

# Rosemount High School Student Registration Guide 2019-2020



*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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Rosemount, Minnesota 55068

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

**ADMINISTRATION**

Mary M. Kreger, Superintendent

Peter Roback, 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 - Kym Carter, Alicia Blaz, Megan Bissell  
Work Experience - Jill Ratts

**DISTRICT 196 SCHOOL BOARD**

Jackie Magnuson, Chairperson  
Joel Albright, Vice Chairperson  
Sachin Isaacs, Clerk  
Art Coulson, Treasurer  
Craig Angrimson, Director  
Mike Roseen, Director  
Bob Schutte, Director

# Rosemount High School Independent School District 196

## Student Registration Guide 2019-2020

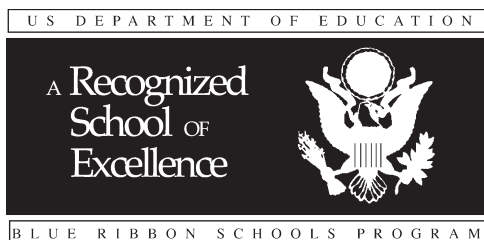
### Rosemount High School Vision

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](mailto:tom.pederstuen@district196.org)) has been designated to respond to employment-related inquiries regarding the non-discrimination policies including Title IX. The Director of Elementary Education, Sally Soliday (651-423-7782 – [sally.soliday@district196.org](mailto:sally.soliday@district196.org)) and the Director of Secondary Education, Dr. Mark Parr (651-423-7712 – [mark.parr@district196.org](mailto:mark.parr@district196.org)) have been designated to respond to student-related inquiries regarding the non-discrimination policies including Title IX. The Director of Special Education, Mary Kreger (651-423-7629 – [mary.kreger@district196.org](mailto:mary.kreger@district196.org)) has been designated to respond to inquiries concerning the rights of a student with a disability (504 Coordinator). 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).*

# IMPORTANT MESSAGE TO STUDENTS AND PARENTS

Rosemount High School  
January 2019

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-C  
Mr. Kiel Des Jarlais ..... D-H (AVID 9)  
Ms. Lori Martinson ..... I-MR  
Mr. Scott Osthus ..... Ms-Sc (AVID 10)  
Mr. Chad Terry ..... Sd-Z (AVID 11 and 12)



Peter Roback  
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>	

### Campus Student 4 year plan

Students are encouraged to maintain a 4 year plan for high school course work to ensure required coursework completion and satisfy prerequisites for each course. Each student has an electronic 4 year plan in Campus Student (log in from RHS homepage) that students and parents can update each year during registration season, or other times during the year. Students are encouraged to utilize their teachers and school counselor as they select classes for the coming years.

## The RHS Comprehensive Curriculum

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.

**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.

### AVID – Advancement Via Individual Determination

AVID is a nationally recognized program designed to give students with college-level academic potential the academic and personal support to be “college ready” by the conclusion of high school. These are often the students who will be the first in their families to attend college and are from groups traditionally underrepresented in higher education. For one period a day, the AVID elective course gives students support that will help them succeed in RHS’s college preparatory classes and the knowledge needed to successfully transition to college.

### 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 high 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. Students and parents/guardians must attend a mandatory PSEO informational meeting in Jan./Feb. presented by RHS counselors.

### 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.

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

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

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 Council

Class Representatives for Grades 9, 10, 11 and 12

#### Fine/Performing Arts Activities and Clubs

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

#### 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 and Athletic 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)





# DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletics scholarships, and/or compete during their first year.

## Core-Course Requirement

Complete 16 core courses in the following areas:

<div style="background-color: #2c5e8c; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <b>ENGLISH</b> </div> <div style="background-color: #2c5e8c; color: white; padding: 10px; border-radius: 0 0 10px 10px;"> <b>4 years</b> </div>	<div style="background-color: #2c5e8c; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <b>MATH</b> (Algebra I or higher)         </div> <div style="background-color: #2c5e8c; color: white; padding: 10px; border-radius: 0 0 10px 10px;"> <b>3 years</b> </div>	<div style="background-color: #2c5e8c; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <b>NATURAL/ PHYSICAL SCIENCE</b> (Including one year of lab, if offered)         </div> <div style="background-color: #2c5e8c; color: white; padding: 10px; border-radius: 0 0 10px 10px;"> <b>2 years</b> </div>	<div style="background-color: #2c5e8c; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <b>ADDITIONAL</b> (English, math, or natural/physical science)         </div> <div style="background-color: #2c5e8c; color: white; padding: 10px; border-radius: 0 0 10px 10px;"> <b>1 year</b> </div>	<div style="background-color: #2c5e8c; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <b>SOCIAL SCIENCE</b> </div> <div style="background-color: #2c5e8c; color: white; padding: 10px; border-radius: 0 0 10px 10px;"> <b>2 years</b> </div>	<div style="background-color: #2c5e8c; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <b>ADDITIONAL COURSES</b> (Any area listed to the left, foreign language or comparative religion/philosophy)         </div> <div style="background-color: #2c5e8c; color: white; padding: 10px; border-radius: 0 0 10px 10px;"> <b>4 years</b> </div>
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## Full Qualifier

- Complete 16 core courses.
  - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
  - Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

## Academic Redshirt

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

## Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

## Academic Redshirt:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

## Nonqualifier:

College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.

**International Students:** Please visit [ncaa.org/international](http://ncaa.org/international) for information and academic requirements specific to international student-athletes.

# Test Scores

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of **9999** so his or her scores are sent directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts will **NOT** be used in his or her academic certification.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

If you took the SAT in March 2016 or after, and plan to attend an NCAA Division I college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core-course GPA you need to meet NCAA Division I requirements.

For more information on the SAT, click [here](#) to visit the College Board's website.

DIVISION I FULL QUALIFIER SLIDING SCALE			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.550	400	400	37
3.525	410	410	38
3.500	430	420	39
3.475	440	430	40
3.450	460	440	41
3.425	470	450	41
3.400	490	460	42
3.375	500	470	42
3.350	520	480	43
3.325	530	490	44
3.300	550	500	44
3.275	560	510	45
3.250	580	520	46
3.225	590	530	46
3.200	600	540	47
3.175	620	550	47
3.150	630	560	48
3.125	650	570	49
3.100	660	580	49
3.075	680	590	50
3.050	690	600	50
3.025	710	610	51
3.000	720	620	52
2.975	730	630	52
2.950	740	640	53
2.925	750	650	53
2.900	750	660	54
2.875	760	670	55
2.850	770	680	56
2.825	780	690	56
2.800	790	700	57
2.775	800	710	58

DIVISION I FULL QUALIFIER SLIDING SCALE			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
2.750	810	720	59
2.725	820	730	60
2.700	830	740	61
2.675	840	750	61
2.650	850	760	62
2.625	860	770	63
2.600	860	780	64
2.575	870	790	65
2.550	880	800	66
2.525	890	810	67
2.500	900	820	68
2.475	910	830	69
2.450	920	840	70
2.425	930	850	70
2.400	940	860	71
2.375	950	870	72
2.350	960	880	73
2.325	970	890	74
2.300	980	900	75
2.299	990	910	76
2.275	990	910	76
2.250	1000	920	77
2.225	1010	930	78
2.200	1020	940	79
2.175	1030	950	80
2.150	1040	960	81
2.125	1050	970	82
2.100	1060	980	83
2.075	1070	990	84
2.050	1080	1000	85
2.025	1090	1010	86
2.000	1100	1020	86

**ACADEMIC REDSHIRT**

\*Final concordance research between the new SAT and ACT is ongoing.

NCAA is a trademark of the National Collegiate Athletic Association.





## 2018 DIVISION II NEW ACADEMIC REQUIREMENTS

College-bound student-athletes first enrolling at an NCAA Division II school on or after Aug. 1, 2018, need to meet new academic rules to practice, compete and receive athletics scholarships during their first year.

### Core-Course Requirement

Complete 16 core courses in the following areas:

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>NATURAL/ PHYSICAL SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math, or natural/physical science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (Any area listed to the left, foreign language or comparative religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

### Full Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

### Partial Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

### Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

### Partial Qualifier:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

### Nonqualifier:

College-bound student-athletes may not practice, compete or receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

**International Students:** Please visit [ncaa.org/international](http://ncaa.org/international) for information and academic requirements specific to international student-athletes.

# Test Scores

If you took the SAT in March 2016 or after, and plan to attend an NCAA Division II college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core-course GPA you need to meet NCAA Division II requirements.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. You may take the SAT or ACT an unlimited number of times before you enroll full time in college. If you take either test more than once, the best subscores from each test are used for the academic certification process.

For more information on the SAT, click [here](#) to visit the College Board's website.

DIVISION II FULL QUALIFIER SLIDING SCALE			
USE FOR DIVISION II BEGINNING AUGUST 2018			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.300 & above	400	400	37
3.275	410	410	38
3.250	430	420	39
3.225	440	430	40
3.200	460	440	41
3.175	470	450	41
3.150	490	460	42
3.125	500	470	42
3.100	520	480	43
3.075	530	490	44
3.050	550	500	44
3.025	560	510	45
3.000	580	520	46
2.975	590	530	46
2.950	600	540	47
2.925	620	550	47
2.900	630	560	48
2.875	650	570	49
2.850	660	580	49
2.825	680	590	50
2.800	690	600	50
2.775	710	610	51
2.750	720	620	52
2.725	730	630	52
2.700	740	640	53
2.675	750	650	53
2.650	750	660	54
2.625	760	670	55
2.600	770	680	56
2.575	780	690	56
2.550	790	700	57
2.525	800	710	58
2.500	810	720	59
2.475	820	730	60
2.450	830	740	61
2.425	840	750	61
2.400	850	760	62
2.375	860	770	63
2.350	860	780	64
2.325	870	790	65
2.300	880	800	66
2.275	890	810	67
2.250	900	820	68
2.225	910	830	69
2.200	920	840 & above	70 & above

DIVISION II PARTIAL QUALIFIER SLIDING SCALE			
USE FOR DIVISION II BEGINNING AUGUST 2018			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.050 & above	400	400	37
3.025	410	410	38
3.000	430	420	39
2.975	440	430	40
2.950	460	440	41
2.925	470	450	41
2.900	490	460	42
2.875	500	470	42
2.850	520	480	43
2.825	530	490	44
2.800	550	500	44
2.775	560	510	45
2.750	580	520	46
2.725	590	530	46
2.700	600	540	47
2.675	620	550	47
2.650	630	560	48
2.625	650	570	49
2.600	660	580	49
2.575	680	590	50
2.550	690	600	50
2.525	710	610	51
2.500	720	620	52
2.475	730	630	52
2.450	740	640	53
2.425	750	650	53
2.400	750	660	54
2.375	760	670	55
2.350	770	680	56
2.325	780	690	56
2.300	790	700	57
2.275	800	710	58
2.250	810	720	59
2.225	820	730	60
2.200	830	740	61
2.175	840	750	61
2.150	850	760	62
2.125	860	770	63
2.100	860	780	64
2.075	870	790	65
2.050	880	800	66
2.025	890	810	67
2.000	900	820 & above	68 & above

\*Final concordance research between the new SAT and ACT is ongoing.

NCAA is a trademark of the National Collegiate Athletic Association.

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.**