



LAKE OF THE WOODS
School

**Course Registration Handbook
&
Curriculum Guide
2018-2019**

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VOCATIONAL OPPORTUNITIES ANNUAL NOTIFICATION

Lake of the Woods School District offers a variety of vocational opportunities through the Business Education, Industrial Technology and Family and Consumer Science Departments. The purpose of this notice is to inform students, parents, employees and the general public that these opportunities are offered regardless of race, color, national origin, sex or disability. Admission in the specific courses is determined by grade level, and in some cases, completion of prerequisite courses. The district has designated the following individuals to coordinate compliance with Section 504 of the Rehabilitation Act of 1973 and Title IX of the Education Amendments Act of 1972.

Section 504 Coordinator:

Name: Jeff Nelson (Superintendent)

Office Address: District Office

Office Phone Number: 218-634-2510 ext. 1508

Email Address: jeff_n@lakeofthewoodsschool.org

Alternate Section 504 Coordinator:

Name: Brian Novak (HS Principal)

Office Address: High School Office

Office Phone Number: 218-634-2510 ext. 1420

Email Address: brian_n@lakeofthewoodsschool.org

Title IX Coordinator: Name:

Chad Hazelton (Dean of Students)

Office Address: High School Office

Office Phone Number: 218-634-2510 ext. 1515

Email Address: chad_h@lakeofthewoodsschool.org

Alternate Title IX Coordinator:

Name: Brian Novak (HS Principal)

Office Address: High School Office

Office Phone Number: 218-634-2510 ext. 1420

Email Address: brian_n@lakeofthewoodsschool.org

Lake of the Woods School does not discriminate on the basis of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies: Jeff Nelson, Superintendent, 504 Coordinator, Brian Novak, HS Principal, Alternate 504 Coordinator

STUDENT EDUCATIONAL OPTIONS

Students in greater numbers are taking advantage of the opportunity to choose where they attend school. Minnesota was the first state in the nation to offer parents and learners a chance to seek the public school that best fits the needs and interests of the individual.

Choosing a school is a critical decision to make. It requires doing some homework. Ask yourself these questions: What do I want from a school? Under what conditions does my child learn best? Then talk with others, ask for information from your district and other districts, call and visit schools, and ask questions that are important to you for your child's education. A pamphlet, "How to Pick Your Child's School," is available to help you make your selection. Ask someone in your local school office or call the Enrollment Options Hotline: 1-800-657-3990 (Greater Minnesota).

The following enrollment options programs are available to learners in Minnesota.

POSTSECONDARY ENROLLMENT OPTIONS (PSEO) allows qualifying students to attend, a technical college, a community college, a private, liberal college or university, or any of the state universities for high school credit – either full or part-time at no cost to the student. Access to PSEO for 9th and 10th grade students is limited to college in the schools (see OCHS below), and only when more students are needed to offer a course after 11th and 12th grade students have applied. The PSEO is designed to promote rigorous educational pursuits and to provide a wide variety of options for students. Students may also participate in PSEO while attending school at Lake of the Woods High School through correspondence course work or by attending an evening and/or Saturday community education class that qualifies for college credit. For additional information pertaining to qualifications, high school graduation requirements, and how to apply see the assistant to the administrator. You may also contact the Post-Secondary Enrollments Options Program at (612) 296-4900 or the toll-free Enrollment Options Hotline at 1-800-652-9747. Students who elect to enroll in a college credit correspondence course under the PSEO program may have a reduction in the number of courses they are enrolled in at Lake of the Woods. Credits will be awarded on the following basis: 1 college semester credit equals 0.75 high school credits. All grades earned under the PSEO program will be included in the student's grade point average. Seniors must complete all correspondence courses by May to have those grades included in the final GPA. Credits will count towards graduation if an official college transcript is received by the Wednesday before graduation.

Online college in the High School (OCHS) allows students to take college-level courses through participating Minnesota Colleges and Universities. The courses are delivered to participating students through a computer. Internet access is required, PC computer format is preferred. Courses are delivered through the Desire2Learn (D2L) course management system and are in an asynchronous format. Successful online students typically are self-motivated, responsible, comfortable adhering to faculty-driven deadlines, committed to spending time outside of school on their online courses, interested in using technology as a learning tool, and able to manage their time effectively to meet the pace and expectations associated with a college-level course. In order to be successful in their Online College in the High School courses, students need to understand that they must devote adequate study/course work time outside of their high school day. Eligibility requirements include a GPA of 3.25 or higher, class rank in the upper third, minimum Accuplacer test score in Reading of 78 and an Elementary Algebra score of 85, or ACT sub scores of 21 in Reading and 22 in Algebra.

***Students who wish to drop or withdraw from an OCHS course must meet the OCHS institution's and Lake of the**

Woods School district's procedures, policies, and deadlines.

Online learning (OLL) is a means for schools/districts to provide students an opportunity to participate in classes that will not fit in their current educational plan. Because online learning represents a nontraditional learning experience, there are certain expectations for students enrolling in these courses.

Students who have a high probability of success in an online learning environment generally display the following characteristics:

1. Student is self-motivated and exhibits characteristics of maturity.
2. Student possesses reading and writing skills at or above the student's current grade level.
3. Student is willing to ask the teacher for help.
4. Student exhibits organizational and time-management skills.
5. Student is comfortable with the technology required by the course.
6. Student expectations of online learning courses are realistic.

In considering whether or not to take an online course, the student should consider each of these characteristics. If the student does not meet the majority of them, it may be best to take a different type of course. If the student does not meet several of the characteristics, he/she still may be successful at online learning but may experience some difficulties. Please consider this carefully so the student will have the best chance for success.

Online courses are available in the following disciplines: mathematics, science, English, business, computers and technology, foreign language, social studies, career planning, study skills, advanced placement, and post secondary classes. **A student applying to an on-line learning provider must have written consent of a parent or guardian (if under 18 years of age). See the high school guidance coordinator for more information about online learning.**

****2018-2019 Enrollment Deadlines for OLL, OCHS, and PSEO****

- **March 23rd, 2017 parent/guardian permission form due for courses and/or programs beginning Fall Semester, 2018**
- **April 5th, 2017 Notice of Student Registration forms due for courses and/or programs beginning Fall Semester, 2018**
- **January 16th, 2018 parent/guardian permission form and Notice of Student Registrations forms due for courses and/or programs beginning Spring Semester, 2018**

OPEN ENROLLMENT permits kindergarten through twelfth grade students to apply to attend a school outside the district in which they live. Accepted students must agree to attend the new district for one full year. School districts with desegregation plans require that applications be sent to the home district first for approval to leave, before it is sent on to the nonresident district. Applications into or out of Duluth, Minneapolis, or St. Paul may be made at anytime and enrollment may begin at anytime. Students transferring into a school district under open enrollment may not be immediately eligible for extracurricular activities. Please contact the athletic director or principal before attempting to transfer.

THE HIGH SCHOOL GRADUATION INCENTIVES program is designed to encourage learners who are having difficulty in school or who have dropped out of school to complete their high school credits in alternative settings. Qualifying students may attend another traditional high school inside or outside their district, an Area Learning Center, an alternative school or program, or a nonpublic, nonsectarian school which has been contracted by a district to provide educational services.

DIPLOMA OPPORTUNITIES FOR ADULTS encourages individuals ages 21 or older that have not completed high school to return to get their diplomas. Qualifying persons have up to two years of free state aid to finish their requirements. Many of the same programs available under High School Graduation Incentives are available to adults.

AREA LEARNING CENTERS provide year-round, nontraditional education toward a high school diploma for students 12 years of age through adult on a full- or part- time basis. Students develop, with an instructor; learning plans which best fit their course needs and learning style. Credits for completed courses taken through the Area Learning Centers will be recorded on the student's transcript.

PUBLIC AND PRIVATE ALTERNATIVE PROGRAMS personalize the education of learners at risk of not completing high school. Classes are taught using nontraditional methods and allow for flexible scheduling. These programs operate during the school day and year.

EDUCATION PROGRAMS FOR MINOR PARENTS AND PREGNANT MINORS are designed to ensure that teens who are parents or pregnant complete their high school education. When requested, educational programs which fit the needs of the individual must be made available by the school district, along with any necessary supportive services.

Transportation costs will be reimbursed for qualifying low-income families whose children are participating in Open Enrollment and Postsecondary Enrollment Options.

For more information about these enrollment options programs visit your school or district office. You may contact Lake of the Woods School at 634-2510, or call Enrollment Options Hotline, in Greater Minnesota, 1-800-657-3990. From: Minnesota Choice Programs, published by Minnesota Department of Education.

Minimum Recommendations for College Preparation

(Grades 9 through 12)

Listed in Number of Years

What is your goal?

Vocation Technical	Community College	Traditional 4 Year College	Traditional 4 Year College	Traditional 4 Year College	Selective 4 Year College
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Example

Century, Dunwoody, St. Paul	Century, Anoka- Ramsey	Minnesota State Universities	University Of Minnesota	University of Wisconsin System	Harvard, Carleton
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English --- Including composition and literature

4	4	4	4	4	4
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Math --- Including Algebra, Geometry, and Advanced Algebra

3	3	3	3-4	3-4	4
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Science --- Including Biological and Physical Science with Lab experience

2.5	2.5	3	3-4	3-4	4
-----	-----	---	-----	-----	---

Social Studies --- Including U.S. History and Geography

3	3	3	3-4	3-4	4
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World Language

Desirable	Desirable	2	2 min.	2 min.	3-4
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The Arts/World Culture

0.5	0.5	1	1	Varies	1
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Note:

- While the above is a good guideline, it is recommended that specific college bulletins or websites be consulted for exact admissions requirements.
- Colleges consider the rigor of high school course loads when making admission decisions. “More is better” in all academic subject areas!

GRADUATION REQUIREMENTS

Lake of the Woods High School prides itself with the reputation of being a strong academic institution. School is for learning. A student has the privilege of leaving Lake of the Woods School with a diploma that marks the successful completion of a course of study, the passing of tests and the achievement of standards.

All graduates of Lake of the Woods School will demonstrate successful passing of the Minnesota Comprehensive Assessments (MCA’s) in the areas of reading, writing, and mathematics. Lake of the Woods operates under a semester system and credits will be awarded on a semester basis. Under the semester system, students will receive ½ credit per class per semester and need a minimum total of 24 credits to graduate. ***Beginning with the class of 2015 and beyond, will be required to take Chemistry as part of Minnesota’s requirement for graduation.***

The course of study listed below as established by Lake of the Woods School is required for all 9-12 students prior to earning a diploma. A student must carry at least six courses each semester unless approved by high school principal and/or assistant administrator. Students taking three or more advanced placement course may schedule a second study hall during the semester in which they are enrolled in those courses.

Participation in the Graduation Ceremony

In order to be eligible to participate in the graduation ceremony, students must have met all credit, test, and behavioral requirements of the State of Minnesota and Lake of the Woods Public School. All credits must be on file with the assistant administrator by the Wednesday before the graduation ceremony. This includes credits from Lake of the Woods, PSEO, and distance learning courses.

	NINTH GRADE	
<u>First Semester</u>	<u>Second Semester</u>	<u>Electives</u>
English 9	English 9	<i>Intro to Art I & II</i>
Physical Science	Physical Science	<i>Basic Wood Tech.</i>
Algebra I	Algebra I	<i>Band,</i>
American History II	American History II	<i>Choir</i>
Physical Education	Physical Education	<i>Spanish I</i>
Electives:	Electives:	
1. _____	1. _____	
2. _____	2. _____	

TENTH GRADE		
<u>First Semester</u>	<u>Second Semester</u>	<u>Electives</u>
English 10 Biology Geographic World History Careers or Health Geometry or Algebra II Electives: 1. _____ 2. _____	English 10 Biology Geographic World History Careers or Health Geometry or Algebra II Electives: 1. _____ 2. _____	<u>Math Choices:</u> Algebra II, and Geometry <u>Electives:</u> Intro to Art I & II, 2D Art, 3D Art Band, Choir, Yearbook Journalism Basic and Adv. Wood Tech., Intro. to Engineering Design Spanish I & II Digital Electronics, Intro. To Business Concepts Lifetime Sports & Fitness

ELEVENTH GRADE		
<u>First Semester</u>	<u>Second Semester</u>	<u>Electives</u>
English (pick at least one / Eng. Lit.11-12 Eng. Comp. 11-12, Comp 1011 (CITS) Economics Math Science Electives: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	English (pick at least one / Eng. Lit.11-12 Eng. Comp. 11-12, Lit 1005 (CITS) Economics Math Science Electives: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	<u>English Choices:</u> English 11, CITS 1/CITS 2 <u>Math Choices:</u> Algebra II, Pre Calculus <u>Social Studies Choices:</u> AP Government, Applied Government <u>Science Choices:</u> Conceptual Physics, AP Physics, Chemistry <u>Electives:</u> Intro to Art I & II, 2D Art, 3D Art, Advanced Art Band, Choir, Yearbook Journalism Basic & Adv. Wood Tech., Intro. To Engineering Design Spanish I, II, & III, Psychology, Intro. to Business Concepts, Digital Electronics, Lifetime Sports & Fitness *11th graders must take Conceptual Physics or Chemistry their Junior or

TWELVTH GRADE		
<u>First Semester</u>	<u>Second Semester</u>	<u>Electives</u>
English (<i>pick at least one .</i> Eng. Lit. 11-12, Eng. Comp. 11-12, Comp 1013 (CITS))	English (<i>pick at least one .</i> Eng. Lit. 11-12, Eng. Comp. 11-12, Lit 1016 (CITS))	<u>English Choices</u> : English 12, CITS 1/ CITS 2
Applied Government or AP Government	Applied Government or AP Government	<u>Math Choices</u> : Calculus, Pre Calculus
Electives:	Electives:	<u>Social Studies Choices</u> : AP Government, Applied Government
1. _____	1. _____	<u>Electives</u> : Intro to Art I & II, 2D Art, 3D Art, Advanced Art
2. _____	2. _____	Band, Choir, Yearbook, Journalism, Basic & Adv. Wood Tech., Intro. to Engineering Design, Psychology,
3. _____	3. _____	Spanish I, II & III
4. _____	4. _____	Intro. to Business Concepts, Digital Electronics,
5. _____	5. _____	Chemistry, AP Physics, Conceptual Physics
		Lifetime Sports & Fitness
		*Seniors must take Conceptual Physics or Chemistry their Junior or

**Lake of the Woods High School
2018-2019 School Year
Course List and Course ID Numbers**

Course Title (grade level)	Semester 1 Course ID #	Semester 2 Course ID #
Introduction to Art I & II (9-12)	1353	1354
2-D Art (9-12)	0009	1073
3-D Art (9-12)	0006	1075
Advanced Art (11-12)	1300	1301
Digital Electronics (11-12) offered in 18/19 (Offered on alternate years opposite ACE)	4000	4001
Introduction to Business Concepts (10-12) New Class (replaced Accounting and AVTech)	0033	0034
English 9	0049	1130
English 10	0029	1120
English 11	0030	1122
English 12	0031	1124
Composition 1011 & Literature 1005 (CITS) (11-12)	3044	3043
Composition 1013 & Literature 1016 (CITS) (12)	3048	3049
Yearbook Journalism (10-12)	0046	1242
Yearbook Journalism (11-12) <i>Independent Study</i>	1342	1343
Careers 10 (<i>Semester 1 or 2 opposite Health 10</i>)	0045	0045
Basic Wood Technology (9-12)	0135	1236
Advanced Wood Technology (10-12)	0221	1238

Introduction to Engineering and Design (IED) (10-12)	0130	1357
Architecture & Civil Engineering "ACE" (10-12) offered 19/20 (Offered on alternate years opposite Digital Electronics)	3050	3051
Carpentry I (11-12) 1st Semester	1355	
Carpentry II (11-12) 2nd Semester		1356
Personal Finance/Consumer Algebra (11-12)	0204	1109
Algebra I (9) in 18/19, placed in appropriate class by math dept.	0080	1249
Geometry (10) in 18/19, placed in appropriate class by math dept.	0077	1144
Algebra II (11) in 18/19, placed in appropriate class by math dept.	0076	1247
Pre-Calculus (CITS) (11-12) 1st year College Math	3078	3079
Elementary Statistics / Calculus (12) 2nd year College Math	3080	3081
Applied Algebra II (9-12)	0081	0088
Band (9-12)	0090	1089
Choir (9-12)	0950	1107
Physical Education (9)	0206	0961
Lifetime Sports and Fitness (10-12)	4040	4041
Study Halls	0227	1227
Health 10 (<i>Semester 1 or 2 opposite Careers</i>)	0097	0097
P.O.E. Physical Science (9)	0114	1179
Biology (10)	0107	1091
Advanced Placement Physics (11-12) (Offered on alternate years opposite Anatomy and Physiology)	0113	1181
Conceptual Physics (11-12)	0016	0017
Chemistry (11-12)	0109	1097
Anatomy & Physiology (11-12) offered in 19/20 (Offered on alternate years opposite Physics)	0111	1349
American History II (9)	0117	1067
Geographic World History (10)	0119	1140
Applied Government (12)	0118	1251
Advanced Placement Government (12)	0229	1071
Psychology (11-12)	0201	1185
Economics (11)	0116	1118
Spanish I (9-12)	3060	3061
Spanish II (10-12)	3062	3063
Spanish III (11-12)	3066	3067
Welding Technology Certificate (online)(11th to begin)	4003	4004

Registering for class on Synergy

Course registration at Lake of the Woods is completed on-line through the district's Synergy program. Each grade level will receive direct instruction in completing the computer-based registration. This instruction will take place each spring and will be scheduled during the school day. Students are expected to have their accounts activated in Synergy prior to their class registration session.

Students will need to verify their access to their account by doing the following:

1. Go to <http://www.lakeofthewoodsschool.org> click on "Synergy" and select "student experience." Login using your username and password.
2. If you have forgotten your username, please see Mr. Novak or Mrs. Laine. Passwords will be emailed to student Google accounts.

COURSE DESCRIPTIONS

ART

Introduction to Art

Prerequisite: None

Level: Grade 9-12

Semester 1 or 2: 0.5 Credit

*Class-size limit: 20 *

Semester 1: Course ID # 1353

Semester 2: Course ID # 1354

Each of these classes is one semester long. Intro to Art I is offered in the fall and Intro to Art II is offered in the spring. There are no pre-requisite requirements and students may register for both semesters or one semester.

Both of these studio art classes will focus on giving student's exposure to many different 2 dimensional and 3 dimensional art media and techniques. Students will work on basic drawing and painting skills and will create original artwork in pencil, pastel, pen and Ink, scratchboard, tempera paint, water color, acrylic paint, clay, wood, and plaster as well as printmaking techniques, mosaics, and crafts from other cultures. No previous art experience is necessary to succeed in this class.

2-D Art- Drawing and Painting and Design

Level: Grade 9 - 12

Prerequisite: None (Intro. to Art is helpful but not required)

Full Year: 1 Credit

*Class-size limit: 20 *

Semester 1: Course ID # 0009

Semester 2: Course ID # 1073

Art 2-D students will build on skills that they have previously developed in the Arts. While using a variety of media (pencil, charcoal, ink, watercolor, pastel, acrylic, tempera, oil paint) students will design and make original drawings and paintings. They will work on making strong compositions and will know how to use the elements of art and principles of design in the creation of their own original drawings and paintings. Cartoon Animation, Interior Design, Graphic Design, Fashion Design, and Illustration will also be introduced.

The focus is primarily on using different drawing and painting media and sharpening drawing and painting skills. The students will paint with acrylics and watercolors. Different techniques of painting will be explored. Self expression and

the production of creative original artwork will be encouraged.

3-D Art – Sculpture, Ceramics, and Crafts

Prerequisite: None (Intro. to Art is helpful but not required)

Level: Grade 9-12

Full Year: 1 Credit

Class-size limit: 20

Semester 1: Course ID # 0006

Semester 2: Course ID # 1075

Art 3-D is the study of ceramics, sculpture and crafts. Students use clay to design and make both hand built and wheel thrown projects. Techniques of surface texturing and glazing decorations are used to complete the pottery and clay sculptures.

Additionally, students work with plaster, clay, wood, sandstone, soapstone, wire, sculpt a mold, paper and found objects to create their original sculptures. The emphasis of this class is on design and the use of a variety of materials to create original sculptures. They also design and make original crafts from a variety of materials and techniques from different cultures. Students may make coil or reed baskets, hooked or punched rugs, create bead work and enameled jewelry, make handmade paper collages, and learn printmaking techniques. Students will have a chance to do currently popular crafts.

Advanced Art

Prerequisite: Intro. To Art, 3d and 2-D Art

Level: Grade 11-12

Full Year: 1 credit

Semester 1: Course ID # 1410

Semester 2: Course ID # 1411

Must have signed permission slip from Mrs. Storbeck (see permission forms at end of this booklet)

Advanced art students will be accepted on an individual basis. Students must have taken the pre-requisite classes, passed them with an "A", and have a signed permission slip from Mrs. Storbeck. Advanced classes are for students who are self-directed and have a strong artistic drive. Students will refine skills learned in the previous classes by selecting, planning, and implementing projects that are approved and guided by Mrs. Storbeck.

BUSINESS EDUCATION

Introduction to Business Concepts

Prerequisite: None

Level: Grade 10-12

Full Year: 1 Credit

Semester 1: Course ID #0033

Semester 2: Course ID #0034

The course will cover basic business practices including, but not limited to, business structures, franchising, business accounting, marketing concepts, financing, e-commerce, advertising concepts, logistics, business careers, business presentations, and business computer applications.

Careers

Prerequisite: None

Level: Grade 10

Semester 1 or 2: 0.5 Credit

Semester 1: Course ID # 0045

Semester 2: Course ID # 1348

Learn how interests, skills, and strengths identify a career pathway. Using Minnesota Career Information System and ISEEK, you will identify post secondary career choices, research scholarships and financial aid, and navigate through industry and military career options for the "What do I Want?" unit. The "How Do I Get It?" unit includes an interactive living on your own media program; personal finance strategies, with a checkbook practice packet, and current best selling finance book resources. Cooperative, independent, and interactive activities fill the "Who Am I?" unit.

A one-day job shadow, with parent permission, is required, and there are opportunities for community service projects. Using SMART Goals, students learn a decision-making process to prepare for flexibility during lifelong career changes.

Personal Finance/Consumer Algebra

Prerequisite: None

Level: Grade 10-12

Full Year 1 Credit

Semester 1: Course ID # 0204-15

Semester 2: Course ID # Course ID # 1109-25

Personal Finance/Consumer Algebra is a yearlong course that teaches students how to use math skills to figure out everyday problems that occur in their daily lives including but not limited to: investing for retirement, figuring the cost of running a vehicle, figuring out insurance costs, calculating state and federal income taxes, planning a family budget, etc. This class is one(1) math credit that is counted toward graduation.

ENGLISH

English courses include student choices of English Composition 11-12, Advanced Placement English Language and Composition, English Literature 11-12, and Advanced Placement English Literature and Composition. Juniors and seniors will register for these classes together and so will have some choice in their final two years of English. Students may register for the classes in any order, with English Composition 11-12 or AP Language and Comp. recommended for the junior year, and English Literature 11-12 or AP Literature and Comp. for the senior year. Teacher recommendations for individual students will still be part of the registration process.

English 9

Prerequisite: None

Level: Grade 9

Full Year: 1 Credit

Semester 1: Course ID # 0049

Semester 2: Course ID # 1130

This year long course is required for graduation. Throughout the year students will write several different types of papers using the "writing process" to improve their writing style and effectiveness. As they edit their papers, we will review rules of grammar, punctuation, and usage. The study of world literature (novels, poetry, short stories, and drama) will also be a large part of this course. They will be introduced to a Shakespearean drama, getting the chance to read, interpret, and act while we study the play. Students will also improve their communication skills through group work, speeches, presentations, acting, and/or oral interpretation of prose and poetry.

English 10

Prerequisite: English 9

Level: Grade 10

Full Year: 1 Credit

Semester 1: Course ID # 0029

Semester 2: Course ID # 1120

English 10 has standards of learning in reading, speech, and writing, all integrated in the classroom. Tenth graders will read and critique selected literary works (nonfiction, short stories, novel, poetry, drama) from a variety of eras and cultures. Attention will be given to speech activities. The students will critique the writing of peers, using analysis to improve their writing skills. Students will do a complete MLA research paper. Student learning is enhanced through the use of computer technology.

English 11

Prerequisite: English 10

Level: Grade 11 (recommended for junior year)

Full Year: 1 Credit

Semester 1: Course ID #0030

Semester 2: Course ID #1122

This class will focus on developing writing skills for a variety of academic purposes, including informative, narrative, analytical, and persuasive writings. Related readings will mainly be nonfiction. Students will analyze contemporary issues from various perspectives, resulting in research, panel discussions, and a briefing notebook project. Reading and writing competencies will be strengthened with logical analysis of nonfiction materials throughout the course

English 12

Prerequisite: English 11

Level: Grade 12 (recommended for senior year)

Full Year: 1 Credit

Semester 1: Course ID # 0031

Semester 2: Course ID #1124

Reading a variety of American and British literature, including poetry, short stories, drama, and novels will form the basis of this course. Student writing will involve literary analysis with related creative writing opportunities. The mechanics of writing will be taught as part of the writing process approach. Communication and public speaking skills will be developed through small group work and class presentations

Student Qualifications COLLEGE IN THE SCHOOLS UM-Crookston

In order for a high school student to register for UMC course credit the student must:

- be a Minnesota resident
- have achieved junior status in the high school
- have a grade point average of 3.0 or higher at their High School to enter the program initially

****College in the High School students must maintain a minimum UMC G.P.A of 2.0 each term to continue enrollment at UMC.**

The participating High School will confirm that the student has met the above requirements prior to admission and registration in the CIHS program.

Comp 1011 and Lit 1005 are semester long courses; students will earn SIX college credits in English from the **University of Minnesota-Crookston**. These courses will be conducted with college-level rigor and high expectations. These credits will be accepted at most public colleges in the state of Minnesota as well as the University of North Dakota and North Dakota State University. If attending a private university, students may need to provide that institution with the course syllabus in order for the class credit to be accepted. The plan for College in the Schools is to provide students the

opportunity to receive 12 credits in college-level English over the course of two years. For the 2015-16 school year, Comp I/Lit 1005 will be offered for a total of 6 credits. For the 2016-17 school year, seniors who completed and passed Comp I/Lit 1005 in 2015-16 will be able to take an additional 6 college-level credits: Comp II/Engl 2000 Topics in Literature. **Semester 1 Course ID #3044 and Semester 2 Course ID #3043**

Comp 1011 Composition I: (3 credits) College in the Schools (CITS) English partnered with **University of MN-Crookston**

Process of clear, concrete, and convincing writing. Generation and discovery of subjects, revisions, editing. - See more at: <http://www1.crk.umn.edu/cihs/current/courses/index.html#sthash.N2soHlKo.dpuf>

What to Expect from the Course:

Composition I is a course designed to help you understand and practice strategies for effective college-level writing. You can think of the class as a workshop. Research, vocabulary development, critical thinking, and critical reading skills are important for success in college and/or producing effective, professional-quality written work. This course will challenge you to improve your reading and research skills, to develop your vocabulary, and to hone your analytical and argumentation skills. You should expect to work hard. You will be doing a lot of reading and writing.

Comp 1013 Composition II: (3 credits) (Prereq-Comp 1011) Senior Course - 2nd year Semester 1 Course ID #3048 and Semester 2 Course ID #_____ Writing summaries. Writing to synthesize material from several sources. Evaluating readings and other material from several sources. Evaluating readings and other materials. Research writing. - See more at: <http://www1.crk.umn.edu/cihs/current/courses/index.html#sthash.N2soHlKo.dpuf>

English 1005 Introduction to Literature: 3 credits

Major forms of literature from various cultures and historical periods. Developing an informed, personal response to literature and interpretive skills required for an appreciation of literature - See more at: <http://www1.crk.umn.edu/cihs/current/courses/index.html#sthash.N2soHlKo.dpuf>

English 1016 Readings in American Life: 3 credits Senior Course - 2nd year Semester 1 Course ID #_____ and Semester 2 Course ID #3049

American literature from Puritans to present. Developing an informed, personal response to that literature. Major concerns of American writers in different eras. Introduction to interpretative skills required for an appreciation of literature. - See more at: <http://www1.crk.umn.edu/cihs/current/courses/index.html#sthash.N2soHlKo.dpuf>

Yearbook Journalism

Prerequisite: None

Level: Grade 10-12

Full Year: 1 Credit

Semester 1: Course ID # 0046

Semester 2: Course ID # 1242

Yearbook Journalism provides hands-on experience in yearbook production including digital photography, page layout and design, theme development, reporting, graphic design, and marketing. Students learn to use Adobe InDesign publishing software as they create the yearbook. They'll also develop photography and photo editing skills using digital cameras and Adobe Photoshop. All students contribute to the production of a monthly school newspaper, as they learn to be roving reporters with a nose for news and an eye for the perfect picture. Students can enroll in Yearbook Journalism in 10th, 11th, and 12th grades. Second and third year Journalism students take leadership roles on our staff,

such as editors and bookkeeping as they develop advanced skills in publishing, photo production, editing, and journalism.

INDUSTRIAL TECHNOLOGY

Basic Wood Technology

Prerequisite: None

Level: Grade 9-12

Full Year: 1 Credit

Class Limit: 20 students (combined Basic & Advanced)

Semester 1: Course ID # 0135

Semester 2: Course ID # 1236

The basic wood working class is an opportunity for students to explore wood working techniques that lead to the process of making difficult projects such as cabinets. Students will design and build a project which will teach the basic skills needed for making furniture (e.g. mirror, wall plaque, jewelry box, small cabinets, etc.)

Advanced Wood Technology

Prerequisite: Basic Wood Technology

Level: Grade 10-12

Semester 2: 0.5 Credit

Semester 2: Course ID # 1238

Advanced Wood Technology students must demonstrate the ability to be motivated and self-directed learners. Students will learn to design and construct a small cabinet using appropriate technique and terminology for cabinet making. Students will advance their knowledge and skills in tool use, wood properties, and wood joining techniques.

Carpentry

Prerequisite: None

Level: Grade 11-12

Semester 1: 0.5 Credit

Semester 2: 0.5 Credit

Semester 1: Course ID # 1355

Semester 2: Course ID # 1356

Students will learn the basics of residential carpentry. Students will learn each skill through classroom instruction and hands-on activities

New Course Launching in Fall 2016

Level: Grade 11-12

Full Year: 1 credit

Advanced Placement Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career.

360 eTECH High School Program....online program

Welding Technology Course Schedule 2016-2017 8 week courses (student to select 1's & 2's per semester)

Junior Year

Fall 2016.1 CMAE 1502 Technical Math (3 credits)

Fall 2016.1 CMAE 1562 Oxy Fuel Welding (3 credits)

Fall 2016.2 CMAE 1514 Safety Awareness (2 credits)

Fall 2015..... 8 credits

Spring 2017.1 CMAE 1506 Introduction to Computers (2 credits)

Spring 2017.1 CMAE 1570 Metallurgy (1 credit)

Spring 2017.2 CMAE 1526 Maintenance Awareness (2 credits)

Spring 2017.2 CMAE 1560 Interpreting Symbols (2 credits)

Spring 2017..... 7 credits

2016-2017 8 week courses (student to select 1's & 2's per semester)

Senior Year

Fall 2017.1 CMAE 1510 Print Reading (2 credits)

Fall 2017.2 CMAE 1518 Mfg. Processes and Production (2 credits)

Fall 2017.2 CMAE 1564 Shielded Metal Arc Welding (3 credits)

Fall 2016..... 7 credits

Spring 2018.1 CMAE 1566 Gas Metal Arc Welding/FCAW (3 credits)

Spring 2018.2 CMAE 1522 Quality Practices (2 credits)

Spring 2018.2 CMAE 1568 Gas Tungsten Arc Welding (3 credits)

Spring 2018..... 8 credits

MATHEMATICS

Math 8

Prerequisite: none

Level: Grade 8

Full Year: 1 Credit

Semester 1: Course ID # 0075

Semester 2: Course ID # 1168

This course is designed to prepare students for a rigorous algebra course. On a daily basis, students in this class will be using problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments and justifying their thinking. Students will learn in collaboration with others while sharing information, expertise, and Ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. Upon completion of this course, students should be able to.

Algebra I

Prerequisite: Math 8

Level: Grade: 9

Full Year: 1 Credit

Semester 1: Course ID # 0080

Semester 2: Course ID #1249

Algebra is the first course in the High School Math sequence at Lake of the Woods School. This course aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving quadratic equations, exploring linear, quadratic, and exponential functions graphically, numerically, symbolically, and as sequences, and by using regression techniques to analyze the fit of models to distributions of data.

Algebra II

Prerequisites: Algebra 1 and Geometry

Level :Grade 10, 11

Full Year: 1 Credit

Semester 1: Course ID # 0076

Semester 2: Course ID # 1247

Algebra 2 is the third course in the High School Math Sequence at Lake of the Woods School. It aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusions. Graphing technology will be used.

Geometry

Prerequisite: Algebra I

Level: Grade 9-12

Full Year: 1 Credit

Semester 1: Course ID #0077

Semester 2: Course ID #1144

Geometry is the second course in the High School Math Sequence at Lake of the Woods School. It aims to formalize and extend the geometry that students have learned in previous courses. It does this by focusing on establishing triangle congruence criteria using rigid motions and formal constructions and building a formal understanding of similarity based on dilations and proportional reasoning. It also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships and prove basic theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events.

Pre-Calculus (CITS): (6 Credits through UMC Crookston-must have GPA of 3.0 or higher for credit)

Semester 1-Math 1031 (College Algebra: 3 credits)

Semester 2-Math 1250 (Pre-Calculus: 4 credits)

Semester 1: Course ID # 3078

Semester 2: Course ID # 3079

Pre-Calculus will cover basic algebraic operations, linear and quadratic equations and inequalities, variation, functions and their graphs, theory of equations, exponential and logarithmic functions,

systems of equations, sequences/series, topics from analytic geometry, looking analytically at the following functions: polynomial, rational, exponential, logarithmic, and trigonometric functions, as well as trigonometric identities/equations.

College Statistics 3 credits through UMC

Statistics

Semester 1: Course ID #3080

Semester 2: Course ID # 3081

In this class, you will be provided with opportunities to grow in critical thinking, technology usage, public speaking and working cooperatively in groups. Following the GAISE (Guidelines for Assessment and Instruction in Statistics Education) guidelines, this class will emphasize statistical literacy and develop statistical thinking use real data, stress conceptual understanding rather than mere knowledge of procedures, foster active learning in the classroom, use technology for developing conceptual understanding and analyzing data, use a variety of assessments to improve and evaluate student learning.

MUSIC

Senior High Band

Prerequisite: Junior High Band

Level: Grade 9-12

Full Year: 1 credit

Semester 1: Course ID # 0090

Semester 2: Course ID # 1089

The Senior High Band will explore a wide variety of band literature with emphasis placed on the understanding of musical style, ensemble playing, and individual musical growth. Students will be encouraged to participate as soloists or as members of numerous small ensembles throughout the year. Private lessons may be available for students during the school day to accelerate development of musicality, technique, tone, and general ability. The concert band and other ensembles perform at least three major concerts per year, and students also are required to perform as members of pep band and other small groups. Traveling for pep band and instrumental contests is required during and outside the school day.

Senior Choir

Prerequisite: None

Level: Grade 9-12

Full Year: 1 credit

Semester 1: Course ID # 0950

Semester 2: Course ID # 1107

Senior High Choir will sing various styles of choral literature placing emphasis on the understanding of style, technique

and large group and individual growth . The choir performs three concerts per year. Members have opportunities to sing solos and ensembles at the district level. Choir will provide a positive class feeling that is needed in singing as a group. The students will learn how to use their voices to the best of their ability.

PHYSICAL EDUCATION/HEALTH

Physical Education 9

Prerequisite: None

Level: Grade 9

Full Year: 1 Credit

Semester 1: Course ID # 0206

Semester 2: Course ID # 0961

This course is required for all freshmen. This course will focus on proficient movement skills including individual and team sports, lifetime sports, aquatic skills, and personal physical fitness.

Lifetime Fitness

Prerequisite: Must successfully complete 9th grade Physical Education, with a passing grade

Level: Grades 10-12

Semester 1 or 2: 0.5 credit

Elective

Semester 1: Course ID # 4040

Semester 2: Course ID # 4041

This class will be focus on the importance of lifetime physical fitness through a combination if individual and team activities. Activities will be seasonally selected and will utilize what we have in our school and community. Class time will also be spent in the weight room utilizing strength training equipment and incorporating plyometrics into our major muscle groups.

Health 10

Prerequisite: None

Level: Grade 10

Semester 1 or 2: 0.5 Credit

Semester 1: Course ID # 0097

Semester 2: Course ID # 1146

Throughout the duration of this course students will gain an understanding of their physical, mental, and social health. Students will understand how to reduce high risk behavior, classify the adverse effects of drugs and alcohol, and recognize how to make responsible choices. They will also have an opportunity to become CPR certified. Upon completion of the course, students will have gained a better awareness of how to make healthy decisions.

The final learner outcome from a health education program is a person who intelligently assumes his/her share of responsibility for his/her own health and that of his/her family and community.

PROJECT LEAD THE WAY

Lake of the Woods participates in Project Lead The Way(PLTW) Engineering curriculum. The curriculum is designed to give students an understanding of careers within engineering and to give them the basic skills necessary to pursue

careers in the STEM field with an emphasis on engineering.

Classes offered in grades 7-9 are required classes while classes offered in grades 10-12 are elective courses. College credit is given at participating schools for classes taken in grades 9-12 if the student passes the End of Year Assessment with a qualifying score. The assessment is offered free of charge to students.

Gateway to Technology (GTT 7)

Semester 1: Course ID # 1274

Semester 2: Course ID # 1364

Design and Modeling

Prerequisite: None

Level: Grade 7

Semester: .5 Credit

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

Magic of Electrons

Prerequisite: None

Level: Grade 7

Semester: .5 Credit

Magic of Electrons is a semester class that has 3 main sections. Section 1 deals with electricity and how an elements make up affects it's ability to be either a conductor or an insulator. Section 2 deals with the building and application of series, parallel and combination circuits. Section 3 gives the student an introduction into Digital Electronics and how logic circuits are designed and used. Each section has several hands-on projects to help reinforce the material presented during the class.

Gateway to Technology (GTT 8)

Semester 1: Course ID # 0021

Semester 2: Course ID # 1382

Automation and Robotics

Prerequisite: None

Level: Grade 8

Semester: .5 Credit

Design, Build, and Program a Robot! Students use tools such as the engineering design process, an engineering notebook, and VEX Robotics® programming software to invent and innovate. Learn how creative thinking and problem solving can change your world! Automation and Robotics (AR) allows students to trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

Principles of Engineering

Prerequisite: None

Level: Grade 9

Semester: .5 Credit

Taught within the Physical Science curriculum. Please see the Science section for a full description. Students passing the End of the Year Assessment are eligible for college credit.

Intro to Engineering Design I -- IED

Prerequisite: None

Level: Grade 10-12

Full Year: 1 Credit

Semester 1: Course ID # 0130

Semester 2: Course ID # 1357

The major focus of the course is learning how to take an idea through a design process that will eventually be manufactured or produced. The course covers the following:

- The Role of an Engineer
- The Design Process
- Product Design
- Product Analysis and Improvement
- Designing as an Engineer

In addition, you will use Inventor, which is a state of the art 3-D design software package from AutoDesk, to help you design solutions to different design projects. Introduction to Engineering Design™ (IED) is intended to serve as a foundation course within the Project Lead The Way® course sequence. All of the topics learned in this course will be used in future courses, such as Digital Electronics.

Course Requirement - Students enrolled in the IED course are to be concurrently enrolled in a Math course.

Architecture and Civil Engineering (A.C.E.)

Prerequisite: None

Level: Grade 10-12

Full Year: 1 Credit

Semester 1: Course ID #3050

Semester 2: Course ID #3051

Architecture and Civil Engineering is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry.

Course Requirement - Students enrolled in the ACE course are to be concurrently enrolled in a Math course.

**** Digital Electronics is offered on a rotating basis with ACE and is scheduled to be offered during the 2018-2019 school year****

Digital Electronics

Prerequisite: None

Level: Grade 11-12

Full Year: 1 Credit

Semester 1: Course ID # 4000

Semester 2: Course ID # 4001

Digital Electronics is a yearlong course that teaches the students the background of how modern technology works. Emphasis is put on the math and science behind the logic used in today's digital electronic devices. Topics include Boolean algebra, 2s complement arithmetic, Karnaugh mapping, gate construction, bread boarding, circuit construction, and robotics.

SCIENCE

Physical Science/Principles of Engineering

Prerequisite: None

Level: Grade 9

Full Year: 1 credit

Semester 1: Course ID # 0114

Semester 2: Course ID # 1179

Physical Science is designed to serve as a foundation for those students who intend to enroll in chemistry and/or physics during their last two year of high school. For those who will not take these courses, physical science will serve as their last association with physical science in high school.

Students taking physical science will study the following topics: the SI (metric) system of measurement, methods of scientific investigation, basic chemistry (Stoichiometry, balance chemical equations, write chemical formulas, use periodic table and atomic structure), energy, work, and power, simple machines, sound and light energy, and electricity and magnetism. Demonstrations and laboratory work will enable students to work with equipment or observe certain scientific phenomena.

General Biology

Prerequisite: None

Level: Grade 10-12

Full Year: 1 credit

Semester 1: Course ID # 0107

Semester 2: Course ID # 1091

The topics covered in this course will include structural and functional relationships with plants and animals, the concept of heredity, interrelationships between different organisms and their environment and current classification systems with an emphasis on biodiversity.

Conceptual Physics

Prerequisite:

Level: Grade 11-12

Full Year: 1 credit

Semester1: Course ID #3030

Semester 2: Course ID #3031

This is a one-year laboratory science course. This course will de-emphasize the mathematics, but not eliminate it. The course will cover topics in the following areas: motion, conservation laws, periodic motion, thermodynamics and heat theory, electricity, magnetism, electromagnetic radiation, light, and optics. The laboratory section of this course is designed to develop your investigative skill as well as problem solving and independent critical thinking. Laboratory experiments will be an integral part of this class.

Chemistry

Prerequisite: Algebra II

Level:Grade 11-12

Full Year: 1 credit

Semester 1: Course ID # 0109**Semester 2: Course ID # 1097**

This is a yearlong class geared towards students with post-secondary education plans. Students will learn mathematical tools for solving chemical problems. The class will focus on the basics of chemistry needed for further study of the subject: lab safety, physical & chemical changes, scientific measurement, atomic structure, light & energy, mathematical problem solving and manipulations, dimensional analysis, intro to bonding, and naming/writing chemical formulas. The course will continue 2nd semester with more advanced bonding topics, chemical reactions, the mole, stoichiometry, and gas laws. The last quarter will allow for more independent problem solving incorporating previously discussed chemistry material, while continuing with the sequence including: mixtures & solutions chemistry, thermodynamics, reaction rates, equilibrium and acid-based chemistry. Organic chemistry, nuclear chemistry, electrochemistry and oxidation/reduction reactions may also be introduced. Basic algebra skills are needed. Inquiry-based lab activities will be presented each week for analysis and discussion, which will allow students to construct their own meaning of higher-level concepts as presented in the text.

Anatomy and Physiology

Prerequisite: None

Level: Grade 11-12

Full Year: 1 credit

Semester 1: Course ID # 0111**Semester 2: Course ID #1349**

This course is a yearlong course designed for the student who is seeking post-secondary education and may be thinking of a job in the health sciences/medical field. The course examines specific topics in Human Anatomy and Physiology such as fitness and disease and body systems such as the respiratory, muscular, and cardiovascular systems. Students engage in a wide variety of learning activities, such as cooperative learning groups, computer enhanced learning, model building and inquiry-based

Physics

Prerequisite: Completed Algebra II with at least a B average and taken Chemistry, or approval by teacher and administrator and overall GPA of 3.25.

Level: Grade 12

Full Year: 1 credit

Semester 1: Course ID # 0113**Semester 2: Course ID # 1181**

Physics is a yearlong math intensive course. This course will include a rigorous combination of homework, lab work, and research. At the conclusion of this course, students will be prepared to take the AP Physics B exam for college placement or credit. Topics covered include: 1 and 2 dimensional motion, Newton's Laws, momentum, heat and energy, waves, light, optics, electricity, circuits, magnetism, atomic and subatomic physics, and quantum mechanics.

SOCIAL STUDIES**American History II**

Prerequisite: None

Level: Grade 9

Full Year: 1 Credit

Semester 1: Course ID # 0117**Semester 2: Course ID # 1067**

This course focuses on the development of America from Civil War Reconstruction to modern times. Topics include the Spanish American War, WWI, the Depression, WWII, Korean Conflict, Vietnam, Civil Rights, and recent presidents.

Geographic World History

Prerequisite: None

Level: Grade 10

Full Year: 1 Credit

Semester 1: Course ID # 0119

Semester 2: Course ID # 1140

Geographic World History explores people, events, and turning points that have shaped our modern world. This course follows a chronological approach to history beginning with prehistoric times and continuing to the present. The five themes of geography are also stressed throughout this course as they provide ways of thinking about the world of the past as well as the present.

Applied Government

Prerequisite: None

Level: Grade 12

Full Year: 1 Credit

Semester 1: Course ID # 0118

Semester 2: Course ID # 1251

Participation in the government process is the cornerstone of a democratic society, and it is the backbone of the United States of America. Applied government will put governmental theory into practice with simulations and real life applications of skills needed to function in our society.

Advanced Placement Government

Prerequisite: 3.25 GPA

Level: Grade 11-12

Full Year: 1 credit

Semester 1: Course ID # 0229

Semester 2: Course ID # 1071

The Advanced Placement United States Government and Politics course is intended for qualified students who wish to complete studies in high school equivalent to a one-semester college introductory class. The course is designed to give students a critical perspective on politics and government in the United States. It involves both the study of general concepts used to interpret American politics and analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality.

This course serves as an introduction to the U.S. national government. It is taught with the conviction that students want to know not only who governs, but also what difference it makes who governs. In short, the course attempts to demonstrate how our government institutions and political processes help explain why some policies and not others are adopted.

This class is intended to give students the knowledge and skills they need to perform well on the Advanced Placement exam in the spring. It is expected that all students enrolled in the course will take the AP exam.

Psychology

Prerequisite: None

Level: Grade 11-12

Full Year: 1 Credit

Semester 1: Course ID # 0201

Semester 2: Course ID # 1185

This course covers the scope of psychology as a social science. Topics include: human development and behavior, sleep and dreams, sensation and perception, learning and memory, problem solving, thought and language, intelligence, personality, gender roles, social interaction, stress and health, abnormal psychology, and methods of therapy. In addition to class lectures, students will learn about psychology through several first-hand experiences, simulations, projects, and activities.

Economics

Prerequisite: None

Level: Grade 11

Full Year: 1 Credit

Semester 1: Course ID # 0116

Semester 2: Course ID # 1118

This introductory course will teach the principles of economics and the free enterprise system using a multimedia approach. This course will foster an economic way of thinking, teaching decision making as a process of evaluating choices and their implications as they relate to sound economic principles.

World Languages

The study of a world language provides students with proficiency skills in listening, speaking, reading and writing of the foreign language. In addition, world language study offers the student knowledge about the culture of the foreign country. World languages are an integral part of the modern day curriculum and an important part of high school and/or university study.

Spanish I

Prerequisite: None

Grades 9-12

Full Year: 1 Credit

Semester 1: Course ID #3060

Semester 2: Course ID #3061

Students are introduced to the diverse Spanish-speaking world as they develop basic proficiency in the areas of listening, speaking, reading, and writing. Successful students will be able to communicate at an elementary level in the present tense about topics such as family, friends, food, school, time, weather, numbers, hobbies, directions, places and transportation, animals, and themselves. Spanish Students will also increase knowledge about the culture, history, and geography of Spanish-speaking countries.

Spanish II

Prerequisite: Spanish I

Grades 10-12

Full Year: 1 Credit

Semester 1: Course ID #3062

Semester 2: Course ID #3063

The course begins with a review of material learned in Spanish I and then builds upon this foundation. The student increases his/her ability to speak, read, and write Spanish with an emphasis on mastering communicative skills in present and past tenses. Successful students will be able to communicate in the

present and past tense about topics such as travel, shopping, food, health, animals, interests, and themselves as well as give commands regarding chores and household vocabulary. Spanish Students will also increase knowledge about the culture, history, and geography of Spanish-speaking countries.

Spanish III

Prerequisite: Spanish I & Spanish II

Grades 11-12

Full Year: 1 Credit

Semester 1: Course ID #3066

Semester 2: Course ID #3067

Spanish 3 will help prepare students for the Advanced Placement Test in their senior year and the CLEP (College-Level Examination Program which gives students the opportunity to receive college credit for what they already know by earning qualifying scores on the examination) for seniors. Grammar, reading, writing, speaking, and listening skills are covered at an accelerated pace. Students will do research and presentations on various cultural topics. This is achieved by groups, partners and individual practice. Emphasis is placed on conversation, vocabulary and correct usage of the language. Correct pronunciation and oral proficiency are primary goals. This requires a daily emphasis on listening and speaking. The classroom experience will provide an appreciation and development of cultural awareness through various readings, media resources and authentic materials. In short, my philosophy entails that students should be able to turn the skills and knowledge acquired in the classroom into a functional experience that can be used to excel by communicating effectively in the Spanish speaking world

ACADEMIC INFORMATION

Grading Policy

Each student will receive a letter grade in each course at the end of each 9 weeks period (quarter). At the end of each semester (18 weeks), the instructor will average the quarter grades to calculate a final semester grade. The student's semester grades will be placed on the permanent transcript. Students failing a course required for graduation will need to retake the entire semester. The letter grades along with their numerical equivalency that will be used to determine a student's GPA (grade point average) for honor roll purposes is as follows:

**A+/A = 4.00 A- = 3.67 B+ = 3.33 B = 3.00 B- = 2.67 C+ = 2.33 C = 2.00 C- = 1.67
D+ = 1.33 D = 1.00 D- = 0.67 F = 0.00**

GPA calculations will be completed as follows: courses completed while a student is enrolled at Lake of the Woods High School, whether regular courses or Post Secondary Enrollment Option (PSEO) courses will be counted towards a student's GPA. Courses repeated within the district for credit recovery purposes will be counted towards GPA, but will not be used to replace or expunge previously failed courses. Courses from other districts, distance learning courses, and on-line courses will be used to calculate GPA and will count toward accumulation of credits.

Valedictorian/Salutatorian:

The valedictorian and Salutatorian shall: 1) have the highest grade point averages in the graduating class at the completion of the 3rd quarter of the senior year; 2) be enrolled as a full-time student of ISD 390 for a minimum of two, uninterrupted school years (4 consecutive semesters) in grades 11 and 12. To be eligible a student

must have earned a minimum of 11 credits from Lake of the Woods High School; 3) for the purpose of choosing valedictorian and salutatorian the grade point average shall be carried out to the second decimal point. Students with equal grade point averages at the second decimal point shall be declared co-valedictorian or co-salutatorian.

Pass/No-Pass Courses

Students have the option of taking physical education on a pass/no-pass basis or for a letter grade. The decision made would be final at the end of the first week of each semester. An “elective credit” can be taken on a pass/no-pass basis if it is a seventh class and would be taken in lieu of a study hall. Any instructor that wishes to use a pass/no-pass system of grading in their class or classes must have the approval of the Faculty Senate, the CORE Committee, and the Administration.

Course Grading

Course requirements and grading procedures will be communicated to students at the beginning of each marking period (semester) in each class.

Incompletes

An incomplete “I” will only be used when course work has not been completed due to circumstances beyond the control of the student (e.g. prolonged illness, family trip, family emergency, etc.). An incomplete is not to be used as a grading mechanism simply because students fail to complete required course assignments or make up tests not taken during the marking period. Incomplete work in any course should be graded accordingly and should be reflected on the student’s course grade.

Deficiency Notices

It is the responsibility of the teaching staff to inform parents when students are in danger of failing due to poor grades, incomplete assignments, inappropriate behaviors, etc. This will be done on a midterm basis. Teachers will also be encouraged to contact parents at other times during the quarter/semester. It then becomes the responsibility of the parent/guardian to contact the appropriate teacher for a conference, suggestions, etc to help improve their child’s performance.

Special Education

Special education students may be graded according to their IEP and will be decided on an individual basis by the IEP team.

Credit Recovery

The Alternative Learning Center (ALC) in Warroad provides an opportunity for students who need to recover credits in order to graduate on time with their classmates. The Border ALC provides a service for our students, but is not affiliated with Lake of the Woods, ISD #390. Students attending the ALC must meet course and attendance requirements set by the ALC. Credits earned at the ALC are considered transfer credits at Lake of the Woods. Below is some basic information regarding attendance at the ALC. If you need additional information, please contact Maureen Stodgell at 218-386-3385.

For students attending the ALC after the regular school day:

- ALC is open to Lake of the Woods students each Wednesday from 4:00-5:00 P.M. (other hours may be available by

arrangement with ALC staff).

- Minimum required seat-time to earn 0.5 semester credits is 20 hours.
- Average amount of time to complete course requirements for 0.5 semester credits is 50 hours.
- Students are given a weekly list of required assignments to complete. If they do not have their assignments done, they cannot come to the center until it is done.
- If a student misses 3 weeks in a row, they must be dropped from the ALC enrollment. Depending on current enrollment at the ALC, they may be allowed to reenroll.
- Lake of the Woods students may not be dismissed from school to attend class at the ALC.
- **If for any reason your student cannot attend class at the ALC, please contact Maureen Stodgell.**
- **Seniors must have all course work completed and submitted by the Wednesday prior to graduation to be eligible to participate in the graduation ceremony at Lake of the Woods School.**

For students attending the ALC in the summer **Beginning in early June and running into July:**

- The average amount of time needed to complete 0.5 semester credits is 50 hours
- All students must attend Monday through Thursday from 8:30 a.m. to 1:30 p.m. until their course is completed.
- Summer school is between 6-8 weeks. The actual dates are determined at the end of May.
- If a student has a conflict with their work schedule, they must contact the ALC prior to enrolling.
- Students will be given a daily list of required assignments to complete. If a student falls more than 1 week behind, he/she will be dropped from the enrollment. The student may apply to reenroll at the start of the regular school year.
- If a student misses 3 weeks in a row, they must be dropped from the ALC enrollment.

To ensure success, it requires a commitment from parents to ensure that their student has good attendance, and from the student to make continuous progress towards completion of course requirements. If you are interested in enrolling your student at the ALC, please contact Mr. Nelson to request a referral.

We are here to assist you in making a plan for success, but it is solely YOUR (the student's) responsibility to complete all course requirements to graduate. Please do not delay in making a plan to ensure that you will be on track to graduate.

SPECIAL PROGRAMS/SERVICES

Correspondence Courses/Teacher Assistants/Independent Studies

Correspondence Course

Prerequisite: None

Level: 10-12

Correspondence Courses: Students are given the opportunity to select courses in a variety of subject areas which are not offered by Lake of the Woods. All lessons and exams are evaluated by an instructor of the division through the mail. Tests and other accompanying materials are provided by North Dakota and other Divisions of Independent Study.

Teacher Assistants (TA)

Prerequisite: None

Level: 9-12

Teacher Assistants will come from study halls after the first week of a trimester. Teachers who want an assistant are to go to the appropriate study hall. There will be a list of students who are interested in a teacher's assistantship for that

hour. There will be one teacher assistant per teacher until all initial round requests have been filled. There are no credits associated with the teacher assistant program. No student can have more than one teacher assistant position. The supervising teacher is ultimately responsible for the teacher assistant. If a teacher assistant is found "wandering", the student will be immediately reassigned to the study hall.

Independent Studies

Prerequisite: Varies

Level: 11-12

A variety of courses may be made available by special arrangement with individual teachers. Students will be able to earn credit for classes not offered through the regular curriculum.

Test-out Option

A student may test out of a course if he/she is able to demonstrate prior knowledge and mastery of the course outcomes. Each department determines the appropriate assessments and acceptable level of performance. A student may not test out of any course in which they are currently enrolled. Testing will occur twice a year for semester classes and once a year for yearlong classes. All applications for testing must be completed by May 30th for the following fall semester. Applications for 2nd semester test out opportunities must be completed by September 15th. Applications are available from the high school principal and/or the guidance coordinator.

Special Education Services

Prerequisite: Meet the Criteria

Levels: 9-12

Special education is specially designed instruction in the least restrictive environment to meet the unique individual needs of learners with disabilities. Learners with disabilities are individually assessed and must meet the eligibility criteria standards of a disabling condition in order to receive special education services. Learners with disabilities, and their parents or guardians, are guaranteed the right to be fully informed and involved in educational decision-making. No child will be placed in Special Education without parental permission. All testing and evaluation materials and procedures used for the purposes of classification and placement of learners with disabilities must be selected and administered so as not to be racially or culturally discriminatory. To the maximum extent appropriate, learners with disabilities must be educated with learners who are not disabled. All learners with disabilities from birth through age 21 have the right to a free appropriate education based on their individual needs.

The total Special Education due process starts with pre-referral to the high school principal. Services are provided according to Federal and State mandates. Students included in the program have Individual Education program (IEP) plans. Classes offered include Special English, Special Social Studies, Special Science, Special Health, Special Math, Special Study, and Special Career Experience. Disabling conditions include: learning disabled, developmentally disabled, hearing impaired, speech/language impaired, visually impaired, deaf-blind, physically impaired, other health impaired, emotional/behavior disorders, early childhood special needs.

If you suspect your child has one of the above disabilities, contact your school superintendent or principal. You may also contact the special education cooperative serving our district: Bemidji Regional Interdistrict Council, P.O. Box 974, Bemidji, MN 56601, Telephone 218-751 6622 or FAX 218-751-6625.

Permission Form

Advanced Art

Prerequisite: Intro. To Art, Art Through the Ages, 3-D, and 2-D Art

Level: 11-12

Full Year: 1 credit

****Must have signed permission slip from Mrs. Carlson submitted prior to registration****

Advanced art students will be accepted on an individual basis. Students must have taken and excelled at the pre-requisite classes, and have a signed permission from Mrs. Carlson before registering for advanced art. Advanced classes are for students who are self-directed and have a strong artistic drive. Students will refine skills learned in the previous classes by selecting, planning, and implementing projects that are approved and guided by Mrs. Carlson.

Art classes taken	Grade received	Year the class was taken
Intro. To Art	_____	_____
Art Through the Ages	_____	_____
2-D art	_____	_____
3-D art	_____	_____

Please write a few sentences about why you want to take Advanced Art.

_____ may register to take advanced art.

Ms. Carlson

Date

****THIS FORM MUST BE SUBMITTED PRIOR TO REGISTRATION****

Teacher Recommendations:

Math Department:

Math course currently enrolled in: _____.

Teacher's recommendation for 2018-2019 School Year: _____.

Teacher's Signature: _____ **Date:** _____.

Comments:

English Department: *English or AP English?*

Teacher's recommendation for 2018-2019 School Year: _____.

Teacher's Signature: _____ **Date:** _____.

Comments:

Science Department: Chemistry, Anat. & Phys. or AP Physics?

Teacher's recommendation for 2018-2019 School Year: _____.

Teacher's Signature: _____ **Date:** _____.

Comments:

Social Studies Department: AP Government?

Teacher's recommendation for 2018-2019 School Year: _____.

Teacher's Signature: _____ **Date:** _____.

Comments:

AP Appeals Form

Advanced Placement (AP) is a rigorous academic program built on the commitment, passion, and hard work of students and educators. AP Courses are college level courses. As with other college level courses, successful students can expect that for each hour of in-class instruction they will need to commit approximately three hours of study outside of class.

Lake of the Woods School believes that all willing and academically prepared students deserve the opportunity to participate in the AP Program. Students who do not meet the district's minimum GPA requirement of 3.25, but possess a high aptitude and passion for the specific content area, and are will to commitment to the time and hard work required, may complete the Advanced Placement Appeals Form below.

Advance Placement Appeals Form

Student's Name: _____ Cumulative GPA: _____

AP Course(s) requested: _____

Courses previously completed within content area:	Grade:
_____	_____
_____	_____
_____	_____
_____	_____

Rational for appeal:

Appeal is: Granted/Denied (circle one)

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

AP Instructor Signature: _____

Date: _____

Principal Signature: _____

Date: _____

Comments/Notes:

Parent/Guardian Permission Form

****2018-2019 Enrollment Deadlines for OLL, OCHS, and PSEO****

- **February 17th, 2015** parent/guardian permission form due for courses and/or programs beginning Fall Semester, 2015
- **March 23rd, 2015** Notice of Student Registration forms due for courses and/or programs beginning Fall Semester, 2015
- **January 19th, 2016** parent/guardian permission form and Notice of Student Registrations forms due for courses and/or programs beginning Spring Semester, 2016

Online Learning (OLL) & Online College in the High School (OCHS)

Online learning is a means for schools/districts to provide students an opportunity to participate in classes that will not fit in their current educational plan. Because online learning represents a nontraditional learning experience, there are certain expectations for students enrolling in these courses.

Students who have a high probability of success in an online learning environment generally display the following characteristics:

1. Student is self-motivated and exhibits characteristics of maturity.
2. Student possesses reading and writing skills at or above the student's current grade level.
3. Student is willing to ask the teacher for help.
4. Student exhibits organizational and time-management skills.
5. Student is comfortable with the technology required by the course.
6. Student expectations of online learning courses are realistic.

In considering whether or not to take an online course, the student should consider each of these characteristics. If the student does not meet the majority of them, it may be best to take a different type of course. If the student does not meet several of the characteristics, he/she still may be successful at online learning but may experience some difficulties. Please consider this carefully so the student will have the best chance for success.

Online courses are available in the following disciplines: mathematics, science, English, business, computers and technology, foreign language, social studies, career planning, study skills, advanced placement, and post secondary classes. **Online courses are considered as transfer credits and are not counted towards GPA or class rank. A student applying to an on-line learning provided must have written consent of a parent or guardian (if under 18 years of age).**

An on-line learning student must notify the school district by the dates indicated above before taking an on-line learning course or program. See the high school guidance coordinator for more information about online learning. Please write a few sentences about why you want to take an online course.

_____ (student's name) may register to take an online course at

**Students who drop or withdraw from an OCHS course after the high institution's deadline will be responsible for tuition/textbook charges, and will receive a failing grade for the course.*


_____ (Online school/provider).

Parent/Guardian


Date

****Notice of Students Registration forms for OLL must accompany this permission form****

****Students who wish to drop or withdraw from an online/OCHS course must meet the online/OCHS institution's and Lake of the Woods School district's procedures, policies, and deadlines.**


	<p>Center for Postsecondary Success 1500 Highway 36 West Roseville, MN 55113-4266</p>	<p>Online Learning (OLL) Supplemental Notice of Student Registration</p>	<p>ED-02400-04</p>			
<p>GENERAL INSTRUCTIONS: The online learning supplemental notice of student registration is used to register for a supplemental online learning course from a certified public school online learning provider. Supplemental online learning means an online course taken in place of a course period during the regular school day at a local district</p> <p>SUBMIT the completed form to the online learning provider listed in section II. One form per student per term is required.</p> <p>Section I: To be completed by the parents and student after they have had initial meetings with the enrolling district and online learning provider. Please sign only after you have reviewed the online course and program and understand the expectations of enrolling in online learning.</p> <p>Section II: To be completed by the online learning provider and enrolling district online contact person. Each school should keep a copy of this form when all signatures have been secured. The enrolling district has 15 days to</p>						

review the attached course syllabus and sign and submit the form to the online learning provider.						
SECTION I: IDENTIFICATION INFORMATION TO BE COMPLETED BY THE STUDENT AND PARENT OR GUARDIAN						
Student Name (Last, First, M.I.):	Date of Birth:	Gender:				
Student's e-mail:	Student's home phone:	Student's cell phone:				
Address:	City, State Zip code:	Current Grade Level:				
Enrolling School:	Student MARSS Number:	Last Grade Completed:				
Mother/Guardian Name (Last, First, M.I.):	Home phone: Mother's work phone:					
Mother/Guardian Address:	City, State, Zip Code:					
Mother/Guardian's E-mail Address (if different from student)	Mother's cell phone					
Father/Guardian Name (Last, First, M.I.)	Home phone: Father's work phone:					
Father/Guardian Address:	City, State, Zip Code:					
Father/Guardian's E-mail Address (if different from student):	Father's cell phone					
Student reason for enrolling in online learning: <input type="checkbox"/> Course not offered at school <input type="checkbox"/> Schedule conflict <input type="checkbox"/> Enrichment/Advanced learning opportunity <input type="checkbox"/> Credit recovery If so, is the course(s) being taken in addition to a full-time schedule <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other (please provide reason below)	Please indicate what type(s) of internet connection you will be using to access your courses: <input type="checkbox"/> Dial-up modem <input type="checkbox"/> Cable/DSL					

	<input type="checkbox"/> High Speed Home Connection <input type="checkbox"/> High Speed School Connection <input type="checkbox"/> No internet access – I plan to participate in this course at:					
<p><i>I have discussed enrollment in online learning with my enrolling school representative and the online learning program representative.</i></p> <p><i>I have reviewed the online course(s) and program listed on page 2 and understand the expectations of enrolling in online learning</i></p> <p>Student Signature: Date: (required)</p> <p>Parent Signature: Print name and relationship: (required for students under 18 years old)</p>						
	Center for Postsecondary Success 1500 Highway 36 West Roseville, MN 55113-4266	Online Learning (OLL) Supplemental Notice of Student Registration	ED-02400-04 Page 2			
SECTION II: OLL PROGRAM PLAN TO BE COMPLETED BY OLL PROGRAM PROVIDER AND ENROLLING SCHOOL CONTACT PERSON						
Online Learning (OLL) Program:	Telephone: Fax:					
Online Learning Program Coordinator:	E-mail address:					
Online Learning Program Mailing Address:	City, State, Zip Code:					
Enrolling School:	District Number:	Telephone: Fax:				
Enrolling School Contact Person or Counselor:	E-mail address:					
Enrolling School Mailing Address:	City, State, Zip Code:					

OLL proposed plan for _____						
_____ Student MARSS # _____						
(student name)						
OLL Courses (courses may not exceed 50% of student's full schedule)	Credit Recovery	Start Date	Sem/Tri/Qtr.	Credits	Proposed completion date	*Meets enrolling district's graduation requirements. Please check & initial
	<input type="checkbox"/>					<input type="checkbox"/>
	<input type="checkbox"/>					<input type="checkbox"/>
	<input type="checkbox"/>					<input type="checkbox"/>
	<input type="checkbox"/>					<input type="checkbox"/>
	<input type="checkbox"/>					<input type="checkbox"/>
	<input type="checkbox"/>					<input type="checkbox"/>
To be completed by the enrolling district:						
<p>Check one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> This course work will substitute for other course work in the enrolling district and will be funded by the normal funding formula for online learning. <input type="checkbox"/> This course work will substitute for other course work in the enrolling district and will be funded by a contractual agreement with the enrolling district. <input type="checkbox"/> This course work is being taken in addition to the regular district course work and the tuition will be paid by the student. <input type="checkbox"/> I am a private or home school student and will pay tuition for which I will be billed <p>Check one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accepts credits based on MN Statute 124D.095 <input type="checkbox"/> Enrolling district waives 50% online learning credit limit <input type="checkbox"/> A separate agreement has been made for exceeding 50% registration limit between the OLL provider and the enrolling district. <p>Check one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The student has notified the enrolling district before the midpoint of the current term. Midpoint Date: _____ <input type="checkbox"/> The student has NOT notified the enrolling district before the midpoint of the current term, but we have elected to waive this requirement. <input type="checkbox"/> The student has NOT notified our district before the midpoint of the current term, and the student is responsible for the paying of tuition <p>Check if it applies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The student has an active IEP on file. If checked please provide the following information: <p style="margin-left: 20px;">Special Education Case Manager Name: _____ E-mail address: _____ Phone: _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> The student is receiving ELL services 						
<i>I have shared the online learning course(s) syllabus with the enrolling district contact person.</i>						
Signature of OLL provider contact person						

Print name and title Date (please submit to enrolling district contact person)						
<i>I have reviewed the course syllabus and the course(s) checked meet the enrolling district's graduation requirements.</i>						
Signature of enrolling district online learning contact person						
Print name and title Date notification received Date signed and returned to OLL Provider <i>Schedule changes may not be made after the midpoint of enrolling district's term unless waived by both schools.</i> ATTN: Upon completion submit this form to the online learning provider in section II.						

	Division of School Finance 1500 Highway 36 West Roseville, MN 55113-4266	POSTSECONDARY ENROLLMENT OPTIONS PROGRAM NOTICE OF STUDENT REGISTRATION	ED-01763-12
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NOTE: Complete a separate form for each instructional term, and for each postsecondary institution attending (please print)				
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nt & use black ink) . ALL BO XES MU ST BE CO MP LET ED				
<u>1</u>	Student Name (Last, First, M.I.)	<input type="checkbox"/> M <input type="checkbox"/> F	Date of Birth	
T o B e C o m p l e t e d B Y T h e S t u d e n t	Address	City	Zip Code	Telephone Number () -
	Parent/Guardian Name	Address (if different than above)		
	Name the Postsecondary Institution you plan to attend this term:			
	Do you plan to attend more than one Postsecondary Institution this year?	<input type="checkbox"/> NO <input type="checkbox"/> YES	If YES, name the other Postsecondary Institution(s):	
	Have you ever enrolled in PSEO program before now?	<input type="checkbox"/> NO <input type="checkbox"/> YES	If YES, name of Postsecondary Institution(s) attended: Dates last attended:	

	Minn. Stat. § 124D.09 requires that students and parents/guardians sign a statement indicating they have received information about the program, are aware that the counseling services are available and are aware of their responsibilities regarding participating in the program. We have received the information required under Minn. Stat. § 124D.09 and are aware that the above student is enrolling in postsecondary courses.			
	_____ Signature – Parent/Guardian (if student under 18)	_____ Signature - Student	_____ Date	

<u>2</u>	Name of Secondary/Home School Attending	School Classification (check one only): <input type="checkbox"/> Public <input type="checkbox"/> Nonpublic <input type="checkbox"/> Home	Name of School District of Attendance	District Type & Number	
T o B e C o m p l e t e d B Y T h e S e c o n d a r y / P r i v a t e / H o m e S c h o o l	Name of District of Student (if not living in district of attendance)	District Type & Number	MARSS Student Number (Public Students Only)		
	Is the above student eligible for program application? (See reverse side for requirements)	<input type="checkbox"/> YES <input type="checkbox"/> NO	IF NOT ELIGIBLE, RETURN FORM TO STUDENT DO NOT CONTINUE PROCESSING		

	During Period of Attendance at Postsecondary Institution Students' Secondary grade level will be: <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	NOTE: 21 YEAR-OLDS ARE NOT ELIGIBLE			
	Total WEEKLY clock hours (excluding lunch periods) that the student's secondary school is in session:	_____ Clock Hours	Estimated WEEKLY clock hours (excluding study halls) that the above student will be enrolled in SECONDARY courses for credit:	_____ Clock Hours	
	SECONDARY/ PRIVATE/ HOME SCHOOL VERIFICATION	I certify that the student identified in Section 1 is eligible to enroll in the Postsecondary Enrollment Options (PSEO) Program this term, that the information in this Section is accurate and applicable to the student, student is eligible for two semesters in grade 11 and 2 semesters in grade 12. If the above named school is a nonpublic school, student tuition shall be proportionally adjusted to reflect the above clock hours of postsecondary attendance.			
		_____	_____	_____	_____
		Secondary School Contact Person	Title	Telephone Number	Date

<u>3</u>	Name and City of Postsecondary Institution	College Student ID Number	Term of Planned Attendance (check one only): <input type="checkbox"/> Qtr 1 <input type="checkbox"/> <input type="checkbox"/> Qtr 2 <input type="checkbox"/> <input type="checkbox"/> Qtr 3 <input type="checkbox"/> <input type="checkbox"/> Sem 1 <input type="checkbox"/> <input type="checkbox"/> Sem 2		
T o B e C o m p l e t e d B Y T h e P o s t s e c o n d a	Postsecondary Institution Contact Person	Title	Telephone Number () -	F a x N u m b e r () -	

r y i n s t i t u t e						
	COURSES TAKEN FOR SECONDARY CREDIT	COURSE NUMBER	COURSE CREDITS		POSTSECONDARY REGISTRATION VERIFICATION	
	1				I certify that the student indicated in Section 1 above is registered this term for the courses indicated, that all courses indicated are non-sectarian in content, are not remedial or developmental, and, that the student has indicated to me that the courses are to be taken for secondary credit.	
	2					
	3					
	4				_____ Signature	
	5					
	6				_____ Title	_____ Date

Upon completion of Section 3, a LEGIBLE copy of this form must be mailed within 10 days by the postsecondary institution to the Minnesota Department of Education at the above address. Additionally, copies must be returned to the student indicated in Section 1 and the secondary school of attendance indicated in Section 2.

POSTSECONDARY ENROLLMENT OPTIONS PROGRAM



STUDENT ELIGIBILITY - Refer to Minn. Stat. § 124D.09 (2006)

Any public, nonpublic, home school or American Indian-controlled tribal contract or grant student classified as an 11th or 12th grader and accepted by a postsecondary institution, may enroll either full- or part-time in nonsectarian courses or programs at an eligible postsecondary institution. Foreign students participating in cultural exchange programs are not eligible.

A. A student must be enrolled in school in the eleventh or twelfth grade or if a non-graded alternative secondary program, must be enrolled at a level equivalent to eleventh or twelfth grade.

B. A student who enters the program:

- 1) At the **beginning** of the eleventh grade year may continue in the program for the equivalent of two academic high school years, except for state approved Learning Year Programs pursuant to Minn. Stat. § 124D.128, summer sessions not included.
- 2) At the **beginning** of the twelfth grade year a student may continue in the program for the equivalent of

one academic high school year.

- 3) For purposes of determining PSEO eligibility, a full-time student must give up a class to become eligible. (Refer to Frequently Asked Questions on Minnesota Department of Education website: http://education.state.mn.us/Accountability_Programs/Program_Finance/Miscellaneous_Revenue/scroll down middle of page to Postsecondary Enrollment information.)

C. In either case, if the student first enters the program **during** the academic year, the window of opportunity is reduced proportionally.

D. If a student, after the beginning of the academic year, drops membership in the school for medical or other reasons, the running of the window of opportunity, under Paragraph B, is suspended until the student reestablishes membership in the school and returns to eligibility under Paragraph A. For example, a student dropped from high school membership after completing half of the eleventh grade year would retain the opportunity to enroll in a postsecondary institution over the second half of that academic year.

E. An institution shall **not** enroll secondary pupils, for postsecondary enrollment options purposes, in sectarian, remedial, developmental, or other courses that are **not** college level.

F. In 2003, the PSEO law was amended so that the books are now returned to the college not the high school. Section 19 Minn. Stat. 2002, § 124D.09, subdivision 20, is amended to read: Subd. 20, **TEXTBOOKS; MATERIALS.** All textbooks and equipment provided to a pupil, and paid for under subdivision 13, are the property of the pupil's **postsecondary institution.** Each pupil is required to return all textbooks and equipment to the **postsecondary institution** after the course has ended.