

# Rosemount High School Student Registration Guide 2018-2019



*Minnesota State High School League  
Spotlight on Scholarship Award*



*Recognized as a School of Excellence by the  
Minnesota Alliance of Arts in Education*



**Rosemount High School**  
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**CEEB/ACT Code: 242-125**

**<http://www.district196.org/rhs>**

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Jane K. Berenz, Superintendent

John P. Wollersheim, Principal

**DEPARTMENT COORDINATORS**

Business/Marketing - Ryan Harrison  
English/Language Arts - Elliot Handler  
Guidance and Counseling - Jennifer Boldus  
Languages of the World - Susi Sullivan  
Mathematics - Ann Olstad

Music/Dance/Art - Steve Albaugh  
Physical Education - Parc Williams  
Science - Dale Heebl  
Social Studies - Jodi Rosauer  
Special Education - Kynn Carter, Alicia Blaz, Megan Bissell  
Work Experience - Jill Ratts

**DISTRICT 196 SCHOOL BOARD**

Jackie Magnuson, Chairperson  
Gary L. Huusko, Vice Chairperson  
Joel Albright, Clerk  
Bob Schutte, Treasurer  
Art Coulson, Director  
Sachin Isaacs, Director  
Mike Roseen, Director

# Rosemount High School Independent School District 196

## Student Registration Guide 2018-2019

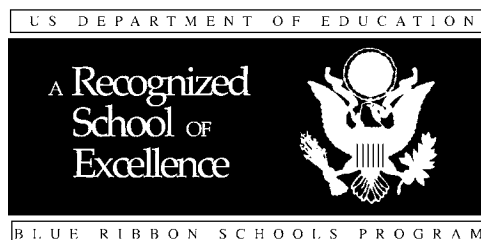
### Rosemount High School Vision

A quality school dedicated to educating for the challenges of the 21st century by:

- continually striving for excellence
- creating an environment for collaboration, cooperation and mutual respect
- serving as a catalyst for creativity, innovation and lifelong learning



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*District 196 does not discriminate in employment or in any of its programs and activities, including vocational opportunities, on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, familial status, membership or activity in a local human rights commission, disability, sexual orientation, age or genetic information. District 196 provides equal access to designated youth groups.*

*The Director of Human Resources, Tom Pederstuen (651-423-7859 – tom.pederstuen@district196.org) has been designated to respond to employment-related inquiries regarding the non-discrimination policies. The Director of Elementary Education, Sally Soliday (651-423-7782 – sally.soliday@district196.org) and the Director of Secondary Education, Dr. Mark Parr (651-423-7712 – mark.parr@district196.org) have been designated to respond to student-related inquiries regarding the non-discrimination policies. The Director of Special Education, Mary Kreger (651-423-7629 – mary.kreger@district196.org) has been designated to respond to inquiries concerning the rights of a student with a disability. The mailing address for all directors is 3455 153rd Street W, Rosemount, MN 55068..*

*District 196 will take steps to assure that English language skills will not be a barrier to admission and participation in vocational programs. If you speak another language and have questions, please contact the District 196 Integration - Equity Coordinator at (651-423-7914).*

# SPECIAL MESSAGE TO STUDENTS AND PARENTS

Rosemount High School  
January 2018

To RHS Students and Parents:

This guide is a catalog of courses and programs offered during the 2018-2019 school year at Rosemount High School.

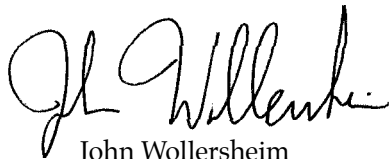
For the first eight years of your education almost all courses were required. In high school, students have a chance to branch out with electives. Electives provide the opportunity to explore special fields of interest. They also make it possible to pursue specialized preparation for advanced post-high school training or to enter the job market.

These opportunities place great responsibilities on both parents and students to plan wisely. Carefully read the information in the next few pages and browse through the course offerings and special programs. Then begin planning a course of study. Before registration, decide on a schedule of courses for the remaining year(s) in high school. Serious thought about an overall plan will provide a sense of purpose and direction. Therefore, it is important that course selections for next year are made very carefully. We will tally all course selections and make critical decisions regarding staffing, room use and dollar allocation. Once those decisions are made, **it will be very difficult to change course selections.**

If you have questions regarding registration or a specific program, contact your counselor. The names and phone number of the counselors, in addition to the students they serve by alphabet, are listed below.

## RHS COUNSELORS Phone: (651) 423-7517

Ms. Jennifer Boldus .....A-G (AVID 12)  
Ms. Lori Martinson .....H-Ma  
Ms. Lisa Hansen.....Mb-R (AVID 9)  
Mr. Chad Terry .....S-Z (AVID 10 and 11)



John Wollersheim  
Principal



Drew Storley  
Assistant Administrator

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\*For further information about the Career Development Courses refer to the Career Development Registration Guide

## REGISTRATION INFORMATION

This Student Registration Guide is designed to provide students and their parents an easy-to-use planning tool for making next year's course selections. In order to select an appropriate school program, students need to consider their individual abilities, aptitudes, interests, academic strengths and limitations, future career goals, District 196 graduation requirements, and finally, the course offerings at RHS. Excellent resources for information and advice are students' parents, counselors and classroom teachers. In addition, important items of information are summarized on the following pages.

### Rosemount High School Mission Statement

**Our mission is to educate students, in cooperation with the family and community, to have the knowledge, skills, and attitudes necessary to achieve their potential as socially responsible, lifelong learners in a diverse and changing society.**

### Rosemount High School Values

- Respect for self and others
- Continuous improvement that is research-based
- A dedicated, talented and caring staff committed to collaboration and collegiality
- Trust, honesty, openness, integrity and ethical behavior
- A positive, healthy and safe school environment
- Progressive leadership that empowers others
- Student success based on high expectations and a strong work ethic
- Relevant and innovative curriculum, effective instructional practices and accountability through meaningful assessment
- Shared responsibility by staff, students, family and community
- Risk taking for development and growth
- Technology as an integral part of the educational process
- Appreciation of cultural diversity and the uniqueness of the individual
- Social responsibility
- Lifelong learning

## Student Registration and Scheduling Steps

There are two major steps for students in planning their next year's program of studies: (1) registration and (2) scheduling. During January, RHS registration materials for the following year are distributed. Students then register for courses by selecting their courses for the next school year. Based on student registration data, the school administration will determine courses/sections to be offered, staff needed and a master schedule of classes for the next year. **Therefore, students should register with care and after consultation with parents.**

After students' registration plans have been approved by parents and counselors, classes are scheduled for the fall, winter and spring trimesters. Following scheduling, schedule change requests that meet pre-set criteria will be granted during schedule review week. Once a trimester begins, **no schedule changes will be approved**, except in an emergency.

## Scheduling Calendar

The following information outlines the registration cycle for the school year. Also outlined are the opportunities students have throughout the year to review and request an adjustment to their registration and schedule. The reasons for approving requests to change the schedule differ based on the date of the request. Once a schedule review period has passed, the student's commitment to honor the schedule is expected and changes that do not meet emergency criteria will not be made.

Student Registration	
January - February	Students in grades 8-11 register for courses they plan to take during the upcoming school year.
February	Students in grades 8-11 are provided copies of their course selections and are asked to review for errors.

Schedule Review	
August	Schedules are posted in SchoolView for students in grades 9-12.
August and November and February  (See School Calendar or RHS Planner for exact dates)	Students should review their trimester schedule in SchoolView. Students may submit <b>written</b> Schedule Adjustment Requests signed by a parent or guardian to the RHS Counseling Department to make adjustments to their schedules. Course changes will be approved on a <b>space in class available basis</b> for the following reasons: <ul style="list-style-type: none"> <li>• Error on Student Schedule</li> <li>• A failed prerequisite course</li> <li>• Senior credit needed for graduation</li> <li>• Program Adjustment</li> <li>• Inappropriate placement</li> <li>• P.S.E.O.</li> <li>• Physical or emotional disability: Documentation by physician or therapist required</li> <li>• Request for Work Experience Program (Prior approval by a Work Experience Coordinator required.)</li> <li>• Change in IEP - 504 Plan</li> </ul>

**This is the final opportunity to make student/parent initiated, non-emergency, changes to their current schedule.**

Emergency Schedule Adjustments	
September and December and March  (See School Calendar or RHS Planner for exact dates)	During the first week of a new trimester, students may submit <b>written</b> Emergency Schedule Adjustment Requests signed by a parent or guardian to the RHS Counseling Office to request their schedule be reviewed for an Emergency Schedule Change. Emergency Schedule Adjustments will be considered for approval on a <b>space available basis</b> for the following reasons: <ul style="list-style-type: none"> <li>• Error on student schedule</li> <li>• Inappropriate placement</li> <li>• A failed prerequisite course</li> <li>• Physical or emotional disability: attach documentation by physician or therapist</li> <li>• Senior credit needed for graduation</li> <li>• Request for Work Experience Program. (Prior approval by a Work Experience Coordinator required.)</li> <li>• Change in IEP or 504 Plan</li> <li>• PSEO schedule adjustment</li> </ul>

**Students dropping courses after the Emergency Schedule Adjustment period will receive a grade of "F" in the course.**

# DISTRICT 196

## Graduation Requirements

### **THE CLASS OF 2018 AND BEYOND\***

In order to graduate from any high school in District 196, students must:

Satisfactorily complete 66 credits of coursework at the high school level, grades 9-12 inclusively, as specified below:

- English/Language Arts – four years (12 credits);
- Social Studies – four years (12 credits) ;
- Science – three years (nine credits) ;
- Mathematics – three years (nine credits) ;
- Arts – one course (one credit) – from the Art Education or Music and Dance departments. Other classes include Housing and Interior Design, Marketing C: Advertising, Photography A, Photography B, Photography C, Digital Photography A, Digital Photography B, Architecture Drafting A, Multimedia: Digital Graphics or Multimedia Advanced Digital Graphics;
- Health – two courses (two credits);
- Physical education – four courses (four credits);
- Safety Education – one course (one credit);
- Other – 16 credits, of which not more than 12 credits of instrumental and/or vocal music may be applied toward fulfillment of the graduation requirements.

### **THE CLASS OF 2018 AND LATER**

In order to be eligible for a diploma from any Minnesota public high school, all students must fulfill graduation assessment requirements in writing, reading and mathematics. The requirements for students are different based upon the date they first entered grade 8. To view the specific requirements for students please visit the Minnesota Department of Education website at <http://education.state.mn.us/MDE/SchSup/TestAdmin/MNTests/index.html>.

### **CAREER AND COLLEGE READINESS**

Districts have a number of requirements to fulfill for students' career and college planning for students first enrolled in grade eight in 2012–13 and later. This includes offering students in grades 11 and 12 (who did not test as a grade 11 student during the school day) an opportunity to participate in a nationally recognized college entrance exam (ACT or SAT) on a school day.

***\* Adjustments to the graduation requirements for the class of 2018 and beyond may be made in response to changes in state and federal laws***



## Rosemount High School Graduation Course Requirements

<b>Grade 9</b> 18 total required courses (minimum)	<p><b>The Arts</b>          1 trimester course (this requirement may be completed in grades 9-12)          Arts – one course (one credit) – from the Art Education or Music and Dance departments. Other classes include Interior Design, Marketing C: Advertising, Photography A: Digital, Photography B: Black &amp; White, Photography C: Advanced;</p> <p><b>English/Language Arts</b>          3 trimester courses [English 9 ABC or Honors English 9 ABC]</p> <p><b>Mathematics</b>          3 trimester courses (Int. Algebra Concepts ABC or Int. Algebra ABC or Honors Geometry ABC)</p> <p><b>Physical Education/Health/Safety Education</b>          3-4 trimester courses [Exercise &amp; Sport Science I, Exercise &amp; Sport Science II, Fitness &amp; Activities and/or Safety Education (see birthday rule)] Note: Students selecting Safety Education may choose not to select Fitness &amp; Activities in grade 9. These students must complete their 9th grade requirement in grades 10-12 by enrolling in a Physical Education course of their choice.</p> <p><b>Science</b>          3 trimester courses [Earth with Physical Science ABC or Honors Earth with Physical Science ABC]</p> <p><b>Social Studies</b>          3 trimester courses [Government and Citizenship ABC or Honors Government and Citizenship ABC]</p> <p><b>Electives</b>          Students must enroll in enough elective courses chosen from any department so that total credits is equal to or greater than 18.</p>
<b>Grade 10</b> 18 total required courses (minimum)	<p><b>English/Language Arts</b>          3 trimester courses [English 10 ABC or InverPrep English 10 ABC or Honors Literature ABC]</p> <p><b>Mathematics</b>          3 trimester courses [Geometry Concepts ABC or Geometry ABC or Honors Algebra II ABC]</p> <p><b>Health/Safety Education</b>          1-2 trimester courses [Wellness and Safety Education (if this course was not taken in grade 9)]</p> <p><b>Physical Education</b>          2 trimester courses [physical education elective courses to be completed grades 10-12] [three elective courses if Fitness &amp; Activities was not taken in grade 9]</p> <p><b>Science</b>          3 trimester courses [Biology Concepts ABC or Biology ABC or Honors Biology ABC or Advanced Placement Biology ABC]</p> <p><b>Social Studies</b>          3 trimester courses [United States History ABC or Advanced Placement United States History]</p> <p><b>Electives</b>          Students must enroll in enough elective courses chosen from any department so that total credits is equal to or greater than 18.</p>
<b>Grade 11</b> 15 total required courses (minimum)	<p><b>English/Language Arts</b>          3 trimester courses [English 11 ABC (InCollege English 11 ABC) or Advanced Placement Language and Composition ABC]</p> <p><b>Mathematics</b>          3 trimester courses [Algebra II Concepts ABC or Algebra II ABC or Honors Pre-Calculus (This requirement may be completed in grades 11-12)]</p> <p><b>Science</b>          3 trimester courses (This requirement may be completed in grades 11-12)</p> <p><b>Social Studies</b>          3 trimester courses [World History ABC or Advanced Placement European History ABC or Advanced Placement World History ABC]</p> <p><b>Electives</b>          Students must enroll in enough elective courses chosen from any department so that total credits is equal to or greater than 15.</p>
<b>Grade 12</b> 15 total required courses (minimum)	<p><b>English/Language Arts</b>          3 trimester courses [English 12 and two English courses 0357-0395] or [Advanced Placement Literature and Composition ABC] or [CIS College Fiction and Composition]</p> <p><b>Social Studies</b>          3 trimester courses [Principles of Economics and two social science or world studies courses 1055 - 1095] or [Advanced Placement Macro and Micro Economics ABC]</p> <p><b>Electives</b>          Students must enroll in enough elective courses chosen from any department so that total credits is equal to or greater than 15.</p>
<p><b>Special Notes</b></p> <ul style="list-style-type: none"> <li>• Students will receive a waiver for Safety Education if they present the school with documentation that they have received CPR (cardiopulmonary resuscitation) certification and a driver's permit or license.</li> <li>• Students will receive a waiver and credit for Safety Education if they present the school with documentation that they received CPR (cardiopulmonary resuscitation) certification and a driver's permit or license and complete the district process for credit by assessment.</li> <li>• No more than 12 credits in vocal and/or instrumental music may be counted toward graduation.</li> <li>• No more than 12 credits in on-the-job work experience programs (exclusive of seminar credits) may be counted toward graduation.</li> <li>• Students who plan to <b>graduate early</b> should see their counselor early in their junior year, if not sooner. Special planning and request forms are required. Failure to plan adequately will jeopardize approval for early graduation.</li> </ul>	

## Four Year Planning Worksheet

All students are recommended to complete the 4-year Planning Worksheet. For a list of required courses, see pages iii-iv in the Registration Guide.

ACT has developed Career Pathways to help students identify career and educational goals for the future. To view a list of RHS elective courses that align with Career Pathways and are identified by ACT as being college preparatory, go to the RHS home page, click the Registration icon, and follow the link to Career Pathways.

<p><b>Grade 9 Planning Worksheet</b></p> <p>18 Total Required Courses (minimum)</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Grade 10 Planning Worksheet</b></p> <p>18 Total Required Courses (minimum)</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Grade 11 Planning Worksheet</b></p> <p>15 Total Required Courses (minimum)</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Grade 12 Planning Worksheet</b></p> <p>15 Total Required Courses (minimum)</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Grade 9 \_\_\_\_\_ + Grade 10 \_\_\_\_\_ + Grade 11 \_\_\_\_\_ + Grade 12 \_\_\_\_\_ = \_\_\_\_\_ Total credits must equal or exceed 66.

### Four-Year Planning Worksheet

- Develop a complete list of classes you will take during your remaining year or years in high school.
- Remember your required courses.
- Be sure to check that you satisfy the prerequisite for each course.
- The RHS Career Center is available for student/parent use to assist in answering career planning questions regarding college, military, vocational training, apprenticeships or job-seeking strategies.

## SAMPLE Four Year Planning Worksheet

<p><b>Grade 9 Planning Worksheet</b></p> <p>18 Total Required Courses (minimum)</p>	<p><u>English 9A</u></p> <p><u>Government &amp; Citizenship A</u></p> <p><u>Earth with Physical Science A</u></p> <p><u>Int. Algebra A</u></p> <p><u>Exercise &amp; Sport Sci I</u></p> <p><u>Spanish IA</u></p> <p><u>Keyboarding A</u></p>	<p><u>English 9B</u></p> <p><u>Government &amp; Citizenship B</u></p> <p><u>Earth with Physical Science B</u></p> <p><u>Int. Algebra B</u></p> <p><u>Exercise &amp; Sport Sci II</u></p> <p><u>Spanish IB</u></p> <p><u>Intro to Digital Graphics/Animation</u></p>	<p><u>English 9C</u></p> <p><u>Government &amp; Citizenship C</u></p> <p><u>Earth with Physical Science C</u></p> <p><u>Int. Algebra C</u></p> <p><u>Safety Ed</u></p> <p><u>Spanish IC</u></p> <p><u>Let's Eat!</u></p>
<p><b>Grade 10 Planning Worksheet</b></p> <p>18 Total Required Courses (minimum)</p>	<p><u>English 10A</u></p> <p><u>US History A</u></p> <p><u>Biology A</u></p> <p><u>Geometry A</u></p> <p><u>Wellness</u></p> <p><u>Spanish IIA</u></p> <p><u>Intro to Engineering</u></p>	<p><u>English 10B</u></p> <p><u>US History B</u></p> <p><u>Biology B</u></p> <p><u>Geometry B</u></p> <p><u>First Aid</u></p> <p><u>Spanish IIB</u></p> <p><u>Intro to Woods</u></p>	<p><u>English 10C</u></p> <p><u>US History C</u></p> <p><u>Biology C</u></p> <p><u>Geometry C</u></p> <p><u>Spring Team Activities</u></p> <p><u>Spanish IIC</u></p> <p><u>Intro to Small Engines</u></p>
<p><b>Grade 11 Planning Worksheet</b></p> <p>15 Total Required Courses (minimum)</p>	<p><u>English 11A</u></p> <p><u>World History A</u></p> <p><u>Algebra IIA</u></p> <p><u>Chemistry A</u></p> <p><u>Lifetime Sports</u></p> <p><u>Spanish IIIA</u></p> <p><u>Accounting A</u></p>	<p><u>English 11B</u></p> <p><u>World History B</u></p> <p><u>Algebra IIB</u></p> <p><u>Chemistry B</u></p> <p><u>Winter Team Activities</u></p> <p><u>Spanish IIIB</u></p> <p><u>Accounting B</u></p>	<p><u>English 11C</u></p> <p><u>World History C</u></p> <p><u>Algebra IIC</u></p> <p><u>Chemistry C</u></p> <p><u>Intro to 2D Art</u></p> <p><u>Spanish IIIC</u></p> <p><u>Accounting C</u></p>
<p><b>Grade 12 Planning Worksheet</b></p> <p>15 Total Required Courses (minimum)</p>	<p><u>English 12</u></p> <p><u>Principles of Economics</u></p> <p><u>Pre-Calculus A</u></p> <p><u>Physics A</u></p> <p><u>Spanish IVA</u></p> <p><u>Medical and Health Care A</u></p> <p><u>Medical and Health Care A</u></p>	<p><u>Comparative Mythology</u></p> <p><u>Sociology</u></p> <p><u>Pre-Calculus B</u></p> <p><u>Physics B</u></p> <p><u>Spanish IVB</u></p> <p><u>Medical and Health Care B</u></p> <p><u>Medical and Health Care B</u></p>	<p><u>Journalism</u></p> <p><u>Psychology C</u></p> <p><u>Pre-Calculus C</u></p> <p><u>Physics C</u></p> <p><u>Spanish IVC</u></p> <p><u>Medical and Health Care C</u></p> <p><u>Medical and Health Care C</u></p>


Grade 9 21 + Grade 10 21 + Grade 11 21 + Grade 12 21 = 84 Total credits must equal or exceed 66.

### Four-Year Planning Worksheet

- Develop a complete list of classes you will take during your remaining year or years in high school.
- Remember your required courses.
- Be sure to check that you satisfy the prerequisite for each course.
- The RHS Career Center is available for student/parent use to assist in answering career planning questions regarding college, military, vocational training, apprenticeships or job-seeking strategies.

## The RHS Comprehensive Curriculum - "Something for Everyone"

Rosemount High School offers courses in 11 subject areas, along with a full range of special education courses, work program alternatives and career development electives. Many of these courses are designed to meet the needs of students across a broad range of abilities, interests and post-high school aspirations. However, certain courses are focused on special needs of students.

**Advanced Placement and Honors courses** are offered across the curriculum to meet the special needs of exceptional students interested in testing and extending their personal and intellectual limits in the classroom. Students can choose from a variety of demanding offerings in each department, including Advanced Placement ( **AP** ) courses which not only stretch the limits, as indicated above, but offer college-bound students the opportunity to earn college credit while in high school. The Advanced Placement examinations are optional for students and are administered through the nonprofit College Board for a student-paid fee. Additional opportunities are available for exceptional students including such courses as the Mentor Program (refer to Career Development courses), College In The Schools ( **CITS** ), and the Post Secondary Education Options Program (PSEOP). Students may also earn college credit at Dakota County Technical College by completing pre-set criteria in specified Rosemount High School courses. These courses are marked with a ( **DCCTC** ) symbol. Students may also earn concurrent college credit at Inver Hills Community College by earning a grade of B- or higher in classes marked with an  symbol. Students successfully completing indicated courses should contact the instructor for more information regarding articulation and concurrent enrollment agreements.

**College-Level Examination Program** Eligible students at Rosemount High School may participate in the College-Level Examination Program (CLEP). CLEP is a computerized testing program that may allow students to earn college credit by demonstrating their mastery of introductory level college material. Colleges have varied credit-granting policies and students should first check with their college of choice before considering CLEP tests. Interested students should meet with their counselor to discuss any appropriate CLEP options.

**Advanced program offerings** can be found in most departments. In each case, the course is outlined in the course description, along with a note identifying which course is geared for the high performing, college-bound student.

Non college-bound students will find courses offered throughout the curriculum that are designed to provide a liberal exposure to academics and experiences in a variety of subject areas, along with opportunities which provide a focus on a vocational interest/skill.

**Special Programs** (Work Experience/Special Education), directed by over two dozen teachers and support staff members, provide a continuum of services for students having academic, social, emotional or psychological difficulties which may interfere with the teaching/learning experience.

### College-Bound Students

**College entrance requirements vary.** Some institutions of higher learning require many selective courses while others will accept students with a high school diploma. **For this reason, college-bound students should make contact with school counselors to become familiar with the entrance requirements of their prospective colleges.** The specific college catalog or website should be consulted for complete information.

Most colleges in Minnesota require students be in the upper half of their graduating class and perform satisfactorily on an entrance test such as the American College Test (ACT) or Scholastic Aptitude Test (SAT). **Colleges look with favor upon the student who has earned a position in the top half of his/her class, who has also taken college preparatory subjects, and has been involved in cocurricular activities.**

As a general rule, college-bound students should take **at least** 4 years of English, 4 years of social studies, 2-3 years of a single world language, 3 years of math (through higher algebra) and 3 years of science (such as earth science, biology, chemistry and physics). Students planning to pursue courses in engineering, architecture or any of the scientific fields should complete courses in beginning algebra, geometry, higher algebra, pre-calculus and AP calculus. Chemistry and physics are frequently considered essential. Students are **strongly encouraged** to enroll in research paper, composition courses, advanced literature courses and 2-4 consecutive years of study in a world languages for college preparation.

### Vocation-Bound Students

For those students who are planning a specific career after high school, the courses selected should be chosen with vocational preparation in mind. Students should choose courses which provide a broad base of preparation for the future. Therefore, **vocation-bound students should select a variety of subjects.**

**Post-high school training opportunities should be explored by vocation-bound students.** Technological advances have increased the need for specialists in many fields. Therefore, students should strongly consider attending a business, trade or technical college after high school. Many students plan to further their education in the military. Students who plan to attend a technical school while in the Armed Forces should plan their high school courses accordingly.

A good mathematics background (at least beginning algebra and geometry) is required for post-high school, technical college and Armed Forces training in such fields as drafting, electronics, construction and machine trades. Business, technical colleges and trade schools are emphasizing the importance of good communication skills in reading, writing, speaking and listening. Employers often hire applicants with certain expectations about their potential for future advancement. Therefore, it is most important that vocation-bound students plan their high school courses with care.

## Minnesota Post-Secondary Enrollment Option

Postsecondary Enrollment Options (PSEO) is a program that allows 10th-, 11th- and 12th-grade students to earn both high school and college credit while still in high school, through enrollment in and successful completion of college-level, non-sectarian courses at eligible participating postsecondary institutions. Most PSEO courses are offered on the campus of the postsecondary institution; some courses are offered online. Each participating college or university sets its own requirements for enrollment into the PSEO courses. Eleventh and 12th-grade students may take PSEO courses on a full- or part-time basis; 10th graders may take one career/technical PSEO course. If they earn at least a grade C in that class, they may take additional PSEO courses.

There is no charge to PSEO students for tuition, books or fees for items that are required to participate in a course. Students must meet the PSEO residency and eligibility requirements and abide by participation limits specified in Minnesota Statutes, section 124D.09. Funds may be available to help pay transportation expenses for qualifying students to participate in PSEO courses on college campuses. Schools may provide information to all students in grades 8-11 and their families by March 1, every year. Students must notify their school by May 30 if they want to participate in PSEO for the following school year. For current information about the PSEO program, visit the Minnesota Department of Education's Postsecondary Enrollment Options (PSEO) webpage.

## Independent Study

Provides an opportunity for an in-depth study in a selected area of interest. Qualifications for independent study include completion of prerequisite background classes and satisfactory mastery of related skills and technical information. In addition, to assure student ability to successfully study on an independent level, the student must display a high interest in the subject area, show evidence of self motivation and self discipline, and display leadership qualities and initiative. Previous outside exploration of the subject will be considered an advantage for the applicant. The student will have completed a majority of the coursework in the area of interest in the department granting approval of the independent study. Interested students should meet and plan with their counselor at registration time. NOTE: The NCAA will not accept Independent Study for core academic courses.

## Grade Point Average (GPA)

A student's **Grade Point Average (GPA)** is determined by dividing the total number of trimester grade point values by the number of credits attempted. All courses taken whether passed, failed or repeated to make up a failed course will be used in determining a student's GPA.

### Marking System and Grade Point Values

A	4.0	B+	3.3	C+	2.3	D+	1.3	E	.3
A-	3.7	B	3.0	C	2.0	D	1.0	F	.0
		B-	2.7	C-	1.7	D-	.7		

## Honors Recognition Criteria

### For the Graduating Class of 2020 and Beyond – Latin Honors Designation

The District 196 high schools have determined that reporting class rank will no longer be practiced beginning with the Class of 2020. Rather, recognizing student achievement will be through a process that is common to colleges and universities. Students with a grade point average in the 90th percentile will be recognized summa cum laude, those in the 80th percentile will be magna cum laude and those in the 70th percentile will be cum laude.

At graduation, students ranking in the top 10% of the class are recognized as "Honor Student" graduates. Students qualifying in the top 10% of the class with an Honor Rank are recognized as students graduating with "Highest Honors." The "Top 10" Regular Ranked students in the class along with qualifying Honor Ranked students achieving "Top 10" status are recognized.

### For the Graduating Classes of 2018 and 2019 – Dual Ranking System with Honors Rank

A student's **Class Rank** is determined by the cumulative grade point average when compared with the averages of all other students within the class. The student(s) with the highest GPA would be ranked number one in the class. Cumulative GPA and Class Rank are listed on all student report cards and transcripts. Trimester GPA is also listed on all report cards.

To be eligible for the honor of class Valedictorian or Salutatorian, a student must be continuously enrolled at Rosemount High School beginning no later than the first Friday following Labor Day of his/her senior year.

At Rosemount High School, a **Dual Ranking System** is maintained for Class Ranking purposes: a Regular class Ranking System (placing students in order of GPA from highest to lowest) and an Honor Ranking. To qualify for an Honor Rank, students must meet the following criteria:

1. Take a minimum of 23 trimester courses of Honors/AP Core Classes (from the list below) throughout grades 9-12. Students who successfully complete a minimum of 6 trimester courses in **each** of the 9th, 10th and 11th grade years and 5 trimester courses in the 12th grade year will qualify for the Honors Rank. To continuously qualify for the Honors Rank, a student must successfully complete a minimum of 2 trimester Honors/AP courses each trimester (one course in the fall trimester of the senior year).
2. Students must earn a grade of "C" or better for an Honors/AP class to count toward the honors rank. The transcripts of transfer students and students attending the School of Environmental Studies will be reviewed for qualifying coursework.

English	Math	Science	Social Studies
Honors English 9 A, B, C Honors Literature 10 A, B, C AP Language & Composition A, B, C AP Literature & Composition A, B, C Introduction to College Fiction: CIS Introduction to College Composition: CIS Introduction to Public Speaking: CIS InCollege English 11 A, B, C	Honors Geometry A, B, C Honors Algebra II A, B, C Honors Pre-calculus A, B, C AP Computer Science A, B, C Advanced Computer Science A, B, C AP Statistics A, B, C AP Calculus AB A, B, C AP Calculus BC A, B, C Multivariable Calculus A,B,C Linear Algebra/Differential Equations A, B, C	Honors Earth with Physical Science A, B, C Honors Biology A, B, C AP: College Biology A, B, C Honors Chemistry A, B, C Honors Physics A, B, C AP Physics A, B, C AP Chemistry A, B, C Human Anatomy & Physiology: CIS	Honors Government and Citizenship A, B, C AP U.S. History A, B, C AP European History A, B, C AP World History A, B, C AP Macro & Micro Economics A, B, C AP Psychology A, B, C AP Government A, B

## Minnesota World Language Proficiency Certificates and Bilingual/Multilingual Seals

The Minnesota Department of Education awards Minnesota World Language Certificates or Bilingual/Multilingual Seals to graduating seniors who demonstrate an ACTFL proficiency level of Intermediate Low or above in one or more languages. These awards offer state recognition for students and opportunities for college credit at Minnesota State Colleges and Universities. Students take a proficiency assessment administered at RHS in the spring.

A list of language proficiency assessments currently offered can be found on the district website: <http://www.district196.org/academics/world-languages/world-language-certifications/>. Please contact a World Language teacher, EL teacher, Cultural Family Advocate, or Counselor for more information.

## Pass/No-Credit System

Students may take one class each trimester (3 credits each year) on a "Pass/No-Credit" basis. This option is to encourage students to explore interests in a subject and yet not risk receiving a low grade.

**Procedure: Students must apply within the first 20 school days of the trimester.** Written permission from parents is required. Application forms are available in the Guidance and Counseling Office. "Pass/No-Credit" students will take all tests, turn in all regular class work and receive marks along with the other students. The final mark will be a "Pass" if the student completes all work at the passing level. The final mark will be "No-Credit" if the student does **not** complete all work at the passing level. The final mark will be a "F" if the student does not complete all required work for the course according to the instructor's deadlines. A credit toward graduation will be granted for a "Pass" mark. No credit toward graduation will be granted for a "No-Credit" mark. Subjects taken on the "Pass/No-Credit" basis will **not** be averaged into a student's class rank or honor roll standing. However, overall class rank may be affected for students choosing the "Pass/No-Credit" option due to the honor point/credits attempted mathematical conversion. The RHS attendance policy will be in effect for students choosing the Pass/No-Credit option.

If a student is taking a class on the Pass/No-Credit basis and is removed from class by an assistant principal, the student will receive a grade of "F" for the course and be assigned to transitional study hall for the remainder of the trimester. NOTE: The NCAA will accept the Pass/No-Credit option for core academic courses; however, they will assign the lowest passing grade for classes graded using this option.

## Human Sexuality and HIV/AIDS Prevention Curriculum

District 196 teaches students human sexuality curriculum and HIV/AIDS prevention curriculum. Course descriptions in this catalog identify where this curriculum is taught. If you would like specific information about what is taught in these areas, please contact your school principal. Parents who are uncomfortable with the curriculum after talking with the principal may withhold their student from specific class sessions in which these curricula are taught.

## Failures/Incompletes

When a student is having academic difficulty in a class, the teacher should be consulted for assistance. It is also suggested that the student inform his/her counselor of the problem, especially if grades in more than one class are being affected.

Students who fail a required class should see their counselor without delay to make arrangements for make-up. **Failure to make up required courses will jeopardize a student's graduation.** The advice of the school counselor must be sought in deciding which classes are to be repeated and where substitute credits are acceptable. This would also apply to students who receive grades of NC or Failure due to poor attendance.

Incomplete grades are assigned at the discretion of the teacher to those students who have not completed required class assignments/expectations or who have not met course outcomes and competencies during the trimester. When students receive an incomplete grade, they should see their teacher as soon as possible to arrange for needed make up work. The deadline for making up an incomplete grade is Friday of the 2nd week in the next trimester. **Incomplete grades that are not made up will result in failure of the course and loss of credit. Incomplete required courses that are not made up will jeopardize a student's graduation.**

## Pre-Approval of Non-RHS Credits

Students requesting the transfer of credits earned in other educational settings (Tree Trust, summer college courses, language camps, etc.) must obtain prior written permission in advance. Pre-Approval of Credit forms may be obtained in the Counseling office.

## RHS Cocurricular Activities

District 196 believes that cocurricular programs play a substantial and important role in providing successful and meaningful, educational experiences for students. In addition to a comprehensive list of courses, Rosemount High School offers a wide variety of school activities to meet students' interests and needs. These cocurricular activities provide at least four educational benefits for students. 1. They promote cognitive, affective and psycho-motor growth and development. 2. They are well-guided activities which utilize student time in an excellent educational environment. 3. They provide opportunities for students to find new friends. 4. They promote good self-concept, positive school attitudes and improved academic achievement.

Rosemount High suggests that all students participate in at least one or more cocurricular activities during the year. Listed below are cocurricular activities available to students.

### Student Government

Student Leadership Council

Class Representatives for Grades 9, 10, 11 and 12

### Fine/Performing Arts Activities and Clubs

Animanga Club	High Schools Against Cancer	Quiz Bowl/Knowledge Bowl
Baking Club	Jazz Band	Robotics
Botany Club	Literary Arts Magazine (Shadows)	Rocket Club
Bowling	Math Team	Save the Bees Club
Chamber Singers	Men's Ensemble	Science Olympiad
Chess Team	MN High School Democrats	Speech Team
Color Guard	Mock Trial	Star Wars Club
Debate: Policy and Value	Modern Dance Company	Student Council
DECA	Mountain Bike Team	Theatre
Diversity/Mosaic Club	National Art Honor Society	Trap Team
Dungeons and Dragons	National French Honor Society	Tri-M Honor Society
Fall Dance Team	National German Honor Society	Ultimate Frisbee
Freshmen Men's Select Choir	National Honor Society	Vivace Chamber Ensemble
Freshmen Women's Select Choir	National Spanish Honor Society	Weightlifting
GLBTQ	Newspaper	Women's Ensemble
Green Team	Pep Band	Women's Organization of Rosemount
Group of Active Teens	Percussion Ensemble	Yearbook
Haek Club	Prom Committee	Yoga Club

### Athletic Activities

Fall	Winter	Spring
Cross Country (Boys & Girls)	Alpine Skiing (Boys & Girls)	Baseball (Boys)
Football (Boys)	Basketball (Boys & Girls)	Golf (Boys & Girls)
Soccer (Boys and Girls)	Basketball (Intramural)	Golf (Intramural)
Swimming (Girls)	Figure Skating (Boys & Girls)	Lacrosse (Boys and Girls)
Tennis (Girls)	Gymnastics (Girls)	Softball (Girls)
Volleyball (Girls)	Hockey (Boys & Girls)	Tennis (Boys)
	Irishettes Danceline (Girls)	Track (Boys & Girls)
	Nordic Skiing (Boys & Girls)	
	Swimming (Boys)	
	Wrestling (Boys)	

Competition Cheerleading, Athletic Training and Weight Training are multiple season activities.

### Adaptive Athletic Activities

Fall	Winter	Spring
C.I. Soccer (Boys & Girls)	C.I. Floor Hockey (Boys & Girls)	C.I. Softball (Boys & Girls)
P.I. Soccer (Boys & Girls)	P.I. Floor Hockey (Boys & Girls)	P.I. Softball (Boys & Girls)

# NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



## NCAA Division I Initial-Eligibility Requirements

### **Core Courses: (16)**

- **Initial full-time collegiate enrollment *before* August 1, 2016:**
  - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
  - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
    - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
      - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
  - *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

### **Test Scores: (ACT/SAT)**

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
  - **SAT:** critical reading and math sections.
    - Best subscore from each section is used to determine the SAT combined score for initial eligibility.
  - **ACT:** English, math, reading and science sections.
    - Best subscore from each section is used to determine the ACT sum score for initial eligibility.
- All ACT and SAT attempts *before* initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.**

### **Core Grade-Point Average:**

- Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment *before* August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

<b>DIVISION I Core-Course Requirement (16)</b>	
4	years of English
3	years of math (Algebra I or higher)
2	years of natural/physical science (1 year of lab if offered)
1	year of additional English, math or natural/physical science
2	years of social science
4	years of additional courses (any area above, foreign language or comparative religion/philosophy)

<b>DIVISION I – 2016 Qualifier Requirements</b>	
<i>*Athletics aid, practice, and competition</i>	
•	16 core courses <ul style="list-style-type: none"> <li>○ Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.               <ul style="list-style-type: none"> <li>▪ "Locked in" for core-course GPA calculation.</li> </ul> </li> </ul>
•	Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
•	Graduate from high school.

<b>DIVISION I – 2016 Academic Redshirt Requirements</b>	
<i>*Athletics aid and practice (no competition)</i>	
•	16 core courses <ul style="list-style-type: none"> <li>○ No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).</li> </ul>
•	Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
•	Graduate from high school.




Sliding Scale A		
Use for Division I prior to August 1, 2016		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86


Sliding Scale B		
Use for Division I beginning August 1, 2016		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86


The preceding pages are not all-inclusive parameters regarding NCAA requirements. Further clarification and information regarding NCAA requirements is available upon request from the Rosemount High School counseling office or by contacting the NCAA at 1-317-917-6222 or [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).

### Cocurricular Programs Requiring a Study Hall

Students who participate in a cocurricular program may desire a study hall during the trimester in which their activity takes place. Students participating in cocurricular activities may register for study hall(s) 2212, 2213, or 2214. Registering for these study halls guarantees the student a study hall during the trimester in which their activity takes place (unless an individual student's course requests make this impossible). Due to the availability of practice facilities beyond the control of RHS, programs with special needs (boys and girls golf, hockey and figure skating) may be scheduled specifically for first or seventh period during the trimester in which the activity takes place.

 **2212 Fall Trimester Study Hall**  
 Grades 9, 10, 11, 12  
 Prerequisite: Written permission from head coach

 **2213 Winter Trimester Study Hall**  
 Grades 9, 10, 11, 12  
 Prerequisite: Written permission from head coach

 **2214 Spring Trimester Study Hall**  
 Grades 9, 10, 11, 12  
 Prerequisite: Written permission from head coach

## HOW TO USE THIS GUIDE

The major part of this guidebook consists of course descriptions. Listed below are notes about these course descriptions.

1. Courses are organized by departments, in alphabetical order. The page numbers for the departments are listed in the Table of Contents.
2. The format in which courses are listed was designed to make the selection of courses easier for students and their parents. Departments list courses under the following headings:

**Courses Offered to Students in Grades 9, 10, 11 and 12.** These include courses first open to 9th grade students, as indicated by course numbers that end in digits of 01-25. Courses in this group are generally considered to be grade 9 level courses that, in most cases, are also available to students in grades 10, 11 and 12.

**Courses Offered to Students in Grades 10, 11 and 12.** These include courses first open to 10th grade students, as indicated by course numbers that end in digits 26-50. Courses in this group are generally considered to be grade 10 level courses that, in most cases, are also available to students in grades 11 and 12.

**Courses Offered Only to Students in Grades 11 and 12.** These include courses first open to 11th grade students, as indicated by course numbers that end in digits 51-75. Courses in this group are generally considered to be grade 11 courses that, in most cases, are also available to students in grade 12.

**Courses Offered Only to Students in Grade 12.** These include courses first open to 12th grade students, as indicated by course numbers that end in digits 76-99. Courses in this group are generally considered to be grade 12 courses.

Thus, students in grade 9 would find courses open to their grade level listed in one section. Students in grade 10 could choose courses from two sections; students in grade 11 from three sections; and students in grade 12 from all four sections.

3. Each course has its own number, is one trimester (12 weeks) in length, meets during one class period daily and is worth one credit (unless otherwise stated in the course description).
4. **The time of year that each course will be offered is not listed.** This will be determined after students have made their course selections for next year.
5. The grade levels for each course are listed, as well as any prerequisites (requirements needed before the student enrolls in the course).
6. Although each course is one trimester in length, some courses are intended to last the full year. These year-long courses are noted in the description. If it is required that students sign up for all three trimesters, the three courses and course numbers are listed together. **Students are strongly encouraged to sign up for all other courses offered in a year-long sequence.**
7. During their high school career, students may *not* enroll in the same course number and course title more than once (unless otherwise stated).
8. *The description for each course should be read carefully before course selections are made.* Additional course information is available from a classroom teacher in that department, the department coordinator, the school counselor or school administration.
9. This registration guide should be used by the students throughout the 2017-2018 school year. It is an essential planning tool for the course registration process in January. **All students are responsible for reading the information contained in this guide.**