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LEGAL NOTICE

Pursuant to s. 118.13 State Statute and PL, 9 the right of a student to be admitted to school and to participate fully in curricular, extracurricular, student services, recreational or other programs or activities shall not be abridged or impaired because of a student’s sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability. All school programs and courses adhere to this practice as required by law.

INTRODUCTION

This course book is designed to provide students and parents with an overview of the courses offered at New Lisbon High School. This course book will provide information in relation to graduation requirements, post-secondary school requirements and preparation, programming policies and practices, program changes, and rank in class determination. The primary purpose is to allow parents and students to learn about each individual course and the requirements to be met which are necessary for enrollment in those courses.

PLANNING YOUR PROGRAM

When the master schedule is built, the number of students requesting particular courses determines the number of class sections. When a considerable number of students request a change of course later the balance of sections is upset. To avoid changes later, before turning in course selection sheets, students are asked to study the course descriptions and prerequisites carefully, to meet with their parents for approval and to make sound decisions based upon: career interests, talents, graduation requirements and college admission requirements.

It is imperative that you review your graduation requirements. It is your responsibility to fulfill those requirements. If uncertain of courses needed or credits earned, make an appointment with the counselor. You should choose courses that are best suited to your interests, future plans, and capabilities. The high school, through its counselor, will assist in an effort to avoid difficulties.

Block Schedule – New Lisbon High School operates on the block schedule. There are 5 class periods per day (1, 2, 3a, 3b, and 4).

Length of Course – Most courses are one semester in length. Some courses may be one year in length.

Prerequisites – Some courses have requirements that must be met in order for a student to enroll. At least a passing grade in these courses is required.

Fees – Some lab courses and offerings require that students pay a lab fee or have specific materials/equipment which requires a corresponding cost to a parent and student.

Athletic Eligibility – A student must carry at least 4 classes and be passing all classes per nine weeks to be eligible for any sports program.

We strongly suggest that students use this bulletin to consult with their counselor and instructors in making course selections for the school year. Plan carefully, as changes to course selections and schedules are restricted and subject to specific regulations.
MINIMUM GRADUATION REQUIREMENTS FOR 2019

1. Twenty-six and one-half (26 ½) credits are needed to graduate from New Lisbon High.

2. Three credits of Social Science are required and which must include:
   One (1) credit of American History I
   One (1) credit of American History II
   One (1) credit of elective Social Studies

3. Four (4) credits of English are required and which must include:
   One (1) credit of English 9,
   One (1) credit of English 10 or Basic English,
   One (1) credit of English 11 or Basic English,
   One (1) credit of College Prep English, English 12 or Basic English

4. Three (3) credits of Science are required and which must include:
   One (1) credit of Integrated Science A (Physical Science)
   One (1) credit of Integrated Science B (Biology)

5. Three (3) credits of Math are required.

6. Three (3) units of Physical Education are required, for a total of one and one half (1 ½ credits).

7. Personal Finance is required.

8. Two (2) Vocational, Fine Arts, and Foreign Language electives and eleven (11) additional electives.

ADDITIONAL REGISTRATION REQUIREMENTS

1. All students should register for 6.5 - 8 credits per year.

2. All students must meet the prerequisites before registering for classes.

3. Parent signature is required on registration sheets for students under 18 years of age.

4. All class changes must have parental and instructor’s permission and be made through the guidance office.

COURSE / SCHEDULE CHANGE REGULATIONS

After the semester begins, requests for program changes may be made for only the following reasons:
   a. adding courses required for graduation,
   b. correction of student errors made during registration (no prerequisite, already took course, etc.),
   c. correction of office errors made during registration,
   d. and/or correction of schedule due to semester failures and a need to repeat a course.

Exceptions to these policies will be considered only with counselor/administrator approval.

Any courses dropped after the first two weeks will result in a failing grade for the semester.
The Wisconsin Start College Now Program allows 11th and 12th grade students in good academic standing at New Lisbon to take approved courses at higher educational institutions, (i.e., Western Technical, U.W. Richland) for both high school credit (determined on a sliding scale) and up to 15 college credit hours per semester of higher education credit.

Approved courses would include only those not comparable to New Lisbon course offerings. The cooperating higher education institutions have additional eligibility requirements. Enrollment is restricted to seats available. The home school district may be required to pay related expenses for approved courses at public institutions, depending on the program selected/approved. At private institutions, a state formula determines the amount of payment, if applicable. Transportation reimbursement may be applied for the student from the state.

Students who wish to participate must notify the guidance counselor and submit an application for district approval by March 1st for the fall semester, and by October 1st for the spring semester. Forms are available from the counselor. Students may appeal the district’s decision to the State Superintendent of School. Athletes must be certain that choices will maintain WIAA eligibility.

Seniors who are early graduation participants are not eligible for the program once they have completed graduation requirements.

**ONLINE COURSES**

Online Courses are offered to 11th and 12th grade students in good academic standing. Approved online courses will include only courses not comparable to New Lisbon course offerings and will compliment the students’ chosen career path. Enrollments are limited.

**YOUTH APPRENTICESHIP PROGRAMS**

Youth Apprenticeship Programs may be offered to juniors or seniors based upon availability. Career areas include certified nursing assistant, agriculture, welding and computer systems networking. Information is available through the technical education department.

**UW SYSTEM COLLEGE CORE REQUIRED CREDITS**

17 UNITS (minimum)

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<tr>
<td>Geometry (1)</td>
<td>Biology (1)</td>
<td>American History II (1)</td>
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<tr>
<td>Algebra II (1)</td>
<td>Upper Level Science (1)</td>
<td>Upper Level Social Studies (1)</td>
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<th>Additional Electives (4 or more): ***</th>
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<td>Upper Level Math (1-2)</td>
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<tr>
<td>English 11 (1)</td>
<td>Upper Level Science (1-2)</td>
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<td>English 12 or</td>
<td>Business or Fine Arts (1-2)</td>
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<tr>
<td>C/P English (1) *</td>
<td>Additional Social Studies (1)</td>
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<td>Additional English (1)</td>
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* College Preparatory English Recommended

** UW-Madison requires at least 2 credits of a single Foreign Language

*** Selective colleges such as UW-Madison recommend at least 4 credits of Math and at least 4 credits of Science

Remember to see your counselor for up-to-date information and admission requirements for any college you are considering.
### NEW LISBON HIGH SCHOOL SCHEDULING GUIDE
#### 2018-2019 SCHOOL YEAR

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<td>106</td>
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<td>115</td>
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<td>120</td>
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<td>AgriBusiness and Communications</td>
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<td>140*</td>
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<td>Construction Technology</td>
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<td>925</td>
<td>Welding (formerly Mechanical Apps)</td>
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<td>Study Skills</td>
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*Check course prerequisite in course description. ** P/F Credit only.
NEW LISBON HIGH SCHOOL COURSE DESCRIPTIONS FOR 2018-2019

The following is a list of course descriptions by department. Students should make sure they read each course description before registering for that course. Also, students should check to make sure they have met the prerequisites and grade level for each course. Students are encouraged to check with the instructor of the course if they have any additional questions.

**AGRICULTURE**

**Plant Science #105**
Provides fundamental knowledge of plant components and their functions. Topics include pollinating and propagating plants, germinating seeds, plant nutrients, and factors affecting photosynthesis, respiration and transpiration. We will investigate how these functions help the plant sustain itself. Students will experience plant components and their functions through the completion of hands-on activities. This course qualifies for transcripted credit at Western Technical College.
1 Credit
Grades 9-12

**Animal Science #106**
Students will gain knowledge about the animal industry. This class will deal with companion animals (dogs, cats), exotic pets, and large animals (horses, dairy, beef, swine and sheep). Emphasis will be placed on breeds, training and grooming anatomy and physiology, animal health, animal environments, animal feedstuffs, genetics and reproduction, showing and judging and job related safety. This course qualifies for transcripted credit at Western Technical College.
1 Credit
Grades 9-12

**Wildlife Ecology #110**
The Wildlife Ecology course provides students a variety of experiences that in the fields of natural resources and ecology. Students will explore hands-on projects and activities while studying topics such as land use, water quality, stewardship, and environmental agencies. Study of the natural world including biomes, land, air, water, energy, use and care as well as a focus on issues surrounding man’s interaction with the Earth will be addressed in this course. Students will select an ecosystem to study throughout the course and apply principles of natural resources and ecology from each unit of study to that ecosystem.
1 Credit
Grades 10-12

**Greenhouse and Landscape Management #115**
Interested in plants? Like working outdoors? Enjoy flowers and flower arrangements? Appreciate a nice landscaped and well-kept yard? Maybe Horticulture is the place for you. Horticulture is defined as the science and art of growing fruits, vegetables and ornamental plants. The purpose of this class is two-fold you will develop and understand how plants grow and propagate, and you will learn how to select, plant and care for all types of plants in and around your home. Major units covered include plant growth, pruning, identification, landscaping, gardening, lawn care, fruit production and career opportunities. This course qualifies for transcripted credit at Western Technical College.
1 Credit
Grades 9-12

**Auto & Home Basics #120**
This course is designed to provide you with the basic skills and knowledge to handle daily decisions that face us throughout life. Studies will be as diversified as tree pruning, lawn care, car maintenance, discussing insurance needs and gaining financial knowledge concerning credit cards, taxes, etc. Special emphasis of the course will be on learning the basics of auto and home care maintenance.
1 Credit
Grades 9-12
**AgriBusiness and Communications #130**

Economics and marketing of agribusiness are the topics of this class. This course involves agribusiness records and accounts, analyzing agricultural business, tax management, insurance, budgeting and marketing, and agricultural law. We will also look at types of communications within the agricultural industry. This course is recommended for students planning to enter agricultural business. Some aspects of personal finance will also be discussed.

1 credit
Grades 9-12

**Engines and Power #135**

This course puts emphasis on the internal combustion engine, hydraulics, drive trains, basic electricity and electric motors. This course provides you with hands-on experience in the shop disassembling and assembling engines, motors and other related power equipment. Setting, adjusting and trouble shooting exercises concerning compression, ignition and carburetion will be emphasized. Students have the opportunity to bring in their own engines if space allows. Topics include career opportunities, gasoline and diesel engines, small engine overhaul, maintenance, operator’s manuals, engine systems, hydraulics, basic electricity, and electric motors. (offered 2019-2020)

1 Credit
Grades 9-12

**Advanced Agriculture Study #140**

Advanced instruction in several major areas of agriculture can be achieved through a number of independent agricultural classes. The courses are offered on an individual basis and are set up for students interested in developing additional skills in the highly technical fields of agriculture. The student will have to meet specific criteria or demonstrate mastery of skills to pass the class. Areas of study include blueprint reading for welding, welding for the machinist, auto body welding, welding for wood techniques and oxy-fuel welding, management and leadership concepts, advance horticulture, landscape design and advanced engines and power. **REQUIRES INSTRUCTOR’S APPROVAL.**

1 Credit
Grade 11-12

**Drawing & Painting #170**

This course will focus on the fundamentals of drawing: elements of line, composition, proportion, spatial relationships, perspective, volume, light and shadow, foreshortening, value and texture. The course will enhance students’ observational sensibilities and enable their application to their work. The notion of visual perception will be explored and students will learn how to record what they observe. Students will become familiar with various ways in which the elements, principles of design and composition improve their creative approach and critical judgment. The second half of the semester is devoted to developing painting skills and techniques using watercolor, acrylics and oils. Students will explore the style of many artists throughout history, while developing their own paintings. The subjects considered and studied are landscapes, still-life, the figure and abstraction.

1 Credit
Grades 9-12
Ceramics/3-D Design #175
This class is designed for students who have an interest in working with clay, and gives students experiences in making functional as well as sculptural pieces, using a variety of techniques. Well thought out forms, designs and functional uses along with good craftsmanship are emphasized. Students will also be introduced to glaze techniques, kiln loading, firing, and basic concepts of three-dimensional design. The aesthetics of form, visual thinking and the history of ceramics will also be covered. The second half of the semester will focus on the use of basic design principles and elements in developing 3-D compositions. A variety of mediums will be used including paper, plaster, glass and other sculptural materials.
1 Credit
Grades 9-12

Advanced Art 1 #180
This class is offered to students who have taken all other offered art courses and have achieved a B average or better. The class is generally taken during the same period as regular art. Advanced art students choose what type of media in which they would like to work before they are given course expectations.
Prerequisite: Art 170 and 175. REQUIRES INSTRUCTORS APPROVAL
1 Credit
Grades 11-12

Advanced Art II #185
Advanced Art II is a continuation of Advanced Art I.
Prerequisite: Art 180 and INSTRUCTORS APPROVAL.
1 Credit
Grade 12

The Visual Experience #190
This course includes creating art, analyzing art and learning about art history. The Visual Experience is a course where students can enjoy the aesthetic experience provided by art works, without having to be concerned about his/her talent in the subject area.
1 Credit
Grade 10-12

Creative Photography #195
This course focuses on traditional and digital photography. The building blocks of photography will be studied – light, time and subject, as well as types of cameras, film, lenses and filters. While incorporating the elements and principals of design and how to use them in photography, instruction will be given on how to take photographs of a variety of subjects, from landscapes to portrait, to animal photography. Important historical figures in photography will also be studied. Students will be responsible for paying the cost of their projects.
1 Credit
Grade 10-12
BUSINESS EDUCATION

**Business Computer Applications #205**
Do you know how to figure out in Excel what a car payment would be? Do you want to be able to use Word to make a brochure announcing an upcoming event? According to the results from a 2008 survey, several careers in computers average yearly earnings well above the national earning average, with computer and information systems managers making as much as 112K. This course provides computer instruction in Word, Excel and PowerPoint which will help you with assignments in high school and college classes. Students will use the digital camera and scanner. You will also be introduced to voice-recognition software. Operating of the 10-key numeric keypad to perform business match calculations and data entry will also be included.  
1 Credit  
Grades 9-12

**Business Law & Procedures #210**
“Ignorance of the law is no excuse.” It is the goal of this course to give meaning to commonplace legal activities of the average person. The student studies laws for the protection of rights of students, laws for the consumers, laws relating to buying and selling, laws relating to borrowing money and using credit, laws relating to protection of property and contracts, laws relating to owning and renting, and laws regarding employment contracts. Principles are explained by problems and examples as well within the experience and understanding of the average young person. The student may participate in a class mock trial as well as other simulations.  
1 Credit  
Grades 9-12

**Personal Finance #220**
Will you be able to afford your future? Do you want to learn more about how to make money, how to invest it, how to protect it and how to manage it? This course focuses on developing personal financial skills that encourage financial responsibility as a student, citizen, family member, consumer and employee. You will also explore the functions of business managements, marketing, and entrepreneurship, as well as some real-world lessons like balancing your checkbook, purchasing a car, filing your taxes, and deciding what you want to be when you grow up! Students will also compete in a variety of financial competitions. Come check us out, the smart money is in personal finance.  
1 Credit  
Grades 11, 12

**Accounting I #240**
Accounting is the language of business and is an excellent course for the college-bound student or those interested in business. This introductory course will give you working knowledge of one of the most important functions within any corporation. We will analyze balance sheets, income statements, and statements of equity. You will use your knowledge to complete business simulations in which you must act as the head accountant for a business. Also, you will compete with your classmates in Accounting Monopoly as well as the Stock Market game. How about trying to be “The Apprentice” – New Lisbon style.  
1 Credit  
Grades 9-12

**Accounting II #245**
Give yourself the competitive edge! Whether you’re after school plans include post-secondary education or going straight to the working world, Accounting II is for the young professional who wants to understand “how”
a business operates. This class will prepare you to manage report, interpret, and analyze financial data as well as help you to develop the skills necessary to understand the “story behind the numbers”! Students who wish to broaden and improve their knowledge, understanding, and application of accounting competencies for both business and/or personal use will benefit from the class. 
Prerequisite: Accounting I
1 Credit
Grades 9-12

ENGLISH

English 9 #300
Reading, writing, speaking and listening are emphasized. In the reading sections we study short stories, poems and Shakespeare’s play Romeo and Juliet. In the writing sections, we study sentence combining, punctuation, logic, connectives and revision. We write characterizations, poems and a career report. Additional units are listening skills, goal setting, oral presentations and using the library. It is just a fun class! This course is required for all freshmen.
1 Credit
Grade 9

English 10 #305
This is a required course of study for sophomores that deals with the practical application of English. A concentrated study of grammar, vocabulary, spelling and the mechanics of writing will be undertaken. Critical reading of various forms of literature and public speaking will be major units of study. This course is required for all sophomores.
1 Credit
Grade 10

Basic Language I #315
This is a course designed to improve and develop basic reading skills by concentrating on fundamentals like vocabulary, word attack skills, silent and oral reading, and study skills. Reading is primarily a skills course and not one concerned with literature. (Offered 2018-19)
1 Credit
Grades 10-12

Basic Language II #320
This course is designed to improve and develop basic writing skills through use of the writing process and skill lessons. (Offered 2017-18)
Prerequisite: Basic Language I or instructor’s approval.
1 Credit
Grades 10-12

English 11 #325
This is a language arts course based on U.S. Literature. Primarily shorter works of literature will be studied with attention given to reading, writing, speaking, listening and thinking. Emphasis is on common human themes recognizing our literary heritage. This is a required class for all juniors.
1 Credit
Grade 11

English 12 #330
This is a course for the non-college bound senior. It will focus on reading, writing, speaking and listening with an emphasis on applications for the real world of technical and business communication.
1 Credit
Grade 12

College Prep English #350
This course is for the college-bound student. Areas of focus will include reading and discussion of advanced literature. The student will write several essays, a research paper and at least one formal speech. Fundamental skills such as grammar and vocabulary will be reviewed.
Prerequisite: 2.67 GPA or better in high school English courses or instructor’s approval.
1 Credit
Grade 12

FOREIGN LANGUAGE

Spanish 1 #375
This is an introductory course in Spanish. It will teach the basics of the language including: vocabulary, grammar and pronunciation. The cultures of some Spanish speaking countries will be discussed. The skills of listening, speaking, reading and writing will be learned through audio and visual media, repetition, worksheets, partner activities and games.
Prerequisite: A grade of C or better in English 8.
1 Credit
Grades 9-12

Spanish 2 #380
This course is a continuation of Spanish I. The student will develop a greater understanding of the language through a more in-depth study of grammar, vocabulary and other aspects of the language, including culture.
Prerequisite: A grade of C or better in Spanish 1 #375.
1 Credit
Grades 9-12

Spanish 3 #385
This course is a continuation of Spanish 2. Aspects of the language are studied in even greater depth. Conversational Spanish is stressed, and there is increased emphasis on the skills of reading and writing.
Prerequisite: A grade of C or better in Spanish 2 #380.
1 Credit
Grades 10-12

Spanish 4 #390
This course is a continuation of Spanish 3. It will further develop the skills of listening, speaking, reading and writing.
Prerequisite: A grade of C or better in Spanish 3 #385.
1 Credit
Grades 11-12

Spanish 5 #395
This course is a continuation of Spanish 4. It will further develop the skills of listening, speaking, reading and writing.
Prerequisite: A grade of C or better in Spanish 4 #390.
1 Credit
Grades 11-12

FAMILY AND CONSUMER SCIENCE EDUCATION

Food Tech #400
This course is designed to help students make educated decisions regarding food, nutrition, wellness, meal management, and consumption habits. In this hands-on course, students will examine the history of food, contemporary attitudes towards food, changing consumption patterns, and the roles that food plays in our lives. We will work to gain basic skills surrounding food preparation for cooking and baking. Students will study
healthy food choices, wise consumer decisions, and a wide variety of skills for meal preparation for individual and family needs. Our final project will bring all areas together as we plan for and carry out an Appreciation Luncheon Restaurant Experience.

1 Credit
Grades 9-12

**Foods for Fun & Profit #405**
Would you like to gain culinary skills and participate in operating small businesses? This course provides advanced experiences in food production and food service through projects and sales. Students will critically analyze food-related issues that apply to social functions, business management and government regulations, and societal trends. Skills in communication, creative thinking, entrepreneurship, science, and math are reinforced in this course. Students will examine careers related to the hospitality and tourism industries. Advance food preparation techniques will be developed in baking, food presentation, meal planning, recipe creation and food science experiments.
Prerequisite: Foods, Family & Finance #400 or instructor’s approval.
1 Credit
Grades 10-12

**Early Childhood Education #415**
Are you interested in a career that involves working with children? Can you see yourself as an elementary teacher, pediatric nurse, day care provider, or future parent? Learning activities in this course will be devoted to the study of the developing child from conception through age 12. Physical, intellectual and social/emotional development of children will be studied. We will discuss how a safe, healthy and stimulating environment can be prepared for children. Students will be involved in planning, organizing, and carrying out activities for school age children. Childcare skills will be demonstrated during time spent in childcare centers and elementary classrooms. At the end of this course, students who have completed all expectations and met all requirements will be eligible for certification through the state of Wisconsin as Assistant Child Care Teachers. Each qualified student will receive their ACCT certification as recognized by the state of Wisconsin and is available for juniors and seniors who take this course.
1 Credit
Grades 9-12

**Creative Design: Housing and Textiles #425**
Creative Living is a class hands-on, project-based class that examines our surroundings and how we live our lives working with our surroundings. Students will explore housing, interior design, clothing and textile options, as well as the elements and principles of design. Students will apply knowledge and consumer awareness through multiple housing, clothing, craft, and design projects. This course will involve understanding of housing floor plans and arrangements, beginning instruction in interior design, fashion, and basic sewing construction. This course will be about resourceful living including a study of our environment and how we interact with this system. A social issues unit will allow students to select a problem and educate others through a research process and video production. Requires that some materials be provided by students.
1 Credit
Grades 9-12

**Family and Consumer Education Lab Assistant #450**
The student will assist in classroom and cooking activities in the Family & Consumer Education area. Responsibilities will include: grocery shopping, preparing food for demonstrations, demonstrating various lessons, leading group work/discussions, lab upkeep, safety and clean up checks, and individualized projects. The purpose of this course is to give advanced students more responsibility and challenge working within the Family and Consumer Education topics. Prerequisite: Requires instructors written approval
1 Credit
Grades 12

MATHEMATICS

Algebra I #510
This course is open to students who have a good basic understanding of their previous mathematics. Students in this course will explore and discover connections between algebra and real life situations. Major topics of study include: functions, equations and inequalities, coordinate graphs, ratios and proportions. The objectives include: development of basic skills, logical problem solving and preparation for Algebra II. It is suggested that each student has a minimum of a scientific calculator upon entering this class.
1 Credit
Grades 9-12

Algebra 1A #511
This course is identical to Algebra 1 (#510) in terms of content covered and objectives. The major difference is that it is a year-long course instead of a semester course. This course is a prerequisite for Geometry (#515) or Geometry A (#516) and Algebra 2 (#520) or Algebra 2A (#521). It is not available to those students who have earned a credit via Algebra 1 (#510).
Required Materials: Scientific Calculator or Graphing Calculator
Credit: 1.5 (3/4 per semester)
Recommended Grade: 9

Geometry #515
This course explores the different geometric concepts and principles in the world around us. Throughout the course emphasis is place on developing a logical, systematic approach to problem solving. Topics include: logic, congruent figures, similar figures, polygons, right triangles, areas and volumes.
Prerequisite: Algebra I #510 NOTE: if Algebra I grade was below a C, student must have instructor’s approval.
1 Credit
Grades 10-12

Geometry A #516
This course is identical to Geometry (#515) in terms of content covered and objectives. The major difference is that it is a year-long course instead of a semester course. This course is a prerequisite for Algebra 2 (#520) or Algebra 2A (#521). It is not available to those students who have earned a credit via Geometry (#515).
Required Materials: Scientific Calculator or Graphing Calculator
Prerequisite: Algebra 1 (#510) or Algebra 1A (#511)
Credit: 1.5 (3/4 per semester)
Recommended Grade: 10

Algebra II #520
This one credit course is a continuation of Algebra I. It is recommended for students who are college-bound or those that are interested in technical fields that are math and/or science related. Emphasis will be placed on using technology to solve problems as well as creating mathematical models for real world situations. Some of the major areas of study include: polynomial equations, functions, logarithms, roots, radicals, matrices and trigonometry. It is required that each student has a minimum of a scientific calculator upon entering this class.
Prerequisite: Algebra I #510 NOTE: If Algebra I grade was below a C, student must have instructor’s approval.
1 Credit
Grades 10-12
College Algebra & Trigonometry #525
This course is designed for the college bound student. It is intended to strengthen and supplement topics covered in Algebra II and Geometry. Major areas of study include a review of Algebra and Trigonometry. Some of the topics include: polynomial equations, functions, analytic geometry, triangle trigonometry and polar coordinates. Emphasis will be placed on graphing, critical thinking skills and use of technology to aid in problem solving.
Prerequisite: Algebra II #520 and Geometry #515
1 Credit
Grades 11-12

Calculus #530
This course is designed to introduce students to the beginning concepts of calculus. It is highly recommended for college-bound students interested in architecture, computer science, engineering or mathematics. Areas of study include: limits, differential equations and integration.
Prerequisite: College Algebra & Trigonometry #525
1 Credit
Grades 11-12

MUSIC

Band #550
High School Band is a year-long course open to all high school students with adequate instrumental experience and/or willingness to learn an instrument. High School Band members are a part of a multi-faceted program that requires a significant commitment of the time, finances and efforts of the student and the student’s family. We not only represent a class, but we also represent the school and the community every time we rehearse or perform in public. High School Band consists of 4 parts: Concert Band, Solo & Ensemble, Marching Band and Pep Band. High School Band is a performance-based class that exists to inform, challenge, direct, enhance and provide meaningful musical experiences so that students may establish a solid and permanent relationship with music. Band is a year long course.
1 Credit
Grades 9-12

Choir #555
Senior High Choir is open to any interested high school student who wishes to sing and is intended to provide the students with the opportunity to learn to read and perform a variety of vocal music through an enjoyable singing experience. Students will be given individual or group lessons and will not only experience musical growth but will also develop friendships and a unity with other members of the choir.
Choir is a year long course.
1 Credit
Grades 9-12

High School Music Trip Requirements:
Every four years the high school music department plans a trip for performance and educational purposes, as well as a reward for the members’ hard work and dedication over the years. In order to be eligible for the trip, students must meet the following criteria and/or have teacher approval:
1. *Student must have been a member of high school band or choir, no less than 6 semesters.
   *Freshmen must have been involved in band or choir both in 7th and 8th grade or have teacher approval.
   *New students must have been involved in band or choir in their previous school and have teacher approval.
2. The year of the trip, all band and choir members must maintain a B average in class.
3. All band and choir fines must be paid on or before the final deadline payment of the trip.

PHYSICAL EDUCATION

Freshmen Physical Education #600
Sophomore Physical Education #605
Junior/Senior Physical Education #615
Freshmen through juniors are required to take physical education for one semester each year. Seniors may elect to take physical education if they have been unable to schedule it earlier. Team sports and individual sports are covered. The team sports are: volleyball, basketball, softball, touch football and soccer. The individual sports include: golf, fitness, bowling, archery, track, gymnastics, tennis (dependent on class size), badminton and skiing. The objectives of physical education are:

1. Physical fitness
2. Motor skill – the learning of skills necessary for participating in sports. Along with more skills, safety skills are stressed.
3. Knowledge – the learning of rules, strategy and proper exercise or conditioning.
4. Social objectives – the learning of loyalty.
5. Appreciation of exercise, sports and wise use of our leisure time.

All physical education courses: ½ Credit

SCIENCE

Physical Science #702
This course is required of all freshmen and will focus on the interrelationships between Chemistry and Biology. Topics of study will include investigative design, measurement, classification and states of matter; atomic structure; chemical bonding, reactions, equations, radioactivity, solutions; pH scale, motion and forces, fluid dynamics, work, and machines.
1 Credit
Grade 9

Biology #706
This course is required of all sophomores and will focus on the interrelationships within Biology. Topics of study will include cell structure and function, cell cycle, genetics and evolution; ecology, botany, and zoology (the study of animals). There will be a focus on lab work, experimental design, and data analysis to further increase student understanding of experimental method and the nature of science.
Prerequisite: Successful completion of Integrated Science A (Physical Science)
1 Credit
Grade 10

College Prep. Biology
This course is designed as a college-prep course in the life sciences. Two separate courses are offered, College Prep. Biology A and College Prep. Biology B each with their own distinct curriculum. These courses may be taken individually or in succession. The two courses will be offered in alternating school years.
Prerequisites: Integrated Science A (Physical Science) and B (Biology) and Chemistry #725

College Prep. Biology A #716
The primary focus of this course will be botany, the study of the structure and function of plants. Other topics discussed will include cell structure, cellular energetics, biochemistry, heredity, and ecology. (offered 2017-2018)
Prerequisite: Chemistry
1 Credit
Grades 11-12

College Prep. Biology B #718
The primary focus of this course will be zoology, the study of the structure and function of animals. Other topics discussed will include cell structure, molecular genetics, biological diversity, evolution and population genetics, and microbiology. (offered 2016-2017)
Prerequisite: Chemistry
1 Credit
Grades 11-12

Chemistry #725
This is an introductory course in the principles and concepts of chemistry. The emphasis is divided between developing problem solving techniques and establishing a strong theoretical base, both of which are important to the study of chemistry. Information presented will be supplemented by full scale laboratory exercises where necessary and possible. Prerequisite: Integrated Science A (Physical Science) and Algebra I
Physics #730
This course is designed to introduce students to the physical aspects of their world. Topics to be covered include: linear, circular and wave motion, gravitation, vectors, energy, light and sound. Each unit is accompanied by a laboratory exercise with an emphasis placed on the preparation of scientific laboratory reports.
Prerequisite: Integrated Science A(Physical Science and Biology, Algebra II #520 or instructor’s approval
1 Credit
Grades 11-12

Chemistry II #745
This course is designed to further the studies begun in Chemistry. Students will take an in-depth look at atomic structure, the periodic table, chemical bonding, molecular modeling and nuclear chemistry. Other topics to be covered include solution chemistry, acid-base chemistry, organic chemistry and biochemistry.
Prerequisite: Chemistry #725 and instructor’s approval
1 Credit
Grades 11-12

Human Anatomy & Physiology #760
This course is designed for the college-bound student that desires to do work in the field of science and covers the ten major human body organ systems. The microscopic and macroscopic structural makeup of each organ system is taught. Once the structural aspect of each system has been mastered, the class will be directed toward a study of function. The class will consider how each organ system and its corresponding parts work together in accomplishing their various functions. A variety of labs will be introduced to aid in this process.
Prerequisite: Integrated Science A(Physical Science) and B(Biology)
1 Credit
Grades 11-12

Science Lab Assistant #780
Assist with teacher with daily tasks and the preparation and set up of laboratory activities.
Prerequisite: Successful completion of Integrated A(Physical Science) and B(Biology) and instructor approval.

STEM Investigations #790
This course allows students the opportunity to explore topics in science, technology, engineering and mathematics (STEM). Students will participate in short term math and science assignments, engineering design briefs and long term projects designed to integrate the four areas. These assignments will change each year, so a student may take the class for two years for credit.
This course is open to Juniors and Seniors who have completed the math and science requirements needed for graduation and have permission of the instructor.
1 Credit
Grades 11-12 (Instructor approval required).

Science Curriculum Progression
SOCIAL STUDIES

American History I #805
This class will concern itself with American History beginning around the early 1600’s and tracing the American development into the late 19th century through the rise of industrialism. This is a required course for all freshmen.
1 Credit
Grade 9-10

American History II #810
This course will focus chronologically and topically on the history of the United States during the 20th century. Historical eras covered include: Teddy Roosevelt Era, WWI, Roaring 20’s, Great Depression/New Deal, WWII, Cold War, Civil Rights and Vietnam/Watergate
This is a required course for all sophomores.
1 Credit
Grade 10-11

Economics #835
This course will give students an understanding of basic economic concepts. Students will learn about the economic system of the United States and how it operates. They also learn about the various elements of the American economic system. Students explore their responsibilities as a consumer, worker, investor and entrepreneur. Other topics include the Stock Market, other economic systems, loans and credit, career exploration and current issues affecting the world
1 Credit
Grade 11-12

Geography #840
This course will give students an understanding of various locations in the world including: the U.S., Canada, Latin American, Europe, Asia, Africa and Oceania. Students will work with various types of maps of each location. Also, students will learn about different aspects of each culture, world trade and each location’s strengths and weaknesses and current issues affecting the world.
1 Credit
Grade 11-12

World History #845
This course will focus chronologically and topically on the history of the world through the 20th century. Historical eras covered include: Early Civilizations/Empires/Religions, Greece, Rome, Middle Ages, Crusades, Renaissance, Reformation, Exploration, Absolutism, Napoleon, WWI and WWII.
1 credit
Grade 11-12

Psychology #855
Do you ever wonder why you do what you? Why are some people more prone to addictions? What do your dreams mean? If these questions intrigue you than Psychology is the course for you. We will be studying the various areas of the human brain from Social and Abnormal Psych to States of Consciousness and Sensation/Perception. We also will deal with some of the history and the men behind the “MADNESS.” This class will deal with many hands-on-activities and projects. This is an upper level course.
AP Psychology #860
The purpose of AP Psychology is for students to increase knowledge in the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are further exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. AP provides willing and academically prepared high school students with the opportunity to study and learn at the college level; students develop and apply the skills, abilities and content knowledge they will need in college. The AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. This is an upper level course that requires a 3.0 GPA and a C or better on all social studies classes, or approval of instructor.
1 credit
Grade 11-12

TECHNOLOGY & ENGINEERING EDUCATION

Students will be responsible for paying for the cost of their projects. Each student must have a pair of safety glasses. Students may bring in their own glasses or may purchase safety glasses for $3.00.

Introduction to Technology #900
This course allows students to participate in hands on, minds on projects that expose them to technology. The class curriculum is full of challenging projects that cover the four areas of technology: communication, construction, manufacturing, and transportation. Students will learn about the problem solving process through designing & building a balsa bridge, explore woodworking by making projects, create projects using the laser engraver, learn about drafting and CADD by designing a CO2 dragster, build and program robots, screen print t-shirts, and make commercials during a video production unit. Intro to Technology will be offered every other year, opposite of Communication Technology. (Offered 2016-2017)
1 Credit
Grades 9-12

Communications Technology #905
This project-based class covers three main areas of communication: Digital Photography, Screen Printing, and Video Production. Students will be making projects that include: Web Pages, Enhanced Digital Photos, Screen Printed T-shirts, Laser Engraved Photo Boards, Photo Collage Boards, and multiple Videos. Students will be using Photoshop, I-movie, the Epilog Laser Engraver, as well as the Communications Lab during this course. Communication Technology will be offered every other year opposite of Intro to Technology. (Offered 2017-2018)
1 Credit
Grades 10-12

Woodworking #915
Do you like to work and build things with your hands? This class is designed to give students knowledge and hands on experiences in woodworking. Students will learn about materials used in woodworking, measurement and layout, reading project plans, machine safety rules, how to safely operate woodworking machinery (planer, jointer, table saw, radial arm saw, band saw, jig saw, drill press, and portable router), squaring a board, gluing up stock, sharpening & repairing tools, woodworking joints, and finishing processes. The majority of the class time will be working in the Woodworking Lab.
1 Credit
Grades 9-12

**Construction Technology #920**
Students will learn how to operate and safely use various portable power tools, practice safety on the job, learn about footings and foundations, framing (floors, walls, ceilings), roofing, prefabricated construction and careers in construction. Students will be working on various construction projects in and around the school and for members of the New Lisbon School District. The majority of class time will be working in the lab on various projects. Construction Technology will be offered every other year, opposite of Advanced Woodworking.
Prerequisite: Woodworking #915

1 Credit
Grades 9-12 (Offered 2016-2017)

**Design & Engineering #930**
The purpose of this course is to give students a basic understanding of concepts and techniques surrounding drafting, design, and engineering. Students will also be exposed to careers available in the design and engineering industry. Students will learn traditional drafting techniques as well as learn how to use 3 different CADD programs: Auto CADD 2000, 3-D Home Architect, and Pro DESKTOP. Students will be given real world problems to design, engineer, and finally test their solutions.

1 Credit
Grades 9-12

**Advanced Design & Engineering #935**
The purpose of this class is to give students a chance to further expand their designing skills through various CADD programs and projects. Majority of the class time will be spent working on independent design projects and 3D Pro DESKTOP. This class will be run during the same time as Design & Engineering #930.
Prerequisite: Design & Engineering

1 Credit
Grades 10-12

**Advanced Woodworking #960**
The purpose of this class is to give students a chance to further expand their woodworking skills. Students will get the chance to research, plan, and build a piece of furniture for this class. Students will learn about lathe operations, frame and panel construction, furniture doors, and leg and rail construction. The major portion of class time will be spent working on an individual woodworking project. Advanced Woodworking will be offered every other year, opposite of Construction Technology. Prerequisite: Woodworking #915

1 Credit
Grades 10-12 (offered 2017-2018)

**Welding #125**
This course is designed to help students develop mechanical knowledge and skills used in industry. Welding skills and metal fabrication activities will be emphasized through exercises and hands on projects and labs. This course will provide the student with a variety of welding skills. Topics include: career opportunities, basic metallurgy, types of metal fabrication, mathematics used in metal fabrication, project layout, metal laboratory safety, metal working hand tools, metalworking power tools, arc welding, oxyacetylene welding, MIG welding, TIG welding, plasma arc, and tool repair and maintenance.

1 Credit
Grades 9-12

**Advanced Welding #128**
The purpose of this class is to give students a chance to further expand their welding and fabrication skills. Advanced Welding skills and metal fabrication activities will be emphasized through exercises and hands on projects. Topics include: career opportunities, basic metallurgy, types of metal fabrication, mathematics used in metal fabrication, project layout, metal laboratory safety, metal working hand tools, metalworking power tools, arc welding, oxyacetylene welding, MIG welding, TIG welding, plasma arc, and tool repair and maintenance. Students will get the chance to research, plan, and build a project for this class.
Technology & Engineering Lab Assistant #965
The student will assist in classroom and laboratory activities in the Technology & Engineering area. Responsibilities will include: machine maintenance and repair, demonstrating various lessons, leading group work/discussions, lab upkeep, safety and clean up checks, and individualized projects. The purpose of this class is to give advanced students more responsibility and challenge working within the following subject areas: Intro to Tech, Woodworking/Advanced Woodworking, Construction, Communication Tech, or Design Engineering. You must have already taken the course in which you will be a Lab Assistant.
Prerequisite: REQUIRES INSTRUCTOR’S WRITTEN APPROVAL
½ or 1 Credit  Grade 12

New Lisbon School District
Technology & Engineering Classes Flow Chart
*Classes offered every other year
Exceptions will be made with Instructor’s Approval
The student will assist in classroom activities usually in the elementary school. Responsibilities may include tutoring children, checking papers, arranging bulletin boards, etc. Grades are given on a pass/fail basis. Prerequisite: Excellent school attendance record and guidance counselor’s approval. Students must have career interest in working with children. 1 Credit
OFFICE ASSISTANT #977
The student will assist the high school or elementary secretaries or other staff member as needed. Duties may include typing, filing, data entry, and many others. Students may answer the phone and greet visitors. Grades are given on a pass/fail basis. Prerequisite: Excellent school attendance record and school counselor’s approval.
1 credit
Grade 11, 12

WISCONSIN VIRTUAL SCHOOL ONLINE COURSES
Any junior or senior in good academic standing may opt to take an online course through the Wisconsin Virtual School website. Students must secure the permission of a NLHS teacher in the content area before enrolling. Students will be assigned a designated period to work on the course in the IMC. Online courses are very challenging and students must have good study skills and the ability to work independently.

Course descriptions are available in the guidance office. AP credit for college is based on the results of the AP exam for the course.

NEW LISBON HIGH SCHOOL
WORK EXPERIENCE

Work Based Learning Experience is only available to senior students.

A. Work Based Learning – Credit: provides opportunity for senior students to earn up to 3 credits per school year. Students will be identified for potential participation in work based learning by the guidance counselor or by qualified staff. Work based learning positions may include work time both within and outside the regular school day. Positions must be approved by the New Lisbon High School guidance counselor. All positions must have an on-site mentor. Student must have 2.0 GPA to qualify.

B. Work Release – No Credit: takes place during the regular school hours. This time offers no credit, applies to senior students that are in good academic standing and are full time students. Students may apply for work release through the guidance office. All release time must be approved by the principal, guidance counselor, student and student’s parents or guardian.

The Worked Based Learning program is administered and/or monitored by the school through the student’s technology department and guidance counselor. Participation in this program is dependent upon good attendance and academic grades. Failure to do so will result in work suspension or termination.

If a student receives approval to be involved in the work based learning program or work release, he/she must adhere to the specifications and expectations of the program or the privilege of participation may be revoked.

WORK BASED LEARNING FOR CREDIT

Available for seniors who: are enrolled in three or more full time equivalent classes and are able to graduate with their class, provided they pass all classes in which they are enrolled and earn the specified number of work credits to provide the necessary 26.5 credits and meet all other graduation requirements.
Procedures:
1. Contact your counselor if you wish to be considered for work based learning.
2. Obtain the appropriate schedule adjustments and complete a work based learning contract
   with your employer and the high school. Contracts are available from Mr. Morey.
3. Obtain and have a current work permit.

Once Accepted:
It is expected that the student will adhere to all of the expectations of New Lisbon High School:
   a. Adhere to all state of Wisconsin and federal employment laws.
   b. Maintain passing grades in all classes at semester.
   c. Maintain regular attendance.
   d. Maintain acceptable behavior.
   e. Adhere to school rules and regulations.

Failure to abide by one or all of the expectations listed and those in the individual student’s plan may result in
the student’s privilege of participation in the program being revoked.

ACADEMIC AWARDS

All academic awards will be based upon eight semesters of high school and the awards will include:
1. Valedictorian – the graduating senior with the highest grade point average. A medal and
   trophy will be awarded at graduation.
2. Salutatorian – the graduating senior with the second highest grade point average. A medal
   and trophy will be awarded at graduation.
3. Top Ten – the ten graduating seniors with the highest grade point averages, including the
   Valedictorian and Salutatorian.

HONOR ROLL

The honor roll will be determined by the following method:
1. A student must have a 2.67 grade point average or better.
2. No student carrying less than three full credit classes will be considered.
3. The four point system is determined by:
   \[
   \begin{align*}
   A &= 4.00 \\
   B &= 3.00 \\
   C &= 2.00 \\
   D &= 1.00 \\
   F &= 0.00
   \end{align*}
   \]

The All "A" Honor Roll will include those students who have all A’s in their class work.
The High Honor Roll will include those students who have achieved 3.67 or higher in their class work.
The Honor Roll will include students who have achieved between 2.67 - 3.66 grade point average.

RANK IN CLASS

The procedure for determining a student’s rank in his/her class is as follows:
1. All semester grades in subjects beginning with the first semester in grade 9 and ending with the
   second semester in grade 12 for which credit toward graduation is given are used.
2. Each letter grade is given the following numerical equivalent:
   \[
   \begin{align*}
   A &= 4.00 \\
   B &= 3.00 \\
   C &= 2.00 \\
   D &= 1.00 \\
   F &= 0.00
   \end{align*}
   \]
3. The cumulative grade point average determines the rank in class.

STUDENT ORGANIZATION LIST – THINGS TO DO AT NEW LISBON HIGH SCHOOL

G.I.V.E. (Getting Involved through Volunteer Experience) is a student service organization. Our goal is
to connect students with others in our community through service opportunities. Community service helps us
develop a better understanding of humanity, develop our compassion for others, and build a better
community. GIVE is directed by a core officer group that plans and directs our monthly opportunities. One
project example is trick or treating for the food pantry. Students log hours for participation in GIVE sponsored events and events held in our community. 9-12 grade students are invited to participate. There are no fees involved.

**National Honor Society** is a student organization whose members are selected on the basis of scholarship, character, leadership and service to the school and community. This organization tries to serve the school and community by participation in activities like the adopt-a-highway program and organizing a holiday food drive for the food pantry. The NHS is also responsible for hosting the annual post-prom lock-in.

**Spanish Club** is an organization that is based on the Spanish culture. During the year we plan various parties and have activities to raise money for them. We also plan a trip to Mexico. Mostly, we are trying to have fun together. It also gives us an excuse to get together. We may go to see music or plays or any other activities that are available for us to see.

**Future Business Leaders of America (FBLA)** is a national vocational student organization for students interested in business and/or business-related fields. The New Lisbon Chapter has been in existence since 1991, and members participate in various social, community service and fund raising projects. Some of these projects include: adopt-a-highway, answering letters to Santa, job shadowing, touring businesses and attending conferences at the regional, state and national levels. Membership is open to open to students in grades 9-12.

**Yearbook** is a cross section of the student population that would like to create lasting memories of their life during high school. They work together with weekly meetings to create, promote, layout, plan, design and just plain put together a school yearbook that depicts what has happened throughout the school year.

**Student Council** is designed to be a representative student voice. Student council helps organize homecoming and provides a scholarship for a deserving senior.

**High School Show Choir** is an extracurricular musical performing group which meets once a week before school throughout the year. Members perform music of all kinds: Broadway, show tunes, pop and more. They are involved in solo-ensemble competition during the spring and are available to perform for various organizations during the year. Eligibility is through teacher approval.

**National FFA Organization** is a national organization that works hand in hand with agricultural education, but its impact reaches far beyond by preparing students for careers in the food, fiber and natural resource systems. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success. FFA members develop the ability and confidence to become leaders by conducting meetings, serving in elected offices and participating in competitions. They broaden their perspective by attending conferences and workshops, participating in community programs and group activities. The FFA program helps students be prepared to move successfully from school to work.

<table>
<thead>
<tr>
<th>Forensics</th>
<th>All School Musical/Play</th>
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<tbody>
<tr>
<td>Track</td>
<td>Softball – girls</td>
</tr>
<tr>
<td>Football</td>
<td>Volleyball – girls</td>
</tr>
<tr>
<td>Basketball</td>
<td>Wrestling</td>
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<tr>
<td>Baseball – boys</td>
<td>Cheerleading</td>
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<tr>
<td>Cross Country</td>
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**TITLE IX**

**Grievance Procedure on Sex Discrimination**

**Step 1.** Any student who has a complaint of sex discrimination prohibited by federal law contained in Title IX of the Educational Amendments of 1972 shall attempt promptly to resolve the complaint by discussion with the
Principal. The complaint should be in writing and describe in as much detail as possible the facts of the situation. The Principal shall keep a written record of the discussion and provide a copy to the student involved.

**Step 2.** If the complaint is not resolved in Step 1, the complainant may file the complaint in writing with the Superintendent of Schools by certified mail, return receipt requested and mail a copy to the Principal. The Superintendent shall arrange a meeting to discuss the complaint within ten (10) calendar days after receiving the written complaint and subsequent meeting may be scheduled as agreed by both parties. The Superintendent shall give a written answer to the complainant by certified mail, return receipt requested, within ten (10) calendar days after the final meeting regarding the complaint.

**Step 3.** If the complaint is not resolved in Step 2, the complainant may file the complaint in writing by certified mail, return receipt requested, to the Clerk of the School Board within ten (10) calendar days after receipt of the Superintendent’s answer. The Board shall consider the complaint at the soonest appropriate meeting at which time the complainant shall have the right to present his or her position to the Board. The Board shall within thirty (30) calendar days after the meeting advise the complainant in writing by certified mail, return receipt requested, of the action taken with regard to the complaint.

**Step 4.** If the complainant is not satisfied with the decision, he or she may proceed to request the State Superintendent of Public Instruction to investigate charges of discrimination.

**Grievance Procedure on Pupil Discrimination**

As stated in Wisconsin Statue 118.13... no person... may be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular pupil services, recreational or other program or activity because of the person’s sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

**Step 1.** Any student who has a complaint of pupil discrimination shall attempt promptly to resolve the complaint by discussion with the Principal. The complaint shall be in writing (all school offices have the complaint form) and describe in as much detail as possible the facts of the situation. The Principal shall keep a written record of the discussion and provide a copy to the student involved.

**Step 2.** If the complaint is not resolved in Step 1, the complainant may file the complaint in writing with the Superintendent. The Superintendent shall arrange a meeting to discuss the complaint within ten (10) calendar days after he/she receives the written complaint. The Superintendent shall give a written answer to the complainant within ten (10) calendar days after the final meeting regarding the complaint.

**Step 3.** If the complaint is not resolved in Step 2, the complainant may file the complaint in writing to the Clerk of the School Board within ten (10) calendar days after receipt of the Superintendent’s answer. The School Board shall consider the complaint at the earliest appropriate meeting at which time the complainant shall have the right to present his/her position to the Board. The Board shall within thirty (30) days after the meeting, advise the complainant in writing of the action taken with regard to the complaint.

**Complaints on School District Employees**

The procedure followed will be the same as the Grievance Procedure on Pupil Discrimination with the complaint forms secured in the district office.

**Sexual Harassment**

The School District of New Lisbon does not tolerate sexual harassment in any form and will take all necessary and appropriate action to eliminate it, up to and including discipline of offenders. It is the policy of the School District to maintain and insure learning and working environment free of any form of sexual harassment or intimidation toward and between students and employees. It is further the policy of the School District that a
sexual relationship between staff and students is not permissible in any form or under any circumstances, in or out of the school environment, in that it interferes with the educational process and involves elements of coercion by reason of the relative status of a staff member to a student.

**Definition**

Sexual harassment is defined for purposes of this policy as:

A. Unwelcome or unwanted sexual advances. This means patting, pinching, brushing against, hugging, cornering, kissing, fondling, or any other similar physical contact which is considered by another student or employees.

B. Requests or demands for sexual favors. This includes subtle or blatant expectations, pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one’s employment academic/student status.

C. Verbal abuse or joking that is sexually oriented and considered unacceptable by another individual. This includes commenting about an individual’s body or appearance where such comment goes beyond mere courtesy; telling “dirty jokes” that are clearly unwanted and considered offensive by others; or any other tasteless, sexually oriented comments, innuendoes or actions that offend others.

D. Creating an environment that is intimidating, hostile or offensive because of unwelcome or unwanted sexually oriented conversations, suggestions, requests, demands, physical contacts or attentions.

E. Creating an environment that is intimidating, hostile or offensive because of the existence at the work site of sexually oriented materials including, but not limited to, books, magazines, photographs and posters.

1. Every staff member and student will receive a copy of the policy annually.
2. Discussion of sexual harassment and the contents of this policy shall take place during any student orientation sessions and during general assemblies on the first day of the school year.
3. Discussion of sexual harassment will be included at an age appropriate level and in the proper context as part of the curriculum for students. Discussion of sexual harassment will be included in staff in-service programs and new staff orientation.

In keeping with our commitment of Equal Employment and Educational Opportunity, the School District of New Lisbon will not tolerate sexual harassment by anyone – supervisors, other employees, students or visitors. If employees or students feel they are victims of any of the above described behavior, they are urged to report the situation to a guidance counselor, principal or the superintendent. A thorough investigation of all charges will be conducted and findings of the investigation may lead to corrective disciplinary action.

**Complaint Procedure**

Anyone who believes they are a victim of sexual harassment must report their concerns to a guidance counselor, school nurse, school psychologist, principal or the superintendent.

The following procedure will be used:

1. Any complaint may be presented verbally or in writing. The complaint should include the specific nature of the harassment and corresponding dates. The person making the complaint will need to provide his/her name, address and phone number. If the complaint is verbal, the person receiving the complaint will make a written record and request the complainant to sign such written account. The appropriate principal and the superintendent shall be advised of the receipt of all complaints.

2. The guidance counselor, school nurse, school psychologist, principal or superintendent shall thoroughly investigate the complaint, notify the person who has been accused of harassment, permit a response to the allegation and arrange a meeting to discuss the
complaint with all concerned parties within ten (10) working days after receipt of the complaint, if deemed necessary. The guidance counselor, school nurse, school psychologist, principal or superintendent shall give a written response to the complaint within fifteen (15) working days after receipt of the complaint.

3. If the complainant is not satisfied with the response, he/she may submit a written appeal to the superintendent indicating the nature of the disagreement. The appeal must be filed within twenty (20) working days after receipt of the response. The superintendent may schedule a meeting of all parties to the complaint if deemed necessary. The superintendent shall schedule a meeting if requested by the complainant. The superintendent shall give a written response to the complainant's appeal within ten (10) working days of the date the appeal is filed, or ten (10) working days after the meeting, whichever is later.

4. If the complainant is not satisfied with the response of the superintendent, he/she may submit a written appeal to the Board of Education indicating the nature of the disagreement. The appeal must be filed within twenty (20) working days after the receipt of the superintendent's response. The Board of Education will schedule a hearing of all parties to the complaint within a reasonable time. The Board shall give a written response to the complainant’s appeal within thirty (30) days of the date of the hearing.

5. If the complainant is not satisfied with the response of the Board of Education, he/she may (as at any point in the process) file a complaint with the proper legal authorities.

Alternate Procedures

The following alternate procedures will be used for younger students (usually preschool and K-5) or students with special education needs. Due to the potential difficulties with establishing dates, times and behaviors, persons who have, or may have harassed, or been harassed will be provided counseling services as deemed appropriate to their age and handicapping condition.

A person's handicapping condition will be given consideration in any disciplinary action that may occur as a result of sexual harassment.