

# **Mondovi High School**

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**Registration Handbook**

**2019-2020**

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## **FORWARD**

This registration handbook has been designed to give the student a comprehensive view of the course offerings at Mondovi High School. When a student is fully aware of all the opportunities available to him/her, a wise choice can be made when selecting those courses which most nearly meet his/her interests, needs, and abilities. Thus, students are encouraged to make the greatest possible use of this handbook and to take full advantage of the help it has to offer. Also, the student is urged to seek the assistance of teachers, counselors and parents by discussing choices with them before making final decisions. In this way, the possibility of a program with which the student will remain happy throughout the school year will be greatly increased.

This handbook is also intended to assist parents, teachers, and counselors in guiding students toward the greatest realization of their educational goals. It is sincerely hoped that the information contained herein is sufficiently descriptive to be meaningful and helpful, and all are encouraged to familiarize themselves with the course offerings of each department.

### 118.13 PUPIL NONDISCRIMINATION LAW

"No students in public elementary and secondary schools may be denied admission to any public school or be denied participation in, be denied benefits of or be discriminated\* against in any curricular, extracurricular, pupil service, recreational or other program or activity because of the person's sex, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental emotional or learning disability."

- "Discriminated" includes bias, stereotyping and pupil harassment

### ***AN EQUAL OPPORTUNITY EMPLOYER***

***THE SCHOOL DISTRICT OF MONDOVI WILL NOT DISCRIMINATE ON THE BASIS OF SEX, RACE, COLOR, NATIONAL ORIGIN, ANCESTRY, CREED, RELIGION, PREGNANCY, MARITAL OR PARENTAL STATUS, SEXUAL ORIENTATION, HANDICAP, OR PHYSICAL, MENTAL, EMOTIONAL OR LEARNING DISABILITY***

## GENERAL INFORMATION

### **I. EDUCATIONAL PROGRAM**

#### **A. Philosophy and Statement of Objectives**

The philosophy which follows is a statement of beliefs held by the administration and professional staff of Mondovi High School, giving direction to our educational process.

We Believe That:

Our world is an environment of increasing industrialization, complex technology, rapid change, and advancing knowledge. The world asks that each individual be prepared to contribute their special skills and knowledge to this environment while at the same time it demands that they know how to live in close cooperation with others and meaningfully with themselves. The world asks that they possess the moral responsibility to evaluate and to use wisely the changes which are constantly taking place and to be sensitive to future changes. The world asks further that man, with his vast stores of knowledge, be educated to the great responsibility he holds because of the acquisition of this knowledge.

Our nation is a democratic republic. It asks that the individual appreciate the economic, political, social, cultural, and technological opportunities that democratic living presents, and that he/she understands the demands made upon him/her for its welfare.

Our community is made up of a number of institutions (family, church, law, school, etc.) Each institution has a primary responsibility toward the growth of our youth; Furthermore, one institution cannot replace or be held accountable for the duties or failures of the primary responsibilities of another. However, all may supplement those duties where possible. The duty of the home and the church is to set the moral tone for and the social values of a child; The home, also, establishes the cultural attitudes of that child. The school's role is to supplement, not implement, these efforts. The primary responsibility of the school is academically to present the best curricular content that its resources permit, and within the abundance or limitations of its resources, to determine what that content will be and to secure the materials needed to fulfill it. The function of the community is to reinforce these academic endeavors. Our student body is composed of individuals differing in abilities, interests, attitudes, needs, and environments.

These talents and abilities may be developed by academic and exploratory vocational offerings, which are supplemented by a suitable curricular program. Each student must be helped to discover and to develop their uniqueness. Furthermore, they must be helped to understand that education is a satisfying and continual process. However, we, as a faculty, are also realistic; We recognize the limitations of our influence. We realize that our responsibility is to present them with the best information possible for their intellectual, cultural, and moral growth, and for their physical and mental health. They, however, are responsible for making their own growth happen.

Our faculty is professionally dedicated. This dedication requires that each teacher be constantly aware of current and potential innovations and changes in the methods and principals of education, and that they utilize those which will give their teaching depth and effectiveness. Furthermore, our professional

personnel is an integrated, interdependent, and cooperative "community," dedicated to a free exchange of knowledge and skills between administrators and teachers, among departments, among teachers, and between teachers and students.

We, the administration and professional staff involved in this educational endeavor, are proud of our school and desire that it continues to be an effective and dynamic institution of learning. To that end, we believe that our role as educators is expressed in our philosophy, and that our responsibility to the students is realized when we fulfill this philosophy.

### **STATEMENT OF OBJECTIVES**

This statement of objectives is intended to serve as one guide to planning instruction, judging pupil progress, and evaluating instruction. The objectives listed here are to be used in all grades, nine through twelve, and are, therefore, current, intermediate, and long-range. Objectives established for a given unit of instruction would, of course, be more specific. Ideally, the more specific unit objectives would grow out of and implement these general objectives.

#### **The educational objectives of Mondovi High School are:**

1. To inspire in each student those values and attitudes which will have a positive and beneficial effect upon each individual student and society.
2. To orient the student to the full appreciation of their cultural, social, technological, economic and political heritage, and to acquaint them with the effect of other world societies upon that heritage.
3. To demonstrate the need for and to encourage the conservation of human and natural resources.
4. To help prepare the student and to make wise economic decisions, both in his/her private life and as a citizen in a democratic republic.
5. To inspire in each student the appreciation of and responsibility for adult citizenship in a free country.
6. To provide opportunities for cultural development.
7. To develop in each student an understanding of and an appreciation for his/her local community: its uniqueness, its assets, and its limitations.
8. To realize that each student is unique and to aid him/her in the development of his/her talents and abilities.
9. To offer a curriculum and a co-curricular program which will meet the student's needs and interests and to prepare him/her for either an academic or a vocational future within our community or beyond.
10. To provide each student with the opportunity to develop the fundamental skills and knowledge which are basic to all other learning.
11. To help each student to develop and maintain good physical and mental health.
12. To inspire in the student the desire for the satisfaction which comes with learning and to instill the awareness that learning is a never-ending process.
13. To provide opportunities for students to receive and to express ideas effectively.
14. To build positively upon and to use applicable skills and abilities taught in various departments so that students may have a unified educational experience.
15. To determine regularly its achievement of these objectives by follow-up studies of its students and by periodic evaluations by the staff.

## **B. Comprehensive Program**

The educational program provided by Mondovi High School is of a comprehensive nature. As such, it provides for two general kinds of educational experiences - the regular classroom activities and those called extracurricular. Together they form an integrated whole aimed toward achieving stated objectives. The courses of study are recognized as the essential part of the educational process, the extra-curricular being supplementary and informally educational.

The courses of study as set forth in this book are designed to provide for the basic as well as the unique educational needs of each student. The meeting of individual needs is provided for in elective courses in adapting the content and instruction of the courses to the needs of individual students. Course content is planned to develop knowledge, understanding, attitudes, ideals, habits, and skills which are important for a full life in our American democracy.

## **C. The School Year**

The school year consists of two semesters, one beginning in September, and one in January. The program of studies provided in any semester is dependent upon adequate student enrollment and the availability of qualified staff.

## **D. Graduation Requirements**

Students in the School District of Mondovi must satisfy state and district course credit requirements, as outlined below, to be eligible to receive a Mondovi High School diploma:

Students must earn a total of 26 district approved credits. The 26 credit requirement must include at least 4 credits of English, 3 credits of Social Science, 3 credits of Science, 3 credits of Math, and 1.5 credits of Physical Education, .5 credit of Health, .5 credit of Personal Finance, .5 credit of Academic and Career Planning, and 11 elective credits in Agriculture, Art, Business, Family and Consumer Science, Music, Vocational and Technical Education, and World Language. The .5 credit of Health may be earned in Middle School with in return would mean students would have to earn 11.5 elective credits. Credits that exceed the minimum in the core subject areas become elective credit.

### **Board Approved Activities**

Students must have been enrolled in a class or participating in a Board approved activity, or an approved alternative program, during each class period of each school day during the high school grades in order to be eligible for a high school diploma.

### **Community Service**

The district recommends and encourages students to complete at least 30 hours of Community Service. Community Service may include any unpaid hours students spend assisting staff in non-credit earning projects, working with community non-profit and/or governmental organizations, and/or as a volunteer working on a service project sponsored by a School District sponsored club or organization.

### **Credit**

A student receives credit for each course they successful complete at the end of each semester. Upon successful completion of a course a student will in most cases earn ½ credit. The normal credit load is 7

credits per year. Effective September 2003, students in the School District of Mondovi wishing to receive a diploma shall also meet the requirements included in section 118.33 of the state statutes, as revised by 1999 Wisconsin Act 9.

### **E. Individualized Learning Programs**

Mondovi High School attempts to meet the individual needs of students by providing the following programs. Students with questions about a particular program should be routed to the guidance counselor.

1. Regular Program:

The majority of the students will be placed in regular classes, which offer a sound, general education background for either entrance into a post-secondary institution or for entrance into the world of work.

2. Special Education (SPED)

Mondovi offers a complete program of SPED services, including LD, CD, ED, and 504 under the (ADA) American Disabilities Act. Students who qualify are placed in the LD, CD, or ED area, in fulfillment of the least restrictive environment. Students who qualify for 504 (ADA), are placed in an educational program that provides for the most reasonable access to a regular education program.

3. Modified Education Program (504):

A modified education program is available for a student who has a definable handicap. The most reasonable access for programming will be provided for a student who has an identifiable handicapping condition.

4. Advanced Placement:

Advanced Placement is an opportunity for junior and senior students to earn college credit, if they pass the AP exam, within the following AP courses: Biology, Calculus, Psychology, and Spanish. Students do not need to take an AP class in order to take an AP exam. For example, we regularly have students take the AP English exam after completing Honors English.

5. Chippewa Valley Technical College (CVTC) Academies

High School Academies are a series of courses that lead into a degree program. Academies are designed to meet high school needs with broad goals of offering program exploration, a recognized industry credential or embedded technical diploma, or up to a full year of an associate degree program. High School Academies may be available at a CVTC campus or at the high school location. Academies may include any combination of Transcribed Credit or "Start College Now" course sections and are set aside only for high school students.

6. Wisconsin's Early College Credit Program (ECCP):

Under this program, juniors and seniors may take courses at a University of Wisconsin System center or college, a private, nonprofit institution of higher education or a Wisconsin Technical College System school for high school credit. Participation in this program must be approved by the Board of Education.

7. Pupil Services:

- a. School Counseling services are provided for all students. Services include, but are not limited to, all in the career, academic, and personal/social areas.
- b. The services of the School Psychologist are available to all students.
- c. The services of a speech therapist are available to students with speech problems.

8. Career and Technical Education (CTE) Program:  
The CTE departments are agriculture, business, family and consumer science, and vocational and technology education. Students may receive dual credit for certain courses in each of these departments called Advanced Standing.
9. Independent Study:  
Some course options are available for independent study through the approval of the principal. Examples are peer tutoring, teacher assistant or individualized classes.
10. OdysseyWare (OW):  
OdysseyWare (OW) is a fully accredited online learning platform that offers core, CTE, elective, and AP courses to students through a student-paced and mastery-based curriculum system that is based on meeting all common core standards. There are approximately 250 courses available to students in grades 9-12. OW courses are completed solely online as students learn through embedded videos and editorials.
11. Transcribed Credit:  
Transcribed credit is an articulation agreement between Mondovi High School and Chippewa Valley Technical College in which students may receive both high school credit and technical college credit for specific classes. Upon completion of a transcribed credit course, students receive an official CVTC transcript. Courses can then be transferred to other colleges and technical colleges. Transcribed credit (also known as dual credit) is a CVTC course taught by a Wisconsin Technical College System certified high school teacher at Mondovi High School.
12. Distance Learning Education:  
Sophomore, Junior, and senior students may enroll in elective classes that are taught by either Mondovi High School or other area schools. These semester classes are taught via interactive telecommunications technologies and are offered on a limited basis. Interested students should refer to the Distance Learning course booklet for specific classes being offered.
13. Work Based Learning (WBL)  
Junior and senior students can participate in school supervised, on the job work experience during school hours and earn high school credit provided they meet certain program requirements.
13. Gifted and Talented  
Students who are identified as exceptional in one or more of the five recognized areas of abilities are afforded specialized programming, depending on the student's identified ability. The five areas are: intellectual, academic, leadership, creative, and visual arts (art, music, and drama).

### **Mondovi High School Online Course Policy**

This policy is an attempt to encourage students to expand the scope of their educational plans and pursue online course selection options (courses that we do not offer in house). The School District of Mondovi utilizes the OdysseyWare online program for all of our online needs. The policy does not supersede the current ECCP, Start College Now, and CVTC Academy policies applied to college courses.

**Pass/Fail Option:** Currently the grade students receive in an online course appears on their transcripts and has an effect on their cumulative Grade Point Averages and class rank. Some students have concerns about online provider expectations and may be more inclined to attempt an online course if they were able to take it on a Pass/Fail basis in which case the credit would count toward graduation,

but GPAs would not be affected. *Students will be allowed to take one online course on a Pass/Fail basis – they must make that determination by the first mid-quarter (five weeks into the course). Pass/Fail credit will apply toward graduation, but will not be figured into a student’s cumulative GPA.*

**Limit of two online credits:** *Students will be allowed to take a maximum of two credits online.* The rationale for this limit is two-fold: one, the integrity of an MHS diploma is more strictly maintained if less than 10% of the coursework is supervised by non-local entities.

**Student liability for failed courses:** *If a student does not pass a course or finish it before the deadline, he or she will be responsible for reimbursing the district for the tuition costs. Courses must be completed by the end of the current school year (seniors must be finished two weeks prior to graduation).*

### **DISTINGUISHED GRADUATE POLICY**

Following their second semester in high school and at the end of any semester in which they have achieved a cumulative Grade Point Average of 3.75 or above students may apply for the **Distinguished Graduate program**. This application will be kept on file to track each student’s progress toward the final distinction which will be honored at Awards Night and Graduation, and noted on their final transcript. Note that all students receiving official “Top Ten” honors at graduation must be “Distinguished Graduates.” Students who want to be recognized as a Distinguished Graduate must:

- Earn a minimum of 28 credits
- Cumulative GPA must remain above 3.75
- Minimum of one online course or approved technology -based course (distance learning, Moodle, Edmodo or Blackboard component)
- ½ credit of service learning (tutoring, computer lab support, or individually designed program)
- At least three 5 point classes and 120 points of course value or less than three 5 point classes and 130 points of course value (each course has been assigned a course value between one and five points.)

### **COURSE LISTING WITH ASSIGNED NUMERIC WEIGHTS**

#### **Introductory or Required Course - Numeric weight of 1 point**

Academic and Career Planning  
Advanced Fitness  
Agriculture Exploration I and II  
Algebra I  
Band (1 point each for years 1 & 2)  
Biology  
Body Shop Fitness  
Chorus (1 point each for years 1 & 2)  
Commercial Art  
Computer Applications  
Drawing I  
English 9, 10, 11, 12  
Exploring Music  
Family Relationships

#### **Prerequisites or Grade Level Requirements - Numeric weight of 2 points**

Ag. Leadership I and II  
Ag. Mechanics & Adv.  
Architectural Design  
Band (2 points each for year 3 &4)  
Basic Electricity  
Buffalo Manufacturing  
Business Law  
Chorus (2 points each for year 3 &4)  
Drawing II  
Engineering and Problem Solving  
Food Science  
Foods and Nutrition II  
General Metals  
Geometry

Foods & Nutrition I  
Graphics  
Health Education  
Independent Study  
Information Processing  
Introduction to Art  
Introduction to Business  
Introduction to Psychology  
Introduction to Technology  
Woods I  
Math for a Technical World  
Painting I  
Parenting  
Personal Finance  
Physical Education (summer) (¼ credit)  
Physical Education 9  
Physical Science  
Political Science  
Pottery I  
Pre--Algebra  
Publications (Yearbook)  
Sculpture and Design  
Service Learning  
Teachers Assistant  
US History  
World Geography

**Prerequisites and Grade--level  
Requirements: Numeric weight of 3 points**

Advanced Foods  
Algebra II  
Architectural Drafting  
Chemistry  
Construction  
Introduction to Computer Aided Drafting  
Media Studies  
Pre College Math  
Spanish II  
Statistics  
Woods II

**AP and TC Courses:  
Numeric weight of 5 points**

Accounting I (CVTC credit)  
AP Biology  
AP Calculus (AB)  
AP Psychology  
AP Spanish  
Physics I (CVTC credit)

Graphics II  
Lifetime Activities  
Media Literacy  
Optical Art  
Outdoor Adventures  
Painting II  
Photography II  
Pottery II  
Science and Society  
Show Choir  
Small Engines  
Spanish I  
Sports for Life: Fall and Spring  
Web Page and Design  
Wildlife and Natural Resources  
Work Based Learning

**Third/Fourth Course of Study, Honors or  
TC credits: Numeric weight of 4 points**

American Sign Language 1 (NTC Credit)  
Animal Science (CVTC Credit)  
Chemistry II and III  
Composition II (UW Marshfield Credit)  
Early Childhood Ed. (CVTC credit)  
Engineering Design (CVTC credit)  
Honors English  
Human Anatomy and Physiology  
Infants and Toddlers (CVTC credit)  
Introduction to Horticulture (CVTC Credit)  
Introduction to Literature (UW Marshfield)  
Introduction to Sociology (CVTC Credit)  
Medical Terminology (CVTC Credit)  
Microsoft Office (CVTC credit)  
Physics II  
Pre-Calculus  
Spanish III

## **GENERAL INFORMATION, PLANNING, POLICY AND PROCEDURES**

### **Student and Parent/Guardian Responsibility for Course Selection**

Administrators, school counselor, and teachers are pleased to assist students in grades 8-12 with high school academic planning. While school personnel assist in the process, the student and parent/guardians ultimately make the final decisions regarding their high school academic planning and course selection. If students have questions regarding course registration they should consult the high school guidance counselor.

Students and parent/guardians are encouraged to share, discuss, and plan their high school program and course selection with each other. These decisions are important and should be made only after thoughtful consideration.

### **General Information on Course Offerings**

The 9<sup>th</sup>-12<sup>th</sup> grades of high school may be viewed as a single experience in preparation for the student's future. Students are encouraged to develop a 4-year program of study leading to a successful transition from Mondovi High School. Course selection should be based on a combination of factors including: required courses, interests, and post-secondary entrance requirements. We again encourage students and parents/guardians to make this a joint decision.

Since entrance requirements vary greatly depending on the institution, we recommend students familiarize themselves with the entrance requirements of selected technical colleges and universities early on during their high school career. Admission to the university or technical college of your choice is most often dependent on the appropriate course selection, class rank, grade point average, and college entrance exam scores.

If you have specific questions or problems relative to developing the best possible high school program please seek out help from the high school guidance counselor.

### **Things to Know When Registering for Classes**

1. Courses offered will depend on the number of student requests. Courses with low enrollment are subject to cancellation.
2. Students will not be given the opportunity to select class periods or teachers.
3. Each student should write in four alternative classes to be used in the event a conflict occurs or classes are cancelled. Please rank your alternative courses.
4. Meeting all the MHS graduation requirements does not guarantee students will meet the requirements they need to enter a 4-year or 2-year university and/or technical college. Students should review the admissions requirements of schools they are interested in attending or meet with the high school guidance counselor.
5. Students must take a minimum of six courses, not counting teachers assistant, to compete in extra-curriculars.
6. Students who fail a required course should re-enroll in that course at the earliest opportunity or plan on attending summer school.

### **Drop/Add Policy**

Students should make every attempt to have their schedule finalized prior to the start of each semester as students will not be able to change their schedules once each semester begins. Students withdrawing from a course after the second week of the semester will receive an F for their semester grade, which will be recorded on the student's transcript and be factored into their cumulative GPA.

### **Definition of Terms**

Credit is a measure of school achievement. For successful completion of a semester's work in a subject meeting daily for one period, students receive one-half credit toward the 26 credits required for graduation.

Prerequisite refers to a course or other conditions which must be completed before a course may be taken. Prerequisites are listed in each course description.

Required courses are courses which must be completed in order to earn a diploma from Mondovi High School: English, Math, Science, Social Studies, Health, Physical Education, and Personal Finance.

Elective courses are those selected to be supplemental to the list of required courses. Students should select elective classes on the basis of personal interest, career goals, and availability.

### **High School Grading System and GPA/Class Rank**

Once a student begins to attend high school, all semester grades become part of a permanent record referred to as a student's high school transcript. A student's transcript includes grades, grade point average, and class rank for your entire high school career.

### **Academic Distinction and Awards**

The following is a list of academic distinctions and awards available at Mondovi High School.

#### *Academic Distinction/Graduation Ceremony*

- Distinguished Graduate: See page 9
- Highest Honors: Student who graduate with a GPA of 3.7 to 4.0. Students will be provided with a gold cord for graduation
- High Honors: Students who graduate with a GPA of 3.4 to 3.699. Students will be provided with a gold cord for graduation.
- Honors: Students who graduate with a GPA of 3.0 to 3.399. Students will be provided with a gold cord for graduation.

#### *Honor Roll*

- Students will be considered an honor roll student if their GPA is 3.0 or higher during the last grading period.

#### *Valedictorian/Academic Excellence Award*

- The valedictorian is the student in the graduating senior class with the highest cumulative GPA after the first semester of their senior year (Ties are broken by the student's ACT score). Students are awarded a \$2250 scholarship for four years (total of \$9000) to be used at a private or public college, university, and/or technical college in the state of Wisconsin.

### *Salutatorian*

- The salutatorian is the student in the graduating senior class with the second highest cumulative GPA after the first semester of their senior year.

### *Technical Excellence Scholarship (TES)*

- The technical excellence scholarship is awarded to a graduating senior who will be attending a Wisconsin Technical College the fall semester after graduation. The scholarship is awarded to the individual who accumulates the most points throughout their high school career. Points are earned by taking Career and Technical Education courses (Agriculture, Business, Family and Consumer Science, and Vocational and Technical Education) and by being members of FFA and/or FBLA. The scholarship is in the amount of \$2250 per year for up to three years.

### *Presidential Award for Academic Excellence*

- Students will be awarded the presidential award for academic excellence if they have a GPA of 3.5 or higher and if their ACT or SAT math or reading scores were in the 85% percentile or higher.

## **Post-Secondary Planning**

Students need to be aware of the entrance requirements for 2 and 4-year universities and technical colleges as they plan their high school program. Below students will find entrance requirements for the University of Wisconsin System, private colleges, and 2-year and technical colleges. Information about other schools is available in the guidance office. ***It is the student's responsibility to be properly prepared. Plan for all options you may consider after high school.***

### **Options after High School**

Most careers require some educational training beyond high school.

- 2-year UW/Community Colleges (Example; Marshfield, Marathon, and Barron County)
- Technical Colleges (Example: Chippewa Valley Technical College, Western Technical College, and Wisconsin Indianhead Technical College)
- 4-year University (Example: Madison, UW-Eau Claire, and UW Stout)
- Private Colleges/Universities (Example: Marquette, Viterbo, St. Norbert, and Ripon)
- Proprietary/Trade Schools (Example: La Corde On Bleu and Cosmetology schools)
- Military (Army, Air Force, Navy, Coast Guard, National Guard, and Marines)
- Apprenticeships (Highly structured combination of on the job training and classroom related instruction. Programs range from 2-5 year in length and are available in a wide range of construction, service, and industrial occupations)
- Employment

### The 4-Year College/Private College Student

4 Factors a College/University will consider when admitting a student:

1. Rigor of Students Schedule (Quality vs. Quantity)
2. ACT/SAT Test Score
3. Grade Point Average
4. Class Rank

### **Rigor of Students Schedule:**

Students who are considering attending college should select courses beyond the minimum requirements. Students completing academically rigorous courses, especially during the student's senior year, will be strong candidates for admission.

### **Recommended Coursework for Students Planning to Attend 4-year College/University**

<b><u>Content Area</u></b>	<b><u>Minimum for Application</u></b>	<b><u>Recommended for Application</u></b>
English	4	4 (Honors English)
Math (Algebra I and higher)	3	4+
Science	3	4
Social Studies	3	3+
Single Foreign Language	0-2 ( <i>depends on college</i> )	2-4
Additional Academic Areas/Fine Arts	2-4	4+
<b>Core Units</b>	<b>17</b>	<b>22+</b>

### **Grade Trends**

An upward academic trend (grades continue to rise year after year) improves the likelihood of a student being admitted. A downward trend diminishes a student's ability to be admitted.

### **Class Rank/GPA**

Universities will request a student's GPA and class rank; it is also on our high school transcripts. It is important that students evaluate and study their collegiate options as colleges differ on the GPA and class rank they require for admission.

### **Non-Academic Qualifications**

Numbers alone do not determine admissibility. Universities look for students with special or unique talents and who give of themselves as well. Please remember that while non-academic indicators will make a good applicant strong, they will never make an academically weak applicant admissible.

#### Examples of Non-Academic Areas

- Extracurricular Activities
- Leadership Experiences
- Community Service Project
- Special Talents/Abilities
- Personal Character

### **College Entrance Exams**

*ACT and/or SAT are required entrance exams for all 4-year colleges:*

**ACT:** The ACT exam is the most widely used college entrance exam. The ACT assesses high school student's general educational development and their ability to complete college level work. Each spring the School District of Mondovi is required to facilitate the ACT to all juniors. It is recommended that students pursuing a degree from a 4-year college take the exam another time. The exam dates are in February, April, and/or June. Mondovi High School typically facilitates the exam in April and June.

**SAT:** The SAT exam is typically only necessary if a student is applying to post-secondary schools on the East or West coasts. The SAT exam assesses critical reading, mathematical reasoning, and writing skills that students have developed over time and will need to be successful in college.

-Though less common, the SAT is still accepted at most colleges and students may want to consider the SAT over the ACT due to scheduling conflicts with the ACT dates. Please see the guidance counselor if you have any questions and plan ahead. Check with your colleges of choice to see which exam they prefer.

-The best way to prepare and do well on the ACT and SAT is to take a rigorous course load, regardless of achievement, while in high school.

-Conclusive research has shown that ACT and SAT scores climb higher with each additional year of foreign language. In essence, the research is stating that with each additional year of foreign language your ability to succeed at a post-secondary institution improves. Furthermore, putting a third and/or fourth year of a foreign language on your transcript will greatly improve your rigor of schedule and catch the eye of all post-secondary admissions counselors.

### **University of Wisconsin System Requirements**

All schools in the University of Wisconsin (UW) System accept either the ACT or the SAT for admission, although the ACT is preferred. Some schools require students who take the ACT or SAT to also take the writing portion of the exam as well. Please check with the schools you are interested in to determine if they require the writing portion or not.

All UW institutions require a minimum of 17 high school credits in the following areas:

1. Core Area Preparatory Credits            13 Credits
  - English                                    4 Credits
  - Math                                        3 Credits (Algebra I and higher)
  - Science                                    3 Credits
  - Social Studies                        3 Credits
  - Elective Credits                        4 Credits

Elective credits may be chosen from any of the above listed core areas and foreign language, computer science, and/or fine arts. Some schools will accept vocational courses for a portion of these four credits.

Specific schools in the UW -System may have additional entrance requirements. For example, UW-Madison requires two years of a single foreign language. In addition, foreign language may help fulfill certain graduation requirements at other UW campuses. Students should check school catalogs or meet with the school counselor to determine specific entrance requirements.

For information and admission requirements to the UW -System please visit:

UW-Help [www.uwhelp.wisconsin.edu](http://www.uwhelp.wisconsin.edu)

### **Private College Admission Requirements**

Wisconsin has 20 outstanding private colleges and universities from which to choose from if a student so chooses. Private colleges tend to offer students a more family -like atmosphere with smaller campuses and low teacher to student ratios. Admission to private colleges and universities is very subjective. The strongest candidates will have taken the following:

- 4 years of English
- 3 years of Math (Algebra I and higher)
- 3 years of Science
- 3 years of Social Studies
- 2 or more years of a single foreign language is strongly recommended
- Students should take advantage of Accelerated, Honors, and AP courses when available

The greater the number of courses taken in the subjects listed above the stronger the application will be. For specific information regarding each school go to [www.wisconsinmentor.org](http://www.wisconsinmentor.org) and click on “Select a School”. Then either type in the name of the school you are looking for or click on “Comparative View”. A list of the 20 colleges and universities will then be provided.

### **2-Year Colleges**

2-year colleges provide students with a start towards a bachelor’s degree to be eventually earned at another institution. 2-year colleges offer small classes, lower tuition, and help students ease into their collegiate careers. Credits earned at a 2-year UW college, for example UW -Barron County, are guaranteed to transfer to any 4-year UW College, for example UW -Eau Claire. To be admitted students must graduate from high school, have completed 4 years of English, 3 years of math, science, and social studies, and have taken the ACT or SAT test.

### **Technical Colleges**

Technical colleges provide education and training for the majority of hands-on and high skill jobs. While attending a technical college students may earn certification or an associate’s degree. Admission to a technical college varies greatly depending on the program that a student plans on pursuing. Many programs have specific requirements for admission. For example, some programs require specific courses with a minimum grade of “C” or better or a student must have completed certain types of “pre-training” like CPR or CNA training. Students interested in attending a technical college should refer to the

program listing in the course catalog or on the college's website for a description of program's admission requirements.

For information regarding Wisconsin and Minnesota technical colleges please refer to the following two websites:

- Wisconsin Technical Colleges.....www.witechcolleges.org
- Minnesota Colleges.....www.mnscu.edu

### **Career Cruising**

Career Cruising is an Internet based resource that all students should be using to assist them in making an informed decision regarding their future career and educational endeavors. Career Cruising can be used as a tool to help foster the development and utilization of occupational, educational, and other career planning information. Furthermore, Career Cruising will help students facilitate lifelong career development, a meaningful work life, and a sound economic future. The Career Cruising website is listed below:

[www.careercruising.com](http://www.careercruising.com)

### **Youth Apprenticeship**

Youth Apprenticeship (YA) integrates school-based and work-based learning to instruct students in employability and occupational skills defined by Wisconsin industries. Mondovi High School is able to partner with local organizations and provide training based on statewide youth apprenticeship curriculum guidelines, endorsed by business and industry. Students will collaborate with Mr. Gray and be partnered with a skilled worksite mentor. Students will be simultaneously enrolled in academic classes to meet Mondovi High School graduation requirements, in a youth apprenticeship related instruction class, and are employed by a participating employer under the supervision of a skilled mentor. In conclusion, Youth Apprenticeships prepares students for further training at either postsecondary educational institution or at a business or industry

#### **Key elements of the youth apprenticeship program are:**

1. Industry-developed skill standards
2. Exposure to multiple aspects of the industry
3. Skilled mentors assigned to train the students
4. Paid on-the-job work experience
5. Related classroom instruction concurrent with work-based learning
6. Curriculum guidelines for all programs
7. Performance evaluation of demonstrated competencies
8. State-issued skill certificate

## CURRICULUM GUIDE FOR AGRICULTURE EDUCATION

Agriculture is an \$88 billion industry in Wisconsin that employs over 500,000 employees! It's more than just production agriculture and farming....it includes careers with plant science/landscaping, mechanics, welders, engineers, animal science and veterinarians, food scientists and cheese makers, teachers, and wildlife conservationists and many other careers!

Over 20 million people work in agriculture....and you can have a career in Agriculture or just take a couple classes to learn some really cool things! Many of these classes prepare you for the real world or further training at the technical college or a four year university.

***If you'd like to be a part of the FFA organization, take an agriculture class and you'll become a member. There are many opportunities awaiting you both in the FFA and in the Agriculture classes...check it out!***

**Course Title:** Ag Exploration 1

**Course Number:** 151 - 1<sup>st</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 1 point

**Course Description:** This class is an exploratory class which covers a unit from each of the other Agriculture classes. This is an energy filled environment that explores classes such as Animal Science, Wildlife, Food Science, Plants/Landscaping, Leadership and General Metals. You'll enjoy learning about future opportunities in the FFA and other Agriculture classes!

**Course Title:** Ag Exploration 2

**Course Number:** 152 - 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 1 point

**Course Description:** This class will build upon what students are learning in Agriculture Exploration 1. Students will continue to explore Animals, Wildlife, Food Science, Plants & Landscaping, Mechanics and FFA. You'll enjoy learning about what future opportunities are available in the FFA and other Agriculture classes!

**Course Title:** Animal Science

***\*\*\*Elective Science Credit for HS Only\*\*\****

***\*\*\*CVTC Transcribed Course\*\*\****

***CVTC Course Title: Introduction to Animal Sciences - Course # 006-180 (3 credits)***

**Course Number:** 251 - 1<sup>st</sup> Semester

**Grades Offered:** 10-12

**Course Value:** 4 points

**Course Description:** Careers in veterinary science are in high demand and this course introduces students to basic veterinary care and handling of animals. Many hands-on labs are used to teach students how each body systems functions. Whether you're interested in being a veterinarian or what to learn how to better care for your pets, this course will benefit any animal enthusiast!

**Course Title:** General Metals

**Course Number:** 341 - 1<sup>st</sup> Semester

**Grades Offered:** 10-12

**Course Value:** 2 points

**Course Description:** General metals is a first semester course teaches students shop safety, OXY/ACETYLENE welding, ARC & MIG welding in addition to working with sheet metal to build a toolbox.

**Course Title:** Wildlife and Natural Resources

**Course Number:** 351 - 1<sup>st</sup> Semester

**Grades Offered:** 10-12

**Course Value:** 2 points

**Course Description:** Do you like hunting, fishing, forestry, food plots or are you interested in learning about these and much more? Maybe careers as a DNR warden, forester or scientist interest you. This class studies Wildlife Management, Forestry, and Soil/Water Ecology. Deer antler taxidermy, soils, school forest, and conservation labs provide students hands--on experiences to become conservationists of nature and wildlife.

**Course Title:** Ag. Leadership I

**Course Number:** 455 - 1<sup>st</sup> Semester

**Grades Offered:** 11-12

**Course Value:** 2 points

**Course Description:** This course will cover skills which are necessary for the 21<sup>st</sup> century. Hands--on activities allow students to manage and run all FFA activities. Students will be working with their peers, teachers, businesses and community members to conduct various programs in this course. Primary activities include: concessions, recruitment/open house, fruit sale, adopt--a--family, reward trips, Food for America, radio programs, FFA meetings, award applications and scholarships. This course is intended for all FFA officers, but other FFA members may take the course with permission from the instructor.

**Course Title:** Ag. Leadership 2

**Course Number:** 456 - 2<sup>nd</sup> Semester

**Grades Offered:** 11-12

**Course Value:** 2 points

**Course Description:** This course will cover skills which are necessary for the 21<sup>st</sup> century. Hands-on activities allow students to manage and run all FFA activities. Students will be working with their peers, teachers, businesses and community members to conduct various programs in this course. Primary activities include: concessions, recruitment, speaking contests, FFA Week and activities, UW-River Falls and State Career Development radio programs, FFA meetings, State FFA Convention, FFA Banquet, summer activities, award applications and scholarships.

**Course Title:** Introduction to Horticulture

**\*\*\*Elective Science Credit for HS Only\*\*\***

**\*\*\*CVTC Transcribed Course\*\*\***

*CVTC Course Title: Introduction to Horticulture - Course # 001-100 (3 credits)*

**Course Number:** 254 - 2<sup>nd</sup> Semester

**Grades Offered:** 10-12

**Course Value:** 4 points

**Course Description:** This is a course which introduces students to hands on activities which include landscaping, pruning, germination trials, grafting activities, growing flowering plants, transplanting and caring for plants in a greenhouse. Students will also gain employability skills for careers in landscaping, horticulture, flower arranging, greenhouse management, turf grass management, along with many others. The greenhouse will give students excellent opportunities to work with many projects and plants.

***Students who achieve a C or higher will earn 3 CVTC credits too!***

**Course Title:** Food Science

**\*\*\*Elective Science Credit for HS Only\*\*\***

**Course Number:** 254 - 2<sup>nd</sup> Semester

**Grades Offered:** 10-12

**Course Value:** 2 points

**Course Description:** *Have* you ever wondered how brats, cheese or other food products are made or where they come from? This course explores the numerous products that are made from production animals and Wisconsin produce. Students will utilize numerous scientific labs to create food science experiments while learning about the importance of biotechnology in today's global world.

**Course Title:** Ag. Mechanics and Advance General Metals

**Course Number:** 354 - 2<sup>nd</sup> Semester

**Grades Offered:** 10-12

**Course Value:** 2 points

**Course Description:** This is a hands--on class that allows students to complete many projects from building to fixing to re-building. If you have a project you'd like to work on (other than automotive) or if you just want to help others fix and work on projects, this class is for you. By understanding the mechanics of machines, metal, wood, construction and other components, we can work on about anything in our large shop. Ag Exploration and General Metals are prerequisites for this course. It is strongly recommended that Small Engines be taken before Ag Mechanics.

**Course Title:** Small Engines

**Course Number:** 346 - 2<sup>nd</sup> Semester

**Grades Offered:** 10-12

**Course Value:** 2 points

**Course Description:** This course is intended to acquaint students with internal combustion engine principals & the repair of small gasoline engines. Students will disassemble a lawnmower engine learn how to maintain small engines. It is strongly recommended that General Metals be taken before taking Small Engines.

## CURRICULUM GUIDE IN ART EDUCATION

In all art classes students will have an opportunity to work with many different materials and do a variety of fun/creative projects. All projects in all classes will emphasize some or all of the ELEMENTS and PRINCIPLES of DESIGN. Even though TECHNIQUE in each subject area will be emphasized, students will gain a HISTORICAL PERSPECTIVE on Art through project related ART HISTORY discussions. Students will also learn to CRITICISE Art through logical use of technical terms related to the elements and principles of design and Art History. Most importantly, students will constantly be using and refining CREATIVE PROBLEM SOLVING SKILLS which will not only help them in other course work, but also, in everyday life.

**Course Title:** Introduction to Art

**Course Number:** 499, 500 - 1<sup>st</sup> & 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 1 point

**Course Description:** This course introduces students to most media/techniques that they will encounter in higher level art courses. This course covers Drawing, Design, Painting, Pottery, and Sculpture. Intro to Art is primarily a studio course and is a pre-requisite for all other art courses offered.

**Course Title:** Drawing I

**Course Number:** 531, 532 - 1<sup>st</sup> or 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 1 point

**Course Description:** This course concentrates on basic drawing skills, composition, line use and shading technique. Students will use a variety of different media to duplicate still lifes, photos and create their own original works. This course is a pre-requisite for Drawing II.

**Course Title:** Drawing II

**Course Number:** 533, 534 - 1<sup>st</sup> or 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 2 points

**Course Description:** *Prerequisite Drawing I.* This course will help students refine skills learned in Drawing I. Students will begin to use color (pastels, ink, and colored pencil) to create their compositions. Students will also learn to draw the human figure.

**Course Title:** Painting I

**Course Number:** 535, 536 - 1<sup>st</sup> or 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 1 point

**Course Description:** This course will teach students about color theory. They will also learn basic terms and techniques for both watercolor and acrylic painting. Students will also learn about the history of painting. This course is a pre-requisite for Painting II.

**Course Title:** Painting II

**Course Number:** 537, 538 - 1<sup>st</sup> or 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 2 points

**Course Description:** *Prerequisite Painting I.* This course builds on skills learned in Painting I. Students will investigate different styles of painting and create their own original works. Students will use acrylics and watercolors. They will also design and paint a mural if wall space is available.

**Course Title:** Pottery I

**Course Number:** 539, 540 - 1<sup>st</sup> or 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 1 point

**Course Description:** Students will learn terms and techniques associated with clay use. They will learn to prepare clay and use the kiln. Projects will be made using different "hand building" methods. Students will also learn how to mix and use glaze. This course is a pre-requisite for Pottery II.

**Course Title:** Pottery II

**Course Number:** 541, 542 - 1<sup>st</sup> or 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 2 points

**Course Description:** *Prerequisite Pottery I.* Students will refine and build on skills learned in Pottery I. Pottery II will focus on projects created on the Potters' wheel. Students will create both functional and sculptural pottery.

**Course Title:** Sculpture and Design

**Course Number:** 543, 534 - 1<sup>st</sup> or 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 1 point

**Course Description:** Students will work with materials such as paper, clay, plastic and Mylar to create sculptures. Students will work exclusively in 3 dimensions, and will utilize different techniques in the creation of sculptures that will be "in the round" and the "relief".

**Course Title:** Black and White Photography

**Course Number:** 743, 744 - 1<sup>st</sup> or 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 1 point

**Course Description:** This one semester class introduces beginning photographers to methods of producing images using both 35mm single lens reflex and digital cameras. Through class discussions, darkroom use, and computer labs, students will understand the technical and aesthetic aspects of photography as a fine art and the historical context of photojournalism. Grading is based on assignments, research, participation, critiques, and a final portfolio. Students are required to provide a three ring binder and 8-1/2"x11" clear plastic sheet protectors.

**Course Title:** Digital Photography

**Course Number:** 749, 750 - 1<sup>st</sup> or 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 1 point

**Course Description:** Students will refine skills learned in Photography I. Those who demonstrate proficiency will select a focus of interest, such as, darkroom techniques, computer manipulation, themes, or photojournalism, and develop a portfolio of work.

**Course Title:** Commercial Art

**Course Number:** 527 - 1<sup>st</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 1 point

**Course Description:** Students will learn calligraphy techniques. They will create logos, advertisements, CD covers and cartoons. Students will also be exposed to several different careers in Art.

**Course Title:** Optical Art

**Course Number:** 530 - 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 2 points

**Course Description:** *Prerequisite Commercial Art.* This course will explore the ways line; shape and color affect the human eye. Students will work with a variety of different media and will be creating projects in both 2 and 3 dimensions.

## **CURRICULUM GUIDE IN BUSINESS & INFORMATION TECHNOLOGY EDUCATION**

**Business activities touch the lives of everyone. Skills, competencies, and knowledge gained through participation in courses in our business education department attempt to satisfy two main goals for our students:**

- 1. To provide the basic business skills and knowledge students will need to function effectively as adults in our society.**
- 2. To offer career information and competencies to help students relate their interests and abilities to business occupations.**

## **NON-COMPUTERIZED COURSES**

**Course Title:** Accounting I

**\*\*\*CVTC Transcribed Credit Course\*\*\***

**CVTC Course Title:** Accounting I - Course # 100-105 (4 credits)

**Course Number:** 431, 432 - 1<sup>st</sup> & 2<sup>nd</sup> Semester

**Grades Offered:** 10-12

**Course Value:** 5 points

**Course Description:** This one -year course provides an understanding of the basic principles of the double--entry accounting system. Accounting systems include procedures for processing cash receipts, cash payments, sales, and purchases of merchandise as well as adjustments. In addition, accounting

procedures for various banking activities, payroll accounting, and inventories are taught. Accounting is a valuable course for any student especially those students who are planning to go into any area of business. The accountant supplies data that every organization must have in order to control and plan an effective operation. This course is a "must" for any student interested in a career in accounting or any other related business career. **Students will earn four CVTC credits with a C average or higher.**

**Course Title:** Introduction to Business

*\*\*\*This course will only be offered during odd/even school years...i.e. 19/20 School year\*\*\**

**Course Number:** 133 - 1<sup>st</sup> Semester

**Grades Offered:** 9-10

**Course Value:** 1 point

**Course Description:** To be a productive citizen in today's society, students must understand the role and function of business in the world's economy. This is an introductory course geared toward 9--10 graders regarding the main facets of business and to gain a solid foundation for further business courses. Through a variety of activities, students will become better prepared to deal with and become part of the business world. Topics include: free enterprise system, international business, entrepreneurship, management, marketing, and business etiquette.

**Course Title:** Business Law

*\*\*\*This course will only be offered during odd/even school years...i.e. 19/20 school year\*\*\**

**Course Number:** 436 - 2<sup>nd</sup> Semester

**Grades Offered:** 10-12

**Course Value:** 2 points

**Course Description:** This course is designed to introduce students to the principles of law related to their roles as citizen, consumer, and employee. Topics covered include: the origin of law, the court system, criminal and civil law, elements of contracts, consumer protection, insurance, employer-employee relations, will/estates, and legal aspects of property ownership and rental.

**Course Title:** Personal Finance

*\*\*\*This is a required course\*\*\**

**Course Number:** 237, 238 - 1<sup>st</sup> or 2<sup>nd</sup> Semester

**Grades Offered:** 11-12

**Course Value:** 1 point

**Course Description:** **This is a required class for graduation and recommended for the junior or senior year,** This course will develop the student's abilities to make personal financial decisions in areas of budgeting, financial institutions and services (including checking and savings accounts), investing, income taxes, insurance, real estate, loans, credit cards, payroll deductions and net pay, housing, and other life skills. This course is required for graduation starting with the class of 2009. Students will be **required** to go through the "Reality Check" simulation which is held in the spring each year.

## **BUSINESS ED. COMPUTERIZED COURSES**

**Course Title:** Microsoft Office

*\*\*\* CVTC transcribed course\*\*\**

*CVTC Course Title: Microsoft Office Suite - Course # 103-102 (2 credits)*

**Course Number:** 135, 136 - 1<sup>st</sup> or 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 4 points

**Course Description:** This hands--on course introduces students to the world of MS--Office. Basic Windows features are covered, as well as introductions to several popular Windows' applications, including Microsoft Word, Microsoft Excel, Microsoft Access, and Microsoft PowerPoint. Adobe In-Design and Microsoft Publisher may also be used to introduce desktop publishing if time permits.

**Students will earn two CVTC credits with a C average or higher.**

**Course Title:** Yearbook Publications

**Course Number:** 337 - 1<sup>st</sup> Semester

**Grades Offered:** 12

**Course Value:** 2 points

**Course Description:** This course is offered to seniors only with the primary focus of composing and editing the high school yearbook. Emphasis will be placed on learning a desktop publishing software program. Other areas to be covered related to yearbook will be page layout and design, photography, and marketing. **Creativity is a plus in this course. The class size will be limited to 14 students. Students may have to fill in an application in order to be admitted into this class.**

**Course Title:** Information Processing

*\*\*\*This course will only be offered during even/odd school years...i.e. 20/21 School year\*\*\**

**Course Number:** 137 - 1st semester

**Grades Offered:** 9-12

**Course Value:** 1 point

**Course Description:** This course helps students develop and apply keyboarding skills for both personal use and job preparation. The proper format for producing letters, memos, reports, and tables is taught using Microsoft Word. Keyboarding timings are also incorporated in the curriculum to build speed and accuracy.

**Course Title:** Webpage and Design

*\*\*\*This course will only be offered during even/odd school years...i.e.20/21\*\*\**

**Course Number:** 236 - 2<sup>nd</sup> Semester

**Grades Offered:** 10-12

**Course Value:** 2 points

**Course Description:** This hand-s-on computer course introduces students to the world of Webpage Design. Students will be introduced to HTML (Hypertext Markup Language) and will also use the Adobe Dreamweaver CS5 software for creation of their website projects.

## CURRICULUM GUIDE IN DRIVER EDUCATION

Every eligible high school student who is at least 14 years 7 months of age at the start of each summer session has the opportunity to be trained to drive skillfully and as safely as possible under all traffic and roadway conditions. Driver Education has the potential to provide the nation's youth with an excellent foundation for safe driving.

### DRIVER EDUCATION ELIGIBILITY:

1. Be at least 14 years 7 months of age
2. Once enrolled, student applications cannot be signed by the instructor more than 30 days prior to the date students will start behind the wheel training
3. The behind-the-wheel course must cover a minimum of a 3-week period
4. The entire program minimum of 30 hours, with 6 hours of behind-the-wheel training and 6 hours of observation with a certified instructor, must be completed in a 12- month period

Driver Education is required for all people under the age of 18 years who wish to obtain a Wisconsin Driver's License.

Local private driving school: Keys Driving School, LLC for course availability and information contact Heidi Keys 715-461-5397

## CURRICULUM GUIDE IN ENGLISH

Effective communication is an essential ingredient for successfully meeting the challenges of everyday living. Whether one is reading want ads, writing up a purchase order, talking with a friend, or preparing a company report, he is continually involved in trying either to express his own ideas or to understand someone else's. Thus, every person must strive to develop his communication skills to the best of his ability.

**Course Title:** English 9

**Course Number:** 103, 104 - 1<sup>st</sup> & 2<sup>nd</sup> Semester

**Grades Offered:** 9

**Course Value:** 1 point

**Course Description:** English 9 is a requirement for all freshmen, and successful completion is necessary for graduation. English 9 focuses on both reading and writing. Students will explore a number of forms including the short story, nonfiction, poetry, novels, and drama. Students will also further develop their writing and speaking skills. The students will write in all units and for a number of purposes, and they will present a formal speech in each semester. Finally, usage and mechanics will be reviewed daily, as well as in a more focused unit.

**Course Title:** English 10

**Course Number:** 203, 204 - 1<sup>st</sup> & 2<sup>nd</sup> Semester

**Grades Offered:** 10

**Course Value:** 1 point

**Course Description:** English 10 is a writing-based course. Writing is a crucial part of English 10 and is a daily activity; each unit requires one essay. Students read two classic pieces of literature and develop comprehension and analysis skills. Students will also read novels of their own choosing. A number of short stories from a variety of genres, along with a variety of poems and informational texts, are read throughout the year. These readings guide students' writing as mentor texts for the study of writing traits and styles.

**Course Title:** English 11

**Course Number:** 303, 304 - 1<sup>st</sup> & 2<sup>nd</sup> Semester

**Grades Offered:** 11

**Course Value:** 1 point

**Course Description:** English 11 is a survey course in American Literature for all students. In the Fall semester, students will explore and analyze different literary periods through American history up to the Contemporary Period; in the Spring, students will investigate themes in American literature. This course focuses on reading and writing skills and applications, and emphasizes students' independent skills in critical thinking.

**Course Title:** English 12

**Course Number:** 403, 404 - 1<sup>st</sup> & 2<sup>nd</sup> Semester

**Grades Offered:** 12

**Course Value:** 1 point

**Course Description:** English 12 is an unconventional survey course in world literature. Students will consider the story in all its forms, and the reasons humankind has for storytelling. They will consider how stories are powerful, and what they can accomplish. Students in English 12 will read widely in print and multimedia texts, including film and music. The course will also be writing intensive, providing students with a variety of purposes in their exploration of why we tell stories. Students will be offered opportunities to choose topics and text while exploring larger questions about storytelling and humanity itself.

**Course Title:** Honors English 12

**Course Number:** 401, 402 - 1<sup>st</sup> & 2<sup>nd</sup> Semester

**Grades Offered:** 12

**Course Value:** 4 points

**Course Description:** *PREREQUISITES: STUDENT MUST HAVE EARNED AT LEAST A "B" AVERAGE IN ENGLISH 11 OR HAVE PERMISSION FROM THE PRINCIPAL AND INSTRUCTOR.*

Honors English 12 is a recommended course for those students contemplating going to a four-year college/university or perhaps a two-year technical college. This course has two components. The first component is a survey of English literature starting with the Anglo-Saxon Period and ending with modern Twentieth Century literature. The second component focuses on writing skills. Students will review the structure of the essay and write several essays of their own. Student writing will culminate with the

writing of a formal research paper. In each of the four quarters, students will also read one novel. Two of the novels will be assigned and two of their choosing.

**Course Title:** Media Literacy & Journalism

**Course Number:** 307, 308 - offered both 1<sup>st</sup> & 2<sup>nd</sup> semester. 1 semester in length.

**Grades Offered:** 10-12

**Course Value:** 2 points

**Course Description:** (This class is an elective only and is not a replacement for 10th, 11th, or 12th grade English.)

This course integrates concepts in media literacy into a staff-based journalism course. Students will serve as the staff of a hypothetical Jackson Street Journal, regularly producing journalistic articles at increasing sophistication as they learn the fundamentals of journalism. At the same time, students will explore topics and skills in media literacy, learning how to critically navigate the Information Age, and to take control of the way they are affected by the media that surrounds them. The class will focus on critical thinking, analysis and evaluation of media and journalism, and developing journalistic skills.

**Course Title:** Media Studies

**Course Number:** 407, 408 - offered both 1<sup>st</sup> & 2<sup>nd</sup> semester. 1 semester in length.

Students can enroll more than once for credit. Prerequisite: Media Literacy & Journalism

**Grades Offered:** 11-12

**Course Value:** 3 points

**Course Description:** (This class is an elective only and is not a replacement for Junior or Senior English.)

*Prerequisite: Completed and accepted application to the course. Recommended Prerequisite: Media Literacy & Journalism.*

Students have the opportunity to take this independently-directed course semesterly, pending accepted application. Students in Media Studies will operate in a mostly flipped (digital) classroom, while meeting physically in the class space and consulting with the teacher regularly as a research advisor and coach in their studies. Students will engage in Project-Based Learning, exploring topics pertaining to media study; they will continue to write, research, and think with more sophistication as the semester continues and they build their expertise. Students will select a media-related topic that most interests them, and will study under that topic material for the duration of the semester, developing various media texts and projects of their own design following broad guidelines set at the semester's start. The final product of the course is a portfolio of five major projects/products.

Students may participate in this class for multiple semesters for credit, granted that they engage in new exploration each time, or else continue their previous study at a more intense/demanding level of engagement.

## CURRICULUM GUIDE IN FAMILY AND CONSUMER SCIENCE

The Family and Consumer Science Education program is designed to prepare students for their role in the family and society. It includes family and personal relationships, parenting, independent life skills, clothing care and maintenance, nutrition and food preparation, money management, consumer economics and career research. The Family and Consumer Science Education Program also offers an advanced level course, which is DPI affiliated.

*“Students of both genders, all races, colors, national origins and regardless of disability are encouraged to enroll in career and technical education classes to gain as broad-based education as possible.”*

**Course Title:** Academic and Career Planning (ACP)

**Course Number:** 571 - 1st Semester

**Grade Offered:** 11

**Course Value:** 1 point

**Course Description:** Academic and career planning is a course that is required for all juniors in order to prepare them for the world after high school. Students will create a portfolio that will guide them through many topics such as career exploration, self-evaluations, financial aid, insurance, housing, interview skills, resumes, cover letters, and financial literacy. The final portfolio will be used to complete the junior interview process and be saved by students for future reference.

**Course Title:** Infants and Toddlers

*\*\*\*CVTC Transcribed Credit\*\*\**

*CVTC Title: Infant and Toddler Development - Course # 307-151 (3 credits)*

**Course Number:** 361 - 1<sup>st</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 4 points

**Course Description:** This course is designed to explore parenthood. The stages of development from the prenatal period through adolescence and many aspects of families and family health, and discipline are included in the course. In class activities with children are included. Students will have the experience of caring for the “Real Care Babies”.

**Course Title:** Early Childhood Education

*\*\*\*CVTC Transcribed Credit\*\*\**

*CVTC Course Title: Foundations of Early Childhood - Course # 307-148 (3 credits)*

**Course Number:** 362 - 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 4 points

**Course Description:** *PREREQUISITE: INFANTS AND TODDLERS OR INSTRUCTOR APPROVAL*

This course is designed to explore teaching and working with young children in a professional setting. Students will have the experience of planning and implementing teaching curriculum and activities to children.

**Course Title:** Family Relationships

**Course Number:** 161 - 1<sup>st</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 1 point

**Course Description:** Family relationships helps students learn about family structure and the issues involved in today's family living. Students learn about fundamental issues that relate to the everyday lives of teenagers and families. Family Living helps students gain resource management skills they will use to form healthy relationships, make decisions about relationships, careers, housing, clothing and health.

**Course Title:** Foods and Nutrition I

**Course Number:** 261, 262 - 1<sup>st</sup> or 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 1 point

**Course Description:** This course focuses on the relationship of food to health and changing life styles. This course includes an introduction to cooking skills, safety and sanitation, the study of nutrients, food labels, nutrition and well-being. Some food preparation is included as well as basic skills in meal planning and preparation. Food science, math, equivalent measures, and chemistry are also integrated into the Foods I course.

**Course Title:** Foods and Nutrition II

**Course Number:** 265, 266 - 1<sup>st</sup> or 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 2 points

**Course Description:** *Prerequisite is Foods and Nutrition I or consent from instructor.* Foods and Nutrition II places an emphasis in the food service and management skills in the kitchen. 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 for the family. Food preparation includes meats, poultry, pastry, yeast breads, salads, vegetables, desserts, candy, and cake decorating. Food, math, and chemistry are also integrated into the Foods II course.

**Course Title:** Advanced Foods

**Course Number:** 562 - 2<sup>nd</sup> Semester

**Grades Offered:** 10-12

**Course Value:** 3 points

**Course Description:** *Prerequisite is Foods and Nutrition I and II or consent from instructor.* Advanced Foods places an emphasis on meal planning and preparation. International foods, history, and cultures will be studied. Gourmet, International/ and Global foods will be included in food preparation. Budgeting, food costing, consumerism and meal management will be emphasized.

## CURRICULUM GUIDE IN MATHEMATICS

It is the belief of the mathematics department that every individual has a natural need for some skill in the area of mathematics. From the everyday use of basic arithmetic to the advanced fields of mathematics research, everyone is involved in and affected by the world of mathematics. As the abilities and interests of individuals may vary somewhat from one to another, so also will high school students' needs for specific mathematical skills vary from one to another. Thus, mathematics offers the opportunity to pursue his/her mathematics education along the lines of his/her greatest interests and to the utmost of his/her abilities. Whether the students' interests are vocational or academic in nature, some degree of proficiency in the area of mathematics will be of benefit.

**Course Title:** Pre-Algebra

**Course Number:** 113, 114 - 1<sup>st</sup> & 2<sup>nd</sup> Semester

**Grades Offered:** 9

**Course Value:** 1 point

**Course Description:** Pre--Algebra is designed to give students, who have not seen success with math in the past, the background necessary to succeed in Algebra and Geometry. Basic topics from Algebra and Geometry will be covered at a slower pace. The course also reviews arithmetic skills needed in Algebra and Geometry.

**Course Title:** Algebra CPM

**Course Number:** 111, 112 - 1<sup>st</sup> and 2<sup>nd</sup> Semester

**Grades Offered:** 9-10

**Course Value:** 1 point

**Course Description:** This course emphasizes mathematical practices including making sense of problems, perseverance, abstract and quantitative reasoning, constructing arguments and critiquing others' reasoning, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, and looking for repeated reasoning. Through these practices students will learn about functions, linear relationships, simplifying and solving equations, systems of equations, sequences, modeling two-variable data, exponential functions, quadratic functions, inequalities, and solving complex equations.

**Course Title:** Algebra

**Course Number:** 117, 118 - 1<sup>st</sup> and 2<sup>nd</sup> Semester

**Grades Offered:** 9

**Course Value:** 1 point

**Course Description:** Algebra is designed to give students a foundation for all future mathematics courses. The fundamentals of algebraic problem-solving are explained. Students will explore: foundations of Algebra, solving equations, solving inequalities, an introduction to functions, linear functions, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic functions and equations, radical expressions and equations, and data analysis and probability. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real-life situations.

**Course Title:** Geometry CPM

**Course Number:** 211, 212 - 1<sup>st</sup> & 2<sup>nd</sup> Semester

**Grades Offered:** 10

**Course Value:** 2 points

**Course Description:** *Prerequisite is Algebra.* This course covers concepts of plane and solid geometry. Students study logic, mathematical proofs, triangles, polygons, circles, similarity, transformations, areas and volumes, trigonometry and constructions. Applications of algebraic concepts are integrated throughout the course with an emphasis on coordinate geometry, critical thinking, and communicating.

**Course Title:** Geometry

**Course Number:** 217, 218 - 1<sup>st</sup> & 2<sup>nd</sup> Semester

**Grades Offered:** 10

**Course Value:** 2 points

**Course Description:** *Prerequisite is Algebra.* This course covers the required concepts of Euclidean geometry including definitions, postulates, and theorems. Areas of study include tools and language of geometry, reasoning and proof, parallel and perpendicular lines, congruent triangles, relationships within triangles, polygons and quadrilaterals, similarity, right triangles and trigonometry, transformations, area, surface area and volume, circles, and probability.

**Course Title:** Pre-College Math

**Course Number:** 215, 216 - 1<sup>st</sup> & 2<sup>nd</sup> Semester

**Grades Offered:** 11-12

**Course Value:** 2 points

**Course Description:** *This course is only available to those students who have been recommended by their current math teacher.* This course is designed for students who would like to strengthen their algebra skills before taking Algebra II. Emphasis will be placed on algebraic equations, polynomials, algebraic fractions, functions, inequalities, and right triangle trigonometry.

**Course Title:** Algebra II

**Course Number:** 311, 312 - 1<sup>st</sup> & 2<sup>nd</sup> Semester

**Grades Offered:** 10-12

**Course Value:** 3 points

**Course Description:** *Prerequisite of C or better in either geometry course.* This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills in manipulating and solving linear, quadratic, exponential, polynomial, radical, rational, trigonometric and logarithmic equations. The content of this course is important for students' success on both the ACT and college mathematics entrance exams. Students must have their own graphing calculator for this class. The recommended calculator is one from the TI-83 or -84 family. Students who complete Algebra II should take Pre-Calculus next.

**Course Title:** Pre-Calculus

**Course Number:** 313, 314 - 1<sup>st</sup> and 2<sup>nd</sup> Semester

**Grades Offered:** 11-12

**Course Value:** 4 points

**Course Description:** *Prerequisite of C or better in Algebra II.* This fourth year math class is intended for those students who wish to pursue careers in the fields of engineering, science, math, or other

technical areas. Pre-Calculus covers a wide range of topics, including extensive units on trigonometry, analytical geometry, probability and statistics, functional operations, and introduction to calculus concepts. Because computer analysis is used throughout the course, students must have their own graphing calculator for this class. The recommended calculator is the TI-83+ or TI-84.

**Course Title:** AP Calculus (AB)

**Course Number:** 419, 420 - 1<sup>st</sup> and 2<sup>nd</sup> Semester

**Grades Offered:** 12

**Course Value:** 5 points

**Course Description:** *Prerequisite is Pre-Calculus.* This course is intended for students that will be taking advanced mathematics at the college level. The following topics will be covered: limits, derivatives, applications of derivatives and integrals and their applications. Students will be encouraged to take the AP Calculus (AB) exam in the spring for possible college credit. It has been certified by the Advanced Placement Central Board as an Advanced Placement class.

**Course Title:** Statistics

**Course Number:** 424 - 2<sup>nd</sup> Semester

**Grades Offered:** 11-12

**Course Value:** 3 points

**Course Description:** Statistics is a branch of mathematics dealing with the collection, analysis, interpretation, and presentation of numerical data. Descriptive statistics summarizes and describes data – frequency distributions, mean, median, mode, range, standard deviation, and the application of the variations. Statistical inference deals with predictions, estimations, and comparisons of gathered information. Statistics is a commonly required course to obtain a degree from a technical school or university.

**Course Title:** Math for a Technical World

**Course Number:** 409 - 1<sup>st</sup> Semester

**Grades Offered:** 12

**Course Value:** 1 point

**Course Description:** This course emphasizes basic math skills involving addition, subtraction, multiplication, and division regarding fractions, decimals, integers, and percents. Math problems using these skills are of the type that someone in a trade profession would encounter (carpenter, machinist, welder, draftsman, etc...). *Students that have credit from Geometry or a higher level math class should not take this class. FOR SENIORS ONLY*

## CURRICULUM GUIDE IN MUSIC

Music is an essential part of the total curriculum. It is one of the few non-verbal mediums for the expression of feelings and ideas and because of this fact, it is important that music be a part of everyone's educational life. The music department offers a variety of musical experiences, which include vocal and instrumental music classes.

**Course Title:** Concert Band

**Course Number:** 511, 512 – 1<sup>st</sup> and 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 1 point for years 1-2 and 2 points for years 3-4

**Course Description:** *PREREQUISITE: Participation in the Middle School Band leading to a competency level set by the High School Instrumental Director. New students to the school district must audition and meet this competency level.*

The Mondovi Concert Band offers unique learning opportunities to explore individual creativity, artistic expression and a more in-depth understanding of past and present cultures in our diverse world community. Students will study and perform a variety of music from classical to popular literature. Participation in the band allows the students to make more informed aesthetic choices, develop their musical abilities through self-discipline and hard work, and help increase their self-esteem and confidence throughout life and in learning across the entire Mondovi curriculum.

Concert Band/Pep Band activities for the year include playing for all home football, selected volleyball, and basketball games; Performing a half-time show for homecoming, presenting a holiday concert, participating in the music festival for concert groups, presenting a spring concert, performing at graduation, and marching in the Homecoming parade, Memorial Day parade, and Friendship Days parade. The band usually goes on a large music department trip every other year. *(Students will not be allowed to drop concert band without consent of instructor once master schedule has been built)*

**Course Title:** Jazz Lab Band

*\*\*\*Do not sign up for this course during the normal registration period. There will be a separate registration for this course in the spring\*\*\**

**Course Number:** 509, 510 – 1<sup>st</sup> and/or 2<sup>nd</sup> Semester

**Grade Offered:** 9-12

**Course Value:** 1 point

**Course Description:** *This class will be on a Pass/Fail basis and meet twice a week during 8<sup>th</sup> hour. Students who successfully complete the course will earn ¼ credit per semester.* High school student musicians, who are interested in all genres of music, are highly encouraged to join our High School Jazz Lab Band. This lab band meets twice a week usually during 8th period. The group strives to challenge student's musical competency, creativity and expression in jazz, rock, Latin, funk and other popular styles of music. You do not have to be in Concert Band to join the Jazz Lab Band. Rhythm section players, such as guitarists, bass players, drummers and keyboardists are highly encouraged.

**Course Title:** Concert Chorus

**Course Number:** 513, 514 - 1<sup>st</sup> and 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 1 point for years 1-2 and 2 points for years 3-4

**Course Description:** This is an ensemble that sings quality repertoire from of all genres and time periods (including classical, jazz, and contemporary culture). This group prides itself on a sense of

community and pride. Choral activities include presenting a Fall Concert, Holiday Concert, Spring Concert, Pops Concert, participating in the music festival for individual solo and/or groups/contests, opportunities for honors festival auditions and participation, going on choral field trips, lettering in music, and singing at Veteran's Day, Baccalaureate and Graduation. The choir will have the opportunity to travel out of state every two years. Students have the option to do individual student fundraising.

**Course Title:** Show Choir

*\*\*\*Do not sign up for this course during the normal registration period. There will be a separate registration for this course in the spring\*\*\**

**Course Number:** 517, 517 - 1<sup>st</sup> and 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 2 points (1/4 credit)

**Course Description:** *Prerequisite- Participation in school choir or teacher approval and an audition based on competency level set by the high school choral director.* Students in 8th grade may be accepted depending on time of rehearsal. This ensemble requires a high level of musicianship, technique and skill level in dance, voice, and performance. The ensemble performs a high level of repertoire (for the majority age group) ranging from a cappella, jazz, pop, and choral works often combined with the Concert Choir. Leadership opportunities available as well; dance and vocal captain positions, lettering in music, outside performances in the community, possible competition opportunities and festival membership such as the Clearwater and Dorian Choral Festivals. The Mondovi High School Show Choir has dance outfits that are worn for concerts and competitions, a fee may be required to purchase a new or used outfit to be involved in performance opportunities.

**Course Title:** Exploring Music

**Course Number:** 521, 522 - 1<sup>st</sup> and/or 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 1 point

**Course Description:** *STUDENTS MUST HAVE CONSENT OF INSTRUCTOR TO TAKE COURSE FOR A SECOND TIME.* This is an exciting secondary general music class that will focus on three major components of music; history, creation, and expression. Students will have the option to learn an instrument or music history and theory. Students that chose to learn an instrument will pick between piano or guitar and how to compose and express music. Students who chose music history and theory will learn about the origin of music and how music was created. The pace and content outside of the major guidelines are up to the teacher and students involved. This class will be highly student centered, exciting and meaningful to every student's individual needs!

## CURRICULUM GUIDE IN PHYSICAL EDUCATION AND HEALTH

Physical education classes provide information and skill practice to allow all students to become or stay physically fit. Classes offer a balanced physical activity program to include all components of health related fitness. Classes in high school may be chosen based on individual interests to allow students to be more accountable for their own fitness levels. Physical education units of instruction will vary based on research, current fitness trends, available equipment and facilities.

### Freshmen and Sophomores:

- Must take **at least 2** PE courses. (*Cannot take both Sports for Life classes*)
- Freshmen may choose from the following courses:
  - Body Shop Fitness, Lifetime Activities, Sports for Life-Fall/Spring, Outdoor Adventures
- Sophomores may choose from the following courses:
  - Competitive Edge, Body Shop Fitness, Lifetime Activities, Sports for Life-Fall/Spring, Outdoor Adventures

### Juniors and Seniors:

- May take Individual Fitness or Competitive Edge as many times as they want. (however, each class may count towards the PE credit graduation requirement only once).
- May take Body Shop Fitness once.

### All students:

- Must earn 1.5 credits in PE in order to meet the Physical Education graduation requirement.
- May be removed from the course if 10 class periods are missed (depending on circumstances, teacher's discretion).

**Course Title:** Individual Fitness

**Course Number:** 191, 192 - 1<sup>st</sup> and/or 2<sup>nd</sup> Semester

**Grades Offered:** 11-12

**Course Value:** 2 points

**Course Description:** This course is open to juniors and seniors who want to work out. Students will explore different individual fitness possibilities and complete the workouts during class. Students will be given several workout options and once chosen will be expected to complete them in a self-guided manner throughout the semester. Character development will also be an integral part of this class. Find a workout buddy and sign-up!

**Course Title:** Competitive Edge

**Course Number:** 193, 194 - 1<sup>st</sup> and/or 2<sup>nd</sup> Semester

**Grades Offered:** 10-12

**Course Value:** 2 points

**Course Description:** This course is open to all students but will be designed around the high school athlete. The focus of the class will be learning how to improve the skill-related components of fitness, such as speed, power, agility, flexibility, and many other qualities that an athletic person would like to have. Character development will also be an integral part. Give yourself and our school a competitive edge!

**Course Title:** Body Shop Fitness

**Course Number:** 195, 196 - 1<sup>st</sup> and/or 2<sup>nd</sup> Semester

**Grades Offered:** 9-10

**Course Value:** 1 point

**Course Description:** This course will incorporate fitness concepts through non-traditional and/or current trend activities. This class will be individually based, but students will be required to work in groups and perform in front of a group. Key topics that will be explored are: Tinkling, Fitness Training, Gymnastics/tumbling, Pilates, Self Defense, Spinning, Step/Dance Aerobics, and Yoga.

**Course Title:** Lifetime Activities

**Course Number:** 391, 392 - 1<sup>st</sup> and/or 2<sup>nd</sup> Semester

**Grades Offered:** 9-10

**Course Value:** 1 point

**Course Description:** This course is designed to expand on a variety of common lifetime activities to encourage participation after graduation. The skills, knowledge, rules and strategies will be taught to ensure individual enjoyment and success. Key topics that will be explored are: Badminton, Fitness Training, Pickleball, Ping Pong, Racquetball, Tennis, and Weight Training.

**Course Title:** Sports for Life - Fall

**Course Number:** 393 – 1<sup>st</sup> Semester

**Grades Offered:** 9-10

**Course Value:** 1 point

**Course Description:** This course is designed to encourage teamwork through a variety of sports. Students will meet the five SHAPE America PE standards through the following possible sports and activities: Basketball, Bowling, Football, Fitness Training, Soccer, Speedball, Volleyball, Team Handball and Water Polo. This class will also involve learning reffing calls for some of these activities, and will include exploring social interactions for future involvement in sports and activities.

**Course Title:** Sports for Life - Spring

**Course Number:** 394 – 2<sup>nd</sup> Semester

**Grades Offered:** 9-10

**Course Value:** 1 point

**Course Description:** This course is designed to encourage teamwork through a variety of sports. Students will meet the five SHAPE America PE standards through the following possible sports and activities: Floor Hockey, Fitness Training, Golf, Rec Games, Soccer, Softball, and Ultimate Frisbee. This class will also involve learning reffing calls and scorebook for some of these activities, and will include exploring social interactions for future involvement in sports and activities.

**Course Title:** Outdoor Adventures

**Course Number:** 395, 396 - 1<sup>st</sup> and/or 2<sup>nd</sup> Semester

**Grades Offered:** 9-10

**Course Value:** 1 point

**Course Description:** *Students must have their own mode of transportation for this class and have the ability to meet before school on certain days. This class will be offered first hour, with the flexibility of*

meeting before school. For example, the class might meet Monday at 7:20 through the end of first hour. Then on Tuesday, there would not be class. Students would then be allowed to show up for 2ND hour. The weekly schedule will be determined by the teacher depending on the unit of instruction and weather constraints. Also, students must be under age 16, have a current fishing license, or be willing to purchase one during the class (16-17 years old = \$7, 18 years old = \$20, first time buyer = \$5). This course is designed to help student explore physical activities in the great outdoors. Through many individual and group activities, students will learn cooperatively in many outdoor settings. Students should plan to be active outside in all types of weather. Key topics that may be explored are: Archery, BroomBall, Camping, Cross Country Skiing, Fishing, Fitness Training, Hiking, Hunting, Orienteering/Geocaching, Snowshoeing, Survival Skills, and Team Building/Problem Solving.

**Course Title:** Health

**Course Number:** 591, 592 - 1<sup>st</sup> and/or 2<sup>nd</sup> Semester

**Grades Offered:** 10-12

**Course Value:** 1 point

**Course Description:** *Health cannot be taken in place of a Physical Education course, it is an elective.* This course will focus on personal wellness through various activities for optimal health. Students will learn about the areas of wellness, including nutrition, emotional health, CPR and first aid. Students may be asked to work in cooperative learning teams, and perform skills in front of a group.

**Course Title:** Physical Education (Summer School)

**Course Number:** NA

**Grades Offered:** 9-12

**Course Value:** 1 point

**Course Description:** This course will be a mix of activities from Outdoor Adventures, Team Sports, and Lifetime Activities that can be expanded during summer weather. **Students may NOT take summer school Phy Ed until after their sophomore year.** Students will register for summer Phy Ed in April and May in the guidance office. Due to the number of hours spent in class this class is worth a ¼ of credit, not ½. The course will typically run from the second week of June through the first week of July from 1:00-3:00. Key topics that will be explored are: Biking, Bowling, Fishing, Fitness Training, Golf, Orienteering, Soccer, Softball, and Tennis.

## **CURRICULUM GUIDE IN SCIENCE**

Science is not merely a discipline but, as much as anything, a way of life - a frame of mind which allows a defensible or productive approach to the problems of everyday living. The Science Department believes that a carefully designed science program in the high school can greatly benefit all students - of every ability level. The Science Department believes also that learning comes about most effectively and efficiently when the learner is also a “doer”. This, coupled with the general methods of lecture, discussion, pure discussion, demonstration, formal problem solving, and individual research, provides for the probable success of every student.

**Course Title:** Integrated Science

**Course Number:** 183, 184 - 1<sup>st</sup> and 2<sup>nd</sup> Semester

**Grades Offered:** 9

**Course Value:** 1 Point

**Course Description:** *This is a required course for all freshmen.* Integrated Science includes two primary units of study, geology and physics. Students will begin the year expanding upon their knowledge of the fundamentals of geoscience through the study of topics including the formation of the solar system and movements of planets, plate tectonics, and geochemical cycles. In the second section of this course students will lay foundations for further studies in physical sciences through the study of topics including Newton's Laws of motion, wave motion, the laws of thermodynamics and field laws. Throughout the course emphasis will be placed on building problem solving skills, laboratory skills and the ability to use scientific thinking.

**Course Title:** Biology

**Course Number:** 281, 282 - 1<sup>st</sup> and 2<sup>nd</sup> Semester

**Grades Offered:** 9-10

**Course Value:** 2 Point

**Course Description:** Biology is the science of living things. The course is of value as it attempts to teach man's relationship to other organisms on earth. The course is divided into these major areas, namely, basic concepts and genetics, microbiology, fungi, plants, animals, human anatomy and physiology, and ecology.

**Course Title:** Chemistry I

**Course Number:** 383, 384 - 1<sup>st</sup> and 2<sup>nd</sup> Semester

**Grades Offered:** 10-12

**Course Value:** 3 Points

**Course Description:** *PREREQUISITES ARE COMPLETION OF BIOLOGY I OR CURRENTLY TAKING BIOLOGY I.* Chemistry is strongly recommended for any student who plans to continue his formal education after high school. The subject deals with the structure and properties of matter. Major emphasis is placed on the atomic structure and bonding, bonding formula, dimensional analysis, chemical reactions, stoichiometry, thermo chemistry, gas laws, intermolecular forces, and the basics of organic chemistry. Laboratory work constitutes a portion of the work in this course.

**Course Title:** Chemistry II

**Course Number:** 483, 484 - 1<sup>st</sup> and 2<sup>nd</sup> Semester

**Grades Offered:** 11-12

**Course Value:** 4 Points

**Course Description:** *PREREQUISITES ARE, COMPLETION OF CHEMISTRY I WITH A GRADE OF B OR ABOVE, OR CONSENT OF INSTRUCTOR.* Chemistry II is strongly recommended for students who plan to pursue a college degree in the following fields that are related to science: biology, chemistry, physics, engineering, medicine, engineering, or geosciences. Concepts from the following areas are covered: atomic structure and bonding, bonding formula, stoichiometry, thermochemistry, gas laws, intermolecular forces, kinetics, chemical equilibrium, electrochemistry, and organic chemistry. Laboratory work consists of titrations, electrochemical cells, organic synthesis, precipitation reactions, flame tests, calorimetry, freezing point depression, and other relevant experiments.

**Course Title:** Physics I

**\*\*\*CVTC Transcribed Course\*\*\***

**\*\*\*CVTC Course Title- General Physics (with lab) Course #- 806-154 (4 credits) \*\*\***

**Course Number:** 485, 486 - 1<sup>st</sup> and 2<sup>nd</sup> Semester

**Grades Offered:** 11-12

**Course Value:** 5 Points

**Course Description:** *PREREQUISITE ARE GEOMETRY AND ALGEBRA II OR ARE CURRENTLY ENROLLED IN ALGEBRA II.* Physics is recommended as a technical school or college background source for students entering any field related to science. Concepts from the following areas are covered: mechanics, electricity, sound, heat effects, and nuclear energy. The course content is reinforced by lab work and is mathematical in nature.

**Course Title:** Physics II

**Course Number:** 479, 480 - 1<sup>st</sup> or 2<sup>nd</sup> Semester

**Grades Offered:** 11-12

**Course Value:** 4 Points

**Course Description:** *PREREQUISITES ARE COMPLETION OF PHYSICS OR CONCURRENT ENROLLMENT.* Physics II is a course that will provide the students with an opportunity to build and expand on the principles of science learned in Physics. Students will explore the areas of energy, thermodynamics, wave motion, optics, electricity, magnetism, nuclear and modern physics. The content will be reinforced by lab work.

**Course Title:** Human Anatomy and Physiology

**Course Number:** 481, 482 - 1<sup>st</sup> and 2<sup>nd</sup> Semester

**Grades Offered:** 10-12

**Course Value:** 4 Points

**Course Description:** *PREREQUISITES: C IN Biology I and C in Chemistry I (CONSENT OF INSTRUCTOR.* Human Anatomy and Physiology is designed primarily for students planning to continue their education in some field of the life sciences and, in particular, the health care field. The majority of class time is spent in extensive study of the various systems of the human body with respect to both their structure and function. This course is designed to better enable students to pursue college work (two-year and four-year) in the fields of nursing, premedicine, preveterinary medtech., and teaching.

**Course Title:** Science and Society

**Course Number:** 181,182 - 1<sup>st</sup> and 2<sup>nd</sup> Semester

**Grades Offered:** 11-12

**Course Value:** 2 Points

**Course Description:** *Prerequisite is Biology.* This is a course designed to study nature's control of the environment, and man's impact on it. Included in the course is the study of different types of pollution, recycling, interactions of ecosystems, conservation of resources, etc. Individual projects and group projects will be integrated into the class.

**Course Title:** AP Biology

**Course Number:** 489, 490 - 1<sup>st</sup> and 2<sup>nd</sup> Semester

**Grades Offered:** 11-12

**Course Value:** 5 Points

**Course Description:** Advanced Placement Biology is designed primarily for students planning to continue their education in some field of the life sciences and, in most cases, at a four-year college. AP Biology will include topics regularly covered in an introductory college biology course and will focus on three general areas: Molecules and Cells (25%) ; Heredity and Evolution (25%), Organisms and Population (50%).

The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and an appreciation of science as a process. The ongoing knowledge explosion in biology makes these goals even more challenging. Primary emphasis in an AP Biology course should be on developing an understanding of concepts rather than on memorizing terms and technical details. Students should be self-motivated to ensure success in this fast paced and challenging course.

In addition, this course prepares students for the AP Biology test. After showing themselves to be qualified on the AP Exam, some students, in their first year of college, are permitted to take upper level courses in biology or register for courses for which biology is a prerequisite. Other students may have fulfilled a basic requirement for a laboratory science course and will be able to undertake other courses to pursue their majors.

### **CURRICULUM GUIDE FOR SOCIAL STUDIES EDUCATION**

**Course Title:** World Geography

**Course Number:** 125, 126 - 1<sup>st</sup> and 2<sup>nd</sup> Semester

**Grades Offered:** 9

**Course Value:** 1 Point

**Course Description:** World Geography is a required course for all freshmen. The course is designed to increase awareness of global issues, as well as focus on physical, human, and economic geography. Students will explore multiple continents to better understand cultural and historical factors in their development.

**Course Title:** US History

**Course Number:** 321, 322 - 1<sup>st</sup> and 2<sup>nd</sup> Semester

**Grades Offered:** 11

**Course Value:** 1 Point

**Course Description:** U.S. History is a required course for all juniors. The course is designed to develop an appreciation for our nation's history and an understanding of the development of our institutions in a democracy. The course is a continuation of the eighth grade American History class and emphasizes the emergence of a modern America after the Civil War. Emphasis is placed on economic, political and social changes in our nation.

**Course Title:** Political Science

**Course Number:** 421 - 1<sup>st</sup> Semester

**Grades Offered:** 12

**Course Value:** 1 Point

**Course Description:** Political Science is required of all seniors. Political Science has three main goals: (1) to arouse interest and promote participation by young people in government and public affairs, (2) to present a comprehensive description of federal and state structure and political processes, (3) to discuss and help students analyze important public issues. These goals, of course, are interrelated.

**Course Title:** Introduction to Psychology

**Course Number:** 422 - 2<sup>nd</sup> Semester

**Grades Offered:** 12

**Course Value:** 1 Point

**Course Description:** Psychology is a course at the senior level that explores the many interesting areas of psychology today. This course will give students a working knowledge of the major topics and methods of inquiry in the study of psychology. Students will explore topics in the areas of brain function, learning, personality, operant and classical conditioning, and mental disorders. Most importantly, students will develop a deeper understanding of human behavior and its relevance to their own lives.

**Course Title:** AP Psychology

*\*\*\*This is a Distance Learning Course\*\*\**

*\*\*\*This is a transcribed credit course with Northcentral Technical College\*\*\**

*\*\*\*NTC Course Title: Introduction to Psychology – Course # 10-809-198 (3 credits)*

**Course Number:** 3141, 3142 - 1<sup>st</sup> and 2<sup>nd</sup> Semester

**Grades Offered:** 11-12

**Course Value:** 5 Points

**Course Description:** The purpose of this course is to introduce students to the systematic and scientific study of 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. Note: This class does not guarantee college credit as the purpose of the class is to prepare students for the AP College Board exam. Admission into this course will be competitive in nature. The AP test costs about \$90. Credits: High School/AP Credit (1.0) **Host School: Spencer**

## CURRICULUM GUIDE IN TECHNOLOGY EDUCATION

“Students of both genders, all races, colors, national origins and regardless of disability are encouraged to enroll in career and technical education classes to gain as broad-based an education as possible.”

Technology education courses are designed to give students a better understanding of the many types of technology. A majority of class time is spent completing projects that will develop skills and knowledge in specific technological areas. Skills learned can become a lifelong hobby, or lead to specialized careers such as a graphic design, cabinet making, engineering, or carpentry. With the current rapid growth of technology, technology education courses are becoming increasingly important for almost all jobs. By completing these courses, students will be better prepared for the use of technology at school, the workplace, and in everyday life.

**Course Title:** Architectural and Interior Design

**Course Number:** 441 - 1<sup>st</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 2 Points

**Course Description:** This course is intended for students who are interested in careers relating to architecture, construction, and interior design. Students will have the opportunity to work with Computer Aided Design programs used out in industry. Also, hands-on learning opportunities will consist of building a scaled model of a house and or workshop.

**Course Title:** Graphics I

**Course Number:** 145, 146 - 1<sup>st</sup> or 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 1 Point

**Course Description:** Graphics 1 is a course designed to introduce the students to the many areas of graphic design. This will include career opportunities and tasks performed in those careers. Projects include: Vinyl stickers, photo editing, video editing, t-shirt design, t-shirt printing, and more.

**Course Title:** Graphics II

**Course Number:** 249, 250 - 1<sup>st</sup> or 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 2 Points

**Course Description:** *Prerequisite is Graphics I.* Graphics 2 are for students who are thinking about a career in graphic communications. The students will build on the experiences in Graphics 1, and allow students to make more complex, self--designed projects. Also, Graphics 2 students will be involved in the design and completion of projects for school clubs, such as t--shirts and posters. ***Graphics 2 spaces are limited, and students will be chosen based on performance in Graphics 1 and permission from the instructor.***

**Course Title:** Woodworking I

**Course Number:** 143 - 1<sup>st</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 1 Point

**Course Description:** *Project supplies are paid for by student/guardians.* Woodworking 1 is a course designed to give students experience in woodworking. It covers cabinet making, power machine operation, and safety. The students make a small bench as their first project. Additional projects such as night stands, book cases, and gun racks may be completed if there is time.

**Course Title:** Woodworking II

**Course Number:** 242 - 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 2 Points

**Course Description:** *Prerequisite is Woodworking I. Project supplies are paid for by student/guardians.* Woodworking 2 can be taken as a one or two semester course. It is designed to further develop knowledge and skills in woodworking. Students will maintain and operate all machines. In Woodworking 2, students will begin with a small project and be given the freedom to design/choose their own projects afterwards. In Woodworking 3, students will choose their own projects right away and construct projects for community members.

**Course Title:** Buffalo Manufacturing

**Course Number:** 243 - 1<sup>st</sup> Semester

**Grades Offered:** 10-12

**Course Value:** 2 Points

**Course Description:** *Prerequisite is Woodworking I. Project supplies are paid for by student/guardians.* Buffalo Manufacturing is a course that simulates an actual manufacturing business. As a class, students will design their own woodworking product. Then, students must build, market, and sell the product to the community. Students may also take orders for custom projects from the community. The ultimate goal will be to produce high quality products and earn a profit.

**Course Title:** Engineering and Problem Solving

**Course Number:** 247 - 1<sup>st</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 2 Points

**Course Description:** Engineering and Problem Solving is a course designed to teach students the basics of engineering and the design process. The class will involve using the design process and engineer's notebooks to solve a series of problems related to simple machines, structural strength, packaging, and transportation. If you like hands-on learning, then this class is for you.

**Course Title:** Construction

**Course Number:** 444 - 2<sup>nd</sup> Semester

**Grades Offered:** 10-12

**Course Value:** 3 Points

**Course Description:** Construction is a course designed to give the students experience with carpentry procedures as used in house construction. The course covers: lot layout, foundations and

footings, floor construction, roof construction, wall construction, and finishing details. Students will have the opportunity to experience real life building techniques throughout the semester.

### **CURRICULUM GUIDE IN WORLD LANGUAGES**

**Course Title:** Spanish I

**Course Number:** 171,172 - 1<sup>st</sup> and 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 2 Points

**Course Description:** *Students must successfully complete first semester before proceeding on to second semester.* Learning Spanish is a skill building process. Based on our prior AP® Spanish Language and Culture exam results, Mondovi offers a high quality program and your course enrollment requires daily practice and preparation outside of class. Spanish I is an elective course open to all students, however it is recommended for students planning to continue their formal education. Regular attendance is essential to success. Spanish I uses the Vista Higher Learning website and text combination to introduce students to basic vocabulary and conversational structures of the language. The curriculum for the first year combines reading, listening, speaking, and some creative writing via daily online activities. Due to the VHL online format, students can expect instant feedback and have several options to work on and improve their course grade. Students who enroll in Spanish I as a senior should expect to remain in the course until the end of the regularly scheduled school year.

**Course Title:** Spanish II

**Course Number:** 271, 272 - 1<sup>st</sup> and 2<sup>nd</sup> Semester

**Grades Offered:** 10-12

**Course Value:** 3 Points

**Course Description:** *Prerequisite is Spanish I. Students must successfully complete first semester before proceeding on to second semester.* Learning Spanish is a skill building process which requires **daily** practice and preparation outside of class. Spanish II is an elective course which **expands the content gained in Spanish I**. We continue with the Vista Higher Learning online program to review and broaden vocabulary and conversational skills. Short films along with grammar and cultural videos help with language practice and acquisition. Several options are available to tailor the content to meet your needs. Students who enroll in Spanish II as a senior should expect to remain in the course until the end of the regularly scheduled school year.

**Course Title:** Spanish III

\*\*\*CVTC Transcribed Credit\*\*\*

CVTC Course Title: Spanish I - Course # 802-211 (4 credits)

**Course Number:** 371, 372 - 1<sup>st</sup> and 2<sup>nd</sup> Semester

**Grades Offered:** 11-12

**Course Value:** 4 Points

**Course Description:** *Prerequisite is Spanish II. Students must successfully complete first semester before proceeding on to second semester. CVTC credit may be available upon successful completion with a B- or better.* Spanish III is a yearlong elective course which continues and reinforces the studies gained in Spanish I and II. The primary focus of the course is to develop speaking, listening, and writing skills via cultural activities, authentic movies, current press topics, and interesting short stories in Spanish. A majority of the assessments and daily work are completed via computer online at home and at school. Much of the course content involves partner practice. We work together to help expand your abilities and comfort with the language. This course paves the way to your success with the AP® Spanish Language and Culture course.

**Course Title:** AP Spanish Culture and Language

**Course Number:** 471, 472 - 1<sup>st</sup> and 2<sup>nd</sup> Semester

**Grades Offered:** 12

**Course Value:** 5 Points

**Course Description:** *Prerequisite is Spanish III. Students must successfully complete first semester before proceeding on to second semester.* AP® Spanish Language and Culture is a yearlong course based on the five C's of the National World Language Standards: Communication, Cultures, Connections, Comparisons, and Communities. This course is rigorous and taught in Spanish so that students improve their proficiency across different modes of communication. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources; as well as traditional print resources that include literature, essays, and magazine and newspaper articles (Communications). The overall goal is to provide a diverse learning experience. When communicating, students in the AP® Spanish Language and Culture course demonstrate an understanding of cultures (Cultures), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities). The unit topics from the Vista Temas textbook include: Families and Communities, Science and Technology, Beauty and Esthetics, Contemporary Life, World Changes, and Personal and Public Identities. Students will have access to the online Vista's Temas "Supersite" for one year. Whether or not students plan to take the AP exam, this course will prepare them to place better on individual university entrance/placement exams.

## CURRICULUM GUIDE IN WORK BASED LEARNING

**Course Title:** Work Based Learning

**Course Number:** 655, 656 - 1<sup>st</sup> and/or 2<sup>nd</sup> Semester

**Grades Offered:** 11-12

**Course Value:** 2 Points

**Course Description:** This program offers student credit for work experience. Any junior or senior working a job with a minimum of 10 hours per week is eligible for this program. Job locations must be within 30 minutes of MHS. Seniors can leave school up to 3 hours per day and juniors only 1 hour per day. Students are able to take this course both semesters during their junior and senior year. Students must be passing all classes or students will not be eligible to enter this program. Any enrolled student may be removed for any of the following reasons: failing a class during the quarter or semester (may reenter the following semester if have all passing grades) ; Having 1 or more unexcused absences; Absent (excused) from school more than 10 days per semester; A record of poor behavior or attending work on a day when all day absent (excused or unexcused) from school. **All students must attend a mandatory 1 day training in-service 8<sup>th</sup> hour on the first day of each semester.**

## CURRICULUM GUIDE FOR TEACHER ASSISTANT AND SERVICE LEARNING

**Course Title:** Teacher's Assistant

**Course Number:** Credit: 2991, 2992 Not For Credit: 31, 32 - 1<sup>st</sup> and/or 2<sup>nd</sup> Semester

**Grades Offered:** 11-12

**Course Value:** 1 Point

**Course Description:** Students may work as a Teacher Assistant (TA) during one period of the day their junior or senior year. Students can elect to earn ½ credit per semester for a maximum of 1 credit during their high school career, or work as a TA for no credit in place of a study hall. Applications can be picked up in the main office or guidance office and must be submitted to the supervising teacher.

Qualifications: TA's must be earning at least a 3.0 GPA (exceptions can be made for students receiving two teacher recommendations). TA's must be enrolled in six regular classes in addition to their teacher assistant period. Students may work as a Teacher Assistant (TA) during one period of the day their junior or senior year. Students can elect to earn ½ credit per semester for a maximum of 1 credit during their high school career, or work as a TA for no credit in place of a study hall. **Applications can be picked up in the main office or guidance office and must be submitted to the supervising teacher.**

**Course Title:** Service Learning

**Course Number:** 21, 22 - 1<sup>st</sup> and/or 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Value:** 1 Point

**Course Description:** Service Learning students may earn academic credit for working with younger students (elementary or middle school). There is a significant need for individual or small group tutoring and mentoring - particularly 8<sup>th</sup> period during the middle school resource period. High school students in the program report that it is quite rewarding to make a positive difference in the lives of young people. Students may enroll to work every day for 1/2 credit (the same as any other semester class) or every other day for 1/4 credit. Note that a minimum of 1/2 credit of service learning is required for students seeking "Distinguished Graduate" status.

## CURRICULUM GUIDE FOR DISTANCE LEARNING

**Course Title:** Medical Terminology

\*\*\*NTC Course # 10-501-101 (3 credits) \*\*\*

**Course Number:** 3119 - 1<sup>st</sup> Semester

**Grades Offered:** 11-12

**Course Value:** 4 Points

**Course Description:** Focuses on the component parts of medical terms: prefixes, suffixes and word roots. Students practice formation, analysis and reconstruction of terms with an emphasis on spelling, definition, and pronunciation. Med. Term. introduces operative, diagnostic, therapeutic and symptomatic terminology of all body systems, as well as systemic and surgical terminology. This course involves learning a new language and is relevant for any student interested in medicine or a medical profession

**Course Title:** American Sign Language I

\*\*\*NTC Course # 10-533-113 (2 credits) \*\*\*

**Course Number:** 3111 3112 - 1<sup>st</sup> or 2<sup>nd</sup> Semester

**Grades Offered:** 11-12

**Course Value:** 4 Points

**Course Description:** Focuses on student development of conventional American Sign Language (ASL). Develop an awareness of sign vocabulary, being able to recognize and produce ASL with appropriate non-manual behaviors, and grammatical features. Issues related to deaf culture will also be discussed. Some signing skills recommend.

**Course Title:** Introduction to Sociology

\*\*\*NTC Course #10-809-196 (3 credits) \*\*\*

**Course Number:** 3105 - 1<sup>st</sup> Semester

**Grades Offered:** 11-12

**Course Value:** 4 Points

**Course Description:** Description: Introduces students to the basic concepts of sociology: culture, socialization, social stratification, multiculturalism, and the five institutions, including family, government, economics, religion, and education. Other topics include demography, deviance, technology, environment, social issues, social change, social organization, and workplace issues.

**Course Title:** Freshmen English

\*\*\* UW Stevens Point - Course # Engl 101 (3 credits) \*\*\*

**Course Number:** 3117 - 1<sup>st</sup> Semester

**Grades Offered:** 11-12

**Course Value:** 4 Points

**Course Description:** Prerequisite is that students must complete an online special student application and submission of transcripts. Critical reading, logical thinking, and effective writing. Write frequently in and out of class, using specific rhetorical strategies for a variety of purposes and audiences.

**Course Title:** Sophomore English

\*\*\**UW Stevens Point - Course # Engl 202 (3 credits)*\*\*\*

**Course Number:** 3118 - 2<sup>nd</sup> Semester

**Grades Offered:** 11-12

**Course Value:** 4 Points

**Course Description:** *Prerequisite is that students must complete an online special student application and submission of transcript.* Analytical reading and writing and the methods of inquiry common to various academic disciplines. Write frequently in and out of class, using suitable sources of information and appropriate documentation methods.

**CURRICULUM GUIDE FOR MISCELLANEOUS NO CREDIT, WIN STUDY SKILLS AND  
STUDY HALL**

**Course Title:** WIN Period

**Course Number:** 7, 8 - 1<sup>st</sup> and/or 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Title:** Study Hall

**Course Number:** 997, 998 - 1<sup>st</sup> and/or 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Title:** Miscellaneous No Credit

**Course Number:** 11, 12 - 1<sup>st</sup> and/or 2<sup>nd</sup> Semester

**Grades Offered:** 12

**Course Title:** Study Skills

**Course Number:** 679, 680 - 1<sup>st</sup> and/or 2<sup>nd</sup> Semester

**Grades Offered:** 9-12

**Course Description:** Study skills is only for students who have an active IEP of 504 Plan and currently get extra academic assistance from the SPED department.