

# **ROBBINSDALE COOPER HIGH SCHOOL**

**8230 47th Avenue North  
New Hope, Minnesota 55428  
763-504-8500**

## **PROGRAM OF STUDIES AND REGISTRATION GUIDE Grade 9 and Grade 10 2016-2017**

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**[www.chs.rdale.org](http://www.chs.rdale.org)**

**“Home of the Hawks”**

## **SCHOOL BOARD**

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## **ROBBINSDALE AREA SCHOOLS MISSION**

The mission of Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community.

**Individual focus. Infinite potential**

## **COOPER HIGH SCHOOL MISSION**

To provide a caring and vibrant community where all members are respected, we will educate students to become active, compassionate, principled critical thinkers who understand that other people, with their differences, can also be right.



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# GENERAL INFORMATION

## International Baccalaureate Middle Years Programme

Cooper High School offers the International Baccalaureate Middle Years Programme (IBMYP) to all of its ninth and tenth graders. The IBMYP offers a framework of critical thinking, international understanding, life-long learning, and community service to deliver the school's curriculum. There are eight subject areas: Language and Literature (English), Language Acquisition (French or Spanish), Individuals and Societies, Sciences, Mathematics, Physical and Health Education, Arts (visual and performing), and Design. Honors courses are offered in Language and Literature, Individuals and Societies, and Sciences. Students taking honors courses in the IBMYP must commit to the course for a minimum of one semester.

## International Baccalaureate Diploma Programme

Cooper High School was accepted in 1998 into the International Baccalaureate (IB) community of schools to offer the 11th and 12th grade Diploma Programme. The courses, offered to juniors and seniors only, are marked by high levels of rigor, international-mindedness, and inquiry. Students may choose to take individual courses and receive IB Certificates if they sit for the May exams. They may also choose the Diploma Candidate route, in which they take all of their courses at the IB Diploma level. IB Diploma-level courses require independent writing, community service, critical thinking justifying one's ideas. Students choosing to take Diploma-level classes are required to read the course guide description of the class and to commit to staying in the class at least one full semester.

## The Robbinsdale School District Credit Requirements

**Forty-six** semester credits are required to graduate. Each semester-long course equals one credit. In grade 9 and 10, at least 13 courses (credits) are required each year.

### Class of 2019 & Class of 2020

COURSE CREDITS	
English	8 semester credits
Social Studies	8 semester credits
Science (includes biology and physics or chemistry)	6 semester credits
Mathematics (must include Algebra 2)	6 semester credits
Physical Education	2 semester credits
Health	1 semester credit
Arts Education	2 semester credits
Electives	13 semester credits

**TOTAL: 46 SEMESTER CREDITS**

### Pre-requisites

Some courses require students to take a course previous to enrolling in the one they are considering. Roman numerals are used to show the required sequence. For example, **Drawing II** cannot be taken before **Drawing I**.

### Class Changes

Ninth and tenth grade students are required to enroll in at least thirteen (13) credits per year to be considered a full-time student. In rare instances, principals have the authority to make modifications to class loads. Course drops and changes are considered under four possible circumstances (see below). **Changes must be made within the first 5 school days of each semester.**

- A course conflict or computer error in scheduling has occurred
- The class has been determined by the teacher to be too easy or difficult for the student
- Student has failed the class previously and has been assigned the same teacher
- Student has been admitted to a special program

### Dropping Classes

Students are expected to take all classes for which they have registered. Students may request a class change within the first 5 school days of each semester. After that time, any change in schedule may result in a grade of **NC** (No Credit). Exceptions to this rule may be authorized by the grade level principal.

# GENERAL INFORMATION

## **Pass/No Credit**

All required and elective courses are graded A, B, C, D, NC, or I. However, **one elective** course per semester may be graded Pass/No Credit. In order to do this, a student must fill out an application, which requires a signature from the parent, teacher and counselor, generally by the end of the **eighth week** of the semester. A grade of a **P** gives a credit for the class but does not affect grade point average. It is granted only if a student receives a C or better in any given class. A grade of an **NC** loses credit and **does** affect grade point average. P/NC should be used sparingly since some colleges do not accept courses taken P/NC.

## **Grade of Incomplete**

Final grades of *Incomplete* (I) must be formally changed by the teacher by the end of the quarter following the initial grade entry or an **NC** will result. It is the student's responsibility to work with the instructor to be sure deadlines are met.

## **Removing Transcript Grades**

All grades earned at Cooper High School remain part of the student's official transcript. Once a grade is entered by a teacher it becomes part of the permanent transcript. Grades are posted on the transcript each semester. If a student re-takes a course, the original grade remains on the transcript.

## **Credit Recovery**

Students who have received an NC in any course must do credit recovery. The new course grade will appear on the student's transcript but will not replace the original grade. Students who have received credit in a course are not allowed to repeat. See the grade level counselor regarding credit recovery options.

## **Post-Secondary Enrollment Options (PSEO)**

High school juniors or seniors may attend a college, either full or part time, at no cost to the student. See grade level-counselor or guidance website for further information. Colleges carefully evaluate high school rank and test scores when considering high school students for enrollment. Juniors generally must be in the top 30 percent of their class; seniors, the top 50 percent. Students must arrange their own transportation. It is the responsibility of the student to access Cooper's website or initiate contact with a staff member to obtain information about Cooper activities, events and announcements.

## **Post-Secondary Enrollment Option—Career & Technical Education (PSEO—CTE)**

High school sophomores may take one Vocational/Career college course per semester at no cost to the student. If a sophomore receives a grade of C or better in their first PSEO course, the student shall be allowed to take additional career or technical education courses in subsequent terms. Colleges provide guidelines about which courses are available for sophomores. Students must have met the standards on their 8th grade MCA Reading test to be considered. The course should not conflict with coursework at Cooper, and students must provide their own transportation. As a result, it is recommended that students take online or evening course offerings. See Guidance website for further PSEO information.

## **Credit by Assessment**

It is the policy of District 281 to grant credit for prior learning to a student when the student successfully completes an approved assessment of competence in the learner outcomes of a course. It is the student's responsibility to initiate the application for such credit. Forms are available at the district office.

# CAREER and COLLEGE READINESS

## MAKING CHOICES

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Post secondary planning is a process that needs to be taken seriously. To make good decisions, it is important to gather the information needed and understand the guidelines in order to meet your goals. RCHS staff recommends that you do the following:

- Discuss future plans with parents, counselors, teachers and anyone you know in the career you are considering.
- Be aware of required courses for the career and college you are considering. (4 year, 2 year, and technical colleges).
- Participate in courses that will satisfy current interests and curiosity, as well as develop your special skills and talents.
- Always keep graduation requirements, both state and local, in mind while planning.
- Understand that you are responsible for completing the required courses and credits for graduation, as well as meeting State requirements.



Naviance

### College & Career Planning

- Post secondary planning
- Transcript requests
- Resumes
- College Searches
- Career Research
- College Application tracking
- ACT Prep

[connection.naviance.com/cooperhs](http://connection.naviance.com/cooperhs)

# CAREER and COLLEGE READINESS

## ADMISSION REQUIREMENTS OF SELECTED COLLEGES AND UNIVERSITIES

Parents and students are encouraged to consult college catalogs, the Career Center, their counselor, college counselor, AVID teacher, or IB Coordinator for additional information on high school course selection and specific requirements of individual colleges or universities.

### Minnesota State Colleges and Universities

Minnesota State Colleges and Universities (MnSCU) is a statewide system of community colleges, technical colleges, comprehensive community and technical colleges and state universities serving more than 435,000 students on 54 campuses. For more information: **1-888-667-2848** or **www.mnscu.edu**

- **Technical Colleges**

Technical colleges are dedicated to providing quality education for employment. Faculty members have years of experience and are connected to the industry in which they teach. This experience is especially useful when it comes time to look for a job.

- **Community Colleges**

Along with university transfer programs, community colleges also offer dozens of two-year career choices, including nursing, law enforcement, business, environmental technology, retail management, graphic design and many more. Students may also transfer to professional schools and liberal arts colleges and universities.

- **Combined Technical and Community Colleges**

Several of Minnesota's community colleges and technical colleges have merged and now offer more options for students. These colleges offer both academic and technical programs ranging from a single course to a two-year degree.

- **Minnesota State Universities**

Seven comprehensive universities (Bemidji, Mankato, Metropolitan, Moorhead, St. Cloud, Southwest and Winona) offer courses and programs leading to a bachelor's degree and beyond. Liberal arts and professional education are among the programs offered, and students can earn specialist certificates, undergraduate degrees, and graduate degrees up to the master's level.

## ADMISSIONS REQUIREMENTS FOR STATE 4 YEAR UNIVERSITIES

Minnesota state universities generally accept students who meet at least one of the following three criteria:

- Graduate in the top half of their high school class
- Score of 21 or higher on the ACT

Also, students should have completed the following curriculum while in high school:

- Four years of English, including composition, literature, and speech
- Three years of math, including two years of algebra, one of which is intermediate or advanced algebra, and one year of geometry
- Three years of science, including one year each of a biological and physical science, all with significant laboratory experience
- Three years of social studies, including one year each of geography and U.S. history
- Two years of a single world language, including non-English native languages and American Sign Language
- One year of arts (visual arts, media arts, or performing arts-theater, music, dance or media arts)

# CAREER and COLLEGE READINESS

## University of Minnesota

The five campuses of the University (Twin Cities, Crookston, Duluth, Morris, and Rochester) offer hundreds of undergraduate programs along with a wide range of graduate and professional degree programs. The following high school courses are required for admission.

- English-4 years. Emphasis on writing, including instruction in reading and speaking skills, literary understanding and appreciation.
- Mathematics-4 years. Elementary algebra, geometry, and intermediate algebra or integrated math 1, 2, and 3. Examples of fourth year math include calculus (preferred), pre-calculus, analysis or integrated math 4.
- Science-3 years. Including one year each of biological and physical science and including a laboratory experience.
- Biological science, chemistry and physics are required for Management, Biological Sciences, and Science and Engineering.
- Social studies-3 years. Including one year each of U.S. history and geography, or a course that includes a geography component such as world history, western civilization, or global studies.
- Global language-2 years (of same language).
- Visual and/or performing arts-1 year. Including instruction in the history and interpretation of the art form (e.g. theater arts, music, band, chorus, orchestra, drawing, painting, photography, graphic design, media production, theater production).

## **PRIVATE COLLEGES AND UNIVERSITIES**

There are several private four-year colleges and universities in Minnesota. Many Cooper students also enroll in colleges and universities outside of Minnesota. Most private colleges and universities offer liberal arts programs, emphasizing broad knowledge in arts, sciences, social sciences, and humanities. Many are affiliated with a religious denomination. Although tuition at private colleges is higher than at public institutions, private colleges offer comprehensive financial aid to qualified students with demonstrated need. The private colleges in Minnesota enroll about 60,000 students each year. For more information on private colleges in Minnesota, visit [www.mnprivatecolleges.org](http://www.mnprivatecolleges.org) or visit the Cooper College and Career Center.

## **ADMISSION REQUIREMENTS FOR PRIVATE COLLEGES AND UNIVERSITIES**

The strongest candidates for college admission have taken four years of English (with emphasis on writing); four years of mathematics; four years of science and four years of social science. Students should also take two or more years of a global language and several courses in the arts. Many students are interested in attending a public or private four-year college website. Admission standards to private colleges and universities vary. Check the Career Center, college or university catalog, or admissions office for specific school requirements.

## **COLLEGE APPLICATION PROCESS AT COOPER**

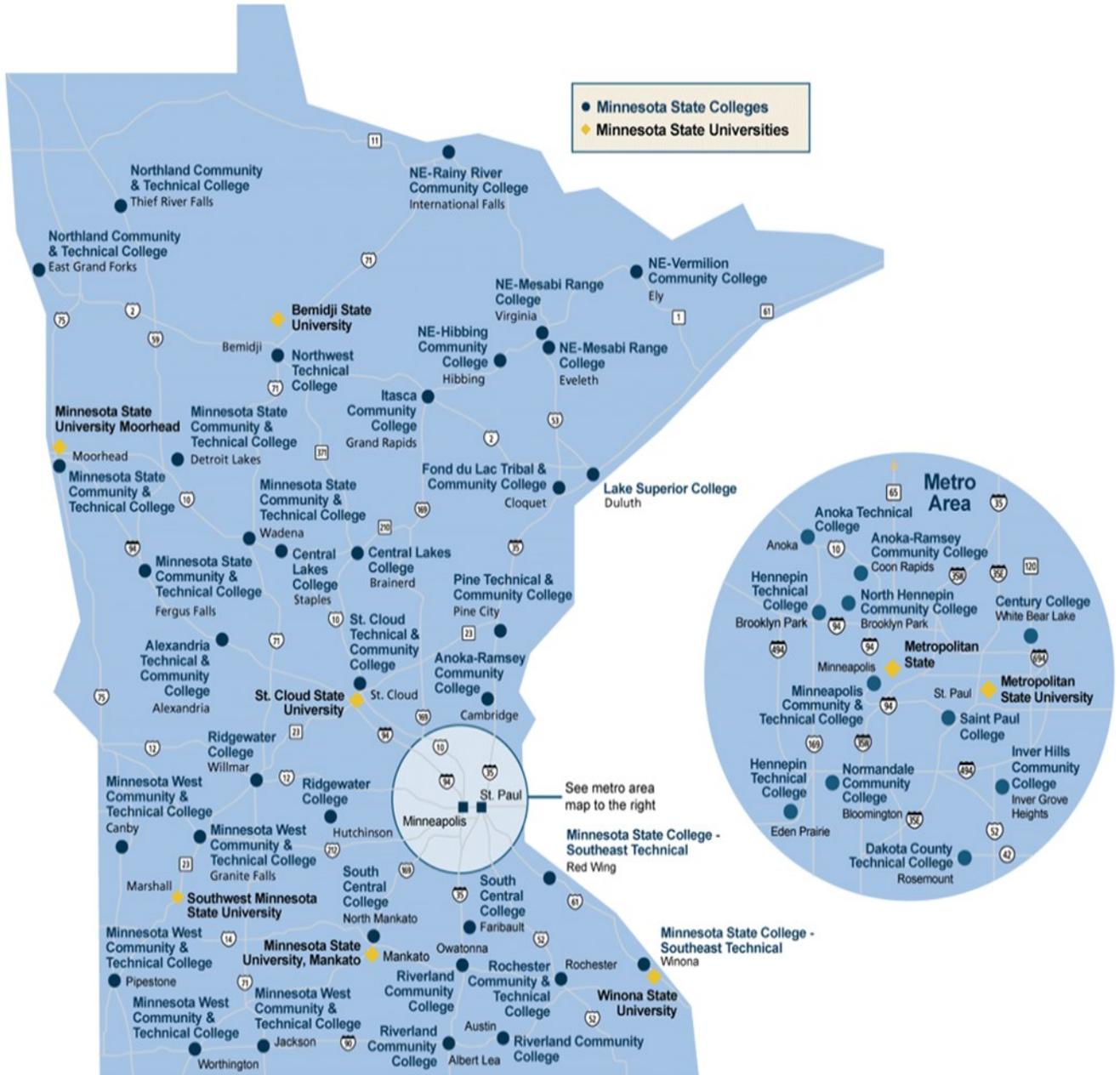
**Naviance** is a web service offered for families to assist in the college application process. Transcripts and letters of recommendation are officially requested using Naviance. Scholarships available to Cooper students are also posted on Naviance.

The following timeline is a guideline that we recommend seniors use:

- September: Start application process, request letters of recommendations from teachers
- October: College Knowledge Month ~ 2nd college visits, re-take ACT if necessary
- Late October: College Application Week ~ submit college applications, letters of recommendation, request transcripts
- Fall/Winter: Scholarship Searching
- January/February: Fill out the FAFSA
- March: Review financial aid offers to determine college choice
- May 1: College & Career Declaration Day

# CAREER and COLLEGE READINESS

## MNSCU Map



# CAREER and COLLEGE READINESS

## **RECOMMENDED EXAMINATIONS FOR FOUR YEAR COLLEGE BOUND STUDENTS**

Information is available in the Career Center and Counseling Office. Check specific college admission requirements so you take the appropriate entrance test and so that your scores are sent correctly.

### **PSAT/NMSQT**

**(Preliminary Scholastic Aptitude Test, National Merit Scholarship Qualifying Test)**

This optional, fee-based test is offered in October to high school juniors. The test is in verbal and math areas and is similar to the SAT. This is the qualifying test for the National Merit Scholarship Program and the source of mailings from colleges and other post-high school institutions.

### **ACT (American College Testing Program) Plus Writing**

Four tests are given in the academic areas of English mathematics, reading and science. Students receive four separate scores plus a composite score averaging the tests. Almost all colleges and universities in the United States accept the ACT Test. It is given throughout the year. It is recommended that juniors take the ACT in April or June. ACT offers an optional writing test. Most colleges and universities require students to take the writing portion at least once. Students can register online at [www.act.org](http://www.act.org). Fee waivers are available for students on free or reduced lunch.

### **SAT I (Scholastic Aptitude Test)**

This test has three sections critical reading, writing, and math. It is given seven times throughout the year: Some competitive colleges use SAT I score to determine admission. Students can register online at [www.collegeboard.org](http://www.collegeboard.org).

### **SAT II (Scholastic Assessment Test-Subject Tests)**

These one-hour tests measure knowledge in specific subject areas. Some four-year colleges require one or more subject tests, given the same dates as SAT I. There are 20 SAT Subject Tests in five general areas: English, History, Language, Math and Science.

## **POTENTIAL COLLEGE CREDIT EXAMS**

### **International Baccalaureate Exams**

Exams are given worldwide during May to students who have taken the IB Diploma-level classes for one (Standard Level-SL) or two (Higher Level-HL) years. Exams range in time length from 1-4 hours, and there is usually more than one exam for each course. There are also various forms of class work which are assessed externally for the IB score. Completed exams are scored by examiners around the world. Scores are available in July and may be submitted to colleges for consideration for admission, credit and placement. High scores are very helpful in gaining admission to college or obtaining college credit. Scores range from 1-7. Students must take IB (SL or HL) classes in order to take the exams.

### **Advanced Placement Exams**

AP exams give students the opportunity to earn college credit based on their knowledge in certain subjects. AP exams are not available at Cooper.

# AVID PROGRAM

## What is AVID?

AVID stands for **Advancement Via Individual Determination**. It is a college readiness system that provides academic support for college eligibility and success. The program targets academically average students and places them in advanced courses, while supporting them in the AVID elective course.

## Mission of AVID

To close the achievement gap by preparing all students for college readiness and success in a global society.

## The AVID Student - Eligibility requirements

In order to be eligible for AVID, students must be performing in the academic “middle” but have strong potential. Students must apply and interview for the program. The typical AVID student will have average to high test scores, a 2.0-3.5 GPA, college potential with support, and desire and determination. They typically meet one of the following criteria:

- First in family to attend college
- Historically underserved in 4-year colleges
- Low income
- Special circumstances (ELL, foster care, single parent family, etc.)

## Why AVID Works

AVID works because:

- The selection process ensures only those with ability, desire and determination participate.
- It accelerates underachieving students.
- Intensive support is provided.
- It changes the belief system of a school that minority students can't achieve at high levels and attend college.
- Specific needs of underachieving students are targeted.
- Teacher is redefined as an advocate and guide.
- Communication and sharing between teachers, administrators and counselors occurs.
- All strategies are research-based.

## Course Overview

**0024/0025** 9th Grade

**0080/0081** 10th Grade

Prerequisite: Application & Interview

## Course Philosophy

AVID is an elective course that prepares students for entrance into four-year colleges. It is based on rigorous standards developed by middle and high school teachers and college professors. It is driven by analytical writing, inquiry, collaboration organization and reading (WICOR), and in addition, it focuses on study skills, test taking skills, note taking, research, organization, critical thinking, goal setting, choosing a college, and preparation for college entrance exams.

## Course Description/Structure

AVID meets five hours per week as follows:

Two hours of instruction per week in college entry skills: lessons on test-taking skills; study skills, organization skill, and college exploration.

Two hours per week in tutor-supported tutorials. Students work with tutors in small groups with academic questions that students bring to the tutorial. Students are required to take notes during tutorial and use class and textbook notes to inform their discussions during tutorials. Tutors help students with the process of learning through inquiry and collaboration.

One hour per week in motivational activities (college and career research, field trips to colleges and businesses and other education opportunities in their communities, and service learning experiences), guest speakers, and academic survival skills such as: time management, note taking, textbook reading, library research, and maintaining the AVID binder (including an assignment calendar, class and textbook notes, assignments and homework), which is graded. These activities provide students with the resources they need to learn about many positive opportunities available to them.

In eleventh grade, students are encouraged to take the PSAT (Preliminary Scholastic Aptitude Test).

In eleventh and twelfth grades, students take the SAT (Scholastic Aptitude Test) and/or the ACT (American College Test).

# BLENDING COURSES INFORMATION

Robbinsdale Area Schools now offers blended courses. Blended courses, sometimes referred to as hybrid courses, combine the best parts of face-to-face instruction with the flexibility of rigorous online instruction.

## ***What are blended courses?***

Blended courses combine online learning with face to face instruction. Students do not meet in the classroom every day. For example, a blended course might meet on Monday, Wednesday and Friday but not on Tuesday and Thursday. The number of face to face meetings varies by course. Some course content will be delivered online using a learning system called Schoology. Many assignments are completed online.

## ***Are blended courses easier or harder than other courses?***

Blended courses offer the same challenge but in a different format. The amount of time and work will be equal to that of a traditional course.

## ***What are the benefits of blended courses?***

Blended courses provide digital content and flexibility. This fits the learning style of some students better than traditional courses do. Students learn in a format used frequently at colleges and work sites.

## ***Should I take a blended course?***

Successful students in blended course have the following qualities/resources:

I am self-motivated and can work independently.
I can read well and express myself clearly in writing.
I am good at time management, especially online.
My technology skill level is good, especially using the Internet and troubleshooting.
I have reliable Internet access outside of school.

**\*In order to register for a blended course, a student must have internet access outside of school.**

## ***Which blended courses are available for grade 10 at Cooper High School?***

Course Name( s)	Course Number( s)	Credits
IBMYP Health (semester course)	5704	1

# ARTS (PERFORMING and VISUAL)

Depending on scheduling constraints, it may be possible for students to participate in more than one music elective. Students should include BOTH course numbers on their registration forms. Contact the instructors for more information. There are a variety of non-credit ensembles that students can participate in: Pep Band, Jazz ensembles, Marching Band, Treble Ensemble, Madrigal Singers, Bel Canto Singers, Chamber Singers, and Chamber Strings. Current 9th graders should register for the NON-AUDITIONED ensemble in their music area: IBMYP Varsity Choir, IBMYP Concert Band, and IBMYP Philharmonic Orchestra. Auditions will be held in the spring for IBMYP Concert Choir, IBMYP Bel Canto Choir, IBMYP Symphonic Band, and IBMYP Symphony Orchestra. Changes will be made to course registrations at that time. All music courses are year-long courses. All art courses, either performing or visual, meet the fine arts graduation requirement, which is 2 credits.

## MUSIC COURSE DESCRIPTIONS

### **7454/7455 IBMYP Freshmen Women's Choir I & II (9)**

*Prerequisite: Demonstration of an age-appropriate level of proficiency in vocal technique*

The 9th Grade Choir is an all-women's singing group, emphasizing voice and skill building. Students study technique, elements of music, and performance etiquette. They participate in winter and spring concerts, along with other performance opportunities. Renaissance, Baroque, Classical, Romantic, 20<sup>th</sup> Century, Folk, Multi-Cultural, Jazz and Pop literature are studied. No audition is required; however, instructors listen to each student sing to determine range, ability and voicing. Students must be able to demonstrate pitch matching and willing to learn and develop new skills.

### **7750/7751 IBMYP Varsity Women's Choir I & II**

*Prerequisite: Demonstration of an age-appropriate level of proficiency in vocal technique*

The Varsity Women's Choir is comprised of women in grades 10-12 and emphasizes voice and skill building. Students study technique, elements of music, and performance etiquette. They participate in winter and spring concerts, along with other performance opportunities. Renaissance, Baroque, Classical, Romantic, 20<sup>th</sup> Century, Folk, Multi-Cultural, Jazz and Pop literature will be studied. No audition is required; however, instructors listen to each student sing to determine range, ability, and voicing. Students must be able to demonstrate pitch matching and willing to learn and develop new skills.

### **7756/7757 IBMYP Varsity Men's Choir I & II**

*Prerequisite: Demonstration of an age-appropriate level of proficiency in vocal technique*

The Varsity Men's Choir is comprised of men in grades 9-12 and emphasizes voice and skill building. Students study technique, elements of music, and performance etiquette. They participate in winter and spring concerts, along with other performance opportunities. Renaissance, Baroque, Classical, Romantic, 20<sup>th</sup> Century, Folk, Multi-Cultural, Jazz and Pop literature are studied. No audition is required; however, instructors listen to each student sing to determine range, ability, and voicing. Students must be able to demonstrate pitch matching and be willing to learn and develop new skills.

### **7856/7857 IBMYP Bel Canto Choir I & II (10-12)**

*Prerequisite: Auditioned by instructor in late April*

The Bel Canto Choir is a select group of women who aspire to reach high levels of musicianship and performance. Students develop the following skills: vocal production, elements of music, music history, ear training, sight reading and performance etiquette. They participate in at least two concerts during the year, as well as District 281 Choir/Orchestra Fall Festival, Region 6AA State Large Group Contest, Metro-West Conference events and festivals. Other events consist of performance tours and small ensemble opportunities. A wide variety of literature is studied, including Renaissance, Baroque, Classical, Romantic, 20<sup>th</sup> Century, Folk, Multi-Cultural, and Pop. Students will be assessed through singing tests, written tests and preparation for, rehearsal of and performance of a solo or ensemble.

### **7806/7807 IBMYP Concert Choir I & II (10-12)**

*Prerequisite: Auditioned by instructor in late April*

Members of the Concert Choir are chosen for their advanced vocal ability, experience, musicianship and desire to reach higher levels of musicianship and performance. Students develop the following skills: vocal production, elements of music, music history, ear training, sight reading, and performance etiquette. They participate in at least two concerts during the year, as well as District 281 Choir/Orchestra Fall Festival, Region 6AA State Large Group Contest, Metro-West Conference events and festivals. Other events consist of performance tours, Dorian Vocal Festival, ACDA Vocal Festival, All-State Choirs, and small ensemble opportunities. A wide variety of literature is studied, including Renaissance, Baroque, Classical, Romantic, 20<sup>th</sup> Century, Folk, Multi-Cultural and Pop. Students will be assessed through singing tests, written tests and preparation for, rehearsal of and performance of a solo or ensemble.

### **7402/7403 IBMYP Freshman Band I & II (9)**

*Prerequisite: Demonstration of an age-appropriate level of proficiency on instrument*

Members of this ensemble will rehearse and perform band music in a variety of styles at three annual concerts. Concerts are held outside of the school day and attendance is required. Students will be expected to attend bi-weekly small group lessons and practice their instrument outside of class. Members are encouraged to participate in Marching Band and expected to attend four winter pep band events.

# ARTS (PERFORMING and VISUAL)

## **7452/7453 IBMYP Freshman Orchestra I & II**

*Prerequisite: Demonstration of an age-appropriate level of proficiency on instrument*

Members will rehearse and perform a variety of string orchestra music during the school year. Concerts are held outside of the school day, and attendance is required. Students will be expected to attend bi-weekly small group lessons and practice their instrument outside of class. Members are encouraged to audition for Chamber Strings.

## **7808/7809 IBMYP Concert Band I & II**

*Prerequisite: Successful participation in 9<sup>th</sup> grade band or permission and audition with director*

Members of this ensemble will rehearse and perform a variety of wind band repertoire. The concert band performs at concerts, contests and festivals throughout the year. Attendance is required for all performances. Students will be expected to attend bi-weekly small group lessons and practice their instrument outside of class. Members are encouraged to participate in marching band and expected to attend four winter pep band events. This ensemble tours every other year.

## **7701/7702 IBMYP Symphonic Band I & II**

*Prerequisite: Audition by instructor*

This is Cooper's select ensemble, and it performs at numerous concerts, contests, and festivals. Attendance at all performances is mandatory. This group is dedicated to the fine performance of quality wind band repertoire. The ensemble tours every year in the Spring. Students will be expected to attend bi-weekly small group lessons and practice their instrument outside of class. Members are encouraged to participate in Marching Band and attend four winter pep band events. Select members have an opportunity to perform orchestral literature with the Cooper Symphony Orchestra.

## **7705/7706 IBMYP Philharmonic Orchestra I & II**

*Recommended: Successful participation in 9<sup>th</sup> grade orchestra or audition with director*

Members will rehearse and perform a variety of string orchestra repertoire and chamber music. The Philharmonic Orchestra performs at concerts, contests and festivals throughout the year. Attendance is required for all performances. Students will be expected to attend bi-weekly small group lessons and practice their instrument outside of class. Members of this ensemble are encouraged to audition for Chamber Strings, and they may also participate in a tour once every two years.

## **7703/7704 IBMYP Symphony Orchestra I & II**

*Prerequisite: Audition by instructor*

The Symphony Orchestra is Cooper's select string ensemble. The ensemble performs at various events during the year, and all performances are required. Students are selected based on their technical proficiency and musicianship. The Symphony Orchestra is dedicated to the fine performance of standard string and full orchestra repertoire from all historical periods. Students will be expected to attend bi-weekly small group lessons and practice their instrument outside of class. Members of this ensemble are encouraged to audition for Chamber Strings. The orchestra tours every year.

## **7450/7451 IBMYP Arts 1 (9-10)**

Visual Arts is a class where students learn to "see" and direct skills that are specific to visual observation so they can develop and refine those skills. They then learn the components to be able to draw. Students will work on observation value drawings, foundations of elements and principles of art, pen and ink, artist/culture and styles studies, practice and refinement of ideas so that greater results emerge, perspective, watercolor techniques, 3-D wrap around designing, facial features and reflective writing.

## **7550/7551 IBMYP Arts 2 (10)**

*Prerequisite: Successful completion of IBMYP Arts 1*

Visual Art is an extension and development of skills from the IBMYP Art 1 course. Students being able to "see", and use these focused skills (visually and written) and continue to refine their abilities allow for more cognitive/thoughtful reasoning. More in-depth studies of artists, cultures, and styles will be used along with the "formal presentation of pages" of this information. Critical thinking and the linking of thought will be encouraged and students will become more comfortable in their expressive artistic development. A stronger emphasis on concepts and reasoning will be employed along with the visual study of skills and written reflection. Students will work on observational value drawings (series-strength in forms), cubism collage, shattered images, myths of human plight, two-point perspective, woven drawing, expressive portraits and reflective writing.

## **7758/7759 IBMYP Digital Arts I & II (10-12)**

*Prerequisite: Successful completion of IBMYP Arts 1*

This course is designed to give students access to relevant digital art media which will engage them to learn, while also building on the standards and objectives set in current art education pedagogy. This course aims to accomplish the following:

- Knowledge and understanding of the digital art forms studied, including concepts, processes, and the use of subject-specific terminology
- Understanding of the role of the digital art form.
- Use of acquired knowledge to purposefully inform artistic decisions.
- Acquisition and application of skills and techniques of the digital art form studied
- Critiquing of the digital artwork of self and others

# IBMYP DESIGN

The following IBMYP Design courses will encourage and enable students to do the following: develop an appreciation of the significance of technology for life, society, and the environment; use knowledge and techniques to create products solutions of appropriate quality; develop problem-solving, critical and creative think skills through the application of the design cycle; develop respect for others' viewpoints and appreciate alternative solutions to problems, and use and apply information and communication technology (ICT) effectively as a means to access, process, and communicate information and to solve problems. All of these courses will follow the MYP Design Cycle.

## **9457 IBMYP Technology & Computer Applications (9)**

This is a beginning course in keyboarding and computer applications designed to introduce students to computer application skills including word processing, spreadsheets, and graphic presentations (Microsoft Office Suite: Word, PowerPoint, Publisher, and Excel). Emphasis is on learning correct keyboarding and application techniques and functions. The curriculum will follow the MYP design cycle.

## **9459 IBMYP Technology & Computer Foundations (9)**

This is a beginning course in keyboarding and computer applications designed to introduce students to computer application skills including word processing, spreadsheets, and graphic presentations (Microsoft Office Suite: Word, PowerPoint, Publisher and Excel). Emphasis is on learning correct keyboarding, application techniques, and functions.

## **9043 IBMYP Web Design (9-12)**

All you designers out there, this class is for you! This is a one-credit semester course that focuses on website design, construction and management. Students will work hands on to design, construct and maintain web pages on the internet and be involved with maintaining their own personal web sites.

## **9650/9651 Engineering Science I & II (9-12)**

*Introduction to Engineering Design is a yearlong course, 2 credits*  
Students dig deep into the engineering design process, applying science, engineering, and math standards to hands-on projects. Students will learn the basics of 3-D modeling software (CAD) and proper documentation of their work through the use of an engineering notebook. Additionally, students will work individually and in teams to design solutions to open-ended problems in a real-world context. Students focus on the process of defining and solving a problem, not on getting the "right" answer. They learn how to apply STEM knowledge, skills, and habits of mind to make the world a better place through innovation. Students also have the potential to earn college credit.

## **9857/9858 Aerospace Engineering I & II (10-12)**

*Prerequisite: Successful completion of Engineering Science I & II (year-long course, 2 credits)*

This course propels students learning in the fundamentals of atmospheric and space flight. As students explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. Students learn basic orbital mechanics using industry-standard software. Students also explore robot systems through projects such as remotely operated vehicles. In this course, student have the potential to earn college credit.

## **9600 IBMYP Foods 1 (9-12)**

This course is all about food and eating with a focus on nutrition, wellness, and food preparation practices. Students will understand the principles of nutrition and learn how to use resources and tools for making wise food choices. Students will learn the skills for purchasing, storing, handling, planning, preparing, and cooking various foods. Cooking knowledge will include the names and proper use for kitchen tools, how to measure ingredients, the meaning of cooking terms, and how to read the technical steps of recipes. Food labs will involve hands on practice with food preparation and cooking techniques.

## **9750 IBMYP Foods 2 (9-12)**

*Prerequisite: Successful completion of Foods 1*

MYP Foods 2 is a concept exploration course for the student who wishes to complete an in-depth study of food preparation. Students apply mathematics and scientific principles while preparing a variety of foods. Students are required to demonstrate proper use and care of equipment. In addition, safe and sanitary lab practices that can be applied in the home as well as the workplace will be incorporated. Foods studied and prepared in class may include: meats, yeast, breads, desserts, appetizers, and fruits and vegetables. Students have a the potential to earn college credit and a ServSafe Food Protection Manager Certificate which is a requirement to work in many food service settings. Instruction and certification testing is available.

## **9001 IBMYP Sewing I (9-12)**

Introduction to modern fashion, and careers in the design, fashion, retail and merchandising industries. Major course goals; Students will demonstrate the ability to read and apply information to operate a sewing machine and embroidery machine, choose a skill-appropriate pattern and fabric, understand fabric construction and pattern terminology, and be able to successfully complete an item using technical direction and pattern. **There may be an extra fee for projects.**

## **9048 IBMYP Sewing II (9-12)**

*Prerequisite: Successful completion of Sewing I*

Students will sew several items of their, and choice learn advanced skills. **There may be an extra fee for projects.**

# IBMYP DESIGN

## **9454 IBMYP Create Your Own Video Game I (10)**

All you gamers out there-this class is for you! The course will encourage and enable students to do the following: develop an appreciation of the significance of technology for life, society and the environment; use knowledge, skills and techniques in creating video games of appropriate quality. Develop problem-solving, critical and creative thinking skills through the application of the design cycle, develop respect for others' viewpoints and appreciate alternative solutions to problems, and use and apply information and communication technology (ICT) effectively as a means to access, process and communicate information, and to solve problems.

## **9455/9550 IBMYP Interior Design Technology I & II (10)**

The first semester is an introduction to interior design principles. Students will study elements of design and principles of design. The second semester allows students to continue their study of interior design elements and principles. Topics of study include architectural design, planning spaces, floor plans, scale drawings, furniture styles and design, room backgrounds, lighting, floors, wall covering and window treatments. Students work in small groups on hands-on design projects throughout the year.

## **9458 IBMYP Sports Marketing (10-12)**

This course will encourage and enable students to do the following: develop an appreciation of the significance of technology for life, society and the environment; use knowledge, skills and techniques to create products/solutions of appropriate quality. Students will understand and develop sponsorship proposals, advertisements and create a new stadium design. Throughout the course, students will develop problem-solving, critical and creative thinking skills through the application of the design cycle, develop respect of others' viewpoints and appreciate alternative solutions to problems, and use and apply information and communication technology (ICT).

## **9551 IBMYP Introduction to Marketing (10-12)**

In this course students will learn and apply basic concepts of marketing. This knowledge will help them throughout their lives as a consumer, employer, and student. Throughout this class, students will demonstrate the sales process, create and design your own cereal brand and learn all about the functions of marketing! Marketing is everywhere and it affects people's day to day lives, so by having an understanding of how marketing works the students will become more competent consumers, employers, and citizens. Also, this class gives you the opportunity to be involved in DECA.

## **9652 IBMYP Introduction to Business (10-12)**

This course will introduce students to the world of business. The concepts learned will enhance students' consumer decision making skills, prepare them for future employment, and help them to become more effective citizens. Students will learn all about the basics of business, as well as explore the world of marketing, finance, operations, and management. Students will compile a portfolio, learn how to interview for a job and explore a variety of business career options. A business background benefits all students no matter what career path they choose! The curriculum will follow the IBMYP design cycle. ***Want to earn college credit? As an option, with this class you may get both high school and college credit through a concurrent enrollment agreement with Hennepin Technical College.***

# ENGLISH (Language and Literature) & ENGLISH LEARNERS

Students are placed into one of the following levels based on test scores, grades, and counselor/teacher recommendations: IBMYP English 9 or IBMYP Honors English 9; IBMYP English 10 or IBMYP Honors English 10. Four years of English are required to graduate.

## 1452/1453 IBMYP English 9 I & II

This course emphasizes reading, writing, speaking, listening and critical thinking skills in the context of literature. Writing instruction focuses on teaching students to compose well-organized paragraphs and essays that contain substantial details and employ a variety of sentence structures correctly. Intercultural awareness helps students to appreciate the customs and ideals of all people; students reflect on who they are as individuals and how they interact as members of a global community. Throughout the course students not only engage with new content but also grow as learners who foster transferable skills.

## 1850/1851 IBMYP Honors English 9 I & II

*Recommended: Highly motivated students with strong English skills who are willing to work independently.*

Through a rigorous curriculum, students will be expected to improve their ability to communicate clearly and concisely, increase reading comprehension, and expand their use of language, both spoken and written. In addition, students will become more comfortable and confident working individually and collaboratively in the classroom setting. A variety of challenging readings and projects aims to foster respect and understanding of others and the individual. Ultimately, the course aims to develop students' lifelong learning so that they may be prepared to adapt effectively and responsibly in our ever-changing world.

## 1702/1703 IBMYP English 10 I & II

English 10 is a workshop classroom, which is based on the idea that students learn to write and read best when they write and read frequently, for extended periods of time, on topics of their own choosing. The workshop classroom allows students to 1) Choose from hundreds of titles of books, 2) Read independently, 3) Use the writing process, and 4) Improve reading and writing skills in a rigorous environment. Each semester, students are required to read 10 (100-paged) books and complete 3 major writing assignments: an informative, a creative, and a persuasive piece. Students are encouraged to choose books that are varied in genre, topic, and culture, but that are near a student's independent reading level and to choose topics for their papers that hold a special interest for them. Students often work independently in the workshop classroom, honing their reading and writing skills for the April MCA reading test and for future academic endeavors.

## 1852/1853 IBMYP Honors English 10 I & II

*Recommended: Highly motivated students with strong English skills who are willing to work independently.*

This course prepares students for the IB English 11 course. The literature covered emphasizes both a worldview and an American perspective. Also emphasized are various philosophies of thought, cultural perspectives, and historical influences. Students will engage in class discussions, write literary analysis and research papers, and give oral presentations that demonstrate an in-depth understanding of literary devices and themes. Students will also learn how to create fully developed thesis statements that are adequately backed by textual evidence and personal interpretations.

## ENGLISH LEARNERS

All EL class placements are done by placement test and EL teacher recommendation.

### 1020/1021 EL Level 1, I & II (9-12)

*(1 credit each semester)*

This course is designed for students who are just beginning their study of the English language. Students will learn basic skills in reading, writing, speaking, and listening.

### 1022/1023 EL Level 2, I & II (9-12)

*(1 credit each semester)*

Students will be introduced to the language and concepts of literature and grammar and develop their skills in reading, writing, speaking, and listening.

### 1052/1053 IBMYP EL Level 3, I & II (9-12)

*(1 credits each semester)*

Students will develop academic English through the study of literature, grammar, and communication skills.

# GLOBAL LANGUAGES AND CULTURES (Language Acquisition)

Global language is a required component of the IBMYP. Cooper offers French and Spanish with multiple levels of each. Students must successfully complete one level before progressing to the next. Grades in prerequisite classes and placement tests are used to ensure that students are placed in the correct level. Credit is given for each semester. Students who have questions about choosing which course is best for them should talk to their language teacher.

## **8650/8651 IBMYP French 1 I & II**

*Prerequisite: Students new to French*

In this introductory course students learn everyday conversation, fundamental, vocabulary, and basic grammar. Students communicate using language structures in the present tense. They compare and contrast French-speaking cultures with their own. Assessments include reading, writing, and extemporaneous speaking evaluations.

## **8652/8653 IBMYP French 2 I & II**

*Prerequisite: Successful completion of MYP French 1 curriculum at the high school level or a grade of a C or lower in MYP French III in middle school*

In this course students continue the development of communication skills through listening, speaking, reading, and writing activities. Students expand their communication using past tense structures. Cultural comparisons are continued and expanded. Assessments include reading, writing, and extemporaneous speaking evaluations.

## **8750/8751 IBMYP French 3 I & II**

*Prerequisite: Successful completion of MYP French 2 curriculum at the high school level or a grade of a C or lower in MYP French III in middle school along with meeting Global Language placement requirements*

All modes of communication continue to be developed. More emphasis is placed on structural aspects and guided composition. Students master structures in the two primary past tenses and the simple future tense. Students continue to expand their knowledge of Francophone culture and daily life through comparative thematic units. Assessments include reading, writing, and extemporaneous speaking evaluations.

## **8752/8753 IBMYP French 4 I & II**

*Prerequisite: Successful completion of MYP French 3*

Students review structures introduced in the beginning levels. Communication for everyday life is stressed through the use of contemporary materials. Emphasis is placed on developing an appreciation of the foreign culture through the study of themes such as literature, history, art, cuisine, and music. Students experience contemporary culture through film, print and other experiences such as field trips and travel.

## **8654/8655 IBMYP Spanish 1 I & II**

*Prerequisite: Students new to Spanish*

This is an introductory course in which students focus on everyday communication about themselves and the world around them. Students learn basic structures of language in the present tense. Students are introduced to countries in the Spanish-speaking world and their respective cultures. Assessments include reading, writing, and extemporaneous speaking evaluations.

## **8658/8659 IBMYP Spanish 2 I & II**

*Prerequisite: Successful completion MYP Spanish 1 at the high school level or a grade of a C or lower in MYP Spanish III in middle school along with meeting Global Language placement requirements*

In this course students continue the development of communication skills through listening, speaking, reading and writing activities. Students expand on their communication through past tense structures. Cultural comparisons are continued and expanded. Assessments include reading, writing, and extemporaneous speaking evaluations.

## **8754/8755 IBMYP Spanish 3 I & II**

*Prerequisite: Successful completion of MYP Spanish 2 at the high school level, or MYP Spanish III at the middle school level with a grade of B or higher and meeting Global Language placement requirements*

This class transitions from MYP Spanish 2 or middle school MYP Spanish III. All modes of communication continue to be developed. Students study structures from indicative past tenses to present subjunctive forms. Students continue to expand their appreciation of different cultures and countries of the Hispanic world. Assessments include oral presentations, written presentations, listening comprehension and reading comprehension and interpretation.

## **8756/8757 IBMYP Spanish 4 I & II**

*Prerequisite: Successful completion of MYP Spanish 3*

Students review structures introduced in the beginning levels. Communication for everyday life is stressed through the use of contemporary materials. Emphasis is placed on developing an appreciation of Hispanic culture through the study of essential themes in literature, history, art, cuisine, and music. Students experience contemporary culture through a variety of media and optional outside activities. Assessments include oral presentations, written presentations, listening comprehension, and reading comprehension and interpretation. This course is for the highly motivated student.

# GLOBAL LANGUAGES AND CULTURES

## **8454/8455 IBMYP Spanish Immersion 9 I & II**

*Prerequisite: Successful completion of at least 5 years of Spanish Immersion and meeting Global Language placement requirements*

This course has a 2-year rotating curriculum that continues from the Spanish Immersion School. Students study literature, culture and advanced grammar. Students read and analyze various genres of writing and compose in a variety of formats in Spanish. Use of supplemental materials allows students to improve their communication skills. Assessments include reading, writing, and extemporaneous speaking evaluations.

## **8052/8053 IBMYP Spanish Immersion 10 I & II**

*Prerequisite: Successful completion of Spanish Immersion 9*

This course is the second year of the 2-year rotating curriculum for Spanish Immersion 9/10. Essential grammar is reviewed and new literature, cultural and grammatical information is introduced. Students read and analyze various literary genres in Spanish. They compose in a variety of formats from business letters to video editorials. Clear and correct expression is emphasized. Culture is explored through in-depth study of countries and contemporary issues.

## **8631 Introduction to Language and Culture (9-12) Offered 2nd semester ONLY.**

*Prerequisite: 9th and 10th grade students new to Cooper who were not in a language course in their previous school.*

*Teacher and/or counselor permission required for current Cooper students.*

This course will integrate basic language learning skills with reading and writing strategies that students can use across all courses. There will also be a strong focus on Spanish and French speaking cultures in order to increase global and cultural awareness. Based on student interest, field trips, guest speakers, and projects will be completed with an emphasis on culture and language learning. Students will also be introduced to functional language in both Spanish and French.

## **8716/8717 IBMYP Spanish for Native Speakers (9-12)**

*Prerequisite: Students must have a home language of Spanish to register for this course.*

Spanish for Native Speakers is designed specifically for native/heritage speakers of Spanish who already have some oral language proficiency who need support in reading and writing. The purpose of the course is to enable students whose heritage language is Spanish to develop, maintain, and enhance academic proficiency in Spanish. Students will advance critical reading and composition skills through the exploration of various literary genres. Students will also learn advanced grammar and expansion of academic vocabulary in their native language. SNS will allow student to explore the cultures of the Hispanic world including their own.

# HEALTH

Tenth graders must take a semester of Health to graduate. Any of the courses below fulfill this requirement.

## **5751 IBMYP Health Science (10)**

Students are encouraged to take responsibility for their personal health as well as advocate for choices that enhance personal, family and community health. The course focuses on students' ability to learn and improve their critical thinking, problem solving and decision making skills within the *Health Risk Priority Areas for Youth* (Nutrition, Fitness, Drug and Alcohol Use, Tobacco Use, Injuries and HIV/STI's and Unintended Pregnancies). Students will also learn skills related to self-management, interpersonal communication, stress management, analysis of influences on decision making, and accessing valid health-related information. Furthermore, students will also increase their awareness and understanding of current health events, issues, and topics through reading current literature.

## **5600 Foundations of Health Science (10-12)**

This course is an introduction to Health Science. This course will focus on knowledge and skill development that encourages students to take responsibility for their personal health. The outcomes for this course are designed to fully embed the National Health Standards and for students to study the U.S. Centers for Disease Control and Prevention's "Health Risk Priority Areas for Youth." Topics include: nutrition, fitness, drug and alcohol use, HIV/STI's and unintended pregnancy, injury and risk prevention, mental health, and goal setting. Students are placed in this course by counselors.

## **5704 Health Science (Blended) (10-12)**

Blended Health covers the same topics and standards as the traditional IBMYP Health Science course with a combination of online-learning and face-to-face instruction. Students typically meet face-to-face 1-2 times per week. Most content and instruction is delivered online via Schoology. Assignments can be completed and turned in electronically. The amount of time spent, workload and rigor will be equal to that of the traditional course. A blended course provides digital content and flexibility which fits the learning style of some students better than traditional courses and is a format frequently used in college. Blended courses are for students who are self-motivated, independent workers, effective communicators, good time-managers, and have solid technology skills. **These students must also have internet access outside of school. This course is the option for the student who has a difficult time scheduling traditional Health Science into their daily schedule. The music department works cooperatively with the health department to ensure that students can be enrolled in Blended Health and still continue with their two music courses.**

## **5000 EL Health Science (10-12)**

This course is an introduction to Health Science. This course focuses on knowledge and skill development that encourages students to take responsibility for their personal health. Topics include nutrition, fitness, drug and alcohol use, HIV/STI and unintended pregnancy, and accessing valid health related Information. Students are placed in this course by counselors and EL staff.

# PHYSICAL EDUCATION

Ninth and tenth graders must take a semester of physical education. This gives the students two physical education credits needed for graduation. As an IB World School, we are obligated to teach the eight MYP subject groups in 9th and 10th grade. Physical education is one of these groups. Physical education in IBMYP is concerned with more than just participating in sports and games. Its primary aims are to encourage the development of "intelligent performers" and to encourage students to understand the importance of a balanced, healthy lifestyle.

## **6451 IBMYP Physical Education 9**

This course will facilitate students' physical, intellectual, emotional, and social development through the cultivation of healthy and active lifestyle choices. It will provide instruction, skill development and participation in team and individual sports. Students will develop knowledge of rules, skills, safety awareness, sportsmanship, respect for self, others, and school property. One day per unit will be in the phy ed lecture classroom where students are introduced to the health-related components of fitness, goal setting, and nutrition through lecture and video. Another two days per unit will be devoted to improving the students' overall level of fitness, through cardiovascular endurance, muscle strength, muscle endurance, and flexibility training. Students will achieve and maintain a health-enhancing level of physical fitness and learn the importance of living a physically active life style by designing and implementing their own lifelong fitness plan.

## **6553 IBMYP Physical Education 10**

This course provides instruction, skill development, and participation in team and individual sports. Students use the health-related fitness components to develop a fitness plan and set fitness goals. Physical education units consist of, but are not limited to, the following: football, soccer, speedball, team handball, team building/cooperative games, lacrosse, basketball, volleyball, badminton, pickleball, floor hockey, and softball. Additionally, there will be a classroom component throughout the year that focuses on nutrition, health-related fitness, and overall wellness.

# Mathematics Courses for 2016-17

This chart outlines the **typical math course paths** students take from year to year, beginning with Grade 8 math class. If you have concerns, please explore other available options with your current math teacher.

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Algebra 1-8 + Math Extensions	IBMYP HS Algebra Standards	IBMYP Geometry	Algebra II	Integrated Math IV
Algebra 1 - 8				IBMYP Accelerated Geometry/Algebra II
		IB Math Studies SL		
		IB Math SL Year 1		
			IB Math SL Year 1	IB Math SL Year 2
Higher Algebra	IBMYP Geometry	IBMYP Algebra II	IB Math Studies SL	Statistics
				IB Math SL Year 1
			IB Math SL Year 1	IB Math SL Year 2
	IBMYP Accelerated Geometry/Algebra II	IB Math SL Year 1	IB Math SL Year 2	Statistics
			IB Math HL Year 1	IB Math HL Year 2
Geometry 1 - 8	IBMYP Algebra II	IB Math SL Year 1	IB Math SL Year 2	Statistics
			IB Math HL Year 1	IB Math HL Year 2

# MATHEMATICS

IBMYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.

## **4602/4603 EL Math I & II**

*Prerequisite: Consent of EL instructor*

This course is designed for students with limited English proficiency and an interrupted educational background. Emphasis is placed on the vocabulary of mathematics, negative numbers, solving basic equations, fractions, ratios, and percent. A significant amount of time will be devoted to basic skills.

## **4458/4459 IBMYP H.S. Algebra Standards 1 I & II**

*Prerequisite: Placement by 8<sup>th</sup> grade math instructor; recommended MAP RIT score above 230.*

This course is organized around the study of families of functions and their applications to the world. As students learn about each family of functions, they will learn to represent them in multiple ways—as verbal descriptions, equations, tables, and graphs. Students will also learn to model real-world situations using functions in order to solve problems arising from those situations. To support the study of functions, students will be working with polynomial operations and properties of real numbers. In addition, they will be solving multi-step equations and inequalities. This course also includes numerous examples and exercises involving data analysis. These math topics often appear on standardized tests, so maintaining familiarity with them is important. Unit topics include: Introduction to Functions; Graphing Straight Lines; Exponential Patterns, Relations, and Equations; Polynomials and Factoring; Quadratic Relations and Functions; Making Sense of Data; and Patterns of Association. A scientific calculator with data capabilities is used extensively in this course.

## **4052/4053 IBMYP Geometry I & II**

*Prerequisite: This course follows IBMYP High School Algebra or successful completion of Higher Algebra 8 (or its equivalent)*

This course introduces students to the language of geometry and teaches them to reason logically about geometric relationships. It includes the study of parallel lines, quadrilaterals, congruence, similarity, and triangles. Students study circles and their related vocabulary, angles and segments. Students are introduced to trigonometric functions and study area of polygons and volume of three-dimensional solids. This course includes the study of some coordinate geometry and transformations, as well as a unit on probability. A scientific calculator with data capabilities is used extensively in this course.

## **4450/4451 IBMYP Algebra 2 I & II**

*Prerequisite: Successful completion of IBMYP Geometry*

This course continues the discussion of algebraic concepts including linear, quadratic, and exponential functions from the High School Algebra course, but it also explores other families of functions: polynomial, absolute value, logarithmic, radical, rational, and periodic. Students learn to represent these functions in multiple ways—as verbal descriptions, equations, tables, and graphs. Functions are used to model and solve real-world problems. The main areas of study are polynomials and linear algebra review, linear programming, quadratic functions, statistics, probability, trigonometry, families of functions, rational and radical algebraic expressions/equations, and sequences and series. A scientific calculator with data capabilities is used extensively in this course. This course is a graduation requirement.

## **4858/4859 IBMYP Accelerated Geometry/Algebra 2 I & II**

*Prerequisite: This course follows IBMYP High School Algebra. In addition to a strong performance in that course, there will be an application and approval process*

This course is a fast-paced, one-year intensive study of both Geometry and Algebra 2. See the course descriptions for Geometry and Algebra 2 for further information on the topics covered. Students who successfully complete this course will be ready to take IB Math SL year one during the next school year. A graphing calculator is used extensively in this course

## **4054/4055 IB Math SL (year 1) I & II**

*Prerequisite: Successful completion of IBMYP Algebra 2*

This course is designed for students who plan to take calculus in the future, either in high school or in college. A major topic of study in this course is functions including polynomial, trigonometric, and logarithmic. Their graphs are explored in great detail. The students study the nature of roots, exponents and logarithms, sequences and series, solving triangles, unit circle, trigonometric equations and identities, conics, and using matrices to solve systems of equations. The graphing calculator will be used to help explore all of these topics.

# SCIENCE

## PHYSICAL SCIENCE - GENERAL COURSE DESCRIPTION (9)

This is an introductory course featuring the nature of science and engineering. It is designed to lay the foundation for science courses. The primary goal is to develop scientific and engineering practices. Students will learn the engineering cycle as well as the scientific method for understanding the world around us. As a context, students will be introduced to energy and simple machines, motion and forces, waves and sound, the atom, bonding and chemical reactions, and physical properties. Modeling critical thinking, and evaluation are key skills that will be used throughout the year. Assessment is based on lab reports, test, formal essays, and daily work. There are three levels of Physical Science to best serve the academic needs of all students. All science courses are considered science electives unless otherwise noted. Students need three years of science to graduate.

### **3450/3451 IBMYP Physical Science I & II (9)**

This is the course taken by most ninth grade students. It is appropriate for most students, both academic and technical college-bound students. Evaluation and assessment is based on the International Baccalaureate Middle Years Programme assessment criteria for Science.

### **3456/3457 IBMYP Honors Phys. Sci. I & II (9)**

This course is for students who are willing and able to meet higher academic challenges. Course content includes, but is not limited to, the subjects outlined above but in greater depth. Students will do more work independently and more work outside of class. Students enrolling in this course should consider taking the IB Diploma-level science courses in grades 11 and 12.

### **9650/9651 Engineering Science I & II (9-12)**

*Introduction to Engineering Design is a yearlong course, 2 credits*  
Students dig deep into the engineering design process, applying science, engineering, and math standards to hands-on projects. Students will learn the basics of 3-D modeling software (CAD) and proper documentation of their work through the use of an engineering notebook. Additionally, students will work individually and in teams to design solutions to open-ended problems in a real-world context. Students focus on the process of defining and solving a problem, not on getting the “rights” answer. They learn how to apply STEM knowledge, skills, and habits of mind to make the world a better place through innovation. Students also have the potential to earn college credit.

### **3004/3005 EL Language Development in Science I & II**

*Prerequisite: Recommendation of teacher or EL staff*  
This course is designed for English learners with interrupted educational background. Emphasis is on vocabulary and basic concepts of life, earth and physical science. Laboratory experience is included along with some major projects.

## BIOLOGY - GENERAL COURSE DESCRIPTION (10)

Biology is the study of life and the living world around us. Topics covered include ecology, cells, genetics, evolution, biochemistry, plants, animals, and human body systems. Instruction includes labs, lectures, discussions, videos, case-studies, dissections, and projects and other hands-on activities. Emphasis is on the scientific method as students learn about themselves as a living organism and the environment they live in. This course readies students for the high school MCA Science Test. Biology is broken into two levels: Biology and Honors Biology. The major differences in these course are the reading level of the tests and the depth of subject matter. Students should choose a course that matches their reading. Students are expected to complete both semesters of biology in the same year. All levels of biology fulfill the State’s biology graduation requirement.

### **3501/3502 IBMYP Biology I & II (10)**

This course is designed for most students. Coursework is based on readings, labs, dissections, class participation, homework, tests, projects, and a cumulative final exam each semester. Students will need to use technology, as some projects are computer-based. Students will be expected to do work outside of the classroom.

### **3555/3556 IBMYP Honors Biology (10)**

*Prerequisite: C or better in 9th grade Physical Science*  
This is the recommended prep course for students who are seeking an academically challenging biology course. Students must have a high reading level and must be self-motivated to do the required assignments. Coursework is based on labs, dissection, formal lab reports, case studies, projects, and tests. Students enrolling in this course should consider taking the IB Diploma-level science courses in grades 11 and 12.

# SOCIAL STUDIES (Individuals and Societies)

IBMYP Individuals and Societies courses aim to encourage students to respect and understand the world around them to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies, and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural. Students gain and develop knowledge and conceptual understanding as well as the skills of research, analysis, interpretation and communication, contributing to the development of the student as a whole. Four years of Social Studies is required for graduation.

## **2450/2451 IBMYP Geography 9 I & II**

Students examine the multicultural and interdependent character of the world. Students grasp the dynamics of social and physical geography in relation to location, place, movement, human/environment interaction, and region. An important dimension of this course fosters an awareness of the challenges to humankind as well as our individual and collective responsibilities for this planet. Students study a variety of issues and concepts related to geography, identity and culture, migration, resource consumption, global development, conflict and cooperation, and globalization. Students study all regions of the world through these topics.

## **2452/2453 IBMYP Geography 9 Honors I & II**

Students may choose to enroll in Honors Geography. This course is open to all students who are motivated to go in-depth on the issues mentioned above. Students are expected to demonstrate what they have learned on assessments that focus heavily on written and oral presentations. This course will move at a faster pace, include more out of class reading and work assignments, and target the skill of defending an argument in written or oral presentations. Students examine the multicultural and interdependent character of the world. Students will grasp the dynamics of social and physical geography in relation to location, place, movement, human/environment interaction, and region. An important dimension of this course fosters an awareness of the challenges to humankind as well as our individual and collective responsibilities of this planet. Geography students will study a variety of issues and concepts related to geography: the tools of geography, identity and culture, migration, resource consumption, global development, conflict and cooperation, and globalization. Students will study all regions of the world through these topics.

## **2702/2703 IBMYP United States History I & II**

In first semester students will examine topics such as exploration, colonization, the American Revolution, foundations of the American government, growth and development of the nation. The American Civil War, Reconstruction, Westward Expansion, and industrial development. In second semester students will examine topics such as progressivism, the emerging role of the U.S. in world affairs, the role of the U.S. in World War I, the Roaring Twenties, the Thirties, the Great Depression, the New Deal, and the role of the U.S. in World War II, the Cold War, and the Modern Era.

## **2852/2853 IBMYP United States History Honors I & II**

This course studies early United States History up to modern day and integrates contextually a brief overview of America Government. Historical skill development is stressed with an emphasis on written and verbal communication. Students will be expected to read a wide range of material from college-level texts as well as current research in history and primary documents. Students will also be required to develop analytical skills that will enable them to become more independent in their thinking when study history. Recommended skills: This class is designed for a highly motivated and inquisitive student with strong reading skills who has earned an A or B in previous Social Studies and English classes and with the ability to write essays and think about historical events in abstract ways. Additionally, student should be able to initiate and guide their own learning on many tasks because there will be many options for students to specialize in class topics. Main class requirements include: weekly reading assignments: a chapter from college-level tests, current historiography and primary documents; weekly reading quizzes; research paper (1200 words); bimonthly essays on specific topics; in-class multiple choice exams; essay exams on specific questions and topics; creative projects—videos, picture slide shows, painted murals, historical puppet show, etc. This is a challenging history course that prepares students to be successful in the IB Diploma history courses.

# CO-CURRICULAR ACTIVITIES

**BE a part of YOUR SCHOOL! JOIN** an activity, club or sport. CHS provides a variety of clubs, activities and sports which are supervised by coaches, advisors and staff members. The philosophy of Cooper's Activities Department is to provide opportunities for all students to develop skills in a structured environment, which provides meaningful; competition, participation and enhances physical and mental well-being while teaching positive values. Co-curricular activities are open to all students, grades 9-12. In some activities and sports, ninth graders are provided separate teams, but where appropriate, 9-12 grades are combined. Some of the current school activities and athletics are:

## **Activities**

African American Culture  
Anime Club  
Art Club  
Asian Club  
Bands—Jazz Band, Marching Band, Pep Band  
Bowling Club  
Chamber Strings  
Cheerleaders  
Chess Club  
CHOIRS—Bel Canto Singers, Chamber Singers, Madrigal Singers, Mad Men  
Cooper in Action  
Current Event Club  
Dare 2 be Real  
DECA  
Debate  
FIRST Robotics  
French Club  
Global Language Honor Societies  
Gay Straight Alliance  
Hip Hop Team  
Improv & One Act Play  
Latino Culture Club  
Leadership Group  
Literary Magazine—Roundelay  
Math Team  
Multicultural Club  
National Honor Society  
Newspaper—The Quill  
Quiz Bowl  
Relay for Life  
Respect Club  
Role Play Club  
Rugby  
Science Club  
Spanish Club  
Speech  
Strategy  
Step Team  
Student Council  
Theatre—Fall Play, Winter Musical, and Spring Play  
Treble Ensemble  
Ultimate Frisbee  
Yearbook

## **Sports**

### **Fall Athletic Programs**

Adapted Soccer  
Cheerleading  
B & G Cross Country running  
Football  
B & G Soccer  
Girls' Swimming & Diving  
Girls' Tennis  
Volleyball

### **Winter Athletic Programs**

Adapted Floor Hockey  
B & G Alpine (Downhill) Skiing  
Cheerleading  
Dance Team (competitive)  
B & G Basketball  
B & G Hockey  
B & G Nordic Skiing  
Boys' Swimming & Diving  
Wrestling

### **Spring Athletic Programs**

Adapted Softball  
Baseball  
B & G Golf  
B & G Lacrosse  
Softball  
Boys' Tennis  
B & G Track & Field

## **Student Academic Eligibility**

The student academic eligibility policy of Robbinsdale Area Schools requires that for a student to be eligible to participate in any co-curricular activity, the student must have had a passing grade (A, B, C, D or P) in 80 percent of the semester course in which the student was enrolled during the previous semester. At the end of each semester, the school's athletic office will screen the grades of all students who participate in co-curricular activities. First and third quarter grades will be checked as a warning to those students who are passing less than 80 percent of their courses. If an incomplete is not changed to a passing grade within three weeks after the semester, the incomplete changes to a *no credit (NC)*. A student who is declared scholastically ineligible may appeal the decision. The appeal will be on a standard district form and must be complete and sent to the chairperson of the appeals committee which consists of the athletic director from the school involved, the principal from the school involved and a staff member (optional). To regain eligibility, a student must earn 80 percent passing grades for the nine-week marking period, 80 percent passing grades the next semester marking period, or attend summer school and make up enough subjects to qualify under the 80 percent rule. **If declared scholastically ineligible, a student must complete five days of practice before re-entering competition.**

# NONDISCRIMINATION INFORMATION

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District 281 does not discriminate on the basis of race, color, national origin, sex or handicap in admission, treatment or access to its programs and activities, or in employment in its programs and activities. The district has designated two individuals to coordinate efforts to comply with federal laws and regulations.

The district's designated coordinator under Title IX of the Educational Amendments of 1972 (nondiscrimination on the basis of sex in educational programs and activities, including employment and admission) is responsible for coordinating district efforts to comply with Title IX, including investigation of complaints alleging noncompliance or alleging any actions prohibited by Title IX.

The district's designated coordinator under Section 504 of the Rehabilitation Act of 1973 (nondiscrimination on the basis of handicap including admission, treatment or access to programs and activities, including employment in its programs or activities) is responsible for coordinating district efforts to comply with Section 504.

Inquiries concerning Title IX and Section 504 may be directed to Independent School District 281, 4148 Winnetka Avenue North, New Hope, Minnesota 55427-1288, phone number (763) 504-8000.

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## NOTES