



Special Programs

WORK EXPERIENCE PROGRAMS

- ☘ 1701 Work Experience Career Exploration Program (WECEP Success Seminar) 9A
- 1702 Work Experience Career Exploration Program (WECEP Success Seminar) 9B
- 1703 Work Experience Career Exploration Program (WECEP Success Seminar) 9C

Grade 9

Prerequisite: Recommended by Student Assistance Team

WECEP Success Seminar 9 is an essential skills seminar that meets everyday in a small group. The goals of WECEP 9 include teaching and supporting positive attitudes and behaviors as well as communicating with teachers and the personal awareness skills that support strong academic performance required in high school.

Teachers use a holistic approach to the student learner by providing a structured caring environment with pre-teaching/re-teaching in subject areas. Students are taught time-management skills, appropriate classroom expectations while enhancing their independence in their learning experience. WECEP teachers team with subject area core teachers to align with student content expectations and deadline dates. Program goals are to increase student success in earning credits, increase core content knowledge, and support the entry-level skills required for the world of work.

Students participating in WECEP 9 will be responsible for maintaining a daily planner and will use the time in class to organize, complete and turn in daily academic assignments. Reading and writing strategies will be emphasized along with the self-management skills such as self-respect, responsibility, resourcefulness and initiative. Teachers will also assist in navigating educational technology such as Moodle and Collab. Students in this program may participate in a service learning experience.

- ☘ 1725 Work Experience Career Exploration Program (WECEP Success Seminar) 10A
- 1726 Work Experience Career Exploration Program (WECEP Success Seminar) 10B
- 1727 Work Experience Career Exploration Program (WECEP Success Seminar) 10C

Grade 10

Prerequisite: Recommended by Student Assistance Team

WECEP Success Seminar 10 is an essential skills seminar that meets everyday in a small group. The goal of WECEP 10 is to teach and support positive attitudes and behaviors, communication and the personal awareness skills that will support strong academic performance that is required in high school. Essential skills learned in this seminar also support the entry-level skills required for the world of work.

Students participating in WECEP 10 will be responsible for maintaining a daily planner and will use the time in class to organize, complete and turn in daily academic assignments. Reading and writing strategies along with the self-management skills of self-respect, responsibility, resourcefulness and initiative will be emphasized. Teachers will also assist in navigating educational technology such as Moodle and Collab. Students in this program may participate in a service learning experience.

- ☘ 1751 Work Experience Seminar IA
- 1752 Work Experience Seminar IB
- 1753 Work Experience Seminar IC

Grade 11

Prerequisite:

Completion of the Work Experience application, recommendation of counselor and permission of Work Experience Coordinator
Tenth graders by recommendation of counselor and instructor approval

- 1761 Work Based Learning IA (1 Period Per Day - 1 Credit)
- 1762 Work Based Learning IB (1 Period Per Day - 1 Credit)
- 1763 Work Based Learning IC (1 Period Per Day - 1 Credit)

- 1771 Work Based Learning IA (2 Periods Per Day - 2 Credits)
- 1772 Work Based Learning IB (2 Periods Per Day - 2 Credits)
- 1773 Work Based Learning IC (2 Periods Per Day - 2 Credits)

- ☘ 1776 Work Experience Seminar IIA
- 1777 Work Experience Seminar IIB
- 1778 Work Experience Seminar IIC

Grade 12

Prerequisite:

Successful completion of Work Experience Level I or 12th grade students who are new to the program

- 1781 Work Based Learning IIA (1 Period Per Day - 1 Credit)
- 1782 Work Based Learning IIB (1 Period Per Day - 1 Credit)
- 1783 Work Based Learning IIC (1 Period Per Day - 1 Credit)

Completion of the Work Experience application, recommendation of counselor and permission of Work Experience Coordinator

WORK EXPERIENCE PROGRAMS CONTINUED

1791 Work Based Learning IIA (2 Periods Per Day - 2 Credits)

1792 Work Based Learning IIB (2 Periods Per Day - 2 Credits)

1793 Work Based Learning IIC (2 Periods Per Day - 2 Credits)

Level I Work Experience is for students in grade 11 who are new to the program.

Level II Work Experience is a continuation of Level I and is designed for students in grade 12 or in year two of the program.

Level 1 Seminar & Work Based Learning

Students apply informed decision-making processes to promote personal growth and develop competencies in self-awareness, interpersonal relationships, employment readiness, independent living and citizenship. The students will be introduced to personal money management, saving, budgeting, investing & retirement planning, and insurance through Foundations in Personal Finance.

The goals of the program are to increase student employability skills, independent living skills, to develop career awareness and a post-secondary plan, and to promote academic success at RHS for those students who may be experiencing financial, academic or other personal difficulty.

Students enrolled in the Employability Skills Seminar are eligible for Work Based Learning hours (paid or volunteer job placement in the community).

Level 2 Seminar & Work Based Learning

Students apply informed decision-making processes to promote personal growth and develop competencies in self-awareness, interpersonal relationships, employment readiness, independent living and citizenship. Students will focus on Saving, Debt, Post Secondary Options, Careers and Taxes through Foundations in Personal Finance. Students will participate in an E-mentoring project through BestPrep Minnesota, which brings together the business and educational communities to prepare students for life after high school.

The goals of the program are to increase student employability skills, independent living skills, to develop career awareness and a post-secondary plan, and to promote academic success at RHS for those students who may be experiencing financial, academic or other personal difficulty.

Students enrolled in the Employability Skills Seminar are eligible for Work Based Learning hours (paid or volunteer job placement in the community).

Work-Based Learning (Job Placement)

Students apply informed decision-making processes to develop a vocational pathway by constructing a Careers Investigation Portfolio and participating in real world work experiences through, shadowing, volunteering, or on-the-job paid employment. Students may earn a maximum of two credits per trimester in Work Based Learning. Students are required to maintain acceptable performance in classes in order to maintain eligibility in Work Based Learning hours.

NOTE: FOR STUDENTS ENROLLED IN SPECIAL EDUCATION, REFER TO PAGE 66.

SPECIAL STUDENT PROGRAMS

GUIDANCE AND COUNSELING COURSES

The Guidance and Counseling Department offers opportunities for students to earn a school service credit in grades 10, 11 and 12.

 1674 EL Peer Mentor T1
1675 EL Peer Mentor T2
1676 EL Peer Mentor T3

Grades 9, 10, 11, 12
Prerequisite: Application Process

Student may apply to perform a service to our English Language Learners in a classroom setting. Peer Mentor is an ungraded elective credit.

 1800 Independent Study

Grades 10, 11, 12
Prerequisite: Guidance Department Coordinator Approval

Students who are members of Guidance and Counseling Department sponsored "Peer Programs" may apply for one Guidance and Counseling elective Independent Study experience per trimester. The Independent Study school service credit allows a student time during the school day to perform a service to the school community. The Independent Study is an "ungraded" (P-NC) elective credit.

SPECIAL STUDENT PROGRAMS

☘ 1805 ACT Prep

Grades 10, 11, 12
Prerequisite: None

Whether you have taken the ACT test before or you are new to the experience, this course will prepare you to do your personal best. The trimester long elective course will navigate students through the ACT testing process and will focus on understanding the format of the test, building strategies for answering more questions correctly and pacing yourself during a timed test. Students build confidence and skills that will boost their scores on the actual test. Students will have access to hundreds of practice questions and an online program that helps them continue preparing even after the course is completed. One assignment for the course will be to take a mock test under actual testing conditions outside the normal school day. Students are encouraged to purchase an ACT Prep workbook to enhance their learning in the class.

SPECIAL EDUCATION COURSES

Academic and behavioral support courses are offered to students who have met eligibility for special education service and have an Individual Education Plan (IEP). Courses offered for credit are listed below:

| | T1 | T2 | T3 | |
|-----------------|------|------|------|---|
| ☘ Strategies 9 | 1301 | 1302 | 1303 | Grade 9 |
| ☘ Strategies 10 | 1304 | 1305 | 1306 | Grade 10 |
| ☘ Strategies 11 | 1307 | 1308 | 1309 | Grade 11 |
| ☘ Strategies 12 | 1310 | 1311 | 1312 | Grades 12 Prerequisite: Recommendation by Child Study Team |

This class is designed to pre-teach and re-teach concepts taught in students' core subject classes. Each day, the Strategies class will focus on activities that will support core subject area class objectives. This class is not a study hall where students will be working on their homework; students will develop skills to enable them to improve academic behaviors necessary for being a successful student. Students will earn credit based on their participation in teacher led activities, use of classroom time to work on academics, and use of a planner or other system of their choice.

| | T1 | T2 | T3 | |
|----------------|------|------|------|--|
| ☘ Basic Skills | 1511 | 1512 | 1513 | Grades 9, 10, 11, 12 Prerequisite: Recommendation by Child Study Team |

This center based program will focus on the three areas of transition into adult life. Instruction will allow for practical application of skills in independent life, work and post-secondary training and learning opportunities as identified by student's needs outlined on the Individual Education Plan.

| | T1 | T2 | T3 | |
|-----------------------------------|------|------|------|--|
| ☘ EL Language Through Development | 1651 | 1652 | 1653 | Grades 9, 10, 11, 12 |
| EL Literature & Composition | 1661 | 1662 | 1663 | Prerequisite: Written Permission of ELL Teacher |
| EL Peer Tutoring | 1686 | 1687 | 1688 | |
| EL Social Studies | 1677 | 1678 | 1679 | |
| EL Level 2/3 | 1683 | 1684 | 1685 | |

The English Language Learner Program provides small group instruction for students with limited English proficiency. The goal of the program is to help students develop the English language skills necessary for success in school. These skills include listening comprehension, speaking, reading and writing. Students in EL may earn an English credit plus additional elective credits per hour of instruction. Credit decisions will be made on an individual student basis.

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|---|--|---|
| ☘ 1654 Transitional English for Determined Students A | | Grades 9, 10, 11, 12 |
| 1655 Transitional English for Determined Students B | | Prerequisite: Written Permission of ELL Teacher |
| 1656 Transitional English for Determined Students C | | |

The Transitional English for Determined Students (TEDS) class is an elective credit designed to help students develop academic independence through learning different studying and organizational techniques. This class will also discuss goals, careers and help in preparing for college.

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|----------------------------|--|--|
| ☘ 1691 Physical Activity A | Grades 9, 10, 11, 12 | |
| 1692 Physical Activity B | Prerequisite: Recommendation by Child Study Team | |
| 1693 Physical Activity C | | |

This course is designed to offer students lifetime recreation, leisure and fitness activities. The goal of this class is to introduce a wide variety of activities, develop a basic knowledge base for each, and promote participation outside the school setting.

SPECIAL STUDENT PROGRAMS

| | T1 | T2 | T3 | |
|-------------------------|------|------|------|--|
| ✿ English | 1531 | 1532 | 1533 | Grades 9, 10, 11, 12 |
| Academic Prep | 1545 | 1546 | 1547 | Prerequisite: Recommendation by Child Study Team |
| Math | 1561 | 1562 | 1563 | |
| Independent Life Skills | 1571 | 1572 | 1573 | |
| Science | 1591 | 1592 | 1593 | |

The center based program is for students with communication interaction difficulties, which could include Autism Spectrum Disorder. The special education program will provide support in the areas of academics and transition. The instruction is designed to promote appropriate communication, academic success and social competencies across settings as identified on the Individual Education Plan.

WORK EXPERIENCE - SPECIAL EDUCATION COURSES

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|---|--|
| ✿ 1613 Work Force Foundations IA - IEP Referral | Grades 9, 10, 11, 12 |
| 1614 Work Force Foundations IB | Prerequisite: Recommendation by Work Experience Teacher and student's IEP team |
| 1615 Work Force Foundations IC | |

The purpose of Work Force Foundations I is to increase student employability skills and develop job awareness. Student workers demonstrating significantly below average entry-level employment skills and behaviors that require coaching instruction will participate in work labs on the Rosemount High School campus. These labs will support students needing to improve their common social interactions as well as those with impaired communication skills, restricted range of interests or repetitive behaviors. Workers requiring direct job coaching instruction to support predictable cause and affect job tasks, with limited decision making skills will benefit from the Work Force Foundations classes. Student-workers will develop skills and behaviors to follow safety practices, and follow workplace rules and standard operating procedures for equipment and materials. Placement in this class is an IEP team decision.

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| ✿ 1625 Work Experience Transitional Seminar A | Grades 10, 11, 12 |
| 1626 Work Experience Transitional Seminar B | Prerequisite: Recommendation by the Child Study Team |
| 1627 Work Experience Transitional Seminar C | |

- 1631 Work Based Learning A (1 Period Per Day - 1 Credit)
- 1632 Work Based Learning B (1 Period Per Day - 1 Credit)
- 1633 Work Based Learning C (1 Period Per Day - 1 Credit)

- 1641 Work Based Learning A (2 Periods Per Day - 2 Credits)
- 1642 Work Based Learning B (2 Periods Per Day - 2 Credits)
- 1643 Work Based Learning C (2 Periods Per Day - 2 Credits)

NOTE: WORK EXPERIENCE/TRANSITION IS FOR SPECIAL EDUCATION STUDENTS WITH ACTIVE I.E.P.s.

This course will focus on three areas of transition into adult life. Instruction will allow for practical application of skills in Independent Living, Employment, and Postsecondary Planning.

The goal of the program is to prepare students for competitive employment and citizenship. Through in-class discussion and activities, students learn job seeking and keeping skills, interpersonal skills, workplace safety, and skills needed for independent living. Students who may need curriculum modifications, a job coach in Rosemount High School, are not yet ready for independent, competitive employment in the community, or may have barriers to obtaining or keeping employment should enroll in this class.

Students may earn a maximum of three credits per trimester (1 credit for seminar and 2 credits for on-the-job training hours) in the Work Experience Program. Students may work in RHS doing various jobs around the building or be employed in the community.