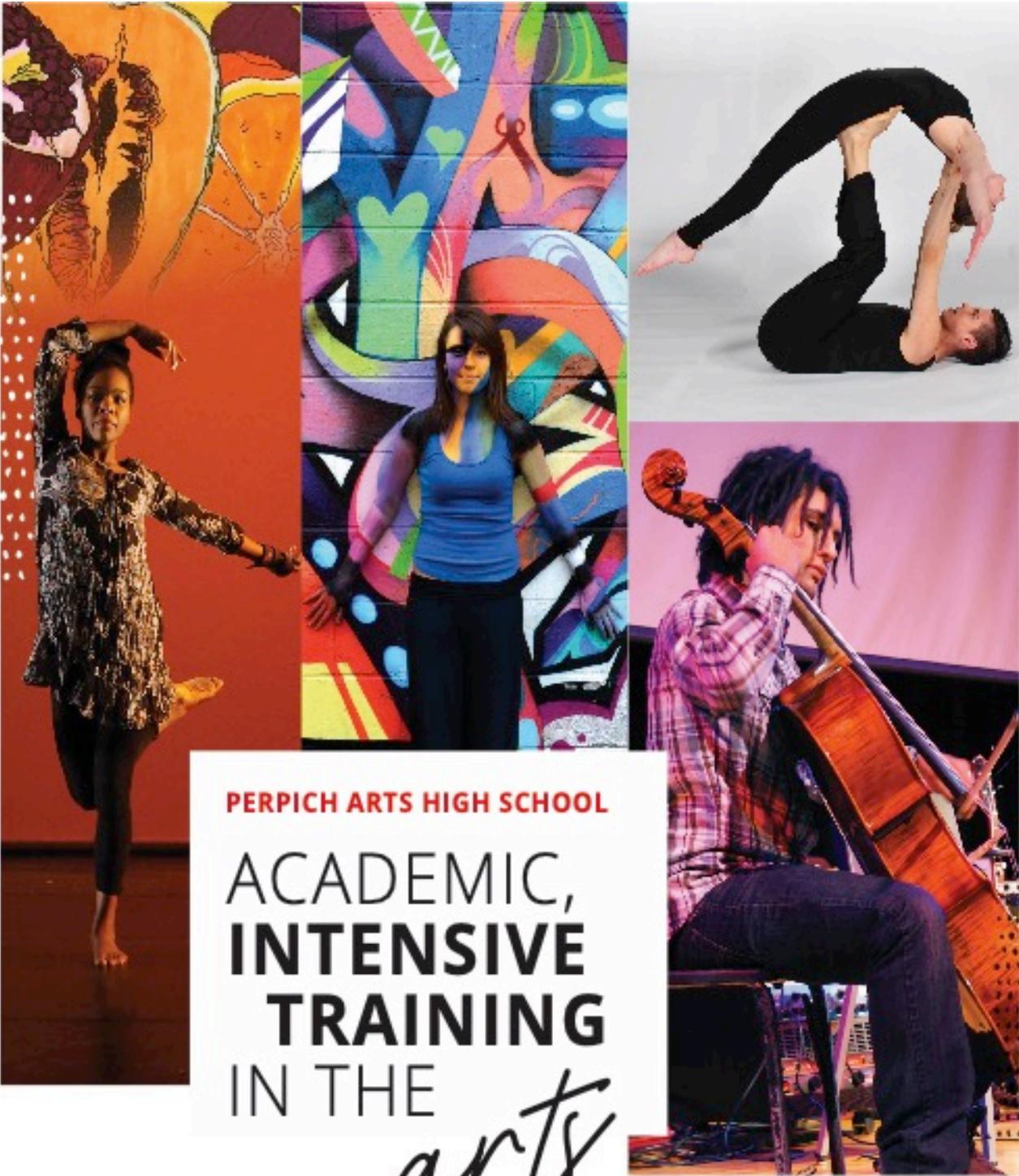


# 2020-2021 Registration Booklet

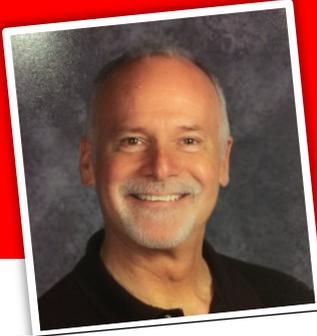


PERPICH ARTS HIGH SCHOOL  
**ACADEMIC,  
INTENSIVE  
TRAINING**  
IN THE

*arts*



# Welcome to Perpich!



Conn McCartan  
Principal



Rebecca Bullen  
Assistant Principal



Carol Grzybowski  
Counselor

## Welcome!

Enclosed you will find academic and elective offerings available to you at Perpich. We take pride in ensuring our classes are rigorous, compelling, and unique. You will be pleased to see that we craft our classes around student interests, as well as trends in higher education, to ensure you leave Perpich with a transcript that speaks to your breadth, depth, and diverse knowledge.

There's a guide in the back of the booklet to help you make sure you are looking at classes that meet all of Perpich and state graduation requirements.

It is our hope that you will be challenged, supported, and inspired throughout your time here.

*Develop a passion for learning.  
If you do, you will never cease  
to grow.*

*Anthony J. D'Angelo*

*Education is the passport  
to the future, for  
tomorrow belongs to  
those who prepare for it  
today.*

*Malcolm X*



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## Considerations when Choosing Classes

Enclosed you will find academic offerings available to you at Perpich. You will meet with the counselor to identify coursework that fulfills your individual credit requirements. There's a guide in the back of the booklet to help you make sure you are looking at classes that meet all of the Perpich and state graduation requirements.

### Considerations when Choosing Classes

Please read the following sections carefully. Graduation requirements, graduating with honors, and varying postsecondary plans will all have an impact on your choice of classes. If you have more questions, please contact Carol Grzybowski, School Counselor, at [carol.grzybowski@pcae.k12.mn.us](mailto:carol.grzybowski@pcae.k12.mn.us) or direct: 763-279-4266, toll-free: 1-800-657-3515, by fax: 763-591-4747.

### 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 geometry, advanced algebra, stats/probability or pre-calculus, or AP calculus
Science	=	3	including 1 biology, 1 chemistry or physics, and 1 additional lab science
Social studies	=	3.5	including U.S. history, geography, world history, economics, and gov/citizenship
Health	=	.25	
Physical education	=	.25	
Electives	=	6	
Total credits	=	28	

As part of the graduation requirement, juniors will be required to take the ACT or an equivalent post secondary assessment.

### Credit Load

Perpich Arts High School does not enroll part-time students. In addition to their four credits of art, students will be required to enroll in five academic credits per year.

### 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, D- = .67, 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 Designations are awarded based on maintaining a cumulative GPA of 3.6 or higher at the end of semester one of senior year.

### **Four-Year College and University Requirements\***

Listed below 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. Many Perpich Arts High School graduates go on to some kind of postsecondary education as well as work, internships, study abroad, or other pursuits.

English	=	4 years
Social studies	=	3 years
Mathematics	=	3 years (must include algebra, geometry, advanced algebra; e.g. 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 of fine arts degree program that is specific to the art form.

It is important to understand that conservatory/professional programs exist in large universities, private colleges, and stand-alone institutions. Some examples of Bachelor of Fine Arts in 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 a few electives outside the art form during the four-year program.

Criteria for acceptance into a conservatory school program focuses on the audition or portfolio review. For example, students interested in the program at the University of Minnesota School of Music will audition first and are then reviewed academically 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 five AP courses: Art History, Calculus AB, Comparative Government and Politics, English Literature and Composition, and 2-D Studio Art. Through qualifying AP exam scores, you can earn credit and/or placement at most colleges and universities in the United States, and in more than 60 other countries. 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 catalog 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 booklet.

#### **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 our full 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 Carol Grzybowski, 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, 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

Pre-requisite: Senior Priority. (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, students will select and analyze a foreign film of their 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

Pre-requisite: none. The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of literature. 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 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.

## **Centering Voices of Color in American Lit**

Pre-requisite: None.

“I love America more than any other country in this world, and, exactly for this reason, I insist on the right to criticize her perpetually.” James A. Baldwin

One race of people has long controlled the stories of what America is, and the canon of American literature has been determined by the assumptions and limitations of that group. In the spirit of James Baldwin, this survey of modern American literature will highlight writers of color and American Indian writers whose stories and visions have not been traditionally centered in the American canon. These writers have dissented from the master narratives that have shaped America, testified to their own lived experience of this country, and envisioned futures to which we may all aspire. Studied through the lens of critical race theory and within the context of American culture and history, this literature offers a revolutionary way of understanding the possibilities of America. You will engage with works from many genres as well as works that defy category. And you will use a variety of critical literary lenses to create meaning from what we read and explore the relevance to your own life. College-preparatory reading, writing, and speaking skills are practiced. Discussion, reading, critical thinking, and creative response will be the foundations of our study.

## **College Prep Writing**

Pre-requisite: None. This class is designed to prepare you for college writing. We will cover writing college application essays and getting feedback on them before the college application deadlines. We will also cover beginning resume writing in which you will create a resume that can be used for your college application process or for your next job application. You will complete academic research on a topic of your choice that will then be followed by writing a paper and sharing a presentation of findings. Beginning argumentative writing will also be covered with a possible beginning debate in class and fine tuning your paper editing skills and presentation skills.

## **Communication 1101 – College in the Schools**

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.

## **Shakespeare**

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 five plays will allow you, regardless of your level of experience, to think critically and creatively, experiencing the plays more deeply and preparing you to tackle any of

Shakespeare's plays with confidence. We begin reading Shakespeare's instructions to us with analysis and interpretation. By employing multiple critical theories, you will discern multiple meanings in Shakespeare's work and come to a deeper understanding of his art, including his distinctive language and expression, dramatic 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 you will investigate how the cultural and historical context of Elizabethan England shaped Shakespeare's art while allowing him to be of great relevance today. We will focus on these themes: power, duty, and ambition; identity, fate, and order; gender and sexual violence; race and "otherness." You will practice college-level written and oral communication skills and create art of all kinds to make and communicate your understanding.

### **Short Stories/Creative Nonfiction**

Pre-requisite: None.

In this class, passion and open-mindedness are more important than writing experience. By using writing as a tool for learning about yourself and by finding the many narratives in your life, you will find within a lifetime source of inspiration for your art. By practicing all phases of the writing process and experiencing writing as discovery, you will combat writer's block and learn that we can use writing to discover meaning, not just communicate it. You will build analytical and critical thinking skills by studying, responding to, and writing a variety of compositions; by journal writing; by discussing; and by using art from a variety of disciplines. Focusing on structure, development, personal voice, and mechanical effectiveness in storytelling, you will use peer workshops to become a more intentional writer, able to make more creative and effective artistic choices. Compositions include writing exercises, varieties of poetry, descriptive compositions, short stories and microfiction, personal essays, and more. College-level writing and speaking skills are practiced.

### **Writing Seminar**

Pre-requisite: Teacher approval.

This seminar will teach students the basics of writing academically and professionally. This class is designed to prepare students for writing in post secondary contexts. Whether you are preparing for being able to produce college level work or communicating in the workforce, you will need to write. Students will learn how to research topics that are generated by their own interests as well as those that are recommended. Academic and professional writing is very different from creative writing and it is a skill that is used in all parts of adult life. This course offers you support and direction as you obtain the skills necessary to get your thoughts and ideas across to others. You will be provided with the foundation that you need to research for the purpose of paper writing and self advocacy. Some of the things that you will learn in this class include how to write a research paper and persuasive essay, and present your ideas to others. Writing is a key practical skill and this course will provide you with tools that you can use for all of your academic work, pursuit of your own unique interests, and communication with others.

## **English Half-Credit Classes**

### **ARTtication**

Pre-requisite: None.

This course will strengthen your ability to effectively communicate about your art. Performers and studio artists face modern audience expectations to present work in a way that ignites curiosity, invites comprehension, triggers reflection, and evokes emotions. The class will focus on spoken (introductions, process narrative, Q&A sessions) and written (artist statements, portfolio framework, program notes, interviews, support for grant applications) communication skills that will welcome audience members as active participants rather than as passive recipients of a product. You will practice communication skills in connection with Perpich performances and gallery shows to enhance authentic audience encounters.

### **Creating Comixs**

Pre-requisite: None.

Vision, commitment, and risk-taking are more essential in this class than experience; you do not have to be a comix artist. Whether you are a newcomer to the art form or you read comixs or even create comixs yourself, this project-based course will introduce you to the terminology and craft of creating comixs while illuminating and deepening what you already know. We will draw on the expertise of students within the class while focusing on the creative process and using post-apocalyptic methods (paper, pen, markers, colored pencils, etc.) to generate original comixs of different lengths. Through readings, discussion, presentations, and exercises, you will expand your understanding of how comixs are put together and discover innumerable possibilities for laying out and coloring panels and pages, transitioning between panels, and combining word and image to tell stories. Students with the experience of creating comixs digitally will have some opportunities to practice those skills on an individual basis.

### **Projects in the Press**

Pre-requisite: None.

This project-based class will explore digital platforms to communicate effectively about and to the Perpich community. We will study and use journalistic skills, practices, and ethics to generate content in multiple genres with an eye to creating a permanent, school-sponsored platform for student voice. No previous “newspaper” experience is required. Whether you bring interests in creative or technical writing, cultural critique, arts, graphic design, interpersonal skills, or social activism, all interests and skills will be needed to make this endeavor work. By working as a team to distinguish between fact-based and opinion-based expression, to identify and overcome biases, analyze message, purpose, and audience, and explore the limits of free-speech, our class will create content reflecting on and enhancing the Perpich experience. Students will be expected to regularly report and editorialize on topics relevant to our audience; they will also be given the opportunity to create journalistic identities by creating and maintaining platform spaces based on the needs of our community.

### **Reading International Short Stories 1**

Pre-requisite: None.

Maybe you love stories or maybe you just like to talk, but either way you should appreciate this chance to do both. In each section of International Short Stories, we will read and discuss, with a focus on comparing and contrasting modern short stories from around the world. In ISS 1 our stories were written between the 1950s and the 1980s and collected by Daniel Halpern in “The Art of the Tale: An International Anthology of Short Stories.” When we analyze 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.

### **Reading International Short Stories 2**

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 ISS 1 description above for more information.

## **MATHEMATICS**

The mathematics program acknowledges diverse learning styles and prepares students for higher education by offering a variety of classes including Advanced Algebra, Pre-Calculus, AP Calculus, and Probability and Statistics. All mathematics course requirements meet national and state high school graduation standards.

### **Mathematics One-Credit Classes**

#### **Algebra II**

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 and probability and statistics. 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.

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

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 Semester and AP Calculus A 1st Semester to complete the year-long AP course.)

Pre-requisite: Completion of AP Calculus A 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.

### **Financial Literacy**

Pre-requisite: Teacher approval.

Financial Literacy covers crucial information and skills needed for daily living as an independent adult. Using pre-assessments we will determine students' current level of understanding in order to build upon what is already known in the following areas: Personal Assessment, employment, budget, banking, credit, time management, daily living, and the cost of post-secondary education.

### **Pre-Calculus**

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. Students will use their previous mathematical knowledge to perform operations to which they were previously not exposed. Applications are emphasized. Graphing calculator or laptop with internet access is required to examine graphs and analyze data. A graphing calculator in the TI-83 or TI-84 family is required.

### **Probability and Statistics**

Pre-requisite: Successful completion of Algebra II.

Students will learn to use appropriate counting procedures, calculate probabilities in various ways, and apply theoretical probability concepts to solve real world and mathematical problems. Students will learn to represent data and use various measures associated with the data to draw conclusions and identify trends. Students will use real world articles and data to practice skills in both computation and critical analysis. Projects and writing assignments will be included in this class. Google Classroom will be used for communicating assignments and sharing information as a class. Computer based assignments outside of class time will be required. A graphing calculator in the TI-84 family is strongly recommended.

# 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, and Physics. Guided by an interdisciplinary focus, students explore the range and history of our scientific understanding as a species.

## Science One-Credit Classes

### Biology

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

Pre-requisite: Completion of Algebra II 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.

### Environment and Sustainability

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.

## **Mind, Body, and the Arts**

Pre-requisite: Teacher approval.

As artists, Perpich students all depend on various abilities of perception to create works of art in all areas. This science course covers a variety of topics that relate to how we perceive, create, decide, and interact. The course title cites three areas of concentration. The Mind Component addresses perception and decision making. The Body Component will teach students about practical food science and nutrition and the value of exercise for both mind and body. The Art Component of the class will get you to think about and engage in the understanding of the science that is involved in each art area. This class offers an introduction to the physics of dance, the science of musical sound, the properties of traditional visual arts materials, and the science behind stage lighting. Students will learn how wrong our brains are so much of the time. You will also learn about how much of what they do as artists is counting on that.

## **Physics**

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, and the arts will be explored and discussed.

## **Science Half-Credit Classes**

### **Materials Science**

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.

## 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. Courses offered include Sociology, Contemporary World Issues, Museum Studies, Urban Geography, American Studies, Art History, AP Comparative Government & Politics, 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.

2020-2021 Social Studies Equivalency Course Options				
Civics	Geography	US History	World History	Economics
American Studies 1.0	Urban Geography 1.0	American Studies 1.0	AP Art History 1.0	American Studies 1.0
AP Comparative Gov’t & Politics 1.0		AP Art History 1.0	Art History 1.0	Museum Studies .5
Collision Course .5		Art History 1.0	AP Comparative Gov’t & Politics 1.0	Sociology 1.0
Sociology 1.0		Collision Course .5	Contemporary World Issues .5	
	Urban Geography 1.0			

### Social Studies One-Credit Classes

#### American Studies

Pre-requisite: None.

This course uses the U.S. Constitution as a foundation 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.

### **AP Comparative Government and Politics**

Pre-requisite: None.

This course introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures, policies, and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

### **Art History: Renaissance to Rococo**

Pre-requisite: None.

This course will focus on fine art created from the Renaissance to Rococo. Those students who elect to take this art history course will be better prepared to take the Advanced Placement art history exam in the spring.

### **Art History AP: Cave Painting to Renaissance**

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 art history course work may take the Advanced Placement exam. The first half of the course will focus on European and Non-European art created between the Rococo period and the present. The second half of the course will focus on art created between the dawn of time and the Italian Renaissance.

### **Sociology**

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, unit projects, and an individual social science research project.

### **Urban Geography**

Pre-requisite: None.

A unique course; few students across the state have an opportunity to study these topics as high schoolers! While the title “Urban Geography” may not immediately excite you, past students have found this to be an extremely interesting course with immediate and apparent relevance as they live and travel within the Twin Cities area. This course examines the history, structure, and function of cities as well as contemporary issues with which urban dwellers must grapple. Specific topics addressed include: urbanization, urban sprawl, urban transportation, public space, public art, graffiti, eminent domain, stadiums, smoking bans, neighborhood structure, and homelessness. This is a course that just might change how you view the world.

## **Social Studies Half - Credit Classes**

### **Contemporary World Issues**

Pre-requisite: None.

This course examines select cultural, political, and economic instances of nationalism and globalization in recent times. Students will explore the impact of these developments on selected regions of the world through participation in class discussions, 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**

Pre-requisite: None.

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. In this course, we will learn how economic principals are applied to museum management and how museums serve as a driving economic engine in 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.

### **U. S. Culture: Collision Course**

Pre-requisite: None.

A very groovy class, and one consistently in high demand! How is art a response to the sociopolitical events of a given era? How is art shaped by these events? How does art, in turn, influence culture? 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.

# WORLD LANGUAGES

The world language program offers French (levels 1-5). Given the successful completion of coursework at a prior school or institution, students enter the next appropriate level of study when they arrive at Perpich. Students in French Levels 4 and 5 may 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 cultural 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 over spring break to France. Students must be currently enrolled in or have completed a minimum of Level 2 in French to participate in the travel program.

## 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.

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

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

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)**

Pre-requisite: Completion of French Level 3 course with a grade of C or higher AND permission of instructor.

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.

## **ELECTIVES**

### **Elective Half-Credit Classes**

#### **Beginning Guitar**

Pre-requisite: None. Student needs to provide acoustic guitar.

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

#### **“Getting Through the Middle”**

Pre-requisite: None. This class meets 3:35 p.m. to 5:00 p.m. and students will tour to middle schools throughout the fall semester. This theater performance is designed to encourage students to be creative thinkers and problem-solvers. The performance is based on interviews done with middle school students and is structured like a neofuturist performance. We set a timer for the class period and students call out vignette titles from a menu. We try to perform 25 vignettes in 50 minutes. Some vignettes are 5 minutes and some are 10 seconds and all pertain to life in middle school. When the timer chimes, the performance is over. We also can offer time for student talk back by getting in groups for discussion circles or having our Perpich performers engage middle school students.

“Getting through the Middle” is a performance class that develops a series of short vignette performances on the themes of middle school and tours to MN schools. The performance has the power to engage students and participants on many levels as we hold up a mirror to the students we engage.

## **Global Programs/Travel Spring 2020**

### **Cultural Studies/France**

Pre-requisite: Currently enrolled in French 2 or have completed French 2.

This program offers students the opportunity to travel to France over Spring Break 2020. Students who choose to participate are required to register for the Cultural Studies Travel Preparation course offered Semester 2. Applications and information on dates and cost for the program are available from the French teacher. Recommendations and an interview with the program teacher leader are required.

Participating students will travel to France, spend several days in Paris, and then immerse themselves in the culture and language of France during a family stay which includes attending a French high school. Students who wish to travel must meet the prerequisite of two years of French language study and have permission of the instructor.

### **Jazz Combo**

Pre-requisite: No prior jazz experience is necessary, however, proficiency on your instrument is required. Two years playing experience is preferred or instructor approval. (If you have any questions about your playing experience, feel free to contact the instructor.)

The ensemble will meet daily to perform together as they study jazz repertoire, improvisation, style, theory, and history. Repertoire will be chosen based on the make-up of the combo, with jazz standards forming the core of the repertoire. Students will learn scales, arpeggios, chord vocabulary, and fundamental stylistic elements of various periods of jazz, as well as common jazz performance practices.

### **Jewelry Studio**

Pre-requisite: None.

This course explores self-expression, experimentation, and design in miniature sculpting. Student artists will be able to explore lost wax casting, prefabricated metals, found objects from nature, and other avenues. Students will be able to use the tools that afford skill and technique in jewelry making.

### **Transition Seminar**

Pre-requisite: Teacher approval.

This course will focus on preparation for post secondary options that include vocational training and both two and four year college or technical school options. A priority of this course is supporting you as you move into the next phase of your lives. It can often be overwhelming, confusing, and just plain scary. You will be given the space to express your concerns and fears and will be offered strategies on how to cope with new stressors. The nuts and bolts of transition from high school will, of course, be explained. Students will be walked through the process of getting a job, thinking about careers, and considering higher education. You will also learn how to navigate professional settings, interact with others, and cope with new and difficult situations independently. We will discuss topics that will provide you with the skills to access support as you successfully navigate a world after Perpich.

## Watercolor Studio

Pre-requisite: None.

This class is geared towards adventurous student artists who will explore new creative terrain in watercolor media, with an emphasis on creating self-expression, keen observation, and technique. It allows students to formally study watercolor painting techniques and develop skill in this painting medium with exploration. Watercolor painting techniques and methods, using water-based mediums such as watercolors, inks, gouache, tempera, and acrylic, will be taught and students will learn how these mediums differ significantly from each other. Student artists will be using mediums, surfaces, and tools in traditional and non-traditional ways and will be exposed to contemporary and historical issues in the field of painting, both subjectively and technically. This course will examine the interdependence of medium and image.

## Yoga and Wellness

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.

## DAILY SCHEDULE SY2020-2021

### Full Day Schedule

Block	Monday-Friday
1	8 – 9:30
2	9:35 – 11:05
3	11:10 – 12 (Monday's will be reserved for Advisory)
Lunch	12:00-12:45
4	12:45 – 2:05
5	2:10-3:30

### Half-Day Schedule 2020 – 2021

Block	Times
1	8 – 8:45
2	8:50 – 9:35
3	9:40 – 10:20
4	10:25– 11:10
5	11:15-12:00

PERPICH GRADUATION REQUIREMENTS

Student Tracking Guide (use copy of transcript to complete)

28 Credits are required for graduation at Perpich. Each box represents a semester. 1 semester = 1 credit

The grey boxes below represents a quarter credit listed

Student Name \_\_\_\_\_ Art Area \_\_\_\_\_ Grad Year \_\_\_\_\_

English - 4 credits required

Eng 9	Eng 10	Eng 11	Eng 12

Math - 3 credits required

Geometry	Algebra 2/Advanced Algebra	Statistics & Probability/Pre - Calculus

Science - 3 credits required

Sci 9	Biology	Chemistry/Physics

Social Studies - 3.5 credits required

Civics	Geography	US History	World History	Economics

Art area - 8 credits required


Health - .25 credits required      Phy Ed - .25 credits required

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Electives - 6 credits required

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Current Credits \_\_\_\_\_

Total Needed 28

# NOTES







Perpich Arts High School  
Perpich Arts Outreach  
Perpich Arts Library

6125 Olson Memorial Highway  
Golden Valley, Minnesota 55422  
[perpich.mn.gov](http://perpich.mn.gov)

Telephone: 763/279-4200  
Toll Free: 800-657-3515

TTY/TDD (MN Relay Service): 711

