

# Course Description Booklet and Curriculum Guide for Students and Parents

PREPARED BY THE ADMINISTRATION AND STAFF OF  
Falls High School - International Falls, Minnesota



**2024 - 2025 SCHOOL YEAR**

Independent School District #361

Independent School District #361 offers a variety of vocational as well as academic opportunities through the Business Education, Industrial Technology, and Family and Consumer Science Departments. The purpose of this notice is to inform students, parents, employees, and the general public that these opportunities are offered regardless of race, color, national origin, sex or disability. Admission in the specific courses is determined by grade level, and/or completion of prerequisite classes. A complete listing of career, educational, and technology course offerings such as: Desktop Publishing, Woodworking, Welding, and Life Skills and Parenting can be found in the Curriculum Guide on the website:

[www.isd361.k12.mn.us](http://www.isd361.k12.mn.us)

The district has designated the following individuals to coordinate compliance with Section 504 of the Rehabilitation Act of 1973 and Title IX of the Education Amendments Act of 1972.

<b>Section 504 Officer (Gr. K-5)</b>	<b>Section 504 Officer (Gr. 6-12)</b>
Melissa Tate, FES Principal	Don Rolando, Dean of Students
1414 11th Avenue	1515 11th Street
International Falls, MN 56649	International Falls, MN 56649
218-283-2571 ext. 1232	218-283-2571 ext. 1157
Alternate: Don Rolando, Dean of Students	Alternate: Melissa Tate, FES Principal
<b>Title IX Officer (District-wide)</b>	<b>Title IX Officer (Alternate)</b>
Kevin Grover, Superintendent of Schools	Tim Everson, FHS Principal
1515 11th Street	1515 11th Street
International Falls, MN 56649	International Falls, MN 56649
218-283-2571 ext. 1112	218-283-2571 ext. 1104
<b>Human Rights Officer</b>	<b>Human Rights Officer (Alternate)</b>
Tim Everson, FHS Principal	Melissa Tate, FES Principal
1515 11th Street	1414 11th Avenue
International Falls, MN 56649	International Falls, MN 56649
218-283-2571 ext. 1104	218-283-2571 ext. 1232
<b>LEA Representative for Title I</b>	<b>Homeless Liaison</b>
Melissa Tate, FES Principal	Jody Hamilton
1414 11th Avenue	1414 11th Avenue
International Falls, MN 56649	International Falls, MN 56649
218-283-2571 ext. 1232	218-283-2571 ext. 1261

**For further information on non-discrimination or to obtain the address or the phone number of the Office of Civil Rights Enforcement that serves your area, call 1-800-421-3481.**

**Independent School District #361**

**MISSION STATEMENT**

*To prepare all learners for a changing world by developing their potential within a climate of mutual respect and trust.*

## FHS GRADUATION REQUIREMENTS

SUBJECT	Credits Required
<b>English</b>	<b>4 Credits</b>
<b>Social Studies</b> <i>Must include 1 credit of Geography, 1 credit of U.S. History, 1 credit of World History, .5 credit of Government and .5 credit of Economics</i>	<b>4 Credits</b>
<b>Science</b> <i>Must include: 1 credit of Earth Science, 1 credit of Biology, 1 credit of Chemistry, Physics, or Conceptual Physics</i>	<b>3 Credits</b>
<b>Math</b> <i>Must include: 1 credit of Geometry, 1 credit of Algebra and, 1 credit of Algebra II</i>	<b>3 Credits</b>
<b>Phy. Ed./Health</b> <i>Must include: 1 credit of PhyEd and .5 credit of Health, Phy-Ed Class Options: Individual and Team Sports I &amp; II, Weight Training &amp; Fitness I &amp; II, Unified Physical Education I &amp; II (These classes can be taken more than one time in Grades 10-12)</i>	<b>1.5 Credits</b>
<b>Technology/FACS</b>	<b>1 Credits</b>
<b>Music/Art</b>	<b>1 Credits</b>
<b>Electives</b>	<b>6.5 Credits</b>
<b>Total Credits Required for Graduation</b>	<b>24 Credits</b>

*International Falls Public schools does not discriminate on the basis of race, color, creed, national origin, sex, sexual orientation, religion, disability, receipt of public assistance, marital status, or age.*

This booklet has been prepared to help students who will be enrolled at Falls High School. Subject requirements and elective offerings for grades 9-12 and descriptions of all courses are included in this booklet. Students are advised to study this material with their parents/guardians and to plan next year's courses in terms of their overall high school program. It is important for students to consider their abilities, interests, past achievements, and post-high school plans in making their course selections.

***(Extra worksheets for each grade are available in the Counselor's Office.)***

The registration that is being done now is very important. It will be used to determine the schedule of classes at Falls High School. **PLEASE GIVE A LOT OF THOUGHT TO YOUR SELECTIONS AND CHOOSE THOSE COURSES THAT YOU PLAN TO TAKE NEXT YEAR.** At this time, you must make a **DEFINITE COMMITMENT** to the courses that you will take.

**YOU MUST LIST A FIRST ALTERNATE ELECTIVE COURSE AND A SECOND ALTERNATE COURSE IN CASE THE ELECTIVE CLASSES YOU HAVE SIGNED UP FOR ARE FULL.** For the alternates list - **ONE** (1) one-credit class in each blank or **TWO** (2) half- credit classes in a blank.

# GRADUATION REQUIREMENTS

## Routes to Meeting State Graduation Assessment Requirements

**Grades 12 students and older in school year 2024- 2025 (first enrolled in grade 8 in 2018 – 2019 or earlier)** These students can meet the graduation assessment requirements in reading, mathematics and writing through any combination of three options outlined below as long as requirements are met in each subject.

1. Meet graduation assessment requirements through Graduation – Required Assessments for Diploma (GRAD) in reading, mathematics, and written composition, which include:
  - a. Earning a proficient score. If students are proficient (achieve Meets or Exceeds the Standards) on the Grade 10 Reading Minnesota Comprehensive Assessment (MCA) and the grade 11 Mathematics MCA, they have met their graduation assessment requirement for that subject.
    - This also applies to students who take the high school MCA-Modified or the Minnesota Test of Academic Skills (MTAS in place of the MCAs).
  - b. Earning a passing score on the Written Composition GRAD in Reading and Mathematics GRAD retests.
    - The Minnesota Alternate Assessment: Writing can be administered to students who need an alternate assessment to meet the requirements for writing.
  - c. Meeting GRAD alternate routes, which may include the following:
    - ✓ Receive an individual passing score (for students on an IEP or 504 plan)
    - ✓ Receive an English Learner (EL) exemption
    - ✓ Pass an accountability assessment from another state approved by MDE (reciprocity)
    - ✓ Meet mathematics alternate pathway requirements (this is available for students who are likely older than grade 12, because it is an option only for students first enrolled in grade 8 through 2009-2010)

**OR**

2. Students can take the ACT assessment for college admission; the Work Keys job skills assessment, the Compass college placement test, or the Armed Services Vocational Aptitude Battery (ASVAB) to meet graduation assessment requirements in reading, mathematics, and/or writing.

**OR**

3. A school district may also substitute a score from an alternative, equivalent assessment to satisfy the graduation assessment requirements.

## Grade 11 students in School Year 2024-2025 Opportunities

These students have the option to take the grade 11 ACT plus Writing (college entrance exam) during the statewide administration in 2023- 2024 in writing, reading, and mathematics to meet graduation assessment requirements. However, if a student is unable to participate in the grade 11 ACT Plus Writing in 2024- 2025, students can meet the graduation assessment requirements in reading, mathematics, and writing through any combination of the three options outlined above under “Grade 12’ Student and Older in School Year 2024– 2025.”

## Grade 11 Student and Younger in School Year 2024- 2025 Opportunities

These students will meet graduation assessment requirements through participating in the series of career and college assessments.

Some opportunities include:

- **Grade 11 ASVAB Test (Vocational aptitude test)**
- Grade 11 PSAT Test (Preliminary SAT/National Merit Scholarship qualifying test)
- Grade 11 ACT Plus Writing statewide administration (College entrance exam)
- Grade 11 MCA Math Test

## Applied Learning Institute College Courses

*(Concurrent Enrollment Program)*

We are also continuing to offer our concurrent enrollment courses in the Career and Technical Education fields through the Applied Learning Institute (ALI). These courses began in 2006 in partnership with post-secondary institutions and the Applied Learning Institute to enhance technical education in northeast Minnesota by providing experiential learning with hands-on training and technology. The goal of ALI is to help create highly trained, knowledgeable workers who are equipped with the technical and problem-solving skills needed by employers everywhere.

These dual-credit, tuition-free courses are available to qualifying students in grades 11-12. Students need only have passed the 8<sup>th</sup> grade MCA Reading assessment to qualify to enroll in these courses. The ALI courses are included in the course description area of our booklet and will be denoted as **ALI (see page 34)**. The following course falls under the ALI program: Certified Nursing Assistant. This course can be taken to fulfill elective college credits for the Associate in Arts Degree if a student is pursuing that degree.

### CONCURRENT ENROLLMENT ELECTIVE OPTIONS

#### ALI COURSE EXAMPLE

<u>Institution</u>	<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>	<u>Semester</u>	<u>Instructor</u>
HCC	NAHA1100	Certified Nursing Assistant	4	Spring	Bacon, Leah

## POSTSECONDARY ENROLLMENT OPTIONS

Postsecondary Enrollment Options (PSEO) is a program that allows 10th-, 11th- and 12th-grade students to earn both high school and college credit while still in high school, through enrollment in and successful completion of college nonsectarian courses at eligible participating postsecondary institutions. Most PSEO courses are offered on the campus of the postsecondary institution; some courses are offered online. Each participating college or university sets its own admissions requirements for enrollment into the PSEO courses. Eleventh and 12th-grade students may take PSEO courses on a full- or part-time basis; 10th graders are eligible to enroll in PSEO on a more limited basis (see note below). Students must meet the PSEO residency and eligibility requirements and abide by participation limits specified in Minnesota Statutes, section 124D.09. If a school district determines a pupil is not on track to graduate, she/he may continue to participate in PSEO on a term-by-term basis.

By March 1 of each year, or three weeks prior to the date a student registers for courses for the following school year (whichever is earlier), schools must provide PSEO information to all students in grades 8-11 and their families. To assist the district in planning, a student must inform the district by **May 30** of each year of their intent to enroll in postsecondary courses during the following school year.

- There is **no charge** to PSEO students for tuition, books or fees for items that are required to participate in a course; however, **students may incur fees for equipment that becomes their property** when the course or program is completed, textbooks that are not returned to the postsecondary institution according to their policies, or for tuition costs if they do not notify the district by May 30 and the district does not waive this date requirement.
- **Funds are available** to help pay transportation expenses for qualifying students to participate in PSEO courses on college campuses. For more information on these funds, [access the PSEO Mileage Reimbursement Program Instructions](#).
- Enrolling in a PSEO course does not prohibit a student from participating in activities sponsored by the High School districts must allow a PSEO student reasonable access to the high school building, computers and/or other technology resources during regular school hours to participate in PSEO courses, whether on-line or on campus.
- All courses taken through the PSEO program must meet graduation requirements. Districts must transcript credits earned in PSEO by a ratio prescribed in statute. Districts have the authority to decide which subject area and standards the PSEO course meets. If there is a dispute between the district and the student regarding the number of credits granted for a particular course, the student may appeal the board's decision to the commissioner. The commissioner's decision regarding the number of credits will be final.
- Postsecondary institutions are required to allow PSEO students to enroll in online courses consistent with the institution's policy regarding postsecondary student enrollment in online courses.
- Tenth-grade students may initially enroll in one Career and Technical Education (CTE) PSEO course if they receive a reading proficiency score of "meets" or "exceeds" on the 8th grade MCA. If 10th graders taking a CTE PSEO course earn at least a grade C in that class, they may take additional postsecondary courses. If the student did not take the MCA in 8th-grade, another reading assessment accepted by the enrolling postsecondary institution can be substituted. For students with disabilities, there is an alternative option to demonstrate reading proficiency. For current information about the PSEO program, [visit the Minnesota Department of Education's Postsecondary Enrollment Options \(PSEO\) webpage](#).

# Falls High School Concurrent Enrollment Program and PSEO Comparison Chart

**2024 - 2025 School Year**

	Falls High School Concurrent Enrollment Courses	PSEO in the Colleges
Students earn dual credit - high school and college level.	•	•
<b>No Cost to Parents and Students:</b> Tuition, fees and books for students earning dual credits are paid by the Minnesota Department of Education	•	•
Student can remain in the high school and stay connected to school activities	•	
Attend classes with <b>students of similar age</b>	•	
All courses taught by Minnesota licensed teachers in their subject areas	•	
<b>Chromebooks</b> are assigned to each student for the school year	•	
Parents have access student grades, attendance, and discipline online	•	
Parents can communicate with instructor through email or phone	•	
Concurrent Enrollment courses and high school courses are scheduled with ease since both courses run on the high school schedule	•	
Students earn Minnesota State University credit	•	
If a student struggles in the college-level course, they can move into a high school level course and be allowed to earn high school credit for the semester and not be in danger of not graduating	•	

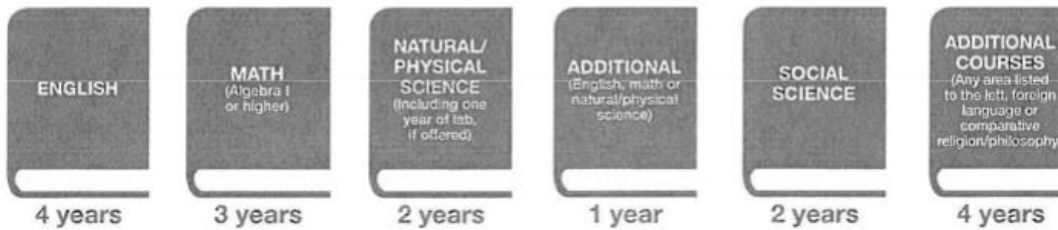
**Parents:** Your child can earn cost-free college credit while remaining in a supervised, age-appropriate high school atmosphere. You can talk with teachers directly and monitor your child's attendance, grades, and discipline in our Skyward system as you have always done.

**Students:** You can enjoy the freedom and rigor of a college schedule while being able to remain in your high school with your friends and live the high school experience.

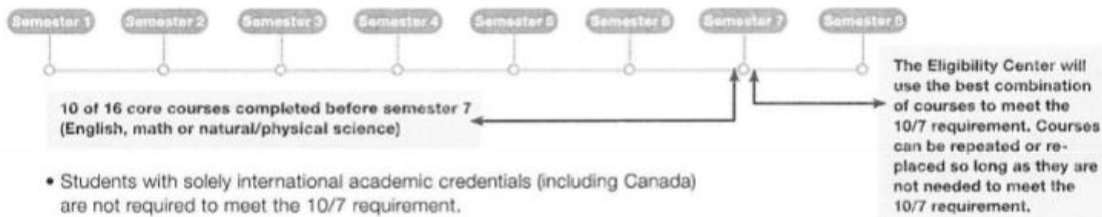
# DIVISION I ACADEMIC STANDARDS

Division I schools require college-bound student-athletes to meet academic standards for NCAA-approved core courses, core-course GPA and test scores. To be eligible to practice, compete and receive an athletics scholarship in your first full-time year at a Division I school, you must graduate from high school and meet *all* of the following requirements:

1. Complete a total of 16 core courses in the following areas:



2. Complete 10 of your 16 core courses, including seven in English, math or natural/physical science, before the start of your seventh semester. Once you begin your seventh semester, any course that is needed to meet the 10/7 requirement cannot be replaced or repeated.



3. Complete the 16 NCAA-approved core courses in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
4. Earn an SAT combined score or ACT sum score that matches your core-course GPA (minimum 2.300) on the Division I full-qualifier sliding scale. Review the sliding scale on **page 20** to ensure your score meets Division I requirements.

## How to plan your high school courses to meet the 16 core-course requirement:

# 4 X 4 = 16

<b>9<sup>TH</sup> GRADE</b> (1) English (1) Math (1) Science (1) Social Science and/or additional <b>4 CORE COURSES</b>	<b>10<sup>TH</sup> GRADE</b> (1) English (1) Math (1) Science (1) Social Science and/or additional <b>4 CORE COURSES</b>	<b>11<sup>TH</sup> GRADE</b> (1) English (1) Math (1) Science (1) Social Science and/or additional <b>4 CORE COURSES</b>	<b>12<sup>TH</sup> GRADE</b> (1) English (1) Math (1) Science (1) Social Science and/or additional <b>4 CORE COURSES</b>
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## Academic Certification Decisions

An academic certification will be conducted to determine if you meet the Division I academic standards. Academic certifications are required for all college-bound student-athletes planning to compete at a Division I school. (An amateurism certification is also required; **see page 27**.) The following items are required in order to complete your academic certification:

- A final official transcript with proof of graduation.
- Official transcripts from all high schools attended.
- Test scores.
- No open academic tasks in your Eligibility Center Certification account (**see page 11**).
- Be on a Division I school's institutional request list.

Being placed on a school's institutional request list notifies the NCAA Eligibility Center to complete an academic evaluation for you after all of your appropriate documents have been submitted.

If you are being recruited by a Division I school, below are the most common decisions you may receive once a certification has been completed.

### EARLY ACADEMIC QUALIFIER

If you meet specific criteria after six semesters of high school, you may be deemed an early academic qualifier for Division I and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment. To be an early academic qualifier, you will need:

- A minimum SAT combined score (math and critical reading) of 980 or ACT sum score of 75.
- A core-course GPA of 3.000 or higher in a minimum of 14 core courses in the following areas:
  - Three years of English.
  - Two years of math.
  - Two years of science.
  - Two additional years of English, math or natural/physical science.
  - Five additional core courses in any area.

A final high school transcript must be submitted to the NCAA Eligibility Center after high school graduation for all early academic qualifiers.

### QUALIFIER

You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment at an NCAA Division I school.

### ACADEMIC REDSHIRT

You may receive an athletics scholarship during your first year of full-time enrollment and may practice during your first regular academic term but may NOT compete during your first year of enrollment. You must pass either eight quarter or nine semester hours to practice in the next term.

### NONQUALIFIER

You will not be able to practice, compete or receive an athletics scholarship during your first year of enrollment at a Division I school.

### What if I Don't Graduate on Time?

In Division I, if you do not graduate on time (in four years/eight semesters), the NCAA Eligibility Center will still use your grades and coursework for the first four years/eight semesters for your certification. You will still need to provide proof of graduation (once you graduate) and you may not use any coursework taken after your high school graduation toward your certification.

### What if I Don't Meet the Division I Standards?

If you have not met all of the Division I academic standards, you may not compete in your first year at a Division I college. However, if you qualify as an academic redshirt, you may practice during your first term in college and receive an athletics scholarship for the entire year.

To qualify as an academic redshirt, you must graduate high school and meet all of the following academic standards:

- Complete 16 core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA (minimum 2.000) on the Division I sliding scale (**see page 20**).

### Courses Taken After High School

For Division I, only courses completed in your first eight semesters will qualify as core courses. If you graduate from high school on time (in eight semesters) with your incoming ninth-grade class, you may use one core-course unit completed in the year after graduation (summer or academic year) before full-time collegiate enrollment. You may complete the core course at a location other than the high school from which you graduated as long as the course is taken prior to full-time enrollment at any college or university. A college course taken after high school graduation may be

used toward your initial eligibility and awarded 0.5 units from your college transcript (unless awarded one full unit on your home high school transcript).

An additional core-course unit taken after on-time high school graduation cannot replace a course used to meet the core-course progression (10/7) requirement, but an additional core course after on-time graduation may replace one of the remaining six core-course units necessary to meet core-course requirements.

### Sliding Scale for Division I

Division I uses a sliding scale to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. Find more information about test scores on [page 13](#) or visit [ncaa.org/test-scores](http://ncaa.org/test-scores).

DIVISION I FULL QUALIFIER SLIDING SCALE			DIVISION I FULL QUALIFIER SLIDING SCALE		
Core GPA	SAT*	ACT Sum*	Core GPA	SAT*	ACT Sum*
3.550	400	37	2.750	810	59
3.525	410	38	2.725	820	60
3.500	430	39	2.700	830	61
3.475	440	40	2.675	840	61
3.450	460	41	2.650	850	62
3.425	470	41	2.625	860	63
3.400	490	42	2.600	860	64
3.375	500	42	2.575	870	65
3.350	520	43	2.550	880	66
3.325	530	44	2.525	890	67
3.300	550	44	2.500	900	68
3.275	560	45	2.475	910	69
3.250	580	46	2.450	920	70
3.225	590	46	2.425	930	70
3.200	600	47	2.400	940	71
3.175	620	47	2.375	950	72
3.150	630	48	2.350	960	73
3.125	650	49	2.325	970	74
3.100	660	49	2.300	980	75
3.075	680	50	2.299	990	76
3.050	690	50	2.275	990	76
3.025	710	51	2.250	1000	77
3.000	720	52	2.225	1010	78
2.975	730	52	2.200	1020	79
2.950	740	53	2.175	1030	80
2.925	750	53	2.150	1040	81
2.900	750	54	2.125	1050	82
2.875	760	55	2.100	1060	83
2.850	770	56	2.075	1070	84
2.825	780	56	2.050	1080	85
2.800	790	57	2.025	1090	86
2.775	800	58	2.000	1100	86

ACADEMIC REDSHIRT

\*Full sliding scale research between the new SAT and ACT is ongoing.

# DIVISION II ACADEMIC STANDARDS

Division II schools require college-bound student-athletes to meet academic standards for NCAA-approved core courses, core-course GPA and test scores.



To be eligible to practice, compete and receive an athletics scholarship in your first full-time year at a Division II school, you must graduate from high school and meet *all* of the following requirements:

1. Complete 16 core courses in the following areas:

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>NATURAL/ PHYSICAL SCIENCE</b> (including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math or natural/physical science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (Any area listed to the left, foreign language or comparative religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

2. Earn an SAT combined score or ACT sum score that matches your core-course GPA (minimum 2.200) on the Division II full-qualifier sliding scale (see page 24).



## Academic Certification Decisions

An academic certification will be conducted to determine if you meet the Division II academic standards. Academic certifications are required for all college-bound student-athletes planning to compete at a Division II school. (An amateurism certification is also required; see page 27.) The following items are required in order to complete your academic certification:

- A final official transcript with proof of graduation.
- Official transcripts from *all* high schools attended.
- Test scores.
- No open academic tasks.
- Be on a Division II school's institutional request list.

Being placed on a school's institutional request list notifies the NCAA Eligibility Center to complete an academic evaluation for you once all of your appropriate documents have been submitted.

If you are being recruited by a Division II school, below are the most common decisions you may receive once a certification has been completed.

### EARLY ACADEMIC QUALIFIER

If you meet specific criteria listed below after six semesters, you may be deemed an early academic qualifier for Division II and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment. To be an early academic qualifier, you will need:

- A minimum SAT combined score (math and critical reading) of 900 or ACT sum score of 68.
- A core-course GPA of 2.5 or higher in a minimum of 14 core courses in the following areas:
  - Three years of English.
  - Three years of math.
  - Two years of natural or physical science.
  - Six additional core courses in any area.

A final high school transcript must be submitted to the NCAA Eligibility Center after high school graduation for all early academic qualifiers.

### QUALIFIER

You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment at an NCAA Division II school.

### PARTIAL QUALIFIER

You may receive an athletics scholarship and practice during your first year of full-time enrollment.

### NONQUALIFIER

You will not be able to practice, compete or receive an athletics scholarship during your first year of full-time enrollment at a Division II school.

## What if I Don't Meet the Division II Standards?

If you enroll full time at a Division II school and you have not met all Division II academic standards, you may not compete in your first year. However, if you meet the standards to be a partial qualifier, you may practice and receive an athletics scholarship in your first year at college. To be a partial qualifier, you must graduate high school and meet *all* of the following standards:

- Complete 16 core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA (minimum 2.000) on the Division II partial-qualifier sliding scale (see page 24).

## Core-Course Timeline

If you plan to attend a Division II school, you must complete 16 NCAA core courses after starting grade nine and before your first full-time college enrollment.

## Courses Taken After High School

For Division II, you may use an unlimited number of core courses completed after graduation (summer or academic year) before full-time collegiate enrollment. You may complete the core course(s) at a location other than the high school from which you graduated. A college course taken after high school graduation can be used toward your initial eligibility and will be awarded 0.5 units (unless awarded one full unit by your home high school). It must appear on your home high school transcript with grade and credit.

### Sliding Scale for Division II

Division II uses a sliding scale to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. Find more information about test scores on [page 13](#) or visit [naaa.org/test-scores](http://naaa.org/test-scores).

DIVISION II FULL QUALIFIER SLIDING SCALE			DIVISION II PARTIAL QUALIFIER SLIDING SCALE		
Core GPA	SAT*	ACT Sum*	Core GPA	SAT*	ACT Sum*
3.300 & above	400	37	3.050 & above	400	37
3.275	410	38	3.025	410	38
3.250	430	39	3.000	430	39
3.225	440	40	2.975	440	40
3.200	460	41	2.950	460	41
3.175	470	41	2.925	470	41
3.150	490	42	2.900	490	42
3.125	500	42	2.875	500	42
3.100	520	43	2.850	520	43
3.075	530	44	2.825	530	44
3.050	550	44	2.800	550	44
3.025	560	45	2.775	560	45
3.000	580	46	2.750	580	46
2.975	590	46	2.725	590	46
2.950	600	47	2.700	600	47
2.925	620	47	2.675	620	47
2.900	630	48	2.650	630	48
2.875	650	49	2.625	650	49
2.850	660	49	2.600	660	49
2.825	680	50	2.575	680	50
2.800	690	50	2.550	690	50
2.775	710	51	2.525	710	51
2.750	720	52	2.500	720	52
2.725	730	52	2.475	730	52
2.700	740	53	2.450	740	53
2.675	750	53	2.425	750	53
2.650	750	54	2.400	750	54
2.625	760	55	2.375	760	55
2.600	770	56	2.350	770	56
2.575	780	56	2.325	780	56
2.550	790	57	2.300	790	57
2.525	800	58	2.275	800	58
2.500	810	59	2.250	810	59
2.475	820	60	2.225	820	60
2.450	830	61	2.200	830	61
2.425	840	61	2.175	840	61
2.400	850	62	2.150	850	62
2.375	860	63	2.125	860	63
2.350	860	64	2.100	860	64
2.325	870	65	2.075	870	65
2.300	880	66	2.050	880	66
2.275	890	67	2.025	890	67
2.250	900	68	2.000	900	68 & above
2.225	910	69			
2.200	920	70 & above			

\*Full sliding scale research between the new SAT and ACT is ongoing.

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<b>006</b>	<p><b>ENGLISH 9:</b> <i>Required - Full year/one credit course for all freshmen.</i></p> <ul style="list-style-type: none"> <li>English 9 is an integrated language arts class which emphasizes all aspects of writing, speaking, listening, and the study of literature (both fiction and nonfiction).</li> <li>The English 9 students will be introduced to the "basic" content and practical application of all the above subject areas, including an introduction to Shakespeare.</li> <li>English 9 is meant to prepare students for further study in English and the language arts at the high school level.</li> </ul>
<b>007</b>	<p><b>HONORS ENGLISH 9:</b> <i>Full year/one credit course for freshmen to be taken in place of English 9 (Teacher recommendation only)</i></p> <ul style="list-style-type: none"> <li>Honors English 9 incorporates all the components of English 9, with additional emphasis on reading, research writing, oral presentations and group projects.</li> </ul>



<p><b>008</b></p>	<p><b><u>ENGLISH 10:</u></b>  <i>Required - Full year/one credit course for all sophomores.</i></p> <ul style="list-style-type: none"> <li>English 10 builds on and reinforces the skills and content areas learned in English 9. More emphasis will be placed on the writing of narrative, evaluative, analytical and persuasive essays. The students will be expected to work more independently and cover topics with greater “depth” than in English 9.</li> <li>English 10 is meant to prepare students for further (or advanced) study in English and the language arts at the high school level.</li> </ul>
<p><b>009</b></p>	<p><b><u>HONORS ENGLISH 10:</u></b>  <i>Full year/one credit course for sophomores to be taken in place of English 10. (Teacher recommendation only)</i></p> <ul style="list-style-type: none"> <li>Honors English 10 incorporates all the components of English 10, with additional emphasis on research, developing critical thinking skills, additional</li> </ul>
<p><b>010</b></p>	<p><b><u>ENGLISH 11:</u></b>  <i>Required - Full year/one credit course for all juniors.</i></p> <ul style="list-style-type: none"> <li>English 11 builds on and reinforces the skills and content areas learned in English 10. More emphasis will be placed on academic writing, class discussion, and American Literature. The students will be expected to work more independently and cover topics with greater depth than in English 10.</li> </ul>
<p><b>012</b></p>	<p><b><u>ENGLISH 12:</u></b>  <i>Required - Full year/one credit course for all seniors.</i></p> <ul style="list-style-type: none"> <li>English 12 builds on and reinforces the skills and content areas learned in English 11.</li> <li>English 12 builds on the academic writing skills learned in English 11 and focuses on World Literature.</li> <li>English 12 is meant to prepare students for their postsecondary future experience.</li> </ul>

015

**JOURNALISM AND BROADCASTING:**

*GRADES 9, 10, 11, 12 Full year/one credit course.*

***This class will NOT replace a required English credit but will be used as an Elective credit.***

This class will focus on many ways to keep the school population up to date on the many events that occur at Falls High School and ISD 361. The class will produce the following:

- A daily video news program that will include school news and coverage of extracurricular activities from the previous day(s) and/or week, upcoming events, human interest stories, and the school announcements.
- A bi-weekly e-newspaper that will include a lot of the same stories and events covered in the daily video news program but also other larger topics that occur at ISD 361.
- Video broadcasts of sporting events with camera work, statistician, color commentary, and play-by-play opportunities.
- Up-to-the minute coverage of extra-curricular activities through Twitter with score updates and pictures. Much of the "homework" in this class will be attending events that take place outside of the school day, so the ability to be able to attend these events is critical in passing the class. Students will be **expected to attempt** all possible job titles associated with journalism and broadcasting. This class will be offered during the first hour and be taught by Mrs. Hamers.

**MATHEMATICS**

054

**INTERMEDIATE ALGEBRA:**

*Grade 9 – One credit.*

This class is designed to be a study of real number systems including the writing, solving and graphing of linear equations, exploring functions and linear systems, and applying real life situations to Algebra.

Other key content includes:

- Working with systems of two linear equations in two unknowns, monomial and polynomial expressions, inequalities, exponents, rational expressions, ratios, proportions, and solving quadratic equations by factoring, completing the square, graphing, or by application of the quadratic formula. Algebraic skills are applied in a wide variety of problem-solving situations.

<p><a href="#">055</a></p>	<p><b><u>HONORS GEOMETRY:</u></b>  <i>Grade 9 only or with teacher approval - One credit.</i>  <b><i>Students must have completed Honors Algebra I in 8<sup>th</sup> grade or have consent from the Geometry teacher.</i></b></p> <ul style="list-style-type: none"> <li>• This course includes a study of the basic principles of points, lines, segments, angles, and planes from which other concepts are derived, concerning properties of other geometric figures.</li> <li>• Students will be exposed to exercises to encourage logical thinking to prove theories and solve practical problems. Students will explore one-, two- and three-dimensional geometry concepts.</li> <li>• Students will study transformational geometry using both their computer software programs and pencil-and-paper methods. Students will also study basic trigonometry and its uses.</li> </ul>
<p><a href="#">057</a></p>	<p><b><u>GEOMETRY:</u></b>  <i>Grade 10 - One credit.</i>  <b><i>Students must have completed Intermediate Algebra.</i></b> This course is a study of the basic principles of points, lines, segments, angles, and planes from which other concepts are derived, concerning properties of other geometric figures.</p> <ul style="list-style-type: none"> <li>• Students will be exposed to exercises to encourage logical thinking to prove theories and solve practical problems.</li> <li>• Students will study transformational geometry using both their computer software programs and pencil-and-paper methods. Students will also study basic trigonometry and its uses.</li> <li>• Students will explore one-, two- and three-dimensional geometry concepts.</li> </ul>
<p><a href="#">059</a></p>	<p><b><u>ALGEBRA II:</u></b>  <i>Grade 11 - One credit.</i>  <b><i>Students should have completed geometry.</i></b> Included in the material to be studied in Algebra II are the fundamental algebra skills useful in many skilled and semi-skilled occupations.</p> <ul style="list-style-type: none"> <li>• The course covers exponential, logarithmic, rational, radical, and polynomial functions. In addition, time is spent on solving systems of combinations of equations and inequalities with different systems, such as linear, quadratic and cubic. The course will also cover probability and statistics and conic sections.</li> </ul>

<p><b>060</b></p>	<p><b><u>HONORS ALGEBRA II:</u></b>  <i>Grade 10 or by teacher approval - One credit.</i>  <b>Students should have completed geometry in the ninth grade.</b> This class is generally taken the year after completing geometry. Included in the material to be studied in Honors Algebra II are the fundamental algebra skills useful in many skilled and semi-skilled occupations.</p> <ul style="list-style-type: none"> <li>• The course covers exponential, logarithmic, rational, radical and polynomial functions. In addition, time is spent on solving systems of combinations of equations and inequalities with different systems, such as linear, quadratic and cubic. The course will also cover some probability and statistics and conic sections. This is different from algebra II due to the pace of the class.</li> </ul>
<p><b>062</b></p>	<p><b><u>HONORS MATH TOPICS:</u></b>  <i>Grades 11, 12 - One credit.</i>  <b>Students must have completed Geometry and Algebra II before taking Math Topics.</b> This course is designed for students with a strong interest in mathematics that do not feel they are quite ready to enter calculus.</p> <ul style="list-style-type: none"> <li>• Students' background upon completion of this course should be sufficient to allow him/her to go directly into calculus as a senior or if he/she plans to go on to college.</li> <li>• Topics covered in this class will include trigonometry, sequences and series, probability and statistics, as well as graph theory, set theory, and other discrete math topics.</li> </ul>
<p><b>063</b></p>	<p><b><u>MATH FOR TODAY:</u></b>  <i>Grade 12 – One credit.</i></p> <ul style="list-style-type: none"> <li>• The purpose of this class is to review basic mathematical fundamentals while investigating topics of math as they apply to living in today's world. This class is primarily designed to meet the needs of grade 12 students not enrolled in a college preparatory curriculum</li> </ul>
<p><b><u>SCIENCE</u></b></p>	
<p><b>067</b></p>	<p><b><u>EARTH SPACE SCIENCE:</u></b>  <i>Required - Grade 9 – One credit</i></p> <p>Grade nine Earth Space Science builds upon the science concepts taught in middle school. Students will learn the complexity interactions between Earth's interacting systems and evaluate data to help understand and explain Earth's place in our universe.</p>

<p><b>068</b></p>	<p><b><u>GENERAL BIOLOGY:</u></b>  <i>Required - Grade 10 - One credit</i>  Students will explore living systems and relationships in the biosphere. Topics covered will include the following:</p> <ul style="list-style-type: none"> <li>• cells (theory, parts, transport, reproduction), genetics (chromosome theory, DNA, Mendel’s Laws), biological change over time, human body systems, microbiology and disease, ecology, environmental issues</li> </ul>
<p><b>069&amp;070</b></p>	<p><b><u>CONCEPTUAL PHYSICS:</u></b>  <i>Grades 11, 12 Full year course or semester.</i>  Conceptual Physics is intended to introduce students to many of the main principles of physics. Physics is the basis for all other sciences. The course utilizes a less mathematical and more verbal approach to explain how everyday events occur.</p> <ul style="list-style-type: none"> <li>• Students will be required to use basic algebra, perform experiments, interpret data and use higher order thinking skills to apply principles to everyday phenomena.</li> <li>• Students who feel they may need a background in physics for the future, or have an overall interest in science should take this course.</li> <li>• Students may use this course as a prerequisite for high school physics and chemistry.</li> </ul> <p><i><b>This 2 semester course will fulfill the Physics graduation requirement.</b></i>  <b><u>Semester 1: Course Outline (105)</u></b> Mechanics: Energy and Motion  <b><u>Semester 2: Course Outline (106)</u></b>: Electricity and Waves: (Optics and Sound)</p>
<p><b>071</b></p>	<p><b><u>CHEMISTRY:</u></b>  <i>Grades 11, 12 - One credit course – with teacher approval</i>  Students must plan on taking advanced math courses and have passed 9<sup>th</sup> grade and 10 grade science. Students who wish to take chemistry but do not meet the above qualifications may enter the class by teacher recommendation or may take conceptual physics as a prerequisite class.</p>
<p><b>072</b></p>	<p><b><u>PHYSICS:</u></b>  <i>Grade 11, 12 - One credit course – with teacher approval</i>  Students should be enrolled in or have taken Algebra II or advanced math courses. Course will focus on the study of motion and energy and will introduce topics such as waves (optics and sound), electricity, magnetism and thermodynamics.</p>

<p><a href="#">073</a></p>	<p><b><u>ASTRONOMY:</u></b>  <i>Grades 9, 10, 11, 12 1/2 credit semester course.</i>  The universe is vast and ever-changing. The topics covered in this course include life cycles of stars; sky charts and constellation identification, supernovae and creation of elements; white dwarfs, pulsars and black holes; the Milky Way and galaxies; distances of stars and galaxies; quasars; expansion of universe; open and closed universes; the big bang and supporting evidences.</p>
<p><b><u>SOCIAL SCIENCE</u></b></p>	
<p><a href="#">113</a></p>	<p><b><u>GEOGRAPHY:</u></b>  <i>Required - Grade 9 - One credit</i>  In this course, students will gain the skills necessary to understand today’s constantly changing and complex world. Throughout the year, students will learn about physical, political, and cultural geography through the five basic geographic themes: location, place, region, human-environment interaction, and movement. Special emphasis will be placed on geographical skills and geographic literacy (locating countries, capitals, and physical features of the world).</p>
<p><a href="#">114</a></p>	<p><b><u>UNITED STATES HISTORY:</u></b>  <i>Required - Grade 10 - One credit</i>  United States history covers the span of United States history from the Civil War through WWII. The course is presented in a chronological order. Detailed treatment of certain major documents and events is intended to give students a sense about how they came about, what they meant at that time, and how the topics relate to today.</p>
<p><a href="#">115</a></p>	<p><b><u>WORLD HISTORY:</u></b>  <i>Required - Grade - 11 One credit</i>  World History is a course of study that may be divided into different areas of concentration. Students will examine the cultural influences of art, religion, music, and geography as well as key events that have shaped World History.</p>

116

**AMERICAN GOVERNMENT AND ECONOMICS:**

*Required - Grade 12 - One credit.*

**1<sup>st</sup> Semester: American Government**

The course is intended to provide students with the basic tools for thinking about and understanding the American political system. An important goal of this course is to encourage students to think critically about the strengths and weaknesses of the American political system. This course is intended to raise the student's awareness of American political processes and their ability to engage both in constructive political dialogue and political participation. This course will include topics on Congress, the President, the courts, the political process, civil liberties and civil rights.

**2<sup>nd</sup> Semester: Economics**

This course serves as an introduction to economic principles with emphasis given to the effect of United States government policies on free enterprise. U.S. macroeconomic and microeconomic topics are covered as well as an introduction to world economics. Cooperative working skills, effective communication, critical thinking and problem solving are stressed in the class.

**FAMILY & CONSUMER SCIENCES (FACS)**

146

**LIFE SKILLS: CHILD DEVELOPMENT AND PARENTING**

*Grades 9, 10, 11, 12 1/2 credit semester course*

This class will help students understand the beginnings of human life and follow the changes that take place from conception through birth and first days of life. We will focus on promoting optimum growth and development in the prenatal, infancy, toddler, preschool, school age and adult stages.

- Students will also have the chance to take home a computerized baby to see what it would be like to parent at this time in their life. An emphasis will be placed on the physical, emotional, intellectual, and social development of children.
- Additional topics will include childhood diseases, immunizations, and theories of development, learning styles and evaluating childcare services. A new addition to the FACS department: students will also be given a chance to simulate pregnancy with an Empathy Belly.

[147](#)

**FOOD I:**

*Grades 9, 10, 11, 12 1/2 credit semester course.*

This semester course is a laboratory-based course that enables students to realize the benefits of sound nutrition practices and apply them to their everyday lives. A focus on the principles of food science are taught through a variety of laboratory experiences.

- Examination of the students current eating habits in relation to the USDA Dietary Guidelines and My Plate are included. Food safety, storage, sanitation, and career paths related to nutrition and wellness are also components of this course.

[151](#)

**ON YOUR OWN:**

*Grades 11, 12 - 1/2 credit semester course.*

This course is designed to prepare young adults to make wise choices on their journey to becoming independent consumers.

- Students will use the decision-making process to set goals, manage finances and select and maintain clothing, housing, food, and transportation.
- There will be hands-on practice with life skills such as car maintenance, learning how to cook healthy and cost-efficient foods as well as everyday skills that one needs to live on their own upon graduation from high school.
- More topics include renting, buying a home, managing money, budgeting, banking services, credit, mending clothing, taxes, insurance, and making wise consumer decisions.



<p><a href="#">152</a></p>	<p><b><u>FOOD II:</u></b>  <i>Grades 9, 10, 11, 12 – 1/2 credit semester course.</i>  Do you live to eat or eat to live? Food provides pleasure and enjoyment. However, the main function of the food we eat is to keep us alive and make our bodies work properly. This course provides practical cooking experience for each student with an emphasis on cooperative educational experiences in the foods laboratory.</p> <ul style="list-style-type: none"> <li>• My Plate is used to teach students how to work effectively, prepare nutritious foods and serve them.</li> <li>• Students will also learn and use the decision-making process, gain self-confidence when working in a kitchen, develop a wholesome attitude toward nutrition, develop self-confidence in shopping for food and preparing various types of food, and learn to entertain guests.</li> <li>• Students will be studying chosen food cultures and discussing the nutritional well being influenced by social, cultural, economic, and environmental conditions.</li> </ul>
<p><a href="#">153</a></p>	<p><b><u>TEXTILES AND FASHION:</u></b>  <i>Grades 9, 10, 11, 12 - 1/2 credit semester course.</i>  STEAM based learning through fashion and design! Fabrics and fashions play an important role in personal and business life. This course provides a study of clothing and textiles, the history of fashions, and characteristics of different fabrics. Wardrobe planning and buying, clothing management and care will be explored. They will be selecting fabrics, caring for clothing, working on design principles, wardrobe planning and sewing skills. Students will make a Yellow Brick Road quilt as their final project.  <b>Materials used/made in the course are the property of the student and must be provided by the student. Scholarships are available for this project. Please see the instructor for details.</b></p>
<p><b><u>INDUSTRIAL TECHNOLOGY</u></b></p>	
<p><a href="#">163</a></p>	<p><b><u>INTRODUCTION TO WOOD TECHNOLOGY (Woods I):</u></b>  <i>Grades 9, 10, 11, 12 - 1/2 credit semester course.</i>  <b>Allowed \$25.00 in materials, any further cost must be paid by the student.</b>  Wood is the most widely used material for furniture making. Technology becomes alive as you form projects using the different tools and processes of the woodworking trade.</p>

<p><a href="#">164</a></p>	<p><b><u>WOOD TECHNOLOGY, PROCESS &amp; DESIGN (Woods II):</u></b>  <i>Prerequisite: Intro.(Woods I). Grades 9, 10, 11, 12 -1/2 Credit semester course. Allowed \$25.00 in materials, any further cost must be paid by the student.</i>  This course is a continuation of the introductory course. You will learn new and advanced processes as you design and construct a project of your choice or one chosen from a list created by the class.</p>
<p><a href="#">165</a></p>	<p><b><u>INTRODUCTION TO COMPUTER AIDED DRAFTING &amp; DESIGN (CADD I):</u></b>  <i>Grades 9, 10, 11, 12 – 1/2 credit semester course. The language of industry.</i>  The computer is an invaluable tool for architects, carpenters, welders, machinists, electricians, engineers, interior decorators, and numerous other occupations. They can design, test, modify, revise, and present ideas on the computer. This course will begin with the basic use of the computer, then move on to simple drawings in both engineering and architectural drafting and design. We also have access to a state-of-the-art 3D printer and Laser Engraver/Cutter we will be using in class to print out our 3D drawings.</p>
<p><a href="#">166</a></p>	<p><b><u>INTRODUCTION TO COMPUTER AIDED DRAFTING &amp; DESIGN (CADD II):</u></b>  <i>Prerequisite: CADD I - Grades 9, 10, 11, 12 – 1/2 credit semester course.</i>  This course is an in-depth extension of what was covered in the introductory class in regards to engineering design and drafting, but will also cover 3D modeling, and also civil engineering drafting. This course will be of interest to anyone interested in going into any type of industry. Whether you are going into design, engineering, manufacturing, electronics, or sales, this course will prepare you to design, draw, read, and understand working drawings used by engineers and workers of industries all over the world. This course will cover the following areas in detail:</p> <ul style="list-style-type: none"> <li>• Technical Sketching</li> <li>• Manufacturing Processes and Design</li> <li>• Dimensioning and Tolerancing</li> <li>• 3-D Modeling and Rendering</li> <li>• Civil Engineering Drafting</li> </ul>

<p><a href="#">170</a></p>	<p><b><u>CABINETMAKING:</u></b>  <i>Prerequisite: Intro to Woods - Grades 10, 11, 12 - 1/2 credit semester course.</i>  <b>Allowed \$25.00 in materials, any further cost must be paid by the student.</b>  This course covers the theory and actual construction of cabinets with drawers, doors, shelves, etc. The student will learn how to properly install and trim plastic laminates for countertops.</p>
<p><a href="#">171</a></p>	<p><b><u>HAND &amp; POWER TOOLS:</u></b>  <i>Grades 10, 11, 12 – 1/2 credit semester course. (no prerequisites)</i>  This course is a carpentry class where we actually build a small building. Learn to build floors, walls, roofs and install doors and windows as well as an introduction to electrical and plumbing trade skills.</p>
<p><a href="#">172</a></p>	<p><b><u>WELDING AND CUTTING I:</u></b>  <i>Grades 10, 11, 12 – 1/2 credit semester course.</i>  The main purpose of this course is to introduce students to Shielded Metal Arc Welding (SMAW), Metal Inert Gas (MIG). Students will learn the related safety practices as required by National Skills Standards established by the federal government and the American Welding Society (AWS).  The student will become familiar with SMAW principles and techniques, metallurgy (generally soft metals), electrical principles, and filler metals. Students will learn how to apply their knowledge to all weld types in all welding positions. Welding terminology and typical job communications will be covered</p>
<p><a href="#">173</a></p>	<p><b><u>WELDING AND CUTTING II:</u></b>  <i>Prerequisite: Welding I or instructor approval - Credit 10, 11, 12 - 1/2 credit semester course.</i>  Students will learn advanced techniques required to design and fabricate the various components needed in general maintenance application, e.g., jigs, fixtures, mounts, equipment installation, structural applications, etc.</p>
<p><a href="#">180</a></p>	<p><b><u>HOT METALS I:</u></b>  <i>Grades 9, 10, 11, 12 - 1/2 Credit – 1<sup>st</sup> Semester Only</i>  <b>Must pay for the metal for your project.</b>  This is an introductory course in basic welding, we will cover safety procedures, brazing, gas welding, stick welding, and wire feed welding in the first quarter. The second quarter is dedicated to a small welding project of your choice.</p>

<p><a href="#">182</a></p>	<p><b><u>HOT METALS II:</u></b>  <i>Prerequisite Hot Metals I - Grades 9, 10, 11, 12 – 1/2 Credit 2<sup>nd</sup> Semester</i>  <b>Must pay for the metal for your project. This is a project-based class, you will be expected to build something during the semester.</b>  This will be an advanced metals class consisting of two main parts:  <b>Part I – Advanced Welding Processes</b>  Covering safety procedures and advanced techniques of stick welding, wire feed welding, and possibly TIG welding. You will make a small artistic welding project and a small wood stove as part of these requirements.  <b>Part 2 – Project Design and Build</b>  You will design and build a project of your own during the whole fourth quarter. Some years we have a large class project that we build for a community organization.</p>
<p><b><u>ENGINEERING</u></b></p>	
<p><a href="#">184</a></p>	<p><b><u>ENGINEERING:</u></b>  <i>Grades 9,10,11,12 – One Semester – .5 tech credit</i>  <b>Based on the use of the EPICS Curriculum</b>  This semester will be an introduction and exploration to problem solving methods, engineering curriculum and computer applications in engineering. Students will be expected to do presentations using computer programs such as word, excel, and power point. Different types of engineering will be explored. Field trips to various industries in the region are a possibility. This course will also include work in the Metals Lab, Woods Lab, and the CADD Lab. The lab component provides hands-on learning of the lecture concepts and introduces proper use of the laboratory equipment with a basic introduction to AutoCAD and CorelDRAW. We will use these programs to use our 3D printer, Laser Engraver/Cutter and our vinyl sign cutter.</p>
<p><b><u>BUSINESS EDUCATION</u></b></p>	
<p><a href="#">040</a></p>	<p><b><u>GRAPHIC PRODUCTION   YEARBOOK:</u></b> (*Teacher Recommendation)  <i>Grades 10, 11, 12 – Full year – 1 credit</i>  This course covers design and layout principles using Adobe InDesign: all panels; how to flow and format text; import and manipulate text and graphics; illustrate objects; apply and set color, and how to print multiple page signatures and documents used in electronic publishing and variable data. The purpose of this course is to design and produce a print and a DVD version of this year’s “Northern Light”. Through the planning, marketing/selling, editing, and distribution of the yearbook students will develop skills in writing, design, photography, technology, business, organization, communication, management, and leadership.</p>

<p><b>042</b></p>	<p><b><u>INTRODUCTION TO BUSINESS:</u></b>  <i>Grades 9, 10, 11, 12 - One Semester – ½ credit</i>  This course will introduce students to the concepts and theories of today’s business world.</p> <ul style="list-style-type: none"> <li>• Students will learn about the dominant role that business activity plays in our economy and the kinds of preparation needed to participate in business activities.</li> <li>• Students will improve competence in understanding and managing personal financial affairs associated with daily life, learn about the function and operation of businesses, and apply the fundamentals of personal/family resource management through informed decision-making.</li> <li>• Students will participate in <u>The Stock Market Game</u> where they learn core academic concepts and skills that can help them succeed in the classroom — and in life. (<i>*Offered alternate year of Accounting</i>)</li> </ul>
<p><b>043</b></p>	<p><b><u>INTRODUCTION TO ACCOUNTING</u></b>  <i>Grades 9,10,11,12</i>  Course provides an overview of the world of business. Included is an introduction to basic business terminology, concepts, and functions featuring an analysis of: marketing, finance, production, personnel management, accounting, and economics - as they relate to business meeting its social responsibility of resource allocation. (<i>*Offered alternate year of Business</i>)</p>
<p><b>044</b></p>	<p><b><u>INTRODUCTION TO DESKTOP PUBLISHING:</u></b>  <i>Grades 9, 10, 11, 12 – 1/2 credit semester course</i>  The purpose of this course is to provide students with an understanding of desktop publishing concepts and procedures to create attractive, sophisticated, and useful publications. Using two of the most popular desktop publishing software tools (Adobe Photoshop and Adobe InDesign) students will get hands-on experience into today’s modern world of design, printing, and publishing. Students will also get hands-on experience using popular video editing software and equipment.</p>

<p><a href="#">CE352</a></p>	<p><b><u>BSU BUAD1100 Introduction to Business</u></b>  <i>Grades 11, 12 - One Semester - 3 credits (.75) FHS</i>  This course will introduce students to the concepts and theories of today’s business world.</p> <ul style="list-style-type: none"> <li>• Students will learn about the dominant role that business activity plays in our economy and the kinds of preparation needed to participate in business activities.</li> <li>• Students will improve competence in understanding and managing personal financial affairs associated with daily life, learn about the function and operation of businesses, and apply the fundamentals of personal/family resource management through informed decision-making.</li> <li>• Students will participate in <u>The Stock Market Game</u> where they learn core academic concepts and skills that can help them succeed in the classroom — and in life.</li> </ul>
<p><a href="#">CE353</a></p>	<p><b><u>BSU ACC 1100 INTRODUCTION TO ACCOUNTING:</u></b>  <i>Grades 11, 12 – One semester – 3 credits</i>  Course provides an overview of the world of business. Included is an introduction to basic business terminology, concepts, and functions featuring an analysis of: marketing, finance, production, personnel management, accounting, and economics - as they relate to business meeting its social responsibility of resource allocation. (<i>*Offered alternate year of Business</i>)</p>

<b>ART &amp; MUSIC</b>	
<p><a href="#">223</a></p>	<p><b><u>STUDIO ART:</u></b> <i>Grades 9, 10, 11, 12 – One semester – ½ credit</i>  Students practice the creation of visual art through painting, drawing, sculpture, photography, printmaking, fiber, or design with emphasis on the process of design.</p>

<p><a href="#"><u>231</u></a></p>	<p><b><u>DRAWING:</u></b>  <i>Grades 9, 10, 11, 12 - 1/2 credit semester course</i>  This class will provide a basic foundation of both design and realistic drawing. Basic techniques are presented to encourage personal creativity and a successful beginning artistic experience using a variety of materials and processes. Drawing time is emphasized, but the class also includes lectures, demos, exercises, critiques.</p> <ul style="list-style-type: none"> <li>• Students will create a variety of drawings such as still life, abstract, surreal, landscape, and more while using and experimenting with a variety of media.</li> </ul>
<p><a href="#"><u>232</u></a></p>	<p><b><u>CERAMICS:</u></b>  <i>Grades 10, 11, 12 – 1/2 credit semester course</i>  This class is based on learning and mastering tools, materials, and techniques used in creating both artistic and functional ceramic ware. Students will learn both hand building and wheel throwing techniques as well as several decoration/glazing techniques throughout the semester. Students will create a collection of ceramic pieces and display their work at the semester’s end Art Show.</p>
<p><a href="#"><u>233</u></a></p>	<p><b><u>PAINTING:</u></b>  <i>Grades 9, 10, 11, 12 – 1/2 credit semester course</i>  This is a skills-based art class with emphasis on understanding the Elements of Art and Principles of Design, color theory and composition.</p> <ul style="list-style-type: none"> <li>• Students will explore a variety of painting media, painting processes and materials.</li> <li>• Students will develop a portfolio of work and display their work at the semester’s end Art Show.</li> </ul>
<p><a href="#"><u>246</u></a></p>	<p><b><u>BAND:</u></b>  <i><b>Prerequisite: Students must have played an instrument or had individual lessons prior to signing up for this class</b></i>  <i>Grades 9, 10, 11, 12 - One credit</i>  <b><i>\$35.00 Music Maintenance Fee for FHS Instrumental Rental</i></b>  All students participating in grades 9-12 band will study and perform all types of band literature. Members are expected to perform in pep band and concerts throughout the year as well as compete in music competitions.</p>

<p><a href="#">247</a></p>	<p><b><u>CHORUS:</u></b>  <i>Grades 9, 10, 11, 12 – One credit</i>  Chorus will meet five days a week and perform at several concerts throughout the year, as designed by the director, as well as at Region contests, and the national anthem at sporting events. Attendance at performances is considered part of the course assignment and grade. All students will be expected to study and perform a variety of choral literature. Students must be willing and able to sing. If there is any question on vocal ability, the student should schedule a voice test with the director before selecting the course. There is a maximum of 90 members. (Choir, band/chorus students)</p>
<p><a href="#">248</a></p>	<p><b><u>BAND/CHORUS:</u></b>  <i>Grades 9, 10, 11, 12 – One credit</i>  Band will meet on Monday, Wednesday and Friday; the Chorus will meet on Tuesday and Thursday.</p>
<p><b><u>LANGUAGES</u></b></p>	
<p><a href="#">275</a></p>	<p><b><u>SPANISH I:</u></b>  <i>Grades 9, 10, 11, 12 - One credit</i>  Instruction at this level covers the National Standards for <i>World Languages</i> Education and the MN standards known as "The Five Cs.": Communication, Cultures, Connections, Comparisons and Communities.</p> <ul style="list-style-type: none"> <li>• The main methodologies used in class are the Natural Approach and Teaching Proficiency through Reading and Storytelling. These methods focus on speaking, listening, reading, writing, and culture.</li> <li>• Students will be exposed to the Spanish language in a variety of ways, including stories, songs, videos, and other media. Students will be able to understand simple Spanish text and conversation and respond accordingly in Spanish in the Present Tense including Phrasal Verbs.</li> </ul>
<p><a href="#">276</a></p>	<p><b><u>SPANISH II:</u></b>  <i>Prerequisite: Complete Spanish I - Grades 10, 11, 12 - One credit</i>  This course will continue to reinforce Spanish language acquisition with the same standards and through the same methods used in Spanish I. There will be a systematic review of the previous level and continued instruction including, but not limited to, Past Tense: Preterit and Imperfect and Phrasal Verbs. New vocabulary and use of acquired skills will be emphasized along with more cultural knowledge and growth.</p>



<p><a href="#">277</a></p>	<p><b><u>SPANISH III:</u></b>  <i>Prerequisite: Complete Spanish II - Grades 11, 12 - One credit</i>  This course will continue to reinforce Spanish language acquisition with the same standards and through the same methods used in Spanish II. There will be a systematic review of the previous level and continued instruction including, but not limited to, Subjunctive, Future and Conditional; with emphasis in oral communication. New vocabulary and use of acquired skills will be emphasized along with even more cultural knowledge and growth.</p>
<p><a href="#">282</a></p>	<p><b><u>INTRODUCTION TO ANISHINAABE STUDIES:</u></b>  <i>Grades 9, 10, 11, 12 - One credit</i>  This course is an introductory overview of Anishinaabe culture, history, and traditions. Students will study the art, music, traditional stories, and crafts of the Ojibwe along with historical, philosophical, and contemporary issues in Indian Country.</p>
<p><a href="#">283</a></p>	<p><b><u>ANISHINAABE LANGUAGE I:</u></b>  <i>Grades 9, 10, 11, 12 – One credit</i>  This course will introduce students to the Anishinaabe language. Conversational Anishinaabe and writing skills will be learned leading to an oral presentation. Analysis of sentence structure will be utilized in attaining an understanding of the complexity and beauty of the Anishinaabe language. Students will also study the culture and history of the Anishinaabe.</p>
<p><a href="#">284</a></p>	<p><b><u>ANISHINAABE LANGUAGE II:</u></b>  <i>Prerequisite: Complete Anishinaabe Language I - Grades 10, 11, 12 – One credit</i>  This course will continue to reinforce the conversational and writing skill which began in Anishinaabe Language I. New vocabulary, grammatical concepts, and utilization of acquired skill will be emphasized.</p>
<p><a href="#">286</a></p>	<p><b><u>ANISHINAABE LANGUAGE III:</u></b>  <i>Prerequisite: Complete Anishinaabe Language I and II - Grades 11, 12 – One credit</i>  This course will continue to reinforce the conversational and writing skill which began in Anishinaabe Language II. More advanced vocabulary, grammatical concepts, and utilization of acquired skill will be emphasized.</p>

**PHYSICAL EDUCATION & HEALTH**

<a href="#"><u>305</u></a>	<p><b><u>PHYSICAL EDUCATION:</u></b> <i>Grade 9</i> <i>Required/3 days/week/full year – ½ credit</i></p> <p>The physical education program gives the students an opportunity to explore a variety of physical activities. Basic sports skills, understanding of rules and appreciation of sports, as well as physical fitness, are stressed. One chief emphasis will be the development of the whole individual-mentally, socially, emotionally, and physically. The student will learn through physical activity to realize their maximum capacities both physically and mentally and to use these capacities intelligently and cooperatively as a good citizen.</p> <p><b>***AND***</b></p>
<a href="#"><u>306</u></a>	<p><b><u>HEALTH EDUCATION:</u></b> <i>Grade 9</i> <i>Required/2 days/week/full year – ½ credit</i></p> <p>Topics covered include decision making, self-esteem, stress reduction, depression and suicide prevention, non-communicable and communicable diseases, promotion of healthy nutrition, prevention of tobacco, alcohol &amp; drug use, promoting healthy relationships and prevention of HIV/STD's and unintentional pregnancies. This course strives to meet the national standards for health education at the 9<sup>th</sup> grade level.</p>
<a href="#"><u>315</u></a>	<p><b><u>WEIGHT TRAINING AND FITNESS I:</u></b> <i>Grades 10, 11, 12 – 1/2 credit 1<sup>st</sup> semester course</i></p> <p>This course will provide students with the opportunity to gain an understanding of the importance of weight training and fitness in your daily life routine. The following will be included in this course: Weight Training for Strength and Development, Agility, Speed Training, Flexibility, Plyometrics, Aerobic Training, and Core Strength Development.</p>
<a href="#"><u>316</u></a>	<p><b><u>WEIGHT TRAINING AND FITNESS II:</u></b> <i>Grades 10, 11, 12 – 1/2 credit 2<sup>nd</sup> semester course</i> (Continue to build on the knowledge and skills learned in Weight Training and Fitness I to meet individual goals).</p>

<p><a href="#">319</a></p>	<p><b><u>INDIVIDUAL AND TEAM SPORTS I:</u></b>  <i>Grades 10, 11, 12 – 1/2 credit 1st semester course</i>  This class will provide students the opportunity to learn about the fundamental rules and skills in both individual and team sports and activities. The student will have the opportunity to develop a favorable attitude toward and discover activities that will peak their interest both now and over their lifetime.</p> <ul style="list-style-type: none"> <li>• Activities may include: Archery, Recreational Games, Disc Golf, Golf, Outdoor Activities, Badminton, Bowling, Skating, Swimming and Water Safety, Pickleball, Table Tennis, Flag Football, Lacrosse, Soccer, Softball, Ultimate Frisbee, Volleyball, Basketball, Speedball, Dodgeball, Hockey, Broomball, and Team Water Sports.</li> </ul>
<p><a href="#">320</a></p>	<p><b><u>INDIVIDUAL AND TEAM SPORTS II:</u></b>  <i>Grades 10, 11, 12 – 1/2 credit 2<sup>nd</sup> semester class</i>  (See Course Description for Team Sports I)</p>
<p><b><u>SPECIAL PROGRAMS</u></b></p>	
<p><a href="#">200</a></p>	<p><b><u>INTRODUCTION TO NURSING:</u></b>  <i>Grades 9, 10, 11 &amp; 12 – 1/2 credit 2<sup>nd</sup> semester class</i>  Introduction to Nursing (Nursing Assistant / Home Health Aide) students work directly under the supervision of a registered nurse to become familiar with the duties and responsibilities of a nursing assistant and home health aide. They learn to provide services contributing to the welfare of patients in a hospital, nursing home, or private setting. The course includes classroom theory and testing as well as instruction in how to assist patients with hygiene, feeding, skin care, bed making, movement and other general assistance. Clinical experience at a local nursing home is required. Nursing ALHE 1500 is a prerequisite to HCC’s nursing program as well as many other school’s nursing programs.</p>

<p><b>310</b></p>	<p><b><u>HEALTH CAREER EXPLORATIONS:</u></b> <i>Grades 9, 10, 11, 12 – .5 Credit 1<sup>st</sup> semester class</i></p> <p>The Health Career Explorations class offers an introduction to the many and varied high demand careers in the health field today. Students will explore long and short-term career options, develop an understanding of the terminology used by medical professionals, develop an understanding of medical environments from clinic, hospital, and retail pharmacy settings.</p> <p><b><u>Areas of exposure include:</u></b></p> <p><b>Clinical:</b> Surgery, Hospital inpatient and outpatient nursing, Therapy &amp; Wellness (PT, OT, ST), Clinic physician/provider and nursing</p> <p><b>Ancillary:</b> Radiology, Lab, Inpatient Pharmacy, Retail Pharmacy, Quality/Infection Prevention, Case Management, Respiratory Therapy</p> <p><b>Non-patient care:</b> Human Resources, Plant Operations, Medical Records, Registration, Patient Financial Services, Accounting, Materials Management, Marketing, Environmental Services, Information Technology</p>
<p><b>500</b></p>	<p><b><u>EDUC 1101 – INTRODUCTION TO TEACHING:</u></b></p> <p>Introduction to Teaching provides the support of a cohort as students learn introductory teaching topics such as classroom management, standards, lesson planning, professionalism, the effects of poverty on learning, and how to get a teaching degree. The course will incorporate Native American culture and history as students learn of the importance of cultural competency.</p>
<p><b>CE500</b></p>	<p><b><u>EDUC 1101 – INTRODUCTION TO TEACHING:</u></b></p> <p>Introduction to Teaching provides the support of a cohort as students learn introductory teaching topics such as classroom management, standards, lesson planning, professionalism, the effects of poverty on learning, and how to get a teaching degree. The course will incorporate Native American culture and history as students learn of the importance of cultural competency.</p>
<p><b>400</b></p>	<p><b><u>STUDY HALL:</u></b> <i>Grades 7 – 12</i></p> <ul style="list-style-type: none"> <li>• <b>(00404) <i>CONDITIONAL</i> - OPEN STUDY HALL is available to students that qualify in grades eleven and twelve.</b></li> </ul> <p>You can choose whether you want a study hall for a semester or for the full year.</p>

## CONCURRENT ENROLLMENT (CE): EARNING HIGH SCHOOL & COLLEGE CREDIT

***Students must meet certain criteria, Accuplacer scores if they have taken the test, GPA requirements, or MCA scores to enroll in CE courses***

Grades 11, 12 - Four (4) college credits = one (1) high school credit

Concurrent enrollment allows a student to take a course at Falls High School and gain both Falls High School & PSEO credits; as well as Bemidji State University (BSU), Hibbing Community College (HCC), and Lake Superior College (LSC) credits. That means a student who enrolls in one or more of these courses will be working towards a high school graduation along with gaining college credit. Colleges are members of the MNSCU (Minnesota State Colleges and Universities) System. Students are encouraged to take all of these courses or any combination as long as they have met the prerequisites required by the high school.

Falls High School is partnered with the Minnesota State Colleges and Universities system to offer students college credit courses through a program called Concurrent Enrollment (CE). This opportunity offers high school students the option of taking college classes, for dual credit, while still being able to appreciate all the benefits, experiences, and memories that high school students can enjoy.

CE classes count as High School credit on the high school transcript. High school chemistry, or physics or conceptual physics are graduation requirements.

A student will receive one full credit upon successful completion of a year-long high school class; a semester class is worth (.5) credit. The conversion rate for college credits to high school credits is 4:1 (4 college credits are equivalent to 1 high school credit).

Students taking concurrent enrollment classes will receive more credit than required for high school graduation. The 11<sup>th</sup> and 12<sup>th</sup> grade students are encouraged to take additional elective credits with the freedom to work on their homework in the 11<sup>th</sup> and 12<sup>th</sup> grade lounge.

BSU = Bemidji State University; HCC = Hibbing Community College;  
LSC = Lake Superior College. MNTC goals that  
are met by each course are listed after the course  
description. Courses not meeting specific goal areas  
will count as college elective credits.

**The following is a list of courses offered Concurrent Enrollment C/E for High School and College Credit**

<b><u>CE-ENGLISH</u></b>	
<a href="#"><b>CE100</b></a>	<p><b><u>BSU ENGL1151 Composition:</u></b>            3 credits  <b>1<sup>st</sup> Semester</b>            Instruction and practice aimed at improving the quality and efficiency of writing processes, with emphasis on fluency, voice, style, and versatility. Includes adaptation of nonfiction prose to various general audiences, introduction to academic research and citation, and a component on oral presentation. MNTC: 1</p>
<a href="#"><b>CE101</b></a>	<p><b><u>BSU - ENGL2152 Argument &amp; Exposition:</u></b>            3 credits  <b>2<sup>nd</sup> Semester</b></p>
<a href="#"><b>CE103</b></a>	<p><b><u>LSC - COMM1110 Public Speaking:</u></b>            3 credits  <b>1<sup>st</sup> Semester</b>            This course provides opportunities for students to become familiar with a variety of techniques to develop skills in research, organization, and presentation of informative and persuasive speeches. Students should expect to reduce speech apprehension and develop self-confidence in their ability to communicate in public. MNTC: 1</p>
<a href="#"><b>CE104</b></a>	<p><b><u>BSU – ENGL2337 American Literature 1865 to present:</u></b>            3 credits  <b>2<sup>nd</sup> Semester</b>            A study of representative American writers and their works, covering the period from 1900 to the present. The course considers the development of American literature as a significant force on the literary scene. MNTC: 6, 7</p>

<b>CE MATH</b>	
<a href="#"><b>CE110</b></a>	<p><b><u>BSU - MATH1100 Mathematical Reasoning</u></b>            3 credits <b>1<sup>st</sup> Semester</b>            Mathematical reasoning and algebraic concepts applied to a selection of topics, which may include the mathematics of social choice, and the mathematics of management, geometry, and problem solving. Descriptive statistics and introductory probability and inferential statistics. MNTC: 4</p>
<a href="#"><b>CE111</b></a>	<p><b><u>BSU - MATH1170 College Algebra:</u></b>            4 credits <b>2<sup>nd</sup> Semester</b>            Problem solving with linear, quadratic, rational and absolute value equations and inequalities; function notation and inverses; graphs of relations and functions; polynomial, rational, exponential, and logarithmic functions and applications; systems of equations and inequalities, matrices. MNTC: 4</p>
<a href="#"><b>CE112</b></a>	<p><b><u>BSU - MATH1470 Pre-Calculus:</u></b>            5 credits <b>1<sup>st</sup> Semester</b>            Intended to provide the essential mathematical background needed in calculus. Topics include equation solving, functions (including polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric), identifies applications, and parametric equations. MNTC: 4</p>
<a href="#"><b>CE113</b></a>	<p><b><u>BSU - MATH2471 Calculus I:</u></b>            5 credits <b>2<sup>nd</sup> Semester</b>            Limits, differentiation, and integration of algebraic and trigonometric functions; applications of the derivative and curve sketching; applications of integration. MNTC: 4</p>
<b>CE SOCIAL SCIENCES</b>	
<a href="#"><b>CE220</b></a>	<p><b><u>BSU - HST1304 World History, Prehistory-1500:</u></b>            3 credits  <b>1<sup>st</sup> Semester</b>            A global and cross-cultural study of the early period of world history, including ancient civilizations and empires, classical China, India, Greece, and Rome, interaction of civilizations, influence of Buddhism, Christianity, and Islam as world religions, the Arab world and culture, Medieval Europe, African and American pre-contact cultures and civilizations. MNTC: 2, 5 &amp; 8</p>
<a href="#"><b>CE221</b></a>	<p><b><u>BSU - HST1305 World History II, 1500-Present:</u></b>            3 credits  <b>2<sup>nd</sup> Semester</b>            A global and cross-cultural study of the modern period of world history, including the major cultural/continental areas which existed in 1500, the influence of European expansionism and colonialism, interaction of nations and peoples, reform and change in religious patterns, the French Revolution and Napoleon, the development and spread of the Industrial Revolution, Marxism and Communism, global rearrangements of the twentieth century, decline of European colonialism, and contemporary conditions. MNTC: 2, 5 &amp; 8</p>

<a href="#">CE223</a>	<p><b><u>BSU - POL1200 Introduction to American Politics:</u></b></p> <p>3 credits  <b>1<sup>st</sup> Semester</b>  An introductory survey to the institutions and actors, such as the media, interest groups, political parties, congress, and presidency of contemporary American government and politics. MNTC: 2, 5, 7</p>
<a href="#">CE224</a>	<p><b><u>BSU - ECON2100 Macroeconomics &amp; the Business Cycle:</u></b></p> <p>3 credits  <b>2<sup>nd</sup> Semester</b>  Develops macroeconomic concepts to explore the determination of aggregate output, employment, and the price level in modern mixed economies. The interaction between the financial sector and commodity markets and the potential of monetary and fiscal policy to guide the course of the macro economy are also explored. MNTC: 2, 5</p>
<b><u>CE BUSINESS</u></b>	
<a href="#">CE352</a>	<p><b><u>BSU BUAD1100 Introduction to Business</u></b></p> <p>3 college credits  This course will introduce students to the concepts and theories of today's business world.</p> <ul style="list-style-type: none"> <li>• Students will learn about the dominant role that business activity plays in our economy and the kinds of preparation needed to participate in business activities.</li> <li>• Students will improve competence in understanding and managing personal financial affairs associated with daily life, learn about the function and operation of businesses, and apply the fundamentals of personal/family resource management through informed decision-making.</li> <li>• Students will participate in <u>The Stock Market Game</u> where they learn core academic concepts and skills that can help them succeed in the classroom — and in life.</li> </ul>
<a href="#">CE353</a>	<p><b><u>BSU ACCT2101 Introduction to ACCOUNTING:</u></b></p> <p>3 college credits  Course provides an overview of the world of business. Included is an introduction to basic business terminology, concepts, and functions featuring an analysis of marketing, finance, production, personnel management, accounting, and economics as they relate to business meeting its social responsibility of resource allocation.</p>



**CE SPECIAL PROGRAMS**

<a href="#"><u>CE600</u></a>	<p><b><u>NAHA 1100 Introduction to Nursing Assistant/Home Health Aide:</u></b> 4 college credits <b>2<sup>nd</sup> Semester</b> This course covers the Introductory Theory and Skills of Nursing. The Units include maintaining a safe and clean environment, communicating information, meeting basic human needs, obtaining/measuring Vital Signs, understanding mental health and social service needs, and caring for clients with special needs, equipment, or procedures. The course teaches the student to be able to perform these skills in a healthcare facility or home setting. Instruction is provided through lectures (in person and/or web based), videos, assignments, and Instructor demonstration. The students are given practice time in the lab and subsequently must give return demonstrations of skills learned. The students will experience supervised practical training and application of the skills learned by participating in client care in the skills lab and/or at the clinical site.</p>
<a href="#"><u>CE500</u></a>	<p><b><u>ED 1101 Introduction to Teaching:</u></b> 2 college credits Introduction to Teaching provides the support of a cohort as students learn introductory teaching topics such as classroom management, standards, lesson planning, professionalism, the effects of poverty on learning, and how to get a teaching degree. The course will prepare students for a hands-on independent field experience in a local classroom beginning spring semester. Students will read and discuss current critical issues in education while connecting content to the five propositions from the National Board for Professional Teaching Standards. The course will incorporate Native American culture and history as students learn of the importance of cultural competency. As a cohort students will visit local schools and volunteer in the community.</p>
<a href="#"><u>PSEO</u></a>	<p><b><u>MN North C CLASSES:</u></b> <b>Note:</b> PSEO students need to have 1 credit of Technology/FACS for graduation. (These classes are only offered at FHS.) It is strongly recommended you schedule this in Grade 9 or 10 Grades 11, 12  <b>Requirements:</b> Juniors must rank in the top-third of their class or have a 3.0 end-of-the year cumulative GPA. Seniors must rank in the top half of their class or 2.5 end-of-year cumulative GPA.</p>