



Supportive, high-quality classes anywhere, anytime.

Course Catalogue

Kindergarten to 12th grade

June 2021

MINNEAPOLIS PUBLIC SCHOOLS

<https://online.mpls.k12.mn.us>

Table of Contents

Kindergarten to 5th grade ----- PAGE 2

Grades 6–8 ----- PAGE 10

Grades 9–12----- PAGE 13

Kindergarten to 5th grade

| COURSE TITLE | GRADE LEVEL | COURSE DESCRIPTION |
|---------------|--------------|--|
| Language Arts | Kindergarten | Students develop their language skills, including reading, writing, listening and speaking. Course content may emphasize storytelling or reading aloud and evoking a written, oral or pictorial response. |
| Language Arts | 1st Grade | Students learn the four aspects of language: reading, writing, speaking and listening. Students learn to recognize and respond to various types of text; expand their vocabulary and writing skills; and connect language to the expression of ideas. |
| Language Arts | 2nd Grade | Students learn the four aspects of language: reading, writing, speaking and listening. Students build their skills through independent reading and writing by increasing reading and writing fluency, vocabulary, and recognizing word and language patterns. Rules of grammar are introduced and reinforced. |
| Language Arts | 3rd Grade | Students learn the four aspects of language: reading, writing, speaking and listening. Students build their skills through independent reading and writing in a variety of learning activities. Some emphasis may also be placed on oral communication skills. |
| Language Arts | 4th Grade | Students learn the four aspects of language: reading, writing, speaking and listening. Students build their skills through independent reading and writing in a variety of learning activities that require them to respond to different material in different ways. Grammar and usage may also be emphasized. |
| Language Arts | 5th Grade | Students learn the four aspects of language: reading, writing, speaking and listening. Students extend their skills in writing for particular purposes or audiences; distinguish meaning and literary functions in texts; and fluency in reading. |
| Math | Kindergarten | Students learn basic concepts of mathematics such as counting whole numbers and understanding patterns, time and money. |
| Math | 1st Grade | Students learn number, operation, and quantitative |

| COURSE TITLE | GRADE LEVEL | COURSE DESCRIPTION |
|--------------|--------------|--|
| | | reasoning; patterns, relationships and algebraic thinking; geometry and spatial reasoning; and measurement. Students develop their numerical fluency and to make calculation predictions. |
| Math | 2nd Grade | Students continue to build a conceptual foundation in number, operation and quantitative reasoning; patterns, relationships and algebraic thinking; geometry and spatial reasoning; and measurement. Students develop their numerical fluency, particularly in addition and subtraction, and solve problems using those operations as well as estimation. |
| Math | 3rd Grade | Students learn number, operation and quantitative reasoning; patterns, relationships and algebraic thinking; geometry and spatial reasoning; and measurement. Students improve their numerical fluency, adding multiplication and division to addition and subtraction operations, using whole numbers and parts (quarters, thirds, halves), and estimation. |
| Math | 4th Grade | Students learn number, operation and quantitative reasoning; patterns, relationships and algebraic thinking; geometry and spatial reasoning; and measurement. Activities help students increase their operational fluency; make connections between abstract symbols and concrete events or concepts; or present conclusions based on data. |
| Math | 5th Grade | Students learn number, operation and quantitative reasoning; patterns, relationships and algebraic thinking; geometry and spatial reasoning; and measurement. Activities help students increase their operational fluency; make connections between abstract symbols and concrete events or concepts; or present their mathematical reasoning. |
| Science | Kindergarten | Students observe and describe properties of plants and animals, natural systems, and the environment as they raise questions, identify patterns; and record observations. |
| Science | 1st Grade | Students make and describe observations and use them as evidence, including measuring weather and studying animals. |

| COURSE TITLE | GRADE LEVEL | COURSE DESCRIPTION |
|----------------|--------------|---|
| Science | 2nd Grade | Students are introduced to basic scientific and engineering processes and principles. Topics include identification of patterns; classification and sequencing; or manipulation of systems to observe interactions between parts and record the effects of change. |
| Science | 3rd Grade | Students observe and investigate simple systems. Topics include scientific processes; energy of sound and light; the solar system; life and environmental science; and structures and variation of plants and animals. |
| Science | 4th Grade | Students use science processes and engineering design to investigate properties of solids liquids and gasses; learn characteristics of rocks, minerals and the water cycle; and activities to prevent diseases. |
| Science | 5th Grade | Students build skills by conducting scientific investigations and controlled experiments. Topics will include motion; forces in motion and simple machines; surfaces process on the earth, including weathering; and interactions within ecosystem and with humans. |
| Social Studies | Kindergarten | Students learn the initial foundation of the social studies disciplines of history, geography, civics and government and economics. |
| Social Studies | 1st Grade | Students build on the foundational skills in the social studies disciplines of history, geography, civics and government, and economics. These disciplines are often taught together and organized around a theme. |
| Social Studies | 2nd Grade | Students gain a greater understanding of the social studies disciplines of history, geography, civics and government, and economics. These disciplines are taught in an integrated fashion through a specific theme or discipline, such as state-based social studies or the history of a people. |
| Social Studies | 3rd Grade | Students build on their previous knowledge of social studies disciplines of history, geography, civics and government, and economics. Students learn concepts through specific themes or disciplines, such as state-based social studies or U.S. history. |
| Social Studies | 4th Grade | Students build on their knowledge of history, |

| COURSE TITLE | GRADE LEVEL | COURSE DESCRIPTION |
|----------------|--------------|---|
| | | geography, civics and government, and economics. Although the four disciplines are typically integrated, content may take a more discipline-specific approach, such as focusing on U.S. history, state-specific history, or civic engagement for periods of time. |
| Social Studies | 5th Grade | Students continue to develop their knowledge of history, geography, civics and government, and economics. Content may be more discipline-specific such as dividing up state history, U.S. history, geography, government, and so on. |
| Visual Arts | Kindergarten | Students create, refine and share original art, as well as analyze, respond to, and evaluate a variety of artworks. |
| Visual Arts | 1st Grade | Students create, refine and share original art, as well as analyze, respond to, and evaluate a variety of artworks. Activities enable students to refine their technique; increase their artistic vocabulary; understand personal, societal, cultural, and historical influences on artworks; and strengthen their critical abilities. |
| Visual Arts | 2nd Grade | Students create, refine and share original art, as well as analyze, respond to, and evaluate a variety of artworks. Activities enable students to refine their technique; increase their artistic vocabulary; understand personal, societal, cultural, and historical influences on artworks; and strengthen their critical abilities. |
| Visual Arts | 3rd Grade | Students create, refine and share original art, as well as analyze, respond to, and evaluate a variety of artworks. Activities enable students to refine their technique; increase their artistic vocabulary; understand personal, societal, cultural, and historical influences on artworks; and strengthen their critical abilities. |
| Visual Arts | 4th Grade | Students create, refine, and share original art, as well as analyze, respond to, and evaluate a variety of artworks. Activities enable students to refine their technique; increase their artistic vocabulary; express themselves and their world view; understand personal, societal, cultural, and historical influences on artworks; develop their own aesthetic; and strengthen their critical abilities. |
| Visual Arts | 5th Grade | Students create, refine and share original art, as well as |

| COURSE TITLE | GRADE LEVEL | COURSE DESCRIPTION |
|--------------|--------------|---|
| | | analyze, respond to, and evaluate a variety of artworks. Activities enable students to refine their technique; increase their artistic vocabulary; express themselves and their world view; understand personal, societal, cultural, and historical influences on artworks; develop their own aesthetic; and strengthen their critical abilities. |
| Music | Kindergarten | Students create and perform music; listen and respond to musical compositions; and incorporate their musical experiences with other activities and subjects. |
| Music | 1st Grade | Students create and perform music; listen and respond to musical compositions; and incorporate their musical experiences with other activities and subjects. Students learn to understand music as creative expression and communication; develop skill with the voice and/or musical instruments; understand personal, societal, cultural, and historical influences on music; and establish the ability to discern and critique. |
| Music | 2nd Grade | Students create and perform music; listen and respond to musical compositions; and incorporate their musical experiences with other activities and subjects. Students learn to understand music as creative expression and communication; develop skill with the voice and/or musical instruments; understand personal, societal, cultural, and historical influences on music; and establish the ability to discern and critique. |
| Music | 3rd Grade | Students create and perform music; listen and respond to musical compositions; and incorporate their musical experiences with other activities and subjects. Students learn to understand music as creative expression and communication; develop skills with the voice and/or musical instruments; understand personal, societal, cultural, and historical influences on music; and establish the ability to discern and critique. |
| Music | 4th Grade | Students create and perform music; listen and respond to musical compositions; and incorporate their musical experiences with other activities and subjects. Students learn to understand music as |

| COURSE TITLE | GRADE LEVEL | COURSE DESCRIPTION |
|-------------------------------|--------------|--|
| | | creative expression and communication; develop skill with the voice and/or musical instruments; understand personal, societal, cultural, and historical influences on music; and establish the ability to discern and critique. |
| Music | 5th Grade | Students create and perform music; listen and respond to musical compositions; and incorporate their musical experiences with other activities and subjects. Students learn to understand music as creative expression and communication; develop skill with the voice and/or musical instruments; understand personal, societal, cultural, and historical influences on music; and establish the ability to discern and critique. |
| Physical and Health Education | Kindergarten | Students develop skills in a variety of sports or activities through team sports, individual/dual sports, recreational sports, and fitness/conditioning activities. Sports and activities are integrated with instruction in consumer health issues and personal health topics such as nutrition; mental health and stress management; drug/alcohol abuse prevention; injury and disease prevention; and first aid. |
| Physical and Health Education | 1st Grade | Students develop skills in a variety of sports or activities through team sports, individual/dual sports, recreational sports, and fitness/conditioning activities. Sports and activities are integrated with instruction in consumer health issues and personal health topics such as nutrition; mental health and stress management; drug/alcohol abuse prevention; injury and disease prevention; and first aid. |
| Physical and Health Education | 2nd Grade | Students develop skills in a variety of sports or activities through team sports, individual/dual sports, recreational sports, and fitness/conditioning activities. Sports and activities are integrated with instruction in consumer health issues and personal health topics such as nutrition; mental health and stress management; drug/alcohol abuse prevention; injury and disease prevention; and first aid. |
| Physical and Health Education | 3rd Grade | Students develop skills in a variety of sports or activities through team sports, individual/dual sports, recreational sports, and fitness/conditioning activities. |

| COURSE TITLE | GRADE LEVEL | COURSE DESCRIPTION |
|---|-------------|---|
| | | Sports and activities are integrated with instruction in consumer health issues and personal health topics such as nutrition; mental health and stress management; drug/alcohol abuse prevention; injury and disease prevention; and first aid. |
| Physical and Health Education | 4th Grade | Students develop skills in a variety of sports or activities through team sports, individual/dual sports, recreational sports, and fitness/conditioning activities. Sports and activities are integrated with instruction in consumer health issues and personal health topics such as nutrition; mental health and stress management; drug/alcohol abuse prevention; injury and disease prevention; and first aid. |
| Physical and Health Education | 5th Grade | Students develop skills in a variety of sports or activities through team sports, individual/dual sports, recreational sports, and fitness/conditioning activities. Sports and activities are integrated with instruction in consumer health issues and personal health topics such as nutrition; mental health and stress management; drug/alcohol abuse prevention; injury and disease prevention; and first aid. |
| Support Services- ELA/Social Studies Combined | K-8 | Students develop language arts skills such as reading, writing, listening and speaking as they build their social studies knowledge and skills, which may include aspects of history, geography, government, citizenship, economics and/or culture, such as music and art. |
| Support Services- Math | K-8 | Students build math skills and concepts and focus on life skills in mathematics. Topics may include, but are not limited to, a review of basic math skills and concepts; money and banking; measurement; preparation for algebra and/or geometry; consumer math; and use of calculators. |
| Support Services- Science | K-8 | Students are introduced to skills and concepts from disciplines within the science field and often apply science to everyday life. Topics may include biology, chemistry, physics, earth and space sciences. Examples include environmental issues, forensics and marine exploration. |
| Support Services - | K-8 | Students are introduced to the elements and principles |

| COURSE TITLE | GRADE LEVEL | COURSE DESCRIPTION |
|-------------------------------|-------------|---|
| Visual and Media Arts | | of design and explore visual or media art forms such as drawing, painting, sculpture, crafts, photography and video/film production. Art appreciation and the study of various styles and historical periods may also be covered. |
| EL Support Services- ELA | K-8 | Students develop their proficiency in language arts skills and typically read a variety of fiction and non-fiction selections; write a variety of compositions; and continue to develop listening and speaking skills. Instruction may include preparing learners for reading and writing proficiency assessments. |
| EL Support Services- Math | K-8 | Students learn mathematical skills, vocabulary and concepts while expanding their language skills through a variety of mathematical exercises. Topics may include, but are not limited to, computation, measurement, calculator skills, estimation and reading/interpreting graphs, or advanced areas of study such as pre-algebra/algebra and geometry concepts. A focus on one or more math topics rather than a general overview of mathematics may be provided. |
| EL Support Services - Science | K-8 | Students learn scientific thinking, vocabulary and concepts while expanding language skills through a variety of scientific exercises and activities. Topics of study may include, but are not limited to, basic biological concepts; explorations in forensic science; environmental science; biochemistry; and the physical sciences. A focus on one or more science topics rather than provide a general overview of science may be provided. |

Grades 6–8

| COURSE TITLE | GRADE LEVEL | COURSE DESCRIPTION |
|---------------------------|-------------|--|
| Language Arts 6 | 6th Grade | Students build on their knowledge of grammar, vocabulary, word usage, and mechanics of writing through the four aspects of language: reading, writing, speaking and listening. The use of language is emphasized for different effects, in different contexts, and for different purposes. |
| Language Arts 7 | 7th Grade | Students build on their knowledge of grammar, vocabulary, word usage, and mechanics of writing through the four aspects of language: reading, writing, speaking and listening. Students may emphasize different uses for language, including constructing meaning and making connections in written texts. |
| Math 6 | 6th Grade | Students learn numerical operations (including basic operations and their proper order), measurement, patterns, simple functions, geometry and concepts of data analysis, including statistics and probability. |
| Math 7 | 7th Grade | Students learn numbers and operations, measurement, patterns, functions, algebraic formulas, geometry and concepts of data analysis, including statistics and probability. |
| Grade 6 Minnesota Studies | 6th Grade | Students gain a greater understanding of social studies disciplines, including history, geography, civics and government, and economics. Content focuses on the history, culture, and government of specific world societies. Typically, students develop skills used in the social studies disciplines. |
| Grade 7 US Studies | 7th Grade | Students develop greater understanding and skills in the social studies disciplines of history, geography, civics and government, and economics. |
| Science Grade 6 | 6th Grade | Students build on their skills and understanding of engineering through topics such as particle model for explaining properties of matter and physical changes; descriptions of forces, motion and mechanical energy; and wave properties of sound and light. |
| Science Grade 7 | 7th Grade | Students build skills of scientific inquiry to include |

| | | |
|-------------------------------|-----------|---|
| | | multivariable experiments and evaluating evidence. Life science topics include cells, ecosystems, reproduction, evolution and diseases. The course also includes matter topics of elements, atoms, and reactions. |
| Music Grade 6 | 6th Grade | Students create and perform music; listen and respond to musical compositions; and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication; developing skill with the voice and/or musical instruments; understanding personal, societal, cultural and historical influences on music; and refining the ability to discern and critique. |
| Music Grade 7 | 7th Grade | Students create and perform music; listen and respond to musical compositions; and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication; developing skill with the voice and/or musical instruments; understanding personal, societal, cultural and historical influences on music; and refining the ability to discern and critique. |
| Art Grade 6 | 6th Grade | Students create, refine and share original art, as well as analyze, respond to, and evaluate a variety of artworks. Students learn to refine their technique; increase their artistic vocabulary; express themselves and their world view; understand personal, societal, cultural, and historical influences on artworks; develop their own aesthetic; and strengthen their critical abilities. |
| Art Grade 7 | 7th Grade | Students create, refine and share original art, as well as analyze, respond to, and evaluate a variety of artworks. Students learn to refine their technique; increase their artistic vocabulary; express themselves and their world view; understand personal, societal, cultural and historical influences on artworks; develop their own aesthetic; and strengthen their critical abilities. |
| PE & Health Education Grade 6 | 6th Grade | Students gain the knowledge, experience and an opportunity to develop skills in a variety of sports or activities such as team sports, individual/dual sports, recreational sports, and fitness/conditioning activities. |

| | | |
|-------------------------------------|-----------|---|
| | | The sports and activities are integrated with instruction in consumer health issues and personal health topics in nutrition; mental health and stress management; drug/alcohol abuse prevention; injury and disease prevention; and first aid. |
| PE & Health Education Grade 7 | 7th Grade | Students gain the knowledge, experience and an opportunity to develop skills in a variety of sports or activities such as team sports, individual/dual sports, recreational sports, and fitness/conditioning activities. The sports and activities are integrated with instruction in consumer health issues and personal health topics in nutrition; mental health and stress management; drug/alcohol abuse prevention; injury and disease prevention; and first aid. |

Grades 9-12

| COURSE TITLE | GRADE LEVEL | CREDITS | COURSE DESCRIPTION |
|---------------------|-------------|------------|---|
| Modern Art History | 9-12 | 1 year | Students learn about the major movements, paradigms, and documents of European and American art of the 20th century. Special attention is given to crucial issues: The relation of art and politics; art's response to mass media and consumer culture; and the understanding of terms such as "modern," "avant-garde," and "postmodern." Students also study the fundamental tools for examining works of art formally, historically and critically. The course is not intended as a complete survey of 20th century art, but addresses the complex set of aesthetic, philosophical and political motivations that shaped the artistic production of select figures and movements including Cubism, Dada, Surrealism, Pop Art, Minimalism, Performance Art, and Appropriation Art. |
| Theatre Arts | 9-12 | 1 semester | Students view and critique theatrical productions while expanding their knowledge of theatre vocabulary and become adept at selecting elements of the production for review. Through a partnership with Project Success, students gain free access to some of the great theatres in our community (Guthrie, Mixed Blood, History Theatre, etc.). These theatres bring rich cultural and diversity to their schedule each season, so students are able to choose productions that interest them each quarter. Students attend three shows each quarter and complete a pre- and post-production project for each performance that includes researching the playwright and the era of the production. |
| Digital Media Intro | 9-12 | 1 semester | Designed as a foundational technology |

| COURSE TITLE | GRADE LEVEL | CREDITS | COURSE DESCRIPTION |
|------------------------------------|-------------|------------|--|
| | | | education course for high school, students participate in hands-on training in a computer lab that introduces them to the four fundamental pathways in digital design: 3D Design, Sound Design, Graphic Design, and Animation. Learning focuses on the mastery of conceptual design and technical skills as students apply computer vocabulary; practice creating files; increase their computer proficiency; learn software typically used in media projects and use digital imaging and recording equipment. In coursework that is creative, artistic, and technical students study the work of professional designers; work collaboratively in client/designer relationships with other learners and staff; build portfolios of their work; and explore what it means to design in the digital world. |
| Careers In Health And Wellness | 9-12 | 1 semester | Designed for college-preparatory students interested in a medical or health science career, students explore different aspects of the health care field. Students develop professionalism and respect for others, make ethical choices, maintain confidentiality, and increase personal responsibility and reliability. |
| It Exploration | 9-12 | 1 semester | As an introduction to careers in the Information Technology (IT) field, students learn different aspects of IT to inform potential career paths in the field. Students complete assignments and projects in IT careers, digital media, hardware and operating systems, communications and networks, software development, databases, and new and emerging technologies. |
| Civil Engineering And Architecture | 11-12 | 1 year | Students focus on a long-term project involving the development of a local property site to learn about various aspects of civil engineering and architecture as they apply their learning to the design and development |

| COURSE TITLE | GRADE LEVEL | CREDITS | COURSE DESCRIPTION |
|------------------------------|-------------|------------|---|
| | | | of the property. Using 3D design software, students develop solutions to solve their major course project as they learn about documenting projects, solving problems, and communicating their solutions to their peers and civil engineering and architecture professionals. |
| Career Experience/Internship | 10-12 | 1 semester | As a structured program, 11th and 12th grade students receive school-site occupational instruction and related work site experience. Extending the classroom into a workplace setting, students connect their classroom activities with actual work experience to enable a smooth transition into the workforce or post-secondary education. |
| Career Readiness Seminar | 9-12 | 1 semester | Students explore career aspirations and gain insights into Minnesota's workforce needs while developing valuable career-ready skills as they: cultivate employment skills; create a personal marketing plan (i.e., cover letters, resume, image); and learn about work-related health and safety issues. It is recommended that learners take this course prior to 99204 IBCP Personal and Professional Skills. This course is required for all learners wishing to participate in a paid internship during the school day. |
| Radio Station Operator | | 1 semester | Students gain advanced skills and knowledge required to be a radio disc jockey and radio station operations as an announcer and production assistant. Cultivating the strong announcing skills they learned in Radio Station Operation 1, student work in small groups with a teacher and radio station employee, or an intern. Students are expected to work independently and as a team to solve the daily challenges involved in running a radio station and learn strong cooperation skills necessary to perform the tasks of a radio announcer and |

| COURSE TITLE | GRADE LEVEL | CREDITS | COURSE DESCRIPTION |
|-----------------------------|-------------|---------|--|
| | | | assistant producer. |
| Intro To Engineering Design | 9-12 | 1 year | As they apply problem-solving skills, students develop a 3D model or solid rendering of an object using visualization processes and tools provided by state-of-the-art computer hardware and software, and Inventor. This modern computer-based process replaces the traditional hand drawing method. Emphasis is on the product design-development process and how the product model is produced, analyzed, and evaluated using a Computer Aided Design System. Various design applications are explored along with career opportunities. |
| English 9 | 9 | 1 year | Students advance their reading and writing skills through a wide range of fiction and non-fiction texts. Provided with the choice in both what they read and how they demonstrate their understanding of the texts, students learn how to support their analysis of texts with evidence. Students develop research skills through the composition of a short research paper and have the opportunity to read and write poetry. Opportunities for individual feedback and support are incorporated. |
| English 10 | 10 | 1 year | Students advance their reading and writing skills through a wide range of fiction and non-fiction texts. Provided with the choice in both what they read and how they demonstrate their understanding of the texts, students learn how to support their analysis of texts with evidence. Students continue to develop their research skills through the composition of a short research paper. The course offers a balanced focus on composition and literature to further develop skills in determining an author's intent and theme, while identifying the techniques used by an author to deliver their message. Opportunities for individual |

| COURSE TITLE | GRADE LEVEL | CREDITS | COURSE DESCRIPTION |
|------------------|-------------|---------|--|
| | | | feedback and support are incorporated. |
| English 11 | 11 | 1 year | Students advance their reading and writing skills through a wide range of fiction and non-fiction texts. Provided with the choice in both what they read and how they demonstrate their understanding of the texts, students learn how to support their analysis of texts with evidence. Literary conventions and stylistic devices may receive greater emphasis than in previous courses. Students also advance their research skills to prepare them to be critical thinkers who can navigate complex digital media. Students also develop strong writing skills with an emphasis on clear, logical writing patterns, and word choice and usage. Opportunities for individual feedback and support are incorporated. |
| English 12 | 12 | 1 year | Students continue to advance their reading and writing skills through a wide range of fiction and non-fiction texts. Provided with the choice in both what they read and how they demonstrate their understanding of the texts, students learn how to support their analysis of texts with evidence. Literary conventions and stylistic devices may receive greater emphasis than in previous courses. Students also advance their research skills to prepare them to be critical thinkers who can navigate complex digital media. Students also develop strong writing skills with an emphasis on clear, logical writing patterns, and word choice and usage. Opportunities for individual feedback and support are incorporated. |
| Creative Writing | 9-12 | 1 year | Students explore poetry and song lyrics. As both readers of published work and writers of their own original work, students share their |

| COURSE TITLE | GRADE LEVEL | CREDITS | COURSE DESCRIPTION |
|------------------------------|-------------|------------|--|
| | | | writing with a trusted peer for feedback to learn the value of revisions in creating texts that communicate their ideas in a meaningful way. Students choose the texts they wish to examine and create poems, short stories and descriptive narratives. |
| Public Speaking | 9-12 | 1 semester | Students develop communication skills in a variety of speaking situations such as small and large group discussions or through speeches in front of audiences. Topics may include, but are not limited to, research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence. |
| AP English Lit & Composition | 9-12 | 1 year | The college-board curriculum parallels college-level English composition courses where students study language, character, action and theme in works of recognized literary merit to enrich their understanding of connotation, metaphor, irony, syntax and tone. Students write compositions, including literary analysis, exposition, argument, narrative and creative writing. |
| Health | 9-12 | 1 semester | This health course required for graduation and taken as a freshman. Units covered incorporate the eight National Health Standards. The course is designed as a blended model of online curriculum and classroom instruction. Units of study include personal health and wellness, nutrition, substance abuse, sexuality, HIV/AIDS and other sexually transmitted infections, Safer Choices sexuality curriculum, relationships, first aid and CPR and other current health trends. |
| Fitness For Life | 9-12 | 1 year | Students learn about the benefits of fitness and sports through decision-making, cardiovascular fitness, and skill development in various sport and lifetime leisure activities. |

| COURSE TITLE | GRADE LEVEL | CREDITS | COURSE DESCRIPTION |
|--------------|-------------|---------|---|
| | | | Equipped with the knowledge to make informed decisions in developing a healthy lifestyle, cardiovascular endurance and conditioning is emphasized through fitness and sport activities. Activities improve strength, agility, flexibility, and cardiovascular endurance while students experience a variety of team, dual, and individual activities focused on skill development (basic through advanced) and knowledge. |
| Ojibwe I | 9-12 | 1 year | Students are introduced to the basic structure of the Ojibwe language within familiar and cultural contexts as they learn to understand and speak the language through guided practice in real-world situations. Students begin to develop communicative skills—listening, speaking, reading, and writing in Ojibwe while exploring Ojibwe cultural and social practices, as well as their own culture. Students develop language-learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world. |
| Dakota I | 9-12 | 1 year | Designed to introduce students to Dakota/Lakota language and culture, the class prepares students to communicate authentically in Dakota/Lakota by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on a variety of topics. The course introduces the relationships among the products, practices and perspectives of the Dakota culture and language. |
| Japanese I | 9-12 | 1 year | Students are introduced to the basic structure of the Japanese language within familiar and cultural contexts as they learn to understand and speak the language through guided practice in real-world situations. Students |

| COURSE TITLE | GRADE LEVEL | CREDITS | COURSE DESCRIPTION |
|----------------------|-------------|---------|---|
| | | | begin to develop communicative skills—listening, speaking, reading, and writing in Japanese while exploring Japanese cultural and social practices, as well as their own culture. Students develop language-learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world. |
| Intermediate Algebra | 9-12 | 1 year | Student learn to use the language, symbols and notation of mathematics to be confident in using mathematics to analyze and solve problems both in and out of school while developing the knowledge and skills necessary to pursue further studies in mathematics. The class includes a thorough review of linear relationships; an introduction to exponential and quadratic relationships; a survey of transformations; and a solid study of secondary-level statistics and probability. |
| Geometry | 9-12 | 1 year | Students study points, lines, line segments, rays, planes and vectors as they explore angles, polygons, circles, lengths, areas and volumes. Mathematical patterns and life’s patterns are also explored. Emphasis is placed on congruent figures, as well as similar figures and their ratios, and right triangle trigonometric ratios. The concept of proof is investigated and the utility of logic emphasized. Algebraic skills are used to build further understanding of the interconnectedness of mathematics. |
| Advanced Algebra | 9-12 | 1 year | Students learn how to recognize, describe and generalize patterns to make predictions; use algebraic symbols and operations to represent and analyze mathematical structures and relationships; analyze the relationships and interactions between quantities to model and compare patterns of change for complex functions. Students study sequence, linear, |

| COURSE TITLE | GRADE LEVEL | CREDITS | COURSE DESCRIPTION |
|---------------|-------------|---------|---|
| | | | polynomial, and exponential functions, logarithmic functions, and the graphs that correspond to them, transformations, growth, and decay models; explore data through statistical graphs, measures of central tendency, lines; learn how to factor, solve radicals, and understand complex numbers, trigonometric functions; and use graphing calculators to solve problems. Students also review and prepare for the Math portion of the MCA III (Minnesota Comprehensive Assessment). |
| Pre-calculus | 9-12 | 1 year | This is the fourth year of the sequential curriculum. Analysis is a year-long pre-calculus course that uses all prerequisite mathematics in the further study of algebra and trigonometry. General topics include polynomial functions, inequalities, logarithms, trigonometric functions, complex numbers, sequence and series, and analytic geometry. |
| AP Statistics | 9-12 | 1 year | AP Statistics is the equivalent of a one semester, introductory college statistics course. Students develop strategies for collecting, organizing, analyzing and drawing conclusions from data. Students also design, administer, and tabulate results from surveys and experiments. Probability and simulations help students in constructing models for chance phenomena. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. The textbook supports the TI-83, TI-84, and TI-89 graphing calculators. Fathom and other statistical software and web-based java applets are used to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data. |
| Biology | 9-12 | 1 year | Students investigate fundamental concepts in |

| COURSE TITLE | GRADE LEVEL | CREDITS | COURSE DESCRIPTION |
|---------------|-------------|------------|--|
| | | | the life sciences, including the cell, heredity, evolution, ecology, biochemistry and homeostasis. The Minnesota standards in life science and nature of science and engineering are also addressed. |
| Chemistry | 9-12 | 1 year | Students investigate fundamental chemistry more in depth than in the Physical Science course. Topics include atomic theory, the structure of matter, compounds, molecular bonding, chemical reactions, gas laws, solution chemistry, the electromagnetic spectrum, and organic chemistry. The chemistry portion of the Minnesota standards in physical science and in the history and nature of science are addressed. |
| Physics | 9-12 | 1 year | In Physics learners investigate fundamental physics concepts with considerably more depth than in the Physical Science course. Important topics include motion, energy changes and transfer, and the structure of the Universe. The Minnesota standards addressed in this course include: Physical Science Physics, Physics, and the Nature of Science and Engineering. |
| Earth Science | 9-12 | 1 semester | In Earth Science learners investigate fundamental concepts in the earth sciences related to the earth's lithosphere, hydrosphere, and atmosphere. Significant current environmental issues are also studied. The Minnesota standards in earth science and in the nature of science and engineering are addressed in greater scope and depth. |
| AP Chemistry | 11-12 | 1 year | This course follows a college-board curriculum that parallels a college-level chemistry course. The class stresses basic facts and their synthesis into main chemistry concepts. The approach enables students to spend less time on factual recall and more time on inquiry-based learning of essential concepts, and it |

| COURSE TITLE | GRADE LEVEL | CREDITS | COURSE DESCRIPTION |
|-----------------|-------------|---------|--|
| | | | helps them develop the reasoning skills necessary to engage in the science practices used throughout their study of AP Chemistry. The topics covered in AP Chemistry are: Chemical Fundamentals; Redox and Thermochemistry; The Periodic Table; Structure and Properties of Matter; Kinetics; Gaseous and Solubility Equilibrium; Acid-Base Equilibrium; Thermodynamics; and Electrochemistry. |
| Human Geography | 9 | 1 year | Students examine the patterns and processes that have shaped the ways humans understand, use and alter the earth's surface. Using spatial concepts and landscape analysis, students examine human social organization and its environmental consequences. Students also learn about the methods and tools geographers use. |
| US History | 9-12 | 1 year | The course provides an overview of United States history by examining time periods from discovery, or colonialism, through World War II and later. The historical overview integrates political, military, scientific and social developments. Content may include a history of the North American peoples before European settlement. |
| US Government | 9-12 | 1 year | This course provides an overview of the structure and functions of the U.S. government and political institutions. Students examine constitutional principles; the concepts of rights and responsibilities; the role of political parties and interest groups; and the importance of civic participation in the democratic process. The structure and function of state and local governments, and selected economic and legal topics may also be covered. |
| Economics | 9-12 | 1 year | This course provides an overview of economics with an emphasis on the principles of microeconomics and the U.S. economic system. Topics may include principles of |

| COURSE TITLE | GRADE LEVEL | CREDITS | COURSE DESCRIPTION |
|-------------------------|-------------|------------|---|
| | | | macroeconomics, international economics, and comparative economics. Economic principles may be presented in formal theoretical contexts, applied contexts, or both. |
| Psychology | 9-12 | 1 year | Students are introduced to the study of individual human behavior. Content typically includes, but is not limited to, an overview of the field of psychology; topics in human growth and development; personality and behavior; and abnormal psychology. |
| Financial Planning | 9-12 | 1 semester | Students examine a particular economics topic rather than receiving a general overview of the field. Course topics may include international economics; economic development and growth of a particular country or region; or resource allocation. |
| Race & Identity Studies | 9-12 | 1 quarter | In this interdisciplinary course, students examine art, literature, history, politics, economics and music in an effort to explore how race has shaped the experiences of all people in the United States, historically and today. Students examine race and ethnicity and how the construction of race in the United States has impacted the nation and students themselves. This course includes an explicit exploration of identity, intersectionality and multiplicity. Students engage in structural analysis of racism and colonialism that works towards dismantling oppression. Case studies are centered on counter-narratives of communities of color. Students have the opportunity for interdisciplinary learning that leads to action and co-construction of learning that connects the classroom to the community. Skills emphasized include critical questioning and reading; participatory action research; discussion for deeper understanding; writing to convey ideas; analysis of art; and collaboration. |

| COURSE TITLE | GRADE LEVEL | CREDITS | COURSE DESCRIPTION |
|------------------------|-------------|------------|--|
| Black Culture (Kings) | 9-12 | 1 semester | <p>Students are introduced to the complexity of the black male experience by exploring the lived reality of black men in the United States. Ranging historically--far and thematically--wide, these courses expose learners to the experience of black male labor force participation and employment outcomes; deconstruct representations of black masculinity in popular culture; explore academic dilemmas associated with primary and secondary educational pursuits; and uncover issues connected with law, incarceration and criminal justice. In addition, part of the curriculum examines the relationship complexities involving black men and black women by looking closely at the African-American role in traditional and non-traditional family structures. Along with historical and sociological content, the issue of character development and black male leadership is addressed. The class poses the most central of questions: Who are black men and what is the black male experience, given the growing diversity of black maleness in Minnesota, the United States and the Diaspora? At the center of the curriculum is not only what other people have said about the black male historical and contemporary experience, but also how black men have imagined and constructed their own experience over time.</p> |
| Black Culture (Queens) | 9-12 | 1 semester | <p>Students are introduced to the complexity of the black female experience by exploring the lived reality of black women in the United States. Ranging historically--far and thematically--wide, these courses expose learners to the experience of black female labor force participation and employment outcomes; deconstruct representations of</p> |

| COURSE TITLE | GRADE LEVEL | CREDITS | COURSE DESCRIPTION |
|--------------------|-------------|---------|--|
| | | | <p>black femininity in popular culture; explore academic dilemmas associated with primary and secondary educational pursuits; and uncover issues connected with law, incarceration and criminal justice. In addition, part of the curriculum examines the relationship complexities involving black women and black men by looking closely at the African-American role in traditional and non-traditional family structures. Along with historical and sociological content, the issue of character development and black female leadership is addressed. The class poses the most central of questions: Who are black women and what is the black female experience, given the growing diversity of black femininity in Minnesota, the United States and the Diaspora? At the center of the curriculum is not only what other people have said about the black female historical and contemporary experience, but also how black women have imagined and constructed their own experience over time.</p> |
| AP Human Geography | 9-12 | 1 year | <p>This course follows college-board curriculum designed to parallel college-level human geography course. Students study patterns and processes that have shaped the ways in which humans understand, use and alter the earth's surface.</p> |



Supportive, high-quality classes anywhere, anytime.

MINNEAPOLIS PUBLIC SCHOOLS

<https://online.mpls.k12.mn.us>

JUNE 25, 2021