

# Howard High School Registration Manual

2018-19



Howard Jr./Sr. High School

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Howard, SD 57349

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## Contents

Graduation Requirements .....	3
Ag Education .....	4
Art and Music .....	6
Business.....	8
Computer Science .....	9
FACS.....	9
Foreign Language .....	11
Language Arts .....	11
Mathematics.....	12
PE/Health .....	13
Science .....	14
Social Science.....	15
Youth Internship .....	17
Credit Check .....	19
Registration Form.....	19
Recommended Mathematics Course Sequence .....	20
Opportunity Scholarship .....	22
Regent Scholars.....	23

Graduation Requirements: Howard requires 24 credit hours to graduate.

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## High School Graduation Requirements

*As approved by the South Dakota Board of Education Nov. 2, 2009*

Except where otherwise noted, these requirements begin with students entering 9th grade in the 2010-11 school year.

A student's Personal Learning Plan must document a minimum of 22 credits that include the following:

- (1.) Four units of Language Arts – must include:
  - a. Writing – 1.5 units
  - b. Literature – 1.5 units  
(must include .5 unit of American Literature)
  - c. Speech or Debate – .5 unit
  - d. Language Arts elective – .5 unit
- (2.) Three units of Mathematics – must include:
  - a. Algebra I – 1 unit
  - b. \*Algebra II – 1 unit
  - c. \*Geometry – 1 unit
- (3.) Three units of Lab Science – must include:
  - a. Biology – 1 unit
  - b. Any Physical Science – 1 unit
  - c. \*Chemistry or Physics – 1 unit
- (4.) Three units of Social Studies – must include:
  - a. U.S. History – 1 unit
  - b. U.S. Government – .5 unit
  - c. World History – .5 unit
  - d. Geography – .5 unit
- (5.) ~One unit of the following-any combination:
  - a. Approved Career & Technical Education
  - b. Capstone Experience or Service Learning
  - c. World Language
- (6.) One unit of ^ Fine Arts
- (7.) One-half unit of Personal Finance or Economics
- (8.) One-half unit of Physical Education
- (9.) ~One-half unit of Health or Health Integration

Academic core content credit may be earned by completing an approved career and technical education course. Approval to offer credit must be obtained through an application process with the Department of Education. The application must include: course syllabus; standards based curriculum; teacher certification; and assessment of standards by methods including end-of-course exams, authentic assessment, project-based learning or rubrics.

\*With school and parent/guardian approval, a student may be excused from this course in favor of a more appropriate course. A student may be excused from Algebra II or Geometry, but not both. A student is still required to take three units of Math. If a student is excused from Chemistry or Physics, the student must still take three units of Lab Science.

## Ag Education

**CTE-Intro to Ag** **1 credit**  
**Student may not join this class 2<sup>nd</sup> semester w/o having completed 1<sup>st</sup> semester**

(Open to 9, 10, 11, and 12)

This is an introductory course that presents students with the foundation principals of Sustainable Agriculture, FFA, Careers, CDE, and Woodworking. Students will learn leadership skills, parliamentary procedure, and the possibility of the National Organization. Each student will be required to fill out an SAE (Supervised Agriculture Experience) record book and compete in a Fall CDE. Then we will go into learning about methods of agriculture and how it affects the environment. Learn about where our food comes from and discuss the difference of organic and conventional methods. The class will spend time on learning about shop safety and how to properly use and identify the equipment for woodworking. Students will complete a medium sized project made from wood. \*\*NOTE: It is strongly recommended that you take this class before any other Agriculture Education course.

**CTE-Animal Science** **1 credit**  
**Student may not join this class 2<sup>nd</sup> semester w/o having completed 1<sup>st</sup> semester**

(Open to 9, 10, 11,12)

Meet the demands/needs of students interested in the basic animal science. This class will address basic need to care for and meet the needs of animals. Classroom and laboratory content may be enhanced by utilizing appropriate equipment and technology.

Algebra, trigonometry, English and human relations skills will be reinforced in the course. This class is reinforced though the FFA and SAE project through Livestock Career Development Events and Proficiency Awards. Topics covers include: Breeds, Health, Reproduction, Nutrition, and Anatomy. \*\*NOTE: There is no shop time during this course

## CTE-Wildlife and Fisheries .5 credit

(Open to 9, 10, 11,12)

Management of South Dakota wildlife and fisheries is critical to our future economic stability. Skills gained in this area will be beneficial to students seeking a career in wildlife and fisheries. Wildlife and Fisheries is designed to give students a background in the career cluster of natural resource systems and the many career opportunities available in the Wildlife and Fisheries field. It addresses the biological and environmental issues related to Wildlife and Fisheries within our State. Classroom and laboratory content may be enhanced by utilizing appropriate equipment and technology. Mathematics, science, English, Biology, and human relations skills will be reinforced throughout the course. Opportunities for application of clinical and leadership skills are provided by participation in the FFA organization in the natural resources Career Development Event or related proficiency award areas. Each student will be expected to complete a Supervised Agriculture Experience project/Internship.

\*\*NOTE: Minimal Shop Time during Class

## CTE-Ag Metal Fabrication . 5 credit

Prerequisite: Intro to Ag  
(Open to 10, 11,12)

Course consists of standards to prepare students for careers in the metal and fabrication industry in the Agriculture Service and Supplies Career Pathway. Students will be exposed to wire and arc welding, plasma cutting, and oxy-acetylene torching. We will spend the first portion on safety and proper handling techniques of the equipment. Students will perform the basic welds and will cut an object out with the plasma cutter. Students will build a small project out of metal. Topics include: properties of materials, welding fundamentals, oxy-acetylene torch, brazing, MIG and TIG welding, and Careers.

**CTE-Fundamentals Ag Mechanics .5 credit**

Prerequisite: Intro to Ag  
(Open to 10, 11,12)

This course is offered to meet the basic need of Agriculture Mechanics. Work based learning strategies appropriate for this course are school based enterprise and field trips. This class is reinforced through the FFA and SAE project Ag Mechanics Career Development Events and relates Proficiency Awards. Each student will complete a Supervised Agriculture Experience Project. Topics include: Simple wiring, plumbing, site preparations, torch, plasma cutter, concrete and its principals, tools, safety, slope for building. An SAE Proficiency application will be completed in class as a class project.

**CTE-Ag Leadership and Communications .5 credit or 1 credit**

(Open to 9,10,11,12)

Agriculture Leadership and Communications will provide students with fundamental skills for success in agricultural careers and team environments. Students will investigate a variety of topics essential to communicating about the industry of agriculture. In addition to improving personal traits and career readiness, areas of study include interviewing, writing with or without using opinion, researching techniques, equipment and technology, and presentation of news and agricultural markets. An SAE Proficiency application will be completed in class as a class project.

**CTE-Agribusiness .5 credit**

(Open to 9, 10,11,12)

Agriculture businesses sell and market their products globally, regionally and locally, leading to many related positions at these businesses. Skills related to selling and marketing products greatly enhance the success of an employee in an agribusiness operation. Work-based learning strategies appropriate for this course are school-based enterprises and field trips. Developing a business plan for

an AFNR business as an authentic assessment for the end of the course is recommended. Opportunities for application of clinical and leadership skills are provided by participation in FFA activities, conferences and skills competition such as sales related career development events and proficiency awards. Each student will be expected to maintain a Supervised Agricultural Experience. An SAE Proficiency application will be completed in class as a class project.

**CTE-Ag Structures 1 credit**  
**Student may not join this class 2<sup>nd</sup> semester w/o having completed 1<sup>st</sup> semester**

Prerequisite: Intro to Ag, Ag Metal and Fabrication, Fundamentals of Ag Mechanics  
(Open to 11,12)

This course is offered to meet the basic need of Agriculture Structures. South Dakota demand is increasing with the shortage of certified electricians. Plumbers, contractors, and mechanics. Classroom and laboratory content may be enhanced by utilizing appropriate equipment and technology. Work based learning strategies appropriate for this course are school based enterprises and field trips. This class is reinforced through the FFA and SAE project Ag Mechanics Career Development Events and relates Proficiency Awards. Each student will complete a Supervised Agriculture Experience Project. Topics covered include: materials, and planning of projects, safety, tools, concrete, electrical, plumbing, paint. An SAE Proficiency application will be completed in class as a class project.

**CTE-Veterinarian Science 1 credit**  
**Student may not join this class 2<sup>nd</sup> semester w/o having completed 1<sup>st</sup> semester**

Prerequisite: Animal Science  
(Open 11, 12)

This course is offered to meet the needs of students who want to advance their education in animal science and veterinarian science.

Classroom and laboratory content may be enhanced by utilizing appropriate equipment and technology. Students will apply knowledge of anatomy and physiology to produce and/or manage animals in a domesticated or natural environment and gain knowledge in species specific operations, genetics, livestock operation, processing and reproduction. Algebra, trigonometry, biology, English and human relations skills will be reinforced in the course. Work-based learning strategies appropriate for this course are school-based enterprises and field trips. This class is reinforced through the FFA and SAE activities such as the Livestock Career Development Event and Proficiency Awards. Each student will be expected to complete a Supervised Agricultural Experience (SAE). An SAE Proficiency application will be completed in class as a class project.

**CTE-Advanced Ag Structures      1 credit**  
**Student may not join this class 2<sup>nd</sup>**  
**semester w/o having completed 1<sup>st</sup>**  
**semester**

Prerequisite: Ag Mechanics, Ag Metal Fabrications and Ag Structures  
(open to 12 only)

This course is offered to meet more advanced needs in the agricultural structures industry. South Dakota demand is increasing with the shortage of certified electricians, plumbers, contractors and mechanics. Classroom and laboratory content may be enhanced by utilizing appropriate equipment and technology. Algebra, geometry, trigonometry, English and human relations skills will be reinforced in the course. Work-based learning strategies appropriate for this course are school-based enterprises and field trips. This class is reinforced through the FFA Ag Mechanics Career Development Events and related Proficiency Awards. Each student will be expected to complete a Supervised Agricultural Experience Program or Internship project. An SAE Proficiency application will be completed in class as a class project.

**Art and Music**

**Art Basics      .5**

An introduction to a variety of art making methods including clay building, drawing, painting, printmaking, art history, and sculpture.

This class is required before taking additional art credits. Offered either semester.

**3D Design      .5**

Prerequisite: Art Basics

This class focuses heavily on the creation of three-dimensional art. Students will work primarily with clay, wood, metal, and other textural materials to construct their art pieces. \*\*Some items may need to be purchased by the individual students\*\*

**Painting and Drawing      .5**

Prerequisite: Art Basics

An art class that focuses strictly on two dimensional art. Students will be exposed to a variety of painting and drawing methods throughout the semester.

**Art Computer Graphics      .5**

Prerequisite: ART Basics

(FOR SENIORS ONLY) a computer based class in which students will be able to focus on graphic design skills using state of the art iMac computers, and Adobe Creative Suite 6. Projects include senior videos, graduation announcement templates, tutorials, and other creative classroom assignments.

**Yearbook Design      .5**

This course is designed to teach the skills necessary to design the school yearbook in its layout and structure. The year begins by choosing a theme for the book. Students will study layout and design techniques, as well as journalistic photography. Students will be responsible for the cover and content design of the yearbook and work as independent photographers at times. The book will be designed in its entirety in one fall semester in preparation for text and photos provided by the Journalism class. Deadlines may require that students work after school, on weekends, or holidays. Students will learn good work habits and are responsible for all design phases of the yearbook publication.

**Advanced Art      .5**

Pre-requisite: 1 Art Credit including Art Basics

Students may choose to take as semester or as a full year course. Students will be

assigned work in a variety of art areas. Students in advanced art will also be responsible for creating self-led projects. Students in advanced art should be highly self-motivated in art making. Students must have taken at least 1 full credit of art, and passing with at least a C, prior to taking this course.

### **Photography .5**

(Open to 9, 10,11,12)

This introductory course deals with digital photography and teaches basic camera handling and post-processing procedures. Students learn how to control light to product an aesthetically pleasing image. Composition and the elements and principles of art are introduced. In addition, digital photography, pinhole cameras, photograms, special effect, and the history of photography may be addressed. Course availability based on seniority.

### **Band**

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(Open to 9, 10, 11, 12)

#### **Concert Band** (Aug.-May)

Concert Band is the core ensemble of the instrumental department where all other instrumental groups evolve from. These groups are: Marching Band, Jazz Band, Pep Band, and various small ensembles. Concert band rehearses daily. The music selected for this group is of serious and challenging nature. This group performs at all concerts, large group music contest, and graduation.

#### **Marching Band** (Sept.-Oct.)

This group is the concert band with possibly a few instrument changes, and with some students converting to a flag corp. This group rehearses daily during the concert band time slot. Rehearsals usually take place outside on the street for street marching. Some rehearsals may take place before school.

#### **Jazz Band** (Oct.-May)

This group is a smaller group of students selected from the concert band. Some students may switch to a jazz instrument to be included in this ensemble. This group rehearses during the concert band time slot once or twice a week depending on the schedule. Rehearsal may take place

before/after school. The music selected for this group is of traditional and contemporary jazz styles. Performances include concerts and the possibility of competing at group or jazz competitions. May also perform at city/local functions.

#### **Pep Band** (Athletic Seasons)

Pep band includes everyone involved in concert band. Athletes are excused from performances when they are participating on the varsity squad of the sport we are performing for. This group occasionally rehearses during regular band time. The music selected for this group is of popular, pep styles. This group performs for all home basketball and football games and all wrestling tournaments. If the schedule is not too hectic, this group will also perform at wrestling duals and volleyball matches.

#### **Contests**

Everyone will participate in contests at the director's discretion. Contest held at Augustana College in late January late March and the large group region contest held at Madison in mid-April. Attendance is mandatory!

#### **All State Band**

This is a group selected from students throughout the state. Individuals may choose to prepare for the audition which is held in January. The audition consists of prepared solo, prepared scales, sight readings skills test, and a written test. If selected for this group, rehearsals and performances will take place in March at a given location.

#### **Percussion Ensemble**

This is a group of students who are involved in the concert band who would like to participate in the Drum Line or Flag Corp. Anyone in band is welcome to join, the group practices during band time and performs at 1/2 time of a scheduled basketball game. We play up beat fun music that provides entertainment for the audience and the flag corp choreographs

their own routine for the performance.

### **Band and Chorus Members**

Members who are involved in Band and Chorus for 4 years are eligible for several scholarships to be offered by the parent board the spring of their senior year.

### **Band and Chorus Trips**

Seniors who have been involved in band/choir for 4 years will take a trip after graduation. Students must be active in fundraising to help pay for the trip.

### **Vocal**

(Open to 9, 10, 11, 12)

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### **Mixed Chorus (Sep.-May)**

This group is open to all students. Each must audition for a part assignment and participate in all scheduled events such as concerts and large group contests. Mixed chorus rehearses daily. . Attendance is mandatory!

### **Concerts**

Dates for concerts vary depending on other events in the year. We will perform in various groups at homecoming, Christmas concert, Spring Concert, at the Pops Concert, and at graduation as scheduling permits.

### **All State Chorus (Nov.)**

Students may audition for a standard quartet to represent our school in a mass choir, which meets at a designated city in November. The quartet will rehearse on a regular basis during and outside of class time. Students will gather with others from all over the state and rehearse for two days to perform in the final concert.

### **Musical**

An all school musical is performed in alternating years with the 3-act play. Students may audition for parts which will be specified in the musical chosen. Rehearsals will take place approximately one month before performance dates. These rehearsals will be outside of class time, usually in the evening. These parts are not limited to just high school vocal students;

they are open to all students in grades 9-12.

### **Band and Chorus Members**

Members who are involved in Band and Chorus for 4 years are eligible for several scholarships to be offered by the parent board the spring of their senior year.

### **Band and Chorus Trips**

The Band and Chorus is planning a trip to Minneapolis for June 2006 for 9-12 band/vocal students. The Band/Chorus Booster Club plan to continue this every 3-4 years. Seniors who have been involved in band/choir for 4 years will take a short trip on non-large trip years.

## **Business**

### **Accounting I**

(Open to 10, 11, 12)

This course covers planning, recording, analyzing, and interpreting financial information.

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### **Business Law**

(Open to 10, 11, 12)

The basics of law will be covered, including the judicial system and how that applies to civil and criminal law; property and contract law; and family and consumer laws. Making legal wills; landlord and tenant rights and duties; employment with contracts and capital punishment will be explored.

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### **Economics**

(Open to 10, 11,12)

Studying economics gives students a 'backstage tour' of the world around them. They open up a new way of seeing the world, and how the world is connected not only economically, but in other ways too. The economic fundamentals of scarcity and supply and demand will be covered fully. The areas of setting up a business and entrepreneurship will also be explored.

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**Personal Finance .5**

(Open to 11,12)

This course teaches you all the major areas in personal finance and is designed to provide practical guidance in financial planning and money management. It is a semester long class worth ½ credit for students in 11<sup>th</sup> and 12<sup>th</sup> grade. Topics covered include decision making, goal setting, income, expenses, analyzing paychecks, budgeting, banking, checking accounts, wise shopping, major purchases, insurance, loans, consumer credit, credit cards, debt management, interest, savings, investments, retirement, and taxes.

**Computer Science**

Computer Science Four Year Program of Study

- Grade 9: Foundations of Technology
- Grade 10: Introduction to Information Technology
- Grade 11: Computer Programming I and Web Development
- Grade 12: Computer Programming II and Dual Credit Class (Introduction to Computers and Computer Science I)

**CTE –Foundations of Technology 1**

(Open to 9, 10, 11, 12)

The student will learn to identify the general use of technology, software, and applications. Utilizing that knowledge, this course will cover topics such as, but not limited to word processing, spreadsheet, presentations, operating systems, Internet browsers, search engines, databases, preventative maintenance, and security, digital literacy, netiquette, and citizenship. This course expands the student’s skills, knowledge, and confidence in various forms of software platforms and applications. Students must take 1<sup>st</sup> semester before taking 2<sup>nd</sup> semester.

**CTE – Introduction to Information Technology 1**

Prerequisite of Algebra I for 9<sup>th</sup> grade or approval by teacher  
(Open to 9, 10, 11, 12)

This course prepares students with knowledge and background of technology careers, programming, and hardware. This course

explores new and emerging technologies for both professional and personal use. First semester will include 3 units: Unit 1 Human Computer Interaction, Unit 2 Problem Solving, and Unit 3 Computer and Data Analysis. Second semester will include 3 units: Unit 4 Web Design, Unit 5 Intro to Programming, and Unit 6 Robotics/Other Programming. It is at the teacher’s discretion to move units to a different semester. Students must take 1<sup>st</sup> semester before taking 2<sup>nd</sup> semester.

**CTE-Web Development I .5**

Prerequisite of Introduction to Information Technology or approval by teacher  
(Open to 11, 12)

This course is designed to guide students in a project-based environment to implement web development techniques. Concepts taught in this class may include but not limited to: Internet basic principles, W3C protocols, design element & good web design techniques, copyright and acceptable use policy (APU), file management, basic HTML programming, use of Cascading Style Sheets (CSS), and the use of WSIWIG editor (Dreamweaver) to create single page and multi-page websites.

**CTE – Computer Programming I .5**

Prerequisite of Introduction to Information Technology or approval by teacher  
(Open to 11, 12)

This course introduces students to the fundamentals of computer programming. Students will learn to design, code and their own programs. Visual Basic will be used in this course to teach the principles of programming languages. Students will be given program requirements from which they will use flowcharts and pseudocode to map out a solution, code the program, debug the program, and test the program. A strong math background for this class is helpful.

**CTE-Computer Programming II .5  
Independent Study**

Prerequisite: CTE-Computer Programming I and approval by teacher

(Open to 11, 12)

This course will review concepts taught in Computer Programming I and expand to more advanced programming topics which may include but not limited to: General Procedures, Calls using Parameters, Built-in Functions, and Arrays.

**FACS**

**CTE-Skills for Parenting .5**

(Open to 9, 10, 11, 12)

Topics covered are: personal, family, cultural and societal practices that impact parenting; alternatives to biological parenthood; beginning the parenting process; nurturing practices; discipline practices; communication strategies; community resources and services for families

**Intro to Hospitality and Tourism .5**

(Open to 10-12<sup>th</sup>)

This course is designed to give students an overview of the opportunities, occupations and skills needed in this career cluster. Topics covered include career paths within the hospitality, tourism, and recreation industries; procedures related to safety, security and environmental issues; customer service; rights and responsibilities in hospitality and tourism, and practices and skills involved in hospitality, tourism and recreation industries.

**CTE-Human Development: Prenatal to Toddlers .5**

(Open to 9, 10, 11, 12)

Understanding patterns, sequences, and stages of development is vital for guiding infant and toddler to make informed decisions. Due to an increasing number of working parents and a need for highly qualified educators, trained personnel in the childcare field are in demand. Human development knowledge is essential for individuals seeking a career in education, health, medical and human service professions, and many other careers involving working with

infant and toddler.

Topics Covered: • Human development theories • Influences on human growth and development • Prenatal development, pregnancy and child-birth • Physical, intellectual, emotional, and social development of infants and toddlers

**CTE-Human Development: Preschool to School-Age .5**

(Open to 9, 10, 11, 12)

Understanding stages of development is vital for guiding children to make informed decisions. Due to a need for highly qualified educators, careers in this area are in high demand. Human development knowledge is essential for individuals seeking a career in education, health, medical and human service professions, and many other careers involving working with children and youth.

Topics Covered: • Preschool and school-age theories in practice. • Physical, intellectual, emotional, and social development of preschool through school-age children • Create of childcare settings • Practices, regulations and opportunities in the child care industry • Special topics related to childhood concerns, including childhood diseases, special needs, temperament and abuse and neglect, etc.

**CTE-Human Development: Adolescence to Adulthood .5**

(Open to 11, 12)

This course that is designed to enable students to gain knowledge necessary to understand the developmental stages from adolescence through late adulthood. The course will examine the developmental tasks, traits and problems of each of these stages. Topics covered: • Theories of human development • Principles of adolescent and adult development in physical, emotional, social, and intellectual • Conditions that influence human growth and development • Strategies to promote healthy human growth and development across the adolescence and adulthood Indicator #1: Analyze principles of human growth and development across the adolescence.

**CNA Certification** .5  
(Open to 11, 12)  
Available in a dual credit class partnership with the Howard Good Samaritan Home.

**CTE–Introduction to Sports Medicine** .5  
(Open to 10, 11, 12)  
This course provides an opportunity for the study and application of the components of sports medicine including but not limited to: sports medicine related careers, organizational and administrative considerations, prevention of athletic injuries, recognition, evaluation, and immediate care of athletic injuries, rehabilitation and management skills, taping and wrapping techniques, first aid/CPR/AED, emergency procedures, nutrition, sports psychology, human anatomy and physiology, therapeutic modalities, and therapeutic exercise.

**CTE–Culinary Arts** .5  
(Open to 10, 11, 12)  
A comprehensive course designed to cover all aspects of Food Preparation and Nutrition. Knowledge of safety and sanitation, use and care of equipment, measuring

**Culinary II Elective** .5 credit Pre-Req: Culinary I  
Grade 9-12 Topics covered are: various lab experiences, career paths within the food service industry; societal influences on food service; food selection and preparation techniques; art of service in the food service industry; business practices in hospitality industries; communication with customers.

### Foreign Language

**Spanish I** 1  
(Open to 9, 10, 11, 12)  
Spanish I is an introduction to many aspects of the Spanish language and Hispanic culture. It covers grammar and structure necessary to begin speaking and understanding the language. The students learn basic Spanish phrases and grammar and are introduced to the culture through verbal and written activities and a variety of projects. Study time outside of class

is necessary to have a positive learning experience in this class.

**Spanish II** 1  
Prerequisite: Spanish I  
(Open to 10, 11, 12)  
The purpose of this course is to review skills learned in Spanish I and further the students' conversational skills in Spanish. In addition to new vocabulary, the past and future tense and other useful grammatical points will be covered. The students will create their own dialogues on specified topics and do cultural projects. Technology is incorporated to class as much as possible. Study time outside of class is necessary to have a positive learning experience in this class.

### Language Arts

**English I** 1  
(Open to 9)  
Students will study grammar, writing and literature. These units will be divided in 9 week intervals. Students will read books including Animal Farm and To Kill a Mockingbird.

**English II & Speech** 1  
Prerequisite: English I  
(Open to 10)  
English: Students will read literature in the form of short stories, plays, essays, poetry, and novels. Students will do an in-depth analysis of Shakespeare's comedy, *A Midsummer Night's Dream*. The students will also write a literary analysis for *Of Mice and Men*. They will learn the proper usage of grammar in composition, including basic sentence components and structures.  
Speech: This class is a semester class-½ credit that is required for all sophomore students. Speech will introduce and teach students the skills required for public speaking. Students will learn how to communicate and build speeches in an organized manner, improve speeches through voice production, incorporate nonverbal delivery, conduct valid research, and utilize various delivery techniques for effective speeches.

**English III** 1  
Prerequisite: English II & Speech  
(Open to 11)  
Students will study American literature from the revolutionary period to the modern one. They will read a variety of essays, short stories, and poetry, as well as a novel and play. Students will be taught the necessary components to write an expository and argumentative essay. They will learn how to conduct and incorporate research, form an argument, and properly structure a paragraph.

**English IV** 1  
Prerequisite: English III  
(Open to 12)  
Students will do analytical, persuasive, descriptive, and narrative writing. Students will study British literature from all eras and genres, including poetry, plays, and novels. They will do an in-depth study of Shakespeare's *Macbeth*, which will include writing a literary analysis essay. Students will be able to understand and apply literary terms. The students will write a research paper with sentence outlines, MLA citations, and works cited pages. They will use multiple sources including, the library, interviews, and the Internet.

**Journalism** 1  
Prerequisite: English I  
(Open to 10, 11, 12 **and instructor approval**)  
Students will write and edit news stories, interviews, features, area features, community features, opinion polls, symposiums, question features, editorials, columns, and sport stories.  
They will learn to be responsible for accuracy of their factual material. They will learn to do a page layout for the paper using InDesign and Photoshop. Students will be responsible for various double page spreads in the yearbook. Students will research and work on specific projects relating to their journalistic work.

### **Mathematics**

See Recommended Math Sequence Chart

**Pre-Algebra** 1  
Prerequisite: Admission based on teacher or parent recommendation.  
(Open to 9, 10)  
Pre-Algebra is an introduction to basic algebra concepts and a review of arithmetic algorithms helping to bridge the gap between middle school mathematics and Algebra. The course is designed to help students develop basic number sense while emphasizing the concepts necessary to be successful in Algebra I and II. Topics include the arithmetic of integers, fractions, decimals, and percents and applications of these arithmetic skills to problems.

**Algebra I** 1  
Prerequisite: None  
(Open to 8, 9)  
In this course students will learn the language of algebra (properties), work with real numbers, solve linear equations, graph relations and functions, analyze linear equations, solve linear inequalities, and solve systems of equations and inequalities. They may also be introduced to polynomial operations, factoring, quadratic and exponential functions, radical expressions, rational expressions and equations, statistics, and probability. A scientific calculator is recommended.

No 8th grader will be allowed to take Algebra I without ALL of the following requirements being met:

- 1) Must be recommended by the 7th/8th math teacher.
- 2) Must have at least an A- in each quarter of 7th grade math.
- 3) Must score a Level 4 on the Math SBAC.
- 4) Must complete Moby Max Math Test Prep sections for both 7th and 8th grade before August 1.
- 5) Must meet with the Junior High and High School math teachers to set up a math pathway for high school.

**Algebra II** 1  
 Prerequisite: Algebra I  
 (Open to 9, 10, 11, 12)  
 This course will review some principles of Algebra I. Topics may include solving equations and inequalities, linear relations and functions, systems of equations and inequalities, matrices, polynomials, quadratic functions and inequalities, polynomial functions, conic sections, rational expressions and equations, exponential and logarithmic relations, sequences and series, probability and statistics, trigonometric functions, and trigonometric graphs.

**Senior Math** 1  
 Prerequisite: Successful completion of Algebra II. (Open to 12)  
 This course is the continuation of Algebra II. This course will build on some topics from Algebra II. It will also help students prepare for math class in their post-graduation education. In addition to deepening an understanding of Algebra 2 concepts, students will explore trigonometry, statistics and matrices. A scientific calculator is recommended.

**Calculus (Weighted)** 1  
 Prerequisite: Pre-Calculus  
 (Open to 12)  
 Calculus is a year-long course intended for seniors who wish to continue their study of mathematics whether in mathematics or in the physical sciences. The study of calculus deals with functions, graphs, limits and several techniques of differentiation and integration. Concepts will be applied to solve problems in the areas of related rates, extreme, area and volume.

**Geometry** 1  
 Prerequisite: Algebra I  
 (Open to 9, 10, 11, 12)  
 Geometry is a year long course integrating plane Geometry, solid Geometry and Algebra into a unified mathematics course. Students learn to first read the problem, plan logical steps, and then

solve the problem. Plane Geometry is studied the first semester and Solid Geometry is studied the second semester.

**Trigonometry** .5  
 Prerequisites: Alg I, Alg II, and Geometry  
 (Open to 11, 12)  
 Trigonometry is a one semester college preparatory mathematics class. The main focus will be on angles both in degrees and radians using the unit circle. The functions for sin, cos, and tan will be used to solve real world problems involving trigonometry.

**Pre-Calculus (Weighted)** .5  
 Prerequisite: Trigonometry  
 (Open to 11, 12)  
 Pre-Calculus is a semester long course intended for students who have completed Algebra I-Trigonometry and are planning a future course in calculus. It will introduce calculus concepts to students including the nature of graphs, polynomial and rational functions, as well as an introduction to limits, derivatives, and integrals. This course will also make use of the graphing calculator.

**PE/Health**

**PE/Health** 1  
 (Open to 9)  
 Health class and PE are required for all freshmen students. It is a year-long class with Health worth 1/2 credit and PE worth 1/2 credit. The student will have health one semester and PE the other semester.  
**Health Description:** This class equips students with the skills necessary to achieve optimal health and wellness. Topics addressed include: Physical Activity, Nutrition, Mental and Emotional Health, Healthy Relationships, Personal Care, Body Systems, Growth and Development, Drugs & Alcohol, Diseases and Disorders, and Injury Prevention.  
**PE Description:** Physical Education is a class that allows students to be active on a regular basis. The class encourages

students to play and have fun together in coed environment. Activities will be emphasized that will allow the students to participate in activities after high school. Some of the activities include basketball, softball, volleyball, tennis, badminton, bowling, and soccer. The class will include learning the history of the activities, written tests, skills tests, and tournaments in the different areas. Team play will be encouraged in all activities.

### **Weight Training .5 or 1 credit**

**Prerequisite:** 9<sup>th</sup> PE

**Open to 10-12<sup>th</sup> grade**

Emphasis in this class is on strength development and improving skills related fitness for each individual student. A variety of strength development programs will be utilized which includes weight training. This class will help students discover the benefits of strength training; proper lifting and spotting techniques will be taught; the Instructor will develop a strength training program to meet each student's needs; students will complete individualized workouts and in doing so will improve their upper and lower body strength.

## **Science**

### **Advanced Biology**

**1**

**Prerequisite:** Biology

(Open to 11,12)

Advanced Biology is a 2 semester class that goes in-depth with the study and focus on human anatomy and physiology. This course is recommended for students that are interested in science, science techniques, and the medical field. Other areas covered in this course are bioethical issues, energy systems, ecology, various diseases, aids, cancer, the harmful effects of smoking, drugs, alcohol, population changes, pollution aspects, global practices, genetic engineering, problems facing our human society, CPR and defibrillation techniques, birth and deaths rates among animals and man, conserving and recycling our resources in our society today, the positive and negative consequences of technology today, a food chain, an ecosystem

and some medical terminology is also covered. Many labs and projects are performed and also some computer disc labs are also used. This course also covers graphing, charting data, and problem solving over science principles. Notebooks are needed for lab experiments and they are a supplement of the course work.

### **Biology**

**1**

(Open to 10)

Biology is a year-long course that covers all phases of life including basics of life, the cells, plants, animal, microbiology, genetics, invertebrates, vertebrates and humans. This course covers in depth principals of functions and structures of all forms of life including classification principles. There are a lot of labs, dissections of eight organisms which include invertebrates and vertebrates, and projects performed in plants, animals and bacteria. There are some computer disc labs that are also covered. This course also covers graphing, charting data and problem solving over biological principles. Notebooks are needed for all lab experiments and they are a supplement for the course work.

### **Chemistry**

**1**

**Prerequisite:** Biology and one of the

following math classes: Algebra I,

Geometry, or Algebra II

(Open to 11,12)

Chemistry is a yearlong course that involves the study of matter and its changes. Laboratory experiments and the keeping of a lab notebook are used to supplement course work. The students will learn to identify different types of matter and to predict the way the matter will behave in a chemical reaction.

This class will mostly involve inorganic chemistry, but organic chemistry will be introduced. The students will learn how to name compounds, write formulas, write equations, and balance equations. The students will gain an understanding of the

importance chemistry plays in our everyday lives and how chemistry has changed the way we live, from the cars we drive to the food we eat to our trips to the medical facilities. Chemistry is a weighted class and is taught as a college prep course.

### **Chemistry II (Weighted) 1**

Prerequisite: Chemistry & Minimum Algebra II (Open to 12)

During the course of the year students will learn the relationship between matter, energy, and the reactions they undergo. Emphasis is placed on atomic theory, bonding, formulas, stoichiometric relationships, and understanding chemical reactions. The course will specifically address basic review of concepts, acid and bases, redox reactions, electrochemistry, organic chemistry, biochemistry, and nuclear chemistry. Students must have passed Chemistry and have taken, at a minimum, Algebra II. This class is for the college bound senior who plans on majoring in a science field.

### **Environmental Science 1**

(Open 11, 12)

Environmental science is interdisciplinary and has a lot of real-world application. The class focuses on the facts of different environmental situations and tries to present the information in as objective manner as possible. Students are encouraged to think critically, analyze, and make informed opinions based on science. Environmental science is real world science that affects our everyday lives from agriculture to how we use energy.

### **Physical Science 1**

(Open to 9)

Physical Science is a fundamental course that covers concepts and laws in science and it also prepares the students for the courses of chemistry and physics. The concepts taught regard to composition and behavior of matter. Many labs are conducted and some computer disc labs are also conducted that deal with all science concepts. This course also covers graphing, charting data, and problem solving over science principles. Notebooks are needed for the lab experiments and they are a supplement for the course work.

### **Physics 1**

Prerequisite: Trigonometry and Pre-Calculus (Open to 12)

This course will cover motion in one-dimension, Newton's three laws, vectors, forces, friction, and motion in two-dimensions. This is a hands-on course including several labs and incorporating working with graphing calculators, computers, CBR and CBL's. The goals of this course are for students to develop a sense of responsibility for their education, and to understand the relevance of the materials presented and how they apply to "real life".

## **Social Science**

### **Government 1**

(Open to 12)

The goal of government is to help students understand how to get what they want from government.

First Semester Sub goals:

1. Increase student capability to perceive politically relevant experiences.
2. Develop student capability to organize and interpret information.
3. Develop student capability to determine grounds for confirmation or rejection of propositions about politics.
4. Develop student capability to formulate and use concepts, descriptions and explanations about political behavior.
5. Develop student ability to make reasoned value judgments.
6. Influence students to use scientific approaches to verification of facts.
7. Increase student capability to assess the costs and rewards of particular types of political activity.
8. Reinforce democratic political beliefs such as respect for the rights of individual, support for majority rule, acceptance of civic responsibility, etc...

Second Semester Sub goals:

1. The South Dakota state legislature
2. South Dakota Executive Branch and Constitutional Officers

3. The Supreme Court and other lower courts in South Dakota
4. Comparing Political and Economic systems around the world
5. The Constitution and Bill of Rights
6. Social Security
7. Health Care
8. Immigration

**Psychology** .5

(Open to 11,12)

This class involves the study of human behavior and how a personality is formed. This class will cover attention, learning, perception, growth and development, motivation, feelings and emotion, frustration and anxiety, how a personality is measured, ranges of intelligence, and behavior disorders. This course is offered with an online curriculum done in the classroom.

**Sociology** .5

(Open to 11,12)

This class involves the study of group behavior and how people interact with each other. This class will cover culture, cultural change, values and norms, socialization, adolescence and adulthood, social stratification, minorities, family, and education and religion. This course is offered with an online curriculum done in the classroom.

**US History** 1

(Open to 11)

This is a year-long course which reviews the Civil War and why it happened, the Reconstruction Period, and such topics as:1) the Great Depression; 2) the Spanish American War; 3) WW I;4) WW II; 5) the Cold War; 6) the Vietnam conflict 7) the Korean War; and other topics. The study of history will help you understand the relationship between past and present events.

**Social Studies Elective:** .5

**U.S. History Reconstruction to Present**

examines American history from the Civil War to the present day, placing special emphasis on the major political, economic, and social movements of the twentieth

century.

Upon completion of the course, students should be able to:

- Explain the causes of sectionalism in the years leading up to the Civil War.
  - Identify the major battles of the Civil War and their outcomes.
  - Describe the goals and results of Reconstruction policies.
  - Describe conditions in the United States at the turn of the twentieth century, including the effects of industrialization, immigration, and urbanization.
  - Explain the factors influencing U.S. expansionism in the early twentieth century.
  - Describe the reform movements of the Progressive Era.
  - Summarize U.S. involvement in World War I.
  - Describe the causes of the Great Depression.
  - Explain the long-term effects of the New Deal on American society.
  - Identify the major events of World War II.
  - Identify the origins of the Cold War and U.S. efforts to contain the spread of Communism.
  - Summarize the goals of the civil rights, countercultural, and women's movements.
  - Describe U.S. foreign policy in the post-Cold War era.
  - Understand the key challenges facing American society in the late twentieth and early twenty-first centuries.
- U.S. History Foundations to Present covers early American exploration to the present day, placing special emphasis on the politics of the 18th and early 19th centuries and the Civil War. These areas of focus target three major content strands: History, Geography, and Government, and Citizenship.
- Upon completion of the course, students should be able to do the following:
- Understand how conflict between



the American colonies and Great Britain led to American independence.

- Understand political, economic, and social changes that occurred in the United States during the 19th century, including changes resulting from the Industrial Revolution.
- Explain how political, economic, and social changes in the U.S. led to conflict among sections of the United States in the 19th century.
- Describe the causes and effects of the Civil War and its aftermath.
- Describe the causes and effects of both World Wars.
- Understand some of the key challenges facing American society in the late 20th and early 21st centuries.

### **World Geography .5**

(Open to 10)

Students will get a better awareness and understanding of the world today and realize why even things that happen on the other side of the world can affect them. How is the United States involved politically, economically, militarily or culturally in events around the world and why? This course will be tied into world events happening even today to make it more relevant.

### **World History .5**

(Open to 10)

The main objective of world history is for students develop a better understanding of the world they live in.

Students will develop and refine the following skills while studying world history:

1. Identifying the main idea.
2. Understand sequencing.
3. Identify cause and effect.
4. Are able to compare and contrast.
5. Are able to make inferences.
6. Are able to identify problems and solutions.

The following units will be studied:

1. Renaissance and Reformation
2. New Asian Empires (1200-1800)
3. The novel The Good Earth

4. The Monarchs of Europe (1500-1800)

5. Enlightenment and Revolution (1550-1800)

6. The French Revolution and Napoleon

7. 1945- Present Africa and the Middle East

8. Asia - 1945 to Present

9. WWI & WWII

10. The Cold War, Super Powers and the present.

### **Youth Internship**

#### **Youth Internship .5 or 1**

(Open to 12)

The Youth Internship Program provides an opportunity to link education and work on a continuous basis. The core of the Youth Internship Program includes a change in the way students are taught by focusing on application rather than lecture, and by connecting students to the world of work in their community. Another key purpose of the Youth Internship Program is to give students work experience in a career field they are interested in but yet do not have any work experience in; therefore, students will not be placed into an internship that overlaps with their current work experience.

Students may choose to participate in the Youth Internship Program for either .5 or 1 credit. Students taking this class for .5 credit per semester and will work at the job site a minimum of 40 minutes per school day. Students taking this class for 1 credit per semester and will work at the job site a minimum of 90 minutes per school day. Students will be responsible for their own transportation to and from job site. Carpooling with other students is not allowed. Also, the Youth Internship Program is for credit only with no monetary compensation given.

Grading for the internship is 75% from work evaluations and 25% from a portfolio. Also, attendance cannot raise a grade but it can lower the grade depending on number of absences. Absences for school activities are excused but time missed on worksite must be made up.

## **Youth Internship Program Student Requirements:**

1. Must be a senior at Howard High School.
  2. Must be at least 16 years of age.
  3. \*Must have fewer than 10 absences (taken from previous semester's attendance records).
  4. \*Must have at least a 2.0 cumulative grade point average
  5. Make application to the Youth Internship Program through the Youth Internship Program Coordinator. (Application form available from Mrs. Wiese)
  6. The last possible time to enroll in Youth Internship Program is 3 days after beginning of new semester.
  7. Youth Internship Program Coordinator will arrange employer interviews. The employers will interview students and decide which student they will select.
- \* Student may request that his/her attendance record and/or cumulative grade point average to be reviewed by a committee composed of the Youth Internship coordinator, counselor, and principal. This request must be in writing.

## **Youth Internship II .5 or 1**

Prerequisite: Youth Internship  
(Open to 12)

Students that have completed a semester of Youth Internship may choose a different work area in the same business or choose a different work area in a new business.



Grade in 2018-19 \_\_\_\_\_

**Available 9, 10, 11, 12**

- English I (1 cr.)
- Algebra I (1 cr.)
- Pre-Algebra (1 cr.)
- Geometry\* (1 cr.)
- Algebra II\* (1 cr.)
- Physical Science (1 cr.)
- PE/Health (1 cr.)
- 3D Design\* (1/2 cr.)
- Art Basics (1/2 cr.)
- Band (1 cr.)
- CTE Animal Science (1 cr.)
- CTE Agribusiness (1/2 cr.)
- CTE Ag Leadership and Comm. (1/2 cr.)
- CTE Found. of Technology (1 cr.)
- CTE Intro to Info Technology\* (1 cr.)
- CTE Human Development: Prenatal to Toddlers (1/2 cr.)
- CTE Human Development: Preschool to School-Age (1/2 cr.)
- CTE Intro to Ag (1 cr.)
- CTE Wildlife and Fisheries (1/2 cr.)
- CTE-Skills for Parenting (1/2 cr.)
- CTE-Working with Children (1/2 cr.)
- Painting and Drawing\* (1/2 cr.)
- Photography (1/2 cr.)
- Spanish I (1 cr.)
- Vocal (1 cr.)
- Yearbook Design\* (1/2 cr.)

**Available 10, 11, 12**

- English II & Speech\* (1 cr.)
- Fitness and Conditioning (1/2 cr.)
- Trigonometry\* (1/2 cr.)
- Pre-Calculus\* (1/2 cr.)
- Biology (1 cr.)
- World Geography (1/2 cr.)
- World History (1/2 cr.)
- Accounting I (1 cr.)
- Advanced Art\* (1/2 cr.)
- Business Law (1/2 cr.)
- CTE – Intro to Sports Med (1/2 cr.)
- CTE Ag Metal Fabrication\* (1/2 cr.)
- CTE –Culinary Arts (1/2 cr.)
- CTE Fund Ag Mechanics\* (1/2 cr.)
- CTE Human Development: Adolescence to Adult (1/2 cr.)
- Economics (1/2 cr.)
- Journalism (1 cr.)
- Spanish II\* (1 cr.)
- Weight Training\* (1/2 or 1 cr.)

**AP and Dual Credit courses see:  
[sdvs.k12.sd.us/Students/Courses.aspx](http://sdvs.k12.sd.us/Students/Courses.aspx)**

**Available 11, 12**

- English III\* (1 cr.)
- Chemistry\* (1 cr.)
- Calculus\* (1 cr.)
- Advanced Biology\*(1 cr.)
- Environmental Science (1 cr.)
- US History (1 cr.)
- CTE Ag Structures\* (1/2 cr.)
- CTE Ag Vet Science\* (1/2 cr.)
- CTE Comp. Programming I\* (1/2 cr.)
- CTE-Comp. Programming II\* (1/2 (Independent Study)
- CTE Web Programming I (1/2 cr.)
- Personal Finance (1/2 cr.)
- Psychology (1/2 cr.)
- Sociology (1/2 cr.)

**Available 12 Only**

- English IV\* (1 cr.)
- Physics\* (1 cr.)
- Chemistry II\* (1 cr.)
- Government
- Senior Math (1 cr.)
- Art Computer Graphics\* (1/2 cr.)
- CTE Advanced Ag Structures\* (1/2 cr.)
- Youth Internship (1 or 1/2 cr.)
- Youth Internship II (1 or 1/2 cr.)

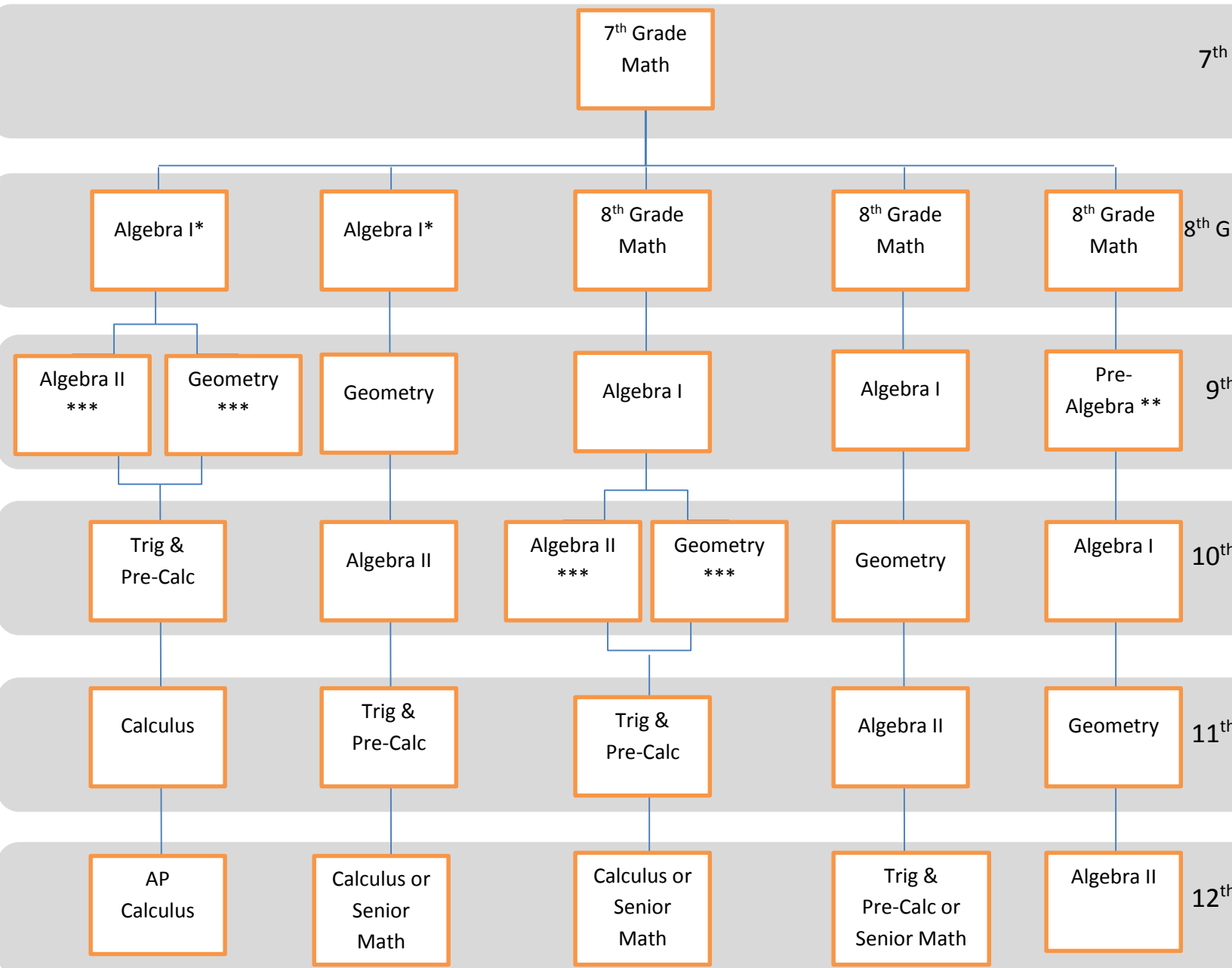
Printed Name \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Signature

\*Prerequisite required See  
Registration Manual  
[howard.k12.sd.us/highschool.html](http://howard.k12.sd.us/highschool.html)  
**Registration Form**

# Recommended Course Sequence in Mathematics



\* Must have instructor approval to enroll in Algebra I as an 8<sup>th</sup> grader.

\*\* Must have instructor approval to enroll in Pre-Algebra.

\*\*\* Any student wishing to take two math courses in the same year will need to get approval from instructors.



To meet the curriculum requirements for the Opportunity Scholarship, all recipients must receive a "C" or higher on all coursework including:

- **4 units of English** (courses with major emphasis upon grammar, composition, or literary analysis may be included to meet this requirement).
- **3 units of Social Studies** (such as history, economics, sociology, geography, U.S. government, and similar courses).
- **4 units of Algebra or Higher Mathematics** (algebra, geometry, trigonometry, or other advanced mathematics, as well as accelerated or honors mathematics [algebra] at the 8th grade, shall be accepted). NOT INCLUDED are arithmetic, business, consumer, or general mathematics or similar courses.
- **4 units of Science, including 3 units of approved laboratory science** (courses in biology, chemistry, or physics in which at least one regular laboratory is scheduled each week). Qualifying physical science or earth science courses (with lab) shall be on a case-by-case basis.
- **1 unit of Fine Arts** (in art, theatre, or music, as well as approved extracurricular activity).
- **2 units of either of the following or a combination of the two:**
  - **Approved Career and Technical Education Courses**
  - **Modern or Classical Language** (Includes American Sign Language; all units must be in the same language)
- **1/2 unit of Personal Finance or Economics**
- **1/2 unit of Physical Education**
- **1/2 unit of Health or Health Integration** (Students entering high school after July 2013)

The South Dakota Legislature established five requirements that all South Dakota high school graduates must meet in order to establish their initial eligibility in the Opportunity Scholarship program. These requirements specify that a recipient must:

1. Be a resident of South Dakota at time of high school graduation.
2. Have an ACT composite score of 24 or higher before the beginning of post-secondary education. If using a SAT score, the sum of the verbal and mathematics scores on the SAT must be at least 1090.
3. Complete **high school course requirements** with no final grade below a "C" (2.0 on a 4.0 scale) and a cumulative high school GPA of 3.0 on a 4.0 scale (grade of "B") prior to graduation (Note: One unit of high school credit equals 1 year of instruction).
4. Effective for those students entering into postsecondary education for the first time on or after August 2013, the curriculum requirements specified in section 3 above are not required for any student who has received a composite score on the ACT of at least 28 and meets the ACT college readiness benchmarks scores equaling or exceeding 18 for English, 22 for Reading, 22 for Math, and 23 for Science.
5. Attend a university, college, or technical school accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and that provides instruction from a campus located in South Dakota.

6. Enter into the program within 5 years of high school graduation, or within 1 year of the student's release from active duty military service (if that release is within 5 years of the date of the student's high school graduation). Students seeking to transfer from a regionally accredited university, college, or technical school located outside of South Dakota may do so within two years following high school graduation and be eligible to receive partial award.

### Regent Scholars

In 1988, the South Dakota Board of Regents identified the Regents' Scholar Curriculum which is designed to provide students with a solid foundation in their high school coursework providing the necessary skills for college and career readiness. This curriculum includes coursework in six content areas including:

- **4 units of English**: Courses with major emphasis upon grammar, composition, or literary analysis; one year of debate instruction may be included to meet this requirement.
- **4 units of algebra or higher mathematics**: Algebra, geometry, trigonometry or other advanced mathematics including accelerated or honors mathematics (algebra) provided at the 8th grade level; not included are arithmetic, business, consumer or general mathematics or other similar courses.
- **4 units of science including 3 units of approved laboratory science**: Courses in biology, chemistry, or physics in which at least one (1) regular laboratory period is scheduled each week. Qualifying physical science or earth science courses (with lab) shall be decided on a case by case basis.
- **3 units of social studies**: History, economics, sociology, geography, government--including U.S. and South Dakota, American Problems, and similar courses.
- **2 units of a modern or classical language (includes American Sign Language)**: The two units must be in the same language.
- **1 unit of fine arts**: Coursework in art, theatre or music. Such credit may be in appreciation, analysis, or performance.

Effective in 2001, the Regents' Scholar Diploma program was established as an academic letter that school districts use to recognize graduating high school seniors who have demonstrated academic excellence through the completion of coursework in the six content areas. Additionally, high school graduates designated as Regents' Scholars automatically are admitted to all six public universities. For students to be nominated as a recipients of the Regents' Scholar Diploma, they must have 1) graduated from a South Dakota high school; 2) completed the coursework identified in the six areas outlined above; 3) receive a "C" (2.0 on a 4.0 scale) or higher on all required coursework; and 4) maintained an unweighted cumulative grade point average of a "B" (3.0 on a 4.0 scale) throughout high school.