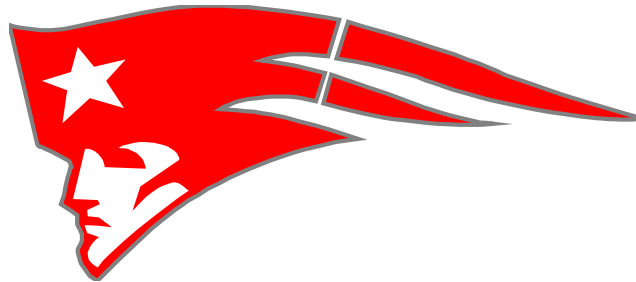


**PATRICK HENRY HIGH SCHOOL  
COURSE CATALOG  
2014-2015**










Patrick Henry High School  
 Minneapolis Public Schools  
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 Minneapolis, MN 55412-1699

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## LEGEND

	INTERNATIONAL BACCALAUREATE (IB)
	PROJECT LEAD THE WAY (PLTW)
	ADVANCED PLACEMENT (AP)
	COLLEGE IN THE SCHOOLS (CIS)
	ELECTIVE CREDIT
<p>***</p>	CLASSES MAY OR MAY NOT BE OFFERED DUE TO NUMBER OF STUDENTS WHO REGISTER
<p>*</p>	PRE-REQUISITES REQUIRED

More information in Hmong contact Sia Chang 612-668-1949.

# FOUR YEAR COURSE PLANNING WORKSHEET

<b>INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME</b>						
<b>GRADES 9 and 10 – All Patrick Henry students</b>						
	<b>English</b>	<b>World Language – <i>Level dependent on previous study of language</i></b>	<b>Social Studies</b>	<b>Science</b>	<b>Math – <i>Math class determined by middle school coursework</i></b>	<b>Other courses – <i>50 hours of study each year in the following areas: Art, Physical Education, and Technology required by the IB Middle Years Programme</i></b>
<b>Ninth Grade</b>	MYP English 9	Chinese (Mandarin) French Hmong* Japanese Spanish	MYP Geography	One semester of Biology and One Semester of Physics	Intermediate Algebra Geometry Advanced Algebra	Intro to Tech I or IED Fitness for Life I Arts Exploration Health I, if schedule allows
<b>Tenth Grade</b>	MYP English 10 or MYP Honors English 10	Chinese (Mandarin) French Hmong* Japanese Spanish	MYP World History or MYP Honors World History	Chemistry OR Honors Chemistry	Geometry Advanced Algebra	Intro to Tech II or CIM Fitness for Life II Choice of Art Electives Health II, if schedule allows
<p><b>CONSIDERATIONS FOR PHHS NINTH AND TENTH GRADE STUDENTS:</b></p> <ul style="list-style-type: none"> <li>• Students who choose or need a year-long elective may push physical education, health and/or art graduation requirements into their junior and/or senior years. (Such electives include Band, Orchestra, Choir, AVID, Literacy or Math Support classes, PLTW classes.)</li> <li>• Students are encouraged to complete Health graduation requirements through available online or extended day opportunities if time is not available in the regular student schedule.</li> <li>• *We are currently unable to offer Hmong as an IB Diploma Programme examination course. Students who wish to complete the requirements of the IB Diploma must choose from Chinese, French, Japanese and Spanish.</li> </ul> <p style="text-align: center;"><b>All students and families should make four year plans with our guidance counseling staff during their ninth grade year to best prepare for their preferred 11<sup>th</sup>/12<sup>th</sup> grade academic experience. Plans can be reviewed and revised each year and as requested.</b></p>						

# FOUR YEAR COURSE PLANNING WORKSHEET

<b>UPPER LEVEL PROGRAMS OF STUDY</b>		<b>GRADES 11 and 12</b>	
<i>For more specific information about program requirements, see program descriptions. Any course prerequisites are noted in the course descriptions.</i>			
	<b>IB DIPLOMA PROGRAMME –</b> <i>many courses offered at Higher and Standard Level – two year plan required for all IB DP students</i>	<b>LIBERAL ARTS COLLEGE PREPARATORY –</b> <i>students required to take 2 or more rigorous courses plus participate in college readiness initiatives</i>	<b>PROJECT LEAD THE WAY -</b> <i>students required to take 2 or more rigorous courses plus the PLTW coursework.</i>
Eleventh Grade	<ul style="list-style-type: none"> <li>• IB English</li> <li>• Continuation of World Language (Chinese, French, Japanese or Spanish)</li> <li>• IB History of the Americas</li> <li>• IB Biology, IB Chemistry or IB Physics</li> <li>• College Prep Algebra and Statistics, IB Math Studies or IB Mathematics</li> <li>• IB Music, IB Theatre or IB Visual Arts</li> <li>• Theory of Knowledge junior year sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Choice of IB English, AP English or English 11</li> <li>• Choice of IB History of the Americas, or US History</li> <li>• Choice of IB Sciences, Chemistry or Physics</li> <li>• Choice of Advanced Algebra, IB Math Studies or IB Mathematics</li> <li>• Complete any Art, Physical Education and/or Health requirements, if not completed. If completed, choice of available electives</li> <li>• Recommended: AVID 11 or participation in another college readiness initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Choice of IB English, AP English or English 11</li> <li>• Choice of IB History of the Americas, or US History</li> <li>• Choice of IB Sciences, Chemistry or Physics</li> <li>• Choice of Advanced Algebra, IB Math Studies or IB Mathematics</li> <li>• Principles of Engineering or other available PLTW course</li> <li>• Complete any Art, Physical Education and/or Health requirements</li> <li>• Recommended: AVID 11 or participation in another college readiness initiative</li> </ul>
Twelfth Grade	<ul style="list-style-type: none"> <li>• IB English</li> <li>• Continued World Language (Chinese, French, Japanese or Spanish)</li> <li>• IB History of the Americas</li> <li>• IB Biology, IB Chemistry or IB Physics</li> <li>• College Prep Algebra and Statistics, IB Math Studies or IB Mathematics</li> <li>• IB Music, IB Theatre or IB Visual Arts</li> <li>• Theory of Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Choice of IB English, AP English or English 12</li> <li>• Choice of IB History of the Americas, CIS US History or Government and Economics</li> <li>• Choice of IB Sciences, Chemistry or Physics</li> <li>• Choice of College Prep Algebra and Statistics, IB Math Studies, IB Mathematics</li> <li>• Choice of electives available in the Arts, Music, Theatre, Career and Technical Education departments (see course descriptions)</li> <li>• Complete any Art, Physical Education and/or Health requirements, if not completed</li> <li>• Recommended: AVID 12 or participation in another college readiness initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Choice of IB English, CIS English or English 12</li> <li>• Choice of IB History of the Americas, CIS US History or Government and Economics</li> <li>• Choice of IB Sciences, Chemistry or Physics</li> <li>• Choice of College Prep Algebra and Statistics, IB Math Studies, IB Mathematics</li> <li>• Choice of electives available in the Arts, Music, Theatre, Career and Technical Education departments (see course descriptions)</li> <li>• Complete any Art, Physical Education and/or Health requirements, if not completed</li> <li>• Recommended: AVID 12 or participation in another college readiness initiative</li> </ul>
<p><b>CONSIDERATIONS FOR ELEVENTH AND TWELFTH GRADE STUDENTS</b></p> <ul style="list-style-type: none"> <li>• Students interested in completing the requirements of IB Diploma or the PLTW program should establish a four year plan with their counselor and the program coordinator.</li> <li>• Full IB Diploma Candidates may need to complete Health graduation requirements through online and/or extended day options.</li> <li>• Some students may take one or two IB exam during May of their junior year. All juniors and seniors in an IB examination level course are expected to complete the IB assessment process, including the IB exams in May.</li> <li>• All PHHS students are expected to complete four year of math and science and a minimum of two years of a World Language to strengthen their college applications.</li> </ul>			

# GRADUATION REQUIREMENTS

## HIGH SCHOOL GRADUATION REQUIREMENTS

English – 4 years  
Math – 3 years  
Science – 3 years  
Social Studies – 4 years  
Health—1 year  
PE—1 year  
Fine Arts—1 year

Total credits > = 64.5 (minimum)

Graduation testing requirement, see page 8  
My Life Plan (See below)

## COLLEGE ENTRANCE REQUIREMENTS (*MINIMUM*)

English – 4 years  
Math – 3-4 years  
Science – 3-4 years  
Social Studies – 4 years  
World Language – 2 years  
Extra Curricular Involvement

\*\*All Patrick Henry students should plan to enroll in 4 years of Math and Science to prepare for college.

## HIGH SCHOOL CREDITS

Year long course = 3.0 credits

Semester course = 1.5 credits

64.5 credits are the minimum required to graduate and must include all requirements listed above

## MY LIFE PLAN (MLP)

Students will:

- learn information about how to make informed decisions about college, career, and work
- create a resume for job and college applications
- get to know their school counselor and stay on track to graduate
- search for colleges and scholarships
- learn information about going to college ... finding a career ... succeeding after high school ... earning a salary
- complete MLP graduation requirements via classroom guidance, individual planning, and educational experiences delivered by the counselors and support staff

## MLP GRADUATION REQUIREMENT MILESTONES

### 9<sup>th</sup> GRADE

1. High School Transition
2. High School Orientation
3. Needs Assessment
4. Career Experience
5. 4 Year Course Plan
6. Resume

### 10<sup>th</sup> GRADE

1. Needs assessment
2. PLAN Test Interpretation
3. My Personality Type
4. Career Experience
5. 4 Year Course Plan

### 11<sup>th</sup> GRADE

1. Preliminary Plan for Post-High School
2. Career Interest Inventory
3. College Research
4. 4 year Course Plan

### 12<sup>th</sup> GRADE

1. College Experience
2. Application
3. Graduation Review and Approval
4. Senior Exit Survey
5. Capstone Project
6. FAFSA and Financial Package Review

# ACADEMIC POLICIES

## COURSE/SCHEDULE CHANGE POLICY

Schedule changes are only accepted within the first week of each Semester. All students must be enrolled in 7 courses.

Schedule changes once the term begins must meet one of the following criteria:

1. inappropriate placement;
2. failed prerequisite;
3. medical need; or
4. Scheduling error.

## CREDIT RECOVERY

*What happens if a student fails a required course? \*\*\*Students should always consult with their counselors when choosing credit recovery options\*\*\** Students can make-up credits using the following methods:

- **ALC CREDIT MAKEUP – AFTER SCHOOL**  
Students can complete previously failed credits ONLINE. Students are required to stay after school for ALC credit makeup two days per week. Students can ONLY take classes they have previously failed. Students can sign up for ALC makeup by contacting their school counselor.
- **MINNEAPOLIS ONLINE**  
Students complete credits previously failed ONLINE. This is different from ALC Credit makeup in that students complete credits online without the support after school. Students can sign up for Minneapolis Online classes at through their counselor.
- **OUT OF DISTRICT CREDIT RECOVERY OPTIONS**  
Students should see their counselor to learn more.
- **SUMMER SCHOOL**  
Henry High School offers summer school courses both online and with classroom instruction. Students can take ANY previously failed course online, but only a select few are offered with classroom instruction. Students should consult with their counselor if interested in finding out which courses are offered with classroom instruction.
- **CONTRACT ALTERNATIVES PROGRAMS (CAP)**  
Students can choose to attend a Contract Alternative Program or School to continue their academics while participating in credit recovery. Students and families should consult with the student's school counselor for discuss this option.

## POST-SECONDARY ENROLLMENT OPTIONS (PSEO)

Postsecondary Enrollment Options (PSEO) is a program that allows 10th-, 11th- and 12th-grade students to earn college credit while still in high school, through enrollment in and successful completion of college-level courses.

Students interested in PSEO apply directly to the college/university of choice. School Counselors are available to assist students with the application process. Meet with your School Counselor to talk about this opportunity!

To enroll in a PSEO program at a participating college or university:

1. Students must meet the college or university entrance requirements
2. Students must meet with their counselor to create a graduation action plan and expectations to ensure they meet all graduation requirements through their PSEO courses.

Eligibility for PSEO programs depends on a variety of factors. Colleges/universities consider GPA, rigorous courses successfully completed, MCA test scores, and other college/university assessment results. Success in PSEO depends on many factors, such as self-advocacy, time management, organization, perseverance, motivation, and academic ability for college level coursework.

Students must provide their own transportation to their PSEO courses, but transportation reimbursement may be possible for students who qualify.

For more detailed information, visit the MN Department of Education Website.

<http://education.state.mn.us/MDE/StuSuc/CollReadi/PSEO/>

## COUNSELING DEPARTMENT

The Guidance Counseling Department at Patrick Henry High School works with each student to help prepare a four-year program that leads towards graduation. A variety of individual and classroom activities (including assessment) will be available to help students explore interests, abilities, and post-high school options. Any questions regarding course offerings and programs should be addressed to the Counseling Department:

School Counselors are also available to help students with decisions related to career and college planning, as well as social/emotional/personal concerns.

**Shawn Crenshaw**  
*School Counselor*

(612) 668-1967  
[Shawn.crenshaw@mpls.k12.mn.us](mailto:Shawn.crenshaw@mpls.k12.mn.us)

**Jennifer Zupan Maiser**  
*School Counselor*

(612) 668-1951  
[Jennifer.zupan-maiser@mpls.k12](mailto:Jennifer.zupan-maiser@mpls.k12)

**Margaret Cavanaugh**  
*School Counselor*

(612) 668-1920  
[Margaret.cavanaugh@mpls.k12.mn.us](mailto:Margaret.cavanaugh@mpls.k12.mn.us)

**Kim Cook**  
*School Counselor*

(612) 668-1996  
[kimberly.cook@mpls.k12.mn.us](mailto:kimberly.cook@mpls.k12.mn.us)

## GRADUATION TESTING REQUIREMENTS FOR THE CLASS OF 2015 AND BEYOND

Students need to complete the following testing requirements:

- Pass the MCA/GRAD Writing, Reading, and Math tests (or attempt the Math test 3 times and take a senior year math class), OR:
- Take a qualifying college admissions test, such as:
  - ACT (PLUS Writing if the student has not passed the Writing test)
  - Accuplacer (with Writing if the student has not passed the Writing test)
  - Another Post-Secondary assessment, as approved by the School Counselor
- Students who take the ACT or Accuplacer test will still need to take the MCA/GRAD tests at Henry High School.

Please see your School Counselor for further questions and concerns.



# INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME

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The International Baccalaureate Middle Years Programme is for all students in grades 9 and 10. Students take classes in the eight MYP subject areas: Math, Science, Humanities, Language A, Language B, and Physical Education



Students look for ways to connect what they are learning in their classes to what is happening outside of the classroom. In addition, students in the program will reflect the IB Learner Profile:

- inquirers
- knowledgeable
- thinkers
- communicators
- principled
- open-minded
- caring
- risk-takers
- balanced
- reflective.

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

In the final year of the programme, 10<sup>th</sup> grade, all students will complete a personal project. This project includes a journal, a product, and a report. This project allows for individualized interests to be further studied and for students to reach personal goals.

**For questions regarding the IB Middle Years Programme, contact Erin Fitze at [Erin.Fitze@mpls.k12.mn.us](mailto:Erin.Fitze@mpls.k12.mn.us) or (612)6682016**

# INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

IB is a comprehensive two-year course of study during the junior and senior year. The vision of the IB program is that students share a well-rounded academic experience that emphasizes critical thinking, intercultural understanding and exposure to a variety of points of view. IB is a course of study that leads to examinations and potentially college credit.

IB is ideally suited for a highly motivated student who enjoys pondering the question, Why? While many rigorous courses accelerate students through a curriculum, IB courses move at a different pace that encourages in-depth research, inquiry, analysis, critical thinking and connections across all curriculum areas. The well-rounded curriculum requires students to deal with their weaknesses in subject areas as well as their strengths. Traditional accelerated programs allow students to avoid vulnerable areas. In IB, students are forced to address them.

The IB Diploma Programme provides a deep, thought-provoking program of study in six areas combined with the IB Programme core elements. The strengths of the program are its academic rigor and well-rounded traditional liberal arts curriculum enhanced with an extended essay, inquiry into the theory of knowledge, research, creativity, action and service. For over 30 years, the IB Organization has shown that its students are well prepared for university work.



## THE IB DIPLOMA PROGRAMME CORE

- **Theory of Knowledge (TOK)** explores the nature of knowledge across all disciplines and develops an appreciation of other cultural perspectives. TOK explores the knowledge within the academic subjects as well concepts embedded within the academic subjects.
- **Creativity, Action and Service (CAS)** pushes students to learn and grow through involvement in artistic pursuits, sports and community service work, fostering an awareness and appreciation of life outside of academics. CAS experiences develop a sense of awareness and responsibility to contribute in a positive, meaningful way to the local as well as global community.
- **The Extended Essay (EE)** is a research paper by which students investigate a topic of individual interest and acquaint themselves with the independent research and writing skills expected at college level. Through approximately 40 hours of work, students develop a research question, conduct independent research and evaluation of sources, and support a conclusion through use of research analysis and evaluation in a research paper. Students writing an EE are supported by an Extended Essay Supervisor and begin the process in the spring of their junior year.

## REQUIREMENTS FOR THE IB DIPLOMA

- Complete all required Internal and External Assessments, including Exams, in 6 IB DP Subjects
  - 3 tests must be taken as Higher Level
  - 3 tests must be taken as Standard Level
- Complete the requirements of the IB DP Core
  - Complete internal and external assessments in Theory of Knowledge
  - Write an Extended Essay of approximately 4,000 words
  - Complete a thorough Creativity, Action and Service (CAS) portfolio, approximately 150 hours
- Earn a minimum of 24 out of 45 points through IB course assessment and the DP Core requirements
- Students are strongly encouraged to take CREW 1-Junior Year and CREW 2-Senior Year

## REQUIREMENTS FOR THE PHHS IB DIPLOMA MEDALLION

- Complete all required Internal and External Assessments, including Exams, in 3 IB DP Subjects
- Remain enrolled in a World Language through exams or graduation
  - Complete internal and external assessments in Theory of Knowledge
  - Complete a thorough Creativity, Action and Service (CAS) portfolio, approximately 75 hours
- Students are strongly encouraged to take:
  - CREW 1 Junior Year
  - CREW 2 Senior Year

## **IB DIPLOMA PROGRAMME ASSESSMENT HIGHLIGHTS**

- Internal Assessments: completed in class over time, assessed by the instructor of record using the IB Assessment Criteria and moderated by external, highly-trained and IBO-approved examiners.
- External Assessments: including the examinations, are completed at the end of the two-year course and are assessed by external, highly-trained and IBO-approved examiners.
- Subject Area grading scale is based on 1 – 7, with 7 being the highest score and 4 being “satisfactory.”
- Theory of Knowledge and the Extended Essay grading scale is A – E, with E being a Failing Condition to receive the Diploma if a student has earned fewer than 28 points. Students may earn to up 3 bonus points through their TOK and EE marks.
- To earn the IB Diploma, students must earn no less than 24 points from the course assessments and the bonus points possible through TOK and EE marks.

**For questions regarding the IB Diploma Programme, contact Liza Anderson Schmid at [liza.anderson-schmid@mpls.k12.mn.us](mailto:liza.anderson-schmid@mpls.k12.mn.us) or (612)668-1945.**

# INTERNATIONAL BACCALAUREATE CAREER-RELATED CERTIFICATE



The IB Career-Related Certificate (IBCC) incorporates the educational principles, vision and learner profile of the IB into a unique offering that specifically addresses the needs of students who wish to engage in career-related education. The IBCC encourages these students to benefit from elements of an IB education, through a selection of two or more Diploma Programme courses in addition to a unique IBCC core, comprised of an approaches to learning (ATL) course, language development, a reflective project, and community and service.

Authorized to offer the IBCC since June 2012 and one of only 57 IBCC schools worldwide, the PHHS IB Diploma Programme partners with the PHHS Project Lead the Way (PLTW®)/Engineering program, providing a rich, career-oriented academic experience. Through “hands-on, heads-on” coursework, mentoring by our business partners and integration of the IB course and the IBCC Core, Patrick Henry is proud and excited to be able to offer this unique program to its juniors and seniors. Plans are underway to develop a Digital Media pathway for our IBCC as well.

## ***The IB Career-Related Certificate Core***

The **Approaches to Learning (ATL)** course introduces students to a variety of life and career-related knowledge and skills, while also providing some time and support for work on Community and Service and Reflective Project. At the heart of the ATL model is the learner who uses a range of skills to make sense of the world around them and develops skills with an emphasis on thinking critically and ethically and communicating effectively.

**Community and service (CS)** is based on the principle of service learning, which uses community service as a vehicle for new learning that has academic value. The service learning model in the IBCC emphasizes knowledge development, civic development, social development and personal development. CS projects focus on addressing identified needs in partnership with community stakeholders and are ideally related to the student’s career field of interest.

**Language development (LD)** ensures that all students have access to, and are exposed to, a second language that will assist and further their understanding of the wider world. Students are encouraged to extend or begin study of a target language that suits their needs, background and context. Through the creation of a Language Development Portfolio,

The **Reflective Project (RP)** requires students identify, analyze, critically discuss and evaluate an ethical issue arising from their career-related studies. The project can be submitted in a variety of formats (essay, web page or short film). Through this work students engage in personal inquiry, action and reflection to develop strong research and communication skills.

## ***Requirements for the IB Career-Related Certificate***

- Take three or more PLTW-Engineering courses at some point in grades 9 through 12, including the Engineering Design and Development course in 12<sup>th</sup> grade
- Be enrolled and complete all assessments in 2 to 4 IB Diploma Programme Courses in 11<sup>th</sup> and 12<sup>th</sup> grade – a 5<sup>th</sup> course can be counted as an additional subject, earning scores of 3 or higher
- Complete a Language Portfolio documenting active engagement in and progress toward fluency in second or other language, according to established guidelines
- Complete the Approaches to Learning course (second semester of junior year and first semester of senior year)
- Complete a Community and Service project based on student-identified community needs related to the career studies, according to established guidelines
- Complete a Reflective Project which explores an ethical issue related to the career-related studies, earning a score of a D or higher, according to established guidelines

For questions regarding the IB Career-Related Certificate, contact Brionna Harder at [brionna.harder@mpls.k12.mn.us](mailto:brionna.harder@mpls.k12.mn.us) or (612)692-1423

# Engineering Program

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In PLTW® Engineering, students engage in open-ended problem solving, learn and apply the engineering design process, and use the same industry-leading technology and software used in the world's top companies. Students investigate topics such as aerodynamics, device design and sustainability, and digital electronics and circuit design, giving them an opportunity to learn about different engineering disciplines before beginning post-secondary education or careers.

Students can enroll in the foundational courses: **Introduction to Engineering Design (IED)**, **Principles of Engineering (POE)** as they begin their engineering studies. Students then can progress to specialized courses (CEA, CIM, DE) and as a senior enroll in the capstone course **Engineering Design and Development (EDD)**.

Any student in any program at Henry can enroll in PLTW® courses. Students are able to earn college credit based on reaching a certain score on the year-end exam. Students also earn Media Arts credit after completing both IED and POE.

## Foundational PLTW® Courses:

**Introduction to Engineering Design (IED)** – Learn the design process using 3D software, design and modeling.

**Principles of Engineering (POE)** – Explore technology systems and engineering processes, and the connections between how math, science and technology help our world.

## Specialization PLTW® Courses:

**Civil Engineering and Architecture (CEA)** – Utilize 3D software to design commercial and residential building projects.

**Digital Electronics (DE)** – From smart phones to appliances, digital circuits are everywhere. Learn about electronics, programming and circuit design.

**Computer Integrated Manufacturing (CIM)** – Learn about robotics and high-tech, innovative manufacturing through creating 3D designs and models.

## Capstone PLTW Course (Seniors):

**Engineering Design and Development (EDD)** – Work in teams to research, design, test and construct a solution to an open-ended engineering problem.

**Students who complete 4 PLTW® courses will earn the Patrick Henry Scholar Medallion in Engineering.**

Students interested in PLTW® may also earn the **International Baccalaureate Career-Related Certificate (IBCC)**, at PHHS. To do so, students complete 3 PLTW® courses, take examinations in a minimum of two highly rigorous IB DP courses, take the *Approaches to Learning* course, and complete a Reflective Project.

**For questions regarding the PLTW®- Engineering Program, contact David Sylvestre at [david.sylvestre@mpls.k12.mn.us](mailto:david.sylvestre@mpls.k12.mn.us) or (612) 668-1974**

# LIBERAL ARTS COLLEGE PREPARATORY PROGRAM

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The Liberal Arts College Preparatory (LACP) Program is a program of study designed to provide access to quality, high-rigor courses, and support for students in the 11<sup>th</sup> and 12<sup>th</sup> grade as they progress through a variety of college readiness initiatives. The LACP Program provides college preparatory classes, rigorous curriculum and engaging experiences to ensure that all students are "college ready." All students in the LACP Program are expected to take coursework required for college preparation, and reach beyond the minimum requirements for earning a high school diploma. Students entering the LACP

Program will be directed to:

- Complete at least 2 dual-credit classes over the two years of the program
  - Dual credit class offerings include: IB Diploma Programme courses, College in the Schools courses, Advanced Placement courses or courses available through Post-Secondary Education Options.
- Enroll in four years of Math and Science
- Actively participate in at least one college readiness initiative such as College Possible, Upward Bound, Project Success or Get Ready
- Take the PSAT and ACT and/or SAT test

**LACPP and AVID:** LACPP students will have an opportunity to join the AVID college readiness support program. Students who elect to be a part of LACPP/AVID option are expected to enroll in AVID 11 and AVID 12. Students will be supported for success throughout their high school experience for a smooth transition to college. In the LACP Program, we put the district's mission of *"Every Child, College Ready"* into action.

**For questions regarding the LACP Program, contact Sue Wright at [Susannah.Wright@mpls.k12.mn.us](mailto:Susannah.Wright@mpls.k12.mn.us) or (612) 668-1973**

# AVID

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## ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

Advancement Via Individual Determination (AVID) is a college preparatory program for students that demonstrate promise, potential, and determination to go to college. Students may apply for AVID at any point during the first three years of high school.

The AVID program consists of key components to prepare students for acceptance to and success in four-year colleges and universities. The components include intensive writing practice, critical reading strategies, overall strategies for success, tutorials, and college visits.

### **KEY COMPONENTS OF AVID:**

**Writing:** A significant focus of AVID is writing, and throughout the four-year program students will receive intensive writing instruction and practice. The AVID approach to writing is a process approach. Using this method, students will write and rewrite a single assignment multiple times. Students are provided focus lessons that improve both the mechanics and techniques of writing in preparation for college success.

**Reading:** AVID includes reading strategies that build critical reading and discerning capacity for students. Reading strategies may include: marking the text, summarizing, purpose, point of view, bias, tone, and

comprehension.

**Tutorial:** AVID students participate in peer collaborative tutorials two days each week. Led by trained tutors, students focus on improving their grades and academic performance in classes other than AVID. Students also complete a tutorial analysis process at least once a year that promotes careful reflection and consideration of their focus and efficacy in tutorial.

**College Field Trips:** AVID students will have the opportunity to visit 2-4 colleges/universities each year. We visit a diverse selection of colleges including small liberal arts colleges and large public universities

**Strategies for Success:** These fundamental elements of AVID develop the habits of mind necessary for academic success.

- Goal Setting
- Cornell notes
- Binders (organizational strategy)
- Learning Logs (reflection tool)
- Collaborative work with peers
- Time Management
- Transcript/Report Cards/Student Portal
- Public Speaking and Presentations/Guest speakers
- High Level Questioning skills
- Socratic Seminar/Philosophical Chairs
- Timed Writing

***PREREQUISITE for all AVID Courses: Application, Interview and Selection Process***



### AVID 9

Includes all components of the AVID program. Students complete 2-4 writing assignments that may include the Mandala, Description of Place and Character Analysis. Focus lessons in writing include introductions, complete sentences, parts of speech, conclusions.



### AVID 11

Includes all components of the AVID program. Students complete 2-3 writing assignments. Possible choices include Biography, Arguments, Explanation of a Process, Book Club and Character Analysis and the AVID College Readiness Curriculum (ACR). Students will receive intensive in-class ACT prep. The program is designed to prepare students to successfully take the ACT test. Focus lessons in writing include irregular verbs, verb tense, conjugation, integrating source material, analyzing a prompt, selective and purpose driven reading, focused note taking, and integrating sources into text.

All AVID 11 students are expected to register and successfully complete at least one Advanced Placement or IB Diploma Programme course each year. Most students successfully complete multiple advanced courses.



### AVID 10

Includes all components of the AVID program. Students also complete 2-4 writing assignments that may include Explanation of a Process, Autobiographical Incident, Biography, and a Problem Solution Analysis. Focus lessons in writing include essay structure, topic sentences, capitalization, thesis, subject/verb agreement, active/passive voice, bibliographies, citations, commas and marks. AVID 10 students do a career research paper, and career exploration activities.



### AVID 12

The AVID 12 course is the capstone course for students. Students continue to employ the essential skills and strategies of AVID. The focus during the first semester of the year is on the college search and application process. Immediately following that, the focus of the course turns to financial aid and scholarship applications. During the second semester AVID seniors engage in study of content to prepare them for life after high school. This may include units such units as financial literacy, transitioning to college or a capstone unit designed by the teacher and students to complete the senior year. AVID 12 students continue to write with assignments that may include college admission essays, ACR or other appropriate writing.

All AVID 12 students are expected to register and successfully complete at least one Advanced Placement or IB Diploma Programme course each year. Most students successfully complete multiple advanced courses.

For questions regarding the AVID Programme, contact Kelly Lethert at [kelly. lethert@mpls.k12.mn.us](mailto:kelly. lethert@mpls.k12.mn.us) or (612) 692-0418

***LACPP/AVID Combination: Students in the LACPP will have the option to enroll in the AVID11 -12 program. Please contact the LACPP coordinator, Sue Wright, for more information. (Phone: (612) 668-1973; email: [Susannah.wright@mpls.k12.mn.us](mailto:Susannah.wright@mpls.k12.mn.us))***



# FINE ARTS & MUSIC

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## Fine Arts Department Overview:

Students are **required to take three credits (one year)** of Fine Arts credits to fulfill graduation requirements. The Fine Arts Department at Patrick Henry High School provides students with a variety and depth of arts experiences in Music and Visual Arts. Fine Arts classes consist of beginning levels as well as advanced opportunities. School and community experiences can include marching band, Art-a-Whirl exhibition, Viva City Musical Performance and Visual Arts Exhibition, student recitals, and IB Art Show.

## Beginning Level Fine Arts Exploration

These two MYP (Middle Years Programme) courses help students become more aware of the connections between the Music and the Visual Arts; their disciplines, cultural, and historical contexts. The MYP five *Areas of Interaction* guide unit questions. Students will use a Developmental Workbook that will support their exploration. Students in grade 9 (MYP level 4) are required to take one Fine Arts Exploration class, either Music Exploration or Visual Arts Exploration, for one semester. Upon completion of one Exploration class, grade 9 students will be eligible to register for the other Exploration class, if desired. Grade 10 (MYP level 5) students will also be eligible to register for either Music or Visual Arts Exploration classes. Both Music and Visual Arts Exploration classes will examine the main Elements and Principles of the Arts, common and unique vocabulary, and investigating similarities and differences of each art form.

### Music Exploration:

*One semester*

*Required for grade 9 (Choose Music or Visual Arts).*

*Appropriate for grade 10.*

In Music, students can learn to perform on several instruments, compose original pieces of music, and perform original compositions, study various genres of music, evaluate and critically analyze various styles of music.

### Visual Arts Exploration:

*One semester*

*Required for grade 9 (Choose Music or Visual Arts).*

*Appropriate for grade 10.*

In Visual Arts, students can learn studio 2D and 3D disciplines of basics of drawing, painting, sculpture, and mixed media.

## VISUAL ARTS

### MYP Beginning Drawing

*One semester*

*Pre-Requisite: Grades 10-12*

This introductory art course will develop students' abilities to see and perceive as an artist "sees", in a "right-brain" mode and their ability to record those perceptions with increasing accuracy, maintaining and enhancing their own style and creative voice. Basic techniques and elements of drawing will be taught through various media and through varied exercises, including observational drawing and specific methods / assignments. Students will gain a working knowledge of art vocabulary and of some history of drawing/art from diverse cultural and stylistic perspectives. They will also gain practice in the artistic process including critiques and revision/refinement of work to create effective compositions that express their individual voice/style/message.

### Drawing II

*\*\*One semester*

*Pre-requisite: Grades 10-12 and Successful completion of Drawing I*

This advanced art course will further develop students' abilities to see and perceive as an artist "sees" and enhance their own style and creative voice. The major project for the semester will be a hand-drawn animated movie of at least 1 and a half minutes. Students will have the opportunity to direct their own learning by identifying the skills and techniques which they desire to learn about or practice. Advanced drawing challenges and techniques/styles of drawing will be taught through various media and through specific exercises and assignments meant to address the needs of individual students and to aid them in their process. They will gain practice the artistic process including critiques and revision/refinement of work to create effective compositions that express their individual voice/intention/style/message.



### MYP Ceramics I

One semester

*Prerequisites: Grades 10-12*

Students will be introduced to hand-building construction techniques including pinch, coil, and slab, use a variety of texture and glazing processes, and begin throwing pots on the wheel. Students will learn the aesthetics of ceramics through studio art management, developing an artistic vocabulary, and through the use of the Elements and Principles of Design.

### Ceramics II

\*\*One semester

*Prerequisites: Grades 10-12 and Successful completion of Ceramics I*

Students will conceptualize and create their own ceramic artworks by refining skills learned in Beginning Ceramics, such as studio art management, demonstrating knowledge of the Elements and Principles of Design, exploring past and present ceramics styles and artists, use of sketchbook and design process, and use of critique to help students develop and maintain artistic expression, and produce quality ceramics artworks through the use of revision.

### MYP Painting I

One semester

*Prerequisites: Grades 10-12*

Students will be learning about the Elements and Principles of Design with emphasis on color theory. Students will develop studio management skills through exploration with a variety of media and materials of painting, including watercolor, tempera, and acrylic paints. Students will learn the aesthetics of painting, develop an artistic vocabulary and study past and present painters.

### Painting II

\*\*One semester

*Prerequisites: Grades 10-11 and Successful completion of Painting I*

This class will give students the opportunity to solve advanced painting problems while exploring self-expression and their inner creativity. The class will focus on composition, emotional content through the use of color, studio art management, and a variety of painting techniques, which include stage craft, and multi-media techniques. Individual and group criticisms are the keys to helping students develop and maintain their artistic expression and produce quality paintings through use of revision.

### IB Visual Arts SL/HL

*Pre-requisites: Successful completion of one or more Studio Art class*

This studio-based course emphasizes both students' creative process and their final artistic product in 2-dimensional or 3-dimensional arts forms. As students develop their craft they will conduct thoughtful inquiry into their own thinking and art making processes, recording this learning in written and visual formats. Students are expected to be independently motivated as they research the history and practice of chosen art forms and essential questions / focus area across cultures, time periods and disciplines. They will learn how to connect their research to their own work, creating art that expresses personal meaning within a cultural, historical and discipline-based context. In addition to learning how to appreciate and evaluate their own work and that of others, students will be required to share their work with an audience through Peer Critical Review sessions, presentations of research and the exhibition of their work culminating in the IB Art Show. A student who earns a grade of 4 or higher on the IB exams may be granted college credit or advanced standing at many colleges and universities.

Standard Level: Students will, over the course of the year, try out many different media, techniques, processes and styles to see what interests them. Gradually, they will identify themes in their own work and determine their area of focus. They will learn how to use multiple sources to conduct independent research and through various teacher-driven assignments, students will gain practice in taking ideas and ways of knowing, from other disciplines, as inspiration for artistic expression. Year Two culminates in the IB Art Exam and the IB Art Show.

Higher Level: Students should concentrate their work in one or two media and focus on developing a strong, cohesive portfolio of art that explores a focus area or thesis in a way that shows evidence of depth and breadth of research and investigation into this focus area. Thematic series are strongly recommended and occur naturally in most cases. Quality portfolios should show breadth and depth of work and also meaningful investigation into world cultures. Year Two culminates in the IB Art Exam and the IB Art Show.



### MYP Performance Theatre

Year Long

Recommended for grades 9-12

In theatre class, students will explore the history of modern theatre, become familiar with forms of theatre from their own and different cultures, experience and participate in a range of theatre activities and develop a proficiency in and engage in production and performance elements of theatre, read and interpret play texts analytically and imaginatively, develop ensemble skills, engage practically in creating and presenting performances, all the while maintaining a journal of notes, processes, and reflections.

### IB Theatre SL

*Prerequisite: Grades 11-12*

*This is a two-year course over the junior and senior year.*

In theatre class, students will explore the history of modern theatre, become familiar with forms of theatre from their own and different cultures, experience and participate in a range of theatre activities and develop a proficiency in and engage in production and performance elements of theatre, read and interpret play texts analytically and imaginatively, develop ensemble skills, engage practically in creating and presenting performances, all the while maintaining a journal of notes, processes, and reflections. IB diploma students will be required to complete their Research Investigation, Independent Project and Portfolio, Theatre Performance and Production Presentation and Practical Performance Proposal. These IB projects will stem from the course work students are involved in during the first semester and will be completed in the first half of the second semester during the second year of the course. A student who earns a grade of 4 or higher on the IB exams may be granted college credit or advanced standing at many colleges and universities.

## MUSIC

### Beginning Band

Year Long

*Open to Grades 9-12*

Beginning Band is for students who have little or no previous experience in band, but would like to learn to play an instrument. Private lessons will be included and students will develop their skills and present several concerts throughout the school year with the Concert Band.

### Concert Band

Year Long

*Open to Grades 9-12*

This is the Concert, Marching, and Pep Band at PHHS. The band marches in the fall and late spring and performs at different athletic events in the form of the Pep band. Students will participate in the Minnesota State High School League Large Ensemble and Solo/Ensemble contest. Students will present several concerts throughout the school year. Performance tours will be scheduled every other year. Private lessons will be included for instrumental students. Note: Some extracurricular participation is required for the class.

### Beginning Choir

Year Long

*Recommended for Grades 9-10, Open to 11<sup>th</sup> and 12<sup>th</sup> graders with limited vocal experience*

This is a preparatory class for grades 9-10, but is open to 11th and 12th grades with limited vocal experience that sing but need extra instruction to enter the Concert Choir. This course emphasizes choral tone and development of the voice as an instrument. Vocal skills studied include musical symbol recognition, diction, and vocal technique. Students will present several concerts throughout the school year.

### Concert Choir

Year Long

*Open to Grades 9-12*

This class is composed of a select group of choral musicians that demonstrate vocal ability and commitment to singing. The choir will sing selections from pop, gospel, folk, traditional and other contemporary music. Students will present several concerts throughout the school year.

<p><u>Orchestra</u> Year Long  <i>Open to Grades 9-12</i>            This class will work on and perform orchestral chamber music. The class will include discussion on proper string technique. The string orchestra will perform several concerts throughout the year, and will attend several performances or orchestral music. Private lessons will be included for instrumental students.</p>	<p><u>Piano/Keyboard II</u> One Semester  <i>Prerequisites: Grades 10-12 and successful completion of Piano/Keyboard I</i>            Students will receive instruction both individually and in groups using advanced repertoire and techniques.</p>
<p><u>Popular Songwriting</u> Year Long  <i>Prerequisites: Grades 11-12</i>            Students will write songs in the genre of their choosing by employing the characteristics of that style. Students will learn to use technology in the composing and recording of their songs as well as performance skills and aspects of the music business. <i>Students can also take this class for one semester only.</i></p>	<p><u>Advanced Piano/Keyboard</u> One Semester  <i>Prerequisites: Grades 11-12 and successful completion of Piano/Keyboard II</i>            Students will receive instruction and work independently to advance their guitar repertoire and techniques.</p>
<p><u>MYP Guitar I</u> One Semester  <i>Prerequisites: Grades 10-12</i>            Students will receive instruction both individually and in groups on both electric and standard guitars. Several styles will be explored and students will learn to improvise and accompany.</p>	<p><u>Creative Composition/Theory and Composition</u> One Semester  <i>Prerequisites: Grades 11-12</i>            This class is a "non-traditional" music composition and performance class. (Think Junkyard Band, STOMP, Blue Man Group, John Cage). Students would incorporate found-sound and creative percussion as well as traditional instruments played in new and inventive ways. New instruments could be invented and built as well. Students will also incorporate technology. Elements of performance and theatrical stage lighting and effects would also be studied.</p>
<p><u>Guitar II</u> One Semester  <i>Prerequisites: Grades 10-12 and successful completion of Guitar I</i>            Students will receive instruction both individually and in groups using advanced repertoire and techniques.</p>	<p><u>Percussion Ensemble/Drum Line</u> Year Long            Grades: 10-12  <i>Prerequisite: Grades 10-12 and Music Exploration, previous experience or approval of the instructor.</i>            This course will offer students the opportunity to create and perform routines/cadences as part of a highly disciplined drum-line. Students will be able to improvise and read percussion music by the end of the course. Performance opportunities will be available at both school and community sponsored events. <i>Students can also take this class for one semester only.</i></p>
<p><u>Advanced Guitar</u> One Semester  <i>Prerequisites: Grades 11-12 and successful completion of Guitar II</i>            Students will receive instruction and work independently to advance their guitar repertoire and techniques.</p>	<p><u>American Music</u> One Semester  <i>Prerequisite: Grades 11-12 and Music Exploration or MYP Intro to Arts Recommended</i>            American music will be studied from its roots in the blues and jazz of the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, tracing the evolution of all the styles of music today, including hip hop, R&amp;B, metal, rock and roll, and other styles. Participants will be given the opportunity to perform in each style as it is studied.</p>
<p><u>MYP Piano/Keyboard I</u> One Semester  <i>Prerequisites: Grades 10-12</i>            Students will receive instruction both individually and in groups on both electric and standard pianos. Several styles will be explored and students will learn to improvise and accompany.</p>	



## IB Music SL and HL

*Prerequisites: Grades 11-12 and at least one previous music course*

*This is a two-year course over the junior and senior year. Students may opt for a musical skill development course such as Piano or Band as the first year of the course, in consultation with the IB Music instructor.*

This class takes an in-depth look at music. The curriculum includes material on music theory, music history, world music, musical composition and performance. This is a rigorous course with external assessments through the IB and is recommended for students with some background in music. A student who earns a grade of 4 or higher on the IB exams may be granted college credit or advanced standing at many colleges and universities.

# CAREER AND TECHNOLOGY EDUCATION

The Engineering Program and Project Lead the Way (PLTW) ® curriculum make math and science relevant by engaging students in hands-on and real-world projects where they can apply what they have learned to everyday life. **PLTW classes are offered to all students; students are able to earn college credit upon completion of course standards and are able to receive Media Arts credit in courses.** Students in the PLTW program may have the opportunity to complete the requirements of the International Baccalaureate Career-Related Certificate (IBCC), an exciting new offering at PHHS. Contact PLTW/IBCC Coordinator David Sylvestre for more information (phone: (612) 668-1974; email: david.sylvestre@mpls.k12.mn.us)

## MYP Intro to Tech:

One semester

Prerequisites: Grade 9 or 10

The Introduction to MYP Technology 1 is a semester long course focused on the creation and design process and how it is applied with technology. Students will understand the design cycle and apply it in the problem solving process through the use of Information, Materials and Systems. Students are expected to Investigate problems and designs, Plan, Create and Evaluate the products/solutions that they generate. They will also explore their attitudes about technology. Students will use the design brief as they describe a problem and possible solutions. Student will complete a summary portfolio of their work in the first MYP Courses.

## PLTW Courses



### Introduction to Engineering Design (IED)

Year Long

Open to Grades 9-12

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work. College credit available.



### Principles Of Engineering (POE)

Year Long

Prerequisites: Grades 10-12

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. College credit available.



### Digital Electronics (DE)

Year Long

Prerequisites: Grades 10-12

From smart phones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices. College credit available.



### Civil Engineering and Architecture (CEA)

Year Long Course (not offered 2014-15)

Prerequisites: Grades 10-12

Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software. Some students have seen these designs come to life through partnerships with local housing organizations. College credit available.



### Computer Integrated Manufacturing (CIM)

Year Long Course (not offered 2014-15)

Prerequisites: Grades 10-12

Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course

illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system. College credit available.



### Capstone Course - Engineering Design and Development (EDD)

Year Long Course

Available for both PLTW and IBCC students

Prerequisites: Grade 12

The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career.

## **Digital Media Courses**

### Graphic Design Introduction

One Semester

Prerequisites: Grades 10-12

This class introduces the student to the field of graphic design. The focus is on learning how to use Photoshop Illustrator and InDesign in the way a designer would use these tools in the real world. Through hands-on projects, the students will explore: contemporary use of design tools, elements and principals of design and color theory, critique, digital portfolios, colleges, and careers. College credit available.

### 3-D Graphics Animation/Motion

One Semester

Prerequisites: Grades 10-12 and one other Digital Media course

Students will apply the knowledge and skills they have learned in previous digital media courses to create multimedia designs. Students will learn to use Flash, Dreamweaver, Garage Band and iMovie to create projects that combine motion and sound. Major units include animation, interactive game development, film and web design. Students will develop a portfolio of work, learn to critique one another, and explore career and college pathways. College credit available.

### Digital Photography

One Semester

Prerequisites: Grades 10-12

Through hands-on digital photography projects, students will explore a variety of camera techniques and photography styles, gaining skills in lighting, composition and camera settings. Students will learn how to edit and enhance photos in Photoshop, iPhoto, and Preview. They will also develop a portfolio of work, learn to critique photos and explore career and college pathways. College credit available.

### Work-Based Learning Seminar

One Semester

Prerequisites: Grades 11-12 and teacher approval

The Work-Based Learning Seminar is a semester long course designed to prepare students for success in an internship and future employment experience. Students will research and demonstrate their understanding of leadership, problem solving and teamwork, communications skills, workplace safety issues, legal issues, employer expectations, job interviewing skills. Students will develop their career interests, their resume and will learn and demonstrate their ability to research potential careers / work opportunities.

### Digital Video

One Semester

Prerequisites: Grades 10-12

Students will apply video production techniques as they create original video projects, learning skills in screenwriting, cinematography, sound engineering, editing and revising. Other key topics include developing skills in interpersonal communication, time management, project planning, and teamwork. Students will develop a portfolio of work, learn to critique films and explore career and college pathways. College credit available.

Work-Based Learning Experience One Semester

*Prerequisites: Grades 11-12 and successful completion of Work-Based Learning Seminar*

Work-Based Learning Experience is a semester long course for students do an internship in the community. In the course, students will build on their classroom knowledge developed in the WBL Seminar and will acquire job experience at a local organization or employer. Students will not only learn about skills within a specific career field but also learn essential employment skills such as managing resources, managing information, and teamwork. They will also learn self-management skills of promptness, dependability, commitment, persistence

IBCC Approaches to Learning Course Year 1 Semester

*Prerequisites: Grade 11 Second Semester; Must be an IBCC Student*

As part of the IBCC Core this course is designed to introduce students to life-skills. At the heart of the ATL model is the learner who uses a range of skills to make sense of the world around them and develops skills with an emphasis on thinking critically and ethically and communicating effectively. The first of the two-year course emphasizes critical thinking, personal and interpersonal development, problem-solving and the acquisition of practical skills necessary to be successful in the 21st century

IBCC Approaches to Learning Course Year 2 Semester

*Prerequisites: Grade 12 First Semester; Must be an IBCC Student*

This second level of the IBCC Core will help students to integrate their skills in preparation for their reflective project. Students will apply reflection and balance to their learning through the lenses of Intercultural, Personal, Communication and Thinking. Through real world activities and projects students will be challenged to link their learning to the global “contexts” of communities, environments, technology and workplace

## ENGLISH

MYP Ninth Grade English

Year long

*Required for all 9<sup>th</sup> grade students*

Students become more effective readers, careful writers, critical thinkers, and are well prepared for required state tests in reading and writing. Students successful in this course meet all grade level expectations of the Minnesota State standards in English Language Arts. Through interdisciplinary use of various core and supplementary texts, as well as film, individual and group projects, Socratic seminar, essays and other media sources, 9<sup>th</sup> grade English courses incorporate the MYP Fundamental Concepts of intercultural awareness, communication, and holistic learning.

Minnesota standards for English Language Arts will be further augmented. Emphasis will be placed on developing strategies for active, effective reading. Overall, the philosophy of study will emphasize holistic learning, intercultural awareness, and developing communication skills.

MYP Tenth Grade English

Year long

*Required for all 10<sup>th</sup> grade students*

Continuing to build on the skills in ninth grade, students will be guided to consider and respond to “essential questions”. Students will be challenged to consider how their use of Language A, English, can change their lives. Readings that provide multiple perspectives, particularly those from an international stance, will help students consider human issues embedded in the essential questions. In addition, preparation for the

Honors MYP Tenth Grade English

Year long

*Required for all 10<sup>th</sup> grade students*

Students in Honors English will study the same content and meet the same standards as students in regular Tenth Grade English. Honors Tenth Grade English will include more reading, writing, and work outside class because the class will move at a faster pace so that students can dig deeper into many topics. Continuing to build on the skills in ninth grade, students will be guided to consider and respond to “essential questions”. Students will be challenged to consider how their use of Language A, English, can change their lives. Readings that provide multiple perspectives, particularly those from an international stance, will help students consider human issues embedded in the essential questions. In addition, preparation for the Minnesota standards for English Language Arts will be further augmented.



### IB English A: Literature HL/SL

*Pre-requisites: Successful completion of ninth and tenth grade English courses*

*This is a two-year course over the junior and senior year.*

This two-year English/Language Arts course is designed to provide students with extensive experience and training in the study, interpretation, and analysis of literary works and a variety of other texts in preparation for formal assessment in the International

Diploma Program. Skills in the areas of oral presentation, formal academic writing, and critical analysis will be developed through the close reading of texts. We will read a range of translated world literature texts as well as English-language novelists, essayists and poets. Students will be *required* to take the oral and written IB English exams as part of this course. A student who earns a grade of 4 or higher on the IB exams may be granted college credit or advanced standing at many colleges and universities.

### College Prep Writing (Pre-Writing Studio)

*Prerequisites: Passed the GRAD Writing Test and recommendation of teacher*

First Semester

This is a preparatory course for eCIS 1201: Writing Studio. Regular reading, standard grammar exercises, and writing projects will mirror those done in the college course in during second semester. A strong desire to write and a willingness to be patient with oneself and others is important to be successful in this class.

### College Prep Writing (Pre-University Writing)

*Prerequisites: Passed the GRAD Reading and Writing Test, standing in the top 30% of your grade, and recommendation of teacher*

First Semester

This is a preparatory course for CIS 1301: University Writing. The purpose of Intermediate Writing is to improve your overall writing skills and prepare you for post-secondary composition classes. Specific areas addressed in this class are writing forms, structures and styles that are often practiced in universities, colleges and technical schools. In addition, special emphasis will be placed on proper use of grammar and punctuation.

### eCIS Writing 1201: Writing Studio

*Prerequisites: Successful completion of Transitional Writing and a motivation to write*

Second Semester

Writing Studio 1201 challenges students to plan, write, revise, discuss, and produce writing in personal, analytical, persuasive and expository modes. Students can expect at least three hours of independent reading and writing a week. Each major paper is revised at least three times. Students will annotate texts, discuss texts in graded discussions, plan papers individually and in small groups. The course asks students to practice the writing process: critical reading, outlining, summarizing and paraphrasing sources, strategically selecting sources, incorporating quotes and evidence. Successful students are those who are willing to work hard and value improvement. Patience and persistence are necessary attitudes to grow as a writer. Successful completion of this course involves completing all of the Minnesota elective credit and set themselves up to take the next required course, 1301 University Writing,



### CIS Writing 1301: University Writing

*Prerequisites: Successful completion of Intermediate Writing with at least a B and a motivation to write*

Second Semester

University Writing focuses on the process of writing and developing your skills as a careful, critical reader. The course covers drafting, revising, and editing for various academic genres. It also includes critical reading, rhetorical analysis for principles of audience, purpose, and argumentative strategies. Emphasizes will be placed on electronic/print library, critical analysis, annotated bibliographies and research papers. Successful completion of this course will result in University of Minnesota credits.



## **ELEVENTH AND TWELTH GRADE: LITERATURE-BASED SEMESTER COURSES**

***Must take at least one during the junior year and at least one during the senior year if opting for semester courses***

### Contemporary Literature CORE READING Course Semester

Students will read a variety of works that have **recently** been written. Recent and contemporary will be defined as within the last 80 years! The class may read plays, articles, novels, poetry, a graphic novel, and dissect a film.



Contemporary literature provides students an opportunity to read literature, (fictional) creative stories that often force readers to face real world truths or themes. Writing, reading and perhaps performing or producing a portion of the text will provide students opportunities to continue to develop their critical reading skills for comprehension, analysis and evaluation. Students will participate in class discussions, small group discussions, group and individual projects.

Dramatic Literature---Project SUCCESS Class: Read, Study and Go!  
Semester

Do you like to read plays? Enjoy live, free theater? Do like matinee field trips? This is a class where students read plays, and then get to see them performed live in one of the Twin Cities 37 local theaters that have partnered with Project SUCCESS. Parts of the class are co-taught with a Project SUCCESS facilitator alongside an English Instructor. Literary elements, figurative language, dramatic dialogue, historical/political background are studied and brought to life through workshops where real life issues that the characters faced are compared and contrasted to decisions and dilemmas we all face today. The plays are as diverse and multicultural as our Twin Cities theaters, and students should also expect the possibility of studying one Shakespearean play as the Guthrie does Shakespeare every year. Students will be expected to keep a writing reflection journal, and experiment with theatrical techniques.

This course is a student of dramatic works representing contemporary American cultures. Reading in this course is selected to be high-interest and thought provoking, and will include playwrights such as August Wilson, Tennessee Williams, Josefina Lopez, Wendy Wasserstein, Arthur Miller, Luis Valdez, and David Henry Hwang. Students may be asked to participate in minimal performance within the class and view live performances of theatre. Writing will focus on course/reflective journaling, expository essays, research essays, and critical analyses.

Multi-Cultural Literature

The class is a study of literary works representing cultures of Africa, Asia, Latin America, and Native America. Reading in the course is selected to be high-interest and thought provoking, and will include nonfiction, fiction, poetry, biographies, and drama, specifically to address issues of culture, value and self-development. Readings would include but not limited to such authors as Rudolfo Anaya, Richard Wright, Chenua Achebe, Maxine Hong Kingston, Toni Morrison, Julia Alvarez, and Louise Erdrich. Writing will focus on personal narratives, expository essays, and critical analyses.

**ELEVENTH AND TWELTH GRADE: COMMUNICATIONS-BASED SEMESTER COURSES**

***Must take at least one during the junior year and at least one during the senior year if opting for semester courses***

Speech and Debate

The course will focus on the theory and process of shaping ideas into an effective oral presentation. Particular attention is paid to selecting supporting materials, arranging ideas in a logical manner, and delivering the speech effectively. Emphasis is placed on an extemporaneous style of presenting informative and persuasive speeches, with opportunities also provided for impromptu speaking experiences. In addition, students interested in learning the fundamentals of debate, or in polishing and employing existing skills, the course includes instruction in debate technique and style, and participation on the PHHS Debate team is welcomed.

Film Studies

Students investigate how and what ideas, values and concepts are connected through film. In doing so, the course will have three aims. Students should become aware of film's capacity to tell stories, and the visual and aural techniques used to accomplish the telling. In addition to being more observant, students be able to develop skills in analyzing films, understanding in particular the consequences of particular artistic choices for a film's meaning. Finally students will explore a range of great movies from film history (as opposed to more recent films that you find more accessible). Films will come from major directors like Orson Welles, Jean Renoir, Akira Kurosawa and Alfred Hitchcock, as well as highly regarded directors like John Huston, Mike Nichols, Jonathan Demme and Roman Polanski. Films may have subtitles and/or be in black and white. In analyzing film, students will examine elements of plot, setting, style, and point of view. Class activities include viewing, listening, researching, analyzing, and

critiquing film. District film policy requires parental permission before students can participate in the classroom viewing.



### Mythology

Students will examine cultural mythology of various groups (Greek, Norse, Native American, Asian Indian, Christianity, Islam, Shinto, etc), the central figures, and distill the cultural values that come from this mythology. Students will use primary sources and various secondary sources in order to critically analyze the influence mythology has on culture, political action, and leaders through multiple research approaches. They will write formal essays and create a final project or presentation that presents their understanding of the relationship between mythology and culture or mythology and a significant historical event or leaders.

## **ENGLISH - LITERACY**



### Literacy 9

Year Long or Semester Course

*Students must be recommended for this course.*

The purpose of this course is to develop literacy skills and prepare 9<sup>th</sup> grade students for life-long academic success. Students will practice effective reading comprehension strategies through small group instruction, independent reading and written response to literature. Students will strengthen writing skills through authentic publication projects. Readings will include self-selected texts, content area texts and teacher-developed readings.



### Literacy 11

Year Long or Semester Course

*Students must be recommended for this course.*

The purpose of this course is to increase literacy skills, strengthen academic literacy and prepare juniors for GRAD Reading re-test success. Students will practice effective reading strategies with individual and small group instruction. The course will emphasize non-fiction text and content area literacy skills.



### Literacy 10

Year Long or Semester Course

*Students must be recommended for this course.*

The purpose of this course is to provide continued literacy support for 10<sup>th</sup> grade students preparing to take the MCAII reading assessment. The course will focus on comprehension strategies, literature circles, and independent reading.



### Literacy 12

Year Long or Semester Course

*Students must be recommended for this course.*

The purpose of this course is to assist seniors who have not passed the GRAD Reading test in increasing their literacy and reading skills. Students will practice effective reading strategies with individual and small group instruction. The course will emphasize non-fiction text and content area literacy skills.

# ENGLISH LANGUAGE LEARNERS (ELL)

## ENGLISH AS A SECOND LANGUAGE (ESL)

### ESL 2

Year Long Course

*Students are placed in this course if they receive a composite ACCESS score of 2.0 to 2.9*

*Concurrent enrollment with ESL English 9*

ESL 2 is designed for non-native speakers of English who scored a Level 2-2.9 on the ACCESS test. ESL 2 students will also receive a Sheltered English class and bilingual and sheltered classes that are available. In ESL 2, students will develop English Language skills when reading, writing listening, and speaking.

Students will learn:

- basic English sentence structure, grammar, and mechanics
- how to identify and use organizational features of various academic texts, formulate questions, statements, opinions, make predictions, use various reading strategies, and reflect on their own learning by using a rubric, and increase content vocabulary

### Academic Language 9/10

Year Long Course

*Students are placed in this course if they receive a composite ACCESS score ranging from 3.0-4.5.*

This course will give further instruction in Academic English that students need to be successful in 9<sup>th</sup> and 10<sup>th</sup> grade core content classes. All English Language classes will develop skills in reading, writing, listening, and speaking. However, Academic Language will have a strong focus on reading and writing.

Students will learn to:

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

### Academic Language 11/12

Year Long Course

Course

*Students are placed in this course if they receive a composite ACCESS score ranging from 3.0-4.5.*

This course will give further instruction in Academic English that students need to be successful in 11<sup>th</sup> and 12<sup>th</sup> grade core content classes. All English Language classes will develop skills in reading, writing, listening,

and speaking. However, Academic Language will have a strong focus on reading and writing. Students will learn to:

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

### ESL English 9

Year Long course

*Students are placed in this course if they receive a composite ACCESS score of 2.0 to 2.9*

*Concurrent Enrollment with ESL 9*

This is a grade 9 English Language Arts course for ESL level 2 students. It is designed to help students develop skills in reading, writing, speaking and listening that they need for any creative and purposeful use of the English language. The course focuses on (1) the development of literacy and literary skills through the reading and oral discussion of texts from many cultures and traditions, both fiction and non-fiction, in a variety of genres and styles, and for a variety of purposes; and (2) the development of good writing skills at the sentence level (writing grammatical sentences; using correct capitalization and punctuation) and the paragraph and text level (organization of ideas and style). The course is based on the Minnesota English Language Arts Standards, the IB Middle Years Program, the WIDA English Language Proficiency Standards, and the GRAD writing test requirements.

ELL/Bilingual MYP Geography Year Long Course

*This course replaces regular Geography, which is required for 9<sup>th</sup> grade students*

Bilingual Geography is designed for low-level speakers of English as a Second Language. Instruction is delivered predominantly in the Hmong language while using texts written in English. Most appropriate for 9<sup>th</sup> grade students. Students will learn to:

- read, interpret and create various types of maps
- organize and understand information use on a variety of graphic organizers
- differentiate between primary and secondary sources
- learn, understand and use content-specific vocabulary
- understand the effect of geography on human civilizations

ELL/Bilingual MYP World History Year Long Course

*This course replaces regular World History, which is required for 10<sup>th</sup> grade students*

Bilingual World History is designed for low to mid-level speakers of English as a Second Language. Instruction is delivered predominantly in the Hmong language while using texts written in English. Most appropriate for 10<sup>th</sup> grade students. Students will learn:

- how history is studied and why society places importance on the study of history
- about early modern humans and the transformation from hunter-gatherer to agricultural-based lifestyle
- the world's earliest civilizations and religions to understand the contributions they made to humanity
- to trace the rise of nation-states and the industrialized global economy that dominates our world today

# HEALTH AND PHYSICAL EDUCATION

## DRIVER EDUCATION

The mission of Patrick Henry High School Physical Education and Health Science Programs is to educate all students to their highest level of academic and wellness potential and to teach them the skills and knowledge necessary to lead physically active and healthy lifestyles. Our Physical Education and Health Science staff is committed in assisting each student in the successful completion of the graduation requirements for the Minneapolis Schools District.

### MYP Fitness For Life I

One semester

*Open to Grades: 9-12*

The aim of this course is to cultivate a healthy and active lifestyle for students. It therefore advocates activities that are not only enjoyable but also contribute to healthy living. Students are helped to develop the motor skills necessary to enable them to participate successfully in a variety of physical activities, and to learn about the nature of physical fitness.

This subject area also serves to promote intercultural awareness, since physical education is a reflection of elements of history, culture and values. It also enables students to establish links between different areas of experience and provides opportunities for different forms of self-reflection, communication and teamwork.

### MYP Fitness For Life II

One semester

**Prerequisites: Met requirements of MYP Year 4**

Fitness for Life II will enable students to apply the knowledge and skills necessary to sustain and improve a health-enhancing level of fitness and to increase physical competence, self-esteem and the motivation to pursue lifelong physical activity. Students participate in activities that are designed to help them integrate health-related fitness concepts, assessments and principles of training in planning and implementing a personal fitness plan. Students will exhibit a physically active lifestyle through participation in a variety of lifetime sports and activities throughout the course. The Fitness for Life course includes two areas of study, physical fitness and lifetime sports and activities



### Weight Training and Conditioning

One semester

**Prerequisites: Met the requirements of Fitness for Life I and II (MYP 4 and 5)**

This course is designed to educate the student about anaerobic and cardiovascular conditioning. Students will learn proper weight lifting techniques and will be able to design a weight-training program that is realistic and attainable for their specific goals. This course does require a high level of physical activity, and dressing for class is required. This course requires written work and possible research. This course cannot be substituted for a required fitness class.

### Health Science I

One semester

*Open to Grades: 9-12*

*Health Science I is designed to enable students to obtain the knowledge and skills necessary to make healthy and informed decisions for a lifetime. Students explore a broad range of health topics that relate to one of the priority health areas determined by the Centers for Disease Control and Prevention. The topics of study include wellness, nutrition and diet, life-skills, substance abuse, tobacco, current events, Class Action curriculum, alcohol, illegal drugs, communicable and non-communicable diseases, asthma, sexual health, abstinence and contraception, STIs, HIV/AIDS, and family relationships.*



### World Games

One Semester

**Prerequisites: Grades 11-12 and Completion of Fitness for Life I and II (MYP 4 and 5)**

This upper level elective course is designed for the student who wishes to explore activities that are played throughout the world. These are creative and challenging for both the mind and body, with emphasis on cultural history and game play. Strength and Conditioning will be utilized for these activities, and

there will be times where this domain will be needed to help the student better prepare for a successful participation in the unit covered. Units will focus on games that include nets and/or recreational balls made from various materials. In addition to various others, games may include: ·Sepak takraw, a kick volleyball game native to Southeast Asia ·Games of the North, a group of traditional Inuit sports to strengthen mind, body, and spirit ·Badminton, which can be traced to mid-18th century British India ·Gaelic Football, a combination of soccer and football ·Jeu de Boules, a game from France that is similar to Bocce ball · Cooperative Challenges from around the world



### Driver Education

*One semester*

*Prerequisites: \$50 classroom fee, grades 10-12 as student schedule allows, 10<sup>th</sup> grades can only take this course during Zero Hour*

Driver Education will prepare the student to pass the permit test by increasing knowledge and understanding of Minnesota laws and road signs. The simulation laboratory will prepare the students for real life driving situations and defensive driving. If taken during the regular school day a tax deduction may be available. Behind the wheel fee: \$215.00.

## MATHEMATICS

### MYP Intermediate Algebra

Year Long

*Prerequisite: Algebra 8*

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

### Intermediate Algebra Support

Year long

*Prerequisites: Concurrent enrollment in MYP Intermediate Algebra and recommendation of teacher*

This course supports students as they work with Algebra in their other math class. Students will focus on developing and learning vocabulary, reinforcing prerequisite skills, and deepening new math skills as they are being presented in Algebra. The goal of this course is to enable students to continue to Geometry the following year with strong math skills and concepts.

### MYP Geometry

Year Long

*Prerequisite: Intermediate Algebra*

Geometry students will study points, lines, line segments, rays, planes, and vectors in their exploration of angles, polygons, circles, lengths, areas, and volumes. Mathematical patterns and life's patterns will also be explored. Emphasis will be placed on congruent figures, as well as similar figures and their ratios, and right triangle trigonometric ratios. The concept of proof will be investigated and the utility of logic will be

emphasized. Algebraic skills will be used to build further understanding of the interconnectedness of mathematics.

### Advanced Algebra

Year Long

*Prerequisites: Intermediate Algebra AND Geometry*

Advanced Algebra students will learn how to recognize, describe and generalize patterns to make predictions; use algebraic symbols and operations to represent and analyze mathematical structures and relationships; analyze the relationships and interactions between quantities to model and compare patterns of change for complex functions. Students will study sequence, linear, 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 of best fit; learn how to factor, solve radicals, and understand complex numbers, trigonometric functions; and use graphing calculators to solve problems. In addition, students will review and prepare for the Math portion of the MCA III (Minnesota Comprehensive Assessment).

### College Prep Algebra and Statistics

Year

*Prerequisites: Int.Alg, Geometry & Adv.Alg (Seniors only)*

College Prep Algebra and Statistics will focus on providing a strong conceptual foundation in algebraic relationships and statistical analysis to prepare students to take credit-bearing college math classes. Students will apply practical algebraic skills to further and deepen understanding of the interconnectedness of mathematics, through linear, exponential, quadratic and logarithmic relationships.

### Geometry Support

Year long

*Prerequisites: Concurrent enrollment in MYP Geometry and recommendation of teacher*

This course supports students as they work with Geometry in their other math class. Students will focus on developing and learning vocabulary, reinforcing prerequisite skills, and deepening new math skills as they are being presented in Geometry. There will be additional focus on reviewing and strengthening skills from Intermediate Algebra. The goal of this course is to enable students to continue to Advanced Algebra the following year with strong math skills and concepts.

### MYP Honors Geometry

Year long

*Prerequisites: Completion of Algebra and recommendation of teacher*

Students will understand the relationship between points, lines, and planes in a mathematical system; work with measurement involving area, perimeter, circumference, volume, and distance; study topics such as the deductive method of proof, geometric relationships, and numerical applications of geometric principles; build a connection between algebra and geometric figures; and investigate the role of geometry in engineering and technological careers. In addition, honors geometry students will complete four written projects during the year.

### Advanced Algebra

Year long

*Prerequisites: Completion of Geometry or recommendation of teacher*

Advanced Algebra students will learn how to recognize, describe and generalize patterns to make predictions; use algebraic symbols and operations to represent and analyze mathematical structures and relationships; analyze the relationships and interactions between quantities to model and compare patterns of change for complex functions. Students will study sequence, linear, 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 of best fit; learn how to factor, solve radicals, and understand complex numbers, trigonometric functions; and use graphing calculators to solve problems. In addition, students will review and prepare for the Math portion of the MCA II (Minnesota Comprehensive Assessment).

### Advanced Algebra Support:

Year long

*Prerequisites: Concurrent enrollment in Intermediate Algebra and recommendation of teacher*

This course supports students as they work with Advanced Algebra in their other math class (taken at the same time). We will focus on developing and learning vocabulary, reinforcing prerequisite skills, and deepening new math skills as they are being presented in Advanced Algebra. The goal of this course is to enable students to continue on in Math with strong math skills and concepts. There will also be significant emphasis placed on the MCA standards.

### Honors Advanced Algebra

Year long

*Prerequisites: Completion of Geometry and recommendation of teacher*

Honors Advanced Algebra students will learn how to recognize, describe and generalize patterns to make predictions; use algebraic symbols and operations to represent and analyze mathematical structures and relationships; analyze the relationships and interactions between quantities to model and compare patterns of change for complex functions. Students will investigate sequence, linear, 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 of best fit; learn how to factor, solve radicals, and understand complex numbers, trigonometric functions; and use graphing calculators to solve problems. In addition, students will review and prepare for the Math portion of the MCA II (Minnesota Comprehensive Assessment). Students will complete three written projects during the year.

### College Prep Algebra and Statistics

Year long

*Prerequisites: Successful completion of Advanced Algebra*  
College Prep Algebra and Statistics is a class for Senior's who would like to prepare for college level algebra and statistics. The curriculum integrates important topics in algebra, probability and statistics with a focus on what students need to know to be successful in college level mathematics courses. College Prep Algebra and Statistics will support students in passing the MCA II high standards test and prepare students to score well on college entrance exams.

### Algebra, Geometry and Statistics (AGS)

Year long

*Prerequisite: Grade 12 or teacher recommendation*

This course covers a variety of algebra, geometry, and statistics topics. The content aligns to the Minnesota State Mathematics Standards, the 11<sup>th</sup> grade MCA graduation exam and some College Board exams (like the Accuplacer). Mathematical patterns and life's patterns will also be explored. Students will earn math credit upon successful completion of this course.



### IB Mathematics SL

*Prerequisites: Successful completion of Advanced Algebra  
This is a two-year course, commonly over the junior and senior year.*

IB Mathematics SL is a two-year math course that caters to students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques to advanced techniques and concepts. The intention of this course is to introduce students to these concepts in a comprehensible and coherent way. Students will apply the mathematical knowledge they have acquired to solve problems set in a variety of contexts. The internally assessed component, the portfolio, offers students a framework for developing independence in their mathematical learning by engaging in mathematical investigation and mathematical modeling. The portfolio also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas. Topics covered include: Series and Sequences; Exponents and Logarithms; Binomial

Theorem; Matrices; Function Families; Circular Functions; Trigonometry; Vectors; Statistics; Probability; and Calculus. A student who earns a grade of 4 or higher on the IB exams may be granted college credit or advanced standing at many colleges and universities.



### IB Math Studies SL

*Prerequisites: Successful completion of Advanced Algebra  
Course Duration: Year (Year duration special to Patrick Henry IB Diploma Programme)*

Students will cover topics in algebra II, geometry, trigonometry, calculus, logic, and probability and statistics; and participate in IB assessments during the winter and spring. The assessments consist of IB tests and an individual project designed by the student. This IB math course is for students who want the IB experience but are not as comfortable with advanced mathematics as the students who take IB Math SL. A student who earns a grade of 4 or higher on the IB exams may be granted college credit or advanced standing at many colleges and universities.



# SCIENCE

## General Science Sequence

9<sup>th</sup> grade: MYP Biology I and MYP Physics I

10<sup>th</sup> grade: MYP Chemistry

11<sup>th</sup> grade: Biology II and Physics II

12<sup>th</sup> grade: Astronomy and Physics, Ecology of Minnesota, Forensic Science (Select two of the three courses.)

## Advanced/Rigorous Science Sequence

9<sup>th</sup> grade: MYP Biology I and MYP Physics I

10<sup>th</sup> grade: MYP Honors Chemistry

11<sup>th</sup> grade: IB Biology Y1, IB Physics Y1 and Bio 2, and/or IB Chemistry Y1 or Y2

12<sup>th</sup> grade: IB Biology Y2, IB Physics Y2

### MYP Biology I

One semester

*Required for all 9<sup>th</sup> grade students*

Biology is a state standards based laboratory course that studies living things from the microscopic to the macroscopic. The ultimate goal is to help students become scientifically literate citizens. The course covers topics such as the biochemical processes of life, life cycles, cells, human circulatory, digestive, and nervous systems, theories that explain living systems, and the dynamics of ecosystems. Students will also conduct an original investigation.

aligned course that uses inquiry and experimentation to promote scientific literacy. Students will understand how the nature of matter and chemical reactions can influence the quality of their environment and lives. Students will conduct research and original experiments as part of this course.

### MYP Honors Chemistry 10

Year Long

*Pre-requisites: Successful completion of MYP Biology I, MYP Physics I*

*Recommended for 10<sup>th</sup> grade students wishing to take a rigorous/honors/IB science course*

Students will study matter, its structures, properties and composition. Students will execute laboratory experiments, calculate predicted and measured changes in reactions, develop the skills necessary to perform scientific experiments in chemistry, and use techniques specific to chemistry. Laboratory experiments and skills are integrated into the content focus of the course. Units of study include physical and chemical properties and changes of matter, heat and temperature, chemical formulas and composition, moles, chemical reactions, solutions, structure of the atom, periodic table, gases, liquids and solids, acids, bases and salts; oxidation and reduction, equilibrium, electrochemistry and nuclear chemistry.

### MYP Physics I

One semester

*Required for all 9<sup>th</sup> grade students*

Physics is the study of the relationship between matter and energy. Although much of the course is based upon understanding concepts, the ability to apply mathematics in order to describe these concepts is important. This course is designed to meet Minnesota State Standards in Physical Science, Earth and Space Science, and History and Nature of Science. This Course meets the Physics Component of the Physical Science District graduation requirement. Key topics will include: History and Nature of Science, Kinematics, Solar System, Forces, Work, Power and Energy, Electricity and Magnetism, Waves, the Universe, and Einstein.

### MYP Chemistry 10

Year Long

*Pre-requisites: Successful completion of MYP Biology I, MYP Physics I*

*Recommended for most 10<sup>th</sup> grade students*

Chemistry is the study of matter and its interactions. The goals of the Chemistry course are to initiate a lifetime of using an organized, evidence-based approach to solving problems and to recognize the importance of chemistry in the understanding of all other sciences with its application to daily life. Chemistry is a standards

## Physics II

One Semester

*Prerequisites: MYP Physics I and MYP Chemistry 10 or MYP Honors Chemistry 10*

Physics is the study of the relationship between matter and energy. Although much of the course is based upon understanding concepts, the ability to apply mathematics in order to describe these concepts is important. This course is designed to meet Minnesota State Standards in Physical Science, Earth and Space Science, and History and Nature of Science. This Course meets the Physics Component of the Physical Science District graduation requirement. Key topics will include: History and Nature of Science, Kinematics, Solar System, Forces, Work, Power and Energy, Electricity and Magnetism, Waves, the Universe, and Einstein.

## Biology II

One semester

*Prerequisites: MYP Biology I and MYP Chemistry 10 or MYP Honors Chemistry 10*

Biology is a state standards based laboratory course that studies living things from the microscopic to the macroscopic. The ultimate goal is to help students become scientifically literate citizens. This class is the second semester of a year-long course of study; the first semester of which was taken freshman year.

Topics of study include Nature of Science, Biochemistry, Genetics & Evolution, and Homeostasis & Systems.



## IB Biology SL/HL

*Pre-requisites: Successful completion of MYP Biology I, MYP Physics I, 10th grade MYP Honors Chemistry*

*This is a 2-year course over the junior and senior year. IB Biology HL is only available for juniors.*

This 2-year biology course designed to give students an in-depth biology curriculum equivalent to a first-year college biology course. The goal is to prepare students to complete all International Baccalaureate assessments including examinations at the end of the second year. Students will be expected to do extensive laboratory work as well as reading and writing as a part of this course. Units of Study include: Cellular biology, Biochemistry, Genetics, Evolution and Ecology, Human health and physiology, Human nutrition, and Neurobiology and behavior. The course culminates with students taking the IB SL or HL Biology Exam in the spring of the second year of the course for which they may receive college credit based on their performance. A student who earns a grade of 4 or higher on the IB exams may be granted college credit or advanced standing at many colleges and universities.



## IB Chemistry SL/HL

*Pre-requisites: Successful completion of MYP Biology 1, MYP Physics 1, and tenth grade MYP Honors Chemistry (Students taking this course, must also complete Bio II or IB Biology, and Physics II or IB Physics)*

*This is a two-year course over the junior and senior year. IB Chemistry HL is only available for seniors.*

This course is a 2-year, lab-based chemistry curriculum designed for students wishing an in-depth study of chemical concepts and lab technique/design. Students will complete a study of the IB Chemistry curriculum which will start by focusing on several core principles of chemistry (stoichiometry – the mathematics of chemistry, atomic structure, the periodic table, bonding, chemical reactions, energy transfer in chemical reactions, rates of reactions, acids and bases, stoichiometry, oxidation and reduction, measurement) and then move into a study of more specialized branches of chemistry (organic chemistry, analytical chemistry, human biochemistry, medicines & drugs). The course culminates with students taking the IB Chemistry Exam in the spring of the second year of the course for which they may receive college credit based on their performance. A student who earns a grade of 4 or higher on the IB exams may be granted college credit or advanced standing at many colleges and universities.



## IB Physics SL

*Pre-requisites: Successful completion of ninth grade MYP Biology 1, MYP Physics 1, and tenth grade MYP Honors Chemistry (Students taking this course, must also complete Bio II or IB Biology)*

*This is a 2-year course over the junior and senior year.*

This course is a 2-year lab-based Physics course designed to meet the SL curriculum objectives described in the IB Physics program. Physics is the study of the relationship between matter and energy. Students registering for this course should have good algebra skills. Main topics include: Physics and physical measurement, Mechanics, Thermal physics, Oscillations and waves, Sight and wave phenomena, Fields and forces, Electric currents, Atomic and nuclear physics, Energy, power and climate change, Astrophysics. The course culminates with students taking the IB SL or HL Physics Exam in the spring of the second year of the course for which they may receive college credit based on their performance. A student who earns a grade of 4 or higher on the IB exams may be granted college credit or advanced standing at many colleges and universities.

### Astronomy and Physics

One semester

*Pre-requisites: Successful completion of MYP Biology I, MYP Biology II, MYP Chemistry or MYP Honors Chemistry, and Advanced Algebra. Successful completion of MYP Physics I and MYP Physics II with a C or better. This course is only available for seniors.*

Students registering for this class should have sound algebra skills and a desire to apply these skills to astronomical and physics related topics. This course will explore the Astronomy topics: historical and current understandings of the formation and structure of our solar system; star types, formation, and lifecycle; and historical and current understandings of the formation and structure of the universe. This course will explore the Physics topics: mechanics extension; heat extension; E-M wave and light extension; Nuclear Physics; and Relativity.

### Ecology of MN

One semester

*Pre-requisites: Successful completion of MYP Biology I, MYP Physics I, MYP Chemistry or MYP Honors Chemistry, MYP Biology II, MYP Physics II*  
*This course is only available for seniors.*

This semester long course covers the diverse natural history of the state of Minnesota. A majority of the course will cover topics in ecology, zoology and environmental science with some focus on geology, meteorology, geography and history. The goal of the

course is to have students leave with a greater understanding, appreciation and awareness of the rich natural history found in the state of Minnesota.

### Forensic Science

One semester

*Pre-requisites: Successful completion of MYP Biology I, MYP Physics I, MYP Chemistry or MYP Honors Chemistry, MYP Biology II, MYP Physics II*  
*This course is only available for seniors.*

Forensic Science is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. It has become a comprehensive subject incorporating Biology, Chemistry, Physics, Entomology, Earth Science, Anatomy and Physiology as well as other aspects of Science. Major topics include processing a crime scene, collecting and preserving evidence, identifying types of physical evidence, organic and inorganic analysis of evidence, hair, fibers, and paint, toxicology, arson and explosion investigations, serology, DNA, fingerprints, firearms, and document analysis. The main focus of this course will be to emphasize the evidential value of crime scene and related evidence and the services of what has become known as the crime laboratory. This course combines basic theory and real laboratory experiments, creating an experiment-based situation for the better understanding of the students.

# SOCIAL STUDIES

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Social Studies is “the integrated study of the social sciences and humanities to promote civic competence.” (National Council for the Social Studies) Serving as the basic core of courses offered in this study are Geography, World History, U.S. History, Government and Economics. Content from psychology, sociology, political science, humanities, mathematics and natural sciences is also integrated where appropriate to promote civic participation in a democratic society and a broad understanding of the diverse and interdependent world in which we live.

## MYP Humanities-Geography

Year Long

*Required for all 9<sup>th</sup> grade students*

This course is designed to introduce students to high school Humanities and to meet the states 9th grade Social Studies standards and credit requirements. It also prepares students to be successful citizens in a democratic society and internationally competitive. The foundation of this course is designed around the concepts of holistic education, communication and intercultural awareness through student centered activities. The IB learner profile provides the basis for our curriculum, instruction and assessments. This class will create opportunities and experiences that will allow students to be genuine thinkers and inquirers, to increase their knowledge and encourage further connections across disciplines. It will additionally challenge students to reflect upon themselves and their learning process, to become creative and critical thinkers, to be empowered to take responsibility for their own learning. It will furthermore support students to work effectively and cooperatively with others, to communicate ideas and thoughts confidently while showing respect and empathy for the feelings of others, and foster a commitment to service.

## MYP Humanities-World History

Year Long

*Required for all 10<sup>th</sup> grade students*

Students in 10th grade World History will begin the year learning about how history is studied and why society places importance on the study of history. They will then begin learning about early modern humans and the transformation from hunter-gatherer lifestyles to agricultural-based lifestyles. Then the students will explore the world’s earliest civilizations and religions to understand the contributions they made to humanity. Finally, the students will trace the rise of nation-states and the industrialized global economy that dominates our world today.

## Honors MYP Humanities-World History

Year Long

*Option for 10<sup>th</sup> grade students*

Students in Honors World History will study the same content and meet the same standards as student in regular World History. Honors World History will include more reading, writing, and work outside class because the class will move at a faster pace so that students can dig deeper into many topics. Students in 10th grade Honors World History will begin the year learning about how history is studied and why society places importance on the study of history. They will then begin learning about early modern humans and the transformation from hunter-gatherer lifestyles to agricultural-based lifestyles. Then the students will explore the world’s earliest civilizations and religions to understand the contributions they made to humanity. Finally, the students will trace the rise of nation-states and the industrialized global economy that dominates our world today.

## U.S. History

Year Long

*Open to Grade 11*

The 11<sup>th</sup> grade U.S. History course examines significant events in American history from discovery to the contemporary era. Themes of colonization, revolution, nationalism, civil war, reconstruction, industrialization, immigration, progressivism, world wars, economic depression, and foreign policy are introduced. Maps, tables, charts, review and comprehension questions, strategies aid learning for students. Students investigate the various social and political factors that have shaped American democracy, the emergence of the United States as a world power, the economic problems caused by changing conditions and the various social forces and movements that have re-shaped the basic fabric of American society.



### IB History of the Americas SL/HL

*Pre-requisites: Successful completion of social studies courses in the ninth and tenth grades*

*-This is a two-year course over the junior and senior year.*

IB History of the Americas is a two-year course that explores the history of North and South America. Students will be expected to study, interpret, synthesize and analyze an extensive amount of historical research and conduct their own historical investigation. In Year One, students will study most, but not all of the following topics: Independence Movements such as the American Revolution and other wars for independence in South America and Mexico, Nation Building in the United States, Mexico, and Canada, the American Civil War and the controversy over Reconstruction, and the emergence of the Americas in global affairs (1880-1929). Year Two of the course will focus on the causes, practices and effects of wars of the 20th century as well as the Cold War. Year Two is designed to provide students with a wide-ranging sense of international relations and global historical events of the past 100 years. A student who earns a grade of 4 or higher on the IB exams may be granted college credit or advanced standing at many colleges and universities. The reading level for this class is at a college level and averages about 40-50 pages a week.

### US Government

One semester

*Open to Grade 12*

This course is an introduction to the basic concepts of American government, the American political process and the rights and responsibilities of citizenship. Students will develop an understanding of how the United States government embodies the principles and ideals of a democratic republic by examining the foundational documents on which it is based. It is a one semester course designed to meet the state standards in social studies in the area of government and is a required course for high school graduation. Areas of study include, but are not limited to, principles of U.S. government, role, structure, and forms of government, branches of U.S. government, political parties, historic and current public policy issues, and provisions of the U.S. Constitution, amendments and Bill of Rights.

### Economics

One semester

*Open to Grade 12*

In this course students will analyze the systematic ways in which people address the problem of allocating scarce resources to satisfy unlimited wants, with particular emphasis on the American capitalistic system. Students will be introduced to the basic principles of micro and macroeconomics, and will be expected to apply these principles to problems concerning the individual, businesses and making the bridge between government policy and the economy. There will also be an exploration of globalization and its impact on the US and international economics.

### Accelerated Government/Economics

First Semester

*Open to Grade 12*

This course covers the US Government and Economics standards generally offered for a semester each in a one semester course. This accelerated pace allows qualifying students to take CIS US History during second semester.

Please see the course descriptions for US Government and Economics to see the content covered. This course is for students willing to work at an accelerated pace and will require additional homework and reading. To register for this class a student needs to be in the top 35% of their class in terms of G.P.A. or be recommended by their 11th grade U.S. History teacher.

### CIS 1308: U.S. History

Second Semester

*Open to Grade 12*

CIS US History is a post-Reconstruction (1877) U.S. history course that focuses on historiography or the process of HOW history is written. Successful completion of this part of the course will result in a semester's worth of social studies credit for the required Minnesota Standards for graduation and 3 credits of history at the University of Minnesota. The reading level for this class is at a college level and averages about 40-50 pages a week.



### 20th Century African American History One Semester

*This course is available to 11<sup>th</sup> and 12<sup>th</sup> graders that are credit and graduation ready.*

This course would cover a variety of topics specifically focused on African American history and culture in the 20th century. The curriculum would be focused on specific topics, covering chronologically over the semester. We will partner with community organizations and experts when possible. The course includes a significant amount of local, state and regional history. Finally, there is a strong social justice element to the course, in covering topics related to institutionalized racism, intersectionality of oppressed communities and development of active and productive citizen engagement to advance change.



### AP Psychology

Year long

*Open to Grades 11-12*

The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. The reading level for this class is at a college level and averages about 40-50 pages a week.



### Hmong Heritage Language and Culture I

*Grades: 11-12*

*Prerequisite: Some fluency in spoken Hmong*  
*Year Long Course*

This course emphasizes pronunciation and spelling. It covers all the vowels, consonants, and tone markers (13 vowels, 39 consonants, and 8 tone markers). Students are expected to master these and be able to write simple words, phrases, and sentences or even paragraphs. Listening, speaking skills and cultural value are the main tasks of discussion and learning process in this course. Lessons relating to vocabulary and dialogue are available for non-native speakers.



### Hmong Heritage Language and Culture II

*Grades: 11-12*

*Prerequisite: Successful completion of Hmong Heritage Language and Culture I or recommendation of teacher*  
*Year Long Course*

This course builds on the Hmong Language and Culture learned in Level I and emphasizes further development of reading and writing Hmong. Students will expand their written vocabulary and continue to learn about the history and culture of the Hmong people.

# SPECIAL EDUCATION DEPARTMENT

The special education department at Patrick Henry serves students in the resource setting and in the Life Skills program. Henry has special education teachers, social workers, a school psychologist and a speech clinician. The district offers other supports to Henry in areas of occupational therapy, assistive technology, physical therapy, adaptive physical education and other disability area services that students may qualify for. Case managers are responsible for evaluations, re-evaluations and due process that relates to each special education student and their needs as they relate to their individual disabilities. Any questions regarding a student's education needs can be directed to his or her personal case manager.

## Community Based Vocational Training (CBVT)

*Year Long Course*

Students who are at least 16 years of age will learn skills necessary to gain entry-level employment and/or

English Strategies III (English Credit) Year Long Course

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

English Strategies IV (English Credit) Year Long Course

This course addresses the literacy needs of seniors.

Continued emphasis is placed on strategies used to increase text comprehension and retention including the writing process, and making oral presentations.

Students will increase their ability to interpret and evaluate complex works of literature.

High School Foundations

Year Long Course

Students will develop the knowledge and organizational skills necessary to be successful in the high school environment. Students will become familiar with their school community including school-wide expectations, graduation/credit requirements and extra-curricular activities. The teacher will work closely with staff to support the students and promote success in other classes.

On-The-Job Training (OJT)

Year Long Course

Students with employment in the community have the opportunity to earn high school credits for paid job experience.

Senior Transition Seminar

Year Long Course

Senior Seminar is designed to prepare students for post-high school. Students will develop a plan to bridge the

additional training in their vocational interest areas.

Students experience and explore the world of work in a variety of supported, community-based settings.

transition from high school to post-secondary education/training, employment, or enrollment in Transition Plus. Students will continue to practice their organization, study habits and self-advocacy skills.

Study Skills

*Year Long Course*

Students will work on effective study habits and organizational skills. The course is designed to provide students with needed advocacy and study skills as well as to give students time to apply these strategies to assignments from other classes. In addition, students work on critical thinking, self-monitoring skills and social skills.

Math Strategies Course I

Year Long Course

(Math Credit)

Students will continue to develop understanding and application of basic math concepts and make connections to algebra and other higher order math skills.

Math Strategies Course II

Year Long Course

(Math Credit)

Students will continue to build skills acquired in Math Strategies I including learning to solve basic algebraic equations, basic geometry, data analysis and problem solving strategies. Included will be practice for the MCA II math test.

Math Strategies Course III (Math Credit)

*Year Long Course*

Students will enroll in Algebra I and Math Strategies Course III. This course will support the curriculum learned in the Algebra I class.

# LIFE SKILLS

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The Life Skills Program is a Minneapolis Public Schools Citywide Special Education program for high school students whose transition needs require special education services for the majority of their school day. The program serves students with severe learning/language disabilities and various developmental disabilities from throughout the Minneapolis school district. Students enrolled in the program are ages 14 to 18 in grades 9 through 12. Each classroom is comprised of a special education teacher and one special education assistant. A modified curriculum appropriate to the abilities and needs of the students in the program is provided. In addition to the curriculum in the Life Skills program, students may also have access to general education courses, vocational experiences, other related special education services, and community-based instruction as determined by the student's IEP team.

The classes a student takes in high school are known as a "course of study" and it includes special education classes, related special education services (speech language, etc.), general education classes and various activities designed to meet the student's needs. While each student's needs are different, the Life Skills program offers transition courses that address the most common needs identified in each of the three transition areas.

## Daily Living and Consumer Strategies Year Long Course

This course is designed for students to learn math skills that they will encounter in the real world including creating a budget, earning a paycheck, paying bills, and banking skills. Basic math skills and home living skills will be included in the curriculum throughout the school year. Students will continue practicing math calculation, time/time management, and measurement.

## People and Places

Year Long

A study of history and culture intended to assist students in their skills of living in a multi-cultural society. Students will obtain knowledge of important people and events from the past and present that affect life in the U.S. today. Students will learn about various cultures within our society and the world and the pressures that build and destroy communities today.

## Post Secondary Strategies Year Long Course

The focus is on the most basic literacy skills of the English language in order to help students increase their ability to function independently at home and in the community. The students work toward a mastery of writing simple sentences, using proper subject/verb agreement, proper punctuation, and understandable ideas. The course also covers reading decoding, reading comprehension, and oral comprehension.

## Adult and Family Living

Year Long Course

The stress is on the acquisition of social skills for setting appropriate life goals and becoming responsible, respectful adults. These ideas relate to family, friendship, peer pressure, dating, healthy versus unhealthy relationships, STD's, lifestyle/goal planning, and sexual behaviors.

## Exploring the Earth Environment Year Long Course

A semester long course focusing on the most important concepts related to the physical environment that students need to know in order to be safe and responsible citizens. Students will learn about different types of weather, dangers related to heat, cold, and water. They also study the impact of human beings on the environment, including air, water, and land pollution.

## Independent Living Skills

Year Long Course

This course is designed for students to explore and improve their skills in the world of work, career exploration, self advocacy, daily living, social skills, and recreation/leisure. Conflict resolution will also be covered.



# WORLD LANGUAGES

The World Language Department's mission is to promote world language acquisition and cultural understanding. The daily curriculum includes reading, writing, listening and speaking in the target language within a cultural context. All elective world language courses are year-long and highly recommended for four years.

## MYP Chinese I

*Grades: 9-12*

*Prerequisite: None*

Students are introduced to the basic structure of the Chinese language within cultural contexts as they:

- begin to understand and speak Chinese through guided practice in dynamic, real-world situations
- begin to read and write in Chinese (simple short stories, letters, magazines, or other real-life texts)
- discover connections with other subjects (geography/politics, fine arts, and math/science)
- survey Chinese-speaking cultures and their social practices (holidays, music, food, popular media)
- explore the unique and interesting perspectives, practices, and products of the culture
- develop language-learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world

## MYP Chinese II

*Prerequisite: Successful completion of Chinese I or recommendation of teacher*

Students broaden their foundation of the Chinese language within cultural contexts as they:

- improve understanding and speaking of Chinese through guided practice in dynamic, real-world situations
- continue to read and write in Chinese (simple short stories, letters, magazines, or other real-life texts) by expanding knowledge of Chinese vocabulary and structures
- discover connections with other subjects (geography/politics, fine arts, and math/science)
- examine Chinese-speaking cultures and their social practices (music, food, popular media) and connections between language and Chinese-speaking cultures
- explore the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews

- expand language-learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world



## IB Chinese III SL

*Prerequisite: Successful completion of Chinese II or recommendation of teacher*

Year Long Course

Students continue to develop proficiency in Chinese language and deepen their understanding of Chinese-speaking cultures as they:

- advance listening and speaking skills through conversations on familiar, real-world topics
- use knowledge of the language to make connections with other subjects (geography/politics, fine arts, and math/science).
- continue to read and write in Chinese (short stories, letters, magazines, or other real-life texts) by expanding knowledge of Chinese vocabulary and structures.
- examine Chinese-speaking cultures and their social practices (music, food, popular media) and connections between language and Chinese-speaking cultures
- explore the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews.
- establish connections with Chinese-speaking cultures through the use of technology, media, and native-language sources
- expand language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world



## IB Chinese IV SL

*Prerequisite: Successful completion of Chinese III or recommendation of teacher*

Year Long Course

Students continue to develop proficiency in Chinese language and deepen their understanding of Chinese-speaking cultures as they:

- advance listening and speaking skills through increasingly complex conversations on every day, real-world topics

- read texts written for native-speakers with guidance (stories, short novels, plays, current events, poetry, letters)
- write with guidance in Chinese (messages, letters, or compositions)
- use knowledge of the language to make connections with other subjects (geography/politics, fine arts, and math/science).
- identify and interpret social practices within Chinese-speaking cultures
- analyze and discuss the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews.
- establish connections with Chinese-speaking cultures through the use of technology, media, and native-language sources
- refine language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world

### MYP French I

*Prerequisite: None*

Students are introduced to the basic structure of the French language within cultural contexts as they:

- begin to understand and speak French through guided practice in dynamic, real-world situations.
- begin to read and write in French (simple short stories, letters, magazines, or other real-life texts)
- discover connections with other subjects (geography/politics, fine arts, and math/science).
- survey French-speaking cultures and their social practices (holidays, music, food, popular media)
- explore the unique and interesting perspectives, practices, and products of the culture.
- develop language-learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

### MYP French II

*Prerequisite: Successful completion of French I or recommendation of teacher*

Students broaden their foundation of the French language within cultural contexts as they:

- improve understanding and speaking of French through guided practice in dynamic, real-world situations
- continue to read and write in French (simple short stories, letters, magazines, or other real-life texts)

by expanding knowledge of French vocabulary and structures.

- discover connections with other subjects (geography/politics, fine arts, and math/science).
- examine French-speaking cultures and their social practices (music, food, popular media) and connections between language and French-speaking cultures
- explore the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews.
- expand language-learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.



### IB French III SL

*Prerequisite: Successful completion of French II or recommendation of teacher*

*Year Long Course*

Students continue to develop proficiency in French language and deepen their understanding of French-speaking cultures as they:

- advance listening and speaking skills through conversations on familiar, real-world topics
- use knowledge of the language to make connections with other subjects (geography/politics, fine arts, and math/science).
- continue to read and write in French (short stories, letters, magazines, or other real-life texts) by expanding knowledge of French vocabulary and structures.
- examine French-speaking cultures and their social practices (music, food, popular media) and connections between language and French-speaking cultures
- explore the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews.
- establish connections with French-speaking cultures through the use of technology, media, and native-language sources
- expand language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world



### IB French IV SL

*Prerequisite: Successful completion of French III or recommendation of teacher*

*Year Long Course*

Students continue to develop proficiency in French language and deepen their understanding of French-speaking cultures as they:

- advance listening and speaking skills through increasingly complex conversations on every day, real-world topics
- read texts written for native-speakers with guidance (stories, short novels, plays, current events, poetry, letters)
- write with guidance in French (messages, letters, or compositions)
- use knowledge of the language to make connections with other subjects (geography/politics, fine arts, and math/science).
- identify and interpret social practices within French-speaking cultures
- analyze and discuss the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews.
- establish connections with French-speaking cultures through the use of technology, media, and native-language sources
- refine language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world



### IB French V SL/HL

*Prerequisite: Successful completion of French IV or recommendation of teacher*

*Year Long Course*

Students improve and refine proficiency in French language to deepen their understanding of French-speaking cultures as they:

- refine listening and speaking skills through increasingly complex conversations on every day, real-world topics
- read extensively using native-language materials that reflect French-speaking cultures
- write advanced level compositions and stories
- use gestures, manners, and appropriate language to communicate in real-life situations.
- use knowledge of the language to make connections with other subjects (geography/politics, fine arts, and math/science).
- identify and interpret social practices within French-speaking cultures

- discuss, analyze, and evaluate the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews.
- establish connections with French-speaking cultures through the use of technology, media, and native-language sources
- refine language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world

### MYP Japanese I

*Year Long Course*

*Grades: 9-12*

*Prerequisite: None*

Students are introduced to the basic structure of the Japanese language within cultural contexts as they:

- begin to understand and speak Japanese through guided practice in dynamic, real-world situations
- begin to read and write in Japanese (simple short stories, letters, magazines, or other real-life texts)
- discover connections with other subjects (geography/politics, fine arts, and math/science)
- survey Japanese-speaking cultures and their social practices (holidays, music, food, popular media)
- explore the unique and interesting perspectives, practices, and products of the culture
- develop language-learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world

### MYP Japanese II

*Prerequisite: Successful completion of Japanese I or recommendation of teacher*

*Year Long Course*

Students broaden their foundation of the Japanese language within cultural contexts as they:

- improve understanding and speaking of Japanese through guided practice in dynamic, real-world situations
- continue to read and write in Japanese (simple short stories, letters, magazines, or other real-life texts) by expanding knowledge of Japanese vocabulary and structures.
- discover connections with other subjects (geography/politics, fine arts, and math/science)
- examine Japanese-speaking cultures and their social practices (music, food, popular media) and connections between language and Japanese-speaking cultures

- explore the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews
- expand language-learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world



### IB Japanese III SL

*Prerequisite: Successful completion of Japanese II or recommendation of teacher*

*Year Long Course*

Students continue to develop proficiency in Japanese language and deepen their understanding of Japanese-speaking cultures as they:

- advance listening and speaking skills through conversations on familiar, real-world topics
- use knowledge of the language to make connections with other subjects (geography/politics, fine arts, and math/science)
- continue to read and write in Japanese (short stories, letters, magazines, or other real-life texts) by expanding knowledge of Japanese vocabulary and structures
- examine Japanese-speaking cultures and their social practices (music, food, popular media) and connections between language and Japanese-speaking cultures
- explore the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews
- establish connections with Japanese-speaking cultures through the use of technology, media, and native-language sources
- expand language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world



### IB Japanese IV SL

*Prerequisite: Successful completion of Japanese III or recommendation of teacher*

*Year Long Course*

Students continue to develop proficiency in Japanese language and deepen their understanding of Japanese-speaking cultures as they:

- advance listening and speaking skills through increasingly complex conversations on every day, real-world topics
- read texts written for native-speakers with guidance (stories, short novels, plays, current events, poetry, letters)
- write with guidance in Japanese (messages, letters, or compositions)
- use knowledge of the language to make connections with other subjects

(geography/politics, fine arts, and math/science)

- identify and interpret social practices within Japanese-speaking cultures
- analyze and discuss the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews
- establish connections with Japanese-speaking cultures through the use of technology, media, and native-language sources
- refine language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world



### IB Japanese V SL/HL

*Prerequisite: Successful completion of Japanese IV or recommendation of teacher*

*Year Long Course*

Students improve and refine proficiency in Japanese language to deepen their understanding of Japanese-speaking cultures as they:

- refine listening and speaking skills through increasingly complex conversations on every day, real-world topics
- read extensively using native-language materials that reflect Japanese-speaking cultures
- write advanced level compositions and stories
- use gestures, manners, and appropriate language to communicate in real-life situations
- use knowledge of the language to make connections with other subjects (geography/politics, fine arts, and math/science)
- identify and interpret social practices within Japanese-speaking cultures
- discuss, analyze, and evaluate the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews
- establish connections with Japanese-speaking cultures through the use of technology, media, and native-language sources
- refine language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world

### MYP Spanish I

*Grades: 9-12*

*Prerequisite: None*

Students are introduced to the basic structure of the Spanish language within cultural contexts as they:

- begin to understand and speak Spanish through guided practice in dynamic, real-world situations.

- begin to read and write in Spanish (simple short stories, letters, magazines, or other real-life texts)
- discover connections with other subjects (geography/politics, fine arts, and math/science).
- survey Spanish-speaking cultures and their social practices (holidays, music, food, popular media)
- explore the unique and interesting perspectives, practices, and products of the culture.
- develop language-learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

### MYP Spanish II

Year Long Course

*Prerequisite: Successful completion of Spanish I or recommendation of teacher*

Students broaden their foundation of the Spanish language within cultural contexts as they:

- improve understanding and speaking of Spanish through guided practice in dynamic, real-world situations
- continue to read and write in Spanish (simple short stories, letters, magazines, or other real-life texts) by expanding knowledge of Spanish vocabulary and structures.
- discover connections with other subjects (geography/politics, fine arts, and math/science).
- examine Spanish-speaking cultures and their social practices (music, food, popular media) and connections between language and Spanish-speaking cultures
- explore the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews.
- expand language-learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.



### IB Spanish III SL

*Prerequisite: Successful completion of Spanish II or recommendation of teacher*

Year Long Course

Students continue to develop proficiency in Spanish language and deepen their understanding of Spanish-speaking cultures as they:

- advance listening and speaking skills through conversations on familiar, real-world topics
- use knowledge of the language to make connections with other subjects (geography/politics, fine arts, and math/science).

- continue to read and write in Spanish (short stories, letters, magazines, or other real-life texts) by expanding knowledge of Spanish vocabulary and structures.
- examine Spanish-speaking cultures and their social practices (music, food, popular media) and connections between language and Spanish-speaking cultures
- explore the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews.
- establish connections with Spanish-speaking cultures through the use of technology, media, and native-language sources
- expand language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world



### IB Spanish IV SL

*Prerequisite: Successful completion of Spanish III or recommendation of teacher*

Year Long Course

Students continue to develop proficiency in Spanish language and deepen their understanding of Spanish-speaking cultures as they:

- advance listening and speaking skills through increasingly complex conversations on everyday, real-world topics
- read texts written for native-speakers with guidance (stories, short novels, plays, current events, poetry, letters)
- write with guidance in Spanish (messages, letters, or compositions)
- use knowledge of the language to make connections with other subjects (geography/politics, fine arts, and math/science).
- identify and interpret social practices within Spanish-speaking cultures
- analyze and discuss the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews.
- establish connections with Spanish-speaking cultures through the use of technology, media, and native-language sources
- refine language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world



## IB Spanish V SL/HL

*Prerequisite: Successful completion of Spanish IV or recommendation of teacher*  
*Year Long Course*

Students improve and refine proficiency in Spanish language to deepen their understanding of Spanish-speaking cultures as they:

- refine listening and speaking skills through increasingly complex conversations on every day, real-world topics
  - read extensively using native-language materials that reflect Spanish-speaking cultures
  - write advanced level compositions and stories
  - use gestures, manners, and appropriate language to communicate in real-life situations
- use knowledge of the language to make connections with other subjects (geography/politics, fine arts, and math/science)
  - identify and interpret social practices within Spanish-speaking cultures
  - discuss, analyze, and evaluate the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews.
  - establish connections with Spanish-speaking cultures through the use of technology, media, and native-language sources
  - refine language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world

# INTERDISCIPLINARY AND CAPSTONE COURSES

All students at Patrick Henry are encouraged to take a Capstone Course in their 11<sup>th</sup> and/or 12<sup>th</sup> grade year. Capstone courses are available in all three Academic Programs and count for elective credits.



## IB Theory of Knowledge: Diploma Programme Junior and Senior Elective

*Prerequisites: Grades 11 and 12*

*This is a three semester course over the second half of the junior year and all of the senior year.*

TOK is a course is concurrent over the junior and senior years. TOK is required for all IB diploma candidates and academic medallion candidates. It is a recommended course for all seniors at Patrick Henry High School, regardless of their program. TOK is all about the "big questions" and is concerned with developing strong communication, thinking, and writing skills. In junior year, TOK's goals are to reflect on what it means to claim and pursue knowledge. In senior year, we analyze and reflect on the perspectives of scientists, artists, mathematicians, a philosophers, historians, and social scientists. TOK explores how your school subjects (or Areas of Knowledge) relate to one another, and how to think critically about them. Students develop skills through discussion, simulations, thought experiments, and daily writing activities in class and online. Guided by the IB Learner Profile, TOK is part of the core of "The IB Hexagon" and functions concurrently with the Extended Essay, CAS (Creativity, Activity, Service) and the six subjects in each student's schedule. Major assessments include a 1200-1600 word essay and a formal presentation, both of which are scored and moderated by IB examiners all over the world.



## CREW-College Research and Writing

*Pre-Requisite: Grade 11*

This course serves as an induction to the IB Diploma Programme while strengthening academic knowledge and skills transferable to your various IB Diploma Programme courses. We explore topics – some of which are student-determined – within a variety of academic disciplines during the first semester. Our primary objective for CREW is to strengthen your reading, writing and critical thinking skills for success in the IB Diploma Programme. To do so, we focus heavily on reading and research, analysis and evaluation, writing and revising, time and stress management and metacognition and interpersonal communication skills. We integrate use of technology in our educational experiences. This course will be reading, research and writing-intensive. You regularly practice your research, presentation and writing skills in a variety of forms. In-class essays, classroom discussions and projects will make up the majority of your grade, with the second quarter centered around writing a major research paper.



### LACPP Capstone: Original Creations

One semester

*Pre-requisites: Grade 12*

Students will plan, write, produce, and perform original scripts. The development of the scripts will involve cycles of improvising, writing, and revising. Production will involve the creation of lighting, sound, costumes, and set pieces. Since this class is a Capstone course, the final project is wholly student-created and can be stage or video production. A variety of elementary through high school students will be the intended audience, regardless of the medium.



### IBCC Approaches to Learning Course

*Prerequisites: Must be an IBCC Student*

*Grade 11 Semester 2 and Grade 12 Semester 1*

This two-semester course is part of the IBCC Core and is designed to introduce students to life-skills. At the heart of the ATL model is the learner who uses a range of skills to make sense of the world around them and develops skills with an emphasis on thinking critically and ethically and communicating effectively. The first half of course emphasizes critical thinking, personal and interpersonal development, problem-solving and the acquisition of practical skills necessary to be successful in the 21st century. The second half will help students to integrate their skills in preparation for their reflective project. Students will apply reflection and balance to their learning through the lenses of Intercultural, Personal, Communication and Thinking. Through real world activities and projects students will be challenged

to link their learning to the global “contexts” of communities, environments, technology and workplace.



### Capstone Course - Engineering Design and Development (EDD)

Year Long Course

Available for both PLTW and IBCC students

Prerequisites: Grade 12

The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career.

### 3-D Graphics Animation/Motion

One Semester

Prerequisites: Grades 10-12 and one other Digital Media course

Students will apply the knowledge and skills they have learned in previous digital media courses to create multimedia designs. Students will learn to use Flash, Dreamweaver, Garage Band and iMovie to create projects that combine motion and sound. Major units include animation, interactive game development, film and web design. Students will develop a portfolio of work, learn to critique one another, and explore career and college pathways. College credit available.