Perpich Arts High School

Registration Booklet

2015–16

PERPICH
TEACHING IN AND THROUGH THE ARTS

Welcome to PERPICH Arts High School!

This booklet will assist you in completing your registration form

Welcome,
to our unique learning environment where dedicated teachers inspire students

to realize their potential as individuals, as artists and as members of a learning community. Lessons are structured to engage students in hands-on, experiential learning that offers many avenues to success for students with varied learning styles.

This booklet will assist you in completing your registration form. You will find Minnesota graduation standards, Perpich Arts High School credit requirements, basic guidelines for college requirements and other considerations to keep in mind as you register for classes. I encourage you to use the information found in this booklet, plus your transcript, to guide you in your choice of classes for the next school year. In the end, this is an incredible opportunity to not only pursue the coursework in your art area, but to expand your horizons with challenging coursework in the core academic areas and an array of elective classes. You will find all the course descriptions within this booklet. In addition, you will want to talk with your parents or guardian and our guidance counselor who can be of assistance to you as you prepare for this coming school year.

As you plan, please list and keep in mind the goals you have for yourself after high school and beyond. Course requests and your current transcript will be reviewed to help ensure that you will meet all Minnesota graduation requirements.

If you have any questions or concerns, please feel free to contact Lisa Quiring, Guidance Counselor, 763-279-4266, toll free: 1-800-657-3515, by fax: 763-591-4646.

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are structured to engage students in hands-on, experiential learning that offers many avenues to success

Special Education Individualized Educational Plans and Section 504
If your student receives special education services, please notify your child's Individualized Educational Plan (IEP) case manager and request that the most recent current evaluation report and a copy of the current IEP be sent to student services at Perpich Arts High School.
We want the transition to Perpich to go smoothly for your child and the timely arrival of the special educational records is crucial.

Antwan Harris
Principal

After you have contacted your child's IEP case manager about the transfer of the IEP, please inform us at 763-279-4265 that you have requested the IEP records to be sent. This process applies for 504 accommodations as well.

I look forward to having you join our Perpich community.

Antwan Harris
Principal

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First think about what you want to do after high school

Considerations when choosing classes

Please read the following sections carefully. Graduation requirements, honors and postsecondary requirements including preparations for either a liberal arts university or a conservatory/professional school, will have an impact on your choices for classes. If you have more questions, please contact Lisa Quiring, School Counselor, at lisa.quiring@pcae.k12.mn.us (email preferred) or direct: 763-279-4266, toll free: 1-800-657-3515, by fax: 763-591-4646.

Perpich Arts High School credit requirements for graduation

In compliance with the state of Minnesota graduation standards, Perpich students must earn a minimum of 28 credits in 9th through 12th grades in the areas specified to graduate with an arts high school diploma.

Arts	=	8	
English	=	4	
Mathematics	=	3	including 1 geometry, 1 advanced algebra, and 1 stats/probability, pre–calculus, AP calculus
Science	=	3	including 1 biology, 1 chemistry or physics, and 1 additional lab science credit.
Social Studies	=	3.5	(encompassing U.S. history, geography, world history, economics and gov/citizenship)
Health	=	.5	
Physical education	=	.5	
Electives	=	5.5	
Total credits	=	28	

In compliance with the state of Minnesota graduation standards, students will also need to have taken the ACT or SAT, receiving a valid score.

Credit Load

Perpich Arts High School does not enroll part-time students. In addition to their four credits of art, juniors will be required to be enrolled in five academic credits. Seniors will be expected to enroll in a minimum of 4.5 academic credits as well as their four credits of art.

Grade Point Average (GPA)

A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D = 1, NC = 0
All classes attempted in grades 9-12 are included in the calculation of the cumulative GPA.

Diplomas with honors designation

Diplomas with honors designation are awarded based on maintaining a cumulative GPA of 3.6 or higher.

Four-year college and university requirements

Listed next are standard course requirements associated with plans for after high school. These are guidelines to follow, but they require that you first think about what you want to do after high school. Be realistic about your strengths and weaknesses and your school record up to this point. About 90% of Perpich Arts High School graduates go on to some kind of postsecondary education, 10% go on to work, internships, study abroad or other pursuits.

Four-year colleges and universities*

English	4 years
Social studies	3 years
Mathematics	3 years (must include algebra, geometry, advanced algebra; University of Minnesota requires 4 years of math)
Science	3 years (must include two lab sciences)
World languages	2 years of the same language
Art area	Depends upon major

*As a guideline, add one year of study to each area for more selective colleges and universities.

Conservatory/professional school

A "professional school" is a conservatory, fine arts school, college or university bachelor degree program that is specific to the art form (e.g. bachelor of music/fine arts/theater/dance). Students who have made a decision to pursue placement at a professional school after the arts high school should consider specific scheduling options.

It is important to understand that conservatory/professional programs exist in large universities, private colleges and stand-alone institutions. Examples of Bachelor of Music degree program sites are the University of Minnesota School of Music, Lawrence University and The Juilliard School. These degree programs typically focus primarily on a course load specific to the art form, with only two - four electives outside the art form during the four-year program. The electives are generally in the humanities.

Criteria for acceptance into a professional school program focus on the audition or portfolio review. Students interested in the program at the University of Minnesota School of Music audition first and are then reviewed by the College of Liberal Arts. Generally, if the audition is superior and grades and scores are average or better, a student is accepted. At schools like Juilliard, grades and scores make little difference and SAT/ACT scores are either not required or not used in the admissions process.

Students pursuing entrance into a conservatory program should expect to commit a significant amount of time for portfolio/audition preparation in the fall of their senior year. This varies somewhat depending upon the art area with music/dance students needing more practice time than the other art areas.

College credit earning opportunities: Advanced placement (AP)

We currently offer four AP courses: Art History, Calculus AB, English Literature and Composition and 2-D Studio Art. You can earn credit and/or placement at most colleges and universities in the United States, and in more than 60 other countries, through qualifying AP exam scores. Individual colleges and universities, not the College Board or the AP program, grant course credit and placement. You can find this information in the institution's catalogue or on its website, or by using the AP Credit Policy Info search on the College Board website.

College in the Schools (CIS)

We currently offer two CIS courses: Communication 1101 and French 1003. We partner with the University of Minnesota – Twin Cities to offer students the opportunity to earn high school credit and college credit upon the successful completion of the course. All courses are approved for degree credit and will appear on an official University of Minnesota transcript. Eligibility is limited and needs prior instructor approval – check the individual departments in the course description section of the registration handbook.

Postsecondary enrollment options (PSEO)
Perpich Arts High School participates in the PSEO program, but it is important for our students for whom Perpich is a school of choice to experience the full Perpich Arts High School curriculum and not use PSEO as a substitute for our academic or art offerings. We see PSEO as a way to supplement, not replace, our programs. If students want to enroll full-time in PSEO, we recommend that they stay at their home schools.

Any college credit earned during grades 11 and 12 will be translated to Perpich Arts High School credits on a 4:1 basis*. The translated credit will count towards your overall credit load at Perpich. For example, a 3 -credit economics class at the University of Minnesota would be translated to .75 Perpich Arts High School credit.

*Based on the Minnesota Department of Education guidelines on translating college credits into equivalent high school credits.

Students who are interested in more information about PSEO should talk to Lisa Quiring, School Counselor.

ENGLISH

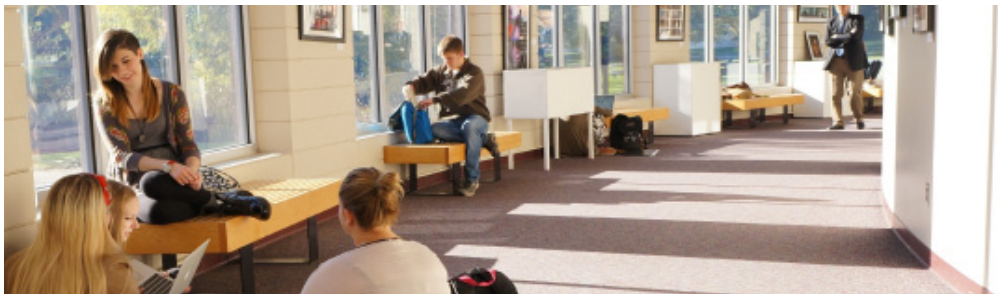
The English program is both academically rigorous and truly art-centered. Our courses are college preparatory and we regularly review our curriculum to ensure that it meets and exceeds state standards in language arts and communication. Through high expectations, all students are given the opportunity to develop a strong foundation of skills in reading, writing, listening and speaking in classrooms that are largely discussion-based. Throughout the rich variety of offerings—including American and world literature, film studies and mass media, writing and speech—art is both the subject of and means of study. The English curriculum reflects a commitment to diversity of perspectives and prepares students to participate knowledgeably in a complex, multicultural world. Academic writing, media literacy, public speaking and creative writing in a variety of genres are also mainstays of our program. Opportunities for seniors to engage in college-level work within the high school classroom include College in the Schools (CIS) Communications and AP English Literature and Composition.

English One-Credit Classes

Analysis and Criticism

Course ID: ENG100 Pre-requisite: Open to seniors. (Recommended for media seniors in the fall semester.)

Analysis and Criticism is a process-based formal writing class. Students view subtitled foreign films, write a formal analysis for each film (24 total – each paper is required) and define and support their personal opinions based upon the film viewing experience. At the end of the semester each student will analyze a foreign film of his/her own choosing in a formal analysis paper. Students will study the historical role and development of film, the importance of cultural understanding in film analysis and the critical comparison of foreign films to American/Hollywood cultural norms.



AP English Literature and Composition

Course ID: ENG147 Pre-requisite: None. Senior Priority. There may be a required summer reading list.

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Preparation: Students will be required to complete work during the summer months to prepare for this course. Reading: In this course, through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students will be asked to consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. This course will include the in-depth reading of texts drawn from multiple genres, periods and cultures. Writing: Writing is an integral part of the AP English Literature and Composition course. Writing assignments will focus on the critical analysis of literature and will include expository, analytical and argumentative essays. Although critical analysis will make up the bulk of student writing for the course, well-constructed creative writing assignments may help students see from the inside how literature is written. The goal of both types of writing assignments is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. AP exam: The exam is in early May. The three-hour exam usually consists of a one-hour multiple-choice section and a two-hour free-response section.

Communication 1101 – College in the Schools
Course ID: ENG300 Pre-requisite: Open to seniors in the top 50% of their class AND by permission of instructor. Successful research and writing skills are required.
COMM1101 counts for both high school graduation credit in English and three credit hours at the University of Minnesota with no cost to the student. Students will participate in all aspects of public speaking from research to presentation to audience response and self-critique. University policies on attendance and grading are strictly enforced. Students must have the appropriate GPA and the signature of the instructor to register for the class.

Explorations in Writing
Course ID: ENG101 Pre-requisite: None.
What if the problem was having too many ideas to write about and too many ways of expressing those ideas? Imagine rarely, if ever, struggling with writer's block. You can have this experience. In this class, passion and open-mindedness are more important prerequisites than experience, for all students will be able to use what they learn to take their writing to the next level of sophistication. By practicing all phases of the writing process and experiencing writing as discovery, students learn that writing can be used to make meaning, not just communicate it. They build analytical and critical thinking skills by studying, responding to and writing a variety of compositions, by journal writing, discussing and using art from a variety of disciplines. By using writing as a tool for learning about themselves and by finding the many narratives in their lives, students will find they have a lifetime source of inspiration for their art. Focusing on structure, development, personal voice and mechanical effectiveness in their compositions, students use peer workshops to become more intentional writers able to make more creative and effective artistic choices. Compositions include writing exercises, spoken word poetry, descriptive compositions, an extended personal narrative, personal essays and more. College level writing and speaking skills are practiced and opportunities for "publishing" are offered.

Mass Media and Democracy
Course ID: ENG145 Pre-requisite: None.
This course will address a variety of important mass media topics through the lens of democracy. Students will study corporate media, print and broadcast journalism, television and American values, Hollywood genres and the art of cinema, advertising and propaganda, political cartoons, the First Amendment, etc. Media texts will be analyzed as deliberate constructions of the aesthetic, ideological, cultural and economic dimensions that they are. We will make use of documentaries and relevant feature films in many units. Weekly homework (descriptive, analytical, interpretive and evaluative), independent art projects and regular quizzes and tests will be part of the learning and assessment process. Students will study and practice mass media terminology and techniques through analytical writing and creative projects. The major outcome of this course will be improved critical thinking and writing skills related to mass media.

Race, Power and Representation: African American Literature

Course ID: ENG146 Pre-requisite: None.

This literature survey course will span the centuries and include poetry, essays, short stories, novels, drama, spoken word and multimedia works that illuminate enduring themes in African American literature. Students will practice college-level writing and oral communication skills as they study and experience African American writers, speakers and performers who have asserted questions and truths about their unique places in what America is becoming. Using the approaches of "Reader Response" theory, multiple critical lenses and the techniques of close reading, students will analyze, interpret and respond to works of art that promise to challenge the very foundations of their ideas about race and power, identity and representation. Not only will they be prepared to engage confidently with any genre of literature, they will also be prepared to participate more competently in any cultural endeavor. Music, visual art and performance technique and process will also be used in our studies. A sampling of artists studied include: Phillis Wheatley, Harriet Jacobs, Paul Laurence Dunbar, Ida B. Wells, Anna Julia Cooper, W.E.B. DuBois, Zora Neale Hurston, James Baldwin, Amiri Baraka, Toni Morrison, bell hooks, Harryette Mullen and more.

Shakespeare: Assembly Required

Course ID: ENG111 Pre-requisite: None.

We will approach Shakespeare's plays as he intended: scripts to be read as instructions by a company of actors. Limiting our study to three or four plays will encourage students, regardless of experience level, to think critically and creatively, experiencing the plays more deeply and preparing students to tackle any of Shakespeare's plays with confidence. We begin reading Shakespeare's instructions to us with analysis and interpretation. Reading closely for rhetorical devices and their effects, employing "Reader Response" strategies to discern multiple meanings and applying a variety of critical lenses will lead us to a sophisticated understanding of Shakespeare's distinctive language, characters and storytelling. While not a performance class, we must work as actors and make performance choices to truly understand Shakespeare's genius as a playwright. We will use the actor's tools, vocabulary and processes to breathe life into our analysis and explore subtleties of interpretation. Discussion is a vital part of the class, and students will investigate how the cultural and historical context of Elizabethan England shaped Shakespeare's art and makes it relevant today. We will focus on these themes: power, duty and ambition; identity, fate and order; gender and sexual violence; race and "otherness." Students will practice college-level written and oral communication skills and create art of all kinds to make and communicate their understanding.

English Half-Credit Classes

Experimental Poetry Writing

Course ID:ENG142 Pre-requisite: None.

In this course students will explore experiential—also known as innovative, avant-garde, and conceptual—poetry from the past and present (and future). Students will study poetic elements prominent in experimental poetry such as form, the line, white space on the page, syntax, typography, incorporation of visual art such as illustration, video, photography and more. Enduring craft basics such as the image, sound and metaphor will also be emphasized and enjoyed. Through writing excercises and guided assignments, students will draft, workshop, revise, complete and share their own poems. "Page" and "stage" possibilities will be explorted. No experience necessary.

German Literature

Course ID: ENG302 Pre-requisite: None

Literature written by German-speaking authors (Goethe, Mann, and Hesse, among others) is the focus, along with the time and culture in which they lived and wrote. The course examines the experience of reading literature in translation and the role of culture in a thorough understanding of literature. Daily class discussion, short papers in response to the literature, and a final presentation make up the course grade.

International Short Stories 1

Course ID: ENG149 Pre-requisite: None.

Each section of International Short Stories will focus on comparing and contrasting modern short stories from around the world. In ISS 1 we will read and discuss stories written between the 1950s and the 1980s, collected by Daniel Halpern in The Art of the Tale: An International Anthology of Short Stories. When we analyze, compare and contrast the stories, we will also examine the similarities and differences depicted in the cultures they represent. Expect to read aloud and participate in classroom discussion daily. There will be some open-book, in-class writing assignments and a final project to present.

International Short Stories 2

Course ID: ENG150 Pre-requisite: None.

The stories we will study in the ISS 2 course date from the 1970s to 2000, and are found in Halpern's second anthology, The Art of the Story. Expect to read aloud and participate in classroom discussion daily. There will be some open-book, in-class writing assignments and a final project to present. See ISS1 description above for more information.

Mythological Lens 1: Sacredness, Storytelling and Symbolism of the Center

Course ID: ENG135 Pre-requisite: None.

Using Joseph Campbell and other mythologists, scientists, artists and spiritual leaders as guides, students will look through the lens of comparative mythology to consider the nature and power of myth and storytelling and the role of the sacred, past and present. They will identify and question the significance of repeating patterns, common themes and metaphoric possibilities found in art, myths and spiritual expressions of ritual, practices and texts from around the world. Students will also use this body of work as a lens for looking at the world and exploring personal experience, cultural identity and the human condition. Art has played an integral role in the communication and preservation of mythological thought, and the class will highlight this intersection of art and mythology. Students will create their own art in order to demonstrate their understanding of world mythology and also to turn the mythological lens on themselves and explore the relevance of mythological thought to their lives. An image journal and class discussion are primary means of assessment in the class. Regular reading, written study guides and group exercises are also key strategies for making and communicating meaning. College-level written and oral communication skills are practiced.

Short Story Writing

Course ID:ENG143 Pre-requisite: None.

In this creative course students will read a wide variety of short stories through the lens of a writer. We will read, analyze, interpret and discuss short stories to discover their unique form. Students will engage in writing exercises and activities to support their creativity and artist's habits of mind. They will draft, workshop, revise and complete short stories of their own. We will experiment with form, length, voice, point of view, setting, diction, syntax, dialogue, time and more. No Experience necessary.

MATHEMATICS

The mathematics program acknowledges diverse learning styles and prepares students for higher education by offering a variety of classes, including advanced algebra, geometry, pre-calculus, AP calculus and probability and statistics. All mathematics courses employ the most current technology and incorporate the arts at every opportunity. College preparatory classes include coursework in functions, statistics, trigonometry, geometric concepts and calculus.

Mathematics One-Credit Classes

Algebra II

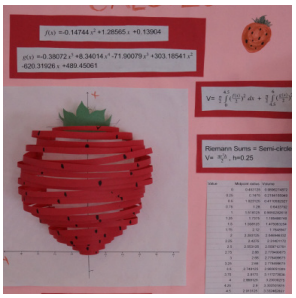
Course ID: MTH101 Pre-requisite: Completion of an elementary algebra I course and geometry with a passing grade.

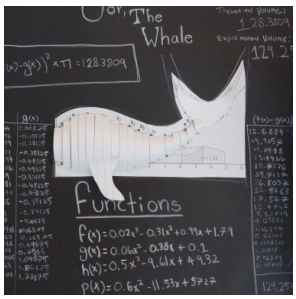
This course is a second-year course in algebra and builds on elementary algebra concepts. Algebra II is required by the state of Minnesota for graduation from high school. Successful completion of this course will prepare students for SAT/ACT tests and success in pre-calculus, probability and statistics and College in the Schools mathematical modeling and prediction. Topics taught include linear functions and systems, quadratic functions and equations, polynomial functions and exponential functions. A graphing calculator in the TI-83 or TI-84 family is strongly recommended.

Probability and Statistics

Course ID: MTH200 Pre-requisite: Successful completion of algebra II, its equivalent or higher with at least a C-.

Students will study fundamentals of probability, including counting problems and conditional probability. Students will use visual and numerical methods for summarizing sets of data. Other statistical topics include binomial probability distributions, the standard normal distribution, the Central Limit Theorem, estimating population proportions and hypothesis testing. A graphing calculator in the TI-83 or TI-84 family is strongly recommended.





AP Calculus A (Must register for this 1st Term and AP Integral Calculus 2nd Term to complete the year-long AP course.)

Course ID: MTH107 Pre-requisite: Completion of pre-calculus with a grade of B or higher or permission of instructor.

This is the first semester of a year-long AP calculus AB course. Topics will center around: limits, differentiation techniques and applications of the derivative.

AP Calculus B (Must register for this 2nd Term and AP Differential Calculus 1st Term to complete the year-long AP course.)

Course ID: MTH108 Pre-requisite: Completion of AP differential calculus with a grade of C or higher.

This is the second semester of the AP calculus AB course. Topics will include: integration techniques, applications of the integral, fundamental theorem of calculus and differential equations. Test preparation for the AP exam will also be emphasized.

This is the second semester of the AP calculus AB course. Topics will include: integration techniques, applications of the integral, fundamental theorem of calculus and differential equations. Test preparation for the AP exam will also be emphasized.

ACT Prep for Math and Science Sections

Course ID: MTH109 Pre-requisite: Completion of an algebra II (advanced algebra) course.
Preparatory course for high school juniors and seniors is designed to develop the skills necessary to improve ACT scores. This course emphasizes test-taking techniques in addition to providing the preparation in each portion of the test in mathematics and science.

Pre-Calculus

Course ID: MTH112 Pre-requisite: Completion of an algebra II (advanced algebra) course with a grade of B or higher or permission from instructor.
This rigorous full-credit course prepares students to take the Advanced Placement calculus course or college calculus in the future. Strong attention is given to an in-depth study of functions. Applications are emphasized. Graphing calculators are required to examine graphs and analyze data. A graphing calculator in the TI-83 or TI-84 family is required.

SCIENCE

Through critical analysis of standard conceptions about how the universe and the environment work, students learn to see connections among science disciplines and between science and the arts. Courses offered include biology, chemistry, environment and sustainability, materials science, physics and the evolution of humanity. Guided by an interdisciplinary focus, students explore the range and history of our scientific understanding as a species.

Science One-Credit Classes

Biology

Course ID: SCI110 Pre-requisite: None.

In biology, students will understand and practice the process of science and approach problem solving through the lens of scientific inquiry. Students learn about organisms from the molecular to the organism level while investigating how living things interact with each other and their environment. Primary concepts of biology include scientific process, biochemistry, cell structure and function, genetics and heredity, evolution and speciation, kingdoms of life and body systems.

Chemistry

Course ID: SCI102 Pre-requisite: Completion of algebra I with a grade of C or higher.

In this course students explore the connections between chemical concepts and theory, personal observation and experience and social decision-making. The basic conceptual foundations of chemistry (matter and energy, atomic theory, bonding, molecular interactions and chemical reactions) are integrated with other scientific domains, the history of science, the arts and current news events, issues and information. Students will develop skills in critical thinking, problem solving, analysis and oral and written scientific communication within the context of a study of chemistry.

Physics

Course ID: SCI200 Pre-requisite: Must have passed or be currently enrolled in pre-calculus.

In physics, students study kinematics and dynamics, conservation of energy and momentum, heat and pressure, waves and oscillation and various aspects of electromagnetism. The emphasis in the course will be on quantitative problem solving, employing concepts of algebra, geometry and trigonometry. Whenever possible, links between physics, history, politics and the arts will be explored and discussed.

Science Half-Credit Classes

Environment and Sustainability

Course ID: SCI101 Pre-requisite: None.

The biosphere of planet Earth provides the basis for all human life and existence. However, the collective impacts of modern human activity have begun to alter the biosphere in ways that diminish its capacity to maintain our existence as a species. According to the new picture emerging from environmental science, humanity will be facing a number of survival challenges over the coming decades. In this course, we study both the nature of these challenges and realistic means to provide viable solutions. The focus of the course is "sustainability" and the potential to develop new modes of human existence that will allow the biosphere to heal itself and to become a stable foundation upon which the future of our species may emerge.

Materials Science

Course ID: SCI114 Pre-requisite: None

Materials science studies the properties and applications of a variety of chemicals and substances used in the media and visual arts areas. Students will learn science through hands-on interdisciplinary curriculum that focuses on why different materials behave the way they do. The class will study metallic properties, nonmetals such as ceramics and glasses, light, color, sound and polymer properties. Labs are designed to explore how these properties can be applied to a variety of artistic mediums such as aluminum casting, painting, dying, pottery, photography and textiles.

The Evolution of Humanity

Course ID:SCI111

What is the scientific difference between a human and an animal? How long ago did human beings first come into existence, and what types of organisms did we evolve from? The human brain is the most complex structure in the history of the planet. But the human brain is actually a combination of three simpler brains (the reptile cortex, the mammal cortex, and the neo-cortex of "human" cortex) that evolved at different times over the past 400 million years. How then is the behavior of individual humans, and entire societies by extension, influenced by the interplay of these three brain regions? The Evolution of Humanity is a scientific exploration of these topics and many more. Come and find out what science can tell us about what it means to be "human" and about the potential of our species to create an optimal, sustainable future.

SOCIAL STUDIES

Social studies classes are designed with two primary aims: developing students' awareness and interaction with society around them and providing opportunities to show the relevance of social studies processes to their lives in the arts. Social studies courses offered include sociology, contemporary world issues, museum studies, urban geography, advanced American studies, 20th century world history, art history and collision course. Research is central to all social studies classes. In each class, students complete at least one major research project in the interest of developing student confidence and literacy.

Social Studies One-Credit Classes

Advanced American Studies

Course ID: SOC136 Pre-requisite: None.

This course uses the U.S. Constitution as a foundation and basis for the study of various trends and eras in U.S. history. The Progressive Era, the women's suffrage movement, the Roaring 20s, the Great Depression, the 1950s and 1960s, all receive significant attention. The course, besides using print resources, also relies on films, novels and music to examine particular eras and ideas. While the majority of the course focuses on the 20th century, it begins with an in-depth look at the Bill of Rights and the judicial branch, then jumps to the 1896 landmark decision, Plessy v. Ferguson. Students become familiar with the process of reading and briefing Supreme Court decisions and gain an understanding of the role these cases play in shaping U.S. culture and society. Some recurring themes addressed in this course include Constitutional theory, states' rights v. federal government, oppression in American society, personal rights v. national security and capitalism v. communism.

Art History A: Renaissance to Present
Course ID: SOC139A Pre-requisite: None
This course will focus on fine art created from the Renaissance to the present. Those students who elect to take art history will be better prepared to take the Advanced Placement art history exam in the spring.

Art History AP: Cave Painting to Renaissance
Course ID: SOC135 Pre-requisite: None
Senior visual art students and those who have previously taken the full-credit art history course are especially encouraged to enroll. Individuals who have not had any previous course work may take the Advanced Placement exam. We will be focusing on European and non-European art created between the dawn of time and the Italian Renaissance.

Sociology
Course ID: SOC103 Pre-requisite: None.
Students will study the principal sociological theories, perspectives and methods and examine how these are used to explore culture, socialization, group membership, social control, deviance, economic stratification, race and ethnicity. Activities will include reading, discussion, writing projects and an individual field research project.

Modern World History: 20th Century
Course ID: SOC107 Pre-requisite: None.
This course will examine selected aspects of imperialism, colonialism, revolution, nationalism, modernization, war and global integration throughout the 20th century. Students will be expected to fully engage in extensive reading of college preparatory-level primary and secondary materials and are required to work on a significant research project.

Urban Geography
Course ID: SOC100 Pre-requisite: None.
This course examines the history, structure and function of cities as well as contemporary issues with which urban dwellers must grapple; an interesting course with immediate and apparent relevance as students live and travel within the Twin Cities area. Specific topics addressed include: urbanization, urban sprawl, urban transportation, public space, public art, eminent domain, stadiums, smoking bans, neighborhood structure and homelessness."

Social Studies Half-Credit Classes

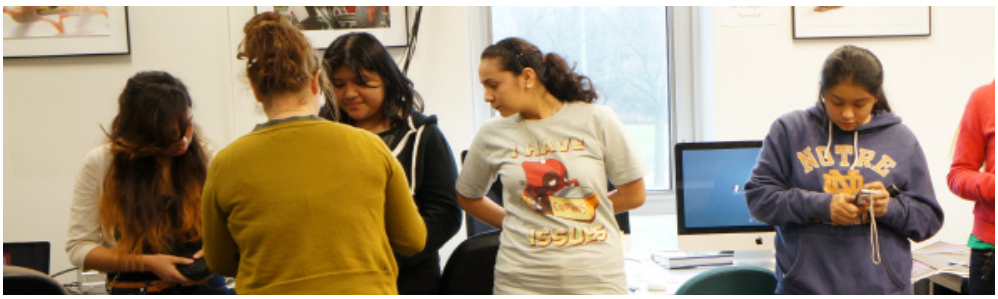
Collision Course
Course ID: SOC109 Pre-requisite: None.
This class will explore through art and history a controversial era shrouded in myths and memories. Among the topics it will examine are post-WWII consumerism, Bob Dylan/protest music, the civil rights movement, the Vietnam War, Black Arts Movement, the counterculture and the legacies of the 1960s. The aim of the class is to provide a balanced history of a turbulent time that continues to influence American politics, society, art and culture.

Contemporary World Issues
Course ID: SOC101 Pre-requisite: None.
This course examines cultural, political and economic globalization in the world since 1945. Students will explore the impact of this development on selected regions of the world in 2014-2015, with the focus on the People's Republic of China in 2015-2016, through participation in class discussions, simulations, reading, writing, research and speaking activities. The core activity in this course is a major research project and artistic response, with the final product presented and defended before an external panel.

Museum Studies
Course ID: SOC138 Pre-requisite: Open to all students.
As a child, were you always excited to go to museums? Are you interested in working at your college's art museum? Would you consider working in a museum as a career option? Then you need to join this class. Over the last decade museum construction has exploded and as Baby Boomers are beginning to retire, it is predicted that the museum job market will remain very healthy. We will be exploring countless careers in museums throughout the Twin Cities. The class will be taught through assigned readings, technology-based assignments, hands-on games and interdisciplinary undertakings. We will be taking field trips to the Midwest Art Conservation Center, the Goldstein Museum of Design, the Minnesota History Center, the Walker Art Center and many more sites.

WORLD LANGUAGES

The world languages program offers Spanish (levels 1-5) and French (levels 1-5). Given the successful completion of coursework at another school or institution, students enter the next appropriate level of study when they arrive at Perpich. Students in French levels 4 and 5 earn high school and University of Minnesota college credit through College in the Schools (CIS). Language courses build proficiency in reading, writing, speaking and listening through culture content. In addition to typical language activities, students experience enriched interdisciplinary projects that connect language to art and other academic areas. Opportunities for travel abroad are offered annually.



World Languages One-Credit Classes

French: Basic Language and Culture - Level 1

It is strongly recommended that students who plan to take Level 1 and Level 2, register for those classes in sequence over fall semester (Level 1) and spring semester (Level 2) of the same school year.

Course ID: LNG101 Pre-requisite: None.

Students in French 1 begin to develop proficiency in reading, writing, speaking and listening skills. Students will read and write simple materials, converse using basic conversational expressions and understand short learned phrases. Topics used to develop language skills revolve around the student in various cultural settings.

French: Basic Language and Culture, Continued - Level 2

Course ID: LNG102 Pre-requisite: Completion of French level 1 course with a grade of C or higher or permission of instructor.

Students continue to develop language skills focusing on self in various cultural settings. In addition to reviewing basic concepts, students will identify and use the structures of past tense, future tense, gender, number and case. Students will read basic texts, write simple sentences and converse in authentic situations.

French: Language and Culture, Intermediate - Level 3

Course ID: LNG103 Pre-requisite: Completion of French level 2 course with a grade of C or higher or permission of instructor.

Following approximately two levels of language study, students in this class continue to build language skills by reviewing basic concepts and by working with complex tenses and pronoun forms. Students read some authentic texts, write short compositions and dialogues and converse in a variety of situations. Students will strengthen cultural awareness and expand arts-related themes.

French 1003 - College in the Schools (French: Language and Culture, Advanced - Level 4/5)

Course ID: LNG106 Pre-requisite: Completion of French level 3 course with a grade of C or higher AND permission of instructor (teacher's signature required on registration form). In this course students will build on their knowledge of French and francophone cultures as communication skills are practiced. The class is conducted in French and students will be expected to use French in class. Students will have the opportunity to greatly develop language skills through extensive reading, writing and oral assignments. Grading and attendance policies follow the University of Minnesota guidelines and are strictly enforced. Upon completion of this course with a grade of C or better, students will receive five semester credits from the University of Minnesota with no cost to the student.

Spanish: Basic Language and Culture - Level 1

It is strongly recommended that students who plan to take Level 1 and Level 2, register for those classes in sequence over fall semester (Level 1) and spring semester (Level 2) of the same school year.

Course ID: LNG201 Pre-requisite: None.

Students in Spanish 1 begin to develop proficiency in reading, writing, speaking and listening skills. Students will read and write simple materials, converse using basic conversational expressions and understand short learned phrases. Topics used to develop language skills revolve around the student in various cultural settings.

Spanish: Basic Language and Culture, Continued - Level 2

Course ID: LNG202 Pre-requisite: Completion of Spanish level 1 course with a grade of C or higher or permission of instructor.

Students continue to develop language skills focusing on self in cultural settings. In addition to reviewing basic concepts, students will identify and use the structures of past tense, future tense, gender, number and case. Students will read basic texts, write simple sentences and converse in authentic situations.

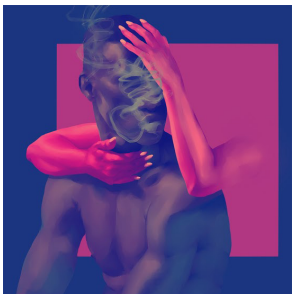
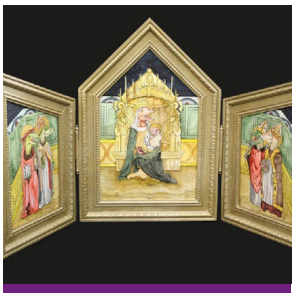
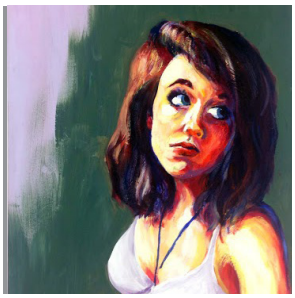
Spanish: Language and Culture, Intermediate - Level 3

Course ID: LNG203 Pre-requisite: Completion of Spanish level 2 course with a grade of C or higher or permission of instructor.

Following approximately two levels of language study, students in this class continue to build language skills by reviewing basic concepts and by working with complex tenses and pronoun forms. Students read some authentic texts, write short compositions and dialogues and converse in a variety of situations. Students will strengthen cultural awareness and expand arts-related themes. Students will create a children's storybook as a final project.

Spanish: Language and Culture, Advanced Level 4
Course ID: LNG204 Pre-requisite: Completion of Spanish level 3 course with a grade of C or higher.
In this course students will build on their knowledge of Spanish and Spanish-speaking cultures as communication skills are practiced. The class is conducted in Spanish and students will be expected to use Spanish in class. Students will have the opportunity to greatly develop language skills through reading, writing and oral assignments.

Cultural Studies France/Costa Rica (This course is ONLY for students traveling with Perpich in the spring. See instructors for information.)
Course ID: LNG110 Pre-requisite: Minimum French/Spanish level 2 students and permission of instructors.
In this course students who are traveling to France or Costa Rica over spring break will study French or Spanish culture and will focus on language skills necessary for a successful family stay/travel experience. Students may earn a half-credit for the travel/study experience. Their grade (and credit) will be based on a rubric including participation, language use and a project. Class meeting time to be arranged.

Elective Full-Credit Morning classes

Human - Centered Design
Course ID: ELE140 Prerequisite: NONE
Human-Centered Design is a semester class that will introduce you to the concepts of human-centered design and how this approach can be used to create innovative, effective and sustainable solutions for social change. The course is deliberately broad—spanning many domains, including science, architecture, services, apparel, engineered goods and products. This course is created to reach students who are brand new to design, so no prior experience required. This semester course will equip you with the mindsets and methods of human-centered design so that you can be more intentional about facing and solving current challenges. It lets you experiment with the power of human-centered design, teaches you to identify patterns and opportunities for concept development, inspires you to approach challenges differently and experience how human-centered design can add new perspectives to how you will tackle socially-related challenges, and gives you hands-on experience speaking to, prototyping for and testing solutions with the people you're designing for. You will learn collaborative skills.

Design: Creation of Everyday Things
Course ID: ELE141 Prerequisite: None
This is a course aimed at making you a designer. The course marries theory and practice, as both are valuable in design performance. Viewings and readings will lay out the fundamental concepts that underpin design as a human activity. Weekly design challenges test your ability to apply those ideas to solve real problems. The course is deliberately broad; spanning all domains of design, including architecture, graphics, services, apparel, engineered goods and products. The emphasis of the course is the basic design process: define, explore, select and refine. You, the student, bring to the course your particular interests and expertise related to, for instance, engineering, furniture, fashion, architecture or products.

Elective Half-Credit Classes

AP Studio Arts - 2-D Design Portfolio
Course ID: ELE107 Pre-requisite: Visual arts, media arts and literary arts seniors..
The AP program is a cooperative endeavor that assists high school students in completion of college-level course work. The AP offering will be in the area of 2-D design. It will include all aspects of 2-D design and the submission of a portfolio grounded in printmaking forms with an emphasis including, but not limited to typography, digital imaging, photography, embossing, paper making, calligraphy, etc. Successful portfolio completion at the most advanced level may carry college credit options. All created work will be the result of individual and collective exploration design through 2-D imagery.

Architecture
Course ID: ELE175 Pre-requisite: None.
This course is an exciting, hands-on exploration of the history and practice of architecture, looking at different building structures and learning how to construct scale models and do architectural drawings like plane, section and elevation. Your major project is to design your ideal work space/studio based on function, aesthetic and your creative imagination. Architectural field trip and guest architects and design professionals are part of the course experience.

Basic Black & White Photography
Course ID: ELE137 Pre-requisite: Non-media arts majors.
This course introduces students to the tools and techniques of analog black and white photography through hands-on assignments lectures and technical demonstrations. Students will learn 35mm SLR camera operation, film processing, printing, lighting and print finishing. Projects investigate ideas and techniques associated with documentary, portraiture and conceptual photography. Students will be introduced to the history of the medium including a broad range of genres and artistic practices.

Beginning Piano

Course ID: ELE105 Pre-requisite: None.

This course is designed for students who have little or no music or piano background. Students will learn to find their way around a piano keyboard, play by ear and learn how to read and play written music. Assessments will be based on written tests, performance tests and in-class participation. In order to ensure healthy playing technique, students in beginning piano are expected to maintain short fingernails for the duration of the course.

Documentary Cinema

Course ID: 173 Pre-requisite:

This course will introduce students to the documentary genre while exploring moving image production techniques. Topics covered are the history of documentary film and video, location sound recording, model release forms, interview techniques, scheduling and working with a crew. The history of the documentary genre will be covered from an independent filmmaker perspective. Students will plan, shoot and edit a short documentary.

Guitar, Beginning Acoustic

Course ID: ELE 126 Pre-requisite: None (though student needs to provide acoustic guitar).

This is a class for students with little or no previous experience in playing the guitar. In the class we will cover left and right hand technique, reading music, chords, strumming and fingerpicking patterns. We will apply the techniques to different styles of music including pop, rock, blues, folk and classical.

History of Rock Music 1950 – 1970

Course ID: ELE168 Pre-requisite: None.

A look at the origins of rock music and the various styles that have followed. As well as examining musical influences, we will look at the social, political and historical forces that gave birth to the music.

Playwriting/Chekhov Adaptations

Course ID: ELE174 Pre-requisite: None

Focus in the course is on literacy and adaptations of Anton Chekhov short stories for the stage. We study the Chekhov play "Uncle Vanya" for its unique style and character relationships so these elements can be used in the development of a short story adaptation. The course will give a history of Chekhov and Stanislavksi's Moscow Art Theater and how it has impacted the modern and contemporary American theater.

Web Design

Course ID: ELE180 Prerequisite: None

This web design course will teach students HTML and HTML 5. It is aimed at complete beginners who have never done coding and assumes you have no knowledge of creating web pages. Students will create their own personal websites to help promote their artistic work to a broader audience.

Yoga and Wellness

Course ID: ELE147 Pre-requisite: None.

This course meets the PE and health requirements.
This course will fulfill the required .5 health or .5 PE credit. If you haven't fulfilled either of these requirements at your previous school, you will need to complete this course twice in order to earn both of the requirements for graduation.

Learn the basics of wellness through a study of yoga. Each day you will move through yoga postures and relaxation in a yoga class. You will practice a variety of yoga styles including vinyasa and power yoga. You will work on strength, flexibility, alignment and breath. You will study yoga principles and apply them to a personal wellness plan. Although yoga is a vigorous practice, accommodations can be made. This class is open to all students.

Arts area course work is determined by the instructors in those areas.

ARTS AREAS

When filling out the registration form, you will discover that classes in your arts major are not listed. Arts area course work is determined by the instructors in those areas. While there can be a certain amount of choice in some arts areas about focused classes, those choices will be discussed and determined with the arts instructors as needed.

Dance

The Perpich modern-dance-based program offers classes in modern dance, ballet, composition, history, criticism, improvisation and body studies. Students develop technique, a broader movement vocabulary and a wide view of dance. Students have opportunities to develop and use their skills while exploring their personal voices as choreographers and performers. Dancers study modern dance or ballet in a daily technique class. They come into the program with varying skill levels and are placed in classes accordingly.

All dancers work on major performance projects. The dance department is committed to performance as a teaching tool, an assessment tool and as a vehicle for artistic expression. Students perform their own work as well as the work of professional choreographers in concerts throughout the year. They create work from classroom assignments and on their own as they form a performing ensemble. In recent years, students have performed at the Walker Art Center, Bryant Lake Bowl, Patrick's Cabaret and a variety of public schools and conferences.

Literary Arts

The literary arts program helps each student develop a distinctive voice as a writer. Students explore their own ideas and experiences through daily in-class writing. They study and work in all genres—poetry, fiction and nonfiction—and read literature from diverse periods and cultures. The literary arts program requires formalized study of literature, identifying literary movements and placing them in social and historical context. Students participate in peer critique circles, read their work in a variety of public settings and have the opportunity to compile a collective anthology at the end of each school year. They also have the opportunity to pursue creative projects of their own choosing. A very important goal of literary arts is to develop a supportive, constructive writing community. Graduates from the literary arts program have not only learned to effectively and creatively express themselves through writing, they have also learned to confidently present their writing in public and to submit work for publication. Our students learn to make their voices heard.

Media Arts

The media arts program teaches students to use elements and tools of current and emerging technologies to create works that express feelings and ideas. Students are challenged to appreciate, analyze and create works through darkroom and digital photography, cinema, animation, sound, digital arts and interactive media. The lens-based curriculum covers the elements of space, time, light, motion, color, image relationships, sound and interactivity. Students are introduced to a variety of genres and approaches to subject matter, technology, and criticism in an historical and cultural context. Topics covered include silent narrative cinema, documentary cinema, stop-motion animation, public service announcements, film history and multiple-photographic structures. Students also explore advanced narrative cinema, screen writing, advanced history and theory, alternative photographic processes, studio portrait photography, career planning and interactive web design as well as investigating multi-media explorations. At the completion of their final year, students create projects of their choice, sharing their development as artists and their personal vision.

Music

The arts high school music program is designed for dedicated music students with a broad range of musical interests. Across the musical spectrum—in jazz, folk, popular, rock and classical genres— students focus on developing fluency in musical language, performance and compositional artistry and technique. We are looking for students who are passionate about the study of music, open to many musical styles and cultures and eager to cultivate their unique musical voice.

Students divide their time in the afternoons between music seminars and small non-conducted ensembles. Seminars, which are daily classes lasting six to eight weeks, focus on a wide range of musical topics including composition, electronic music and recording, theory, history, guitar technique and styles and African music.

The small ensembles of the arts high school foster the development of a personal musical voice by enabling students to choose ensemble members and music, and by encouraging a collaborative approach to rehearsal. Ensembles typically include jazz bands, classical ensembles, rock bands, folk and pop groups. Some ensembles write their own music while others arrange existing music for the instruments and voices in their group. Music generated in ensembles and in choir is performed during five concert series throughout the school year.

Music students are encouraged to participate in the Perpich choir in the fall, and in the music-theater production in the spring, both of which are open to all students.

Theater

Using the model of a professional ensemble company, theater students learn proven performance techniques and explore exciting innovations in theater practice. Students produce collective art—art that is meaningful to everyone in the group, because everyone has had an opportunity to contribute. Together, they read, see, reflect upon, create and perform plays and literature of historical and social significance. Students learn how performances are crafted and how plays are made, and they explore the cultural contexts from which the stories arise. The work is challenging for all levels of experience from beginner to advanced.

The curriculum consists of performance skills including acting, movement and voice, with training opportunities for actor-singers, playmakers and stage managers. We emphasize drama of literary and social significance, text analysis and action-playing through the Stanislavski System. All students are included in ensemble performance work. We collaborate with the music program (musical theater), with media arts (acting for film), and with local professional artists (in two full productions and one workshop presentation per year). We offer solid preparation for college programs in theater and in the liberal arts, and we have a strong record of placement in conservatory programs.

Visual Arts

Students in the visual arts program become thinking artists and learn to use a variety of media and communications—written, visual and verbal. The curriculum encourages community building and gives students access to arts careers and higher education in visual arts. The visual arts department is well respected by arts colleges and liberal arts programs across the country. Exploring and expanding students' personal voices through media, critical thinking and decision-making are the cornerstones of the program. Students expand their creativity, knowledge and discipline through production of artwork, discussion, critique and observation.

Curriculum for first-year students gives students a common language and builds a supportive atmosphere. First-year students share this communal experience of core learning—studying painting, drawing, graphic design, printmaking, portfolio development, sculpture and digital arts.

Electives frame the experience for returning seniors. Choices—including papermaking, oil painting, advanced drawing, animation, ceramics, sculpture, public art, jewelry, screen printing, art history, conceptual art, video game design and portfolio development—prepare students for their next steps. Senior classes are designed to hone skills, develop independence and explore postsecondary options. Both years are grounded in exhibition, critique, making connections and discovering a broader and deeper understanding of how the visual arts relate to a variety of disciplines.

CREDIT EVALUATION SUMMARY WORKSHEET
use copy of transcript to complete
Determining credit needed for Minnesota graduation standards:

Student Name_____ Art Area_____ Grade_____

Check GRAD tests passed: _____ Writing (9th) _____ Reading (10th) _____ Math (11th)
OR Taken the ACT _____ date

Credit Load
Perpich Arts High School does not enroll part-time students. In addition to their four credits of art, juniors will be required to be enrolled in five academic credits. Seniors will be expected to enroll in a minimum of 4.5 academic credits as well as their four credits of art.

Subject Area	**Perpich Grad require**	**Earned Grade 9**	**Earned Grade 10**	**Earned or Enrolled Grade 11**	**Earned or Enrolled Grade 12**	**Total Earned**
English	4					
Math: Geometry	1					
Math: Algebra II/ advanced algebra	1					
Statistics & probability or higher	1					
Science: lab science	1					
Science: biology Science: chem/physics	1 1					
Social Studies	3.5					
Health	.5					
Physical education	.5					
Electives	5.5					
Arts - Grade 11	4					
Arts - Grade 12	4					
TOTAL CREDITS	28					

PERPICH
TEACHING IN AND
THROUGH THE ARTS

Perpich Arts High School

Registration Booklet

2015–16

Perpich Arts High School
Perpich Arts Outreach
Perpich Arts Library

6125 Olson Memorial Highway
Golden Valley, Minnesota 55422
perpich.mn.gov

Telephone: 763/279-4200
Toll Free: 800-657-3515
TTY/TDD (MN Relay Service): 711