

2025-2026

Registration Handbook

St. Mary's Catholic School



“For I know the plans I have for you, declares the Lord; plans to prosper you, and not to harm you, plans to give you hope and a future.”

Jeremiah 29:11

Table of Content

Mission and Philosophy Statement	3
Registration	4
Prep for College and Career	4-8
Advance Placement and Articulated Courses	8-9
College Now	9-10
PSEO, College and Career Resources,	10-11
FAFSA and Schedule Change	11
Graduation Requirements	12
Middle School Courses	13
Theology	14-15
English and English Electives	16-17
Mathematics	18-20
Science	20-22
Social Studies	22-24
Careers, Business, and On the Job Training (OJT)	25
Physical Education and Health	26
World Language	26-27
Fine Arts	27-29
Online Courses	29-30
Aides	30
Extracurricular Opportunities	31
Shared-Time Classes	31
Sleepy Eye Public Course Descriptions	32-44

St. Mary's Mission Statement

St. Mary's Catholic School guides students to form
an authentic relationship with God
while achieving academic excellence
to live as faithful disciples of Christ. (6/2021)

St. Mary's Philosophy Statement

The Holy Trinity, Father, Son, and Holy Spirit,
is to be the center of our lives.

We are called to grow in faith, proclaim the Good News,
and witness to Christ.

At St. Mary's Catholic School
we are committed to living out our faith
by developing the whole person,
creating community, and being of service.
Our school community strives to create
an environment where individuals are
challenged to achieve their God-given potential.
Prayer and sacraments are central to our mission,
and through them,
individuals are given the opportunity
to discover God's Will and receive His graces. (4/4/2022)

Registration

This registration manual is prepared so you will have the opportunity to review the courses offered at St. Mary's and plan your classes for the next year.

Registration Procedure:

1. Study this manual well for course offerings, graduation requirements & suggestions for post-high school training. Graduation requirements are important but you should not stop there. Take some courses that will help you reach your career goals.
2. Make course selections carefully, giving special attention to the prerequisites.
3. Be sure to carefully select your alternate choices. The alternates will be used only if it is impossible for you to be scheduled into your first choice.
4. Students need to review their registration form with their parents & obtain their signature. Please return to the office by the date listed at the bottom of your registration form!
5. Ask for advice! The counselor & teaching staff are very willing to help you plan your classes to fit your needs.

Selection of Courses:

This registration manual has been prepared to help you select your program of studies for next year. Your choices should be made through careful consideration of the following:

1. Your goals, past performance, & willingness to be involved in the class.
2. Your parents' suggestions. They are vitally interested in your plans & they want to help.
3. The advice of teachers who are aware of your abilities. They are very concerned that you make choices that will help you be successful & are willing to make suggestions based on their knowledge of your ability.
4. Input from your counselor. She will interpret test scores & help you at any time with your registration. The counselor can also assist you in scheduling classes necessary to help you reach your career goals.
5. Requirements for post-high school training. This might include entrance requirements at a college or university, technical school, on-the-job training, or classes that enhance your skills in a chosen occupation. Remember, once you have completed your high school education, it is difficult to go back & makeup needed course requirements.

Preparation - College and Career Paths

What are your options? You have many. What you need to know in high school depends on the career path you would like to pursue. Each post-secondary school sets their own standards. In addition to classes and academics, there may be other factors to consider in a college admissions decision, such as participation in activities, leadership potential and work experience. This is particularly true at more selective colleges.

Do you know what it really takes to achieve your dream job or get into your top-choice school? Visit your school counselor or research specific requirements for careers and the admission requirements of any school, college, or university.

Options:

Community Colleges

Community colleges follow an open enrollment policy, meaning you will be admitted if you have a high school diploma. Some programs have specific entrance requirements and/or skill assessments that should be checked carefully before completing an application. Examples near us include South Central College, Minnesota West, and Ridgewater. Community college programs are typically completed in two years, but also have shorter diploma and certificate programs. Some students will transfer to a 4-year college to continue their education and some have partnerships with 4-year colleges to make this transition go more smoothly. Most credits earned in a community college program will transfer to 4-year colleges and universities.

Vocational – Technical Colleges (Vo-Tech)

There are many public vocational-technical schools scattered throughout the region that offer more than 300 different types of training for students who are high school graduates. Vo-Tech colleges follow an open enrollment policy like Community Colleges. Some programs have specific entrance requirements, so make sure to do your research. Technical programs are typically completed in two years or less and are geared toward hands-on learning.

Private Technical Schools

Students thinking about attending private vocational schools such as Dunwoody, Northwest Technical or Brown College, should carefully review the entrance requirements. Specific industrial arts courses and usually math courses, are recommended or required for enrollment in many programs offered.

Specialized Training Programs & Apprenticeships

Other vocational schools, such as business schools (ex. Globe University), culinary schools (ex. Le Cordon Bleu) and cosmetology schools (ex. Nova Academy) generally have no specific admission requirements. Apprenticeships provide training while you work and earn a paycheck. Students should talk with their counselors for more information.

4-Year Colleges and Universities

Admission requirements to 4-year colleges vary greatly from school to school and depend on the student's chosen course of study. Criteria considered include rigor of coursework, cumulative GPA, and some may look at college entrance exam scores (ACT or SAT). The following high school preparation requirements listed below are a general guide of courses needed for admission to most colleges/universities. These courses are generally taken in grades 9-12. Students should see their counselors or visit college websites for additional information about specific schools.

College Admission Requirements

University of Minnesota System

TWIN CITIES, DULUTH, MORRIS, CROOKSTON, ROCHESTER

www.umn.edu

- 4 years of English
- 4 years of Math, to include Algebra, Geometry, Advanced Algebra and a fourth year. Examples: Precalculus, Functions, Statistics & Trigonometry (FST), or others listed on U of M website
- 3 years of Science; 4 years of science recommended
- 3 years of Social Studies
- 2 years of World Languages
- 1 year of Fine or Performing Arts

Minnesota State University System

BEMIDJI, MANKATO, METRO, MOORHEAD, WINONA, ST. CLOUD, SOUTHWEST

<https://www.minnstate.edu/>

- 4 years of English
- 3 years of Math (At least 2 years of Algebra and 1 year of Geometry or equivalent)
- 3 years of Science
- 3 years of Social Studies
- 2 years/credits of World Languages
- 1 year/credit of Fine or Performing Arts

University of Wisconsin System

EAU CLAIRE, GREEN BAY, LA CROSSE, MADISON, MILWAUKEE, OSHKOSH, PARKSIDE, PLATTEVILLE, RIVER FALLS, STEVENS POINT, STOUT, SUPERIOR, WHITEWATER

www.wisconsin.edu

- 4 years of English
- 3 years of Math (to include Algebra, Geometry, Advanced Algebra)
- 3 Years of Science
- 3 years of Social Studies
- 4 years of Electives in the preceding core area or world language. Madison and Eau Claire specifically require two years of a continuing world language

South Dakota State University

BROOKINGS

<https://www.sdstate.edu/>

-
- 4 years of English (or ACT English subscore of 18 or above).
 - 3 years of advanced math—Algebra I and higher (or ACT math subscore of 20).
 - 3 years of laboratory science (or ACT science reasoning subscore of 17).
 - 3 years of social science (or ACT reading subscore of 17).
 - 1 year of fine arts (or AP Fine Arts score of 3 or above) Includes vocal, instrumental and studio arts.

North Dakota Systems

Course requirements are similar to Minnesota, but may vary by college. Check college websites for more information.

NCAA Eligibility

NCAA Eligibility for student athletes is strict and has a list of rules that must be followed in order to be eligible. Parents and students are encouraged to read the guidelines and speak with coaches at choice colleges. It is recommended to start the core course planning in 9th and 10th grade. Students who plan to play sports at the DI or DII level after graduation should register with the NCAA by their 11th grade year. For information regarding the rules and how to register, please go to www.eligibilitycenter.org

Academic Testing

In addition to the general entrance requirements, some colleges and universities require the student to take one or more national standardized tests. Many colleges have moved to an optional test admission process, but still use test scores to award scholarships. Please check with the college(s) you are interested in for specific information. The information concerning these tests is available in the counselor's office, but all scoring is carried out by the testing agency. Students are responsible for signing up for tests in which they are interested. Fees are designated by test agencies and are subject to change. The following tests are available to students.

ASVAB

This test is used by branches of the military to determine if you meet the requirements to enlist and qualify for certain military occupations. For more information on the branch you are interested in, please visit the following website <https://www.defense.gov/Know-Your-Military/Our-Forces/>

Pre-ACT

This 9th and 10th grade test provides students with an idea of how they may perform on the ACT test. In addition to gauging academic achievement, the Pre-ACT provides information for educational and career planning. The test is administered to all 9th and 10th grade students during the school day in the spring.

NWEA

NWEA is administered to K-8th grade students to assess and measure growth in reading, math, and language usage. NWEA is given to students 3 times per year: Fall and Spring testing consists of reading, math, and language usage, and in the winter testing consists of reading and math. In middle school teachers meet with students to review their test scores. Teachers also meet with teaching staff to discuss strategies and action plans to best meet each student's individual needs.

Accuplacer (no longer used by MN State Schools)

This test was previously used by 2 year Community and Technical Colleges as a placement test into certain English and Math courses in college. Students were tested in the areas of Reading and Math. Practice resources can be found at <https://studentportal.accuplacer.org/#/home>. Please contact your post-secondary school for more information.

ACT

The ACT is a test of academic achievement that may be required at some 4 year colleges. It consists of multiple choice tests in English, math, reading and science (optional in 2026), plus an optional writing test, which is required by a few colleges. Most students take the ACT for the first time in the spring of their junior year and many students take it more than once. At SESM, we offer one test date during the school day for students in the spring of their junior year. For more information about the ACT, visit <https://www.act.org/>

Advanced Placement (AP)

Advanced Placement (AP) is a national program that allows students in high school to take college level classes. **The curricula for these classes are the same as those taught on a college campus; therefore, it is important that students understand that an AP course is significantly more difficult than a high school course.** Since students may take AP exams that could qualify them for college credit, students are expected to think, analyze, and produce at a college level. AP courses require significantly more work outside of class than non-AP courses. The tests and types of assignments in an AP course require students to plan their schedule carefully so they can give the course the kind of time it will demand to be successful. Students should consider not only their own academic background and commitment, but also their overall course load, job responsibilities and co-curricular activities when deciding to register for AP courses.

AP exams are offered in May. Students who score well enough on AP exams are often given college credit for these classes at the college of their choice. Fee waivers are available for those who qualify. If you are interested in AP History please see Mrs. Windschitl for class enrollment

AP U.S. History (10th Grade)
AP World History (11th Grade)

Articulated Courses

Articulated courses allow students the opportunity to earn technical or community college credit(s) while staying in the high school setting. In order to receive Technical or Community College credit you must:

- Bring the Articulated College Credit certificate you downloaded from your account and any supporting materials to the college listed when you register.
- You need to check with the college of your choice for specific criteria in the program or major-not all credits will move into all programs or majors.
- More information about articulated courses and what colleges these courses transfer to can be found at <https://ctecreditmn.com/articulated-college-credit.php>

Articulated Courses offered at Sleepy Eye Public
--

Ag Mechanics	Alternative Animals
Crops 101	Horticulture
Graphic Design	Large Animal
Small Animal	Soils 101
	Welding

College Now - Southwest Minnesota State University (SMSU)

Sleepy Eye Public High School offers college level courses through the College Now Program at SMSU. The program allows our students to earn college credits at Sleepy Eye Public with faculty acting as assistance to the professors from SMSU. Students that successfully complete a College Now course with a C- or better can be assured course acceptance at any of the MNSCU system public colleges & universities. See website for a list of the colleges <https://www.minnstate.edu/>. SMSU credits have also been successfully accepted at private institutions in Minnesota and the U of M system. The weight grading system for these courses is set at 5.0 (instead of 4.0).

The curricula for these classes are the same as those taught on a college campus; therefore, it is important that students understand that a College Now course is significantly more difficult than a high school course.

Any student wanting to register for a College Now course must meet the following requirements:

- **Sophomores:** Must rank in the top 10% of their class and score at or above the 90th percentile on a nationally normed test, or have a cumulative GPA of 3.5 or higher.
- **Juniors:** Have a cumulative GPA of 3.0 or higher and rank in the top 1/3 of graduating class, score in the 70th percentile on a nationally standardized test or have a cumulative GPA of 3.0 or higher.
- **Seniors:** Have a cumulative GPA of 3.0 or higher and rank in the top 1/2 of graduating class, score in the 50th percentile on a nationally standardized test, or have a cumulative GPA of 3.0 or higher

Please see Mrs. Christensen to sign off on the class to ensure you meet these requirements. Students who do not meet the requirements can choose to appeal and should see Mrs. Christensen for more information.

College Now Courses offered at Sleepy Eye High School			
<u>Sleepy Eye Course Name</u>	<u>SMSU Course Number</u>	<u>SMSU College Credit Amount</u>	<u>SMSU College Course Name</u>
College American Government	POL 120	3	American National Government
College Literature	LIT 100	3	Human Diversity

College Composition	ENG 151	4	Academic Writing
College Pre-Calc	MATH 135	5	Pre-Calculus
College Sociology	SOCI 101	3	Introduction to Sociology
College Spanish 102	SPAN 102	3	Beginning Spanish II
College Spanish 201	SPAN 201	4	Intermediate Spanish I
College Spanish 202	SPAN 202	4	Intermediate Spanish II
College Intro to Education/Teaching	EDU 101	3	Introduction to Education & Lab
College Geography	GEOG 101	3	Intro to Geography

Visit <https://www.transferology.com/> to make an account and see where these credits transfer.

Post Secondary Enrollment Options (PSEO)

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. 11th 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. If 10th graders taking a CTE PSEO course earn at least a grade C in that class, they may take additional postsecondary courses. 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.

If you have more questions or would like to enroll in PSEO, please contact Mrs. Christensen before the end of the current school year.

College and Career Resources

Choosing a college and career path are exciting but at times can be confusing. An abundance of career & post-secondary information exists, so it can be difficult to access and sort through. The following is a list of useful websites to help you as you explore the different career & postsecondary options available to you.

Combination College & Career Information Sites:

- www.careerwise.minnstate.edu - This website provides information on career exploration, planning your education & finding a job. All information pertains to careers & college in Minnesota only
- www.swmncareers.org - This website contains career information for Southwest Minnesota including in-demand occupations, growing industries, wage information & education & training requirements

-
- www.collegeboard.com – This website contains separate sections for students & parents on preparing for college, selecting a school, applying & paying for college
 - <https://bigfuture.collegeboard.org/make-a-plan> – This website will help **junior high** and **high school** students make plans for their high school career

College Search Sites:

MINNESOTA:

- <http://www.ohe.state.mn.us/> – Information on preparing, choosing, and paying for college
- www.mnscu.edu – Information on all state community & technical colleges & four-year colleges/universities in Minnesota. This site allows you to link to specific college websites & shows the programs offered at each campus
- www.MNprivatecolleges.org – Information on private four-year colleges in Minnesota including links to specific college websites
- www.umn.edu – Information on the U of M system including links to each of the U of M campuses in the state

REGIONAL:

- www.wisconsin.edu – Wisconsin
- www.SDBOR.edu – South Dakota
- www.NDUS.edu/campuses – North Dakota

CATHOLIC:

- www.catholiccollegesonline.org

Financial Aid and FAFSA Resources

- www.scholarships.com – Scholarship search & information on student loans & grants
- www.FAFSA.gov – Site for filling out the Free Application for Federal Student Aid

Schedule Changes

We make every attempt to register students for classes they selected during the registration process. Teachers are hired and scheduled based on student course selection. Additionally, administration balances classes so that no class is overfilled. Schedule changes will occur at the end of the school year for the next fall semester and at the end of the first semester for the second semester. No changes will be made after this point.

Schedule changes are allowed for limited reasons including the following: To fill a hole in the schedule; Any student who has a scheduled course for which they have not completed a prerequisite; Any student who has a scheduled course they have already completed; Any student whose teacher has indicated that placement in a scheduled course is inappropriate; Any Senior who needs a specific requirement for graduation or college admission. **Please note** that schedule changes for teacher requests, specific class hours or to be with friends will not be honored.

High School Graduation Requirements

The state of Minnesota, the Evangelization and Catechesis, and the Administration of St. Mary's have established the following high school graduation requirements: All high school courses and grades will be listed on your transcript. Algebra is a high school course, so if you take it as an 8th grader this course will be on your transcript.

TOTAL CREDITS REQUIRED:

27 total credits

SCHEDULE INFORMATION:

- 8 period day schedule
- All students are required to have 7 classes per semester
- One study hall is built in (Knight Time - KT)
- Administrative approval is necessary for students to take a full 8 course load without a study hall

Theology	4 credits	
English/Communications	4 credits	Speech is incorporated into English curriculum during all 4 years
Mathematics	3 credits	Algebra I (1 credit) Geometry (1 credit) Algebra II (1 credit) – alternative may be offered on an individual basis
Science	3 credits	Physical Science (1 credit) Biology (1 credit) Chemistry (1 credit)
Social Studies	4.5 credits	U.S. History (1 credit) World History/Geography (1 credit) Geography/Government (1 credit) Economics (.5 credit) Personal Finance (.5 credit) College and Career (.5 credit)
Fine Arts	2 credits	At least 1 credit from band or choir must be taken in grades 9-12
Business	.5 credits	Personal Finance (.5 credit)
Physical Education and Health	1 credit	1 credit for 2026 and beyond
Electives		Needs to reach a total of 27 credits (7 credits per semester)

Middle School Courses

6th Grade

- Theology
- Language Arts
- Reading
- 6th Grade Science
- 6th Grade Mathematics
- Social Studies
- Physical Education/Health
- Band and/or Choir

7th Grade

- Theology
- Language Arts
- 7th Grade Science
- 7th Grade Mathematics or Pre-Algebra (based on math teacher's approval)
- World Geography
- Physical Education/Health
- Band and/or Choir

8th Grade

- Theology
- Language Arts
- 8th Grade Science
- Pre-Algebra or Algebra I (based on math teacher's approval)
- United States History
- Physical Education/Health
- Band and/or Choir

High School Course Descriptions

Course Descriptions

The following courses are offered at St. Mary's High School or at area Public Schools for St. Mary's students. The variety of courses offered is designed to meet the needs, interests, and abilities of each student. The courses are listed according to departments and a brief description of each course is given to assist the student in making his/her choice. For some classes, there are also one or more prerequisites. The prerequisite is important because it indicates whether or not the student has the ability to complete a particular course successfully based on past performance. If a prerequisite is not given, anyone can register for the course if it is within his/her grade level.

For further information about the courses offered, please see someone in the department of the course in question or your counselor.

Theology

Students must take 4 credits of Theology to graduate.

The aim of the Theology Department is to make religious studies the heart of St. Mary's curriculum and community life. Our department is called on to teach doctrine, to create community, and to be of service not only to the school but also to the parish community at large. As part of all Theology courses, 10 hours of service will be completed each quarter (10-12), and 5 hours of service will be completed each quarter (7-9). Forms to verify service will be completed and submitted to the Theology instructors. No credit will be released for Theology until service for the year is complete. All students show mastery of the basic Catholic knowledge and prayers by the end of each school year. The USCCB Curriculum Framework is used as the outline and Standards for High School Theology classes.

All grades utilize Vianny Vocation lessons and Respect Life content, along with preparing for and celebrating Holy Mass, the Sacrament of Reconciliation, Adoration, Stations of the Cross/Benediction, the Holy Rosary, the Divine Mercy chaplet, and the Liturgy of the Hours, along with other devotional practices. Content regarding the Sanctoral cycle and Seasons is also provided. Students will be able to participate in a day-long (or longer) retreat each year. They may attend a retreat sponsored or approved by the diocese if not attending the one sponsored by the school. Concerts, rallies, or conferences do not count as retreats.

- **All students are required to have a personal copy of the New American Bible for classroom and personal use that was not previously used by a St. Mary's student.**
- **Freshman and sophomore years use the same curriculum, but are rotated every other year.**

Theology 9	Credit: 1
Grade Level: 9	Length: Year

Description:

Faith and Revelation: Knowing God through Sacred Scripture: The first semester of freshman year presents a basic understanding of Sacred Scripture as the inspired Word of God and how it conveys God's Revelation to his People, as well as teaching students how to read the Bible.

The Blessed Trinity and Our Christian Vocation: Second semester analyzes the Divine Life of God— Father, Son, and Holy Spirit—as revealed in Sacred Scripture. It studies the Christian call and how God invites us to be in communion with him, so we can share in the divine life that he has prepared for us from all eternity. It also helps the student to understand what it means to be a disciple of Christ.

Theology 10	Credit: 1
Grade Level: 10	Length: Year

Description:

The Mystery of Redemption and Christian Discipleship: The first part of Sophomore year examines the need for Redemption after the Fall; the promise of Redemption renewed throughout the Old Testament; and the Redemption achieved by the Passion, Death, and Resurrection of Jesus Christ, as well as its application in the life of each Christian.

The Church: The Sacrament of Salvation: The third part of the sophomore year shows how the Church, established by Jesus Christ, continues the salvific ministry of Christ in the world today, guided by the Holy Spirit. As the Sacrament of Salvation, the People of God, and the Mystical Body of Christ, the Church is the point of encounter between the faithful and the Risen Lord.

Theology 11	Credit: 1
Grade Level: 11	Length: Year

The Sacraments: Source of Our Life in Christ: The first semester of the junior year explores each of the seven Sacraments as a source of grace and a personal encounter with Jesus Christ. Special emphasis will be focused on Confirmation and the role of the Holy Spirit in helping Christians become living witnesses of their Catholic faith.

Our Moral Life In Christ: The second semester presents a study of the moral life of Christ—based on his teachings in the Gospels, the Ten Commandments, and the Beatitudes—which enable Christians, with God’s grace, to imitate the life of Christ in their lives and to make correct moral decisions.

For the junior year, Confirmation preparation is part of the classroom content. Meetings outside of the class day are normally required as a part of the Parish/AFC Confirmation program. Being confirmed is not a requirement. However, if a student seeks Confirmation, it is expected that they would fully participate in all required elements of the program, particularly Sunday Mass attendance.

Theology of the Body: On Thursday’s we use a program called Theology of the Body for Teens. Theology of the Body helps us learn to receive God’s love so we can give and receive it with others in our lives. This revolutionary teaching, given to us by Pope John Paul II, says that our bodies are holy and good! Instead of dwelling on the consequences of impurity, it shows the deeply satisfying freedom that comes from having a pure heart.

Theology 12	Credit: 1
Grade Level: 12	Length: Year

First-semester description:

The first semester is an apologetic curriculum called *Why Believe?*. The goal of this semester is to help students with philosophical and theological arguments rooted in sacred scripture and tradition. This semester will also help students reflect on authentic happiness and how to achieve it.

The History of the Church: This course presents the story of God’s intervention into human history from the Incarnation until the present day. It emphasizes God as the Lord of history and his actions that demonstrate his love for his People.

Theology of the Body: On Thursday’s we use a program called Theology of the Body for Teens. Theology of the Body helps us learn to receive God’s love so we can give and receive it with others in our lives. This revolutionary teaching, given to us by Pope John Paul II, says that our bodies are holy and good! Instead of dwelling on the consequences of impurity, it shows the deeply satisfying freedom that comes from having a pure heart.

English

Students must take 4 credits of English to graduate.

The goal of the English department is to help students become critical thinkers, competent communicators, lifelong readers, and aware citizens. These concerns will be addressed through a study of literature, oral communications, and writing.

English 9	Credit: 1
Grade Level: 9	Length: Year

In Freshman English, students will improve their understanding of basic literary terms and techniques and develop sensitivity to others as they experience the struggles of characters as reflected in literature. Students will also write literary analysis, and informative essays, use revising as a means of improving writing, practice rudimentary research and writing skills including MLA documentation style, and increase command of the English language in vocabulary and grammatical usage. Finally, students will be introduced to the fundamental theories of oral communication, grow in respect for the spoken ideas of others, and prepare and deliver speeches. To promote regular reading, students will be required to read for at least 10 minutes a day.

English 10	Credit: 1
Grade Level: 10	Length: Year

In Sophomore English, students will be able to recognize and analyze the characteristics of both fiction and nonfiction texts: novels, drama, poetry, essays, and short stories. The reading of these texts will focus on comprehension and different strategies that can be used to enhance comprehension. Specifically, students will analyze how language is functioning in different contexts. The development of skills required for selecting, researching, and organizing ideas will be the focus of writing assignments. Students will produce a variety of writing products including infographics about a saint, an argumentative (persuasive), Google slides presentations, and a few narrative or creative writing texts. To promote regular reading, students will be required to read for at least 10 minutes a day and will review grammar and punctuation.

English 11	Credit: 1
Grade Level: 11	Length: Year

In Junior English, American Literature, students will grow in their appreciation of major literary works and American authors, including the analysis of significant historical documents. These works will be analyzed chronologically as they relate to the events that happened in American history and will consider how literature can help us to better understand ourselves as well as other cultures and times. Students will analyze some media and their influences and will read two novels, both presenting strong characters and themes. The writing side of American literature will include the creation of a short story, an argumentative paper that uses evidence to support the theme in a novel that is most prominent, and informative writing. To promote regular reading, students will be required to read for at least 10 minutes a day and both read/present on one independent classic American novel.

English 12	Credit: 1
Grade Level: 12	Length: Year

In Senior English, British Literature, students will study a variety of fiction and nonfiction texts by important British authors; these works will be studied in thematic units. The texts will be analyzed in terms of their structure and word choice and the impact of the author's choices on meaning and tone. There will be one required independent novel written by a British author. The writing portion of the class will include, technical writing, a literary analysis of *Beowulf*, and the creation of various forms of media, all with proper attribution or citations and formatting. Finally, this course will include a speech unit preparing students for a variety of formal and informal settings in which they may be asked to speak in front of a group. To promote regular reading, students will be required to read for at least 10 minutes a day.

English Electives

Honors English	Credit: 1 WEIGHTED
Grade Level: 12	Length: Year

In the accelerated English/British Literature class, students will learn and practice literacy skills at a faster pace and will therefore be more independent. The reading portion of this class will cover a variety of fiction and nonfiction texts from important British authors including two novels; these works will be studied in thematic units. The texts will be analyzed in terms of their structure and word choice and the impact of the author's choices on meaning and tone. There will be one required independent novel written by a British author. The writing portion of this class will include flash fiction, technical writing, a literary analysis of *Beowulf*, and the creation of various forms of media. Finally, this course will include a speech unit preparing students for various situations in which they may be asked to speak in front of a group. The culmination of the accelerated class is an independent research paper (8-10 pages), making use of online databases, on a topic of the student's choosing with proper citation and formatting for APA, MLA, or Chicago style. To promote regular reading, students will be required to read for at least 10 minutes a day.

Individual Reading I & II	Credit: .5 or 1
Grade Level: 9, 10, 11, 12	Length: Semester/Year

The purpose of this class is to foster a love of reading; prepare students for the next level in life whether students will be entering college, the workforce, or upper-level high school courses; expose students to a variety of literature, and share or recommend book titles with classmates. The teacher's goal is to broaden the students' reading through discussions, book reviews, activities & library awareness. Students may choose which books they read, but a minimum of 200 pages must be read per week. Assessments will be book talks, conferencing with the teacher, and book reviews. This course can be taken as a semester or a year course.

Mathematics

Students must take 3 credits of Math to graduate (4 is strongly recommended)

Mathematics is an exciting discipline that requires consistent effort and perseverance. The Math Department works hard to give every student the opportunity to succeed. As you look through the listings for the Mathematics Department, you will notice prerequisites for each title. Under no circumstance may any student go backward in the progression without the express permission of the Mathematics Department. Please keep this in mind as you choose your classes. If there are any questions or problems, talk to your mathematics teacher before you register. Pre-Calculus and Calculus are recommended for students who plan to attend a 4-year college. The content & teaching strategies in all mathematics courses reflect the curriculum, teaching & assessment standards of the National Council of Teachers of Mathematics.

Pre-Algebra	Credit: 1
Grade Level: Required Grade 7 or 8	Length: Year
Prerequisite: Teacher Approval Required	

In this class you will learn about and explore topics including integers, order of operations, algebraic expressions, one, two and multi-step equations and inequalities, graphs and functions, exponents and roots, ratios, proportions, percents, statistics and probability, geometry, linear equations, sequences, and polynomials. These skills learned will serve as the basic foundation of supporting your mathematics learning throughout high school. This course prepares students for Algebra 1 the following year.

Algebra 1	Credit: 1
Grade Level: Grade 8 or 9	Length: Year
Prerequisite: Pre-Algebra, Teacher Approval	

Algebra I course outline: 1) emphasizes graphing; 2) uses functions as a unifying theme; 3) integrates technology as a problem-solving tool; 4) connects algebra to geometry, data analysis, probability, and discrete mathematics. Algebra I is recommended for students interested in post-secondary schooling and for other students of at least average skill in mathematics.

Objectives: This course helps prepare today's students for tomorrow's world by 1) involving students in exploring and discovering math concepts; 2) connecting algebra to the real world and to other subjects and math topics; 3) building an understanding of the concepts that provide a strong foundation for future courses and careers; 4) assessing students' progress in ways that support learning.

Geometry	Credit: 1
Grade Level: 9, 10	Length: Year
Prerequisite: Algebra I, Teacher Approval	

Geometry Course Outline: 1) emphasizes reasoning and logical thinking; 2) balances coordinate, synthetic, and transformational geometry; 3) integrates technology as a problem-solving tool; 4) connects geometry to

algebra, data analysis, probability, trigonometry, and discrete mathematics; 5) incorporates two-column, paragraph, flow, and coordinate proof.

Objectives: To help prepare students for tomorrow's world by 1) building understanding of the concepts that provide a strong foundation for future courses and careers; 2) connecting geometry to the real world and to other subjects and math topics; 3) involving students in exploring and discovering math concepts; 4) assessing students' progress in ways that support learning.

Algebra II	Credit: 1
Grade Level: 10, 11, 12	Length: Year
Prerequisite: Geometry, Teacher Approval	

Algebra II Course Outline: 1) uses functions as a unifying theme; 2) emphasizes graphing, and the relationship between graphs and equations; 3) integrates technology as a problem-solving tool; 4) connects algebra to geometry, data analysis, probability, and discrete math.

Objectives: This course helps students prepare for tomorrow's world by 1) building an understanding of concepts that provide a strong foundation for future courses and careers; 2) connecting algebra to the real world and to other subjects and math topics; 3) involving students in exploring and discovering math concepts; 4) assessing students' progress in ways that support learning.

Intermediate Algebra II	Credit: 1
Grade Level: Grade 10,11,12	Length: Year
Prerequisite: Algebra I & Geometry, Teacher Approval	

This course will not meet requirements for those planning to attend a 4-year college. This course will begin with a review of most algebra I topics including using like terms, solving first and second-degree equations, graphing linear and quadratic functions, factoring, and the quadratic formula. It will then expand into topics generally covered in algebra II including exponential functions, conic sections, and possibly logarithms. **Objectives:** This course helps prepare today's students for tomorrow's world by 1) involving students in exploring and discovering math concepts; 2) connecting algebra to the real world and to other subjects and math topics; 3) building an understanding of the concepts that provide a strong foundation for future courses and careers; 4) assessing students' progress in ways that support learning.

Pre-Calculus	Credit: 1
Grade Level: Grade 11, 12	Length: Year WEIGHTED
Prerequisite: Algebra II, Teacher Approval	

Pre-Calculus brings together previously taught concepts of Algebra, Geometry, and mathematical functions into a preparatory course for Calculus. The following topics lay out a strong foundation for the study of Calculus. Topics include a review of fundamental concepts of Algebra, functions and their graphs, polynomials and

rational functions, exponential and logarithmic functions, trigonometry, analytic trigonometry, additional topics in trigonometry, systems of equations and inequalities, matrices and determinants, conic sections, and analytic geometry, sequences, series, probability, and limits and an introduction to Calculus.

Calculus	Credit: 1
Grade Level: 12	Length: Year WEIGHTED
Prerequisite: Pre-Calculus, Teacher Approval	

Calculus is the mathematical study of continuous change, which can be broken down into two main parts: differential calculus and integral calculus. This course begins by reviewing functions from Precalculus including polynomial and rational functions. The study of limits is next, followed by derivatives (part one), which are rates of change (velocity and acceleration). Optimization problems can then be studied (e.g. finding the maximum volume of a container made with the minimum amount of material, or maximizing revenue for sales of a particular product).

Integration (part two) follows derivatives and is used to calculate areas of irregular regions such as areas under a curve. Volumes of solids of revolution will also be studied.

Applications are pulled from current events, world data, industry trends, and more. Understanding where calculus can be used promotes a fuller understanding of the material.

Science

Students must take 3 credits of Science to graduate.

Physical Science	Credit: 1
Grade Level: 9	Length: Year

Physical science focuses on the larger fields of chemistry, physics and their real time, real life interactions including human impact. In the course basic properties and structure of matter will be investigated and discussed. Students will be able to apply the concepts of sounds, light and electricity. The course will apply work with motion, forces and Newton's Laws. Types and uses of energy will also be covered. Students will develop a greater understanding of how machines work as related to energy.

Biology	Credit: 1
Grade Level: 10	Length: Year

Biology is the study of living organisms and their interactions with the environment. This course covers key concepts such as ecology, biodiversity cellular biology and genetics. Emphasis is placed on developing scientific inquiry skills, terminology, laboratory techniques, and critical thinking. The curriculum aligns with the Minnesota state science standards and encourages exploration of current biological issues.

Chemistry	Credit: 1
Grade Level: 11, 12	Length: Year

Chemistry is a full-year course investigating the matter and the changes it undergoes. A study of atomic structure, elements, compounds, and reactions precede a more detailed study of solids, liquids, and gasses. Chemical bonding, reactions, thermochemistry, nuclear chemistry, acids and bases integrate the previous concepts. As an advanced course, the skills of logical, abstract, and analytical thinking are also developed.

Physics	Credit: 1
Grade Level: 11, 12	Length: Year WEIGHTED

Physics is a course designed to explore the intelligent design of God through the basic principles and concepts of the natural world. This course relates mathematical principles governing the universe to everyday applications through active demonstrations, laboratory work, and investigative engineering. The first semester includes an in-depth study of kinematics, forces, energy, work, and collisions. The second semester focuses on non-mechanical topics such as electricity, magnetism, optics, and sound. This course benefits students desiring to pursue higher STEM education. Students with strength in Algebra concepts are encouraged to enroll.

Forensic Science	Credit: .5
Grade Level: 11, 12	Length: Semester
Every other year opposite of Anatomy	

Forensic Science is defined as “the application of scientific principles and techniques to matters of criminal justice especially as relating to the collection, examination, and analysis of physical evidence”. The High School Forensics course is designed for students interested in the field of forensic science. This course provides an introduction to various aspects of forensic science, including the history of forensic science, real-life case studies, crime scene investigation (CSI), toxicology, fingerprinting, evidence analysis, and documents and impressions.

Meteorology	Credit: .5
Grade Level: 11, 12	Length: Semester
Prerequisite: Biology	
Every other year opposite of Anatomy	

In this class, students will explore the fascinating world of weather. The course will provide a comprehensive understanding of meteorological concepts, weather data and tools to help students interpret and predict weather patterns. From studying atmospheric phenomena to analyzing climate change, students will develop skills to better comprehend and engage with the science of weather.

Anatomy	Credit: 1
Grade Level: 11, 12	Length: Year
Prerequisite: Biology	
Every other year opposite of Forensics and Meteorology	

Semester 1

The aim of this course is to introduce students to human anatomy and physiology, with an emphasis on how the systems of the body are interrelated. The areas covered will include medical terminology, basic chemistry, cell and tissue structure, and 5 of the 11 systems of the human body (skeletal, muscular, nervous, endocrine, and circulatory). Laboratory work will be required, including a 3 week comparative anatomy dissection lab using a fetal pig. Students interested in a health or natural sciences career are encouraged to take this course.

Semester 2

This course continues the study of the structure and function of the human body systems. The topics covered include 6 of the 11 organ systems (integumentary, lymphatic, digestive, respiratory, urinary, and reproductive) with emphasis placed on the integration of systems as they relate to normal health. Laboratory work is an integral part of the class. Students interested in a health or natural sciences career are encouraged to take this course.

Social Studies

Students must take 4 credits of Social Studies to graduate.

United States History	Credit: 1 Required
Grade Level: 10	Length: Year

Through an understanding of American History, students are better able to understand current and future events. This course focuses on the history of the United States from Reconstruction to the present. Students will examine the following topics: successes and failures of Reconstruction; Immigration, Industrialization, and the growth of cities; the Progressive Era and Imperialism; the causes and effects of World War I; the Roaring 20s and the Great Depression; the causes and effects of World War II; the Korean War, Vietnam War, Cold War, Civil Rights, and current events.

AP U.S. History	Credit: 1 WEIGHTED
Grade Level: 10 Elective	Length: Year
Prerequisite: Teacher Approval	

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, continuity, and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

There are no prerequisites for AP U.S. History. However, students should be able to read a college-level textbook and write grammatically correct, complete sentences.

World History	Credit: 1
Grade Level: 11 Required	Length: Year

The World History course enables students to unlock the past so they can better understand the future. The class is a survey of world history from the Roman Empire through the 20th century, with emphasis on Western civilization. Knowledge and implementation of geographical aspects of world history are emphasized throughout the course. Throughout the year we strive to make the students purposeful thinkers, productive group participants, self-directed learners, effective communicators, and responsible world citizens.

Advanced Placement (AP) World History	Credit: 1 WEIGHTED
Grade Level: 10 Elective	Length: Year
Prerequisite: Teacher Approval	

AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

United States Government	Credit: .5
Grade Level: 12 Required	Length: Semester
OppositesSemester of Geography	

The study of American Government empowers students to become informed, responsible, active citizens of the United States. Students examine the philosophical roots of the United States government through analysis of the Foundations of the American Government, the Constitution, and federalism. Rights and responsibilities

regarding participation in government are addressed. Students look critically at the three branches of government in individual units titled the Legislative, Executive, and Judicial branches. Finally, students will assess current constitutional and political controversies while examining Civil Liberties and Criminal Law, discussing both the nature and function of these two American Court systems.

Geography	Credit: .5
Grade Level: 12 Required	Length: Semester
Opposite semester of United States Government	

A sound geographic education provides students with skills and endows them with knowledge for the protection, improvement, and prosperity of the world. As we discover how flat the world truly is, it becomes increasingly more important that students have a strong grasp on the nature of Human Geography. Over the course of a semester, students focus on the foundations of geography, the distribution of human population, cultural aspects in geography, geopolitics and political geography, agriculture and rural geography, industrial and economic geography, and urban geography.

Economics	Credit: .5
Grade Level: 11, 12	Length: Semester

This class focuses on understanding how individuals, households, businesses, and governments use scarce resources to satisfy unlimited wants and needs. Students will learn to analyze how a change in the economy affects individuals, businesses, and the government. Analyze a public issue in terms of production, distribution, and consumption and learn other basic microeconomic and macroeconomic concepts and global economic concepts.

Psychology	Credit: .5
Grade Level: 11, 12	Length: Spring Semester - Opposite C&C

Psychology explores the very foundations of who we are. This course is designed to introduce students to the scientific study of behavior and mental processes. It investigates the motivations behind our behavior, considers what shapes our personality, and seeks to understand both how we see ourselves and how we interact with others. Topics covered include a brief historical perspective, learning, research methods, sleep and dreams, and the biological basis of behavior. By viewing the actions of human beings scientifically, students will gain a better understanding of human behaviors and develop more empathy for those around them.

Careers

College and Careers	Credit: .5
Grade Level: 12	Length: Fall Semester - Opposite Psychology

This course is designed to guide students through the career and academic exploration process, to provide strategies and skills necessary for career-related exploration and decision making, and to reflect on personal development with emphasis on Catholic teachings and identity. Students will utilize various assessment and reflection techniques to define and clarify educational and career plans, and personal development.

Business

Personal Finance	Credit: .5
Grade Level: 11, 12	Length: 1st Semester

Students will learn to apply the fundamentals of personal financial management. They will become knowledgeable about a variety of topics such as income taxes, salary and benefits, budgets and financial records, saving and investing, managing credit, insurance, purchasing an automobile, home mortgages, and decision-making strategies.

On the Job Training (OJT)

Creating pathways to employment and careers in Sleepy Eye, MN

On the Job Training (OJT)	Credit: .5 or 1
Grade Level: 11, 12	Length: 1 or 2 Semester(s)

This program has been developed by the Business Leaders and High Schools of Sleepy Eye, MN. The goal is to help create pathways to employment and careers which exist within Sleepy Eye. The program has been designed to combine both school and work-based learning by involving the participating student classroom instruction and actual work experience, training, and mentoring. Acceptance into this program is based more on work readiness rather than on academic performance. The program will assist the students in developing skills they will need for the competitive job market.

Participating Businesses included: BIC APP, Central Region Coop, Christensen Farms, Chuck Spaeth Ford, City of Sleepy Eye/EDA, First Security Bank, Haala Industries, Kibble Equipment, Little Sprouts, Mark Thomas, Mathiowetz, Miller Sellner, Schroepfer Inc., Schwartz Farms, Sleepy Eye Care Center, Sleepy Eye Chamber of Commerce, Sleepy Eye Medical Center, Sleepy Eye Online, SouthPoint Federal Credit Union, Sleepy Eye Public Utilities (PUC), and Stimpert Enterprises. Students will receive a Pass or No Pass for this course.

Physical Education & Health

**Students must take 1 credit of Physical Education/Health graduate in 2026 for after.
Students graduating in 2025 or before must have 2 credits of Physical Education/Health to graduate.**

High School Physical Education	Credit: .5
Grade Level: 9, 10, 11, 12	Length: Semester

Physical Education is a major part of the school's curriculum in contribution to the student's total development: emotional, social, moral, as well as physical maturity. The curriculum is set up to develop the entire body. Physical fitness tests are used to determine how young men and women are compared to the national norms. The course includes the following sports: tennis, golf, soccer, volleyball, basketball, badminton, softball, floor hockey, weight training, archery, track and field, and physical fitness tests. Physical Education is offered for five weeks opposite of health.

High School Health	Credit: .5
Grade Level: 9, 10, 11, 12	Length: Semester

Health will meet every four weeks opposite of Physical Education. In this course the student is given practical health essentials; proper attitudes toward hygiene and general good health are stressed. Areas covered include wellness, decision-making, nutrition, cardiovascular system, first aid, stress management, substance abuse, sex education, death and dying, and career investigation.

Lifetime Sports	Credit: .5 or 1
Grade Level: 11, 12	Length: Semester/Year

This class enables students to undertake a higher level of sports and physical activity leading to a healthy lifestyle and giving them a wide variety of lifetime sports. The course includes the following sports: tennis, horseshoes, golf, weight training, bowling, trap shooting, croquet, badminton, team handball, volleyball, basketball, ice skating, wiffle ball, softball, football, archery, and others.

World Language

Students planning to attend a 4-year college may need 2 credits of a *single* World Language to meet admissions requirements.

Spanish I	Credit: 1
Grade Level: 9, 10,	Length: Year

11, 12	
--------	--

Spanish I is an introduction to the Spanish language and Hispanic cultures. In this class, students use words and phrases to communicate in simple, uncomplicated situations; read short items and write short exchanges like notes and lists, and experience some of the customs and perspectives of the Hispanic cultures.

Spanish II	Credit: 1
Grade Level: 10, 11, 12	Length: Year
Prerequisite Spanish I	

This course is a follow-up course to Spanish I. Spanish II will continue to emphasize the speaking, listening, reading, and writing skills of the Spanish language. New vocabulary will be introduced, along with the reinforcement of that already learned. The main grammar focus for this class will be the present tense, commands, and the preterite.

Spanish III	Credit: 1
Grade Level: 11, 12	Length: Year
Prerequisite Spanish I	

This course is a follow-up course to Spanish II. Spanish III will continue to emphasize the speaking, listening, reading and writing skills of the Spanish language. New vocabulary will be introduced, along with the reinforcement of that already learned. The main grammar focus for this class will be the preterite versus the imperfect, and future and conditional tenses, along with other higher level grammar points.

Fine Arts

Students must take 2 credits of Fine Arts to graduate (Minimum of 1 credit in band or choir).

Concert Band	Credit: 1
Grade Level: 9, 10, 11, 12	Length: Year

Prerequisite: At least 2 years of grade school and/or Jr. High Band; and Private Lessons; or with teacher permission

Concert Band will strive to develop students' techniques and proficiencies on their instruments, as well as the self-discipline and cooperation necessary when working in a large group setting. Students will be challenged to develop their abilities in music performance, both as individuals and as an ensemble. Students will be introduced to a variety of musical styles and work to develop an understanding and appreciation of these styles as a performer and a listener. Attendance is mandatory at concert performances and Pep Band competitions. Solo/ensemble participation is strongly encouraged.

Concert Choir	Credit: 1
Grade Level: 9, 10, 11, 12	Length: Year

Concert Choir is for musicians who wish to strive for excellence in the choral tradition. Singers build musicianship skills through sight reading, solfege, rhythm exercises, and proper vocal technique, enabling students to gain proficiency in performing music in multiple styles. The concert choir will participate in section/state small and large group competitions and perform concerts during the school year. Concert Choir has the opportunity to sing for several Sunday Masses during the year. The final placement in this choir is the director's decision.

The Schola Cantorum Choir	Credit: .25 or.5
Grade Level: 7, 8, 9, 10, 11, 12	Length: Semester/Year

The Schola's purpose is to sing the Mass beautifully and bring reverence to school Masses and other liturgies (Stations of the Cross, Divine Mercy Chaplet). This choir rehearses once per week during Knight Time to prepare the music for Middle School/High School and All School Masses. Repertoire includes sacred choral music and chants in English and Latin in addition to congregational music. Qualified students may serve as cantors at school Mass, and the Schola has the opportunity to sing for other parish liturgies, such as Adoremus Holy Hours or Sunday Masses. Schola joins Concert Choir for concerts and large group contests. A half-credit is earned for the year, with letter grades. Attendance at rehearsals is required.

Art I	Credit: .5
Grade Level: 9, 10, 11, 12	Length: Year

Provides students an introduction to art through a multimedia experience. Students will learn and apply the elements and principles of art to produce creative projects that reflect their understanding of these concepts. The year is split into four units of study: Drawing, painting, clay/3D, mixed media/final project.

Art II	Credit: .5
Grade Level: 10, 11, 12	Length: Year
Prerequisite Art I	

Allows students to continue and build upon their studies from Art I. Students will gain a deeper understanding of art concepts using the elements and principles of art. The year will be split into four units of study: Drawing, painting, 3D art, and mixed media/final project.

Guitar	Credit: .5/1
Grade Level: 9, 10, 11, 12	Length: semester/year

Students in grade 9-12 will have the opportunity to learn the fundamentals of playing the guitar in a small group setting. Acoustic guitars are provided, or you may use your own guitar. Interest in this class will determine when and how often this class will be offered.

Concertina	Credit: .5/1
Grade Level: 9, 10, 11, 12	Length: semester/year

Students in grade 9-12 will have the opportunity to learn the fundamentals of playing the concertina in a small group setting. Interest in this class will determine when and how often this class will be offered.

Online Courses

High School students can enroll in online courses. For a complete list of course options, please see Mrs. Moldan or Mrs. Christensen. Students will complete the course independently with a teacher monitoring progress and supervising the completion of unit assessments. Each class will have a fee (decided upon later). A 3.0 GPA is required to take Catholic Virtual (CV) courses with an option to appeal. CV classes will receive a letter grade. CV classes may align to a slightly different calendar. An extension will only be granted case by case for extenuating circumstances, see Mrs. Moldan, not your online teacher. Contracts with expectations for online courses will be signed at the beginning of each semester.

Catholic Virtual Online Classes	Credit: .5
Grade Level: 9, 10, 11, 12	Length: Semester
Prerequisite: Approval from Administration	

Through partnerships with Catholic schools and families, Catholic Virtual facilitates 21st Century learning designed for Catholic students. The courses are taught by Catholic-trained teachers who aim to foster growth and opportunity for all of their students. For more than a decade, Catholic Virtual has focused on developing curricula for partner schools with online learning and the Catholic faith in mind.

The mission of Catholic Virtual is to be a partner to Catholic schools and provide them with the necessary support, tools, and systems needed to take their schools online. Our goal is to simplify the transition from a traditional classroom to online.

Grading procedures: Students are expected to keep up with the pacing their teacher recommends. At midterms and end of quarters, the progress should be % of assignments completed very close to the % of days passed. Not being close to this will result in an IU on either a midterm or for a quarter grade.

eDynamic Online Classes	Credit: .5
Grade Level: 9, 10, 11, 12	Length: Semester
Prerequisite: Approval from Administration	

eDynamic Learning is a teacher-founded company, established with a mission of helping students find their passion. We are dedicated to developing programs of study in pathways that lead to industry-recognized certifications. With over 200 courses available on all technology platforms and devices, we are the largest publisher of CTE and elective courses in North America.

The eDynamic Learning high school curriculum is used in a variety of online and blended learning environments. Courses are designed to be flexible for teachers and ensure that students leave high school with the knowledge and preparation needed to make life-shaping college and career decisions.

Aides

Elementary or Specialist	Credit: .5
Grade Level: 11, 12	Length: Semester

The student assistant for the teacher or specialist has the opportunity to work with the teacher in various capacities. The student may work with small groups; as well as assist students individually with corrections and intervention tasks, organizing tasks, display bulletin boards, filing, etc. After direct teacher instruction and modeling, there may also be opportunities for the student to set up and create a lesson, read stories and implement intervention techniques with students, use evaluation tools to assess the strengths and weaknesses of individual students; witness and participate in classroom management strategies. Course objectives are: to improve the student's ability to communicate with students as well as adults; to deepen students' responsibility toward others both in preparation and attendance; gain insight into the differentiated learning abilities and styles of each child; to give students an opportunity to experience both the rewarding and challenging aspects of teaching, and to stimulate a lifelong interest in education. Students will meet to discuss and sign a confidentiality form. This opportunity is subject to availability. Students will receive a Pass or No Pass for this course.

These opportunities are offered service opportunities for those students who would like to gain experience working in an office or classroom setting. Priority is given to upperclassmen. Pre-approval by supervisory personnel is required. These opportunities are offered to 9th-12th grade students making satisfactory progress toward graduation. Seniors have priority. These aide positions are taken as substitutes for study halls.

Miscellaneous

Other Service Learning projects are available. Students can design a plan for service with approval from the school counselor and/or administration. Examples include Media Center Aide, Media Lab Aide, Band Aide, etc.

Extra-Curricular Opportunities

Clubs/Activities	Sports Teams
<ul style="list-style-type: none"> • Class Officers • FFA* • Intramurals • Knowledge Bowl • Mass Server • Math Masters, Math Counts • Minnesota Honor Society • Musical • One Act Play* • Pro-Life Group • Schola Cantorum • Spanish Club • Speech Team* • Sports Managers/Stats • Student Council • Weight Lifting • Yearbook • Yes! Team • Youth Group 	<p>Boys</p> <ul style="list-style-type: none"> ■ Cross-Country* ■ Football* ■ Basketball ■ Hockey* ■ Baseball ■ Golf* ■ Wrestling* ■ Track* <p>Girls</p> <ul style="list-style-type: none"> ■ Basketball ■ Cheerleading* ■ Cross-Country* ■ Golf* ■ Softball ■ Hockey* ■ Volleyball ■ Gymnastics* ■ Track* ■ Tennis*
*Cooperative Teams	

Shared-Time Classes

These classes may be available to St. Mary's students when offered by Sleepy Eye Public School. See the Counselor for more information and to register for shared time courses.

Agriculture Department:	Advanced Foods, Advanced Ag. Construction, Ag. DIY, Ag. Mechanics, Agribusiness Finance, Ag. Systems Technology, Alternative Animals, Ag. Construction Trades, Crop 101, Foods 1, Food Chemistry, Horticulture, Intro to Ag. Shop, Intro to Ag. Construction, Landscaping, Large Animal, Natural Resources, Small Animal, Ag Small Engines, Soils 101, Welding, Wildlife Management
STEM:	Intro to Engineering & Design, Engineering Communications
Art Department:	Art I, Art II, Art History, Ceramics I, Ceramics II, Graphic Design, 3D Computer Art & Animation, Studio Art, Video Production
Education	College Intro to Education/Teaching
English/Communications Department:	College Composition, College Literature, Creative Writing, Modern & World Literature, Theatre Arts
World Languages Department:	Spanish III, College Spanish
Social Studies Department:	College Geography, College American Government, College Sociology

Sleepy Eye Public School Course Descriptions - Agriculture Department

Students who are interested in being involved with FFA should consider taking an Ag. Class

Agriculture

Advanced Foods

Course Number: AG300	Credit: .5
Grade Level(s): 11-12	Length: Semester
Prerequisite: Foods	

Course Description: This course is for students interested in learning more about food science. In this course, students will make connections from agriculture to food as well as demonstrate various techniques with foods through HANDS-ON activities and experiments.

Advanced Ag. Construction

Course Number: AG210	Credit: .5
Grade Level(s): 10-12	Length: Semester
Prerequisite: Intro to Woods	

Course Description: Advanced Ag. Construction structures courses provide students with the HANDS-ON skills and knowledge that are specifically applicable to the advanced construction, maintenance, and repair of structures integral to the agricultural industry. In this course, students will apply technology, design, planning, and construction knowledge and skills (such as measurement and carpentry), in addition to the safe operation of tools, technology and machines. This class spends more time on the process of finishing a project properly for its intended use. Students will develop advanced wood working practices that allow them to build more complex projects. Students will spend more time learning how to properly study woodworking plans and how to create templates. They will also create a cutting list and a cutting diagram for their project as well.

Ag DIY (Do-It-Yourself)

Course Number: AG202	Credit: .5
Grade Level(s): 10-12	Length: Semester
Prerequisite: Exploring Ag is recommended	

Course Description: This course allows students the chance to learn real life skills that they can one day use. HANDS-ON skills students will learn in this class include construction, drywall, painting, wiring, drywall repair, wood burning, nail art, and other Ag. construction basics.

Ag. Mechanics- ALL PROJECTS (Articulated)

Course Number: AG201	Credit: .5
Grade Level(s): 10-12	Length: Semester
Prerequisite: Welding Preferred	

Course Description: This course will cover HANDS-ON topics in agricultural mechanics. You will be learning advanced welding techniques as well as working in the shop on your own projects. We will review basic welding, safety, and construction.

Agribusiness Finance

Course Number: AG211	Credit: .5
Grade Level(s): 10-12	Length: Semester
Prerequisite: None	

Course Description: This course introduces key financial management concepts for agribusinesses. Students will learn to analyze financial statements, create budgets, manage risks, and explore financing options specific to the agricultural sector. Students will also develop a business plan, equipping students with the skills to make sound financial decisions that support the growth and sustainability of agribusinesses.

Ag Systems Technology

Course Number: AG207	Credit: .25
Grade Level(s): 10-12	Length: Quarter (7th)
Prerequisite: Exploring Ag is Recommended	

Course Description: This class will explore the world of technology in agriculture. Starting from early advancements and making our way to the current and emerging technologies agriculturists use today such as Drone technology and Precision Ag. We will explore emerging technologies with Livestock and Plants. We will also cover safety topics and career opportunities in the industry of Ag systems technology

Alternative Animals (Articulated) (OFFERED IN 2026 - 2027)

Course Number: AG101	Credit: .25
Grade Level(s): 9-12	Length: Semester (7th)
Prerequisite: Exploring Ag is recommended	

Course Description: Instruction will include information on the following alternative livestock animals: horses, poultry, bison, llamas, alpacas, ratites, deer, elk, and unique companion animals as well as careers in the animal industry.

Ag Construction Trades

Course Number: AG209	Credit: .5
Grade Level(s): 10-12	Length: Semester
Prerequisite: Intro to Woods	

Course Description: Simulated WBL: School Business. An agricultural fabrication or repair operation within the school setting coupled with a HANDS-ON course/laboratory. The Ag. construction industry requires a wide range of skilled trades. This course can provide the opportunity to explore and practice some of these skills. In order to provide the best learning experience, you and your classmates will construct various structures and projects for resale with the use of tools.

Crops 101 (Articulated)

Course Number: AG203	Credit: .25
Grade Level(s): 9-12	Length: Semester (7th)
Prerequisite: None	

Course Description: This course provides an introduction to the science and management of field crops grow in Minnesota and the rest of the United States. Students will be covering key aspects of crop production and industry-relevant practices. Students will explore a variety of crop species, including corn, wheat, oats, soybeans, and forages, learning about their growth habits, management requirements, and economic importance.

Foods I

Course Number: AG204	Credit: .5
Grade Level(s): 10-12	Length: Semester
Prerequisite: None	

Course Description: This LAB-BASED course is for students interested in learning about the relationship between food and agriculture. In this course, students will explore characteristics of food components through HANDS ON activities and experiments in the kitchens. Students will learn about food preparation, nutrition, and agriculture.

Food Chemistry

Course Number: AG303	Credit: 1
Grade Level(s): 11	Length: Yearlong
Prerequisite: Teacher Approval	

Course Description: In a real-world and HANDS-ON approach, students will learn about how chemistry principles interact with the food that we eat on a daily basis. This course is for students interested in learning about the relationships between food and science..

Horticulture (Articulated)

Course Number: AG102	Credit: .5
Grade Level(s): 9-12	Length: Semester (7th)
Prerequisite: None	

Course Description: This class will explore the world of horticulture and plant science. Applied concepts in the horticulture industry will be presented. Topics that will be explored include: importance of the horticulture industry, careers, plant needs and functions, plant processes, propagation, hydroponics, annuals/perennials, flowerbeds, seeds & germination, types of plants, floriculture, and other horticulture issues.

Intro to Ag. Shop

Course Number: AG108	Credit: .5
Grade Level(s): 9-12	Length: Semester
Prerequisite: None	

Course Description: This introductory shop course will cover topics in shop safety, welding, electricity, construction and small engines. This will be a HANDS ON exploratory experience in these four main shop areas. Agriculture Mechanics/Equipment/Structures courses provide students with the skills and knowledge that are specifically applicable to the tools and equipment used in the industry. While learning to apply their knowledge of the basic principles of technological design and production skills (engine mechanics, power systems, welding, and carpentry, among others), students may explore a broad range of topics, including the operation, mechanics, and care of tools and machines; the construction and repair of structures integral to agricultural operations; a study of electricity and power principles; and the study of safety procedures.

Intro to Ag Construction

Course Number: AG106	Credit: .5
Grade Level(s): 9-12	Length: Semester
Prerequisite: None	

Course Description: This class deals with wood construction. This course covers students making a wood project (class will vote on three basic projects). Measurement, board and square foot

figuring and project cost approximation will be studied. The project in this class usually requires instruction in and the use of almost every piece of equipment in our shop. Safety is covered extensively for each piece of equipment and hands on demonstrations are given so students learn the proper operation procedures for that equipment (students make a usable piece of furniture).

Agriculture Structures courses provide students with the skills and knowledge that are specifically applicable to the construction, maintenance, and repair of structures integral to the agricultural industry. In this course, students will study technology, design, planning, and construction knowledge and skills (such as measurement, carpentry), in addition to the safe operation of tools, technology and machines.

Landscaping

Course Number: AG205	Credit: .5
Grade Level(s): 10-12	Length: Semester
Prerequisite: None	

Course Description: This class will explore the world of plants and landscape design. Applied concepts in the horticulture and landscape industry will be presented. Topics that will be explored include: types of plants, landscaping concepts, drawing landscape plans, actual landscaping, experiments with plants, pruning concepts, and computer landscape designs.

Large Animal Science (Articulated)

Course Number: AG206	Credit: .5
Grade Level(s): 10-12	Length: Semester
Prerequisite: Exploring Ag is Recommended	

Course Description: This course will investigate the biology of livestock animals using HANDS ON activities. Instruction will include: the animal industry; parts, breeds, management, selection, marketing, and meat/products (for dairy, beef, sheep, goats & hogs); digestive systems; and genetics.

Natural Resources

Course Number: AG104	Credit: .25
Grade Level(s): 9-12	Length: Semester (7th)
Prerequisite: None	

Course Description: This HANDS ON course will look more in detail at concepts in Natural Resources. Instruction will include information on the following topics: types and importance of natural resources; forests & forest management; fossil fuels; alternative energy sources; environmental issues; and careers in natural resources.

Small Animal Care (Articulated)

Course Number: AG103	Credit: .5
Grade Level(s): 9-12	Length: Semester
Prerequisite: Exploring Ag is Recommended	

Course Description: This HANDS-ON course will investigate scientific concepts relating to the care and management of small animals. Instruction will include companion animal terms; safety & handling for small animals; careers; animal rights/animal welfare; history, anatomy, breeds, feeding & nutrition, digestion, general care (for dogs, cats, and other small animals).

Ag Small Engines

Course Number: AG107	Credit: .5
Grade Level(s): 9-12	Length: Semester
Prerequisite: None	

Course Description: This HANDS-ON course develops skills in maintenance, repair, and operation of equipment, small combustion-type engines, and electric motors. Students will break down each system within a 2-cycle and 4-cycle engine. They will be given hands-on experience with engines and will completely disassemble and reassemble an engine.

Soils 101 (Articulated)

Course Number: AG212	Credit: .25
Grade Level(s): 9-12	Length: Semester (7th)
Prerequisite: None	

Course Description: This HANDS-ON course is designed to teach you about soils in Minnesota and the United States. You will learn about soil composition, terms, types of soil, horizons, structure, textures, and soil erosion prevention practices through labs and projects.

Welding (Articulated)

Course Number: AG200	Credit: .5
Grade Level(s): 10-12	Length: Semester
Prerequisite: None	

Course Description: The focus of this HANDS-ON course is welding. Students will learn safety, stick (SMAW) welding and wire feed (MIG) welding, make welding projects, and learn about careers in welding.

Wildlife Management

Course Number: AG105	Credit: .5
Grade Level(s): 9-12	Length: Semester
Prerequisite: None	

Course Description: This course is an introduction to Natural Resources & specifically Wildlife. HANDS-ON instruction will include information on the following: careers; wildlife identification, tracks, and hunting & trapping; fish; waterfowl; wetlands; and issues in natural resources.

STEM

Intro to Engineering & Design

Course Number: STEM100	Credit: .5
Grade Level(s): 9-12	Length: Semester
Prerequisite: None	

Course Description: Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They will work both individually and in teams to design solutions to a variety of problems. Students will be introduced to Mechatronics and programming through hands-on labs.

Art

Art History

Course Number: ART200	Credit: .5
Grade Level(s): 10-12	Length: Semester
Prerequisite: Interest in Art and/or History	

Course Description: The goal of this seminar-based course is to give students a historical perspective of art from prehistoric art to contemporary art that spans over 30,000 years. Art is one of the most consistent and lasting means humanity has used to document its own history. This is not an art production class, coursework will be in written and verbal form. Topics will include: How art has changed through the ages, how and why different cultures created different kinds of art, what historical events and people have influenced art, different styles, genres, mediums and movements, the lives of famous artists and their artworks, art criticism and art analysis.

Ceramics I

Course Number: ART102	Credit: .5
Grade Level(s): 9-12	Length: Semester
Prerequisite: None	

Course Description: This is a beginning ceramics class that will introduce the student to clay. Projects will center around basic hand-building techniques, decorative applications as well as finishing ceramic pieces with glaze and paint. Students will create decorative and utilitarian pieces that are both artistic and purposeful. Students will write artist statements, prepare work for presentation.

Ceramics II

Course Number: ART300	Credit: .5
Grade Level(s): 11-12	Length: Semester
Prerequisite: Ceramics I	

Course Description: This is an advanced class that will explore more advanced ceramic techniques. Students will have the opportunity to learn how to construct pottery on the ceramic wheel, become more proficient with hand-building techniques as well as come up with combinations of the two. Students will revise artist statements and prepare art for presentation.

Graphic Design (Articulated)

Course Number: ART201	Credit: .5
Grade Level(s): 10-12	Length: Semester
Prerequisite: High interest and knowledge of computers	

Course Description: This challenging course is based on media art using computers and ipads for creation. Students learn the basics of visual design, layout, to target a particular audience with a particular theme. Students will concentrate on editing images, layout design, special effects, the creation of digital artwork and implementing the elements and principles of graphic design through the use of photo imaging, layout and illustration software.

Studio Art

Course Number: ART400	Credit: .25-.5
Grade Level(s): 12	Length: Semester
Prerequisite: Have completed 2 other Art courses & Teacher permission	

Course Description: This course is for any senior who wishes to build an art portfolio. Art portfolios are essential for students who want to explore a career in art or who wish to study art in college. Students will be guided through the process of a portfolio and be given the opportunity to utilize the art room as a studio to construct a cohesive body of work. Students will have a large amount of creative control over their art with feedback and critiques given by peers and teachers. Writing components are included as students finalize artist statements as well as the study of art history.

Video Production

Course Number: ART103	Credit: .5 or 1
Grade Level(s): 10-12	Length: semester/yearlong
Prerequisite: High level of computer knowledge	

Course Description: Students will be learning how to use industry-standard video production and audio programs. Students will begin with the fundamentals of the program, then learn how to record, cut, and edit videos, as well as adding special effects, text and sound effects. Students will learn about copyrights, storyboarding, pre and post-processing, green screen, marketing, and presentation. Students will create a variety of different types of videos to promote, entertain, inform, persuade, and market an idea.

3D Computer Art & Animation

Course Number: ART202	Credit: .5
Grade Level(s): 10-12	Length: Semester
Prerequisite: Graphic Design	

Course Description: This intense course will explore the creative capabilities of 3D computer art and animation. Students will begin with the fundamentals of the program, then move to learn how to visualize, plan and model objects in a three-dimensional space. Students will create objects and characters, learn how to manipulate controls to accurately portray movement based upon object interaction, kinetic and potential energy. Students will create surfaces and textures, learn how to light and record animation sequences and add special effects. This class is for any student who has already taken Graphic Design and would like to explore the exciting field of computer animation as it relates to movie and gaming production, television and marketing.

Education

College Intro to Education - EDU 101 Intro to Education & Lab

Course Number: EDU500	Credit: .5
Grade Level(s): 11-12	Length: Semester
Prerequisite: Meet College Now Requirements	

Course Description: An introduction to early childhood, elementary, & secondary education for students interested in teaching. Includes study of historical & social foundations of education topics, schools in a multicultural & diverse society, the profession of teaching principles of cooperative group learning and cultural differences, communication and stereotyping. 15 hours of field experience is required.

English/Communications Department

College Composition - ENG 151 Academic Writing

Course Number: ENG501	Credit: .5
Grade Level(s): 12	Length: Semester
Prerequisite: Meet College Now Requirements	

Course Description: This is a 3 credit college course. Students will develop their collegiate academic writing skills by drafting, editing, and revising a number of different types of essays common in post-secondary programs. The focus will be on structure, style, research skills, using both MLA and APA formatting rules in the proper contexts, and becoming a better communicator through writing. Skills will be assessed through a number of writing exercises and academic essays.

College Literature - LIT 100 Human Diversity

Course Number: ENG500	Credit: .5
Grade Level(s): 11-12	Length: Semester
Prerequisite: Meet College Now Requirements	

Course Description: This is a 3 credit college course. This course will explore the diversity of America through short stories, poetry, and novels representing the genders, races, and identities that make up our country. This is a reading heavy course with a discussion requirement, students should be prepared to discuss the assigned texts with their peers. The method of assessment will be based on assigned literary analysis papers and class discussion.

Creative Writing

Course Number: ENG303	Credit: .5
Grade Level(s): 11-12	Length: Semester
Prerequisite: None	

Course Description: This course will focus on expressive writing in many different forms. Students will have the opportunity to explore several different types of prose and poetry styles, as well as responding to literature, film, and music. Originality and writing that demonstrates creative thought will be emphasized. Peer reviews and sharing ideas are essential elements to this course. Students will create a writing portfolio consisting of their work.

Modern & World Literature

Course Number: ENG202	Credit: .5
Grade Level(s): 10-12	Length: Semester
Prerequisite: None	

Course Description: This course is designed to study pieces of literature from numerous genres; with an emphasis in Modern and World Literature. Students will read, watch, discuss and write about significant works of literature with emphasis on ideas and the ways in which they reflect cultural and aesthetic values.

Theatre Arts

Course Number: ENG201	Credit: .5
Grade Level(s): 10-12	Length: Semester
Prerequisite: None	

Course Description: This course is for students with or without experience in theater arts. The class will emphasize artistic and creative expression while also promoting appreciation for all aspects of theater. Basic techniques in voice, character development and performance will be taught. Acting and design projects will provide positive group experiences in collaborative assignments and developing self-discipline. Students will also examine and study the role that acting, directing, sound, lights, set, costumes, make-up, publicity and current technology play in the creation of a production.

World Language Department

College Spanish 102 - SPAN 102 Beginning Spanish II

Course Number: SPAN500	Credit: 1 (2-.5 spots)
Grade Level(s): 11-12	Length: Yearlong
Prerequisite: Spanish I, Spanish II, meet College Now requirements and teacher approval	

Course Description: This course is offered through the Challenge Program and Southwest Minnesota State University. Any Student who receives a "C" or better will receive three (3) semester credits from SMSU. The goal of this course is to further improve the student's knowledge of the Spanish language. Some of the areas that will be focused on are: grammar, literature, culture, speaking, reading, writing, and listening comprehension. The vocabulary and grammar learned during Spanish I & II will be reinforced.

College Spanish 201 - SPAN 201 Intermediate Spanish I

Course Number: SPAN501	Credit: 1 (2-.5 spots)
Grade Level(s): 11-12	Length: Yearlong
Prerequisite: Spanish I, Spanish II, College Spanish 102, meet College Now requirements and teacher approval	

Course Description: This course, if offered through the Challenge Program and Southwest Minnesota State University. Any Student who receives a “C” or better will receive four (4) semester credits from SMSU. The goal of this course is to further improve the student’s knowledge of the Spanish language. Some of the areas that will be focused on are: grammar, literature, culture, speaking, reading, writing, and listening comprehension.

College Spanish 202 - SPAN 202 Intermediate Spanish II

Course Number: SPAN502	Credit: 1 (2-5 spots)
Grade Level(s): 12	Length: Yearlong
Prerequisite: Spanish I, Spanish II, College Spanish 201, meet College Now requirements and teacher approval	

Course Description: This course, if offered through the Challenge Program and Southwest Minnesota State University. Any Student who receives a “C” or better will receive four (4) semester credits from SMSU. The goal of this course is to continue where College Spanish 201 left off, and further improve the student’s knowledge of the Spanish language. Some of the areas that will be focused on are: grammar, literature, culture, speaking, reading, writing, and listening comprehension.

Social Studies Department

College American Government - POL 120 American National Government

Course Number: SST501	Credit: .5
Grade Level(s): 12	Length: Semester
Prerequisite: Meet College Now requirements & American Government	

Course Description: “If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary.” James Madison, *Federalist 51* Madison’s quote from perhaps his most famous essay illustrates the paradox of democracy. How to build a government strong enough to maintain order, yet restrained enough not to destroy liberty. The following objectives attempt to answer this question: To develop a strong understanding of the founding of the American political system, to examine the current state of American politics and ask to what degree the hopes and expectations of the Founders have been met, to appreciate the political life of our country by examining the politics of other countries, and to foster skills of political analysis and evaluation.

College Geography - GEOG 101 - Intro to Geography

Course Number: SST504	Credit: .5
Grade Level(s): 12	Length: Semester
Prerequisite: Meet College Now requirements	

Course Description: This course introduces students to the basic concepts of geography. It covers geographic methods-including cartography and Geographic Information Systems (GIS)-physical geography, and human geography.

College Sociology - SOCI 101 Introduction to Sociology

Course Number: SST502	Credit: .5
Grade Level(s): 11-12	Length: Semester
Prerequisite: Meet College Now requirements	

Course Description:This course is offered through the College Now Program at Southwest Minnesota State University. This course is designed to provide you with a sociological perspective, and to help you develop a critical framework from which to view, understand, and interpret society. The promise of sociology is to ignite our imaginations, developing what C. Wright Mills termed “Sociological imagination”. We will examine how we collectively create society, and how individuals play a role in shaping and changing societies

Math Department

College Pre-Calculus - MATH 135 Pre-Calculus

Course Number: MTH500	Credit: 1 (2-.5 spots)
Grade Level(s): 12	Length: Yearlong
Prerequisite: FST & Meet College Now Requirements	

Course Description: Precalculus builds on algebraic concepts to prepare students for calculus. The course begins with a review of basic algebraic concepts and moves into operations with functions, where students manipulate functions and their graphs. Precalculus also provides a detailed look at trigonometric functions, their graphs, trigonometric identities, and the unit circle. Finally, students are introduced to polar coordinates, parametric equations, and limits.