

2023-2024



COURSE DESCRIPTION BOOKLET



BOARD APPROVED 2/20/23



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**REQUIREMENTS FOR GENERAL EDUCATION
COURSE OF STUDY
CADOTT HIGH SCHOOL - 2023-2024**

ENGLISH - 4 CREDITS

English 9
English 10
English 11
English 12 or English Elective

**PHYSICAL EDUCATION
1.5 credits Phy Ed**

.5 Credit Required-Phy Ed 9
1 additional credit
.5 Credit may be waived with a PE Waiver through participation in a WIAA Sanctioned Sport (the .5 credit must be beyond the minimum graduation requirements in English, Social Studies, Math or Science)

SCIENCE - 3 CREDITS

- 1 credit of Biology
- 1 credit of Physical Science:
- 1 additional credit needed

MATHEMATICS - 3 CREDITS

- 1. One freshman credit (Algebra A & B)
- 2. Two additional math credits needed.

SOCIAL STUDIES - 3 CREDITS

.5 credit of American Government
1 credit of World History or U.S. History
1.5 additional credit needed

STATE GRADUATION REQUIREMENT: CIVICS TEST

PERSONAL FINANCE - .5 CREDIT

Personal Finance is required for all students and can be taken in 10th grade or later.

HEALTH EDUCATION

.5 credit required, grade 9 through 12.

CREDIT REQUIREMENTS

25.5 credits needed for graduation
15.5 required credits 10 elective credits
Load - 7.00 credits per year grades 9, 10, 11 and 12
Maximum load - 8 credits per year
School policy permits ONE additional credit per semester, which may be earned outside the regular day.

GRADUATION CREDIT

High school classes that are approved by the Board of Education in which a grade is earned by the student shall be counted for graduation credit.

GRADE POINT AVERAGE (GPA)

High school classes that are approved by the board for graduation credit are calculated in the (GPA) except the following:

- 1. Service activities
- 2. Credit received from institutions of higher learning (colleges and technical colleges, etc.)
- 3. Classes that give a grade of pass or fail.

Grade point average is figured with the following letter values:

Letter Grade	Honors Course	Regular Course
A	5.000	4.000
A-	4.584	3.667
B+	4.166	3.333
B	3.750	3.000
B-	3.334	2.667
C+	2.916	2.333
C	2.500	2.000
C-	2.084	1.667
D+	1.666	1.333
D	1.250	1.000
D-	0.834	0.667
F	0.000	0.000

Honors: Courses that are part of the Advanced Placement program and courses that are articulated to allow advanced standing and/or transcribed credit at a post-secondary institution.

STANDARD COLLEGE PREPARATORY CREDITS

4 credits	English	Literature, composition, etc.
3 credits	Math	Algebra, geometry and higher.
3 credits	Social Science	
3 credits	Natural Science	Biology, chemistry, and physics. Others emphasizing theory and a significant lab component are acceptable. See individual requirements.
2 credits	Single Foreign Language	Required at UW-Madison and University of Minnesota.
4 credits	Other Electives	Chosen from the above areas, fine arts, computer science, and other academic and vocational areas.

Generally students are accepted to universities by class rank or ACT score.

This course description booklet is endorsed by the Cadott School Board and reflects Cadott School District Policy.

BOARD OF EDUCATION

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Nondiscrimination Policy of the School District of Cadott Community

S. 118.13, Wis. Stats.

It is the policy of the School District of Cadott Community that no person may be denied participation in, be denied the benefits of, or be discriminated against in any curricular, cocurricular, pupil service, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability as required by s. 118.13, Wis. Stats. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title IV of the Civil Rights Act of 1964 (race and national origin), and Section 504 of the Rehabilitation Act of 1973.

The district encourages informal resolution of complaints under this policy. A formal complaint resolution procedure is available, however, to address allegations of violations of the policy in the Cadott School District.

Any questions concerning s.118.13, Wis. stats., or Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, or Section 504 of the Rehabilitation Acts of 1973, which prohibits discrimination on the basis of disabilities, should be directed to:

District Administrator, School District of Cadott Community, 426 Myrtle Street, Cadott, WI 54727, (715) 289-3795.

ADVANCED STANDING & TRANSCRIPTED CREDIT AGREEMENTS

By blending preparation in academic and technical courses, students can prepare for the advanced courses required by two-year technical colleges or for employment in a more technological society. Several articulation agreements and transcribed credit agreements between Chippewa Valley Technical College (CVTC) and Cadott High School exist, allow students to receive advanced standing credit. Advanced standing means the student does not need to take that class in their program at the technical college. Transcribed credit means the student earns technical college credit for the technical college class which may/could transfer to a university. In addition, students who complete Youth Apprenticeship instruction receive advanced standing in related associate degree or technical diploma programs.



Ways In Which High School Students Can Earn Technical College Credit Through Articulation/Dual Credit

Articulation/Dual Credit refers to aligning high school and postsecondary curricula to create sequences of courses offering skill attainment with unnecessary duplication. Articulation focuses on providing opportunities for high school students to take college level course work in order to get a head start on earning college credits while continuing to fulfill high school graduation requirements. If your school district is interested in articulation, check first with the Career Prep Coordinator at your local technical college. If your local technical college does not offer a particular program, then you can explore an "out of district" agreement with a different technical college.

There are two types of Articulation/Dual Credit – advanced standing and transcribed credit. The table below outlines the similarities and differences between the two types. Articulation agreements are formal agreements created between public school districts and postsecondary institutions. Students benefit from both types of articulation. However, it is important to note the specific differences in benefit between advanced standing and transcribed credit.

Terminology	Advanced Standing	Transcribed Credit
DEFINITIONS	Advanced Standing may also be referred to as - "credit in escrow" because the application of the credit is delayed until students enroll in a technical college program.	Transcribed Credit may also be referred to as: - "duel credit courses" as high schools also give credit. - "direct credit" because students are earning technical college credit directly from the technical college.
RELATIONSHIP BETWEEN HIGH SCHOOL & TECHNICAL COLLEGE COURSES	High school course(s) or competencies are determined to be equivalent or comparable to a technical college course. Agreements require a minimum of a 3.0 GPA on a 4.0 scale for students to earn credit. High school grading policies and standards are followed.	Technical college curriculum is taught to high school students. A variety of delivery methods must be used. Students earn both high school credit and technical college credit simultaneously. Technical college grading policies and standards established in the agreement are followed.
TEACHER	Course is taught by a high school teacher who holds a current DPI license in the related area of instruction	Course is taught by a WTCS certified technical college instructor or a high school instructor who holds a current DPI license in a related area and has been granted WTCS articulation certification under WI Administrative Code TCS 3.03(9)(b)
AWARDING CREDIT	The student must meet all conditions of the articulation agreement in order to be eligible for advanced standing credit. Technical college credits are awarded; however, technical college grades are not given for these courses.	Upon successful completion of course, grades are posted to an official technical college transcript and tabulated in the student's technical college GPA. Students

		earn technical college credit and high school credit simultaneously.
DOCUMENTATION	<p>The school district maintains the student's transcript. Under DPI, PI 26 Education for Employment;</p> <p><i>The district must include specific information on pupil transcripts. This information includes the title of the course; the high school credits earned and whether those credits were earned through advanced standing, transcribed credit, or the advanced placement program; and the participating postsecondary institution, when appropriate.</i></p> <p>Technical colleges may opt to give a "certificate of eligibility" that specifies the course title, course number and credits for which advanced standing may be granted upon enrollment at a technical college.</p>	<p>The technical college maintains the student's transcript for technical college course work. The school district maintains the student's transcript including high school and technical college course work.</p> <p>Under DPI, PI 26 Education for Employment;</p> <p><i>The district must include specific information on pupil transcripts. This information includes the title of the course; the high school credits earned through advanced standing, transcribed credit, or the advanced placement program; and the participating postsecondary institution, when appropriate.</i></p>
DATA REPORTING	School districts receiving Perkins funds are required to report current articulation in the Vocational Education Enrollment Reporting System (VEERS).	The technical college reports the course in the WTCS Client Reporting System.
AGREEMENT/COSTS	Involves a written articulation agreement. No fees are charged to the student or school district.	Involves a written contractual agreement and cost-neutral arrangement between a school district and a technical college.
TRANSFER TO ANOTHER WTCS TECHNICAL COLLEGE	According to the Credit for Prior Learning policy (Educational Services Manual 12.10.5), technical college credit awarded for high school coursework covered by an articulation agreement at the originating technical college shall be accepted as credit toward completion of a comparable course or courses by the receiving technical college.	All courses taken for technical college credit appear on a student's transcript and shall be transferrable to other technical colleges who have the same program.

General College Courses are designed to prepare learners for the rigors of general education courses associated with WTCS Applied Associate Degrees. General College Courses are offered at the 10 level, are tuition bearing and appear on a student's transcript. General College Courses are not part of an applied associate degree program. The primary purpose of a General College Course is to transition students from pre-college level into collegiate level general education. When building articulation agreements these courses should use Advanced Standing as the mechanism to acknowledge the students' attainment of course competencies in General College Courses delivered at the High School level. Another option might be to offer elective credit within an associate degree program for the competencies attained.

Note: Transcribed credit courses that are part of an articulation agreement are one avenue through which high school students may enroll in technical college courses. Other options that allow high school students to attend technical colleges are:

- *Youth Options* – High school juniors and seniors who meet certain requirements are able to enroll in courses at a technical college for both high school and technical college credit.
- *Two-Year Youth Apprenticeship Programs* – Some Youth Apprenticeship programs include transcribed credit courses. (Others may include advanced standing courses.)
- *38.14(3) Contracted Services* – Sec. 38.14(3), stat., enables technical colleges to contract with school districts to provide a wide variety of educational services.

2023-2024

MASTER LIST OF DUAL CREDIT AGREEMENTS

High School Course(s)	CVTC Course Credit	CVTC Program(s)
*Accounting C (TC)	101-111 Accounting I (4 credits)	Accounting
Advanced Algebra (AS)		
Advanced Biology (TC)	806-177 General Anatomy & Physiology (4 credits)	Science
Architectural Drawing & Design (TC)	614-117 Revit Architecture (3 credits)	
*Business Communications I (TC)	106 – 105 Business Words @ Work (3 credits)	Office Systems
*Business Management (TC)	102-112 Principles of Management (3 credits)	Business
*Business Ownership & Marketing (TC)	102-130 Innovative Business Mindset (3 credits)	Business
Computer Aided Drafting and Design I (TC)	606 – 161 Basic AutoCad 2010 (3 credits)	Mechanical Technology
Culinary Arts I/ProStart I*	316-105 Food Safety and Sanitation (3 credits)	Culinary Arts
Culinary Arts II/ProStart II	316-101 Food Theory (3 credits)	Culinary Arts
*Financial Security (TC)	101-134 Personal Financial Planning (2 credits)	General Studies
Health Science Occupations (TC)*	10-501-104 Culture of Healthcare (2 credits)	
Intro to Engineering (TC)	606-103-C2 Mechanical Design Concepts (2 credits)	
Large Animal Vet Science (TC)	091-181-401 (2 credits)	Agriscience
Parents & Children (TC)	Infant and Toddler Development 10-307-151 (3 credits)	Early Childhood Ed
Machining Academy (TC)	4 Courses over 2 semesters	
*Microsoft Office Suite (TC)	103 – 102 Microsoft Office Suite (2 credits)	Computer Software
*Plant Science (TC)	093-128 Plant Science (3 credits)	Agriscience
Residential Construction (TC)	403-300 Construction Concepts & Blueprint Reading (2 credits)	
Welding Academy (TC)	4 Courses during 2 nd Semester	Welding
Welding & Machine I (TC)	442-313 Automotive Technician (1 credit)	Welding
Welding & Machine II (TC)	442-314 Related Welding for Diesel (2 credits)	Welding
Working with Children (TC)	307-148 Foundations of Early Childhood (3 credits)	Early Childhood Ed

**This class is not offered as a transcribed class for the 2023-2024 school year*

AP Exam Score Required

High School Course(s)	AP Exam Score Required	
AP Calculus	Need 3 – 5 on exam	
AP Chemistry	Need 3 – 5 on exam	
AP Human Geography	Need 3 – 5 on exam	
AP Language	Need 3 – 5 on exam	
AP Literature	Need 3 – 5 on exam	
AP Physics	Need 3 – 5 on exam	
AP Psychology	Need 3 – 5 on exam	
AP Studio Art	Need 3 – 5 on exam	
AP US History	Need 3 – 5 on exam	
AP United States Government and Politics	Need 3 – 5 on exam	

Cadott Senior High School & College Admission Requirements

Cadott High School Graduation Requirements	4-Year College Requirements	2-Year College Requirements	Technical College Requirements	Alternate Plans
	<ul style="list-style-type: none"> • University of Wisconsin System • University of Minnesota System * • Private Universities • University of Michigan System <p>* Reciprocity: In-state tuition WI-MN</p>	<ul style="list-style-type: none"> • UW-2 Year Colleges 	<ul style="list-style-type: none"> • WI Tech College System • Chippewa Valley Technical College 	<ul style="list-style-type: none"> • Military • Apprenticeship
4 English Credits	4 English Credits	4 English Credits	HS Diploma	HS Diploma
3 Social Studies Credits	3 Social Studies Credits	3 Social Studies Credits	Open Enrollment Policy *Specific programs may have additional specific requirements for program admittance.	
3 Science Credits	3 Science Credits Three credits is a minimum (Biology, Chemistry & Physics are recommended), colleges prefer 4 credits	3 Science Credits		
3 Math Credits	3 Math Credits <ul style="list-style-type: none"> • Algebra, Geometry, and Algebra II • Keep in mind that colleges prefer 4 credits 4 Math Credits <ul style="list-style-type: none"> • University of MN School requires 4 Credits 	3 Math Credits		
1.5 Physical Education .5 Health	World Language Two years of the same world language is required: <ul style="list-style-type: none"> • UW-Madison • U of Minnesota-Most colleges & universities • U of Michigan-Most colleges & universities 	Not required		
.5 Personal Finance	Class Rank, GPA and ACT/SAT Admission is based on coursework taken as well as how you did in your courses. More competitive schools will require higher class rank/GPA as well as a higher ACT/SAT score.	ACT or SAT Score		
Credit requirements: 24 Starting with the class of 2024: 25.5		*Guaranteed Transfer Program for UW University of Choice with eligible college GPA.		

AGRICULTURE, FOOD & NATURAL RESOURCES

AGRIBUSINESS

GRADE: 9-12, elective

In this course you will learn how the agribusiness sector of agriculture operates. This will include economics, accounting, governmental programs, business ownership, sales, and marketing of agricultural products. You will participate in activities such as the commodity challenge, best business plan competition, and cheese curd sales competition. You will also have the opportunity to meet with professionals in this area to discover the many career opportunities in agribusiness.

THE STUDENT WILL:

1. Analyze the importance of agribusiness on their lives and the nations.
2. Compare the advantages and disadvantages of each business type.
3. Describe challenges that an entrepreneur may encounter.
4. Prepare a business plan.
5. Prepare various financial statements of a business.
6. Participate in a futures trading simulation.
7. Compare and contrast economic systems.
8. Compare and contrast microeconomics and macroeconomics.
9. Research and demonstrate sales techniques.

AGRICULTURAL PROCESSING I: FRUIT, VEGETABLE & MEAT PRESERVATION

****Science Equivalency Credit****

GRADE: 9-12, elective

The food in the grocery store always looks appetizing, but have you ever wondered what it went through to get there? This class will focus on taking a raw product and going through the process of making a completed product. In other words taking it from the farm to the store.

THE STUDENT WILL:

1. Examine what the food industry involves.
2. Practice food safety and HACCP standards.
3. Explain food regulations, labeling and packaging.
4. Describe the various cuts of beef, pork, and lamb along with preservation and spoilage factors.
5. Examine various fish and seafood processing techniques along with preservation and spoilage factors.
6. Create fermented products and explain the process of fermentation.
7. Compare the various types of storage of fruits and vegetables.
8. Create a marketing campaign for a product.

AGRICULTURAL PROCESSING II: SCIENCE OF DAIRY PRODUCTS, GRAINS & FERMENTATION

GRADE: 9-12, elective

Taking Agricultural Processing I is not required to take this course

The Agriculture Processing course concentrating on the science of dairy products, grains, and fermentation is a class that provides students with knowledge of areas in the Food Processing Industry. This is a growing industry and will be a source of careers in the future. During the class, students will have the opportunity to learn content about dairy, grains, and biotechnology processes. This will be a class that will utilize many food processing tools. Students can expect many hands-on labs to gain experience and knowledge. This is an independent class of Ag Processing I.

THE STUDENT WILL:

1. Learn the basics of food safety.
2. Learn the basics of dairy food science and apply that knowledge in labs.
3. Learn how grains are processed into finished products and apply the knowledge in labs.
4. Learn about biotechnology in fermentation as it applies to bread and bacteria.
5. Learn about food marketing process and complete a food marketing project.

AGRISCIENCE

GRADE: 9-12, elective

During this class you receive an overview of the agriscience industry. You will design experiments and create your own agriscience project. You will get a chance to listen to professionals in the agriscience industry. You will also get a chance to learn about new and upcoming agricultural technologies.

THE STUDENT WILL:

1. Explain the nature and importance of the Agriculture, Food, and Natural Resources Industry.
2. Participate in designing and conducting agricultural research.
3. Research agriscience fair projects.
4. Create an agriscience fair project.
5. Compare and contrast animal and plant cells.
6. Describe the process to improve agricultural plants and animals.
7. Describe the Animal Science Industry.
8. Describe the components and uses of soil.
9. Explain the importance of plant science.
10. Research and demonstrate how plant classification and naming work.
11. Compare advantages and disadvantages of agricultural biotechnology.
12. Identify and explain the challenges associated with careers in agriscience.

ANIMAL SCIENCE

GRADE: 9-12, elective

During this course you will receive an overview of food and companion animals. You will learn about reproduction, breeds, anatomy, management, and nutrition of these various animals. You will be able to identify diseases associated with various production and companion animals. You will also discuss concepts of animal welfare and rights.

THE STUDENT WILL:

1. Learn about the components and sciences involved in beef production, dairy production, swine production, poultry production, and aquaculture production.
2. Learn the parts, reproductive cycle, breed development and required nutrition for dogs and cats.
3. Learn the parts, uses, breeds, ownership challenges, and required nutrition for equine.
4. Learn about animal science careers.

FISHERIES & WILDLIFE

GRADE: 9-12, elective

During this class you will be exposed to many aspects of wildlife in the state of Wisconsin. You will be completing projects, participating in activities, and listening to guest speakers about how to be a more knowledgeable sportsperson. You will learn about mammals, insects, fish, reptiles, amphibians, and birds in the state of Wisconsin. You will learn about hunting, fishing, and trapping opportunities in the state of Wisconsin. You will also learn about and discuss ethical questions about wildlife use and harvesting.

THE STUDENT WILL:

1. Identify and explain the basics of fisheries and wildlife in the state of Wisconsin.
2. Learn about hunting and fishing opportunities in the state of Wisconsin.
3. Identify species and define characteristics of mammals, birds, reptiles/amphibians, fish, and insects in the state of Wisconsin.
4. Discuss what are ethical considerations in harvesting wildlife and sustaining populations.
5. Learn about career opportunities in the fisheries and wildlife industries.

FORESTRY & OUTDOOR RECREATION ***Science Equivalency Credit***

GRADE: 9-12, elective

This course is designed for students interested in learning more about forest and woodland management. Trees are important for wildlife habitat, aesthetic beauty, and monetary purposes. The forest industry is the #1 employer in seven counties of our state. Topics include: tree identification, careers, harvesting procedures, chainsaw safety, wood as fuel, and forest measurement practices. Time may also be spent on estimating forest stocking conditions out-of-doors. Trips to the school forest for hands-on labs will be a portion of this class. Outdoor Recreation will include: map and compasses, camping dos and don'ts and gear selection.

THE STUDENT WILL:

1. Identify tree species and products common to the upper Midwest.
2. Estimate the volume of standing timber and harvesting time.
3. Recognize the importance of the forest industry to the state of Wisconsin.
4. Apply forest management practices through a simulation forest game.
5. Recommend a species of trees when given a set of environmental conditions.
6. Understand the process of tree growth and food production.
7. Identify various tools used in forest management.
8. Develop an understanding of fire control techniques.
9. Understand and develop skills to better enjoy the outdoors.
10. Research and participate in outdoor recreational activities available in Wisconsin.

FIELD CONSERVATION

GRADE: 11-12, elective

Pre-requisites: Forestry & Outdoor Rec & Fisheries & Wildlife

This course will consist of advanced wildlife topics such as wildlife management, habitat improvement, and deer management. Students will learn through hands-on experiences by managing an aquaculture system, utilizing the school forest to actively improve its habitat for a rotating wildlife species, and working with natural resources partners to provide outside activities to enrich student understanding of wildlife. Students will also have the opportunity to tour active fish farming operations.

The class will also provide students with a working knowledge of forest management. Students will learn about the forestry products process, how to grade timber, and understand the logging process. Students will actively engage in working with the forest management plan adopted in 2021. Students will gain hands-on knowledge of chainsaw safety, trail maintenance, and establishing new stands of timber. The Forestry and the Fisheries class are prerequisites for this course.

THE STUDENT WILL:

1. Learn concepts of wildlife, forestry, and Fisheries Management.
2. Apply concepts of timber management activities in the school forest.
3. Participate in hands-on activities in forest management such as lumber grading, habitat development, and timber cruising.
4. Communicate with professionals in the natural resources area through job shadows, class visits, and research.
5. Identify and examine careers in Field Conservation.
6. Tour aquaculture facilities in the state to learn about career opportunities in the growing aquatic industry.
7. Learn about chainsaw safety and trail maintenance on the school grounds.

HORTICULTURE & LANDSCAPING

GRADE: 9-12, elective

Are you planning on being a homeowner? Would you like to be an entrepreneur? Are you looking for knowledge to use in a career area that is expected to expand employment opportunities in the next four years? Then you might want to consider taking horticulture and landscaping. You will leave with skills, plants, and knowledge that will save you money and may make you money. You will work in a greenhouse to develop skills and test knowledge from the classroom. This will be an activity-based content tested class. Topics in this class include: Horticulture Industry Basics, Plant Anatomy and Physiology Basics, Commercial and Home plant production, Plant Health, Landscape Design, and Home Gardening/Landscape Maintenance.

THE STUDENT WILL:

1. Identify the components and careers involved in the ever-growing horticulture industry.
2. Identify the parts of various plant species, describe the function of each, and explain how each interacts in the processes of photosynthesis and respiration.
3. Explain how plants are classified and be able to identify plants using the classifications.
4. Describe and demonstrate how to propagate plants from various methods.
5. Identify common health and insect issues with plants while explaining how to manage such issues.
6. Develop a landscape plan based on design principles.
7. Demonstrate how to maintain a landscape including shrubs, raised gardens, and flower plants.
8. Develop a garden plan and describe how to plant/prep your garden area for plant production.

LARGE ANIMAL VET SCIENCE - CVTC TRANSCRIPTED CREDIT - WEIGHTED

091-181-401 (2 CVTC credits) **Science Equivalency Credit**

GRADE: 10-12, elective

PREREQUISITE: Animal Science

During this course you will learn the parts and functions of various body systems through model building and dissections. You will also learn about animal nutrition and genetics. You will gain practical experience in dairy evaluation and safe livestock handling. You will also learn about the livestock industry.

THE STUDENT WILL:

1. Learn about the livestock industry.
2. Learn about safe large animal handling.
3. Identify parts and functions of the skeletal and muscle systems, various digestive systems, respiratory system, heart and vascular system, nervous system, endocrine system, integumentary system and urinary system.
4. Identify methods for dairy cattle evaluation.
5. Explain nutritional requirements of large livestock species.
6. Identify how genetics are selected and applied to livestock production.

PLANT SCIENCE - CVTC TRANSCRIPTED CREDIT - WEIGHTED **Science Equivalency Credit**

093-128 Plant Science (3 CVTC credits)

GRADE: 10-12, elective

Students will learn a variety of information in order to receive articulated credit through CVTC. They will be introduced to basic plant science principles. The topics that are aligned with the CVTC course are: Emerging Technology and Plant Science, Plant Classification, Pollination, Asexual Plant Propagation, Seed Germination, Plant Emergence, Nutrient and Water, Plant Growth Factors, Photosynthesis, Respiration, Transpiration, Economic Importance and Weed Seeds and Plants.

THE STUDENT WILL:

1. Recognize the world's need for agriculture and agricultural occupations.
2. Participate in activities for developing and improving leadership skills.
3. Identify and demonstrate the importance of computers and other new technologies in agriculture.
4. Become acquainted with employment information and career opportunities.
5. Demonstrate an understanding of the plant growth and reproduction process.
6. Apply the different methods of plant propagation.
7. Identify the various important crops from around the world.
8. Identify plant insects and diseases.
9. Recognize the basic function, concepts and organizations involved in marketing and promoting agricultural products.
10. Explain the process of soil formation.
11. Identify and explain the various properties of soil.
12. Describe soil testing procedures.
13. Interpret parts of a fertilizer label.
14. Identify and evaluate soil conservation plans.
15. Recognize the requirements for production of various field crops.
16. Identify current as well as future uses of field crops.

SMALL ANIMAL VET SCIENCE **Science Equivalency Credit**

GRADE: 10-12, elective

PREREQUISITE: Animal Science

During this course you will learn about the systems associated with companion animals and small production animals. You will learn about safe handling, veterinary procedures, administer medication, and veterinary math. You will also learn how to select animal feeds based off of nutritional requirements based on species. You will learn how to explain and demonstrate TPR for small animals. You will also learn about disease effects on small animals as well as the impact of parasites. You will demonstrate how to use a microscope in tests such as a urinalysis and fecal smear examination.

THE STUDENT WILL:

1. Define and discuss animal welfare vs. animal rights.
2. Describe safety and sanitation in a veterinary situation.
3. Define and utilize veterinary terminology.
4. Identify and describe the anatomy and physiology of companion animals.
5. Describe nutritional requirements of companion animals and identify the digestive parts.

6. Identify and describe laboratory techniques in veterinary medicine.
7. Identify and describe principles of disease and parasitology.
8. List and describe clinical exams and common veterinary procedures.
9. Identify careers in animal science and veterinary medicine.

Career Skills Help (CaSH)

Grade: 11-12, elective

(Required for Work-Study Students)

This course is recommended for any student ready to step out into the "real world" on their own. CaSH will develop skills to assist the student in growing professionally and personally. The class will provide opportunities for students to review and upgrade skills necessary for entry-level positions in the workplace.

Activities will include developing a formal career plan, developing a career portfolio (including a resume, list of references, etc.), participating in job shadowing and mock interviews, evaluating financial needs, understanding the rights and responsibilities of an employee in a business organization, and developing independent "real world" survival skills.

THE STUDENT WILL:

1. Investigate career choices and paths
2. Complete a career survey and investigate career advancement opportunities
3. Job shadow in a desired career area
4. Create a letter of application, resume, and follow-up letter
5. Participate in a simulated job interview
6. Identify suitable references for particular career areas
7. Understand work-related laws and forms
8. Explain options to cope with stress
9. Present options to solve workplace conflict
10. Locate affordable housing
11. Set up a household (contacting utilities, evaluating insurance needs, etc.)
12. Develop a plan for time management
13. Increase awareness of the importance of personal finance

COOPERATIVE WORK STUDY PROGRAM

Grade: 11-12 Elective

PREREQUISITES

- CASH Course (may be taken during the same year as the Work Study Program)
- No final "F" grades during the previous semester
- Meeting credit requirements for graduation

Students will acquire a direct on-the-job work experience. This training will provide realistic learning experiences that develop and refine career interests, abilities, and occupational competencies. Students gain employment skills in real-work situations that help bridge the gap between school and employment.

Students participating in the program need to secure a job in a field related to their career interest. The job must present opportunities to advance student learning. Therefore, the job must be flexible enough to allow students a wide variety of experiences. The planned experience must be approved by the school. Both the employer and the school will supervise the experience.

In order to earn work study credit, students must be at the employment site daily. If the job is not available to be scheduled daily, the student will participate in related school-approved learning activities on alternate days.

THE STUDENT WILL:

1. Report promptly and engage in their assignment according to the training schedule.
2. Cooperate with the agency supervisor, engage in the assignment as a training experience, observe etiquette, and observe safety rules.
3. Notify the school and agency in advance when absence is unavoidable.
4. Maintain satisfactory grades in all subjects in order to remain eligible for the program.
5. Furnish the coordinating teacher with all necessary information and complete all necessary reports.
6. Show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn.
7. Remain with the employer during the training period.
8. Abide by the rules and regulations of the cooperating agency and school.

9. Keep all business information of the cooperating agency confidential.
10. Demonstrate appropriate communication techniques when dealing with customers, the employer, and the school district
11. Complete employability and/or cooperative education activities that relate directly to the position.

IN ADDITION:

1. To be eligible in this program, a student must be in good standing in the school.
2. By the second week of school, work schedules should be made to include work during the school hours.
3. A student on Work Study will not be eligible for Super Citizen privileges.

ART

CERAMICS & 3D Art I

GRADE: 9-12, elective

In Ceramics and 3D Art I we will focus on the basics of ceramics and sculpture. We will take a close look at the vocabulary and building blocks of 3D art as we learn how to plan and create unique artworks out of clay and a variety of other materials. We will spend the majority of time working in clay beginning with hand-building techniques that will teach you how to monitor and control the phases of clay. Eventually we will broaden our knowledge of clay technique through the use of potter's wheels. While we will spend most of our time immersed in our projects, we will also look at history and context as we move through our various 3D units as well as practice fundamental skills like development, improvement and reflection.

THE STUDENT WILL:

1. Discuss the vocabulary of sculpture and create a sculpture that focuses on plane, space and balance.
2. Learn about the stages of clay and general hand-building techniques through the creation of pinch pots and mugs with handles.
3. Create slab plates using molds that will also use sgraffito.
4. Learn the fundamentals of wheel throwing while creating a tumbler and bowl.
5. Use the technique of coil building to make large scale, decorative vessels.
6. Use slab building to create a sculpture that transforms space with light.
7. Incorporate all hand-building skills to plan and create a creature out of clay.
8. Investigate identity to make a foam bust that is representative of themselves or another.
9. Learn to support and reflect with their peers through art critique.

DIGITAL PHOTOGRAPHY I

GRADE: 9-12, elective

In Digital Photography I we will study the history and context of photography before launching into the basic skills and techniques of digital photography. Using Canon Rebel DSLR cameras you will learn about the general mechanics of a photograph which you will then apply to developing creative vision through composition. We will often bounce between fundamental skills and applications as your photographic abilities continue to improve. We will also spend time studying important photographers and moments in art history.

THE STUDENT WILL:

1. Study the general history and purpose of photography.
2. Learn about the processes and settings involved in taking a photo.
3. Investigate how composition effects the look of a photo and utilize a variety of composition rules.
4. Investigate how color effects the look of a photo and utilize a variety of color rules.
5. Study the influence of surrealism in photography and take photos inspired by surrealism.
6. Learn the meaning of abstract in photography and create an abstract photographic words.
7. Develop a thematic portfolio that showcases your growing personal style.
8. Learn to support and reflect with their peers through art critique.

DIGITAL PHOTOGRAPHY II (Not offered during 2023-2024)

GRADE: 9-12, elective

PREREQUISITE: Digital Photography I

In Digital Photography II we will dig deeper into the history and context of photography. We will review techniques and skills learned in Digital Photo I before learning more functions and features on our DSLR cameras like shutter speed and lighting. We will apply these skills in the creation of action photos and portrait photography. Additionally, we will consider more expressive photography as you find inspiration from a chosen photographer and create a unique artwork out of your photos. Finally, you will begin to develop your personal vision as a photographer through the creation of a personal portfolio.

THE STUDENT WILL:

1. Learn how to incorporate action into photography and properly set up their DSLR cameras to capture motion.
2. Study a photographer of their choice and create a series of photos based on their chosen photographer.
3. Learn basic portrait photography techniques and incorporate them into a recreation of a famous portrait.
4. Create a unique abstract artwork by combining parts of photos.
5. Develop personal style and responsibility by planning and creating a final photography portfolio.
6. Learn to support and reflect with their peers through art critique.

DRAWING

GRADE: 9-12, elective

In Drawing we will dive into a variety of artistic processes, themes, materials and art historical eras. We will consistently practice skills through rough drafts, large scale projects, reflections and critiques. The course will be sequenced beginning with fundamental drawing skills which will translate into more challenging drawing projects.

THE STUDENT WILL:

1. Investigate the use of line in artwork through practicing contour and gesture line drawing.
2. Build on the use of line by adding value to make 3-dimensional objects.
3. Learn how to scale pre-existing images and draw realistically by making gridded drawings.
4. Map the values in a portrait and use paint to create a realistic portrait.
5. Use careful observation skills to create a still life from observation.
6. Learn to support and reflect with their peers through art critique.

FILM

GRADE: 9-12, elective

In Film, we will take an expansive look at a variety of genres in film throughout the decades. We will learn about beginning of film during the silent era, working our way up to how special effects are utilized in contemporary blockbusters. Students will learn about storytelling, how to write short and read scripts, the technical aspects of filmmaking and acting, as well as how to analyze and discuss film, all in a small group setting. Students will be required to have a parent signature to watch **each** move, which includes **The Breakfast Club, Back to the Future, Jaws and The Artist**.

THE STUDENT WILL:

1. Watch and critique classic films that surround the development of film and its relationship to pop culture in the last 50 years (The Artist & Jaws).
2. Study story arc and its use in classic moves (Back to the Future).
3. Learn the history of how film has influenced pop culture in the U.S. over the last 120 years.
4. Use filmmaking equipment like cameras and editing software to create their own short films.
5. Learn how the movie industry functions in the United States and abroad.
6. Explore creativity through writing original scripts and acting out the scenes.
7. Learn to discuss and critique film as an art form and influential part of society (The Breakfast Club).

GENERAL ART

GRADE: 9-12, elective

In General Art A, we will take an expansive look at a variety of genres in art making. We will venture through several 2-dimensional and 3-dimensional art forms ranging from collage to clay. With each unit we will not only learn techniques

but also challenge whether what we are creating is art or craft. Additionally, we will spend time honing in on skills that are applicable beyond the art room like critical thinking, problem solving, critique, reflection and planning.

THE STUDENT WILL:

1. Conduct an investigation of materials through the creation of a collaborative, multi-media artwork.
2. Study value by creating realistic drawings on scratchboard
3. Learn the history of printmaking and apply technique to create a multi-layered print
4. Use unconventional supplies to create artwork with wood burning and collages
5. Drape clay to create an organic textured form
6. Explore creativity through creating an image using found materials
7. Use their imagination to create a unique creature
8. Learn to support and reflect with their peers through art critique.

PAINTING I

GRADE: 9-12, elective

In Painting, we will dive into a variety of artistic processes, themes, materials and art historical eras. We will consistently practice skills through rough drafts, large scale projects, reflections and critiques. The course will build on the techniques learned in Drawing and Painting I as students develop their personal vision as an artist and utilize more complicated drawing and painting techniques and themes. During the first part of the semester we will focus on advanced drawing skills like contour mapping and reductive drawing. In the second half of the semester we will work on more advanced painting such as painting from observation and layering watercolors.

THE STUDENT WILL:

1. Investigate the use of contour lines in the creation of form.
2. Practice the technique of sighting and gesture drawing by creating an observational drawing of a space.
3. Practice creating forms with an abstract cut form composition.
4. Use watercolors to create a landscape using a variety of materials and techniques.
5. Investigate new ways of creating a value by using pen and stippling or cross-hatching.
6. Study a famous artwork and create an artwork inspired by it.
7. Develop personal style by planning and creating a fully original artwork.
8. Learn to support and reflect with their peers through art critique.

PAINTING II

GRADE: 9-12, elective

Painting I required

This is an advanced course addressing matters in the areas of still-life, portrait, landscape, and abstract paintings using acrylics, watercolors, and water-soluble oil paints. Students will focus on developing content and personal expression. Students will be guided through a series of weekly and bi-weekly projects concerning visual expression. These projects will further advance understanding of the formal elements of drawing through various media, as well as develop conceptual possibilities within the artwork. This course is an advanced level painting class where the emphasis is placed mainly on representational art making with subjects stemming from objects, persons, interior/exterior of structures, and spaces physically seen.

THE STUDENT WILL:

1. Advance one's representational painting skills.
2. Realize the concept through the pictorial.
3. Promote visual thinking.
4. Introduce a critical framework for thinking about and looking at art.
5. Develop a knowledge of drawing's formal and material elements.

BUSINESS & INFORMATION TECHNOLOGY

ACCOUNTING A

GRADE: 10-12, elective

The accounting course introduces students to the basic elements of managing business finances. Students learn the “generally accepted accounting principles” which are used nationwide. Students will use a combination of traditional accounting textbooks and software to learn the principles and procedures used in an accounting system.

Using the textbook, students study the accounting cycle steps. They will track assets, liabilities, and owner’s equity by journalizing transactions and posting to ledgers. They will balance financial accounts, analyze sales and profit/loss, and prepare financial statements. These activities will be completed manually at first. Once a concept is learned, students will apply accounting concepts using Excel and Quickbooks. This class is required for Accounting B and C.

This course is a foundation for all business careers, including law, public relations, management, finance, marketing and advertising. It is also a foundation for information systems, health care administration, construction management, agriscience, barber/cosmetology, and hotel/restaurant management. It prepares students for the accounting course that will be required for most UW-Stout majors and for business majors at UW-Eau Claire and Chippewa Valley Technical College.

THE STUDENT WILL:

1. Demonstrate knowledge of the accounting cycle and its purpose.
2. Demonstrate knowledge of the accounting equation including debits and credits, assets, liabilities, owner's equity, revenue, expenses, and withdrawals.
3. Demonstrate knowledge about the types of business entities.
4. Record journal entries/analyze and journalize transactions in the accounting equation.
5. Post transactions from a journal to a ledger.
6. Reconcile journal and ledger accounts.
7. Record correcting and adjusting journal entries.
8. Prepare working papers and accounting/financial documents appropriate to the operations of a business.
9. Prepare financial reports such as balance sheets, income statements, and statements of owner's equity.
10. Interpret financial data to make business/decisions/recommendations.
11. Reconcile cash accounts and receipts.
12. Reconcile bank statements.
13. Utilize small business accounting software packages.

“From auditing at a public accounting firm to forensic accounting at the FBI, there are as many CPA **career options** available as students’ interests-including that entrepreneurial dream of running a legendary film company.”

<http://www.startheregoplaces.com>

ACCOUNTING B

GRADE: 10-12 (or approval of instructor), elective

PREREQUISITE: Accounting A completed successfully with a “C” or higher. Students should be independent workers and thinkers to be successful in this class.

Accounting B is a continuation of Accounting A. The course continues discussion of preparing financial records for a sole proprietorship and introduces journalizing transactions for a corporation. Topics include:

- managing petty cash and maintaining a change fund
- payroll records, liabilities, and tax records
- sales and cash receipts
- purchases and cash payments
- special journals
- adjustments to the 10-column worksheets
- completing financial statements and accounting cycle for a corporation

ACCOUNTING C

CVTC TRANSCRIPTED CREDIT - Weighted

GRADE: 11-12 (or approval of instructor), elective

Accounting I (101-111), 4 credits

PREREQUISITE: Accounting B (second semester) completed successfully with a C average or higher. Students need to be proficient using Microsoft Excel. Students should be independent workers and thinkers to be successful in this course.

Accounting C (third semester accounting) is a continuation of Accounting B (second semester accounting). Topics include:

- special accounting procedures
 - analyzing and recording transactions
 - end-of-cycle activities
 - special journals and ledgers
- accounting for merchandising businesses
- inventory control and costing
- internal controls for cash accounts
- uncollectibles and notes receivable
- plant assets and depreciation
- payroll procedures

Students will use Chippewa Valley Technical College's textbook for this course. This course is approved for transcribed credit for the Chippewa Valley Technical College Accounting I (101-111) course. Students who successfully complete the course with a grade of B- or higher will receive 4 credits from CVTC. These credits may transfer to other post-secondary schools, including UW-Eau Claire and UW-Stout.

BUSINESS COMMUNICATIONS I

CVTC Transcribed Credit Weighted

GRADE 10-12 (or approval of instructor), elective

Business Words @ Work (106-105), 3 credits

This course is recommended for all students who wish to improve their keyboarding and writing skills for personal, educational, or career use.

Business Communications I will improve a student's written communication skills as they create documents commonly used in business. Activities will spotlight internal and external communications with a specific business focus. Students will understand the role of communication in establishing a favorable impression both in and outside of the business environment. Tasks will develop students' skills in writing clear and effective business communications. Review and emphasis will be placed on proper use of English grammar/mechanics. Activities will focus on the importance of utilizing proper English in order to accurately and professionally convey a message.

Emphasis will be placed on using the 5 "C"s of writing (clear, correct, concise, complete, and courteous), managing tone of the message, and applying terminology appropriate for the intended audience. Students will be engaged in activities that include composing letters, memos and email, reports, press releases, and portfolio materials used for post-secondary applications and career searches. Evidence has shown that students with a Business Communications background often improve language scores for post-secondary entrance exams.

This course is transcribed for 3 credits for Business Words @ Work (106-105) at Chippewa Valley Technical College.

The student will:

1. Apply language arts skills to generate business communications.
2. Critically evaluate message required, tone of message needed, and accuracy of message created.
3. Increase keyboarding skill.
4. Demonstrate advanced proofreading and error-correction skills.

5. Make formatting decisions.
6. Produce personal and business correspondence.
7. Prepare portfolio materials for post-secondary applications and career searches.
8. Produce complex tables.
9. Plan an agenda, participate in a business meeting, and generate the minutes of a meeting.
10. Prepare step-by-step instructions for a process.
11. Compose and submit press releases.
12. Modify business and educational reports.

BUSINESS MANAGEMENT **This class is not offered as a transcribed class for the 2023-2024 school year*

GRADE: 11-12, (or approval of instructor), elective

CVTC Transcribed Credit Weighted

Principles of Management (102-112), 3 credits

Students will examine the four managerial functions in business: planning, organizing, controlling, and leading. Topics will include decision-making techniques, planning tools, communication strategies, managerial theories, ethics, and legal issues. Students will investigate the current issues managers face today and will explore their own management styles and skills.

Activities will include role playing and analyzing real-life case studies. Students will “relate management concepts and theories to events in today’s turbulent environment by reviewing present-day issues that real-life managers face...relevant to fast-shifting current events (known as) ‘Hot Topics’.”

This course is transcribed for 3 credits for Principles of Management (102-112) at Chippewa Valley Technical College.

RECOMMENDATION: This class is recommended for students who plan to own their own business, become a manager/supervisor who wish to major in law, public relations, advertising/marketing, sports management, health care administration, accounting, or who wish to have a better understanding of how to advance in any career.

THE STUDENT WILL:

1. Identify the four management functions.
2. Describe historical managerial theories.
3. Describe the steps to the decision-making process.
4. Discuss the impact of a changing world on the role of managers.
5. Describe corporate culture.
6. Analyze ethical dilemmas to solve problems.
7. Describe the steps to set goals and their importance in the planning process.
8. Describe the strategic management process.
9. Investigate the characteristics of groups and methods to motivate employees and manage conflicts.

BUSINESS OWNERSHIP & MARKETING

CVTC Transcribed Credit Weighted

Grade: 10-12, elective (or approval of instructor)

Innovative Business Mindset (102-130), 3 credits

Students will explore the possibility of owning their own business-being an entrepreneur. By using a variety of methods, students will explore the traits necessary for becoming an entrepreneur or intrapreneur and examine opportunities to starting their own business.

Students will experience owning and operating a business as they manage *The Hive*, the school store. Activities include analyzing the market, selecting and ordering inventory, determining a pricing strategy, promoting the products, and managing operations. After working with *The Hive*, students will be able to explain the risks and rewards of a small-business and have a better understanding of the challenges of starting and owning a business. Additional activities will focus around evaluating a student’s personal talents and mindset to become an entrepreneur/intrapreneur.

This course is transcribed for 3 credits for Innovative Business Mindset (102-130) at Chippewa Valley Technical College.

By the end of the course, students will determine if they have the personality and motivation to become a successful business owner.

THE STUDENT WILL:

1. Identify common myths about entrepreneurship.
2. Explain the importance of entrepreneurs in today's economy.
3. Identify the differences between entrepreneurship and intrapreneurship.
4. Assess personal entrepreneurial strengths and weaknesses.
5. List various obstacles and risks for becoming a business owner.
6. Analyze the mindset of local entrepreneurs.
7. Make decisions to operate a small business.
8. Explain the elements of a business plan.
9. Identify dilemmas and solve problems.
10. Behave ethically.

FINANCIAL SECURITY

CVTC Transcribed Credit - Weighted

GRADE: 11-12 (or with instructor approval) elective; transcribed for credit with CVTC's Personal Financial Planning course (101-134). Students will receive 2 CVTC credits. In order to receive CVTC transcribed credit, students must also complete the Personal Finance course.

Financial Security will help students plan for future financial needs. The course will focus around planning for future needs, including retirement and risk management (insurance). Course topics include: renting vs. buying; purchasing an automobile; insurance fundamentals to protect against financial risks; options for health, life, disability, long-term care, auto, and property insurance; fundamentals of investing in stocks, bonds, mutual funds, real estate, and other investments; retirement planning strategies; estate planning; and careers in the finance industry.

Students will use various retirement calculators to plan for their future. They will analyze information for low/medium/high return on investments; participate in a stock market challenge; participate in discussions with insurance agents to compare insurance options; evaluate social security and retirement income options; and review simple wills and estate documents. By the end of the course, students should be able to establish a personal insurance plan and financial plan for retirement. Additionally, students will be able to assist their families with decisions to manage and protect their finances and assets in the later years of life.

This course is transcribed for 2 credits for Personal Financial Planning (101-134) at Chippewa Valley Technical College when students have successfully completed Personal Finance.

By the end of the course, students should have a good understanding of the importance of planning for financial security and shall be able to establish a personal financial plan for retirement and a personal insurance plan.

THE STUDENT WILL:

1. Analyze various types of investment options
2. Calculate future value of investments
3. Describe the advantages and disadvantages of stocks, mutual funds, future, real estate, and collectibles
4. Evaluate retirement plan options
5. Analyze types of insurance to protect an individual's assets
6. Calculate costs of insurance and compare plans
7. Distinguish between health, life, disability, and long-term care insurance
8. Inspect types of home/renter insurance options available
9. Investigate how to file claims
10. Selecting and using financial planners

MICROSOFT OFFICE SUITE **This class is not offered as a transcribed class for the 2023-2023 school year*

CVTC Transcribed Credit - Weighted

GRADE: 10-12, (or approval of instructor) elective; transcribed for 2 credits with CVTC's Microsoft Office Suite course (103-102)

This class is recommended for students who plan to work in the field of information technology, computer engineering, or business or office administration. It is also recommended for those who want skills to enhance their employability for their career.

Students will enhance their knowledge of Microsoft Office. Units will be completed as a class and individually to help students move toward the industry-standard Microsoft Office Specialist Certification. Activities will focus on advanced computer applications and software configuration using MSOffice. Students will review basic and intermediate functions of Word, Excel, and PowerPoint. They will then move through advanced functions of Word and Excel, and intermediate and advanced functions of Access.

Students who choose to take MOS exams and pass will receive formal recognition and evidence of knowledge from the Microsoft Corporation. Studies have shown that this often results in job advancement and higher salaries. FBLA competitors have placed at the state level in these performance events.

This course is approved for advanced standing for Chippewa Valley Technical College's Microsoft Office Suite (103-102). It may then transfer as a computer science elective at area universities.

This is a transcribed course. Students will earn a semester grade and 2 credits for Chippewa Valley Technical College's Microsoft Office Suite course (103-102), which is a required course for many CVTC programs.

THE STUDENT WILL:

1. Determine the best software program for an application.
2. Configure software based on user preferences.
3. Generate documents using core, intermediate, and advanced functions of MS Word.
4. Generate spreadsheets using core, intermediate, and advanced functions of MS Excel.
5. Work toward improved competency using PowerPoint or, Access.
6. Understand instruction in written form.
7. Demonstrate skill using automated testing programs.

PERSONAL FINANCE

GRADE: 10-12, required

Students need financial knowledge for daily living and for planning for the future. This course is designed to help students make wise financial decisions. Topics for discussion will include: employment forms; money management and budgeting; checking and banking accounts; short-term savings strategies; credit use,; protecting credit ratings; personal income tax preparation; and protecting one's financial identity. Discussions on consumer rights, responsibilities, and fraud-prevention strategies will also be integrated throughout the course. Individual career exploration and the educational costs to obtain a specified degree will also be covered.

THE STUDENT WILL:

1. Complete initial employment forms
2. Use resources to analyze gross pay, deductions, and net pay
3. Prepare a budget of personal income and expenses
4. Practice making payments, maintaining, and reconciling checking accounts
5. Explain the use of credit cards, bank cards, debit cards, and ATM cards
6. Compare/contrast traditional banking services to electronic banking
7. Evaluate short and long-term savings and investment options
8. Use the computer to calculate and analyze the true cost of credit
9. Complete income tax forms.
10. Identify strategies used to protect one's personal and financial identity

WEB DESIGN I

Grade 10 - 12, elective

This class is recommended for students who plan to work in an office environment or the field of computer engineering, telecommunications, or information technology.

Class topics will include establishing a website name, choosing a web host, principles of good web page design, and communicating with clients. Students will use the Adobe CS5 to design pages, manipulate graphics, and animate objects on the web page. In addition, sites will be designed according to customer, business, and government standards. Students will recognize and manage the underlying HTML programming code used to create web pages.

THE STUDENT WILL:

1. Identify various sources of domain registry and web hosting services.
2. Establish criteria for good website design.
3. Design a simple page.
4. Modify pages using an HTML editor.

5. Communicate with clients to determine website needs.
6. Create and manage style sheets to create a well-designed site.
7. Capture, manipulate, and edit images appropriate for the site.
8. Animate objects.
9. Utilize search engine optimization techniques.
10. Manage time and meet deadlines as established by client needs.

WEB DESIGN II

GRADE: 10-12, elective

RECOMMENDATION: Students must have successfully completed the Web Design class with a “C” or higher. Students must be motivated, independent learners who can produce quality work by deadlines. Approval of instructor is required.

Students will continue their work with web design. Activities will include a further study of HTML programming, web design, image enhancements, and animation techniques. Students will investigate other languages and technologies (i.e., JavaScript, etc.) to incorporate into the web pages and will discuss the importance of web design with e-commerce.

A culminating activity will require students to establish a URL and web host and create a web page for a local area business. They will be responsible for working with a customer to establish layout and design, develop text, and obtain images.

ENGLISH

ENGLISH 9 A & B

Grade: 9, required

This course is designed to introduce students to the study of literature and to review and improve reading, writing, speaking and listening skills. The literary studies will focus on short stories, plays, novels and poetry. The writing studies will emphasize MLA essay structure, sentence structure, punctuation, spelling, vocabulary development and other essential writing elements.

STUDENT WILL:

1. Read plays orally as a class and understand the significance of dialogue and stage directions.
2. Improve vocabulary and spelling and be able to incorporate appropriate word choice into their writing and speech.
3. Punctuate sentences and paragraphs correctly with end marks, commas, apostrophes, semicolons, and quotation marks.
4. Recognize and eliminate run-on sentences from writing.
5. Recognize and eliminate sentence fragments from writing.
6. Define and incorporate new words from the literary selections into vocabulary.
7. Write narration and definition paragraphs.
8. Recognize and interpret the figurative language devices of simile, metaphor, hyperbole, and personification.
9. Read novels and discuss main plots and subplots.
10. Improve vocabulary through context clues in literary selections.

ENGLISH 10 A & B

Grade: 10, required

English 10 is designed to increase and build on literary foundations. By exploring various novels, poems, short stories, and plays, students will focus on literary elements. Writing skills will be focused on punctuation, structure, and formatting. Students will also focus on identifying key ideas and details and using evidence from the text to develop a thesis, topic sentences, and paragraphs. Oral communication skills will be practiced and developed through discussion and a variety of formal and informal presentations.

STUDENT WILL:

1. Read, discuss, and analyze various themes presented in numerous types of literature.
2. Make logical inferences from textual evidence when writing and speaking.
3. Determine the ideas and themes of a text.
4. Identify and consider the literary elements used within a text.
5. Prepare for and participate in a range of conversations and collaborations.
6. Write a thesis-driven research paper using research methods, analysis, and documentation of resources.

ENGLISH 11 A & B

Grade: 11, required

English 11 is designed to enable students to develop communication skills, both evaluating and interpreting the ideas in the text and articulating their own ideas. Following the movements of American literature from the beginning of the nation's history to the present, students will consider the ideals and values of the American Dream. Students will explore various literary works to consider the key ideas and details represented in the text and the impact they had on our nation. Students will incorporate both research and opinion to express ideas written and orally.

STUDENT WILL:

1. Read, discuss, and analyze American themes presented in numerous works of literature.
2. Understand the development and influence of literature in America.
3. Make logical inferences from textual evidence when writing and speaking.
4. Determine the ideas and themes of a text.
5. Lead and participate in a range of conversations and collaborations.
6. Present opinions regarding current events after researching the causes and potential effects.

ENGLISH 12

Grade: 12, English elective, 0.5 credit

The English 12 course is designed for students who prefer the more traditional methods of reading and discussing literature. This course can be taken each semester individually. This course will allow students to explore the various themes, symbols, motifs, and reading of popular and classical literary works, including novels and poetry. In addition to reading and writing about literature, students will also focus on various styles of writing, including personal narratives and formatted essays.

STUDENT WILL:

1. Develop skills in reading comprehension, analyze literature, and critically thinking to make connections between themes and motifs.
2. Analyze, interpret, and evaluate the structure of literature in novels, poetry, and essays.
3. Critically engage in discussion of course texts, current events, and respond to literature and the human experience.
4. Evaluate the perspectives, structures, and form of the personal essay, considering and applying concepts to writing.
5. Understand, study, and implement the MLA (Modern Language Association) format of writing.
6. Study, evaluate, and apply historical contexts to various types of world literature.
7. Develop skills in reading comprehension, analyze literature, and critically make connections between themes, symbols, metaphors, etc. in literary works.
8. Use various forms of writing and creative projects to convey understanding and interpretation of course material.
9. Inquire, research, and compose a thesis driven paper focusing on a topic of interest.
10. Practice specific situational life writing.

CREATIVE WRITING I

Grades: 9-12, English elective, 0.5 Credit

Creative Writing is a course that focuses on the different genres of writing: narratives, prose, poetry, and drama. Students are introduced to various authors and writing styles. They are encouraged to explore and delve into the art of and techniques of creative writing. Students are required to write multiple samples in each of the genres. Creativity and risk taking are encouraged.

THE STUDENT WILL:

1. Read various authors who demonstrate techniques of good writing.
2. Compose samples of multiple genres.
3. Keep a portfolio.
4. Seek opportunities for publication.
5. Edit, revise, and share works with others.

CREATIVE WRITING II

Grades: 9-12, English elective, 0.5 Credit

PREREQUISITE: Creative Writing I

Creative Writing II is a course that continues to build on different genres of writing: prose, poetry, and drama. Students will expand skills and topics discussed in Creative Writing I. They will be challenged to expand their creative thinking

strategies and try new modes of fiction writing. Students are required to demonstrate their abilities in each of the genres. Creativity and risk taking are required.

THE STUDENT WILL:

1. Read various authors who demonstrate techniques of good writing.
2. Compose samples of multiple genres.
3. Keep a portfolio.
4. Seek opportunities for publication.
5. Edit, revise, and share works with others.

NOVELS

Grade: 9-12, English elective, 0.5 Credit

(Recommendation from prior English teacher and reading interest required)

Novels is a reading based, semester-long course for high school students. This course focuses on the novel as a literary form and explores its development in different contexts. Students read selected novels, discuss them, and learn to think critically about them. We will explore new and modern texts to analyze a variety of novels in depth. If you like to read, this is the class for you!

THE STUDENT WILL:

1. Cite evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine themes or central ideas of a text and analyze their development over the course of the text.
3. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
4. Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.
5. Analyze multiple interpretations of a text to film adaptation, evaluating how each version interprets the text.

SPEECH

Grade: 9-12, English elective, 0.5 Credit

Speech is a semester-long course. Students will demonstrate an understanding and application of the techniques used in formal public speaking including listening skills and speech preparation methods. Activities involve preparing speeches to inform, entertain and persuade as well as discussions. This course is designed to increase communication skills.

THE STUDENT WILL:

1. Present formally in front of an audience.
2. Analyze well-known speeches for techniques and methods.
3. Integrate multiple sources of information presented in diverse media or formats.
4. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
5. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

WRITING COMPOSITION

Grade: 10 - 12, English elective, 0.5 Credit

(Recommendation from prior English teacher required)

Writing Composition is a course designed to enhance students' academic and life writing skills. Students will explore the writing process in depth across a variety of contexts including essays, letters, professional correspondences, and more. Students should have an interest in learning about different writing styles and desire to improve writing skills that prepare them for life after high school.

THE STUDENT WILL:

1. Understand and establish a personal writing process and style.
2. Write across numerous contexts.
3. Produce clear and specific writing for a variety of purposes both academic and career focused.
4. Maintain a portfolio of writing samples to be used in the future.
5. Focus on drafting, editing, and revision using English language and grammar skills.

WRITING FOR PRODUCTION A & B

Grade: 11 - 12, English elective. 0.5 Credit

Writing for Production A required to take Writing for Production B

***Approval from instructor required**

May take this course up to four semesters.

Writing for production is a course designed to give students the opportunity to explore the process of and feature story writing for publication. Products include the school newspaper, bathroom reader, sports magazine, and more. Students should have a high interest in writing and aspects of journalism.

THE STUDENT WILL:

1. Write to develop real experiences and events using technique, well-chosen details, and well-structured event sequences.
2. Develop a topic thoroughly by selecting the most significant and relevant facts, concrete details, quotations, or other information and examples.
3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. Develop and strengthen writing as needed by planning, revising, editing, rewriting.
5. Use technology to produce, publish, and update individual or shared writing products.

YEARBOOK PRODUCTION

Grades: 10 - 12

Duration: Semester, .5 English Elective Credit (First two semesters count as ENGLISH CREDIT, three or more semesters count as ELECTIVE CREDIT. Can be taken for unlimited semesters.)

Yearbook is a course that utilizes Jostens Yearbook Avenue for production of the yearbook by the cohesive and collaborative Yearbook Staff members. Students will engage in high-level critical thinking, reading and writing skills of print journalism with the artistic, creative and aesthetic skills of the visual and graphic arts. Students will study reading, writing, photography, graphic design and editing, as well as further develop their research skills, providing them with the journalistic expertise necessary to design and produce the year-end Cadott Yearbook of student photography, research and writing. Students should be motivated, organized, and self-driven to meet tasks and deadlines.

THE STUDENT WILL:

1. Work cooperatively within an established editorial leadership structure to produce a high quality, student-generated publication.
2. Follow a writing process that includes planning and interviewing, drafting, editing, revising, and publishing.
3. Gather, analyze and organize background and foundational information from primary and secondary sources using a variety of methods.
4. Use information gathered through primary and secondary sources to write articles for publication.
5. Edit and revise writing for purpose and adherence to AP format.
6. Learn the Jostens Yearbook Avenue program to successfully create comprehensive coverage of the school.
7. Work within a timeline and adhere to concrete deadlines.
8. Acquire and develop layout and design skills.
9. Demonstrate the ability to solve problems and think critically by completing various projects, critiquing and reflecting upon the entire process.
10. Express and communicate ideas using various aspects of multimedia design elements.

FAMILY & CONSUMER SCIENCE

CULINARY ARTS I/PROSTART I (this class is no longer a TC course)

Grade: 10-12, elective

Prerequisite: Students must take Foods & Nutrition

This class focuses on a higher level of cooking and requires using knowledge from previous foods classes and applying it to reach a more advanced skill level of cooking. This class will explore areas such as history of food, workplace safety and sanitation, professionalism in the kitchen, dry and moist cooking methods, stocks, sauces and soups, customer

service, starches, and careers in food service. Students have the opportunity to obtain the ProStart Certificate of Achievement.

THE STUDENT WILL:

1. Understand the ways to meet personal and family nutritional needs.
2. Understand proper food handling and storage techniques.
3. Plan, prepare and serve foods and meals using a variety of food preparation techniques.
4. Understand dry and moist cooking methods.
5. Understand stocks, sauces and soups.

CULINARY ARTS II/PROSTART II (TC)

Grade: 11-12, elective CVTC Transcribed Credit - Weighted

CVTC 316-101 Food Theory 3 Credits

Prerequisite: Foods & Nutrition & Culinary Arts I/Prostart I (TC)

This course is a continuation of Culinary Arts I/ProStart I (TC). The class focuses on food science principles applied to professional culinary food preparation. Units include professional kitchen operation, recipe terminology, and cooking techniques for various food categories. Students have the opportunity to earn transcribed credit through CVTC and obtain the ProStart Certificate of Achievement.

THE STUDENT WILL:

1. Exhibit the role of a professional Chef.
2. Compare and contrast different menu and recipe formats.
3. Discuss knife cuts based on industry standards.
4. Identify assigned ingredients in the kitchen.
5. Prepare recipes to industry standards.
6. Prescribe proper cooking method for desired outcome.
7. Compare and contrast cooking methods.
8. Propose food theory to kitchen applications.
9. Assess nutrition in prepared recipes.

FOODS I

GRADE: 9-12, elective

This is an introductory level class where students will learn the basic principles & practices of preparing food. Each student will become familiar with information & techniques that lead to healthier food choices. Food, math, equivalent measures, & chemistry are integrated into the Foods I class. Food preparation is included in this course.

THE STUDENT WILL:

1. Learn cooking skills & safety & sanitation in the kitchen.
2. Study nutrients & learn how to read a food label.
3. Demonstrate proper measuring techniques.
4. Demonstrate how to properly read & write a recipe.
5. Acquire basic cooking & baking skills.
6. Develop awareness to the importance of eating healthy.

FOODS II

Grades 9-12, elective

Prerequisite: Successful completion of Foods I OR instructor approval.

Foods II places an emphasis in the management skills in the kitchen. It is a continuation of the Foods I class. It is a review of the importance of good nutrition. It includes practical application of principles involved in the selection, preparation, management, and service of food. Food preparation includes dairy, meats, poultry, seafood, salads, cake decorating & pies. Food, math, and chemistry are also integrated into the Foods II course.

THE STUDENT WILL:

1. Demonstrate knowledge of cooking, baking, & creative decorating skills.
2. Build on experiences from previous Foods 1 Class.
3. Demonstrate how to properly select and prepare foods.
4. Discover the different types of fats & how they affect our bodies.
5. Learn ways to modify recipes to make them healthier.

HEALTH SCIENCE OCCUPATIONS (*this is no longer a Transcribed Credit class*)

Grade: 10-12, elective

Are you considering a career in the Health Care Industry? A career in the health care industry will be in great demand in the future. Health Science Occupations will explore many of the careers available in the Health Care professions.

Units of study include: professionalism, interpersonal and written communication skills, problem-solving skills, and patient privacy and confidentiality issues as they relate to health care. Careers in the health care field may include but are not limited to; social work, chiropractors, physicians, veterinarians, pharmaceutical, occupational/speech/physical therapists, nursing, EMT, medical records, ultrasound/x-ray technician, dentistry, & many more!

THE STUDENT WILL:

1. Identify careers in the healthcare field.
2. Identify major trends in healthcare services.
3. Recognize ethical, moral and legal standards.
4. Describe components of effective communication.
5. Create effective problem-solving strategies.

PARENTS & CHILDREN *Offered Fall Semester Only*

Grade: 10-12, elective CVTC Transcribed Credit - Weighted

CVTC Infant and Toddler Development 10-307-151 3 Credits

This course is designed to explore parenthood & the various stages of child development. The stages of development from prenatal through toddler age and the many aspects of families, and family health, & discipline are included in this course. Students will have the experience of taking home the 'Real Care Babies'. In addition, students will study important topics related to child development; including prenatal development, child development theories, & the role heredity & the environment play on development.

THE STUDENT WILL:

1. Find out the skills necessary for effective & rewarding relationships with children.
2. Find out the financial aspects of raising a child.
3. Study the growth of children from conception-toddler age.
4. Analyze factors that influence human growth & development.
5. Summarize child development theories
6. Examine developmental appropriate environments for infants and toddlers.

WORKING WITH CHILDREN (ACCT) *Offered Spring Semester Only*

Grades 11-12, elective Transcribed Credit - Weighted

CVTC ECE: Foundations of Early Childhood Education 307-148 3 credits

Prerequisite: Successful completion of Parents & Children Course OR instructor approval.

If you are considering a career working with children or just enjoy working with children, this course is for you! The ACCT Class is designed to give you a head-start in your career working with children. This class is designed to explore teaching & working with young children in a professional setting. Students will have the experience of planning & implementing teaching lessons & activities to children. Three transcribed credits are awarded for this course. In addition to receiving high-school credit, juniors & seniors who earn a C or better then have grades posted to an official technical college transcript & tabulated in the student's technical college GPA.

THE STUDENT WILL:

1. Summarize types of early childhood education settings
2. Identify the components of a quality early childhood education program
3. Summarize responsibilities of early childhood education professionals.
4. Explore early childhood curriculum models.
5. Receive SBS (Shaken Baby Syndrome), SIDS (Sudden Infant Death Syndrome), & First Aid/CPR Training

MATHEMATICS

ALGEBRA A & B

GRADE: 9, required

Recommendation by staff

A required course for freshmen recommended by staff and placement exams. Topics include the basic language of algebra, simplification of algebraic expressions, equation solving, and problem solving.

THE STUDENT WILL:

1. Evaluate numerical and algebraic expressions.
2. Apply the language of sets.
3. Use variations to represent elements of specified sets.
4. Add, subtract, multiply and divide directed numbers.
5. Create and solve linear equations and inequalities in one variable.
6. Solve problems and translate verbal situations to algebraic equations.
7. Develop initial concepts of proof of the properties of our real number system.
8. Evaluate expressions and solve equations with absolute value.
9. Apply laws of exponents to simplification of rational algebraic expressions.
10. Add, subtract, multiply, divide rational polynomial expressions and imply results.
11. Factor numbers and polynomial expressions and apply factoring to solve equations of one variable of degree two or more.
12. Apply techniques of equation solving to problem solving.
13. Create and solve systems of linear equations of two variables.
14. Graph linear equations of two variables using concepts of slope and intercepts.
15. Apply concepts of ratio and proportion to polynomials.
16. Solve equations and inequalities which have rational expressions.
17. Apply solution of radicals in problem solving.
18. Define and use the notation of functions and relations.
19. Define square root and irrational numbers and calculate approximations.
20. Simplify irrational expressions.
21. Solve equations with variable in a radical.
22. Solve quadratic equations using the quadratic formula.
23. Apply the quadratic formula in problem solving.

GEOMETRY A & B

Grade: 9, 10, 11, 12 elective

RECOMMENDATION: Algebra successfully completed. Students are required to have a calculator with the minimum capabilities of a TI-30XS. The TI-30XS Multiview is the ideal calculator for this class.

Geometry is a mathematic problem-solving course in which students apply investigating, questioning, and critical thinking to real-world problems. Students will apply their foundational algebraic skills and thinking to develop deep understanding of multi-dimensional shapes.

THE STUDENT WILL LEARN AND APPLY:

1. Shapes and Transformations
2. Angles and Measurement
3. Justification and Similarity
4. Trigonometry and Probability
5. Applied Trigonometry
6. Congruence
7. Proof and Quadrilaterals
8. Polygons and Circles
9. Solids and Constructions
10. Circles and Solids

ALGEBRA II A & B AS

Grade: 9, 10, 11, 12, elective ADVANCED STANDING weighted

RECOMMENDATION: Algebra and geometry (or be concurrently taking geometry) successfully completed. Students are required to have a calculator with the minimum capabilities of a TI-30XS. The TI-30XS Multiview is the ideal calculator for this class. This is a challenging and advanced standing course.

Algebra II is a mathematic problem-solving course in which students apply investigating, questioning, and critical thinking to real-world problems. Students will apply their foundational algebraic skills and thinking to develop more concrete understanding of algebraic principles. The focus of Algebra II is functions and their applications.

THE STUDENT WILL LEARN AND APPLY:

1. Investigations and Functions
2. Transformations of Parent Graphs
3. Equivalent Forms
4. Solving and Intersections
5. Inverses and Logarithms
6. 3D Graphing and Logarithms
7. Trigonometric Functions
8. Polynomial Functions

PRE-CALCULUS A & B

Grade: 11 & 12, elective

Topics include symbolic logic, functions, relations and trigonometry.

THE STUDENT WILL:

1. Understand the role of logic in deductive systems of mathematics.
2. Develop the algebra of sets and statements.
3. Evaluate compound statements and truth tables.
4. Learn the patterns of inference and their applications.
5. Apply the algebra of functions to specific functions and polynomial functions.
6. Graph exponential and logarithmic functions.
7. Define and apply the trigonometric and circular functions.
8. Graph the trigonometric functions and apply algebra of functions to the trig function.
9. Prove identities and simplify trigonometric expressions.
10. Solve trigonometric equations.
11. Apply inverse trigonometric relations and functions to equation solving.
12. Graph polar curves.
13. Graph and find equations for locus problems.
14. Develop and prove theorems of analytic geometry.
15. Apply theorems of analytic geometry to problem situations.
16. Develop and apply the algebra of vectors or ordered parts.
17. Develop and prove concepts of analytic geometry using vector algebra.
18. Develop curve sketching techniques for graphing conic sections and use translations and transformation.
19. Prove theorems about the real number system and its subsets.
20. Apply the formulas of finite sequences and series.
21. Calculate and prove limits of infinite sequences and evaluate convergent infinite sets.
22. Prove assertions using the principal of mathematical inductions.
23. Expand polynomials using the binomial theorem.
24. Apply the factor theorem, rational roots and bounds for roots of polynomial equations and functions.
25. Evaluate using synthetic substitution.

ADVANCED PLACEMENT (AP) CALCULUS A & B

Grade: 12, elective Weighted

RECOMMENDATIONS: Successful completion of Advanced Math or at a minimum be taking Advanced Math concurrently. It would be very helpful for each student to own a graphics calculator as many functions of these calculators will be reviewed.

THE STUDENT WILL:

1. Understand limits and their properties and be able to evaluate limits using multiple techniques
2. Understand continuity and one-sided limits
3. Calculate derivatives using basic rules

4. Solve related rate and optimization problems
5. Use derivatives to sketch curves and discuss minimum/maximum and concavity
6. Apply Newton's method and the knowledge of differentials
7. Calculate antiderivatives and use indefinite integration
8. Find the area underneath curves by using Riemann sums
9. Use the Fundamental Theorem of Calculus
10. Calculate derivatives and antiderivatives of Transcendental functions
11. Applications of Integration to include area of regions between two curves

STATISTICS A & B

Grade: 11, 12, elective

RECOMMENDATION: Algebra successfully completed.

Topics include organizing numerical data, probability of events, mutually exclusive, independent and dependent events, random variables, mean, variance, standard normal distributions, variance and standard deviation.

THE STUDENT WILL:

1. Calculate probabilities of events, mutually exclusive, independent events and dependent events using probability theorems.
2. Organize numerical data using frequency distributions, stem and leaf plots.
3. Graph frequency distributions.
4. Calculate mean, median of distributions.
5. Use random variables and probability functions for probability distribution.
6. Use the standard normal distribution and its application to non-standard distribution.
7. Calculate the expected value of a random variable.
8. Calculate sample mean and the distribution of sample means.
9. Calculate standard deviation of random variable and its application.
10. Use permutations and combinations and principle of counting to solve conceptual probability problems.
11. Investigate sampling theory and its applications.
12. Use AND, OR, and ELSE to increase the usefulness of the IF...THEN statement.
13. Plan counters and accumulators

TECHNICAL MATH A & B

Grade: 11-12,

RECOMMENDATION: Algebra successfully completed. Must have teacher approval based on previous math experience.

The purpose of this course is to help students advance their skills in mathematics and prepare them for further work/education in technical fields. The course is aligned to topics taught in an area technical college with an emphasis on working through real world applications of mathematics such as in story problems that relate to the technical fields.

THE STUDENT WILL LEARN AND APPLY:

1. Numerical Computation
2. Basic Algebra
3. Solving Equations
4. Proportions and Variation
5. Linear Equations
6. Units of Measure
7. Introduction to Geometry
8. Solving Triangles
9. Surface Area and Volume
10. Technical Word Problems.

MUSIC

CONCERT AND MARCHING BAND A & B

Grade: 9-12, elective

RECOMMENDATION: Junior High Band Participation

Requirements include: active participation in daily rehearsal and one small group lesson every other week. Students are also required to perform at all home football games and in all formal evening concerts, as well as large group band festival held in spring. Band members also perform at other athletic events, the Nabor Day Parade in July, and at solo and ensemble festivals.

Concert Band is designed to develop, as fully as possible, students' abilities to perform, create, and understand music with the use of an instrument.

THE STUDENT WILL:

1. Be able to make music, alone and with others.
2. Be able to use the vocabulary and notation of music.
3. Be able to respond to music aesthetically.
4. Be acquainted with a wide variety of music, including diverse musical styles and types.
5. Understand the role music has played and continues to play in people's lives.
6. Be able to make aesthetic judgments based on critical listening and analysis.
7. Have developed a commitment to music.
8. Support the musical life of the community and encourage others to do so.
9. Be able to continue their musical learning independently.

CONCERT CHOIR A & B

Elective: 9-12

RECOMMENDATION: Students who do not have choir experience are advised to audition with the choral director. This is a performance course designed to develop students' vocal ability and choral skills. Each student is required to participate in all large group performances. Due to the nature of the course, students need to participate in daily classroom rehearsal.

Choral literature will include a variety of sacred and secular music.

THE STUDENT WILL:

1. Sing alone and with others in small and large ensembles.
2. Develop vocal technique and tone production.
3. Develop intonation skills.
4. Develop choral blend and balance.
5. Develop reading skills in rhythmic and melodic notation.
6. Develop choir diction.
7. Develop critical listening skills of personal performance and others.
8. Perform music representative of various styles and periods.
9. Develop an appreciation for different kinds of music.

MUSIC THEORY AND COMPOSITION

Elective: 11-12, OR instructor permission

RECOMMENDATION: Students should have a least two years' experience, any combination, of band or choir at least one of these years.

This class is designed for students who have a heightened interest in music in general or are considering music as a major or minor in college. Students will be challenged to think creatively and synthesize concepts of music as they prepare their own compositions.

THE STUDENT WILL:

1. Learn rhythm and pitch values.
2. Learn, analyze and write harmonies.
3. Learn and apply stylistic elements of music, such as temp, dynamics and articulation.
4. Transpose melodic lines.
5. Classify music according to genre.

6. Develop a working knowledge of music history as it relates to music theory.
7. Compose several melodies and songs.

JAZZ BAND A & B

Grade: 9-12, elective

RECOMMENDATION: Jazz Band members must be concurrently enrolled in High School Concert Band and have a minimum of two years playing an instrument, or have instructor permission. This class will run during XLT time, and students will receive credit for it.

Jazz band focuses on the performance, study, and development of music written specifically for the jazz band. Due to the difficulty of the music and the demands on the performer, this class should be considered as an advanced ensemble. Students in jazz band will be required to perform in a variety of events throughout the school year. The ability to read music is considered essential to this class.

TREBLE CHOIR A & B

Grade: 9-12, elective

RECOMMENDATION: This is a year-long performance course offered to Treble-voiced students and designed to develop students' vocal independence and ensemble skills. The core curriculum is a deeper exploration of vocal technique, music theory, and music history through the study of a wide variety of choral music written for treble voices. Students in Treble Choir are expected to participate in a variety of performances throughout the school year.

REQUIREMENTS: Students must audition with the choral director prior to entry. See Mrs. Larsen to schedule an audition. Students are also required to take Concert Choir concurrently with this course.

THE STUDENT WILL:

1. Sing alone and with others in small and large ensembles.
2. Develop vocal technique, tone production, intonation skills, choral blend, balance, reading skills in rhythmic and melodic notation, choral dictation, and critical listening skills of personal performance and others.
3. Perform music representative of various styles and periods.
4. Develop an appreciation for different kinds of music.

PHYSICAL EDUCATION

CAN ONLY TAKE 1 PE CLASS PER SEMESTER.

PHYSICAL EDUCATION 9

Recommended for Grade 9

Physical Education 9: 0.5 Credit Semester Grade 9

Freshman Physical Education includes decathlon, and strength training activities. These activities are designed as prerequisites for subsequent levels of physical education. This course should be taken as a freshman and before enrolling in any other physical education class.

- Students in grades 10-12 may choose from the following classes to fulfill the rest of their physical education requirements. Students must choose these classes over a 2 year time span.

FIT FOR LIFE: 0.5 Credit Semester Grades 10-12

This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Student will benefit from comprehensive weight training and cardiorespiratory endurance activities. Student will learn basic fundamentals of weight training, strength training, aerobic training, overload principle, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness and movement activity for a lifetime.

TEAM SPORTS 1: 0.5 Credit Semester Grades 10-12 No prerequisite required

This class will focus on team building, competition, lifetime activity, and sportsmanship through team sport activities. Some activities covered in this class will be volleyball, ultimate Frisbee, flag football, and a games unit.

TEAM SPORTS 2: 0.5 Credit Semester Grades 10-12 No prerequisite required

This class will focus on team building, competition, lifetime activity, and sportsmanship through team sport activities. Some activities covered in this class are softball, soccer, team handball, and basketball.

INDIVIDUAL SPORTS 1: 0.5 Credit Semester Grades 10-12 No prerequisite required

This class will focus on sportsmanship, competition, recreation, and lifetime skills through individual sport activities. Students will cover rules, strategy, knowledge, and skill in badminton, pickle-ball, disc golf and golf, outdoor games (bocce/croquet/horseshoes). The required golf unit will be conducted at school and at Whispering Pines golf Course and will cost each person approximately \$12. Fees are subject to change.

INDIVIDUAL SPORTS 2: 0.5 Credit Semester Grades 10-12 No prerequisite required

This class will focus on sportsmanship, competition, recreation, and lifetime skills through individual sport activities. Students will cover rules, strategy, knowledge, and skill in tennis, ping pong, shuffleboard, biking and archery. Students will be responsible for bringing in their own bike for the biking unit.

LIFETIME SPORTS: 0.5 Credit Semester Grades 10-12

This class will focus on lifetime leisure activities. Emphasis will be on participation, knowledge and skill development. Bowling, fishing, cross country skiing, and snowshoeing are a few activities covered. During the fishing unit students in this class will be required to purchase a rod blank and build their own fishing pole (\$15-\$30).

HEALTH

Grade: 9-12, required

This course meets the health requirement for graduation.

Students evaluate health habits in an attempt to develop a healthy lifestyle and to prevent illness. Nine coalescent areas are explored to help students take responsibility for their own health, evaluate risk, and recreate a balanced lifestyle. Areas included are: personal wellness, mental and emotional health, drug and alcohol prevention, human sexuality, family life, disease prevention and control, consumer health, environmental health and healthy aging.

THE STUDENT WILL:

1. Critically evaluate personal health habits and determine consequences of those habits.
2. Examine total health components of an individual.
3. Research health issues from varying views.
4. Present action plans to address health concerns.
5. Appreciate that health is a right and a responsibility of every individual and community.
6. Understand that individuals can prevent most health problems through positive health behaviors

UNIFIED PHY. ED.

Grade: 9-12, elective

Unified Phy. Ed is a course designed to create an atmosphere for students with and without disabilities to build healthy, active lifestyles and provide the opportunity to participate in activities with their peers.

This class supports the development of leadership skills and the empowerment of all students to foster an inclusive class and an overall more accepting school-wide environment. Additionally, this course is a great opportunity for students who are interested in a future in education or career in working with children.

We are looking for students that are compassionate, motivated, and willing to support students to meet individual goals. This semester long course qualifies as a physical education credit.

WEIGHT TRAINING

Grade: 9-12, elective-Athlete Priority

Not credited

Approximately 2.5 Hours training "weekly"

Approximately 1.2 Hours provided weekly for "study hall"

Weight Training is an opportunity for students to learn the basics and complexities of the weight room in a safe and supportive environment. Students will have the ability to work with a licensed and experienced instructor and learn the various lifts needed to be successful for athletic competition.

THE STUDENT WILL:

Be able to recognize and utilize the "#GAINZ" core values listed below.

G-Growth Mindset

I am open to new ideas and concepts and always looking to challenge and grow myself physically, mentally, and emotionally.

A-Attitude

I recognize that there are good days and bad, I recognize there are things in my control and things that are not.

I recognize that it is in my best interest to focus on what I can control and to always have control over my attitude.

I-Intent

I recognize that why and how I do everything matters.

I can perform and identify the correct form needed for each lift.

N-Nourishment

I recognize that recovery is the key to success and the key to recover is how I nourish myself.

I can tell you how much sleep I need.

I can tell you how much water I need.

I can tell you how much protein I need.

I can tell you that everything that I take in has an effect on my mind and body.

Z-KaiZen

I strive for small steady improvements daily in all areas of my life. I am always moving towards my goals.

SCIENCE

BIOLOGY A & B

Grade: 9 or 10, required

PREREQUISITE: Physical Science or taken concurrently

The Biology student learns about living systems. Cells, reproduction, energy, heredity, and diversity are investigated. Biology is a lab-oriented class with microscope use and experimental design.

THE STUDENT WILL:

1. Be able to notice problems and work to solve problems in biological sciences.
2. Possess skills to use the microscope in investigating living organisms and prepared specimens.
3. Understand basic biochemistry.
4. Understand the basic structure and functions of cells, including respiration, photosynthesis, transport, and cell division.
5. Understand the laws of heredity and basic genetic principles.
6. Explain the diversity and complexity of organisms from the 6 Kingdoms (eubacteria, archaebacteria, protists, fungi, plants, animals).

PHYSICAL SCIENCE A & B

Grade: 9, required

Physical Science investigates many topics from the universe to the Earth. This course is fast paced and always changing. Your problem-solving skills will be put to the test with completing labs, creating models, and building towers.

THE STUDENT WILL:

1. Utilize the scientific method to solve problems.
2. Utilize and convert metric units.

- Describe the universe.
- Research new space missions.
- Describe the effects of the moon and sun on Earth.
- Describe the interactions between Earth's spheres.
- Investigate layers of rocks to describe past environments.
- Describe how the fossil record changes over time.
- Create a model of the Earth to illustrate the layers of Earth and the movement of tectonic plates.
- Explain the destruction of earthquakes and create an earthquake-proof building.
- Investigate the variables of volcanic eruptions.
- Utilize current weather forecasting tools to create and present a forecast.
- Investigate human impacts on global warming.
- Design a project to reduce the carbon footprint in Cadott.

CHEMISTRY A & B

Grade: 10, 11, 12, required or elective Highly recommended for students interested in a four-year college.

Prerequisite: C or better in Algebra 1 and Biology. Max capacity per section: 18 students

This introductory chemistry course is designed to provide students with the knowledge of basic chemistry principles that are beneficial for future studies in science and chemistry. Topics covered in this course include but are not limited to: principles of chemistry, matter and its interactions, atomic structure, compound formation, intermolecular forces, chemical reactions and their applications, and stoichiometry.

THE STUDENT WILL:

- Have a firm foundation in the fundamentals and application of current scientific theories in general chemistry.
- Carry out scientific experiments as well as accurately record and analyze the results of such experiments.
- Become skilled in problem solving, critical thinking and analytical.
- Clearly communicate the results of scientific work in multiple formats.
- Be able to function as a member of a problem-solving team.
- Explain why chemistry is an important area of study for addressing social, economic, and environmental problems.

ADVANCED PLACEMENT (AP) CHEMISTRY A & B

Grade: 11, 12, elective Weighted

Prerequisite: C or better in Advanced Algebra and Chemistry. If a C- or below is obtained in either Advanced Algebra or Chemistry, students should seek instructor approval prior to registering for this course. Max capacity per section: 18 students

AP Chemistry is designed to be the equivalent of the general chemistry courses typically taken during the first year of college. For some students, this course allows them to take second-year chemistry work in their first year at their institution and also serve as a prerequisite for certain courses in other fields. Students will attain an in-depth understanding of fundamentals of chemical problems. The course will also contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing.

THE STUDENT WILL:

- Understand and implement the scientific method.
- Master knowledge of atomic structure and theory.
- Differentiate between chemical bond types.
- Study chemical reactions and identify and apply different types.
- Perform calculations and understand stoichiometry.
- Perform calculations and understand kinetics and thermodynamics
- Perform calculations and understand equilibrium.
- Master knowledge and understand calculations of solutions.
- Understand periodic properties.
- Gain introductory knowledge of organic chemistry including nomenclature.
- Perform laboratory experiments and make calculations and effectively communicate results.

PHYSICS A & B

Grade: 10, 11, 12, required or elective highly recommended for students interested in a four-year college.

Prerequisite C or better in Algebra I and Geometry. Successful completion of Physical Science and Biology also is required. Max capacity per section: 24 students

Introductory course covering the following units: Concepts in motion, mechanics, momentum, waves, sound and light, electricity and magnetism, atomic and nuclear physics. Recommended for students planning a career in science,

engineering, or technical and science related fields. Textbook, laboratory, student activities, demonstrations, and videos, will be used. Evaluation based on exams, laboratory work, problem assignments, and others.

THE STUDENT WILL:

1. Use mathematical models as a medium for describing physical reality.
2. Use graphical models to analyze laboratory data.
3. Apply Newtonian laws as a basis of deriving and understanding physics principles.
4. Describe physics concepts verbally, graphically, and mathematically.
5. Solve problems individually and collaboratively.
6. Use software to analyze physics experiments.
7. Access, process, and analyze scientific information.

ADVANCED PLACEMENT (AP) PHYSICS A & B

Grade: 12, elective or required **Weighted Online eSucceed only**

RECOMMENDATION: Advanced Math and Advanced Algebra successfully completed. Students may take Advanced Math concurrently.

The purpose of this course is to help students advance their skills in physics and prepare them for further work/education in the sciences. There is a huge emphasis on mathematics. A strong mathematical background is necessary to ensure student success. The following topics will be covered throughout the school year: metric system, one and two dimensional kinematics, Newton's Laws, dynamics, momentum, energy, work, power, fluids, pressure, temperature, heat, vibrations, waves and sounds. Laboratory experiments will be done to introduce and/or reinforce the material covered.

THE STUDENT WILL:

1. Solve problems involving unit conversion and unit analysis.
2. Perform vector analysis.
3. Apply the laws of translational kinematics.
4. Apply the laws of translational dynamics.
5. Solve problems using the concept of work, energy, and power.
6. Solve problems based on the principles of conservation of momentum.
7. Apply the laws of rotational kinematics.
8. Solve problems involving properties of solids and fluids.
9. Solve problems involving heat and temperature.
10. Solve problems involving simple harmonic motion and waves.

ENVIRONMENTAL BIOLOGY

Grade: 9-12, elective

This course focuses on studying the natural environment by conducting research using the scientific method. The School Forest will serve as an outdoor classroom where investigations and field practices can be explored. Environmental Science topics of study will include field-based methods, experiment and research design, ecology, environmental quality, species and habitats, land, water, and economics and careers. Students will develop critical thinking skills by exploring their surrounding environment. Major emphasis will be placed on field and laboratory experience.

THE STUDENT WILL:

1. Appreciate the natural environment and how it works.
2. Relate human activity to environmental quality.
3. Understand major ecological concepts.
4. Use accepted practices for evaluating environmental quality.
5. Design and conduct research projects using experimental methods.
6. Investigate science using guided and open inquiry.
7. Demonstrate ecological principles using data collected in the field.
8. Apply management techniques for land, wildlife, and water uses.
9. Explore career opportunities in environment related fields.

ADVANCED BIOLOGY A & B

Grade: 11-12, elective

CVTC Advanced Standing - Weighted

806-117 General Anatomy & Physiology (4 CVTC credits)

RECOMMENDATION: Biology successfully completed or instructor's approval. Chemistry completed successfully or be currently enrolled in. Students wanting to directly enroll in a medical program upon graduation are encouraged to take the course as a senior.

Advanced Biology students study human anatomy and physiology. The structures and their locations in major body systems are investigated along with how these structures operate. Students use the microscope to study these structures at the cellular level then dissection to analyze them at the organ or system level. The objective of this course is to give you a solid foundation of anatomy and physiology and to prepare you for post-secondary education and a possible career in healthcare or related field.

THE STUDENT WILL:

1. Possess a general understanding of the human anatomy as a whole.
2. Define disease and describe disease prevention.
3. Describe blood components, their origin and functions in the body.
4. Describe with bone structure, strength, development and names.
5. Describe muscle physiology, structure, muscle names, and diseases.
6. Describe the organization, structure, physiology, and anatomy of the nervous system.
7. Describe the functions of the heart, arteries, and veins.
8. Describe the workings of the digestive system, its organs, reactions, and disorders.
9. Describe the lymphatic system, its structures, and its relationship to immunity.
10. Describe the respiratory system, its structures, physiology and disorders.
11. Describe the structure and function of the excretory system.
12. Describe the structure and function of the reproduction system.

SOCIAL STUDIES

AMERICAN GOVERNMENT

Grade: 11-12, required

American Government is the study of the processes and institutions of the Federal and State governments. This semester course will concentrate on the United States Constitution, its principles and the resulting national government.

THE STUDENT WILL:

1. Recognize the basic purposes of governments.
2. Explain the characteristics of a federal system.
3. List the duties and responsibilities of citizenship.
4. List and explain the basic principles of democracy as established by the Constitution and amendments.
5. List and explain a citizen's basic rights provided by the Constitution.
6. Describe the relationships between the state and national government.
7. Identify the structure and functions of each of the three branches of government.
8. List the steps in the nomination and electoral process of the president and other major elective officers.
9. List current office holders.
10. Describe the relationships between the state and local governments.

ADVANCED PLACEMENT (AP) HUMAN GEOGRAPHY A & B (Not Offered 2023-2024)

Grade: 9-12, elective Weighted

AP Human Geography presents students with the curricular equivalent of an introductory college-level course in human geography or cultural geography. Content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of

phenomena such as globalization, colonialism, and human environment relationship on places, regions, cultural landscapes and patterns of interaction.

THE STUDENT WILL:

1. Discover problems of economic development and cultural change.
2. Learn the consequences of population growth, changing fertility rates, and international migration.
3. Realize the impacts of technological innovation on transportation, communication, industrialization, and other aspects of human life.
4. Understand struggles over political power and control of territory.
5. Study conflicts over the demands of ethnic minorities, the role of women in society, and the inequalities between developed and developing economics.
6. Understand why location matters to agricultural land use, industrial development, and urban problems.
7. Comprehend the role of climate change and environmental abuses in shaping the human landscapes on Earth.

ADVANCED PLACEMENT (AP) PSYCHOLOGY A & B

Grade: 11-12, elective Weighted

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. All students who are willing to accept the challenge of a rigorous academic curriculum should consider enrolling in this course.

THE STUDENT WILL:

1. Discover history and multiple approaches to Psychology.
2. Understand and analyze research methods.
3. Acknowledge biological bases of behavior.
4. Investigate sensation and perceptions of individual.
5. Analyze states of consciousness.
6. Identify learning styles and understand cognition with Psychology.
7. Explore how motivation and emotions differ with individuals.
8. Understand the basics of Development Psychology.
9. Compare and understand various personality types.
10. Explore types of testing and understand individual differences.
11. Research abnormal behavior and treatments.
12. Understand the field of Social Psychology.

ADVANCED PLACEMENT (AP) U. S. HISTORY A & B

Grade: 10-12, elective Weighted

The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

THE STUDENT WILL:

1. Explain how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history, with special attention given to the formation of gender, class, racial, and ethnic identities.
2. Examine ways that different economic and labor systems, technological innovations, and government policies have shaped American society.
3. Analyze migration across borders and long distances, including the slave trade and internal migration, and how both newcomers and indigenous inhabitants transformed North America.
4. Engage in ongoing debates over the role of the state in society and its potential as an active agent of change. This includes mechanisms for creating, implementing, or limiting participation in the political process and the resulting social effects, as well as the changing relationships among the branches of the federal government and among national, state, and local governments.
5. Investigate how American foreign policies and military actions have affected the rest of the world as well as social issues within the United States itself.

6. Explore efforts to interpret, preserve, manage, or exploit natural and man-made environments, as well as the historical contexts within which interactions with the environment have taken place.
7. Analyze the interactions between beliefs and communities, economic values, and political movements, including attempts to change American society to align with specific ideals.

ADVANCED PLACEMENT (AP) U. S. GOVERNMENT AND POLITICS A & B

Grade: 10-12, elective or replaces American Government

Weighted Class

AP United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes.

THE STUDENT WILL:

1. Describe and compare important facts, concepts, and theories pertaining to U.S. government and politics.
2. Explain typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures.)
3. Interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats.)
4. Critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.
5. Examine the kind of government established by the Constitution, paying particular attention to federalism, the separation of powers, and checks and balances.
6. Explore the significance of the historical evolution of the U.S. party system, the functions and structures of political parties, and the effects they have on the political process.
7. Investigate policy networks and issue networks in the domestic and foreign policy areas.
8. Identify individual rights and liberties and their impact on citizens by investigating the workings of the U.S. Supreme Court and significant decisions.
9. Analyze local and state government processes and responsibilities.

US MODERN HISTORY

Grade: 10-12, elective

Modern US History will focus on major issues and events that happened in the US from the 1990s to the present day. This class will allow students to better understand the current society they live in and its major impacts on our lives. Topics may include the Tech Revolution, the rise of social media, 9/11, pop-culture events, elections/government changes, and the media. The class will track the effects of these events and what their impacts have been or will be. Students will also make predictions about the future of their lives in our community and society within the United States and the world.

THE STUDENT WILL:

1. Analyze past and current events through multiple lenses.
2. Examine current issues and how they developed over time.
3. Use research and debate to develop and defend viewpoints on various topics.
4. Develop critical thinking skills to make informed decisions.
5. Analyze issues on a local, state, and national level.
6. Promote and develop speaking and writing skills.

GENERAL PSYCHOLOGY

Grade: 11-12, elective (Will be offered Fall and Spring Semesters.)

General Psychology is the organized and scientific study of behavior and mental processes of human beings and other animals. Students will learn about the psychological facts, theories, and experiences associated with each of the major subfields within psychology. This course offers an overview of psychological theories, concepts and methodologies through readings, videos, and discussions. You will develop a deeper understanding of behavior and mental processes by applying psychological concepts and methods in class. Topics covered span across the various subfields include: History and Research, Sensation and Perception, Learning, Memory, and Intelligence, Motivation-Emotions-Stress-Health, Development and Personality, and Psychological Disorders. (*Students wishing to take AP Psychology as an independent study should contact the instructor.)

THE STUDENT WILL:

1. Discover history, research, and multiple approaches to Psychology.
2. Acknowledge biological bases of behavior and investigate sensation and perceptions of individual.
3. Identify learning styles and understand cognition with Psychology.
4. Explore how motivation and emotions differ with individuals stress and health.
5. Understand the basics of human development and personality.
6. Research abnormal behavior and treatments.

U.S. HISTORY A & B

Grade: 10, required unless taking AP US History

U. S. History is designed to give the students a basic view of how the United States has developed from the turn of the 20th century to the current time. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes over time. Students will develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past.

THE STUDENT WILL:

1. Analyze the impact of the Industrial Revolution and new business practices.
2. Describe the growth of imperialism that the U.S. was involved in.
3. Explain the sudden growth of the 1920s and the crash of the economy in the Great Depression.
4. Investigate American involvement during WWII and the impact it had on American society.
5. Explore the changes brought on during the Cold War and related conflicts.
6. Evaluate important Civil Rights issues and their effects on the country.
7. Determine causes that led to the end of the Cold War and the rise of conservatism in America.
8. Identify important ideas and changes during the Globalization Era.

WORLD HISTORY A and B

Grade: 9, required unless taking AP Human Geography

World History is designed to give the students a basic view of how the world has developed from the Paleolithic Era to the Information Age. Incorporated throughout the curriculum are themes that connect each time period to one another. These themes include Migration-Exploration, Science/Technology, World Religions, Rise & Fall of Nation States, Colonialism and WWI, Totalitarianism and WWII, Economics, Revolutions, and Persecution. Projects, readings, visual materials, and other instructional strategies are used to promote the understanding of the themes being investigated.

THE STUDENT WILL:

1. Investigate where and why people have migrated to new places.
2. Analyze cause and effects of new technologies over time.
3. Describe the beliefs of major world religions.
4. Research reasons for the rise and fall of nation states.
5. Explain the motivations for empires to expand their territory.
6. Evaluate the causes and results of World War I and II
7. Examine the rise to power of Hitler, Mussolini and Stalin.
8. Analyze global trade and new economic systems.
9. Identify how and why revolutions occur.
10. Examine past and present persecutions on groups and new resistance efforts.

GENOCIDE

Grade: 10-12, elective

Genocide is the mass killing or extermination of a specific group of people. Students will learn the different stages that occur for a genocide to happen. Students will research cause and effects of genocides within the countries or regions they occur, while also seeing how the rest of the world reacts to them. They will connect the ten stages of a genocide to movies, and readings that will be presented in order to gain an understanding of the common issues and themes of genocide. This course offers an overview of a handful of genocides that have occurred as well as the ways that everyday citizens participated within them to allow the genocide to occur. The course covers some of the different genocides that have occurred in recent history such as Armenia, the Holocaust, Cambodia, and Rwanda.

THE STUDENT WILL:

1. Analyze the impacts of genocides on the world.

2. Analyze the response of genocides by the groups involved as well as the impact on said groups.
3. Describe the ten stages of a genocide and how they are caused.
4. Explore the different cultures of those involved in genocides and how those cultures can lead to causes.
5. Use movies to showcase the impact that genocides have on the groups involved.
6. Examine past and present persecutions of the groups and the effects on them today.

SOCIOLOGY OF SPORTS

Grade: 10-12, elective

Sociology is the systematic study of human social behavior and interaction. Students will learn how sociologists examine not only how social structures shape our daily interactions but also how society constructs social categories and social meanings. They will do this with sports being the lens to which they learn about these different topics. This course offers an overview of sociological themes, concepts, and methodologies through readings, movies, and discussions. You will develop this understanding by connecting the different topics of sports and their connection to students' sense of self and society. Topics covered span across the various subfields of sociology and include: Culture, Socioeconomic Stratification, Gender Stratification, Race Relations, Conflict.

THE STUDENT WILL:

1. Describe, explain, and predict aspects of social problems.
2. Identify and offer explanations for social inequality.
3. Describe the relationship between world events and the bridge that sports can play to mend or harm those relationships.
4. Show the relevance and reality of structural factors in social life.
5. Describe the tension between generalization and stereotyping.
6. Compare and contrast one's own context with those in other parts of the U.S. and the world with sports as the lens.

WISCONSIN HISTORY

Grade: 10-12, elective

From Milwaukee to the Northwoods; Lambeau Field to the St. Croix; Wisconsin is rich in culture and tradition. Wisconsin History is the study of our state from its early exploration and settlement to the present day. By studying Wisconsin, the student will gain a broad understanding of their state's geography, history, extraordinary Wisconsinites, triumphs and tragedies, and contributions to the American nation.

THE STUDENT WILL:

1. Analyze the impacts of Native Americans on Wisconsin History.
2. Compare geographical regions across the state and be able to explain settlement patterns.
3. Describe the transition from agriculture to manufacturing to service-based economies.
4. Research local and regional history, including that which is specific to the Cadott area.
5. Explain the relationship between local and state politics.
6. Understand the various cultures and ethnic groups that helped transition Wisconsin from a frontier territory to modern times.
7. Use critical thinking and analyze the politics and history of Wisconsin to help determine its current and future path.
8. Explore Wisconsin's rich history through field trips and presentations.

CRIMINAL JUSTICE

Grade: 11-12, elective

Criminal Justice is an introduction to the inner workings of the three significant criminal justice functions in the United States; Law Enforcement, Courts, and Corrections. The course will give the students an overview of policing in America, the historical development of policing internationally and locally as well as the implementation of community-based policing and criminal investigations. The course will also focus on the realities of enforcement and the apprehension of criminals at the federal, state, and local levels. The course will also discuss and explain the prosecution, disposition, and incarceration of those suspected of committing criminal offenses.

During the year, students will interact with members of law enforcement, corrections, and the court system and they will be able to learn from their experiences. We will also use video, audio, and slide presentations to expose the students to the realities of the law enforcement profession.

THE STUDENT WILL:

1. Explain the three central concepts of the criminal justice system in the United States: Law Enforcement, Judicial

- System & Corrections.
2. Understand the workings of the justice system in America.
 3. Improve essential reading, writing, and interpersonal communication skills.
 4. Develop critical thinking, logical reasoning, and problem-solving skills.
 5. Be exposed to careers in the criminal justice system through presentations by criminal justice professionals.
 6. Identify trends and current law enforcement issues through television, social, and print media.
 7. Describe how neighborhoods become disorganized and how it affects crime rates.
 8. Understand the Constitution and the freedoms and limitations that it provides.

TECHNOLOGY & ENGINEERING EDUCATION

ARCHITECTURAL DRAWING AND DESIGN

CVTC Advanced Standing - Weighted 614-117 Revit Architecture (3 CVTC credits)

Grade: 9 - 12

Starting with the basics of drawing, students will use Architectural software to learn basic house design from footing to roof. Students will develop a complete residential house plan including a 3-D plan of their structure.

THE STUDENT WILL:

1. Recognize four basic house designs.
2. Be able to evaluate a given site with respect to important consideration (restrictions, zoning, cables).
3. Describe basic construction drawings used to build a structure.
4. Plan a bathroom that follows solid design principles.
5. Apply design principles to planning a living room.
6. Analyze a dining room using good design principles.
7. Apply good design principles to planning the server area of a home.
8. Draw a plot plan using correct symbol and converters.
9. Complete a full set of plans for a residential dwelling.

COMPUTER AIDED DRAFTING AND DESIGN I

CVTC Advanced Standing - Weighted 606-161 Basic AutoCad (3 CVTC credits)

Grade: 9-12, elective

This course is designed for students to learn how to draw using the latest AutoCAD software available. It will include instructions in producing 3-view and pictorial drawings using the computer. The use of the plotter for making hard copies of assignments is also taught.

THE STUDENT WILL:

1. Apply construction commands to the various two-dimensional CAD drawings.
2. Apply CAD visual construction commands or icons to the engineering wireframe projects.
3. Apply CAD technology to the modern MEMS system technology (Micros-Electro-Mechanical Systems).
4. Develop CAD specialty drawings/documentation (i.e.: HVAC, machine tool, electro-mechanical, industrial maintenance, welding, civil structural, Nano, etc.).
5. Create tables and cells for Bill of Materials.
6. Plot accurate documents using measurements and scales.
7. Apply dimensioning and tolerancing to detailed drawings using industry standards.
8. Apply CAD math-models and analysis tools.
9. Apply standards to section views and graphic hatch patterns for common layouts.
10. Create blocks and w-blocks for use on various industry drawings.

COLD METAL PROCESSES

Grade: 9-12, elective

This course is a study and application of the processes involved in altering the structure and/or mechanical properties of cold metals including experiences in squeezing, bending, shearing, drawing, turning, milling, boring and grinding.

THE STUDENT WILL:

1. Recognize and demonstrate safe working habits around the shop.
2. Identify the basic methods used to change iron ore into steel.
3. Identify the common shapes produced in steel.
4. Operate the machines used to cut off steel correctly and safely.
5. Sketch out a pattern for a funnel.
6. Use the tin snips, hand brake, wiring machine, hand groover and other sheet metal tools to make a funnel.
7. Sketch out a pattern and use the sheet metal tools necessary to make a small toolbox.
8. Recognize different types of fasteners used in metal construction.
9. Demonstrate safe and knowledgeable use of the drill press, drill press vice, and drill bits.
10. Use and operate precision measuring devices, measuring to .001 of an inch.

ELECTRONICS & ROBOTICS

Grade: 10-12, elective

Students will start the semester learning the fundamentals of electricity, electronic components, sources of electricity, conductors and insulators, Ohms Law, series and parallel circuits, AC and DC voltage, soldering. The majority of class time will be completing projects including the completion of a variety of electronic circuits, digital electronics with computer interface, and robotic programming.

THE STUDENT WILL:

1. Solve problems in series and parallel resistance circuits.
2. Recognize common components used in electronic circuits such as resistors, capacitors, relays, integrated circuits, and transistors.
3. Experiment with electrical motors and controls.
4. Solve problems using Ohm's Law.
5. Complete electronic lab activities.
6. Solder electronic circuits.
7. Design and build robots to complete tasks.
8. Write programming language to make robots complete tasks.

ENGINE SYSTEMS TECHNOLOGY

Grade: 10-12, elective

This class will use small engines, specialized repair and testing tools, and different types of measuring tools to teach the student the basic engine systems including the small one-cylinder engines we find on lawn mowers, chain saws, etc. to the larger automotive and diesel engines we find on trucks and tractors.

THE STUDENT WILL:

1. Learn safety as it applies to working with the tools and equipment found in the shop.
2. Demonstrate the use of micrometers, telescoping gauges, small hole gauges and dial calipers in the measurement of engine parts.
3. Differentiate and use the different types of fasteners, sealants, and gaskets used in engines.
4. Explain the differences, advantages, and disadvantages between two-cycle and four-cycle engines.
5. Recognize the basic parts found on all engines such as: valves, piston, piston rings, camshafts, crankshafts, etc.
6. Describe the basic engine systems common to all engines: ignition, fuel, lubrication, cooling, and exhaust.
7. Demonstrate the use of equipment and knowledge necessary to repair and maintain small engines and relate this experience to larger engines.

GAME DESIGN

Grade: 10-12, elective

Game Design is an introductory course to game design and development that engages students in project-based learning. From the first lessons to the last lesson students navigate through guided tutorials building 5 games. Upon completion of the tutorial games students will be given several weeks to design and create their own games.

THE STUDENT WILL:

1. Complete 5 pre-designed video games.
2. Design and construct their own game using Construct 2 game software.
3. Learn technical skills related to software development, computer programming and graphic design.
4. Design using creative, innovative and critical thinking.
5. Communicate and collaborate as an individual and part of a team.
6. Use appropriate and accessible digital tools for research and learning.
7. Use engineering, physics, and mathematical concepts critical to game development.

8. Learn about post-secondary and career options and resources.

INTRO TO ENGINEERING

Grade: 9-12, elective

606-103 CVTC Transcribed Credit - Weighted (2 CVTC credits)

Intro to Engineering students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, students use state of the art 3D solid modeling design software package to help them design solutions to solve proposed problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community.

THE STUDENT WILL:

1. Learn the design process.
2. Utilize problem-solving skills.
3. Design parts using Autodesk Inventor 3D CAD software.
4. Assemble multiple parts using Autodesk Inventor 3D CAD software.
5. Use a 3D printer for prototyping a design solution.
6. Reverse engineer a product.

RESIDENTIAL CONSTRUCTION

Grade: 10-12, elective Block Class (2 periods - 1 credit)

CVTC Transcribed Credit - Weighted 403-300 Construction Concepts & Blueprint Reading (2 CVTC credits)

RECOMMENDATION: Wood Processes I successfully completed with a "C" or higher.

This course will provide students with the practical use of tools and building techniques of the residential carpenter. To do this, lessons for this course will literally start from the ground up. Beginning with the understanding of tools and building techniques this course will follow the process of building a residence.

THE STUDENT WILL:

1. Be able to read architectural blueprints.
2. Learn about modern building methods and materials.
3. Work safely in a construction environment.
4. Layout a building site.
5. Build walls with block and brick.
6. Learn about foundations and footings.
7. Be able to frame walls, floors, and rafters.
8. Layout and build stairs.
9. Assemble electrical circuits.
10. Assemble plumbing systems.
11. Learn about finish carpentry.

WELDING & MACHINE I TC

Grade: 9-12, elective

Automotive Technician 442-313 CVTC TRANSCRIPTED CREDIT (1 credit) - Weighted

The purpose of this course is to help learners acquire welding skills on medium to heavy gauge metals and other materials used in the diesel repair industry using Gas Metal Arc Welding (GMAW), Plasma Arc Cutting (PAC), and Oxy-Fuel Cutting (OFC), and Shielded Metal Arc Welding (SMAW). It is a hands-on, self-paced learning environment to learn basic welding skills and safe welding practices.

THE STUDENT WILL:

1. Demonstrate welding environment safety practices.
2. Set up GMAW welding equipment.
3. Demonstrate five basics to good welding.
4. Prepare various welding joint designs.
5. Perform GMAW-S welds in various positions with various joint designs on mild steel.
6. Perform thermal cutting.
7. Select heating applications for automotive repair.
8. Extract fasteners.

WELDING & MACHINE II TC

Grade: 9-12, elective

Diesel Technician 442-314 CVTC TRANSCRIPTED CREDIT (2 credits) - Weighted

The purpose of this course is to help learners acquire welding skills on medium to heavy gauge metals and other materials used in the diesel repair industry using Gas Metal Arc Welding (GMAW), Plasma Arc Cutting (PAC), and Oxy-Fuel Cutting (OFC), and Shielded Metal Arc Welding (SMAW). It is a hands-on, self-paced learning environment to learn basic welding skills and safe welding practices.

THE STUDENT WILL:

1. Apply safety rules and safe working practices in a welding environment.
2. Understand the welding terminology, joint designs, and properties of metals used throughout this course.
3. Select the appropriate welding process and equipment for the welding application and material.
4. Perform SMAW procedures in various positions and joint designs.
5. Perform solid-wire GMAW procedures in various positions and joint designs.
6. Perform Oxyacetylene welding procedures in various positions and joint.
7. Extract broken or stripped bolts.

WOOD PROCESSES I

Grade: 9-12, elective

In Wood Processes students will focus on safely working in a wood shop environment. Students will learn to plan, measure and calculate while creating multiple projects using the woodworking equipment.

THE STUDENT WILL:

1. Review hand tool safety and pass power equipment tests for machines used in manufacturing and construction.
2. Do assignments involving fractional measurements correctly and continue to do correctly in further activities.
3. Use formulas to solve board feet problems.
4. Learn basic print reading.
5. Assemble a product by mechanical fasteners, joinery, and gluing.
6. Complete a product with correct finish.
7. Maintain a safe working environment.
8. Relate to careers in woodworking or leisure time woodworking.

WOOD PROCESSES II

Grade: 9-12, elective

REQUIRED: Wood Process I RECOMMENDED: Intro to Engineering

Wood Processes II will allow students to build on the basic skills learned from Wood Processes. Students will have more independence and will be selecting and designing their own projects.

THE STUDENT WILL:

1. Design projects and plan procedures.
2. Utilize advanced joints.
3. Research assemble methods.
4. Maintain shop equipment.
5. Create doors and drawers.
6. Increase comfort level and knowledge of equipment and its use.
7. Work to earn a Sawblade Woodworking Certification.

CNC PROGRAMMING

Grade: 11-12, elective

REQUIRED: TC CADD I and TC Intro to Engineering

RECOMMENDED: Woods Processes I and TC Welding & Machine I

Students who have used our CNC equipment in other classes will have the opportunity to learn a deeper understanding of CNC programming and machine setup, while completing advanced projects using the CNC Plasma Table, CNC Mill, and CNC Router.

THE STUDENT WILL:

1. Read and interpret G-Code.
2. Write G-Code to modify existing programs.

3. Zero machining systems.
4. Exchange tooling systems.
5. Set tool offsets and clearances.
6. Calculate feeds and speeds.
7. Complete individual projects on each piece of equipment.
8. Inspect general dimensioning and tolerance of parts.

WELDING ACADEMY (CVTC)

Grade: 11-12, elective

This academy is designed to provide basic skill levels for entry-level employment in the area of production welding. Students will learn welding safety, basic welding math, welding print reading, and wire feed processes. Completion of this academy will lead into the CVTC one-year welding technical diploma program.

Welding Safety & Orientation (442-310) 1 credit

Introduces welding safety and standard operating procedures on equipment commonly used in welding labs/shops and on tools received in student's toolbox. Students will be able to receive an OSHA 10 safety certificate.

Industrial Skills for Welders (442-380) 2 credits

In this course the student will develop math skills and job seeking skills for the welding career to meet the demand of today's industry. Application based math topics will address fractions, decimals, fraction conversion to decimals and metric equivalents, geometry and trig formulas, as well as algebraic problem solving. The student will use blueprints for layout calculations and technics. The student will also develop job seeking skills such as: employment search, resumes, application forms, and employer interviews.

Welding Print Reading (442-307) 2 credits

Drawing fundamentals related to 2 and 3 view drawings; visual projection methods; freehand sketching; weld symbols and how to apply them. Interpret weld blueprints according to industry standards.

Gas Arc Welding (442-380) 4 credits

Introduction to Gas Metal Arc Welding (GMAW, wire-feed welding, MIG). Develop skills with solid wire GMAW short-circuit transfer in various positions and joint designs.

WORLD LANGUAGES

SPANISH 1A & 1B

Grades 9, 10, 11, 12, elective

This course builds upon the knowledge and skills acquired in junior high exploratory Spanish. Students will have the opportunity to listen to/interpret, speak, read and write basic Spanish. The topics of study include the following: expressing needs and wants, discussing obligations, communicating future plans, discussing the activities in students' daily lives and their frequency, describing people and things, talking about students' lives in school (including classes, scheduling and time), expressing emotions, talking about one's town, discussing household chores and talking about the weather and the seasons.

SPANISH 2A & 2B

Grades 10 - 12, elective

RECOMMENDATION: Spanish 1A & 1B successfully completed

In this course, the students continue to expand their vocabulary in order to be able to communicate in a greater variety of contexts. Intermediate grammar concepts of language structure are introduced and developed as well. There is a major emphasis on all aspects of communication--listening, speaking, reading and writing. The topics of study include the following: expressing conditions, describing one's family, learning about the Day of the Dead and how the festival is celebrated, expressing actions, making and responding to an invitation, talking about one's daily routine, discussing foods (including typical foods in Spain), ordering in a restaurant, expressing aches and pains in various parts of the body, communicating about clothing/fashion, talking about outdoor recreation/camping, and discussing events of the past.

SPANISH 3A & 3B

Grades 11 - 12, elective

RECOMMENDATION: Spanish 2A & 2B successfully completed

This course builds upon Spanish 2A and 2B with regard to vocabulary, grammar and culture. Intermediate grammatical concepts are utilized, but advanced concepts are introduced and applied as well. The course requires a high level of language proficiency for listening, speaking, reading, and writing in Spanish. The topics of study include the following: discussing immigration, communicating about past trips and travel plans, speculating about the future, discussing health and wellness, talking about the past and one's childhood, discussing technology and changes over time, and interpreting and discussing novels and short stories.

NOVELS IN SPANISH (LATIN AMERICA) Offered during the Fall Semester

Grades 9 - 12, elective

Successfully completed Spanish 1A & B. Students currently enrolled in Spanish 1 must have instructor approval.

In this class students will read and discuss novels that are set in Latin America. The novels are geared toward beginning language learners, and are comprehensible to students with limited proficiency. By reading novels, students will have an opportunity to expand their knowledge and skills, not only of the language, but of the geography and culture of Latin American countries as well.

The student will use intermediate language skills (interpretive, interpersonal, presentational, and intercultural communication to do the following:

1. Follow the main story and actions expressed in various time frames in paragraph-length fictional texts.
2. Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.
3. Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.
4. Research and give straightforward presentations on a variety of familiar topics and some concrete topics using sentences and series of connected sentences.
5. Compare, in my own and other cultures, products related to everyday life and personal interests or studies.
6. Compare practices, in my own and other cultures, related to everyday life and personal interest.

NOVELS IN SPANISH (SPAIN) Offered during the Spring Semester

Grades 9 - 12, elective

Successfully completed Spanish 1A & B. Students currently enrolled in Spanish 1 must have instructor approval.

In this class students will read and discuss novels that are set in Spain. The novels are geared toward beginning language learners and are comprehensible to students with limited proficiency. By reading novels, students will have an opportunity to expand their knowledge and skills, not only of the language, but of the geography and culture of Spain as well.

The student will use intermediate language skills (interpretive, interpersonal, presentational, and intercultural communication to do the following:

1. Follow the main story and actions expressed in various time frames in paragraph-length fictional texts.
2. Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.
3. Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.
4. Research and give straightforward presentations on a variety of familiar topics and some concrete topics using sentences and series of connected sentences.
5. Compare, in my own and other cultures, products related to everyday life and personal interests or studies.
6. Compare practices, in my own and other cultures, related to everyday life and personal interest.

BLENDDED LEARNING

The Blended Learning Option is available for students in grades 9-12 and provides the online component to supplement the classroom-based learning opportunities at the high school. Providing students with an online learning option helps the district meet the needs of all students.

The School District of Cadott Community utilizes the services of the eSucceed Charter School. Our Online Learning Option enhances learning for students by providing flexible learning options including: relevant courses, 24/7 tutor service, and provides a solution for schedule conflicts. Courses range from electives, foreign languages, sciences, social studies, technology, and even AP courses.

EARLY COLLEGE CREDIT PROGRAM

Students or parents/guardians of a non-adult student who receive a failing grade in a course or do not complete a course at a university or technical college that the school board has paid for, will reimburse the school board the amount paid on the student's behalf. If the student or parent does not reimburse the school board, the student is ineligible for any further participation in the Early College Credit Program. All bills need to be paid prior to the end of the school year in which the course was taken.

SERVICE ACTIVITIES

INTRODUCTION: (Offers 1/4 credit)

These courses offer one-fourth credit for one semester of work. A study period must be given up to schedule a service activity.

Cadott Schools and business/industry in Chippewa County recognize that a need exists to develop and maintain a competent work force as an essential ingredient for successful economic development. A competent work force and jobs for people will continue to be an issue for this century, and youth success in these jobs is the key to continued economic growth in the local area.

In high school, one method to reinforce employability skills, teach work maturity skills, and provide for job exploration experiences is through service activities. Statistics show that students completing an approved work experience program obtain higher paying jobs and are more employable.

In providing these in school work experiences, students are expected to perform the following "basics":

- * positive attitude - an affirmative and confident approach;
- * learning to learn - the ability to acquire the knowledge and skills needed to learn effectively, no matter what the learning situation;
- * listening - the ability to heed the key points of customers', suppliers', and co-workers' concerns;
- * oral communications - the ability to convey an adequate response to those concerns;
- * problem solving - the ability to think on one's feet;
- * creative thinking - the ability to come up with innovative solutions;
- * self-esteem - the ability to have pride in one's self and believe in one's potential to be successful;
- * goal-setting/motivation - the ability to know how to get things done;
- * personal and career development skills - the awareness of the skills needed to perform well in the workplace;
- * interpersonal skills - the ability to get along with customers, suppliers, and co-workers;
- * teamwork - the ability to work with others to achieve a goal;
- * negotiation - the ability to build consensus through give and take;
- * organizational effectiveness - the understanding of where the organization is headed, and how one can make a contribution;
- * leadership - the ability to assume responsibility and motivate co-workers when necessary;
- * decision making - the ability to make a determination after considering the possibilities.

TEACHER ASSISTANT

Prerequisite: Approval of teacher. Student Performance Expectations form completed.

High school students wishing to engage in a rewarding and educational activity with the primary objective of helping other people may select this activity. A Service Activity Form must be completed prior to enrollment. Students must choose a teacher in the Senior High, Junior High or Elementary with whom they wish to work and complete a service activity contract. A conference must be set up by the student with the teacher to determine:

1. The availability of the teacher and student.
2. An appropriate time to TA.
3. The responsibilities and performance expectations of the student.
4. How the student's performance will be evaluated.
5. Only one student can be a TA per teacher in a class period.
6. Students cannot have a TA period and a Support Study Hall the same semester.
7. TA requests will be prioritized by date when all completed paperwork is returned to Student Services.

This course offers one-fourth credit for one semester of work. A study period must be given up to schedule a TA (teacher assistant).

STUDENT ASSISTANT

Similar to the position of Teacher Assistant, students can engage in a rewarding and educational activity with the primary objective of helping their fellow students. Students wishing to participate in this program must complete a Student Assistant Application and have it approved by their counselor, the teacher whose classroom they wish to assist, and the administration. Students may assist in the Senior High, Junior High or an Elementary class. To assist students in a High School class, a student must have completed the class with an A. A study period must be given up scheduling a Student Assistant.

ALL STUDENTS MUST MEET WITH THE TEACHER TO DETERMINE:

1. The appropriate class and time for the student to support their classroom.
2. The responsibilities and performance expectations of the student.
3. How the student's performance will be evaluated.
4. Each classroom can only host one Student Assistant.
5. Students who are placed in a support study hall are not eligible for the Student Assistant Program.
6. Student Assistant requests will be prioritized by the date when all completed paperwork is returned to Student Services.

VOLUNTEERISM

Grade: 9-12, elective

Volunteerism is founded on the principal of service and learning. Volunteerism is designed to give students an opportunity to develop and enhance interpersonal skills, job skills and work experience. It reveals to students the different types of people and social issues in the world outside the classroom. Students gain personal satisfaction in helping others and the community benefits from the energy of volunteers. This program also demonstrates how the school resources can be used to address community problems and improve the quality of life for local residents and foster better understanding between the school and the community at large. Volunteer work for the immediate family is discouraged.

THE STUDENT WILL:

1. Demonstrate sensitivity to resident needs, problems and situations.
2. Identify their own feelings, reactions, and learning which have occurred during the volunteer experience.
3. Develop a sense of self through service to others.
4. Identify the types of career opportunities they have discovered during their volunteer experience.
5. Identify and become aware of the human condition, how others live in ways very different from their own.
6. Maintain a spirit of cooperation among the students, the residents, the community agencies, and the school.

INDEPENDENT RESEARCH/STUDY

INDEPENDENT RESEARCH/STUDY

Grade: 11-12, elective, (1/4 or 1/2 credit - staff determination)

Recommendation: Junior or senior standing and completion of student/teacher contract.

Creative students wishing to pursue a specialized field of study not included in regular courses may apply for individual research/study. Possibilities might include science research projects, investigations into governmental operations, studies in literature, Saga editor, experiments in creative music, art, home economics, science, etc. Students will work closely with an advisor and will be expected to produce a major written report or project. Approval depends upon satisfactory completion of prerequisite courses.

A conference must be set up by the student with the teacher to determine:

1. the availability of the teacher and student
2. the feasibility of the project
3. to review and determine the goals and objectives of the project
4. the responsibilities and performance expectations of the student
5. how the projects will be evaluated
6. the amount of credit: 1/4 or 1/2

The teacher may direct further study or research after an agreement has been made. The research/independent study contract must be signed by both parties and returned to the school counselor.

COURSE KEYS**AGRICULTURE, FOOD & NATURAL RESOURCES**

Agribusiness	AGBUS
Agricultural Processing I ES	AGPRESI
Agricultural Processing II	AGPRII
Agriscience	AGRISC
Animal Science	ANISCI
Field Conservation	FIELDC
Fisheries and Wildlife	FISH
Forestry & Outdoor Rec	FOROUT
Career Skills Help (CaSH)	CaSH
Horticulture & Landscaping	HORLA
Large Animal Vet Science TC	TCLAAN
Plant Science TC ES	TCPLES
Small Animal Vet Science	SMAAN

ART

Ceramics & 3D Art I	CER3D1
Digital Photography I	DPHOI
Digital Photography II	DPHOII
Drawing	DRAW
Film	FILM
General Art	GENART
Painting I	PAINTI
Painting II	PAINII

BUSINESS & INFORMATION TECHNOLOGY

Accounting A	ACCOA
Accounting B	ACCOB
Accounting C TC	TCACCC
Business Communications I TC	TCBUCI
Business Management TC	TCBUSM
Business Ownership & Marketing TC	TCBUSO
Financial Security TC	TCFINS
Microsoft Office Suite TC	TCMOS
Personal Finance	PERFI
Web Design I	WEBDEI
Web Design II	WEBDII

ENGLISH

Creative Writing I	CREWRI
Creative Writing II	CREWII
English 9A	ENG9A
English 9B	ENG9B
English 10A	ENG10A
English 10B	ENG10B
English 11A	ENG11A
English 11B	ENG11B
English 12	ENG12
Novels	NOVELS
Speech	SPEECH

COURSE KEYS**ENGLISH cont.**

Writing Composition	WRICOM
Writing For Production A	WRPROA
Writing For Production B	WRPROB
Yearbook Production	YEARBO

FAMILY & CONSUMER SCIENCE

Culinary Arts I/ProStart I TC	TCCULI
Culinary Arts I/ProStart II TC	TCCUII
Foods I	FOODI
Foods II	FOODII
Health Science Occupations TC	TCHLSC
Parents & Children TC	TCPARC
Working with Children (ACCT) TC	TCWCHI

MATHEMATICS

Algebra A	ALGA
Algebra B	ALGB
AS Algebra II A	ASAIIA
AS Algebra II B	ASAIIB
AP Calculus A	APCALA
AP Calculus B	APCALB
Geometry A	GEOA
Geometry B	GEOB
Pre-Calculus A	PRCALA
Pre-Calculus B	PRCALB
Statistics A	STAA
Statistics B	STAB
Technical Math A	TECHMA
Technical Math B	TECHMB

MUSIC

Concert & Marching Band A	BANDA
Concert & Marching Band B	BANDB
Concert Choir A	CHOIRA
Concert Choir B	CHOIRB
Jazz Band A	JAZZA
Jazz Band B	JAZZB
Music Theory & Composition A	THECOA
Music Theory & Composition B	THECOB
Treble Choir A	TREBLA
Treble Choir B	TREBLB

COURSE KEYS**PHYSICAL EDUCATION**

Fit for Life	FITFO
Health	HEALT
Individual Sports 1	INDSP1
Individual Sports 2	INDSP2
Lifetime Sports	LIFSP
Physical Education 9	PE09
Team Sports 1	TEASP1
Team Sports 2	TEASP2
Unified Phy. Ed.	UNPHY
Weight Training A	WTTRA
Weight Training B	WTTRB

SCIENCE

Advanced Biology A TC	TCABIA
Advanced Biology B TC	TCABIB
AP Chemistry A	APCHEA
AP Chemistry B	APCHEB
AP Physics A	APPHYA
AP Physics B	APPHYB
Biology A	BIOA
Biology B	BIOB
Chemistry A	CHEMA
Chemistry B	CHEMB
Environmental Biology A	ENBIOA
Physical Science A	PHYSCA
Physical Science B	PHYSCB
Physics A	PHYSIA
Physics B	PHYSIB

SOCIAL STUDIES

American Government	AMGOV
AP Human Geography A	APHGEA
AP Human Geography B	APHGEB
AP Psychology A	APPSYA
AP Psychology B	APPSYB
AP US Government & Politics A	APGOVA
AP US Government & Politics B	APGOVB
AP US History A	APUSHA
AP US History B	APUSHB
Criminal Justice	CRIMJU
General Psychology	GENPSY
Genocide	GENOC
Sociology of Sports	SOCSP
US History A	USHIA
US History B	USHIB
Wisconsin History	WIHIS
US Modern History	USMHIS
World History A	WOHIA
World History B	WOHIB

COURSE KEYS**TECHNOLOGY & ENGINEERING EDUCATION**

Architectural Drawing & Design TC	TCARCH
Computer Aided Drafting & Design 1 TC	TCCAD1
CNC Programming	CNCPRO
Cold Metals Processes	COLME
Electronics & Robotics	ELECRO
Engine Systems Technology	ENSYS
Game Design	GAMDES
Intro to Engineering TC	TCINTE
Residential Construction TC	TCRESC
Welding & Machine I TC	TCWELD
Welding & Machine II TC	TCWEII
Woods Processes I	WOOD1
Woods Processes II	WOODII

WORLD LANGUAGE

Novels in Spanish (Latin America)	NOVLA
Novels in Spanish (Spain)	NOVSP
Spanish 1A	SPA1A
Spanish 1B	SPA1B
Spanish 2A	SPA2A
Spanish 2B	SPA2B
Spanish 3A	SPA3A
Spanish 3B	SPA3B

2023-2024 CURRICULUM OFFERINGS - GRADES 9-12

AGRICULTURE, FOOD & NATURAL RESOURCES

Course	Credit	Req.	Elective
Agribusiness	½		9 10 11 12
Agricultural Processing I & II	½ & ½		9 10 11 12
Agriscience	½		9 10 11 12
Animal Science	½		9 10 11 12
CaSH (Career Skills Help)	½		11 12
Field Conservation	½		11 12
Fisheries & Wildlife	½		9 10 11 12
Forestry & Outdoor Recreation ES	½		9 10 11 12
Horticulture & Landscaping TC	½		9 10 11 12
Large Animal Vet Science TC	½		10 11 12
Plant Science TC ES	½		10 11 12
Small Animal Vet Science ES	½		10 11 12

ART

Course	Credit	Req.	Elective
Ceramics & 3D Art I	½		9 10 11 12
Digital Photography I & II*	½ & ½		9 10 11 12
Drawing	½		9 10 11 12
Film	½		9 10 11 12
General Art	½		9 10 11 12
Painting I & II	½ & ½		9 10 11 12

*Digital Photography II not offered 2023-2024

BUSINESS & INFORMATION TECHNOLOGY

Course	Credit	Req.	Elective
Accounting A	½		10 11 12
Accounting B	½		10 11 12
Accounting C TC	½		11 12
Business Communications I TC	½		10 11 12
Business Management TC	½		11 12
Business Ownership & Marketing TC	½		10 11 12
Financial Security TC	½		11 12
Microsoft Office Suite TC	½		10 11 12
Personal Finance	½	10 11 12	
Web Design I & II	½ & ½		10 11 12

ENGLISH – 4 credits required

Course	Credit	Req.	Elective
English 9A & 9B	½ & ½	9	
English 10A & 10B	½ & ½	10	
English 11A & 11B	½ & ½	11	
English 12	½		12

ENGLISH ELECTIVES (DOES GO TOWARDS 4 ENGLISH CREDITS)

Creative Writing I & II	½ & ½		9 10 11 12
Novels	½		9 10 11 12
Speech	½		9 10 11 12
Writing Composition	½		10 11 12
Writing for Production A & B	½ & ½		11 12
Yearbook Production	½		10 11 12

FAMILY & CONSUMER SCIENCE

Course	Credit	Req.	Elective
Culinary Arts/ProStart I TC	½		10 11 12
Culinary Arts/ProStart II TC	½		11 12
Foods I & II	½ & ½		9 10 11 12
Health Science Occupations TC	½		10 11 12
Parents and Children TC	½		10 11 12
Working With Children (ACCT) TC	½		11 12

MATHEMATICS – 3 credits required

Course	Credit	Req.	Elective
Algebra A & B	½ & ½	9	
Algebra II A & B AS	½ & ½		9 10 11 12
AP Calculus A & B	½ & ½		12
Geometry A & B	½ & ½		9 10 11 12
Pre-Calculus A & B	½ & ½		11 12
Statistics A & B	½ & ½		11 12
Technical Math A & B	½ & ½		11 12

MUSIC

Course	Credit	Req.	Elective
Concert & Marching Band A & B	½ & ½		9 10 11 12
Concert Choir A & B	½ & ½		9 10 11 12
Jazz Band A & B	½ & ½		9 10 11 12
Music Theory & Composition A&B	½ & ½		11 12
Treble Choir A & B	½ & ½		9 10 11 12

PHY ED – 1 ½ credits (Health ½ credit)

Course	Credit	Req.	Elective
Fit For Life	½		10 11 12
Health	½	9 10 11 12	
Individual Sports 1 & 2	½ & ½		10 11 12
Lifetime Sports	½		10 11 12
Physical Ed 9	½	9	
Team Sports 1 & 2	½ & ½		10 11 12
Unified Phy. Ed.	½		9 10 11 12
Weight Training	None		9 10 11 12

SCIENCE - 3 credits required

Course	Credit	Req.	Elective
Advanced Biology A & B TC	½ & ½		11 12
AP Chemistry A & B	½ & ½		11 12
AP Physics A & B	½ & ½		12
Biology A & B	½ & ½	9 10	
Chemistry A & B	½ & ½		10 11 12
Environmental Biology	½		9 10 11 12
Physical Science A & B	½ & ½	9	
Physics A & B	½ & ½		10 11 12

NOTE:

Check course description book for required and elective courses.

SOCIAL STUDIES – 3 credits required

Course	Credit	Req.	Elective
American Government	½	11 12	
AP Human Geography A & B*	½ & ½		9 10 11 12
AP Psychology A & B	½ & ½		11 12
AP U.S. Gov & Politics A & B	½ & ½		10 11 12
AP U. S. History A & B	½ & ½		10 11 12
Criminal Justice	½		11 12
General Psychology	½		11 12
Genocide	½		10 11 12
Sociology of Sports	½		10 11 12
U. S. History A & B	½ & ½		10 required or take AP US History
US Modern History	½		11 12
Wisconsin History	½		10 11 12
World History A & B	½ & ½		9 required or take AP Human Geography

*Not offered 2023-2024

TECHNOLOGY & ENGINEERING EDUCATION

Course	Credit	Req.	Elective
Architectural Drawing Design	½		9 10 11 12
CADD I TC	½		9 10 11 12
CNC Programming	½		11 12
Cold Metals Processes	½		9 10 11 12
Electronics & Robotics	½		10 11 12
Engine Systems Technology	½		10 11 12
Game Design	½		10 11 12
Intro to Engineering TC	½		9 10 11 12
Residential Construction TC	1		10 11 12
Welding & Machine I TC	½		9 10 11 12
Welding & Machine II TC	½		9 10 11 12
Woods Processes I	½		9 10 11 12
Woods Processes II	½		9 10 11 12
<i>Welding Academy</i>			
Welding Safety & Orientation	.75		11 12
Industrial Skills for Welders	.75		11 12
Welding Print Reading	.75		11 12
Gas Arc Welding	.75		11 12

WORLD LANGUAGES

Course	Credit	Req.	Elective
Novels in Spanish (Latin America)	½		9 10 11 12
Novels in Spanish (Spain)	½		9 10 11 12
Spanish 1A & 1B	½ & ½		9 10 11 12
Spanish 2A & 2B	½ & ½		10 11 12
Spanish 3A & 3B	½ & ½		11 12

AP Advanced Placement
AS Advanced Standing
ES Science Equivalency
TC Transcripted Credit

