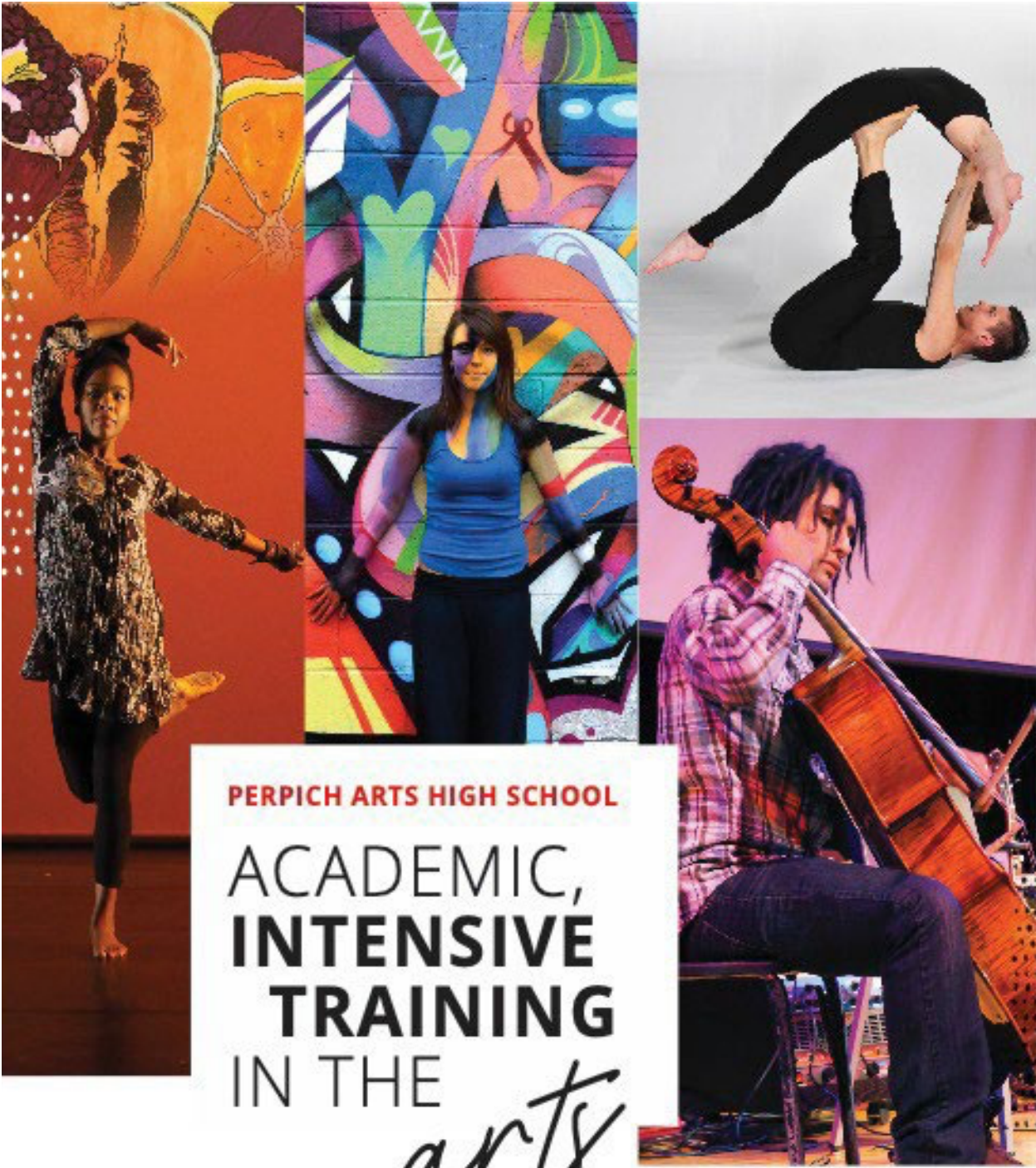


2023-2024 Registration Booklet



PERPICH ARTS HIGH SCHOOL

ACADEMIC,
INTENSIVE
TRAINING
IN THE

arts

PERPICH.MN.GOV



Welcome to Perpich!



Rebecca Bullen
Principal

*Teaching in
and through
the arts!*



Carol Syvertsen
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 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. The counselor will identify, and provide you with, your individual credit requirements so you can register for the appropriate courses. There's a guide in the back of the booklet to help 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 post-secondary plans, will have an impact on your choice of classes. If you have more questions, please contact Carol Syvertsen, School Counselor, at carol.syvertsen@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 - 12th grades in the areas specified to graduate with an Arts High School diploma.

| | | | |
|--------------------|---|-----|---|
| Arts | = | 8 | |
| English | = | 4 | |
| Mathematics | = | 3 | including geometry, algebra II, & probs and stats |
| 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/civics |
| Health | = | .25 | |
| Physical education | = | .25 | |
| Electives | = | 6 | |
| Total credits | = | 28 | |

As part of the graduation requirement, juniors must have had an opportunity to complete the ACT Plus Writing, which we will provide.

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 post-secondary 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 recommended. Check specific school requirements |
| 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’s 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 four Advanced Placement (AP) courses: Art History, Calculus AB, 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.

Post-Secondary Enrollment Options (PSEO)

Perpich Arts High School participates in the Post-Secondary Enrollment Options (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 Syvertsen, School Counselor. Students who wish to sign up for PSEO classes MUST work with her to register.

ENGLISH

Perpich English courses are uniquely rigorous and art centered. Through a rich variety of offerings - including American and world literature, film studies, writing, speech, and debate - art is both the subject of and means of study. Students develop college-ready skills in reading, writing, listening, speaking, and debate in classroom spaces that foreground student voice and experience. Our teacher schedules and small class sizes allow us to offer personalized attention for every student.

At Perpich, teachers offer a uniquely rigorous course of study that prepares students to participate humanely in a world that is complex, interconnected, and increasingly intolerant. Our approach focuses on the creative process and student participation beyond the intellectual. Students must ask their own questions and use multiple critical lenses and humanizing dispositions to be successful.

English One-Credit Classes

Counter-Stories in American Literature

Pre-requisite: None.

The new dawn balloons as we free it.
For there is always light, if only we're brave enough to see it.
If only we're brave enough to be it.

- Amanda Gorman (youngest inaugural poet)
"The Hill We Climb"

American literature is powerful in its multiplicity of voices. New ways of accessing and experiencing "texts" have opened us to whole worlds of experience that were once eclipsed or suppressed by a dominant minority. This survey of modern American literature will draw from the works of BIPOC artists who have testified to their own lived experiences of this country and envisioned futures to which we may all aspire. You will apply a variety of critical lenses to works from many genres, as well as works that defy category, while exploring relevance to our own lives. The works we study will be highly contextualized. Necessarily, you will encounter primary and secondary source material that can be uncomfortable, mature, and disturbing including documents, images, video, and audio R-rated or beyond. This sometimes difficult work will help us make more sophisticated and complex meaning of the works we study. Discussion, reading, critical thinking, and creative response will be the foundations of our study. College-preparatory reading, writing, and speaking skills are practiced.

Short Story Writing

Pre-requisite: None.

"You don't start out writing good stuff. You start out writing crap and thinking it's good stuff, and then gradually you get better at it. That's why I say one of the most valuable traits is persistence."

- Octavia Butler

In this class, passion, persistence, and open-mindedness are more important than writing experience. By practicing all phases of the writing process and experiencing writing as discovery, we can hurdle writer's block and learn how to use writing as a tool to discover meaning, not just to communicate it. We can use

process as a way to find the many narratives cooking in our unconscious and find a lifetime source of inspiration for story. We will build critical and creative capacity by studying, responding to, and writing a variety of exercises, short stories, and art from other disciplines. Focusing on structure, development, personal voice, and mechanics in storytelling, we will use peer workshops to become more intentional writers able to make more creative and effective writing choices. Most of the stories we write will be between 1,200 and 2,500 words long (flash fiction) and include genres like realism, horror, magical realism, and others. College-level writing and speaking skills are practiced.

Shakespeare Then and Now

Pre-requisite: None.

“What’s past is prologue.” (The Tempest)

What makes Shakespeare’s plays so enduring? What did they mean to Shakespeare’s contemporaries and what can they mean to us? Are they even relevant to the needs of our times? Should we bring Shakespeare’s place in global academic and theatrical spaces to an end or will we find new places for them in the nascent canon of this century? To pursue these questions, we will study the plays through a variety of critical lenses and also in the political, social, and cultural contexts in which they were first created. We will also treat the text of the plays as they were originally intended, as scripts requiring a company of actors to perform for their audiences comprised of every level of Elizabethan society. We will use the tools, vocabulary, and processes of acting and directing to breathe life into our analysis and explore subtleties of interpretation through performances created by us in class or found on stage, film, and elsewhere. Some of the language, characters, and actions in Shakespeare’s works are grossly offensive today, especially around race, gender, class, and “otherness” in general. They reflect Elizabethan worldviews, yes, but colonization and language imperialism have made them powerful today and as relevant as they have been over 400 plus years. Do this language and these representations make his plays poor content for a high school class? Can, on the other hand, a better understanding of the original articulation, intent, and spread of oppressive ideologies help us to critique, resist, and end them. Reading out loud and participating in discussion are vital parts of the class. You will also practice college-level written and oral communication skills and create art to make and communicate meaning.

Analysis & Criticism

Pre-requisite: None.

Analysis & Criticism is an intensive process-based formal writing course where film is used as a text. Students view subtitled international films, as well as American films directed or written by BIPOC, LGBTQ, or other groups that are historically underrepresented. Weekly students will discuss and write a formal analysis for the film(s), in which they define and support their opinions based upon the film viewing experience by citing examples and other supplemental materials that go along with each film. Students will explore films of all genres from around the globe and through the ages. This is not meant to be an introduction to film study course, however students will learn content specific vocabulary to enhance their analysis.

24th Century Debates

Pre-requisite: None.

This course is an introduction to philosophy and ethics course that utilizes persuasive writing and formal speech/debate formats. Students will learn about the history of moral ethics, from both Eastern and Western great philosophers, and apply their learnings as justification in their debates. Students will view episodes of Star Trek (The Next Generation), identify ethical dilemmas presented, and debate the moral ethics of decisions, using their knowledge of these great thinkers, deductive reasoning, and rhetoric to support their personal opinions.

English Half-Credit Classes

Creating Comix

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 or even want to be. Whether you are a newcomer to the art form or you read comix or even create comix yourself, this project-based course will introduce you to the terminology and craft of creating comix or it will illuminate and deepen your current practice. 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 comix of different lengths. Through readings, discussion, presentations, and exercises, you will expand your understanding of how comix are put together and discover innumerable strategies to make pages and panels others will want to read. We will focus on skills like page layout, panel composition, transitions between panels, and combining word and image to tell stories. Students with digital savvy will have some opportunities to practice those skills on an individual basis but technical support for that is not a part of the class.

Journalism: Writing to Change the World

Pre-requisite: None.

“With technology and social media and citizen journalism, every rock that used to go unturned is now being flipped, lit and put on TV.” - LZ Granderson

Darnella Frazer was 17 years old when she recorded the murder of George Floyd on the streets of Minneapolis. Her cellphone recording rebirthed a national, indeed global, call for the end to police violence. Long before Ms. Frazier and even the phenomenon of “Karens,” citizens around the world have used the technology available to them to tell stories that large news companies and mainstream media choose not to tell. As Ms. Frazier’s story demonstrates, local and hyperlocal stories have the potential to reach beyond the communities they cover and to foster activism in the broader community. In this project-based class, you will draw on your own personal interests and community needs to gather topics to investigate, and you will practice the journalistic skills necessary to write feature articles of various lengths and for various media, especially independent media. No previous “newspaper” experience is required, but you will be expected to share your work within class and, sometimes, beyond. Whether you bring a passion for fighting climate change or advocating for arts funding, ending poverty or exposing white supremacy, you will write as a citizen journalist to interact with your audience and motivate them to act. College-level reading, writing, and speaking skills will be practiced.

Popular Culture & Communication

Pre-requisite: None.

POP COMM is a course designed to develop students' abilities to describe, interpret, analyze, evaluate and question the complex ways in which popular cultural artifacts shape our world. Students will use rhetorical and critical methods of analysis to understand how overlooked popular cultural forms (such as television, "viral" videos, films, music, commercials, video games, etc.) communicate complex ideas and values through the use of language, visual images, and sound, etc.

This is not a popular culture appreciation course. This class is definitely not a comprehensive resource of theories in popular culture, rather an introduction that aims to invite students to develop critical thinking skills by analyzing curated artifacts that comprise the popular American experience.

MATHEMATICS

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

Mathematics One-Credit Classes

Algebra II w/ Stats

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.

Algebra III w/ Stats

Pre-requisite: Completion of an Algebra II course with a passing grade.

Algebra 3 w/ Stats is for students who want to continue with their math education, but are not interested in taking Pre-Calculus. In this class we will explore Systems of Equations and Inequalities, Matrices, Probability and Statistics, as well as a greater look at quadratics and their applications. In this class, you will not just learn how to calculate, but how to process and explain your own thinking.

AP Calculus A (Must register for this first semester and AP Calculus B second 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 on 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.

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, or enrolled in/completed Probability & Statistics or Pre-Calculus.

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, and 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.

Physics

Pre-requisite: Must have passed Algebra II.

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 and 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, dyeing, 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.

| 2023-2024 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 |
| Collision Course .5 | | AP Art History 1.0 | Art History 1.0 | Museum Studies .5 |
| Sociology 1.0 | | Art History 1.0 | Contemporary World Issues 1.0 | Sociology 1.0 |
| | | Collision Course .5 | | Urban Geography 1.0 |
| | | 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.

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 themes in recent times. Students will explore the impact of these on relevant regions of the world through participation in class discussions, reading, writing, research, and presentation 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. 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.

Song Political

Pre-requisite: None. This course will examine the song as a form and tool of political action. We will mainly focus on songs from the 20th and 21st centuries. Assessment will be based on attendance, class participation, homework, and projects. The course will consider specific songs, the issues they address, and the context in which they were written and/or performed. Students will be asked to find and analyze examples of political songs and may be required to write and perform their own political song toward the end of the course.

WORLD LANGUAGES

The world language program offers Spanish levels 1-4. 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. 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 may be offered over spring break 2024 a Spanish-speaking country. Students must have completed at least Spanish 1 to participate in the travel program.

World Languages One-Credit Classes

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.

Pre-requisite: None.

Students begin to develop proficiency in Spanish communication. As we explore the language, culture, and history of the Spanish-speaking world, students will develop competence in listening, speaking, reading, and writing. Our goal is language acquisition, not short-term memorization. Class will be conducted mainly in Spanish, using a variety of texts, class discussions, and visual lectures to provide simple language and high-frequency vocabulary. Through a series of genre-based units, students will develop their ability to interpret and express meaning in Spanish. This semester we will focus on description and narration.

Spanish: Basic Language and Culture, Continued - Level 2

Pre-requisite: Completion of Spanish Level 1 course with a grade of C or higher or permission of instructor. Students continue to develop proficiency in communication skills in Spanish. We will focus on the genres of informing, stating opinions, and constructing text-based arguments, using progressively more complex language to interpret and express meaning. Grammar is rigorously taught in the context of natural language and via short pop-up explanations. Following current world events and students' interests, we will deepen our understanding of and connection to Spanish-speaking culture. Students will create a portfolio and complete individual projects that link their learning to their artistic lives.

Spanish: Language and Culture, Intermediate - Level 3

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 deeper reading, class discussion, and developing habits of strong writing. As they gain proficiency, students will work with longer discourses about more complex and abstract topics. Students will strengthen cultural awareness and expand arts-related themes. Through the genres of description and narration, students will look at storytelling as a vehicle for understanding culture and language. Individual projects and student portfolios will document learning through the semester.

Spanish: Language and Culture, Intermediate - Level 4

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

In this course, students will build on their knowledge of Spanish and Spanish-speaking cultures as communication skills are practiced. Students will greatly develop language skills through extensive reading, writing, and discussion at a level that is an ever-increasing challenge. We will address community and world

issues and have the opportunity to communicate through informational, opinion, and argument genres. Students will develop academic language through deeper study of important themes in Spanish language and culture. Portfolio and individual project work will demonstrate growth.

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.

FUNdamental Drawing

Give yourself the opportunity to have the time and space to draw- and have fun doing it! In this semester class, students will be introduced to foundational drawing skills to improve and advance their individual drawing abilities. There is no prior drawing experience needed to take this class. For the first quarter, students will work to expand what they know about drawing materials and gain confidence in technical drawing skills such as the following; drawing from observation, sight measuring, accurate proportion and perspective, linear structure and form, contour and complex contour drawing. For the second quarter, students will continue to learn drawing skills of using light and value, additive and reductive drawing, shading, and blending. Along with this, students will start to choose and utilize specific drawing techniques learned to express themselves with their own creativity and originality within their sketchbook and various assignments.

Set Design

Pre-requisite: None.

Students will demonstrate their ability to think and work as designers as they interpret and create a set design for a selected play. Focus is on creating a 1/4" detailed & specific 3-dimensional set design of selected play. This course is intended for junior and senior level visual & theater arts students (but open to all). Registering students should come to this class with a prior understanding of theatrical space, visual elements, theatre history, creative mindset and production elements.

Jazz Combo

Pre-requisite: No prior jazz experience is necessary, however, proficiency on your instrument is required. Two years playing experience is preferred. Instructor approval is required for non-music students. 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.

Musical Theater Ensemble (Triple Threat)

Pre-requisite: This class is required for Musical Theater Students. Due to the skills necessary to be successful in this class, students outside of Musical Theater will need to do an audition (both singing and movement) prior to final enrollment in the class. Please see instructor with any questions or concerns about the audition process.

The Musical Theater Ensemble is an opportunity for students to work on the three elements of musical theater performance - acting, singing, and dancing. This is the 'triple threat' of musical theater. During this class, students will learn, rehearse, and perform musical numbers from across the history of the genre. This class will meet every day during Block 3 and each day of each week will be dedicated to one of the triple threat skills along with days for performance rehearsals.

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.

Yoga and Wellness

Pre-requisite: None. This course will fulfill the required .25 health and .25 PE credit towards graduation. This course meets the PE and Health requirements and is graded on daily student participation including proper dress and physical activity. Learn the basics of wellness through the physical practice and study of yoga and its components. You will study yoga principles and apply them to personal wellness goals. Class will also practice techniques and approaches to mindfulness for life long health. Each day you will move through a variety of yoga postures, styles, and restorative practices. Overall focus will include strength, flexibility, alignment, and breath. Although yoga can be a vigorous practice, accommodations can be made. This class is open to all students with preference given to those needing graduation credit.

EmpowerU (fulfills the Health requirement)

Pre-requisite: Counselor Approval

This online course fulfills the required Health standard. It will help you build the relevant life skills to thrive in the face of adversity, build grit and resilience, and navigate the challenges of school, life, and social relationships with confidence. Research has shown that resilience and grit are the two best predictors of

lifelong success—this course teaches these critical skills in a highly personalized way. You will learn how to manage stress, negative thinking, social connections, life balance, and more.

EmpowerU's lessons are online and take 20-minutes to complete. As part of the course, you will receive 1:1 support from an online mental health instructor who will provide daily feedback and encouragement to help you meet your goals.

DAILY SCHEDULE SY 2023-2024

Full Day Schedule

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

Half-Day Schedule 2023 – 2024

| Block | Times |
|-------|---------------|
| 1 | 8:00 – 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 represent 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 (Must include completion of Geometry, Algebra 2/equivalent, and Stats/Probs standard)

| | | | |
|--|----------|------------------------------|----------------------|
| Algebra 1 / Intermediate / Integrated Algebra | Geometry | Algebra 2 / Advanced Algebra | Algebra 3 / Pre Calc |
| | | | |

Science – 3 credits required

| | | |
|-------------|---------|-------------------|
| Lab Science | Biology | Chemistry/Physics |
| | | |

Social Studies - 3.5 credits required

| | | | | |
|--------|-----------|------------|---------------|-----------|
| Civics | Geography | US History | World History | Economics |
| | | | | |

Electives - 6 credits required

| | | |
|--|--|--|
| | | |
| | | |

Health - .25 credits required

Phy Ed - .25 credits required

| | |
|--|--|
| | |
|--|--|

***Arts - 8 credits required. Students will be scheduled into 8 art credits.**

Current Credits _____

Total Needed: 28

NOTES



Perpich Arts High School – Perpich Arts Outreach – Perpich Arts Library

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

