a sheltered class, this class is designed for students who are developing English language proficiency. Students and teachers may utilize native language support, Bilingual AEs, direct language and vocabulary instruction, among other tools to help students succeed.

Race & Identity (Sheltered)

Open to: Multilingual EL students who have been in the country for five years or less, WIDA levels 1-3
Length: Semester

In this interdisciplinary course students examine art, literature, history, politics, economics, and music, in an effort to explore how race has shaped the experiences of all people in the United States historically and today.

This course includes an explicit exploration of identity, intersectionality, and multiplicity. Students will engage in structural analysis of racism and colonialism that works towards dismantling oppression. Case studies will be centered around counter-narratives of communities of color. Students will have the opportunity for interdisciplinary learning that leads to action and co-construction of learning that connects the classroom to the community.

Skills emphasized include critical questioning and reading, participatory action research, discussion for deeper understanding, writing to convey ideas, analysis of art, and collaboration.

As a sheltered class, this class is designed for students who are developing English language proficiency. Students and teachers may utilize native language support, Bilingual AEs, direct language and vocabulary instruction, among other tools to help students succeed.

Human Geography (Sheltered)

Open to: Multilingual EL students who have been in the country for five years or less, WIDA levels 1-3
Length: Semester

The purpose of the course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences in a global context. They also learn about the methods and tools geographers use in their science and practice.

As a sheltered class, this class is designed for students who are developing English language proficiency. Students and teachers may utilize native language support, Bilingual AEs, direct language and vocabulary instruction, among other tools to help students succeed.

United States History (Sheltered)

Open to: Multilingual EL students who have been in the country for five years or less, WIDA levels 1-3
Length: Year-long

In this course, engage in interdisciplinary units that deepen their understanding of concepts in both disciplines while further developing their understanding of what it means to be an American. In this course, students study events in US history from pre-contact to present day and engage in critical thinking and analysis. Through various projects and activities, students develop their critical thinking ability while gaining an understanding of chronology. Students will learn the outcomes and consequences of decisions made, as well as use the skills and tools of the historian. Themes of colonization, revolution, nationalism, industrialization, immigration, war, economics, and foreign policy are introduced. Students investigate the various social and political factors that have shaped American democracy, the emergence of the US as a world power, the economic problems caused by changing conditions and the various social forces and movements that have shaped and reshaped the fabric of American society. They will do this by examining primary source documents and read what other historians have theorized regarding controversial issues of the past. This course is highly participatory including seminars, debates, role plays, and research projects.

As a sheltered class, this class is designed for students who are developing English language proficiency. Students and teachers may utilize native language support, Bilingual AEs, direct language and vocabulary instruction, among other tools to help students succeed.

Co-taught ELA (English) Classes

Humanities 1 – English (Co-Taught)

Open to: 9th grade Multilingual EL students, WIDA levels 3+ and/or have been in the country for 5+ years
Length: Year-Long

Humanities 1 is an English/Social Studies course. This course examines such basic questions as: What does it mean to be human? What is civilization? What is culture? It will challenge students to think critically and come to their own conclusions. Humanities is the core of a well-rounded Liberal Arts Education. Class discussion, critical reading and thinking, and various kinds of writing are emphasized.

This is an Integrated ELA course, meaning it is co-taught with an EL and ELA teacher. The course is designed to provide direct English language instruction and support the academic and language needs of the students.

Humanities 2 - English (Co-Taught)

Open to: 10th grade Multilingual EL students, WIDA levels 3+ and/or have been in the country 5+ years
Length: Year-long

This course is part of an English/US History pairing in which students will investigate American thought and culture from the colonial period through the present using literature, art, and music. Critical reading, research and expository writing skills are emphasized throughout.

This is an Integrated ELA course, meaning it is co-taught with an EL and ELA teacher. The course is designed to provide direct English language instruction and support the academic and language needs of the students.

English 11 (Co-Taught)

Open to: 11th grade Multilingual EL students, WIDA levels 3+ and/or have been in the country for 5+ years
Length: Year-long

Courses in this classification continue to develop students' writing skills by emphasizing clear, logical writing patterns, word choice and usage in essays and research papers. Students continue to read works of literature, which are often the basis for the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses.

English 12 (Co-Taught)

Open to: 12th grade Multilingual EL students, WIDA levels 3+ and/or have been in the country for 5+ years
Length: Year-long

Courses in this classification blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature while continuing to develop their language arts skills. Typically, students write multi-paragraph essays, but they may also write one or more research papers.

This is an Integrated ELA course, meaning it is co-taught with an EL and ELA teacher. The course is designed to provide direct English language instruction and support the academic and language needs of the students.

MATHEMATICS

Intermediate Algebra

Open to: All students
Length: Year-long

Intermediate Algebra course encourages and enables students to use the language, symbols and notation of mathematics, to be confident using mathematics to analyze and solve problems both in and out of school, and to develop the knowledge and skills necessary to pursue further studies in mathematics. The course includes a thorough review of linear relationships, an introduction to exponential and quadratic relationships, a survey of transformations and a solid study of secondary level statistics and probability.

Geometry

Open to: All students
Prerequisite: Successful completion of Intermediate Algebra
Length: Year-long

Geometry students will study points, lines, line segments, rays, planes, and vectors in their exploration of angles, polygons, circles, lengths, areas, and volumes. The concepts of justified mathematical reasoning and logic based on mathematical conjectures will be emphasized. Algebraic skills will be used and expanded upon as we build further understanding of the interconnectedness of mathematics. Emphasis will be placed on congruent figures, as well as similar figures and their ratios, and right triangle trigonometric ratios.

Advanced Algebra

Open to: All students
Prerequisite: Successful completion of Geometry and Intermediate Algebra
Length: Year-long

Advanced Algebra students will learn how to recognize, describe and generalize patterns to make predictions; use algebraic symbols and operations to represent and analyze mathematical structures and relationships; analyze the relationships and interactions between quantities to model and compare patterns of change for complex functions. Students will study sequences, linear, polynomial, and exponential functions, logarithmic functions, and the graphs that correspond to them, transformations, growth, and decay models, learn how to factor, solve radicals, and understand complex numbers. Special attention will be given to how to use graphing calculators and other technologies to solve problems.

College Prep Algebra and Statistics

Open to: All 11th and 12th grade students
Prerequisite: Successful completion of 3 Quarters of Advanced Algebra
Length: Year-long

College Prep Algebra and Statistics students will use algebraic symbols and operations to represent and analyze mathematical structures and relationships. The course includes practical applications of algebraic skills used to further and deepen understanding of the interconnectedness of mathematics, through linear exponential and quadratic relationships. This course is designed as a 4th year review class aimed at providing Seniors a solid foundation in mathematical understanding and fluency.

AP Pre-Calculus

Open to:	All students
Prerequisite:	Successful completion of Advanced Algebra
Length:	Year-long

In preparation for Calculus, students in Precalculus hone their algebraic manipulation skills while they study multiple representations of functions including polynomial, rational, exponential, logarithmic, circular and triangular trigonometry, vectors, the connection between trigonometry and the complex plane, systems of equations including matrices, discrete math topics including fundamental counting principle, probability, sequences and series. The year is capped off with evaluating limits including the definitions differentiation and integration.

Advanced Placement AB Calculus

Open to:	All students
Prerequisite:	Successful completion of Pre-Calculus
Length:	Year-long

This is a one-year course in differential and integral calculus. A college level textbook is used. Students in the course prepare for the College Entrance Examination for Advanced Placement in Calculus AB that is given in May. Some colleges or universities may grant credit and/or advanced placement based on the score received on the exam. Applications using graphing calculators will be included. Before studying Calculus, all students should complete four years of secondary mathematics designed for college-bound students: Algebra, geometry, trigonometry, analytic geometry and elementary functions. These functions included linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric and piecewise-defined functions. Students must also understand the language of functions (domain and range, even and odd, periodic, symmetry, zeros, intercepts, etc.) and know the values of the trigonometric functions around the unit circle.

Advanced Placement BC Calculus

Open to:	All students
Prerequisite:	Successful completion of Pre-Calculus
Length:	Year-long

Calculus BC is an Advanced Placement (AP) course that will cover the topics in the AB Calculus course in addition to more advanced topics including parametric, polar and vector functions, polynomial approximations and series and their derivatives. Before studying Calculus, all students should complete four years of secondary mathematics designed for college-bound students: Algebra, geometry, trigonometry, analytic geometry and elementary functions. These functions included linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric and piecewise-defined functions. Students must also understand the language of functions (domain and range, even and odd, periodic, symmetry, zeros, intercepts, etc.) and know the values of the trigonometric functions around the unit circle. Passage of the AP Calculus BC exam will result in a sub score for AP Calculus AB (a potential credit for a collegiate first semester) as well as a score for AP Calculus BC (a potential credit for a collegiate second semester). Due to the expectation that students understand the use of calculators, it is recommended that students have a graphing calculator.

Advanced Placement Statistics

Open to:	All students
Prerequisite:	Successful completion of Advanced Algebra
Length:	Year-long

AP Statistics is the equivalent of a one semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance phenomena. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. The textbook supports the TI-83, TI-84, and TI-89 graphing calculators. Statistical software and Web-based java applets are used to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data.

MUSIC

INSTRUMENTAL

Concert Band

Open to: Any students who meets prerequisite
Prerequisite: Instructor's permission and audition required.
Length: Year-long

This ensemble is for any musician interested in continuing their band experience beyond middle school. No audition is required, but prior band experience is necessary. You will learn new techniques on your instrument through the rehearsal and performance of varied literature and increase your knowledge of music theory and terminology. This group performs three evening concerts a year. The school will provide an instrument for you at no extra cost.

Wind Ensemble

Open to: Any student who meets prerequisite
Prerequisite: Instructor's permission and audition required
Length: Year-long

This ensemble is for any musician interested in continuing their band experience at a challenging level. An audition is required to join this ensemble. You will learn new techniques on your instrument through the rehearsal and performance of varied literature and increase your knowledge of music theory and terminology. This group performs three evening concerts a year. The school will provide an instrument for you at no extra cost.

Jazz Ensemble

Open to: Any student who meets prerequisite
Prerequisite: Prior experience on your instrument (doesn't have to be jazz) and instructor's permission
Length: Year-long

This ensemble performs many different genres of music including swing, bop, funk, rock, and more. Improvisation and stylistic interpretation is the focus of this group. Auditions for the jazz ensembles are held in early September of each school year. Students can audition on any instruments. Jazz I performs several public concerts a year.

Beginning Orchestra

Open to: All students
Length: Year-long

This course is designed to give students the opportunity to learn or relearn how to play a violin, viola, cello or bass. These may be students who have never had a chance to play before or who are interested in learning a different instrument. A strong emphasis is placed on the basics of music and each individual instrument. This class provides the necessary tools for the student to move into the String Orchestra and a more expansive group experience. The school will provide an instrument for you at no extra cost.

Intermediate Orchestra

Open to: Any student who meets prerequisite
Prerequisite: Instructor's permission and audition required
Length: Year-long

The Chamber Orchestra is a group of musicians who perform at a high level of proficiency. The group offers advanced students a challenge of performing standard orchestral literature at a difficult level. The student learns the principles of phrasing, intonation, sight-reading, and style. The Chamber Orchestra performs numerous concerts throughout the year. The school will provide an instrument for you at no extra cost.

VOCAL

Advanced Choir

Open to:	All students
Prerequisite:	Prior experience in school choir required
Length:	Year-long

This advanced-level mixed vocal ensemble of sopranos, altos, tenors, and basses is for the experienced choral student. More rigorous note-reading and concepts are learned and practiced, as are artistic elements of healthy and expressive singing. Students engage with music from varied genres and time periods. This ensemble traditionally performs at least four evening public concerts a year and performs at graduation and outside the school. The student needs to have a desire to use their voice in artistic collaboration with the rest of the ensemble and to represent the school with pride and distinction both inside and outside the school. This ensemble traditionally tours nationally each spring. Prior choral experience is required.

GENERAL MUSIC

Intro to Modern Band

Open to:	All Students
Length:	Semester

Students explore the instruments in a modern band while learning how to read various types of musical notation and learning to play basic chords, melodies and rhythms on guitar, bass, keyboard, and drums. Students develop their skills independently and in small groups with an opportunity to perform.

Modern Band

Open to:	Any student who meets prerequisite
Prerequisite:	Intro to Modern Band or Instructor's permission
Length:	Year-long

Students learn complex chords, multiple scales, and complex rhythms on guitar, bass, keyboard, and drums. Students learn academic musicianship through reading different types of musical notation and exploring modern music theory. Students learn how to write/compose their own music. Students develop their skills both independently and in small groups. Students are expected to perform.

Advanced Modern Band

Open to:	Any student who meets prerequisite
Prerequisite:	Modern Band or Instructor's permission
Length:	Year-long

This course prepares students for a post-secondary college or career music path. Students continue developing their skills on multiple modern band instruments through focused, small-group work. Students further their academic musicianship and understanding of music theory through performance, composition, arranging, production, and musical analysis. Students are expected to work independently and perform within and outside of class-directed activities.

Guitar – Styles from Spanish speaking countries

Open to:	All students
Length:	Semester

Students will learn to play the guitar using different styles of music from Spanish-speaking countries. Students will learn to understand musical form, music theory concepts, and techniques from several styles of music rooted in Spanish-speaking cultures, not limited to: Bachata, Reggaeton, Tejano Corridos, Salsa, and Flamenco.

Electronic Music Lab

Open to: All Students
Length: Semester

Students will explore and create music using technology. Students will explore basic music theory concepts by mixing, developing, and modifying loops to create music. All levels of experience are welcomed and encouraged to participate.

Song Writing

Open to: All Students
Length: Semester

Students will create music melodies and lyrics using existing chord progressions and create new chord progressions.

Vocal Music Studio

Open to: All Students
Length: Semester

Students will use their spoken and singing voice to express lyrics and emotions in a variety of projects and styles of music.

World Music

Open to: All Students
Length: Semester

Students will explore, respond to, and perform traditional, folk, and pop genres from major musical traditions in Africa, Asia, the Americas, Europe, and the Middle East. We approach music as both a human and social experience and explore the relationship between music making and other domains of human experience.

PHYSICAL EDUCATION AND HEALTH

The mission of the South High Physical Education and Health Department is to provide all students with an active learning education that prepares students to be physically and mentally active and healthy throughout their life. At SHS, we understand the connection between fitness and academic success. We also know that Physical Education leads to active, healthy lifestyles outside of school; therefore, we strive to help students build confidence in their ability to lead active lifestyles and take control of their own health. The SHS Health and Physical Education classes will motivate and support students in maintaining and improving their health, gaining the knowledge to prevent disease, and reduce health-related risk behaviors; allowing students to develop and demonstrate health-related knowledge, attitudes, skills, and practices.

Developmental Adaptive Physical Education (DAPE)

Open to: All students with DAPE on their IEP
Length: Semester

Developmental Adapted Physical Education (DAPE) is a branch of special education that helps students with disabilities be successful in Physical Education and recreational activities. Our goal is for students to develop the necessary fitness and transition skills in recreation and leisure by designing appropriate outcomes for students based on their ability level. Activities may include: fitness, strength training, team sports, recreational and lifetime skills with emphasis on meeting individual IEP needs.

Fitness for Life

Open to: All students (Recommended to take in 9th or 10th Grade)
Length: Semester

This class is **required** and fulfills the Physical Education graduation credit for all students. Fitness for Life will provide a structured class that is designed to increase students' interest in lifelong physical activity. Students will learn the fundamentals, strategies, and concepts for achieving individual physical fitness. Fitness assessments, goal setting and fitness analysis are emphasized. A variety of competitive and recreational activities are integrated into this course to help students develop basic knowledge, skills, and understanding of these activities and to help improve personal fitness levels. Students will also receive an introduction to the weight room, along with basic strength training principles, and nutrition concepts. Activities will be covered according to the National and Minnesota State Physical Education Standards.

Health

Open to: All students (Recommended to take in 9th or 10th Grade)
Length: Semester

This class is **required** and fulfills the Health Education graduation requirement for all students. Health will provide students with the knowledge and skills needed to help them develop a healthy lifestyle and practice healthy behaviors. This course is intended to increase the student's knowledge of health and to enable the student to analyze his/her attitudes and behaviors in an effort to enhance his/her quality of life. Students will be exposed to current and medically accurate and responsible information from the health field. Topics will be covered according to National and Minnesota State Health Standards: Nutrition & Physical Activity, Tobacco, Alcohol & Other Drug Prevention, Violence & Injury Prevention, Emotional & Mental Health, Abstinence, Personal & Sexual Health, HIV, STD & Pregnancy Prevention.

Team Sports

Open to: All students
Length: Semester
Prerequisite: Successful completion of Fitness for Life

This is an **elective** class and does not fulfill the Physical Education graduation requirement. Team Sports is a co-ed course that offers a variety of team and dual sports with the emphasis on team play and tournaments. The purpose of this class is to provide students with an opportunity to participate in a wide variety of activities in an organized setting to improve their personal fitness. Come join the fun and prepare for an enjoyable, healthy activity, while learning skills that will crossover into every aspect of your life. Activities may include: flag football, Team Handball, Pickleball, Floor Hockey, Lacrosse, Badminton, Soccer, Softball, Ultimate, and Speedball. Be prepared to put forth effort and fully participate in all class activities.

Team Sports II

Open to: All 10th through 12th grade students
Prerequisite: Successful completion of Fitness for Life and Team Sports I
Length: Semester

This is an elective class and does not fulfill the Physical Education graduation requirement. Team Sports II is an advanced co-ed course that offers a variety of team and dual sports. Students must have basic knowledge of rules and strategy of most team sports played in Team Sports. Students must be ready to facilitate and coordinate tournaments and lead activities. Emphasis will be on tournament play. Be prepared to put forth effort and to fully participate in all class activities.

Weight Training

Open to: All students
Prerequisite: Successful completion of Fitness for Life
Length: Semester

This is an **elective** class and does not fulfill the Physical Education graduation requirement. Strength and Conditioning is a co-ed course designed to meet the needs of the beginner as well as the experienced fitness enthusiast, the athlete and the non-athlete. Students will work on strength development and personal fitness through the use of evidence-based strength training principles and conditioning activities. Topics include: proper lift techniques, strength training, speed training, agility training, physiology of exercise, and various training methods. Test and measurement of fitness, strength, and conditioning will be part of this course for evaluation. Be prepared to work and put forth effort.

***Due to the nature of the lifts, we will follow department safety and liability protocol.**

Weight Training II

Open to: All 10th through 12th grade students
Prerequisite: Successful completion of Fitness for Life and Weight Training I
Length: Semester

This is an **elective** class and does not fulfill the Physical Education graduation requirement. Weight Training II is a co-ed course designed to meet the needs of the advanced lifter. Students will increase their knowledge of strength training principles and apply these principles through the development and implementation of a personalized fitness program based upon student goals. Topics include: proper lift techniques, strength training, speed training, agility training, physiology of exercise, and various training methods. Test and measurement of fitness, strength, and conditioning will be part of this course for evaluation. Be prepared to work and put forth effort.

***Due to the nature of the lifts, we will follow department safety and liability protocol.**

SCIENCE

Earth & Space Science

Open to: All 9th grade students
Length: Year-long

In this class students collaborate, conduct inquiry, ask questions, create explanations to develop understanding into phenomena that influence our earth. We will investigate the Earth's place in the universe, its composition, processes, and history using the practices of scientists and engineers. Course topics include an exploration of the major cycles that affect every aspect of life on earth. These topics include: weather and climate, astronomy, earth's systems, and soils and landforms. There is an emphasis on human impact, sustainability, stewardship, and environmental responsibility at the local level and beyond.

Biology

Open to: All 10th grade students
Length: Year-long

This course provides a general overview of what it means to be "alive" and is a preparation for more advanced study of living systems. Students will inquire into the history and nature of science, investigate and study basic biochemistry, ecology, evolution, cells, genetics, DNA and fundamental comparative anatomy. Students will explore questions about the application of biological concepts to their everyday life. This course builds on the scientific inquiry and laboratory skills taught in 9th grade physical science.

AP Biology

Open to: All 11th and 12th grade students
Length: Year-long

This is a rigorous yearlong course that follows the curriculum of an introductory college course. The class materials draw extensively on current materials from scientific journals and research. The course covers selected topics in biochemistry, cell biology, energy, heredity, ecology, molecular genetics, biotechnology, evolutions, systematics and homeostasis. Students will learn through the use of periodicals, text, class discussion, laboratories, guest speakers, demonstration and independent investigations. The course will prepare students to take the College Board AP Biology Test in May. This course uses knowledge from previous chemistry, biology and physics courses.

Physics

Open to: All 11th and 12th grade students
Length: Year-long

The purpose of the course is to extend the student's ability to conduct inquiry, develop explanations based on evidence, understand the nature of science, and solve fundamental physics problems both conceptually and quantitatively. The ultimate goal is to produce more scientifically literate citizens who are able to use critical thinking skills to solve problems and make decisions. Topics included in this course follow the state benchmarks which include the following: motion, energy, gravity, astronomy, electricity, magnetism, sound and light.

CIS UMN (PHYS 1101) Physics - Introductory College Physics

Open to: All 11th and 12th grade students who have successfully completed Advanced Algebra
Length: Year-long

Students learn the fundamental principles of physics in the context of the everyday world. This course involves the use of kinematics/dynamics principles and quantitative/qualitative problem-solving techniques to understand natural phenomena. Students learn through inquiry, lecture, group problem solving and lab. Students enrolling in PHYS 1101W must be juniors or seniors in high school, have earned a B or better in a rigorous algebra 2/trig (or equivalent) course, AND have completed prerequisite courses in high school algebra, geometry, and trigonometry. This class places an emphasis on solving problems using mathematical equations.

Chemistry

Open to: All 11th and 12th grade students
Length: Year-long

This is a two semester sequential course which explores matter, measurement, chemical notation, atomic structure, chemical periodicity, chemical bonds, kinetic theory, gases, chemical reactions, mole concept, stoichiometry, acids and bases, solutions, organic chemistry, nuclear chemistry, oxidation-reduction reactions, electrochemistry, and chemical/environmental issues. Lectures, demonstrations, group problem solving and laboratory investigations are an integral part of this course. Keep in mind that the entrance requirements of many colleges now include one year of high school chemistry. This course requires strong Algebra skills.

AP Chemistry

Open to: All 10th through 12th grade students who have successfully completed Advanced Algebra
Length: Year-long

This course is designed to provide a solid, first-year college chemistry experience, both conceptually and in the laboratory. The labs serve to supplement learning in the lecture discussion section of the course. Problem solving skills, both on paper and in the lab, are emphasized to discover more about how chemistry works. Topics include reaction stoichiometry, bonding, equilibrium, thermodynamics and electrochemistry. This is a rigorous fast paced course. Students are expected to take the College Board AP Chemistry Test. This course uses Algebra II and Trigonometry skills.

AP Environmental Science

Open to: All 12th grade students
Length: Year-long

The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students will engage with topics through hands-on/inquiry activities, laboratory experiments, and classroom discussion. Students will have the opportunity to attend field trips that support multiple course concepts. Students will also be expected to engage in a citizen science research project and community engagement activities.

CIS UMN (CI1563) Physics EPP- Physics by Inquiry

Open to: All 11th and 12th grade students
Length: Semester

This class is a physics course designed primarily (though not exclusively) for non-science majors and future teachers. It focuses on students learning physics by participating in the process of scientific discovery and applying that content to solving qualitative problems, rather than on the quantitative problem solving found in a traditional physics course. In addition, the content (ranging from properties of magnets, to light and color and optics, to astronomy and others) differs from that found in a traditional physics course. Students collaborate with their peers to conduct experiments, generate theories of how things work based on their observations, and refine their theories by further experimentation. Emphasis in the course is placed on knowing the evidence that supports a theory, NOT on use of physics mathematical equations. The non-traditional perspective of learning physics through hands-on experimentation and peer discussion, and making use of evidence in scientific argumentation makes this course useful for students whether or not they are interested in further studies in science.

SOCIAL STUDIES

United States History (US History)

Open to: All 9th grade students
Length: Year-long

In this course, students study events in US history from pre-contact to present day and engage in critical thinking and analysis. Through various projects and activities, students develop their critical thinking ability while gaining an understanding of chronology. Students will learn the outcomes and consequences of decisions made, as well as use the skills and tools of the historian. Themes of colonization, revolution, nationalism, industrialization, immigration, war, economics, and foreign policy are introduced. Students investigate the various social and political factors that have shaped American democracy, the emergence of the US as a world power, the economic problems caused by changing conditions and the various social forces and movements that have shaped and reshaped the fabric of American society. They will do this by examining primary source documents and read what other historians have theorized regarding controversial issues of the past. This course is highly participatory including seminars, debates, role plays, and research projects.

United States History (US History) – All Nations

Open to: All 9th grade All Nations students
Length: Year-long

In this course, students study events in US history from pre-contact to present day and engage in critical thinking and analysis. Through various projects and activities, students develop their critical thinking ability while gaining an understanding of chronology. Students will learn the outcomes and consequences of decisions made, as well as use the skills and tools of the historian. Themes of colonization, revolution, nationalism, industrialization, immigration, war, economics, and foreign policy are introduced. Students investigate the various social and political factors that have shaped American democracy, the emergence of the US as a world power, the economic problems caused by changing conditions and the various social forces and movements that have shaped and reshaped the fabric of American society. They will do this by examining primary source documents and read what other historians have theorized regarding controversial issues of the past. This course is highly participatory including seminars, debates, role plays, and research projects.

Economics

Open to: All 10th and 12th grade students
Length: Semester

The economics component covers basic concepts used in both micro and macro economics. Topics such as supply and demand, productivity, taxation and investment, inflation and gross national and domestic product are introduced.

Personal Finance

Open to: All 10th grade students
Length: Semester

Personal finance education equips and empowers all Minnesota students to make informed financial decisions in an evolving world with an intentional focus on each student's individual experiences, cultures, values, and goals. Personal Finance is a semester course with the following fix areas of focus: financial psychology, earning and income, financial systems, credit and debt management, risk management, and budgeting and investing.

Human Geography

Open to: All 10th through 12th grade students
Length: Semester

The purpose of the course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences in a global context. They also learn about the methods and tools geographers use in their science and practice.

Race & Identity Studies/American Indian Studies

Open to: All students
Length: Semester

In this course students examine art, literature, history, politics, economics, and music, in an effort to explore how race has shaped the experiences of all people in the United States historically and today.

This course includes an explicit exploration of identity, intersectionality, and multiplicity. Students will engage in structural analysis of racism and colonialism that works towards dismantling oppression. Case studies will be centered around counter-narratives of communities of color. Students will have the opportunity for interdisciplinary learning that leads to action and co-construction of learning that connects the classroom to the community.

Skills emphasized include critical questioning and reading, participatory action research, discussion for deeper understanding, writing to convey ideas, analysis of art, and collaboration

World History

Open to: All 11th grade students
Length: Year-long

The course is designed to develop greater understanding of the evolution of global processes and human interactions with their environment and other societies. The course highlights the nature of changes in international cultures throughout history and their causes and consequences. The course builds on an understanding of cultural, institutional, and technological advances that set the human stage.

AP Psychology (Elective Credit – Does NOT meet Social Studies Standard for Graduation) [offered on a rotating basis]

Open to: All 11th and 12th grade students
Length: Semester

This course will offer a challenging, fast-paced look into the human brain including basic theories of behavior, sense and perception, states of consciousness, motivation, emotion, personality, and aspects of Developmental Psychology with an emphasis on adolescents. Different psychological methods will be researched and employed to help form deeper understandings of developmental theories, issues concerning emotions/conflict/stress, and to debate issues as diverse as heredity/environment, and parapsychology. In addition to completing core assignments, students are required to complete core options related to the course.

AP MicroEconomics

Open to: All 12th grade students
Length: Semester

Courses in this classification follow the College Board's suggested curriculum and parallel college-level microeconomics. They provide a thorough understanding of the principles of economics that apply to the functions of individual decision-makers (both consumers and producers). Courses may place primary emphasis on the nature and functions of product markets, while including a study of factor markets and the role of government in the economy.

AP US Government

Open to: All 12th grade students
Length: Semester

Courses in this classification follow the College Board's suggested curriculum and parallel college level political science course. Students study general concepts used to interpret US Politics and analyze specific case studies. They cover the constitutional underpinnings of the US Government, political beliefs and behaviors, political parties, the institutions and policy process of national government, and civil rights and liberties.

US Government

Open to: All 12th grade students
Length: Semester

The government component covers topics primarily concerned with the United States government at all levels – federal, legislative, and judicial. The Constitution, voting behavior, and the three branches will all be addressed. Analyzing Supreme Court decisions and staging mock trials will also be important tools in this section of the class.

Partnership Social Studies

Open to: 11th and 12th grade students who are behind in Social Studies credit
Prerequisite: Pre-approval by program staff
Length: Semester

Partnership Social Studies offers classes emphasizing US Government and Human Geography offered over the school year. Students encounter material presented a variety of ways: reading, speakers, videos, and hands on projects. Second credit is completed independently on your own time and during "Workshop days," which generally take place once a week after second credit assignments are introduced. This second credit, if passed, will be applied to a missing quarter credit you need for graduation. You can earn up to two second credits (an additional .5 per semester).

World History Topics: H-Art (Elective Credit – Does NOT meet Social Studies Standard for Graduation)

Open to: All 11th and 12th grade students
Co-requisite: Students must also register for H-Art/English
Length: Semester

H-Art is an interdisciplinary course offering English and Social Studies credit. Each year a common theme is chosen for students to study and research. Research, writing, public performance skills and the artistry of many cultures are emphasized. The students incorporate what they learn into a play script and performance that they produce in collaboration with the Illusion Theater. The theme is also used in the writings for the book that is created with the Minnesota Book Arts partnership project. Students work with the Heart of the Beast Puppet Theater and are a part of the community May Day Parade. Other artists, art agencies, and speakers work with the students throughout the semester as needed to complete the projects.

**World History Topic: V.O.I.C.E.S. - (Values, Options, Issues and Choices Explored in Society)
(Elective Credit – Does NOT meet Social Studies Standard for Graduation)**

Open to: All 12th grade students
Co-requisite: Students must also register for V.O.I.C.E.S.-English
Length: Semester

South High School is the only Minneapolis public high school that offers this unique course to prepare students for a four-year college experience. To be critically literate means to analyze and question media. Media as a means of communication is multidimensional and multifaceted. One extremely powerful medium that we are going to study and create in this course is video. We will be partnering with the Minneapolis Telecommunications Network (MTN) to create the visual medium of the course. MTN gives students an authentic venue, Public Access, to showcase their learning. The community run Public Access channel and the Public Education channel will air students work on a regular basis. VOICES is a community of scholars that critically think, write about, discuss, debate, ponder, marinate on, and explore values, options, issues, and choices in our ever shrinking global society. It is a multidisciplinary, team-taught course involving college level coursework in English and Social Studies. Essentially, VOICES is a critical literacy course that prepares high school seniors for the depth and rigorous academics they will encounter in their post-secondary studies.

Special Education

Language Arts

English Strategies 9

Open to: 9th grade Students with IEPs
Prerequisite: Approval case manager
Length: Year-long

Students gain essential literacy skills in reading, writing, and spelling such as: decoding: dividing multisyllabic words into parts, using background knowledge to visualize reading passages, literally comprehending, writing simple and compound sentences, and writing for personal expression.

English Strategies 10

Open to: 10th grade Students with IEPs
Prerequisite: Approval of case manager
Length: Year-long

Students gain competence in literacy skills in reading and writing such as: paraphrasing: summarizing text, inferentially comprehending: questioning, predicting, drawing conclusions, using background knowledge to visualize reading passages, writing simple, compound, and complex sentences and paragraphs, expanding academic vocabulary, spelling, and writing for personal expression.

English Strategies 11

Open to: 11th grade Students with IEPs
Prerequisite: Approval of case manager
Length: Year-long

Students gain additional language art skill such as analyzing, synthesizing and evaluating literature; expanding academic vocabulary, writing essays and research papers; writing for different purposes; and preparing oral presentations

English Strategies 12

Open to: 12th grade Students with IEPs
Prerequisite: Approval of case manager
Length: Year-long

This course addresses literacy needs for 12th graders. Continued emphasis is placed on strategies used to increase text comprehension and retention; the writing process; and making oral presentations. Students will increase their ability to interpret and evaluation complex works of literature.

Literacy

Open to: Students with IEPs in Citywide programming
Prerequisite: Approval of case manager
Length: Year-long

In this course students will develop their functional reading, writing, and listening skills. Students gain entry-level literacy skills in reading and writing such as: decoding: breaking words into sound parts, recognizing and spelling sight words, building a basic reading vocabulary, improving reading & listening comprehension, reading fluently: single words flowing into phrases, and writing fluently: writing simple sentences.

Post-Secondary Strategies 1

Open to: Students with IEPs
Prerequisite: Approval of case manager
Length: Year-long

Basic English literacy skills to increase student' ability to function independently at home and in the community. Students will learn to decode more difficult words and improve understanding of main ideas and details in written language. The course will also focus in learning and practicing critical verbal communications skills in a variety of settings.

MATHEMATICS

Basic Math Strategies

Open to: Students with IEPs
Prerequisite: Approval of case manager
Length: Year-long

Students will develop an understanding of basic math concepts, basic operations, and problem-solving strategies as they increase fluency/automaticity of basic addition, subtraction, multiplication, and division facts, increase skills in working with basic fractions, decimals and percents, develop an understanding of place value to millions, understand/use basic calculator functions, solve one-step story problems, including money problems, gain knowledge of measurement concepts such as area, perimeter and time, acquire knowledge of geometric angles and shapes, and improve their ability to recognize patterns.

Daily Living/Consumer Math Strategies I

Open to: Students with IEPs in the Autism program
Prerequisite: Approval of case manager
Length: Year-long

Students will develop a functional understanding of basic math concepts, basic operations, and problem solving strategies as they explore real life application of concepts related to addition, subtraction, multiplication, and division.

Daily Living/Consumer Math Strategies II

Open to: Students with IEPs in the Life Skills program
Prerequisite: Approval of case manager
Length: Year-long

Students will develop a functional understanding of basic math concepts, basic operations, and problem solving strategies as they explore real life application of concepts related to addition, subtraction, multiplication, and division. The course will focus heavily on concepts related to money, measurement, fractions and mastery of percent. The course will teach calculator skills across all areas of the course.

Resource Transition to Algebra

Open to: Students with IEPs
Prerequisite: Approval of case manager
Length: Year-long

Students will continue to develop understanding and application of arithmetic and make connections to algebra and other mathematical concepts such as: review basic math computation and problem-solving skills, compute fractions (like, unlike and mixed number), improve understanding of concepts in decimals, percents and fractions—and how they interrelate, improve understanding of fraction concepts related to algebra and geometry, money application problem-solving, obtain knowledge of pre-algebra concepts, increase knowledge of basic geometry concepts, rounding numbers, estimation, statistics and probability, practice interpreting tables, graphs, charts (data analysis), increase calculator use skills, and prepare for MCA II math test.

Resource Intermediate Algebra

Open to: Students with IEPs
Prerequisite: Approval of case manager
Length: Year-long

Students will continue to build on the math concepts and skills acquired in Resource Transitions to Algebra such as: review properties of numbers and operations, learn to solve basic algebraic equations including ratio, proportion, variables and equations, application of geometry to measurement, increase knowledge of geometric concepts, data collection and analysis, create/interpret graphs, plot data and data analysis, problem-solving using multiple steps, and prepare for MCA II math test. This course mirrors Intermediate Algebra at a slower modified pace.

Resource Geometry

Open to: Students with IEPs
Prerequisite: Approval of case manager
Length: Year-long

Students will continue to build on the math concepts and skills acquired in Resource Intermediate Algebra such as: review properties of numbers and operations, learn to solve algebraic equations including ratio, proportion, variables and equations, application of geometry to measurement, increase knowledge of geometric concepts, data collection and analysis, create/interpret graphs, plot data and data analysis, problem-solving using multiple steps, and prepare for MCA II math test. This course mirrors Geometry at a slower modified pace.

Resource Advanced Algebra

Open to: Students with IEPs
Prerequisite: Approval of case manager
Length: Year-long

Students will continue to build on the math concepts and skills acquired in Resource Geometry such as: review properties of numbers and operations, learn to solve algebraic equations including ratio, proportion, variables and equations, application of geometry to measurement, increase knowledge of geometric concepts, data collection and analysis, create/interpret graphs, plot data and data analysis, problem-solving using multiple steps, and prepare for MCA II math test. This course mirrors Advanced Algebra at a slower modified pace.

Math Strategies 4

Open to: Students with IEPs
Prerequisite: Approval of case manager
Length: Year-long

Students will review previous learning and continue to build on the math concepts and skills acquired in Resource Intermediate Algebra and Resource Geometry such as: review properties of numbers and operations, learn to solve algebraic equations including ratio, proportion, variables and equations, application of geometry to measurement, increase knowledge of geometric concepts, data collection and analysis, create/interpret graphs, plot data and data analysis, problem-solving using multiple steps, and prepare for MCA II math test. This course is for students who want to keep up their math skills, take a 4th year of math, or need more intensive supports than continuing to Resource Advanced Algebra.

Transition Courses

Adult and Family Living

Open to: Students with IEPs
Prerequisite: Approval of case manager
Length: Year-long

This course stresses the acquisition of social skills for setting appropriate life goals and becoming responsible, respectful adults. The course will cover these ideas as they relate to family, friendship, peer pressure, dating, healthy versus unhealthy relationships, STD's, lifestyle and goal planning, and sexual behaviors. This course stresses the acquisition of skills for understanding child development and responsible parenting. It will include units on Prenatal Stages/ Development, Child Development Stages, Discipline Methods, Roles of Parents, Qualities of a good parent, and various types of parent-child relationships.

Career Development

Open to: Students with IEPs
Prerequisite: Approval of case manager
Length: Year-long

Students staff and run a school coffee shop, learning skills in money management, customer service, entrepreneurship, marketing, and food service.

Career Exploration

Open to: Students with IEPs
Prerequisite: Approval of case manager
Length: Year-long

Students explore a variety of jobs and learn essential job skills by working at tasks in the school building, and at non-paid job sites in the community. Office skills, assembly, disassembly, maintenance, recycling and other entry-level employment opportunities are explored.

Careers Planning

Open to: Students with IEPs
Prerequisite: Approval of case manager
Length: Year-long

This course is for students who will benefit from becoming familiar with the basics of finding and keeping a job. Students will also learn about a variety of career paths that match their needs and interests. At the end of the course, the students will feel comfortable and prepared to find work that is right for them.

Community Based Vocational Training

Open to: Students with IEPs
Prerequisite: Approval of case manager
Length: Year-long or Semester

The primary objective of the exploration and vocational training component is to provide students who are at least 16 years of age with the experience and skills necessary to gain entry level employment and/or additional training in their vocational interest areas. Students will be able to experience and explore the world of work in a variety of community-based settings. Job coaches, professional staff, and community site employees and supervisors will support the students.

Community Exploration

Open to: Students with IEPs, Autism Spectrum Disorder, Life Skills, Resource
Prerequisite: Approval of case manager
Length: Year-long

Students in the autism program learn to use public transportation, personal safety in the community, street safety, as well as accessing community resources such as restaurants, stores, banks, post offices, and libraries. Students explore community-based recreation and leisure opportunities, including parks, museums and special community events. Life Skill program students will learn about the kinds of helping resources available to all people in the community including health, employment, legal, housing, social service, recreation, and other common resources. The student will be able to name critical resources and understand their benefits, find contact information, and demonstrate the ability to access the community resource through extended practice in internet use and uses of public transportation resources.

Exploring Biological Environment

Open to: Students with IEPs
Prerequisite: Approval of case manager
Length: Year-long

Exploring the Biological Environment is a year-long course that focuses on the environment of the human body. Students will learn about the major human body systems, the impact of life choices on health/disease, and reproduction and development.

Financial Concepts

Open to: Students with IEPs
Prerequisite: Approval of case manager
Length: Year-long

This semester long course stresses the mastery of basic money management skills as they apply to daily living including understanding your paycheck, creating and following budgets, banking, interest, record keeping, and financial organization skills.

High School Foundations

Open to: 9th Grade Students with IEPs
Prerequisite: Approval of case manager
Length: Year-long

High School Foundations is designed to provide students with needed advocacy and AVID study skills as well as give students time to apply these strategies to assignments from media sources to prepare students for High School General Education classes and College. This course focuses on the development of critical thinking skills, skills for self-advocacy, academic and social skills as well as independent work habits including self-study routines and self-monitoring skills.

Independent Living

Open to: Students with IEPs
Prerequisite: Approval of case manager
Length: Year-long

This course will cover 3 major skill areas students need in order to live independently. The course will provide instruction and activities in searching for an apartment, maintaining a home, and buying and preparing healthy and economic meals.

PAES Lab

Open to: Students with IEPs and Autism Spectrum Disorders
Prerequisite: Approval of case manager
Length: Year-long

This class will provide students with special needs the opportunity to explore the world of work as they gain the necessary skills to successfully participate in job experiences at PAES lab (Practical Assessment Exploration System) and the community.

Problem Solving

Open to: Students with IEPs
Prerequisite: Approval of case manager
Length: Year-long

This course will cover skills related to impulse control, conflict resolution and problem solving in real life scenarios. Students will learn how to handle conflicts appropriately, learn anger management skills and appropriate boundaries to help develop their interpersonal skills.

Recreation & Leisure

Open to: Students with IEPs
Prerequisite: Approval of case manager
Length: Year-long

This course will guide students in the development of skills needed to engage in leisure and recreational activities in their community. Skills taught include making choices, socializing with friends, playing games, participating in groups, and planning. Students learn about different recreation resources. Exposure to a variety of leisure activities helps students learn what they like to do in their free time. These opportunities help students practice their communication and social interactions as well as develop friendships. Students will build knowledge to be successful using social emotional skills in Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

Fitness Recreation and Leisure

Open to: Students with IEPs and Autism Spectrum Disorders
Prerequisite: Approval of case manager
Length: Year-long

This Recreation/Leisure class focuses on the social skill acquisition for students with autism and other disabilities through the use of team sports, games, and individual recreation activities. The class will address social recreation and leisure needs in the community and school environment. On a daily basis, social skills will be taught, as students are encouraged to identify and participate in activities that provide leisure or are a way to relax during the day. Students will be encouraged to participate together in games and work on the skills it takes to display positive sportsmanship. Students will also be encouraged to identify individual activities that can be calming and enjoyable. Weekly activities and discussion will also focus on various social skills needed to interact and participate with others in the community.

People and Places

Open to: Students with IEPs
Prerequisite: Approval of case manager
Length: Year-long

Students will obtain knowledge of important people and events that shaped our country during specified periods throughout history and that affect our lives today. Study will include important roles that people play in our society, concepts related to geography, and skills to help students understand various cultures within our society and the world.

Self Advocacy

Open to: Students with IEPs
Prerequisite: Approval of case manager
Length: Semester

This course will assist students in the development of knowledge to be successful using social emotional skills in Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. Social/Emotional skills refer to a person's ability to regulate and express emotions appropriately, understand their own as well as the feelings of others, build relationships and solve social problems with adults and peers, and the ability to interact successfully in a group.

Self Aware and Self Management

Open to: Students with IEPs
Prerequisite: Approval of case manager
Length: Semester

This course will assist students in the development of knowledge to be successful using social emotional skills in Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. Social/Emotional skills refer to a person's ability to regulate and express emotions appropriately, understand their own as well as the feelings of others, build relationships and solve social problems with adults and peers, and the ability to interact successfully in a group.

Senior Transition Seminar

Open to: 12th grade Students with transition needs identified through the evaluation process.
Prerequisite: Approval of case manager
Length: Year-long

This yearlong course will be offered to high school seniors as a review of previously taught transition skills needed in order to live a healthy, safe and independent life. The course covers skills in community exploration, financial responsibility, personal health, and healthy relationships. Post-secondary planning is also addressed, including college and career exploration, interviews, college essays, and preparing for after high school.

Strategies for Success

Open to: 10th grade Students with IEPs
Prerequisite: Approval of case manager
Length: Year-long

This class is for the student to develop and apply skills and knowledge to become academically independent. This course is IEP driven to meet the needs of the student in assistance with learning strategies presented in a small group setting. Study strategies, organization, social-emotional skills and executive functioning will be addressed.

Readiness for College-Career

Open to: 11th grade Students with IEPs
Prerequisite: Approval of case manager
Length: Year-long

This class focuses on beginning to prepare for post-secondary pursuits, along with social-emotional skills and effective academic and study strategies.

THEATER

Performance Theater 1

Open to: All Students
Length: Semester

This class is an introduction to theatre performance for students interested in and new to theatre studies.

Performance Theater 2

Open to: All Students
Length: Semester
Prerequisite: Performance Theater 1

Students will study acting, voice, character analysis and performance, including a deeper exploration of various acting methods and styles. Students will be expected to analyze and perform monologues and extended scenes from various genres. They will also delve into the elements of directing and playwriting, including the composition of more complex scripted and unscripted works. Students will also learn the art of creating the director's production design concept and gain experience with the many varied production elements (costume, set and lighting design, marketing) that must be considered when producing a theatrical piece.

Performance Theater 3

Open to: All 10th through 12th grade Students
Length: Semester
Prerequisite: Performance Theater 1 and 2

Students will continue their development of theatre skills designed to enhance creativity, self-discipline, and cultural awareness. These skills are, ensemble acting, improvisation, character development, vocal work, movement, play production, research and writing, scene and script development, interpretive feedback, analytic commentary, directing, playwriting, audition and career skills. Students with a high motivation in theatre and a commitment to community are great fits for theatre 3! Theatre 1 and 2 are prerequisites.

Theater Production 1 (offered in fall & spring)

Open to: All Students
Length: Semester

This is an afterschool elective where students can earn Fine Arts credit for participating in the production of a play. The South High Theater program produces up to seven productions a year and invites students to participate in all aspects of theater-making; acting, directing, playwriting, stage management, design, box office and more. The program runs year-round in the afterschool hours. Everyone is welcome to join the fun, no experience necessary. (an audition is required to act)

WORLD LANGUAGES

The South High World Languages Department offers students the opportunity to develop proficiency in speaking, reading, writing, and listening as well as cultural understanding and respect of **six** different languages.

World Languages are required in the Liberal Arts Program and are strongly recommended for postsecondary preparation. The sequence of course work in each of the world languages requires that prerequisites be completed with a passing grade or teacher approval.

Arabic Level 2

Open to: All Students who have had Arabic 1 in Middle School
Length: Year-long

Students will broaden their foundation of the Arabic language within cultural contexts as they improve understanding and speaking of Arabic through guided practice in dynamic and real-world situations. Students will continue to read and write in Arabic (simple short stories, letters, magazines, or other real-life texts) by expanding knowledge of Arabic vocabulary and structures. Additionally, students will explore the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews. Overall, the student will expand language-learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

Arabic Level 3

Open to: All Students
Prerequisite: Arabic 2
Length: Year-long

Students will continue to develop proficiency in Arabic language and deepen their understanding of Arabic-speaking cultures as they will advance listening and speaking skills through conversations on familiar, real-world topics. Also they will use the knowledge of the language to make connections with other subjects (geography, fine arts, math and science). Students will continue to read and write in Arabic (short stories, letters, magazines, or other real-life texts) by expanding knowledge of Arabic vocabulary and structures. Additionally, students will examine Arabic-speaking cultures and their social practices (music, food, popular media) and establish connections between language and Arab speaking cultures through the use of technology, media, and native-language sources.

Arabic Level 4

Open to: All Students
Prerequisite: Arabic 3
Length: Year-long

This class is for students who have successfully completed Arabic 3 and would like to continue their study at an advanced level. They will increase their fluency and communication skills through oral and written practice, and will increase their ability to analyze authentic literature and translate that analysis into sustained composition. Students will be well-prepared to continue their study of Arabic at the university level.

Arabic Level 5

Open to: All Students
Prerequisite: Arabic 4
Length: Year-long

This class is for students who have successfully completed Arabic 4 and would like to continue their study at an advanced level and extend what we learned before and introduce more complex grammar. The students will increase their ability to work independently. Students will be well-prepared to continue their study of Arabic at the university level.

Chinese Level 1

Open to: All students
Length: Year-long

This class will focus on the development of the basic skills in reading, writing, speaking, and listening. Students will memorize simple dialogues centered on functional situations. They will also learn about 250 characters. An appreciation and understanding of Chinese culture is an important element of this course, with reading, lectures, class projects, field trips and the celebration of Chinese holidays and traditions. This level provides a foundation for eventual attainment of the World Language Standard in level 3.

Chinese Level 2

Open to: All students
Prerequisite: Chinese 1
Length: Year-long

This is a continuation of Chinese I with special emphasis on both reading and writing skills. Students will deepen their understanding of Chinese grammar and will be able to read and write about 500 characters by the end of the course. They will also continue their study of the culture with readings and individual projects.

Chinese Level 3

Open to: All students
Prerequisite: Chinese 2
Length: Year-long

This class will introduce more complex grammar, as well as approximately 750 characters and their combinations. By the end of this course, students should have a basic functional fluency and a good general knowledge of the fundamentals of the language. Thus, they will also be expected to have a mastery of the vocabulary and grammar introduced in Chinese I and II.

Chinese Level 4

Open to: All students
Prerequisite: Chinese 3
Length: Year-long

This class focuses on deepening and enriching the basic skills learned in Chinese 1, 2, and 3. Students will develop their conversational skills, as well as reading and writing. Their knowledge of grammar and idiomatic usage will be refined. Fictional and cultural readings will supplement the main textbook used in the class.

Chinese CIS 1 (College in the Schools)

Open to: Students who demonstrate potential for university level studies and have maintained an average grade of B or above in Chinese 1 and 2 studies
Prerequisite: Chinese 2 or teacher permission
Length: Year-long

This is the first semester of a two semester sequence in first-year modern Standard Chinese at college level. This course introduces elementary Mandarin pronunciation, grammar, and orthography (in both Pinyin and traditional characters) to students who have successfully completed Chinese 1 & 2 courses at South or equivalent courses elsewhere. This class consists of five hours of instructions per week, plus written work, listening assignments, quizzes, and on-line drills. As this is a combined class with Chinese 3, you will be asked to attend some mandatory after-school training sessions (3:00 – 4:30 pm). Class work aside, students are expected to spend four to six hours per week in private study. Please note that pre-class preparation is critical in this course. Before each lecture, students are required to listen to the CD of the text which is supposed to be taught that day three times. For more information, please check out the class website at: http://south.mpls.k12.mn.us/Chinese_3_CIS_1011.html.

Chinese CIS 2 (College in the Schools)

Open to:	Students who demonstrate potential for university level studies and have maintained an average grade of B or above in CIS Chinese 1
Prerequisite:	CIS Chinese 1
Length:	Year-long

This is the second semester of a two-semester sequence in first-year modern Standard Chinese at college level. This course introduces elementary Mandarin pronunciation, grammar, and orthography (in both Pinyin and traditional characters) to students who have successfully completed CIS 1 course at South. This class consists of five hours of instructions per week, plus written work, listening assignments, quizzes, and on-line drills. As this is a combined class with Chinese 4, you may be asked to attend some mandatory after-school training sessions (3:00 – 4:30 pm). Class work aside, students are expected to spend four to six hours per week in private study. Please note that pre-class preparation is critical in this course. Before each lecture, students are required to listen to the CD of the text which is supposed to be taught that day three times. For more information, please check out the class website at: http://south.mpls.k12.mn.us/Chinese_4_CIS_1012.html.

Dakota Level 1

Open to:	All students
Length:	Year-long

Students are introduced to the basic structure of the target language within familiar and cultural contexts as they understand and speak the language through guided practice in real-world situations. The students begin to develop communicative skills-listening, speaking, reading, and writing - in the language and explore cultural and social practices of the target culture(s) and their own. The students develop language-learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

Dakota Level 2

Open to:	All students
Prerequisite:	Dakota 1 or teacher permission
Length:	Year-long

Students broaden their foundation of the target language within familiar and cultural contexts as they understand and speak the language through guided practice in real-world situations. The students keep developing communicative skills - listening, speaking, reading, and writing – in the language to explore cultural and social practices of the target culture(s) and their own. The students continue to develop language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

French Level 1

Open to:	All students
Length:	Year-long

In this course students will begin to internalize the basic structures of the language (vocabulary, syntax, and idioms) so that they will be able to read, write, speak, listen to and understand French on their own for some everyday purposes. Students will gain an appreciation for the people of the many cultures who speak French around the world. Class activities include: speaking, reading, writing, storytelling, movement, movies and listening to music.

French Level 2

Open to:	All students
Prerequisite:	At least two (2) years of middle school French, high school French 1 or teacher permission
Length:	Year-long

In French 2, you will continue to improve your French skills, including your ability to comprehend and speak French. You will improve your reading and writing skills through the use of materials that reflect French-speaking cultures. You will increase your understanding of French-speaking cultures, explore the connection between language and cultures, and develop an awareness of other people's world views. You will develop and practice strategies for learning French. You will refine your reading, speaking and writing skills.

French Level 3

Open to:	All students
Prerequisite:	High school French 2 or teacher permission
Length:	Year-long

In this course, students complete their introduction to the structure of basic French. Speaking and writing activities reinforce and expand their use of the language. Students progress from simple conversations to discussion and personal expression on various topics. Readings include short stories and novels while cultural subjects include French art, geography, regions of the French-speaking world and travel-related topics. Students will take the AAPPL proficiency test in the spring.

French CIS 1 (College in the Schools) (4th year)

Open to:	All students meeting the prerequisites
Prerequisite:	French 3 with a grade of C or higher or teacher permission
Length:	Year-long

In this course, you'll continue learning to communicate in the French-speaking world while exploring cultural conceptions of urban and rural environments, the connections between multilingualism and multiculturalism, what it means to promote linguistic pride, and what social causes are important in French-speaking cultures and your own. Through this course, you will continue to expand your ability to interact in a multilingual, multicultural world by developing your identity as an effective multilingual communicator, a cross-cultural navigator, a critical and analytical thinker, and a life-long learner. You will build these skills by interacting in French with your peers in class and engaging with texts created by and for French speakers. To conclude each unit, you'll use your French skills in a project that simulates a real-world task. Throughout your learning journey, you'll continually reflect on your successes, challenges, and progress. Upon successful completion of this course, you will earn 5 semester credits at the University of Minnesota. You will take the STAMP proficiency test in the spring.

Ojibwe Level 1

Open to:	All students
Length:	Year-long

The Ojibwe Language and Culture go hand and hand; without the Language there is no Culture, as quoted by many knowledgeable Elders in Ojibwe communities, which span Minnesota, Wisconsin, Michigan, and Canada. In this course beginning students learn about the Ojibwe people, traditions, culture, and language. The students will learn about the seasons, Fall, Winter, Spring, and Summer. The students will learn the basic Ojibwe vocabulary necessary for speaking and understanding the Ojibwe Language.

Ojibwe Level 2

Open to: All students
Prerequisite: Ojibwe Culture, Language 1
Length: Year-long

This course is designed so that a greater emphasis is placed on understanding the Ojibwe language, culture, and tradition, which includes language structure and grammar, additional verb tenses, vocabulary building, and increased reading and listening. Oral practice continues in promoting usage of the Ojibwe language.

Ojibwe Level 3

Open to: All students
Prerequisite: Ojibwe Culture, Language 2
Length: Year-long

This level allows the student to continue with his/her Ojibwe culture, traditions, and language studies. The student becomes more fluent in the Ojibwe language and more knowledgeable about the Ojibwe People's history, culture, and language.

Somali for Somali Speakers Level 1

Open to: All students
Prerequisite: Native Speaker of Somali
Length: Year-long

This course is an introduction to the Somali language and cultures of the Somali-speaking people. Students will learn everyday conversational Somali as well as learning how to read and write in the language. Culture and language studies will be integrated by using stories, music, traditions, and the study of well-known people and places in the Somali world.

Somali for Somali Speakers Level 2

Open to: All Students who meet the prerequisite
Prerequisite: Heritage Language Somali 1
Length: Year-long

This course is to learn how to understand, speak, read and write the Somali language as it is used in everyday situations. Special emphasis is given to expanding upon students' background knowledge of the language and developing literacy skills. The study of Somali culture from local and global perspectives is integrated into the language learning experience.

Spanish Level 1

Open to: All students
Length: Year-long

Beginning Spanish emphasizes the practice of frequently used patterns in the present tense. Topics covered include greetings, time, dates, expressing likes/dislikes, food, places, clothing, classes, physical and personality descriptions, hobbies, and relations with family and friends. Students learn to understand spoken and written Spanish in a variety of situations and to speak and write appropriate to their level. Also, students will be exposed to traditions, customs and trends in the Spanish-speaking world.

Spanish Level 2

Open to:	All students
Prerequisite:	At least two (2) years of middle school Spanish, high school Spanish 1 or teacher permission
Length:	Year-long

Students will continue to build on themes, structures, vocabulary and skills learned in Spanish 1 and begin to use the past tense. Students will learn strategies to communicate effectively and improve their reading, writing, listening and speaking skills. Students will learn grammatical structures as well as the topics and themes being studied. Students will increase their understanding of Spanish and Spanish-speaking cultures. A greater emphasis will be placed on conversational skills as well as increased reading and writing skills.

Spanish Level 3

Open to:	All students
Prerequisite:	High School Spanish 2 or teacher permission
Length:	Year-long

Students continue to develop their oral communication skills for a variety of contexts and purposes, both personal and academic, while increasing their knowledge about the linguistic and cultural diversity of the Spanish-speaking world. Activities include reading short stories and novels, making videos and art projects, and completing a writing portfolio. This course requires the ability to work independently and to actively participate in groups. Students will take the AAPPL exam Form A in the spring.

Spanish Level 4

Open to:	All students
Prerequisite:	High School Spanish 3 or teacher permission
Length:	Year-long

Students continue to develop their oral communication skills for a variety of contexts and purposes, both personal and academic, while increasing their knowledge about the linguistic and cultural diversity of the Spanish speaking world. Students will continue to develop reading skills through the study of authentic texts. Students will continue to develop their speaking, listening and writing skills through a variety of assignments and class discussions in Spanish. These activities are designed to encourage students to reflect upon, interpret, and react to social and economic issues and current events. This course uses a college level text and is the prerequisite for Level 5 AP Spanish. Students will take the AAPPL exam Form B in the spring.

AP Spanish Level 5

Open to:	10th through 12th grade students who meet the prerequisites. NOT Open to 9 th graders.
Prerequisite:	Spanish 4 (or equivalent) with a grade of B or higher and AP teacher approval
Length:	Year-long

In this college –level course, students continue to develop communication skills through units on the arts and sciences, health, literature and current events. This class combines conversation, class discussion, and review of complex grammar in order to develop a more complete understanding of the Spanish language and the Spanish-speaking world. Special emphasis is placed on real-life communication for a variety of purposes and contexts. This course prepares students to earn college credit by examination and follows the AP syllabus from the College Board. It requires a high degree of academic maturity and individual initiative. It is not open to 9th graders. Students have the option of taking the AAPPL exam Form B in the spring if they did not take it in Spanish 4.

Spanish For Spanish Speaker Level 1

Open to:	All students meeting the prerequisites
Prerequisite:	Spanish Heritage 1 is designed for students whose home environment is Latine and wish to Learn more about their culture and the Spanish language. Students need to have some Spanish language skills.
Length:	Year-long

Students will explore different aspects of the culture while they develop and increase the four Spanish linguistic skills: reading, writing, listening, and speaking. Students will participate in a diverse number of activities that involve reading authentic literature, writing stories, speaking about cultural issues, listening to Spanish presenters and participating in class discussions. Students will also participate in hands-on projects to develop literacy skills and engage in concepts that are culturally affirming. Areas of study may include language variation, understanding individual worth, foods around Latin America, discovering who they are, the Indigenous people of Latin America and economics.

Spanish For Spanish Speaker Level 2

Open to:	All students meeting the prerequisite
Prerequisite:	Spanish Heritage 2 is designed for students whose home environment is Latine and wish to Refine their Spanish language. In this course students will define their ability to read and write in Spanish. Completion of Spanish Heritage 1 or equivalent is required.
Length:	Year-long

Students will practice various aspects of writing in Spanish, including spelling, punctuation, accent marks, etc. They will organize ideas in writing and in communicating; develop academic language in Spanish; connect abilities in Spanish to other classes such as English Language Arts, Social Studies and Theater; and discuss and write in depth about topics pertinent to the Spanish-speaking world. Areas of study in this course may include Language Variation in Latine countries, Latinos linguistic rights, Influential Latino and Hispanic Figures, Latin American Myths and Legends, and how the Americas and Spain are united in identity.