

EVANSVILLE HIGH SCHOOL 2016-2017 REGISTRATION GUIDE

Our vision for Evansville High School is to continue to strive to become a truly elite environment of excellence for student learning.



MISSION STATEMENT

It is our mission to ensure all our students are learning – that they are acquiring the knowledge and skills essential to achieving their full potential and becoming productive citizens.

Dear Students and Parents:

We have prepared this Registration Guide to serve as a resource for students and parents registering for the 2016-2017 school year.

The course descriptions provided give a brief review of what is covered in the classes. The descriptions are evaluated each year by all departments to keep them current. If you are interested in obtaining more information about a certain class, you may wish to contact a teacher from that department or a school counselor.

One of the most important responsibilities a student and parent have in regard to the student's high school career is the selection of courses. Preparation for the future is a serious consideration which requires careful assessment. Each year it is necessary to evaluate past educational experiences and come to a decision as to what courses will be most beneficial in the forthcoming year.

The current graduation requirements for Evansville High School, as established by state law and the Board of Education, are included in the information provided by this guide. These are minimum requirements for a high school diploma. Students planning to continue their education in a specialized field after graduation should select courses which will give them a good preparation for their post high school education.

Homeroom teachers, and counselors, Ms. Swartwout and Mrs. Hansen, are available to work with students in helping plan for their future and in the selection of courses. We welcome the opportunity to assist both students and parents.

Aimee Swartwout, School Counselor

Marissa Hansen, School Counselor

Scott Everson, Principal

Brian Cashore, Associate Principal

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CAREER CLUSTERS, PATHWAYS, AND SUGGESTED HIGH SCHOOL COURSES

Career Clusters are groupings of careers that require a set of common knowledge and skills for workplace success. Career Pathways provide information about occupations within the cluster. They connect education to the workforce, provide a seamless transition to college, and focus on the economic development of our state.

Find out which career clusters best fit you. The Career Cluster Interest Quiz ranks which career areas you might find most fulfilling based on activities you enjoy, your personal qualities, and school subjects you like. Go to <http://intranet.madisoncollege.edu/career-assess/>.



Jobs in this cluster are all about agricultural commodities and services and include horticulture & plant science, animals & animal science, the environment and natural resources. Careers include *food scientist, biotechnologist, greenhouse manager, livestock buyer, geospatial technician, wildlife manager, park ranger, water quality manager, environmental technician, farm manager, USDA Inspector, logger, ecologist, fishery technician, agricultural economist.*

PATHWAYS:

FOOD PRODUCTS AND PROCESSING SYSTEMS
 PLANT SYSTEMS
 ANIMAL SYSTEMS
 POWER, STRUCTURAL & TECHNICAL SYSTEMS
 NATURAL RESOURCES SYSTEMS
 ENVIRONMENTAL SERVICE SYSTEMS
 AGRIBUSINESS SYSTEMS

SUGGESTED HIGH SCHOOL COURSES:

- 3 years of math
- Accounting
- World Languages
- Lab sciences
- Computer applications
- Business education
- Agriculture education
- Technology and engineering education
- Environmental sciences



This area encompasses all the jobs that are involved in the building, maintenance, and operation of businesses and residential properties. Occupations in this cluster include *architect, civil engineer, drafter, electrician, plumber, painter, landscape designer, general contractor, cost estimator, carpenter, explosives worker, roofer, & construction manager.*

PATHWAYS:

DESIGN/PRE-CONSTRUCTION
 CONSTRUCTION
 MAINTENANCE/OPERATIONS

SUGGESTED HIGH SCHOOL COURSES:

- 3 years of math
- Computer Applications
- Physical Science
- Architectural drafting
- Technology and Engineering Education
- World Languages
- Business education



Creative people who love using their talents to entertain and inform others are drawn to jobs in this career cluster. Occupations in this cluster include *journalist, commercial artist, printmaker, photographer, fashion designer, make-up artists, composer/conductor, station manager, radio & TV announcer, telecommunications technician.*

PATHWAYS:

AUDIO AND VIDEO TECHNOLOGY
AND FILM
PRINTING TECHNOLOGY
VISUAL ARTS
PERFORMING ARTS
JOURNALISM AND BROADCASTING
TELECOMMUNICATIONS

SUGGESTED HIGH SCHOOL COURSES:

- Art
- Theater
- Marketing
- 3 years of math
- Communications
- Graphic arts
- Computer applications
- World Languages



Entrepreneurial people who are highly organized and enjoy working with others often find business to be a suitable career area. Careers in this cluster include *accountant, administrative assistant, human resources manager, budget analyst, meeting or event planner/coordinator, & job analyst.*

PATHWAYS:

GENERAL MANAGEMENT
BUSINESS INFORMATION
MANAGEMENT
HUMAN RESOURCES MANAGEMENT
OPERATIONS MANAGEMENT
ADMINISTRATIVE SUPPORT

SUGGESTED HIGH SCHOOL COURSES:

- 3 years of math
- Computer applications
- Business education
- Marketing
- Communications
- World Languages
- Psychology



If you're patient and enjoy helping others, working in the education field can be a rewarding experience. Careers in this cluster include *teacher, principal, superintendent, parent educator, college professor, corporate trainer, teacher aid, special education teacher or aid, & coach.*

PATHWAYS:

ADMINISTRATION AND
ADMINISTRATIVE SUPPORT
PROFESSIONAL SUPPORT SERVICES
TEACHING/TRAINING

SUGGESTED HIGH SCHOOL COURSES:

- 3 years of math
- Statistics
- Computer applications
- Business education
- Communications
- Psychology
- World Languages
- Family and consumer education
- Service learning



As you might expect, being successful in finance related careers requires strong mathematical ability and a solid attention to detail. Examples of careers in this cluster include *loan officer, stock broker, credit analyst, accountant, financial advisor, insurance adjustor, bank teller, & debt counselor*

PATHWAYS:

SECURITIES AND INVESTMENTS
BUSINESS FINANCE
ACCOUNTING
INSURANCE
BANKING SERVICES

SUGGESTED HIGH SCHOOL COURSES:

- 3 years of math
- Computer applications
- Business education
- Marketing
- Communications
- Statistics
- Accounting
- Law
- Economics
- World Languages



Careers in government and public administration are varied, but all offer the satisfaction of knowing you're making a contribution to your community. Jobs include *solider, legislator, ambassador, economic development coordinator, tax attorney, assessor, city manager, lobbyist, & military intelligence specialist.*

PATHWAYS:

GOVERNANCE
NATIONAL SECURITY
FOREIGN SERVICE
PLANNING
REVENUE AND TAXATION
REGULATION
PUBLIC MANAGEMENT AND
ADMINISTRATION

SUGGESTED HIGH SCHOOL COURSES:

- 3 years of math
- Law
- Accounting
- Economics
- Psychology
- Communications
- Computer applications
- Service learning
- Social sciences
- World Languages



Health science careers encompass all aspects of the medical field. Career opportunities in this area include *pharmacist, paramedic, physical therapist, dietician, veterinarian, lab technician, doctor, athletic trainer, & dentist.*

PATHWAYS:

THERAPEUTIC SERVICES
DIAGNOSTIC SERVICES
HEALTH INFORMATICS
SUPPORT SERVICES
BIOTECHNOLOGY RESEARCH AND
DEVELOPMENT

SUGGESTED HIGH SCHOOL COURSES:

- 3 years of math
- Communications
- Psychology
- Laboratory sciences
- Medical terminology/First Aid/CPR
- World Languages
- Computer applications
- Family and consumer education/Health occupations
- Human anatomy



Hospitality and tourism is a rapidly growing industry with a great deal of room for advancement. Careers in this cluster include *chef, lodging manager, travel agent, gaming & casino manager, cruise ship/resort manager.*

PATHWAYS:

RESTAURANTS AND FOOD/BEVERAGE SERVICES
LODGING
TRAVEL & TOURISM
RECREATION, AMUSEMENTS & ATTRACTIONS

SUGGESTED HIGH SCHOOL COURSES:

- 3 years of math
- Accounting
- Marketing
- Communications
- Family and consumer education
- Business education
- World Languages
- Computer applications
- Food/nutrition



The human services career cluster refers to jobs with the primary purpose of helping families meet basic human needs. Jobs in this cluster include *social worker, psychologist, substance abuse specialist, child care worker, religious leader, funeral director, cosmetologist, marriage counselor, customer service representative, & consumer advocate.*

PATHWAYS:

EARLY CHILDHOOD DEVELOPMENT & SERVICES
COUNSELING & MENTAL HEALTH SERVICES
FAMILY & COMMUNITY SERVICES
PERSONAL CARE SERVICES
CONSUMER SERVICES

SUGGESTED HIGH SCHOOL COURSES:

- 3 years of math
- Statistics
- Childcare
- Psychology
- Communications
- Child development
- World Languages
- Computer applications
- Marketing
- Business education
- Service learning
- Family and consumer education
- Law



Jobs in information technology deal with computer hardware, software, and systems integration services. Career opportunities include *web designer, network administrator, programmer, technical support specialist, software designer, data administrator, systems analyst, technical support specialist, webmaster, & digital media animator.*

PATHWAYS:

NETWORK SYSTEMS
INFORMATION SUPPORT AND SERVICES
WEB AND DIGITAL COMMUNICATIONS
PROGRAMMING AND SOFTWARE DEVELOPMENT

SUGGESTED HIGH SCHOOL COURSES:

- 4 years of math
- Computer applications
- Computer science
- Computer graphics
- Technology and engineering education
- Business education
- Communications
- World Languages
- Webpage design
- Art



Protecting the well-being of the public at large is the goal of occupations in this area. Jobs in this cluster include *attorney, firefighter, police officer, transportation security officer, judge, court reporter, transportation security officer, rescue worker, case manager, forensic specialist, federal marshal, & paralegal.*

PATHWAYS:

CORRECTION SERVICES
EMERGENCY AND FIRE MANAGEMENT SERVICES
SECURITY & PROTECTIVE SERVICES
LAW ENFORCEMENT SERVICES
LEGAL SERVICES

SUGGESTED HIGH SCHOOL COURSES:

- 3 years of math
- Law
- Economics
- Psychology
- Business education
- Computer applications
- Social studies
- Communications
- World Languages
- Service learning



People who work in manufacturing jobs use their strong mechanical abilities to create many different kinds of products. Careers include *sheet metal worker, millwright, and quality control technician, manufacturing engineer, quality control technician, safety engineer, machine operator, tool & die maker, material mover, & industrial engineer.*

PATHWAYS:

PRODUCTION
MANUFACTURING PRODUCTION
PROCESS DEVELOPMENT
MAINTENANCE, INSTALLATION & REPAIR
QUALITY ASSURANCE
LOGISTICS & INVENTORY CONTROL
HEALTH, SAFETY AND ENVIRONMENTAL ASSURANCE

SUGGESTED HIGH SCHOOL COURSES:

- Architectural drafting
- 3 years of math
- Business education
- Agriculture education
- Computer applications
- Technology and engineering education
- Physical science
- World Languages



These careers allow people to use their creativity and communications skills to meet a variety of business objectives. Careers in this field include *marketing director, customer service representative, sales associate, entrepreneur, sales manager, account executive, on-line market researcher, & product planner.*

PATHWAYS:

MARKETING MANAGEMENT
PROFESSIONAL SALES
MERCHANDISING
MARKETING COMMUNICATIONS
MARKETING RESEARCH

SUGGESTED HIGH SCHOOL COURSES:

- 3 years of math
- Marketing
- Psychology
- World Languages
- Communications
- Computer applications
- Business education



Careers in this area often involve cutting edge research into new technological developments. Careers include *chemical engineer, oceanographer, biotechnologist, meteorologist, chemist, aerospace engineer, environmental engineer, technical writer, electrical engineer, statistician, cartographer, astronomer, archeologist, marine scientist, nuclear chemist, mathematician, physicist, biologist, & biomedical engineer.*

PATHWAYS:

ENGINEERING AND TECHNOLOGY
SCIENCE AND MATH

SUGGESTED HIGH SCHOOL COURSES:

- 3 years of math
- World Languages
- Physical science
- Technology and engineering education
- Drafting
- Computer applications
- Laboratory sciences



Jobs in this cluster involve moving people, materials, and products by road, air, rail, and water. Career opportunities include *truck driver, pilot, flight attendant, air traffic controller, mechanic, & dispatcher, urban planner, civil engineer, traffic technician, motor vehicle inspector, power plant mechanic, & industrial equipment technician.*

PATHWAYS:

TRANSPORTATION OPERATIONS
LOGISTICS PLANNING AND
MANAGEMENT SERVICES
WAREHOUSING AND DISTRIBUTION
CENTER OPERATIONS
FACILITY AND MOBILE EQUIPMENT
MAINTENANCE
TRANSPORTATION
SYSTEMS/INFRASTRUCTURE
PLANNING, MANAGEMENT AND
REGULATION
HEALTH, SAFETY AND
ENVIRONMENTAL MANGAGEMENT
SALES AND SERVICE

SUGGESTED HIGH SCHOOL COURSES:

- Automotive
- 3 years of math
- Physical science
- Technology and engineering education
- World Languages
- Business education
- Computer applications



People who study the liberal arts are sharpening their critical thinking and organizational skills. Liberal arts degrees are considered excellent preparation for careers in a variety of areas including business, journalism, education, law and the arts.

SUGGESTED HIGH SCHOOL COURSES:

- 4 years of language arts
- 3 years of math
- 3 years of social studies
- 3 years of science
- 2 years of world languages
- 2 years of fine arts, computer science, other electives



EVANSVILLE HIGH SCHOOL GRADUATION REQUIREMENTS

Students are required to take a minimum of seven credits during the school year but are strongly encouraged to take eight credits. Students are required to be in attendance eight semesters, except as otherwise provided. Students must earn 28 credits for graduation.

Within the total graduation credits, students must complete the following required courses:

| | |
|----------------------------------|--|
| Language Arts - 4 credits | 1 credit of English 9 or Advanced English 9 1 credit of English 10 or Advanced English 10 1 credit of Oral Communication/Literature or AP English Literature 1 credit of Written Communication or AP English Language |
| Mathematics - 3 credits | 1 credit Algebra I or from Algebra I: Concepts & Skills 1 credit Geometry 1 credit Applied Topics in Mathematics or Algebra II |
| Social Studies-3 ½ credits | 1 credit Civics and Society 1 credit World History 1 credit U.S. History ½ credit Economics |
| Science – 3 credits | 1 credit Biology 2 credits Science electives |
| Physical Education – 1 ½ credits | ½ credit Foundations of Physical Education 1 credit of Physical Education electives |
| Health – ½ credit | |
| Business- ½ Credit | ½ credit Personal Finance |
| Senior Graduation Project | |



UNIVERSITY OF WISCONSIN (UW) SYSTEM COLLEGE PREPARATORY COURSE REQUIREMENTS

The range of courses offered at today's high schools is designed to prepare students with differing interests and abilities for a variety of life-after-high-school options.

"College prep" courses are particularly important for providing the academic background needed to succeed at a college or university. A college preparatory program helps develop competence in four primary areas—English, mathematics, social studies, and natural science.

All UW System campuses require new freshmen to have completed a minimum of 17 high school credits. Thirteen of these credits must be "core college preparatory" (English, mathematics, natural science, and social science/history); an additional four electives are required.

| Subject | Credits |
|------------------------|----------------|
| English | 4 credits |
| Mathematics | 3 credits |
| Natural Science | 3 credits |
| Social Science/History | 3 credits |

In addition to the "core college preparatory" credits identified, students need to complete a **minimum** of four elective credits. An additional 4 credits may be chosen from English, mathematics, natural science, social science/history, foreign language, fine arts, computer science, and other academic areas. (Two years of a single foreign language are required for admission to UW-Madison, and strongly recommended at other UW System campuses.) Some UW System campuses may also accept technical and career courses for a portion of these 4 elective credits.

All students are encouraged to exceed the minimum number of college preparatory credits required for admission. Students who choose a rigorous high school curriculum (including senior year course work) are more successful in college. Strong academic preparation for college helps to ensure success.



DISTANCE EDUCATION

Virtual Education is a method for the district to enhance or expand course offerings and to provide an educational alternative better suited for the learning needs of a diverse population of students.

VANguard (Virtual Academic Network) provides courses through interactive, voice, video, and data transmissions. The distance learning lab is located in the Evansville High School LMC.

JEDI Virtual School provides online courses that may not be available to students in the school building. It takes an organized, dedicated student to be successful in an online learning environment.

Please contact your school counselor for course availability and scheduling. All students wishing to take online courses need to meet eligibility requirements found in board policy.



COLLEGE CREDITS IN HIGH SCHOOL

ADVANCED PLACEMENT

Advanced Placement (AP) courses provide an opportunity for high school students to experience college level studies. These courses are appropriate for highly motivated students who wish to delve deeply into a specific subject. In May, students take AP exams offered through the College Board. Students who receive a 3 or higher on the exam may receive college credit. Please see the course descriptions and <http://apcentral.collegeboard.com/home> for more information.

The student is responsible for a test fee of approximately \$89 per AP exam.

ARTICULATION WITH BLACKHAWK TECHNICAL COLLEGE

TRANSCRIPTED CREDIT

Transcribed Credit agreements allow high school students the opportunity to take actual Blackhawk Technical College courses at Evansville High School. Classes offered for Transcribed Credit are free of charge to the student and are taught by high school teachers who are certified by the Wisconsin Technical College System. Upon successful completion of the class, students receive an official BTC transcript that is recognized by all technical colleges in Wisconsin. Classes for Transcribed Credit are noted in the course descriptions.

ADVANCED STANDING

Advanced Standing courses are equivalent to BTC courses and are taught by high school teachers. Classes offered for Advanced Standing are free of charge to the student and are taught at Evansville High School. Students who earn a "B" or better are awarded technical college credit only when they enroll in a program at BTC. Classes for Advanced Standing are noted in the course descriptions.

COLLEGE ACADEMIC PARTNERSHIP PROGRAM (CAPP)

In CAPP courses, students experience the challenge of college curriculum in the high school setting. It is a convenient and affordable way to earn concurrent high school and college credit. All CAPP instructors are university-approved. Currently, AP Environmental Science and Accounting II have agreements established with Lakeland College. The Lakeland College courses are transferrable to almost every college and university. See the subject teacher for details.

YOUTH OPTIONS

The Youth Options program allows 11th and 12th grade students to enroll at an Institution of Higher Education in Wisconsin and take courses that lead to credit granted toward high school graduation. The student does not have to pay for the course(s) if a comparable course is not offered by the local school district.

The first step toward the Youth Options opportunity is to notify the school district (complete the PI-8700A) of the student's intention of enrolling in a postsecondary institution no later than March 1 for fall semester, and October 1st for spring semester. <http://youthoptions.dpi.wi.gov/>



YOUTH APPRENTICESHIP

The Youth Apprenticeship program is part of a statewide school-to-work initiative designed specifically for high school juniors and seniors that integrates academic and technical instruction with paid, mentored work experience at a local jobsite. Students must take two semesters of related, technical instruction at their home high school or through Blackhawk Technical College. Students must also work 450 hours under the guidance of a skilled mentor.



EARLY GRADUATION

Students who wish to graduate in fewer than eight semesters must comply with School Board Policy 354.1. Please contact the Counseling Office prior to the beginning of the student's seventh semester of high school to obtain information. If a student wishes to graduate after six semesters, he/she must contact the Counseling Office one year prior to this time.



GRADING SYSTEM (BASED ON 1 CREDIT):

| | | | |
|-----------------------|------------------------------------|------------------------------------|-----------------------------------|
| A = 4.00 A- = 3.67 | B+ = 3.33 B = 3.00 B- = 2.67 | C+ = 2.33 C = 2.00 C- = 1.67 | D+ = 1.33 D = 1.00 D- = .67 |
| F = .00 | E = .67 (Effort) | | |

We do not use A+ for a grade.

"P" will earn credit but not GPA points

"E" will earn credit and GPA points of "D-"

Rank includes transfer credits. Rank is not weighted. Rank is cumulative.

Grades are not weighted

Courses have a credit value as follows:

Three Terms (3 Quarters) = 1.5 credits

Two Terms (Semester) = 1 credit

One Term (Quarter) = ½ credit

45 minute class for 1 semester (skinny) = ½ credit

45 minute class for 1 quarter (skinny) = ¼ credit



COURSE SELECTIONS/CHANGES

Course selection is extremely important and should be considered as much a commitment on the part of the student as it is on the part of the school. Students are urged to consult with homeroom advisors, course instructors, and school counselors before making course selections. After securing the basic information, students should discuss possible choices with their parents before making final decisions. Parents will be asked to sign the final course selection sheet before it is returned to the homeroom advisor. Keeping this information in mind, the school expects the students to honor their commitments and the parents to support the school in providing the requested program. **Only in a few, specific cases will students be able to change classes. In the unusual event that a class addition or class drop is approved, it must be completed by the end of the third day of each term.**

4-YEAR PLAN WORKSHEET

STUDENT INFORMATION

Name:

Graduation Year:

My Career Goal:

My Favorite Career Clusters/Pathways:

My Future Plan (Check one):

- Attend a Job Training Program or one year Technical College program
- Attend a two-year Technical College
- Attend a four-year College or University
- Join the Military
- Enter the workforce with no further education after high school
- Undecided

FRESHMAN

| <i>Course Title</i> | <i>Course Number</i> | <i>Credit</i> |
|--------------------------|----------------------|---------------|
| Required Courses: | | |
| Foundations of PE | 101 | 1/2 |
| Civics & Society | 300 | 1 |
| English 9/Advanced | 206/ | 1 |
| English 9 | 207 | |

Math Course:

Science Course:

Other Courses:

Total Credits:

SOPHOMORE

| <i>Course Title</i> | <i>Course Number</i> | <i>Credit</i> |
|--------------------------|----------------------|---------------|
| Required Courses: | | |
| Physical Education | | 1/2 |
| Health | 140 | 1/2 |
| English 10/Advanced | 217/ | 1 |
| English 10 | 216 | |
| World History | 303 | 1 |

Math Course:

Science Course:

Other Courses:

Total Credits:

JUNIOR

| <i>Course Title</i> | <i>Course Number</i> | <i>Credit</i> |
|--------------------------|----------------------|---------------|
| Required Courses: | | |
| Physical Education | | 1/2 |
| U.S. History | 301 | 1 |

English Course:

Math Course:

Science Course:

Other Courses:

Total Credits:

SENIOR

| <i>Course Title</i> | <i>Course Number</i> | <i>Credit</i> |
|--------------------------|----------------------|---------------|
| Required Courses: | | |
| Economics | 315 | 1/2 |

English Course:

Other Courses:

Total Credits:

LIST OF COURSE OFFERINGS

| # | COURSE NAME | GRADES | CREDITS | PREREQUISITES |
|----------------------------------|---|----------|---------|---|
| <u>PHYSICAL EDUCATION</u> | | | | |
| 101 | Foundations of Physical Education | 9-10 | ½ | None |
| 102 | Individual Health and Fitness | 10-11-12 | ½ | Foundations of PE |
| 103 | Strength and Conditioning | 10-11-12 | ½ | Foundations of PE |
| 104 | Lifetime Recreation | 10-11-12 | ½ | Foundations of PE |
| 105 | Team Sports | 10-11-12 | ½ | Foundations of PE |
| <u>HEALTH</u> | | | | |
| 140 | Health | 9-10 | ½ | None |
| <u>ENGLISH</u> | | | | |
| 207 | English 9 | 9 | 1 | None |
| 206 | Advanced English 9 | 9 | 1 | None |
| 217 | English 10 | 10 | 1 | Adv English 9 or English 9 |
| 216 | Advanced English 10 | 10 | 1 | Adv English 9, Instructor consent |
| 221 | Oral Communications and Literary Analysis | 11-12 | 1 | English 9/Adv English 9 and English 10/Adv English 10 |
| 222 | Written Communications | 11-12 | 1 | English 9/Adv English 9 and English 10/Adv English 10 |
| 223 | AP English Language and Composition | 11-12 | 1 | English 9/Adv English 9 and English 10/Adv English 10 |
| 224 | AP English Literature and Composition | 11-12 | 1 | English 9/Adv English 9 and English 10/Adv English 10 |
| 203 | Mass Communications | 9-10 | ½ | None |
| 220 | Creative Writing | 11-12 | ½ | English 9/Adv English 9 and English 10/Adv English 10 |
| 213 | Advanced Literature Seminar | 11-12 | ½ | English 9 or Adv English 9 |
| <u>SOCIAL STUDIES</u> | | | | |
| 300 | Civics and Society | 9 | 1 | None |
| 303 | World History | 10 | 1 | None |
| 301 | U.S. History | 11 | 1 | None |
| 311 | Contemporary Issues | 11-12 | ½ | None |
| 315 | Economics | 11-12 | ½ | None |
| 317 | World Cultural History | 11-12 | ½ | None |
| 319 | AP U.S. History | 11-12 | 1 | None |

| | | | | |
|--------------------------------|-------------------------------------|------------|-------|--|
| <u>SCIENCE</u> | | | | |
| 401 | Physical Science | 9 | 1 | None |
| 402 | Biology | 10 | | Physical Science Or Physics |
| 405 | Applied Topics in Science | 10-11-12 | 1 | Physical Science, Biology, Algebra I |
| 409 | Conceptual Physics | 9-10-11-12 | 1 | Physical Science And Algebra I |
| 408 | Chemistry | 10-11-12 | 1 | Algebra II and Physics |
| 411 | AP Chemistry | 11-12 | 2 | Chemistry and Algebra II |
| 412 | Honors Physics | 11-12 | 1 | Physics and Pre- Calculus/Trig. |
| 414 | Advanced Biology | 10-11-12 | 1 | Chemistry |
| 415 | Anatomy and Physiology | 11-12 | 1 | Biology and Chemistry |
| 416 | AP Environmental Science | 10-11-12 | 1 | Physical Science Biology, and Algebra I |
| <u>MATHEMATICS</u> | | | | |
| 501 | Algebra I: Concepts and Skills | 9 | 2 | Placement by math teacher |
| 502 | Algebra I | 9-10 | 1 | Placement by math teacher |
| 504 | Geometry | 9-10 | 1 | Algebra I |
| 516 | Applied Topics in Mathematics (ATM) | 11-12 | 1 | Algebra I, Geometry |
| 505 | Algebra II | 9-10-11-12 | 1 | Algebra I, Geometry |
| 506 | Discrete/Probability/Statistics | 10-11-12 | 1 | Algebra I, Geometry, and ATM or Algebra II |
| 507 | Pre-Calculus/Trigonometry | 10-11-12 | 1 | Algebra I, Geometry, and Algebra II |
| 508 | AP Calculus | 11-12 | 1½ | Algebra I, Geometry, Algebra II, and Pre-Calculus/Trig. |
| <u>TRANSITIONS</u> | | | | |
| 530 | Transitions-English/Language Arts | 9-10-11-12 | ½ - 2 | Students are selected for this course |
| 535 | Transitions-Mathematics | 9-10-11-12 | ½ - 2 | Students are selected for this course |
| <u>COMPUTER SCIENCE</u> | | | | |
| 553 | Computer Programming I-Pascal | 9-10-11-12 | 1 | Algebra I |
| 555 | Computer Programming II-C++ | 10-11-12 | ½ | Computer Programming I |
| <u>SPANISH</u> | | | | |
| 651 | Spanish I | 9-10-11-12 | 1 | None |
| 652 | Spanish II | 9-10-11-12 | 1 | Spanish I |
| 653 | Spanish III | 10-11-12 | 1 | Spanish II |
| 654 | Spanish IV | 11-12 | 1 | Spanish III |
| 655 | AP Spanish | 11-12 | 1 | Spanish IV |

TECHNOLOGY EDUCATION**Drafting-Graphic Communication**

| | | | | |
|-----|---|------------|---|--|
| 701 | Technology Design & Application | 9-10-11-12 | 1 | None |
| 703 | Architectural Drafting-Structural Design | 10-11-12 | ½ | Technology Design & Application |
| 704 | Architectural Drafting-Residential Design | 11-12 | ½ | Architectural Drafting-Structural Design |
| 705 | Engineering Drawing & Design | 11-12 | ½ | Architectural Drafting-Structural Design |

Metals and Manufacturing

| | | | | |
|-----|-----------------------|------------|---|---------------------------------|
| 706 | Principles of Welding | 9-10-11-12 | ½ | Technology Design & Application |
| 707 | Techniques of Welding | 10-11-12 | ½ | Principles of Welding |
| 714 | Metal Fabrication | 10-11-12 | ½ | Technology Design & Application |

Energy and Transportation

| | | | | |
|-----|--------------------------------|------------|-----|--|
| 712 | Internal Combustion Engines | 9-10-11-12 | ½ | Technology Design & Application |
| 713 | Power Mechanics | 10-11-12 | 1 | Internal Combustion Engines |
| 717 | Machines-Lumbers and Processes | 9-10-11-12 | ½ | Technology Design & Application |
| 718 | Carpentry | 10-11-12 | ½ | Machines-Lumbers and Processes |
| 720 | Building Construction Trades | 11-12 | ½-2 | Machines-Lumbers, Architectural Drafting-Structural Design |
| 725 | Principles of Technology | 10-11-12 | 1 | Technical Design & Application |

AGRISCIENCE

| | | | | |
|-----|--|----------|-----|--------------------------------|
| 751 | Exploring Agriscience | 9-10-11 | ½ | None |
| 752 | Greenhouse & Plant Science I | 10-11-12 | ½ | None |
| 770 | Greenhouse & Plant Science II | 11-12 | ½ | Greenhouse I |
| 771 | Introduction to Veterinary/Animal Science | 9-10-11 | ½ | None |
| 753 | Small Animal & Horse Science | 10-11-12 | ½ | Intro to Veterinary |
| 755 | Large Animal Science | 10-11-12 | ½ | Intro to Veterinary |
| 756 | Wildlife, Fish & Natural Resources I | 9-10-11 | ½ | None |
| 772 | Wildlife, Fish & Natural Resources II | 10-11-12 | ½ | Wildlife I |
| 759 | Landscape & Floral Design I | 10-11-12 | ½ | None |
| 773 | Landscape & Floral Design II | 11-12 | ½ | Landscape I |
| 761 | Leadership Training | 11-12 | ½ | Instructor Consent 811 |
| | Career & Technical Education Work Experience | 12 | 2-3 | 2 Agriscience Courses; 2.5 GPA |

BUSINESS EDUCATION

| | | | | |
|-----|--|------------|-----|---|
| 801 | Keyboarding I | 9-10-11-12 | ½ | None |
| 802 | Web 2.0 | 10-11-12 | ½ | Keyboarding I |
| 805 | Marketing | 10-11-12 | 1 | None |
| 807 | Personal Finance | 10-11-12 | ½ | None |
| 808 | Accounting I | 10-11-12 | 1 | None |
| 809 | CAPP Accounting II | 10-11-12 | 1 | Accounting I |
| 814 | Business Law | 11-12 | ½ | English 10 |
| 815 | Business Principles | 9-10-11 | ½ | None |
| 817 | International Business | 10-11-12 | ½ | None |
| 811 | Career & Technical Education Work Experience | 12 | 2-3 | 2.5 GPA, Subject specific prerequisites |
| 560 | Technology Internship | 10-11-12 | ½ | Instructor Consent |

FAMILY and CONSUMER SCIENCE

| | | | | |
|-----|---|------------|---|--|
| 855 | Nutrition and Wellness (Foods I) | 9-10-11-12 | ½ | None |
| 856 | Food Preparation (Foods II) | 10-11-12 | ½ | Foods I or Nutrition and Wellness or Senior Standing |
| 858 | Child Development | 10-11-12 | ½ | None |
| 859 | Interpersonal Relationships (Family Living) | 11-12 | ½ | None |
| 861 | Child Development II | 11-12 | ½ | Child Development |
| 866 | Introduction to Health Occupations | 10-11-12 | ½ | None |

ART

| | | | | |
|-----|--|------------|---|---|
| 901 | Art Fundamentals (Basic Design) | 9-10-11-12 | ½ | None |
| 902 | Creative Drawing & Painting (A) | 9-10-11-12 | ½ | Art Fundamentals |
| 904 | Basic Drawing & Painting (B) | 9-10-11-12 | ½ | Art Fundamentals |
| 905 | Illustration | 9-10-11-12 | ½ | Art Fundamentals |
| 906 | Applied Sculpture & Ceramics (A) | 9-10-11-12 | ½ | Art Fundamentals |
| 908 | Basic Sculpture & Ceramics (B) | 9-10-11-12 | ½ | Art Fundamentals |
| 915 | Basic Photography (Photography) | 9-10-11-12 | ½ | None |
| 916 | Advanced Digital Photography | 9-10-11-12 | ½ | Basic Photography, Instructor Consent |
| 924 | Basic Digital Art & Design (B) (Graphic Design I) | 9-10-11-12 | ½ | None |
| 926 | Applied Digital Art & Design (A) (Graphic Design II) | 9-10-11-12 | ½ | None |
| 931 | Media Arts (Video & Animation) | 9-10-11-12 | ½ | None |
| 930 | Yearbook/Digital Publication | 9-10-11-12 | 1 | None |
| 928 | AP Studio Art | 11-12 | 1 | Art Fundamentals and two additional art classes, Instructor consent |

MUSIC

| | | | | |
|-----|----------------------|------------|--------|--|
| 963 | Chamber Choir | 9-10 | 1 | None |
| 964 | Concert Choir | 11-12 | 1 | Chamber Choir and Instructor Consent or by Audition (8 th -9 th grade) |
| 965 | Treble Choir | 9-10-11-12 | 1 | Audition only |
| 971 | Symphonic Band | 9-10 | 1 | Middle school band or 9 th grade band |
| 972 | Wind Ensemble | 11-12 | 1 | Audition or Instructor Consent |
| 973 | Music Theory I | 10-11-12 | ½ | Instructor Consent |
| 974 | Music Theory II | 11-12 | ½ | Music Theory I and Instructor Consent |
| 968 | Music Appreciation I | 9-12 | ½ | None |
| 966 | Vocal Jazz | 9-12 | ¼ or ½ | Concurrent enrollment in Chamber/ Concert Choir; Audition |
| 967 | Show Choir | 9-12 | 1 | Concurrent enrollment in Chamber/ Concert Choir; Audition |

PHYSICAL EDUCATION / HEALTH

| Foundations of Physical Education | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 101 | None | ½ credit | 9-10 | 1 term |
| Foundations of PE provides students with knowledge, experience, and an opportunity to develop skills in beginning fitness training techniques. Activities will include: beginning weight training, functional fitness training, warm up and cool down routines, basic muscle anatomy and function, methods of tracking personal progress and Fitness Gram fitness assessments. Activity games will be played weekly to enhance the six Fitness Skills. ** This course must be completed before taking other PE courses. | | | | |

| Individual Health and Fitness | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 102 | Foundations of PE | ½ credit | 10-11-12 | 1 term |
| Students in this course will explore various fitness activities such as: Yoga, Aerobics, Boot Camp workouts, Strength Training, Personal Fitness Assessments, Individual Goal Setting, Student Designed Fitness Programs, Nutrition Assessments, Online tracking of Fitness and Nutrition Progress and Stress Management. | | | | |

| Strength and Conditioning | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 103 | Foundations of PE | ½ credit | 10-11-12 | 1 term |
| Strength and Conditioning provides students with advanced training in weight training and functional fitness. Students use the FITT principle to design their own training program. Online sources are used for researching the latest trends in fitness and principles of strength and conditioning. Students will also explore the use of various types of fitness technology, facilities and programs in the community. | | | | |

| Lifetime Recreation | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 104 | Foundations of PE | ½ credit | 10-11-12 | 1 term |
| Lifetime recreation will focus on activities that adults could enjoy for maintaining fitness, socializing, and participating in community sponsored events. Activities may include: Golf, Archery, Hiking, Biking, Social Dance, Softball, Volleyball, 5K run/walk, Ultimate Frisbee, Frisbee Golf, Bowling and possible Winter Recreation (weather permitting). | | | | |

| Team Sports | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 105 | Foundations of PE | ½ credit | 10-11-12 | 1 term |
| This course is designed for students to learn higher levels of sports skills, rules, regulations and strategies. The team sports may include: flag football, volleyball, basketball, floor hockey, badminton, ultimate Frisbee, soccer, handball, kickball, softball, and pickleball. Students will also learn how to organize teams and fun various tournaments using online resources. | | | | |

| Health | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 140 | None | ½ credit | 9-10 | 1 term |
| This required health course has a sequential curriculum for teaching students the information and skills they need to maintain and improve health, prevent disease, and reduce health-related risk behaviors. Units of study include human growth and development, mental and emotional health, family and social health, consumer and community health, and communicable and chronic diseases. | | | | |

ENGLISH

| English 9 | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 207 | None | 1 credit | 9 | 2 terms |
| This course will focus on reading, understanding, and analyzing fiction and nonfiction texts. Additionally, students will work on writing and revising both short and long works, and they will learn to discuss informally and formally about a variety of topics. | | | | |

| Advanced English 9 | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 206 | None | 1 credit | 9 | 2 terms |
| This class is designed for students highly proficient in language arts, both reading and writing, who are prepared for more challenging course work. This course is more rigorous and faster paced than English 9, but will focus on many of the same skills. | | | | |

| English 10 | | | | |
|---|---------------------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 217 | Advanced English 9 or English 9 | 1 credit | 10 | 2 terms |
| This course will concentrate on various types of reading, writing, and research. It will build on the skills mastered in English 9. Students will continue to refine their literature analysis and writing skills, and they will advance their speaking skills through a variety of discussion formats. | | | | |

| Advanced English 10 | | | | |
|--|--|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 216 | Advanced English 9, consent of instructor | 1 credit | 10 | 2 terms |
| This class is designed for students highly proficient in English, both reading and writing, who are prepared for more challenging course work. This course is more rigorous and faster paced than English 10, but will focus on many of the same skills. It will build on skills mastered in Pre-AP English 9. | | | | |

| Oral Communications and Literary Analysis | | | | |
|--|---|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 221 | English 9 or Advanced English 9 and English 10 or Advanced English 10 | 1 credit | 11-12 | 2 terms |
| This course is designed to help students with all realms of oral communication. Students will learn concepts and analysis related to communication, participate in discussions, and learn to research different subjects and organize the research to write and deliver various types of speeches. In addition to studying communications, students will read and analyze literature and write in response to that literature to demonstrate their understanding. Students have the potential to earn credit at Blackhawk Technical College upon completion. | | | | |

| Written Communications | | | | |
|---|---|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 222 | English 9 or Advanced English 9 and English 10 or Advanced English 10 | 1 credit | 11-12 | 2 terms |
| This course concentrates on developing the student's skills in research and expository writing. In the course, students will write at least four different styles of essays. With each essay, students will be expected to participate in all steps of the writing process. The goal of the course is to prepare for college-level reading, writing, and thinking. Students have the potential to earn credit at Blackhawk Technical College upon completion. | | | | |

| AP English Language and Composition | | | | |
|---|---|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 223 | English 9 or Advanced English 9 and English 10 or Advanced English 10 | 1 credit | 11-12 | 2 terms |
| <p>This course requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. This course is intended to prepare students for the AP exam in May.</p> | | | | |

| AP English Literature and Composition | | | | |
|---|---|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 224 | English 9 or Advanced English 9 and English 10 or Advanced English 10 | 1 credit | 11-12 | 2 terms |
| <p>This course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. This course is intended to prepare students for the AP exam in May.</p> | | | | |

| Mass Communications | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 203 | None | ½ credit | 9-10 | 1 term |
| <p>This course provides a broad survey of communications. Emphasis will be on exploring and developing communication skills in a variety of areas. Students will be introduced to and will analyze different types of communications in our society. They will work on refining their writing, speaking, and listening skills.</p> | | | | |

| Creative Writing | | | | |
|--|---|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 220 | English 9 or Advanced English 9 and English 10 or Advanced English 10 | ½ credit | 11-12 | 1 term |
| <p>This class allows students to get in touch with their creative side in a non-critical environment. Students will be encouraged to "think like writers", expressing their individual creativity and self-discipline. Topics include brainstorming, vocabulary enhancement, story starters and plot development techniques. Students will have the opportunity to explore and write a variety of works.</p> | | | | |

| Advanced Literature Seminar | | | | |
|---|---------------------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 213 | English 9 or Advanced English 9 | ½ credit | 11-12 | 1 term |
| This is a true seminar forum. Challenging books form the basis for discussion of the techniques of literature and the ideas they convey. Students will enhance their ability to write essay exams, an excellent preparation for post-secondary work. The course should be taken by those planning to pursue Advanced Placement. | | | | |

SOCIAL STUDIES

| Civics and Society | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 300 | None | 1 credit | 9 | 2 terms |
| During this course, you will be exploring your personal identity and your role as a citizen in our society. The goal of this course is to begin to understand yourself, your brain, your relationships, and your place in the world. In the first term of this course you will gain a better understanding of: the teenage brain, values & ethics, and cultures. In the second term of this course you will learn about: the origins of our nation's government, our laws, and the political process. The course will culminate with a class action research project that will allow you to apply all of the course concepts. | | | | |

| World History | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 303 | None | 1 credit | 10 | 2 terms |
| This is a survey course in which students will learn about World History from the beginnings of civilization to the present. By gaining knowledge related to the social, economic, and political aspects of world history students will increase their understanding of major events that have shaped the modern world. | | | | |

| U.S. History | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 301 | None | 1 credit | 11 | 2 terms |
| This is a survey course that focuses on the history of the United States—starting with the Civil War. Units of study include: The Civil War and Reconstruction, Modern America Emerges, American Foreign Policy, The 1920s, The Great Depression, World War II, and American Dominance. | | | | |

| Contemporary Issues | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 311 | None | ½ credit | 11-12 | 1 term |
| This is a survey course covering issues pertinent to America and the world. Units may include: hunger/ poverty, population, hate, family, terrorism, aging and death/dying. Students are asked to take sides on current topics and engage in a debate style discussion utilizing research and critical analysis. Students also create products with emphasis on the development of critical thinking skills and self-directed learning. | | | | |

| Economics | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 315 | None | ½ credit | 11-12 | 1 term |
| This course provides students with an overview of the American Free Enterprise system. Units of study focus on economic principles, money, supply and demand, business activities, unions and much more. The microeconomic and macroeconomic perspectives are thoroughly analyzed. <i>Note: This is an Advanced Standing class. For students who enroll in a Wisconsin Technical College program, credit for this class will transfer and be accepted there as well.</i> | | | | |

| World Cultural History | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 317 | None | ½ credit | 11-12 | 1 term |
| This course is the study of civilizations and societies and how they have developed over time. Throughout the course, students examine various aspects of cultures, such as: exploration, trade, warfare, conquest, migration, and methods of communication. Students learn about different behaviors, the exchange of ideas over time, and how this leads to the creation of world cultures. Cultures to be studied: Africa, Egypt, Southeast Asia, India, Australia and New Zealand, Oceania, China, Japan, and Mexico. | | | | |

| AP U.S. History | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 319 | None | 1 credit | 11-12 | 2 terms |
| AP United States History is a comprehensive study of the development of American History from the discovery of America to the present. This course is taught similar to an introductory college course. A college level text book is used and students are expected to perform at an advanced level. Upon completion of the course a student may elect to take the AP History exam in May which may result in college credit. | | | | |

SCIENCE

| Physical Science | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 401 | None | 1 credit | 9 | 2 terms |
| <p>This course is designed to cover fundamental concepts related to chemistry and physics. The first term will focus on motion and energy, wave properties, electricity and magnetism, and astronomy. The second term will explore atomic structure, chemical reactions, and nuclear reactions. This course is essential in building a strong science background that will lead to future success in subsequent science courses, and it is, therefore, a prerequisite for all subsequent science classes.</p> | | | | |

| Biology | | | | |
|--|-----------------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 402 | Physical Science or Physics | 1 credit | 10 | 2 terms |
| <p>This course will provide you with an understanding of the basic life processes through class readings, discussions, activities and laboratory work. The units covered during the first term include the nature of science (matter, energy, and chemical processes of life), cell structure and function, and inheritance/genetics. The units covered during the second term include microorganisms, invertebrates, vertebrates, plants, and a survey of human biology. (Term 2 does include laboratories that involve dissections.)</p> | | | | |

| Applied Topics in Science | | | | |
|---|--------------------------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 405 | Physical Science, Biology, Algebra I | 1 credit | 10-11-12 | 2 terms |
| <p>This course is a survey of topics within Environmental Science, Geology, and Engineering. Topics covered include plate tectonics, earth erosional processes, and material science. Additionally, learning topics will include ecosystems, water pollution and conservation, natural resources and global climate change. This is a laboratory science course that is designed to give you the background needed to survey and apply everyday Science related issues.</p> | | | | |

| Conceptual Physics | | | | |
|--|--------------------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 409 | Physical Science and Algebra I | 1 credit | 9-10-11-12 | 2 terms |
| <p>Physics is the study of the interaction between objects. These objects may be as large as galaxies or as small as atoms and molecules. This course will emphasize the development of concepts and theories explaining the interactions of objects and how this understanding has affected history and technology. The intent of this course is to; introduce the student to the language and theories of Physics, provide training and practice in analytic reasoning and problem solving, demonstrate the relevance of Physics to life in our society, and serve as a basis for further studies in Physics. The lab portion is designed to provide training in the experimental and investigative techniques of these fields and to reinforce learning with concrete experiences. (Students have the opportunity to receive dual transcribed credit at no cost through Blackhawk Technical College.)</p> | | | | |

| Chemistry | | | | |
|---|-----------------------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 408 | Algebra II and Conceptual Physics | 1 credit | 10-11-12 | 2 terms |
| <p>Chemistry is the study of atoms and molecules and how they interact. An understanding of the basic principles of physics is highly recommended and can be gained through Conceptual Physics. The intent of this course is to: introduce the student to the language and theories of chemistry; provide training and practice in analytical reasoning and problem solving; demonstrate the relevance of Chemistry to life in our society and serve as a basis for further studies in Chemistry. The lab portion is designed to provide training in the experimental and investigative techniques of this field and to reinforce learning with concrete experiences.</p> | | | | |

| AP Chemistry | | | | |
|--|--------------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 411 | Chemistry and Algebra II | 2 credits | 11-12 | 4 terms |
| <p>This course is designed to provide the student with advanced (college freshman level) knowledge of Chemistry. The material will be presented with an added emphasis on the mathematical concepts and relationships presented in General Chemistry. The goals of this class are to provide a strong grasp of the fundamentals of Chemistry, develop a comfortable familiarity with the language and math of Chemistry and prepare the students for the AP Chemistry exam in April.</p> | | | | |

| Honors Physics | | | | |
|--|---|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 412 | Conceptual Physics and Pre-Calculus/Trig. | 1 credit | 11-12 | 2 terms |
| <p>This course is intended to be an Algebra II-Trigonometry based physics class introducing curious students to Engineering oriented topics in Classical Mechanics and the curious realm of Modern Physics. During the Engineering/Classical Mechanics section, students will investigate: vectors and vector mechanics, rotation and torque, structure and stability, fluid dynamics and hydraulics, aerodynamics and the physics of flight. During the modern physics section students will investigate: atomic structure and early quantum mechanics (The Bohr Atom), radioactivity and nuclear physics, quantum mechanics (Schrödinger's Probability Waves: where the impossible becomes possible), subatomic particles (The Standard Model and String Theory), Einsteinian Relativity and Cosmology (Black Holes, the Expanding Universe and the Big Bang).</p> | | | | |

| Advanced Biology | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 414 | Chemistry | 1 credit | 10-11-12 | 2 terms |
| <p>This course is an upper level biological lab class. It will provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the field of Biology. The main themes of the course will be Molecules and Cells (Chemistry of Life, Cells, and Cellular Energetics), Heredity and Evolution (Heredity, Molecular Genetics, and Evolutionary Biology), Organisms and Populations (Diversity of Organism, Structure and Function of Plants and Animals, Ecology). Therefore, students progress at an accelerated rate to cover topics normally covered in an entry level post-secondary biology course.</p> | | | | |

| Anatomy and Physiology | | | | |
|---|-----------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 415 | Biology and Chemistry | 1 credit | 11-12 | 2 terms |
| <p>This course is considered a high level elective science course. It will provide students with a comprehensive overview of the human organism across all levels of organization. Through a series of lectures, labs, class projects, videos, internet activities, dissections, and guest speakers, students will develop literacy related to human biology in health and disease.</p> | | | | |

| AP Environmental Science | | | | |
|---|--|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 416 | Physical Science, Biology, and Algebra I | 1 credit | 10-11-12 | 2 terms |
| <p>This course offers a wide variety of subject matter related to Earth's environmental systems and will be taught by emphasizing rigorous course content, scientific principles, laboratory analysis and sociological issues. A primary objective of this course is to offer students an experience that models and fulfills the requirements of a first year college laboratory science so that students will be able to free up time for other college courses. Students can receive college credit by taking and passing the AP exam.</p> | | | | |

MATHEMATICS

| Algebra I: Concepts and Skills | | | | |
|---|---|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 501 | Students will be placed in the appropriate Algebra course by their current math teacher | 2 credits | 9 | 4 terms |
| <p>The first semester will focus on variables and expressions, rational numbers, solving linear equations in one variable, using proportional reasoning, graphing relations and functions, analyzing linear equations in one variable, and solving linear inequalities. The second semester will focus on solving linear inequalities, solving systems of linear equations and inequalities, polynomials, exploring quadratic and exponential functions, exploring rational and radical expressions and equations. Geometric concepts, probability and statistics are integrated into the curriculum throughout the course.</p> | | | | |

| Algebra I | | | | |
|--|---|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 502 | Students will be placed in the appropriate Algebra course by their current math teacher | 1 credit | 9-10 | 2 terms |
| <p>The primary difference between the two Algebra courses is the length of time. This course is covered in one semester.</p> | | | | |

| Geometry | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 504 | Algebra I | 1 credit | 9-10 | 2 terms |
| <p>Geometry is a required course for college entrance at many universities. The emphasis is on plane Geometry, but some solid geometry is incorporated throughout, with the usual theorems, definitions, and postulates involving sets of points, lines, and planes. Inductive and deductive reasoning are integrated throughout this course, as are Algebraic skills. The major topics include parallelism, perpendicularity, congruency, similarity arcs and angles of circles, constructions, coordinate geometry, areas of polygons, and areas and volumes of solids. Geometer's sketchpad is also incorporated throughout the course.</p> | | | | |

| Applied Topics in Mathematics (ATM) | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 516 | Algebra I, Geometry | 1 credit | 11-12 | 2 terms |
| <p>In this course, students will apply concepts from arithmetic, algebra, geometry, trigonometry, probability and statistics to solve problems. This course is comparable to "College Mathematics" offered at Blackhawk Technical College.</p> <p><i>Note: This class is considered "Transcripted Credit." Students will earn three BTC math credits upon successful completion of ATM. These three credits are transferable to any Wisconsin Technical College and many universities.</i></p> | | | | |

| Algebra II | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 505 | Algebra I, Geometry | 1 credit | 9-10-11-12 | 2 terms |
| <p>Geometry is a required course for college entrance at many universities. Algebra II will briefly review signed numbers and other basic topics from Algebra I and provide practice of these concepts as it develops more advanced topics to complete the study of beginning algebra. Many of the skills mastered during this course will provide the foundation necessary to complete more advanced math courses, chemistry and physics.</p> <p><i>Note: A graphing calculator (TI-83 or higher) is recommended.</i></p> | | | | |

| Discrete/Probability/Statistics | | | | |
|--|--|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 506 | Algebra I, Geometry, and either Applied Topics in Math (ATM) OR Algebra II | 1 credit | 10-11-12 | 2 terms |
| <p>This course explores problem situations where objects are counted. In addition to standard textbook activities, many of the topics are explored through a graphing calculator, computer, and lab activities. This course is an excellent preparation for anyone who is considering an area of study or a career that involves math, science, computers, engineering or business. Students are encouraged to take both Pre-Calculus and Discrete to prepare for AP Calculus. Discrete may be taken before, after or in the same year as Pre-Calculus or AP Calculus.</p> <p><i>Note: A graphing calculator (TI-83 or higher) is recommended.</i></p> | | | | |

| Pre-Calculus/Trigonometry | | | | |
|---|-------------------------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 507 | Algebra I, Geometry, and Algebra II | 1 credit | 10-11-12 | 2 terms |
| <p>In this course, students will study advanced algebraic topics, function analysis, trigonometry, mathematical reasoning and problem solving. It is a required preparation for Calculus.</p> <p><i>Note: A graphing calculator (TI-83 or higher) is recommended.</i></p> | | | | |

| AP Calculus | | | | |
|---|--|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 508 | Algebra I, Geometry, Algebra II, and Pre-Calculus/Trigonometry | 1 ½ credits | 11-12 | 3 terms |
| <p>This course is comparable to the first semester of college calculus. It covers the AP Calculus AB curriculum. Students may choose to take the advanced placement test for college credit. <i>Note: A graphing calculator (TI-83 or higher) is required.</i></p> | | | | |

TRANSITIONS

| Transitions-English/Language Arts | | | | |
|--|---------------------------------------|-------------------|--------------------|-------------------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 530 | Students are selected for this course | ½, 1 or 2 credits | 9-10-11-12 | 1 term, 1 semester, or 1 year |
| <p>This English/Language Arts based course is part of a comprehensive intervention system designed to engage EHS students who are below grade level in their reading and writing skills. Students are identified and assigned this elective course based on their skill level in reading and/or writing. This course may be taken more than one semester. Grades are awarded on a pass/fail basis.</p> | | | | |

| Transitions-Mathematics | | | | |
|---|---------------------------------------|-------------------|--------------------|------------------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 535 | Students are selected for this course | ½, 1 or 2 credits | 9-10-11-12 | 1 term, 1 semester or 1 year |
| <p>This Mathematics based course is part of a comprehensive intervention system designed to engage EHS students who are below grade-level in their Math skills. Students are identified and assigned this elective area course based on their skill level in mathematics. This course may be taken more than one semester. Grades are awarded on a pass/fail basis.</p> | | | | |

COMPUTER SCIENCE

| Computer Programming I-Pascal | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 553 | Algebra I | 1 credit | 9-10-11-12 | 2 terms |
| <p>In this course, students will develop the ability to write computer programs in the Pascal language, will develop logical thinking processes and problem solving techniques, and will become familiar with the workings of a computer. It is recommended for anyone who enjoys computers or who is considering an area of study or a career which involves math, science, computers, information processing, or engineering.</p> | | | | |

| Computer Programming II-C++ | | | | |
|---|------------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 555 | Computer Programming I | ½ credit | 10-11-12 | 1 term |
| <p>In this course, students will expand their Pascal programming ability to write programs in C++, a language that is currently used in the computer industry. This course will emphasize problem-solving along with the syntax of the C++ language. It is recommended for anyone who enjoys computers or who is considering an area of study or a career which involves math, science, computers, information processing, or engineering. After successful completion of this course, students have the option to do independent studies for ½ elective credit in Advance C++, Java, and Visual Basic. This course will prepare students to take optional Independent Study Computer Programming courses in advanced C++, Java, and/or Visual Basic.</p> | | | | |

SPANISH

| Spanish I | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 651 | None | 1 credit | 9-10-11-12 | 2 terms |
| <p>Spanish I is an introductory language course in which students will begin to practice meaningful communication in the Spanish language. Students will be asked to do a variety of tasks in Spanish using basic speaking, listening, reading and writing skills. Students will also expand their knowledge of cultures and practices in Spanish-speaking countries.</p> | | | | |

| Spanish II | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 652 | Spanish I | 1 credit | 9-10-11-12 | 2 terms |
| <p>In Spanish II, students will review and build upon what they learned in Spanish I. Students will increase their communication fluency, as they develop their grammar and vocabulary skills through speaking, reading, writing, and listening in Spanish. Students will also expand their knowledge of cultures and practices in Spanish-speaking countries.</p> | | | | |

| Spanish III | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 653 | Spanish II | 1 credit | 10-11-12 | 2 terms |
| <p>In Spanish III, students will build upon the speaking, listening, reading, and writing skills developed in Spanish I and II, with an emphasis on increasing fluency and ease of expression in the language. Spanish III students will gain a deeper understanding of Spanish-speaking culture and customs through the study of Latin American myths, significant political and historical figures, and cuisine. Students will also learn to negotiate authentic situations including accessing healthcare, applying for employment, and a variety of social interactions.</p> | | | | |

| Spanish IV | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 654 | Spanish III | 1 credit | 11-12 | 2 terms |
| <p>In Spanish IV, students will work to refine their language skills in the areas of speaking, listening, reading, and writing. By the time students complete Level IV, they should be able to communicate in Spanish about almost any topic, with little hesitation. Students will be well prepared to travel, work or study in Spanish-speaking countries and interact with Spanish speakers. Students will also read selected literature, participate in topical discussions, and explore a variety of Spanish music, films, and art.</p> | | | | |

| AP Spanish | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 655 | Spanish IV | 1 credit | 11-12 | 2 terms |
| <p>AP Spanish Language is intended for students who wish to develop proficiency and integrate their language skills, using authentic materials and sources. Students who enroll should already have knowledge of the language and cultures of Spanish-speaking peoples and should have attained a reasonable proficiency in using the language. Students are expected to express themselves and the course will be conducted exclusively in Spanish. AP Spanish is comparable to fifth or sixth semester college and university courses. Students will demonstrate their level of Spanish proficiency across three communicative modes: Interpersonal, Interpretive, and Presentational. Students with a grade of 'B' or higher in Spanish IV are encouraged to enroll.</p> | | | | |

TECHNOLOGY EDUCATION

DRAFTING-GRAPHIC COMMUNICATIONS

| Technology Design and Application | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 701 | None | 1 credit | 9-10-11-12 | 2 terms |
| <p>This course is a prerequisite for other Technology Education classes. Students' knowledge in reading a ruler, fraction/ decimal conversion, ratios, the metric system, will be strengthened in daily application of applied math. Students will participate in lessons involving content reading and technical writing. Students will also be introduced to the process of creating drawings using mechanical drafting equipment CAD (Computer Aided Drafting) software. Course content will include: Scope of Technology, Resources and Technology, Creating Technology, Technology contexts, Technology and Society. A passing grade of 'D' (65%) or better is needed in order to advance to the other Technology Education classes.</p> | | | | |

| Architectural Drafting-Structural Design | | | | |
|--|-----------------------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 703 | Technology Design and Application | ½ credit | 10-11-12 | 1 term |
| <p>Structural design will give the students the opportunity to produce a series of drawings using CAD (Computer Aided Drafting). By the end of the course the student will have completed and printed out a series of drawings that focus on the four major structural components of a small residential dwelling. Starting with the footings and foundations, the students will proceed through floor framing, wall framing and roof framing. Each set of drawings will contain a plan view, elevation views, isometric and detail drawings. Dimensions and notes will be added accordingly. After the completion of this class, students will have the opportunity to enroll in either Architectural-Residential Design or Engineering Drawing and Design.</p> <p><i>Note: Architectural Drafting-Structural Design is a prerequisite for Building Trades.</i></p> | | | | |

| Architectural Drafting-Residential Design | | | | |
|--|--|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 704 | Architectural Drafting-Structural Design | ½ credit | 11-12 | 1 term |
| <p>Architectural Drafting-Residential Design lets students create a dwelling from a given set of parameters using CAD. Students will be exposed to the basics of floor plan layout, "work triangles" used in calculating kitchen sizes, and the process of analyzing different floor plans to differentiate good designs from poor designs. The students can expect to complete the following drawings: floor plan, foundation plan, elevation view(s), plot plan, detailed kitchen plan, mechanical plan as well as a perspective view of their completed home.</p> | | | | |

| Engineering Drawing & Design (3D Modeling) | | | | |
|--|--|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 705 | Architectural Drafting- Structural Design | ½ credit | 11-12 | 1 term |
| <p>Engineering drawing gives students a deeper exposure to CAD. Students will learn how to manipulate the CAD program in order to create drawings that are accurate and professional in appearance. Students will complete a series of single view drawings and isometric drawings as well as problems that explore the use of 3D modeling. Students will also be given the opportunity to develop an independent project that will correspond with their future plans in the field of Graphics, Architecture, or Engineering.</p> <p><i>Note: This is an Advanced Standing Course. It transfers into the technical college system in the State of Wisconsin with a grade of 'B' or higher. Please see instructor for details.</i></p> | | | | |

METALS AND MANUFACTURING

| Principles of Welding | | | | |
|--|--------------------------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 706 | Technology Design and Application | ½ credit | 9-10-11-12 | 1 term |
| <p>Principles of Welding is the study and application of various types of weld joints and welding techniques. This course deals with shop safety, arc and gas welding, pipe soldering, resistance welding, and gas and arc cutting. Different types of welding joints will be assigned with a written and manual exam after each chapter.</p> <p><i>Course fee: \$5.00</i></p> | | | | |

| Techniques of Welding | | | | |
|--|-----------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 707 | Principles of Welding | ½ credit | 10-11-12 | 1 term |
| <p>Techniques of Welding is the study of advanced methods of joining mild steel, stainless steel and non-ferrous metals in the flat, horizontal, and vertical positions. Basic blueprint welding symbols, gas tungsten arc welding, gas metal arc welding, and plasma cutting are also introduced. The student will be expected to complete a series of welds from the processes previously listed along with a manual and written exam after each chapter.</p> <p><i>Note: This is an Advanced Standing Course. It transfers into the technical college system in the State of Wisconsin with a grade of 'B' or higher. Please see instructor for details.</i></p> <p><i>Course fee: \$5.00</i></p> | | | | |

| Metal Fabrication | | | | |
|---|-----------------------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 714 | Technology Design and Application | ½ credit | 10-11-12 | 1 term |
| <p>This course is designed to prepare students for industry. They will become familiar with measurement tools, layout techniques, materials, and the processes used in industry today. It is a hands-on course that contains sheet metal measurement, layout, and common seams and joints. All students will be required to make a series of class projects along with a self guided project. Students will also be introduced to metal machining processes along with various metals and their properties.</p> | | | | |

ENERGY AND TRANSPORTATION

| Internal Combustion Engines | | | | |
|--|-----------------------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 712 | Technology Design and Application | ½ credit | 9-10-11-12 | 1 term |
| <p>This is the fundamental auto mechanics course in which the students will learn about the internal combustion engine. Small gas engines and automobile engines will be studied. Students will be exposed to lecture and laboratory work in such phases as two cycle, four cycle, and small diesel engine technology.</p> | | | | |

| Power Mechanics | | | | |
|--|-----------------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 713 | Internal Combustion Engines | 1 credit | 10-11-12 | 2 terms |
| <p>This is the advanced course for students who have successfully completed the Internal Combustion Engines course and are interested in mechanics as a possible vocation. The class will include work in major tune ups, and systems of the automobile will be studied.</p> | | | | |

CONSTRUCTION TRADES

| Machines-Lumbers and Processes | | | | |
|--|-----------------------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 717 | Technology Design and Application | ½ credit | 9-10-11-12 | 1 term |
| <p>This course deals with the development of sound skills, techniques, and the safety procedures in the use of power tool equipment. Course content involves calculation of lumber products, classification of woods, application and processes of lumber, application of power mechanics and the introduction of building trades and American industry. A project will be required, with quality plans, bill of materials, and plan of procedures. This class is a prerequisite for Building Construction Trades.</p> | | | | |

| Carpentry | | | | |
|---|--------------------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 718 | Machines-Lumbers and Processes | ½ credit | 10-11-12 | 1 term |
| <p>This is an introductory course that examines the many trades in the building industry. The trades that are covered include general contracting, rough carpentry, electrical, HVAC, drywall, plumbing, finish carpentry, siding, roofing, drafting, blue print reading, and building inspection. Machine and power tool safety will also be covered along with the OSHA guidelines for work site safety. This would be a beneficial course for those students wanting to enroll in 720 – Building Construction Trades or those looking to tackle small maintenance or repair projects around the house.</p> | | | | |

| Building Construction Trades | | | | |
|---|--|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 720 | Machines-Lumbers, Architectural Drafting-Structural Design <u>Recommended:</u> Architectural-Residential Drafting, Carpentry | ½ - 2 credits | 11-12 | 1 term to 4 terms |
| <p>All prior course content lends itself to "hands on application" of building construction. This course of study deals with the knowledge and application of the building industry. Areas of course content involves planning, designing, expediting of building construction. "Hands-on" experience will involve excavation, concrete, framing, siding, roofing, plumbing, heating, electrical, and other related building applications. This is a 90 minute – full year class simulating the actual building trades industry, on the job training.</p> | | | | |

| Principles of Technology | | | | |
|--|--|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 725 | Technical Design and Application <u>Recommended:</u> Algebra II and Physical Science | 1 credit | 10-11-12 | 2 terms |
| <p>Principles of Technology is a course designed to prepare students for life after high school. Whether you plan to attend a technical college, four-year college, or enter the world of work; you will find this course very beneficial. Students will take a hands-on approach to learning about and solving problems in mechanical, fluid, electrical, and thermal systems. Activities that students will participate in may include designing and building a robotic arm, an AM radio, as well as designing and constructing original devices that harness the power of the four systems to complete various tasks.</p> | | | | |

AGRISCIENCE

| Exploring Agriscience | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 751 | None | ½ credit | 9-10-11 | 1 term |
| <p>This course is recommended for incoming freshman to take and explore the possibilities! Where would you be without agriculture...unclothed and hungry! This hands-on class explores topics from all courses offered by the Agriscience Department. You'll have the opportunity to make ice cream and root beer, work with animals, fish, wildlife, plants in the greenhouse, landscaping outside, and learn about leadership opportunities in the FFA and agricultural careers. Are you ready to explore the possibilities?</p> | | | | |

| Greenhouse and Plant Science I | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 752 | None | ½ credit | 10-11-12 | 1 term |
| <p>Growing flowering plants, starting plants from seed, transplanting and caring for a greenhouse full of plants are all a part of this fun class. Hands-on learning in a warm and sunny 30 x 60' greenhouse is where a majority of this course will take place. Hydroponics (growing plants in water) and plant science curriculum will also be taught. Students who wish to continue learning more about plants can take the Greenhouse and Plant Science II courses offered 4th quarter where all these plants will be sold or planted in the Evansville community.</p> | | | | |

| Greenhouse and Plant Science II | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 770 | Greenhouse I | ½ credit | 11-12 | 1 term |
| <p>Upon completion of this course, students will be trained to work directly in the plant and landscaping industry. Students will continue to grow annuals, perennials, and start vegetable seedlings while perfecting greenhouse management skills. The science of growing, identifying, planning, and marketing of products in the industry will be discussed. Students will continue learning hydroponics and plant science curriculum all while spending a majority of the class in the warm and sunny greenhouse!</p> | | | | |

| Introduction to Veterinary/Animal Science | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 771 | None | ½ credit | 9-10-11 | 1 term |
| <p>This course is a prerequisite for Small Animal/Horse Science and Large Animal Science. The course is designed for students who are interested in a hands-on learning experience in basic veterinary science and working with animals. Proper care and handling of animals, safety, and learning about the anatomy and physiology will be the main topics covered in this course focusing on pets, horses, large animals, bird, and fish. Students wishing to further their knowledge are encouraged to take the Small Animal/Horse Science and Large Animal Science courses.</p> | | | | |

| Small Animal and Horse Science | | | | |
|---|---|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 753 | Introduction to Veterinary/Animal Science | ½ credit | 10-11-12 | 1 term |
| <p>This course offers hands-on opportunities to care for all of the small animals in the Agriscience Department! Units on dogs, cats, horses, and popular small animals such as rabbits, birds, guinea pigs, hamsters, etc. will be covered. Students are even allowed to bring in their own pets to show the class! Students will also learn how to incubate and raise poultry in this class. A field trip to visit a kennel and horse operation will also be offered.</p> | | | | |

| Large Animal Science | | | | |
|--|---|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 755 | Introduction to Veterinary/Animal Science | ½ credit | 10-11-12 | 1 term |
| <p>Dairy, beef, swine, and sheep will be featured in this production agriculture course. Field trips will be offered to see dairy and livestock operations and also learn how to judge animals. Careers, nutrition, raising, and marketing of animals will also be discussed. <i>This course is articulated with Blackhawk Technical College as Transcribed Credit. Grades of C or better must be earned in both the prerequisite and this course in order to earn credit at a WI Technical College.</i></p> | | | | |

| Wildlife, Fish and Natural Resources I | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 756 | None | ½ credit | 9-10-11 | 1 term |
| <p>Wildlife and natural resource knowledge along with raising bluegill, tilapia, tropical, and saltwater fish are all opportunities presented in this hands-on course. Other projects include deer antler and pan fish taxidermy, GPS orienteering, learning about forestry and Wisconsin wildlife. Students can further their knowledge with Wildlife, Fish and Natural Resources II.</p> | | | | |

| Wildlife, Fish and Natural Resources II | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 772 | Wildlife I | ½ credit | 10-11-12 | 1 term |
| <p>This course deals with major concerns affecting our environment and students will be able to work with nature! The forestry industry, deer hunting, waterfowl, and pollution will also be discussed. Hands-on projects such as raising fish in aquaculture systems and taxidermy of squirrels and other small mammals will be learned. Students will work with chainsaws and learn lifelong wildlife management skills.</p> | | | | |

| Landscape and Floral Design I | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 759 | None | ½ credit | 10-11-12 | 1 term |
| Multiple hands-on projects around Evansville will be completed during this class. Designing and implementing landscape plans, mulching, pruning, and planting of flowers, shrubs, and trees are a few skills that will be taught. Skills learned in this course will be very valuable to the future homeowner or employee. | | | | |

| Landscape and Floral Design II | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 773 | Landscape I | ½ credit | 11-12 | 1 term |
| Using computer landscaping design programs and drafting equipment, students will design and draw landscape projects. Students will learn more about flowering plants, shrubs and trees and what works well in designing landscapes around Evansville. Designing, selecting, and purchasing of floral displays will also be covered and practiced in this course. | | | | |

| Leadership Training | | | | |
|--|-----------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 761 | Consent of instructor | ½ credit | 11-12 | 1 term |
| Leaders are not born, they are created! In this course, students will be exposed to a wide variety of leadership opportunities. Working with elementary students, The Food For America Program, PALS program, Ag in the Classroom, safety programs, parliamentary procedure training and training for public speaking contests are a few opportunities available in this course. The course builds upon the leadership opportunities offered through the FFA. Students will also create a resume and gain skills helpful for future jobs and opportunities. Dare to dream! | | | | |

| Career and Technical Education Work Experience | | | | |
|---|---|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 811 | 2 Agriscience classes, minimum GPA of 2.5 | 2-3 credits | 12 | 4 terms |
| As a 45 minute skinny class this course functions as the Senior "capstone" class. It serves as an opportunity for a workplace experience for those students interested in agriculture. Students typically attend school for half of the day and work the other half while receiving credit. Classroom topics include an exploration of the principles of supervision and leadership, appropriate workplace behavior, and job-seeking preparation. This class is taught in the Business Education Department and admission is by instructor approval from the agriscience teacher. | | | | |

BUSINESS EDUCATION

| Keyboarding I | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 801 | None | ½ credit | 9-10-11-12 | 1 term |
| <p>Students review the basic keyboarding skills necessary to successfully complete high school course work as well as succeed in the post-high school educational and job market. Focus is on improving both speed and accuracy as well as proper formatting of documents including: memos, reports, tables, and term papers using Microsoft Word. Students who have completed 8th grade Computer Applications in the Evansville School system may move directly into Web 2.0 with instructor consent provided they have met the speed and accuracy requirements.</p> | | | | |

| Web 2.0 | | | | |
|--|--|---------------|-----------------------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 802 | Keyboarding I or consent by instructor | ½ credit | 10-11-12 or consent of instructor | 1 term |
| <p>This course focuses on actual web applications by developing projects utilizing Web 2.0 tools such as Wikis, Glogster, Audacity, Photo Editing, Google Drive, Screen casting, basic web site creation applications, and others. Students will also develop e-portfolios and electronic resumes (useful for college and job applications, and senior exit projects) as well as analyze web source validity during this course. This course is project based and includes both group and independent work. <i>Note: This course is recommended for Business Career and Technical Education Work Experience.</i></p> | | | | |

| Marketing | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 805 | None | 1 credit | 10-11-12 | 2 terms |
| <p>Explore topics such as salesmanship, retailing, promotion, product development, careers, economic systems, international business, buying, pricing, market research, sports marketing, and fashion.</p> | | | | |

| Personal Finance | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 807 | None | ½ credit | 10-11-12 | 1 term |
| <p>This course prepares students for financial success throughout life. Units include: Goal Setting, Careers, Taxes, Budgeting and Financial Records, Checking Accounts and Bank Services, Saving and Investing, Credit and Insurance. Students will also complete an online investing simulation, career interest surveys and testing, and manage a checking account. The primary resources for this class are The National Endowment for Financial Education's (NEFE) High School Financial Planning Program, various newspapers and guest speakers. Recommended for Junior or Senior year.</p> | | | | |

| Accounting I | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 808 | None | 1 credit | 10-11-12 | 2 terms |
| <p>This course is meant to be an introduction to the lucrative world of accounting and highly recommended for anyone interested in any business field including owning their own business or pursuing further academic study in business related subject matter. It is a required course for anyone planning to enroll in the Business portion of the Business/Marketing Work Experience course their senior year. Students will complete the accounting cycle and learn to maintain all financial records for sole proprietorships and merchandising businesses organized as corporations. Coursework will utilize both manual and automated accounting as well as a semester long project based on "The Profit".</p> <p><i>Note: This is an Advanced Standing course. It transfers into the technical college system in the State of Wisconsin, if the grade each quarter is a 'B' or higher, as Accounting 101-102(a one semester course for 3 credits).</i></p> | | | | |

| CAPP Accounting II | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 809 | Accounting I | 1 credit | 10-11-12 | 2 terms |
| <p>This course is meant to be a continuation of study into the lucrative world of accounting. It is highly recommended for anyone interested in any business field including owning their own business or pursuing further academic study in business related subject matter. In addition to the textbook, <u>Century 21 Advanced Accounting 10th Edition</u>, we will also be utilizing, <u>Century 21 Advanced Accounting, Chapters 1-24 Working Papers</u>, Excel spreadsheets, automated accounting software, a semester long project entitled "Creating the Band", various speakers, and other resources deemed necessary to give students as many real world application opportunities as possible. Students will also create a financial report for the school district.</p> <p><i>Note: This course is certified through the College Advanced Placement Program allowing students to begin their college coursework while still enrolled in high school. In lieu of an AP exam, students will be simultaneously enrolled in a 3 credit college course entitled ACC210 Financial Accounting Principles (a required course for any type of Business major in college including Accounting) at Lakeland College. The grade students earn in Accounting II will be transferred to their college transcript. These college credits are then able to be transferred to any accredited college or university. The cost for the college credits is \$300.00 (well below market rate). Students do not have to pay an AP exam fee. Students may take the course and not receive college credit if they so choose.</i></p> | | | | |

| Business Law | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 814 | English 10 | ½ credit | 11-12 | 1 term |
| <p>The business law course will prepare students to understand the basic legal role of citizens, consumers, employees, and organizations. Students will brief decided cases, analyze various constitutions, and explore topics such as the foundation of common law, the Uniform Commercial Code, court systems and procedures, contracts, legal rights and responsibilities, property, and forms of business ownership.</p> | | | | |

| Business Principles | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 815 | None | ½ credit | 9-10-11 | 1 term |
| Students will be introduced to a variety of business concepts related to the real world of business. Topics include business economics, management, consumer economics, business finance, business law, accounting, and word processing. | | | | |

| International Business | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 817 | None | ½ credit | 10-11-12 | 1 term |
| According to the Wisconsin Department of Public Instruction "businesses are taking on a global focus and workers must be able to participate in both domestic and international environments in order to succeed. Therefore, students need to be able to work in a variety of business and office settings." This course is meant to provide students with the opportunity to expand their horizons beyond Evansville's borders to learn about cultures and value systems differing from their own and how they interact together on the world's stage. In addition to the textbook, <u>International Business</u> by Dlabay & Scott from Thomson Southwestern, we will complete a quarter long project which utilizes "The Amazing Race" television series, the documentary "Balseros", as well as lessons from "Focus: globalization" and "Thinking Globally 2.0" (both from the National Council on Economic Education). | | | | |

| Career and Technical Education Work Experience | | | | |
|--|--|----------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 811 | Minimum GPA of 2.5 (Subject specific) | 2-3 credits | 12 | 4 terms |
| This class is intended to be inclusive of all subject areas in the Career and Technical Education Department and functions as the "capstone" class for a number of them. It serves as an opportunity for a workplace experience for those interested in careers (immediately after high school or after further schooling) in the areas of business, marketing, family and consumer education (including childcare), agriculture and technology. Students typically attend school for half of the day and work the other half. Classroom topics include an exploration of the principles of supervision and leadership, appropriate workplace behavior, and job-seeking preparation. Prerequisites, while subject specific, are at least a 2.5 GPA and an acceptable attendance record. This class is taught by Business Education, but admission is by instructor approval in the individual subject areas. In general, access to this course requires proven competency in the coursework of the specific subject area, as determined by that instructor. All registrants must also provide 3 references (both academic and personal) to participate in the program. | | | | |

| Technology Internship | | | | |
|--|-----------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 560 | Consent of instructor | ½ credit | 10-11-12 | 1 term |
| <p>Students will apply as they would for a job (teacher recommendations, interview). The technology intern must be a self-starter. Students will work throughout the school district on projects as assigned by the Technology Manager or a member of the Technology Staff. Website construction and hardware/software troubleshooting are examples of intern responsibilities. A weekly meeting with the Technology Manager or a member of the Technology Staff will occur to receive assignments and feedback.</p> | | | | |

| |
|------------------------------------|
| FAMILY AND CONSUMER SCIENCE |
|------------------------------------|

| Nutrition and Wellness | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 855 | None | ½ credit | 9-10-11-12 | 1 term |
| <p>Nutrition & Wellness prepares students to analyze factors that influence a person's well-being. Major emphasis is on the function of nutrients and how nutrients are utilized in the body for fuel. The goal is to interpret how our choices can greatly impact the quality of life and the life expectancy we will have. Students will also apply what we are learning in the classroom and utilize food preparation skills to increase the nutritional value in the food that we prepare in a lab setting. <i>Course fee: \$10.00</i></p> | | | | |

| Food Preparation | | | | |
|--|--|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 856 | Foods I or Nutrition and Wellness or Senior Standing | ½ credit | 10-11-12 | 1 term |
| <p>Food Preparation is a fast paced class where students will be actively involved with the production of food. The objective is to expose the student to a variety of cooking techniques and skills to utilize later in life. We will explore major issues involving the food industry, food related diseases, and intolerances, and the government's role in the production and monitoring of food. <i>Course fee: \$10.00</i></p> | | | | |

| Child Development | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 858 | None | ½ credit | 10-11-12 | 1 term |
| <p>The Child Development course revolves around the child and the responsibilities of the family for the growth and development of healthy children. This course will include information related to readiness for parenting, pregnancy, prenatal care, changes necessary when children become part of a family, and meeting the needs of a newborn. The four areas of child development will be explored (physical, intellectual, social, and emotional). Learning and play activities will be planned for preschool age children and observations of the developmental stages will be recorded during weekly observations at local childcare centers.</p> | | | | |

| Interpersonal Relationships | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 859 | None | ½ credit | 11-12 | 1 term |
| <p>Interpersonal Relationships prepares students to understand the nature of changing human relationships involving individuals and families in today's world. Units of study will focus on communication, death and dying, developmental changes over the life span, human interaction and life adjustments.</p> | | | | |

| Child Development II | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 861 | Child Development | ½ credit | 11-12 | 1 term |
| <p>This hands-on course prepares students for potential careers in the child care industry or for professional or technical careers involving children. Course content focuses on interacting with children and exploring the classroom environment. Students will gain first-hand experience in working with children through 10 hours of child care observations at local centers.</p> | | | | |

| Introduction to Health Occupations | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 866 | None | ½ credit | 10-11-12 | 1 term |
| <p>The objective of this course is to introduce and expose students to various healthcare professions. This class will provide basic information that is pertinent to all aspects of the delivery of healthcare services. The ethical, legal, and professional considerations involved in health occupations will be explored. Local healthcare professionals from the community will be invited to share their career choices and experiences in order to assist the student in making informed decisions regarding future career choices.</p> | | | | |

ART

| Art Fundamentals (formerly called Basic Design) | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 901 | None | ½ credit | 9-10-11-12 | 1 term |
| <p>This course emphasizes the elements and principles of design that are fundamental to the visual fine arts. Creative problem-solving and the design process will be stressed as students work with a variety of two and three-dimensional art materials.</p> <p>*This is required before being allowed to take other fine art classes.</p> | | | | |

| Creative Drawing & Painting (A) | | | | |
|--|---------------------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 902 | Art Fundamentals (Basic Design) | ½ credit | 9-10-11-12 | 1 term |
| <p>This class encourages students to use creativity and inventiveness to create unique and original works of art. Students will be expected to incorporate personal ideas and experiences in their work as well as build on existing drawing and painting skills. A variety of techniques and materials will be explored.</p> <p>*This class rotates every other year, opposite Basic Drawing & Painting (B).</p> <p>*Offered 2015-2016 & 2017-2018.</p> | | | | |

| Basic Drawing and Painting (B) | | | | |
|---|---------------------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 904 | Art Fundamentals (Basic Design) | ½ credit | 9-10-11-12 | 1 term |
| <p>This class will focus on learning to draw and paint from observation. Students will improve their drawing and painting skills by exploring various drawing and painting techniques and methods.</p> <p>*This class rotates every other year, opposite Creative Drawing & Painting (A).</p> <p>*Offered 2016-2017</p> | | | | |

| Illustration | | | | |
|---|---------------------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 905 | Art Fundamentals (Basic Design) | ½ credit | 9-10-11-12 | 1 term |
| <p>This class will focus on learning to create illustrations for both personal and commercial use. Students will explore various areas of illustration such as cartooning, comics, book art, scientific illustration, technical illustration, and conceptual art. Creative writing and storytelling will play an important role in this class as well. Students will improve their drawing and painting skills by exploring various drawing and painting techniques and methods as related to illustration such as airbrushing.</p> | | | | |

| Applied Sculpture & Ceramics (A) | | | | |
|--|---------------------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 906 | Art Fundamentals (Basic Design) | ½ credit | 9-10-11-12 | 1 term |
| <p>This class will offer students the opportunity to explore the elements of art in a variety of 3-dimensional techniques using clay and other media. The student will explore famous artists, historical works of art and sculptural techniques using media such as clay, plaster, paper mache, paper, cell-u-clay, plastercraft, wire, and recyclable materials will be used to creatively explore and construct sculptures. This course is appropriate for students of varying skill levels and experience.</p> <p>*This course rotates every other year, opposite Basic Sculpture & Ceramics.</p> <p>*Offered 2015-2016 & 2017-2018.</p> | | | | |

| Basic Sculpture & Ceramics (B) | | | | |
|--|---------------------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 908 | Art Fundamentals (Basic Design) | ½ credit | 9-10-11-12 | 1 term |
| <p>This class will offer students the opportunity to explore the elements of art in a variety of 3-dimensional techniques using clay and other media. The student will explore famous artists, historical works of art and sculptural techniques that include hand building and wheel throwing. This course will use various clays as the main sculptural medium.</p> <p>*This course rotates every other year, opposite Applied Sculpture & Ceramics.</p> <p>*Offered 2016-2017</p> | | | | |

| Basic Photography (formerly Photography) | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 915 | None | ½ credit | 9-10-11-12 | 1 term |
| <p>Students will understand how to photograph the world around them by exploring different functions on their digital cameras and by learning the process of photographing images using black and white film cameras. Students will also learn the skills and techniques for dark room developing and printing of black and white photos. Students are required to supply their own digital camera (Smart Phone cameras are acceptable). School cameras will be provided and will be required for completing specific assignments. Students will also learn how to download their photos, organize and edit their photos using Adobe Photoshop.</p> | | | | |

| Advanced Digital Photography | | | | |
|--|--|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 916 | Basic Photography and Instructor Consent | ½ credit | 9-10-11-12 | 1 term |
| <p>Students are required to have successfully completed Basic Photography. This class will require that students have access to a digital camera, preferably a DSLR. School cameras will be available for use if a student does not own one. This class will grow on the concepts, techniques and technical skills developed in Basic Photography. Students will have the opportunity to better understand the advanced features on their cameras, be able to experiment with filters, lights and editing effects in Adobe Photoshop. Students will develop the required skills to become a successful photographer.</p> | | | | |

| Basic Digital Art & Design (B) (formerly Graphic Design I) | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 924 | None | ½ credit | 9-10-11-12 | 1 term |
| <p>Students will learn to create art using computer programs such as Adobe Photoshop and Adobe Illustrator. Students will create original works of art in digital format. Students will have the opportunity to learn the skills and techniques to become a graphic designer. Students will experience industry related assignments. Students will also explore design through hands-on traditional techniques.</p> <p>*This class rotates every other year, opposite Applied Digital Art & Design (A). *Offered 2016-2017 & 2017-2018.</p> | | | | |

| Applied Digital Art & Design (A) (formerly Graphic Design II) | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 926 | None | ½ credit | 9-10-11-12 | 1 term |
| <p>This is a hands-on design class where students will learn to problem-solve, think critically and creatively and how to design both 2 and 3-dimensions using both traditional and digital techniques. Students will explore various design areas such as architecture, interior design, model making, furniture design, graphic design, and industrial design.</p> <p>*This class rotates every other year, opposite Basic Digital Art & Design (B). *Offered 2015-2016</p> | | | | |

| Media Arts (Video & Animation) | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 931 | None | ½ credit | 9-10-11-12 | 1 term |
| <p>This course will introduce a variety of technical equipment, computer software and hardware, techniques, materials and mediums related to animation, video and photography. Students will use skills and knowledge they learn in class to develop and improve their visual, creative and technical skills. Students will learn about historical films and animations. Students will also learn to create both 2 dimensional stop-motion based animations and live-action videos.</p> | | | | |

| Yearbook/Digital Publication | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 930 | None | 1 credit | 9-10-11-12 | 4 terms |
| <p>Students in this course will be learning how to assemble our school's yearbook. Students will work to develop a theme, page layouts using graphic design software, taking photographs of school activities, editing photos and journaling to help document school events. Students will be required to attend outside of school activities. The production of the yearbook will be treated like a business where students will work as a team and individually to help produce our yearbook. Students may enroll in this course for multiple years.</p> | | | | |

| AP Studio Art | | | | |
|---|---|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 928 | Art Fundamentals and two additional art classes, Instructor Consent Recommended: Additional art courses | 1 credit | 11-12 | 2 terms |
| <p>AP Studio Art is a course designed to assist students serious in art in the development of an art portfolio. Students will pick an area of concentration and build an art portfolio for high school credit and college entrance. Art portfolios may also be submitted to the college board to be scored in a portfolio exam. If students earn a high enough score, they could earn three college credits. The AP Studio Art course is designed to provide students with flexibility. Students may take the course up to two times for high school credit. AP Studio Art provides art students with a capstone experience in art.</p> | | | | |

MUSIC

| Chamber Choir | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 963 | None | 1 credit | 9-10 | 4 terms |
| <p>Chamber Choir is designed for 9th and 10th grade students (11-12 with instructor recommendation) who have a desire and willingness to sing. No prior experience is required. Students will expand their musical knowledge through singing and learning about music from other styles and cultures. Students will be required to bring a positive attitude and a willingness to sing, to attend group lessons and participate in all concerts and performances. Class meets daily Monday-Friday.</p> | | | | |

| Concert Choir | | | | |
|--|---|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 964 | Chamber Choir with Instructor Consent or by audition (8 th -9 th grade) | 1 credit | 11-12 | 4 terms |
| <p>Concert Choir is a year-long class designed for the advanced musician. This choir pursues advanced musical repertoire from all styles and cultures. Concert Choir is designed for the advanced singer. Students are encouraged to become creative, intelligent musicians. Advanced choral concepts are developed. Students will be required to attend group voice lessons and participate in all concerts and performances. Class meets daily Monday-Friday. participate in all concerts and performances. Class meets daily Monday-Friday.</p> | | | | |

| Treble Choir | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 965 | Audition only | 1 credit | 9-10-11-12 | 4 terms |
| <p>Treble Choir is a performance class open by audition to students who can sing Alto, Soprano I, or Soprano II. Students will expand their musical knowledge through singing and learning about music from many styles and cultures. Treble Choir will challenge the student to become a more advanced performer and musician. Students will be required to attend group voice lessons and participate in all concerts and performances. Students will present a composer/performer research project. Audition is required. Class will meet daily for the second semester in a 90 minute block.</p> | | | | |

| Symphonic Band | | | | |
|--|--|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 971 | Middle School Band or 9 th grade band | 1 credit | 9-10 | 4 terms |
| <p>The Symphonic Band is a year-long class for 9th and 10th grade band students (11th and 12th grade band students with director recommendation.) As part of the course of study students electing this ensemble are expected to participate in several types of music experiences including: marching, concert, and pep. Fundamentals and techniques catering to this ensemble include history, vocabulary, and musicianship which will be studied and applied. Students will be assisted in developing instrumental techniques/skills during daily rehearsals and required individual or group lessons. Attendance at all concerts and performances is required.</p> | | | | |

| Wind Ensemble | | | | |
|--|--------------------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 972 | Audition or Instructor Consent | 1 credit | 9-10-11-12 | 4 terms |
| <p>The Wind Ensemble is a year-long class. Wind Ensemble is offered for students of any grade by audition. Current 8th through 11th grade band students have the option to audition for this ensemble. As part of the course of study students electing this course are expected to participate in several types of musical experiences including: marching, concert, and pep. Advanced fundamentals and techniques including history, vocabulary and musicianship will be studied and applied. Students will be assisted in developing advanced instrumental techniques/skills during daily rehearsals and required individual or group lessons. Attendance at all concerts and performances is required.</p> | | | | |

| Music Theory I | | | | |
|---|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 973 | Instructor Consent | ½ credit | 10-11-12 | 1 term |
| <p>This advanced course is a non-performance class for music students interested in obtaining more in-depth knowledge of the technical aspects of music. Theory technique covered will include chords, scales, melody, harmony, rhythm notation, and analysis. Compositional skills using Finale will be utilized. Basic piano skills will be taught. Students considering taking this course need to have at least a moderate understanding and foundation of reading music.</p> | | | | |

| Music Theory II | | | | |
|--|--|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 974 | Music Theory I and consent of instructor | ½ credit | 11-12 | 1 term |
| <p>This advanced, rigorous course continues where Music Theory I left off. Compositional tools will play a more significant role in the class. Topics of study include: Melodic Development, Seventh Chords, Voice Leading, and Harmonic/Rhythmic Progression.</p> | | | | |

| Music Appreciation I | | | | |
|--|---------------------|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 968 | None | ½ credit | 9-12 | 1 term |
| <p>This course will educate students in the History of classical music genres of European music as well as popular forms of music from America such as folk, jazz, forms of rock n' roll, and Musical Theater through the use of technology. Students will learn and research the various genres using technology.</p> | | | | |

| Vocal Jazz | | | | |
|---|--|------------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 966 | Concurrent enrollment in Chamber/Concert Choir; Audition | 1/4 cr 1/2 cr | 9-12 | 2 terms 4 terms |
| <p>This is a zero hours class offered at 7:00-7:45 AM on Tuesday and Thursday mornings. This is a select group of students with a high level of musicianship and note reading ability. Repertoire will focus mainly on Jazz and some Pop. Students in this choir will have numerous public performances in the community and will attend a Jazz Festival and put on a Madrigal Dinner every other year. There is a high degree of individual and group responsibility and accountability.</p> | | | | |

| Show Choir | | | | |
|---|--|---------------|--------------------|----------------------|
| Course # | Prerequisite | Credit | Grade Level | Course Length |
| 967 | Concurrent enrollment in Chamber/Concert Choir; Audition | 1 credit | 9-12 | 2 terms |
| <p>Show Choir is a mixed ensemble that combines the movement of dance and singing to perform literature from various selected eras of musical history. Through this course, students will develop greater musicianship, proper use of breath support, phrasing, interpretation, postures, stage presence, and the other important musical disciplines. In this class, students will study and perform vocal music in the Jazz, Pop, and Swing styles. Students will learn the art of movement and dance as well as the enhancement of the vocal rendition of various works. Show Choir is appropriate for all abilities and is a fantastic way to step into the art of music.</p> | | | | |