

Alma High School

# Student Registration Guide

Grades 7-12



2018 -  
2019

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## ALMA HIGH SCHOOL GRADUATION REQUIREMENTS

### 118.33 High school graduation standards; criteria for promotion.

(1)

(a) Except as provided in pars. (d), (e), (em), and (es), a school board may not grant a high school diploma to any pupil unless the pupil satisfies the requirement under sub. (1m) (a) and has earned:

1. In the high school grades, all of the following:

a. At least 4 credits of English including writing composition.

b. At least 3 credits of social studies including state and local government.

c. At least 3 credits of mathematics. The school board shall award a pupil up to one mathematics credit for successfully completing in the high school grades a course in computer sciences that the department has determined qualifies as computer sciences according to criteria established by the department. The school board shall award a pupil up to one mathematics credit for successfully completing in the high school grades a career and technical education course that the school board determines satisfies a mathematics requirement, but may not award any credit for that course if the school board awards any credit for that same course under subd. 1. d.

d. At least 3 credits of science. The school board shall award a pupil a science credit for successfully completing in the high school grades each course in agriculture that the department has determined qualifies as science according to criteria established by the department. The school board shall award a pupil up to one science credit for successfully completing in the high school grades a career and technical education course that the school board determines satisfies a science requirement, but may not award any credit for that course if the school board awards any credit for that same course under subd. 1. c.

e. At least 1.5 credits of physical education.

2. In grades 7 to 12, at least 0.5 credit of health education.

(am) The state superintendent shall encourage school boards to require an additional 8.5 credits selected from any combination of vocational education, foreign languages, fine arts and other courses.

(b) Except as provided in par. (es), a school board may not grant a high school diploma to any pupil unless, during the high school grades, the pupil has been enrolled in a class or has participated in an activity approved by the school board during each class period of each school day, or the pupil has been enrolled in an alternative education program, as defined in s. 115.28 (7) (e) 1. Nothing in this paragraph prohibits a school board from establishing a program that allows a pupil enrolled in the high school grades who has demonstrated a high level of maturity and personal responsibility to leave the school premises for up to one class period each day if the pupil does not have a class scheduled during that class period.

(c) A school board may require a pupil to participate in community service activities in order to receive a high school diploma.

(d) A school board may grant a high school diploma to a pupil who has not satisfied the requirements under par. (a) if all of the following apply:

1. The pupil was enrolled in an alternative education program, as defined in s. 115.28 (7) (e) 1.

2. The school board determines that the pupil has demonstrated a level of proficiency in the subjects listed in par. (a) equivalent to that which he or she would have attained if he or she had satisfied the requirements under par. (a).

3. The pupil satisfies the requirement under sub. (1m) (a).

(e) A school board may allow a pupil who participates in sports or in another organized physical activity, as determined by the school board, to complete an additional 0.5 credit in English, social studies, mathematics, science, or health education in lieu of 0.5 credit in physical education.

(em) A school board may count a credit that a pupil earns in grade 7 or 8 towards the requirements under par. (a) 1. or (am) if all of the following are satisfied:

1. The pupil's performance on an examination under s. [118.30](#) or a similar examination approved by the school board demonstrates that the pupil is academically prepared for coursework that is offered in the high school grades.
2. The credit is earned in a course that is taught by a teacher who is licensed to teach the subject in the high school grades.
3. The credit is earned in a course that is taught using a curriculum and assessments that are equivalent to the curriculum and assessments used to teach the subject in the high school grades.

(es)

1. A school board may adopt a resolution to allow pupils in the high school grades to earn high school credits in a subject area by demonstrating a level of proficiency in that subject area or by creating a learning portfolio related to that subject area. If a school board adopts a resolution under this paragraph, the school board shall develop and implement written policies and procedures for awarding credits under this paragraph. The school board shall include in its policies and procedures the manner in which a pupil may qualify for high school credit under this paragraph. A pupil may earn not more than one-half of the total number of credits required for a high school diploma under this paragraph.
2. For a pupil who earns credit under this paragraph, a school board may waive the requirement under par. (b) that requires a pupil, during the high school grades, to be enrolled in a class or participate in an activity approved by the school board during each class period of each school day.
3. Nothing in this paragraph affects a school board's obligations to administer examinations under s. [118.30](#).
4. A nonprofit, for-profit, or public educational institution that provides an educational program for which it awards a bachelor's or higher degree, or provides a program that is acceptable for full credit toward such a degree or a program of training to prepare students for gainful employment in a recognized occupation, and admits as regular students only individuals having a certificate of graduation from a high school, or the recognized equivalent of such a certificate, shall treat a high school diploma awarded based, in part, on credits earned under this paragraph in the same manner as it treats a high school diploma awarded based on credits earned by enrolling in class.

(f)

1. Each school board operating high school grades shall develop and periodically review and revise a written policy specifying criteria for granting a high school diploma that are in addition to the requirements under par. (a). The criteria shall include the pupil's academic performance, successful completion of the civics test under sub. (1m) (a), and the recommendations of teachers. Except as provided in subds. 2. and 4., the criteria apply to pupils enrolled in charter schools located in the school district.
2. The operator of a charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#) that operates high school grades and an individual or group or a person that, pursuant to s. [115.999 \(3\)](#), [119.33 \(2\) \(c\) 1.](#) or [2.](#), or [119.9002 \(3\) \(a\)](#) or [\(b\)](#), is responsible for the operation and general management of a school transferred to an opportunity schools and partnership program under s. [119.33](#), subch. [IX of ch. 115](#), or subch. [II of ch. 119](#) and that operates high school grades shall develop and periodically review and revise a policy specifying criteria for granting a high school diploma. The criteria shall include the pupil's academic performance, successful completion of the civics test under sub. (1m) (a), and the recommendations of teachers.

- 2m.** The governing body of each private school participating in the program under s. [119.23](#) and the governing body of a private school that, pursuant to s. [115.999 \(3\)](#), [119.33 \(2\) \(c\) 3.](#), or [119.9002 \(3\) \(c\)](#), is responsible for the operation and general management of a school transferred to an opportunity schools and partnership program under s. [119.33](#), subch. [IX of ch. 115](#), or subch. [II of ch. 119](#) shall develop and periodically review and revise a policy specifying criteria for granting a high school diploma to pupils attending the private school under s. [119.23](#) or the school transferred to an opportunity schools and partnership program under s. [119.33](#), subch. [IX of ch. 115](#), or subch. [II of ch. 119](#). The criteria shall include the pupil's academic performance, successful completion of the civics test under sub. [\(1m\) \(a\)](#), and the recommendations of teachers.
- 2r.** The governing body of each private school participating in the program under s. [118.60](#) shall develop and periodically review and revise a policy specifying criteria for granting a high school diploma to pupils attending the private school under s. [118.60](#). The criteria shall include the pupil's academic performance, successful completion of the civics test under sub. [\(1m\) \(a\)](#), and the recommendations of teachers.
- 3.** Neither a school board nor an operator of a charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#) nor an individual or group or person that, pursuant to s. [115.999 \(3\)](#), [119.33 \(2\) \(c\) 1.](#) or [2.](#), or [119.9002 \(3\) \(a\)](#) or [\(b\)](#), is responsible for the operation and general management of a school transferred to an opportunity schools and partnership program under s. [119.33](#), subch. [IX of ch. 115](#), or subch. [II of ch. 119](#) may grant a high school diploma to any pupil unless the pupil has satisfied the criteria specified in the school board's or charter school's policy under subd. [1.](#) or [2.](#) Neither the governing body of a private school participating in the program under s. [119.23](#) nor a governing body of a private school that, pursuant to s. [115.999 \(3\)](#), [119.33 \(2\) \(c\) 3.](#), or [119.9002 \(3\) \(c\)](#), is responsible for the operation and general management of a school transferred to an opportunity schools and partnership program under s. [119.33](#), subch. [IX of ch. 115](#), or subch. [II of ch. 119](#) may grant a high school diploma to any pupil attending the private school under s. [119.23](#) or the school transferred to an opportunity schools and partnership program under s. [119.33](#), subch. [IX of ch. 115](#), or subch. [II of ch. 119](#) unless the pupil has satisfied the criteria specified in the governing body's policy under subd. [2m](#). The governing body of a private school participating in the program under s. [118.60](#) may not grant a high school diploma to any pupil attending the private school under s. [118.60](#) unless the pupil has satisfied the criteria specified in the governing body's policy under subd. [2r](#).
- 4.** If a school board enters into an agreement with a federally recognized American Indian tribe or band in this state to establish a charter school, the criteria specified in the policy developed by that school board under subd. [1.](#) apply to pupils enrolled in the charter school, regardless of the location of the charter school.
- (g)**
- 1.** A school board may grant a technical education high school diploma to a pupil who does all of the following:
- a.** Satisfies the requirements under par. [\(a\)](#).
  - b.** Earns in the high school grades the same total number of credits that the school board requires of other pupils for high school graduation.
  - c.** Successfully completes a technical education program, established by the school board, in a subject or subjects.
  - d.** Satisfies the requirement under sub. [\(1m\) \(a\)](#).
- 2.** In establishing a technical education program under subd. [1. c.](#), the school board may incorporate standards for industry-recognized certifications. Annually, the department shall provide to each school board operating high school grades a list of such certifications. The school board shall indicate on a pupil's technical education high school diploma the certifications attained by the pupil.

**(1m)**

**(a)**

1. Beginning in the 2016-17 school year, no school board, operator of a charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#), or governing body of a private school participating in a program under s. [118.60](#) or [119.23](#) may, except as provided in subd. [2.](#) and subject to the policies under sub. [\(2\) \(m\)](#), grant a high school diploma to any pupil unless the pupil takes, during the high school grades, a civics test comprised of 100 questions that are identical to the 100 questions that may be asked of an individual during the process of applying for U.S. citizenship by the United States Citizenship and Immigration Services and the pupil correctly answers at least 65 of those questions.
2.
  - a. Except as provided in subd. [2. b.](#), a school board, operator of a charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#), and governing body of a private school participating in a program under s. [118.60](#) or [119.23](#) shall require a pupil for whom an individualized education program under s. [115.787](#) is in effect and a parentally placed child with a disability, as defined in [34 CFR 300.130](#), to complete the civics test described under subd. [1.](#) but may not condition graduation on the successful completion of the test.
  - b. If a pupil's individualized education program under s. [115.787](#) or a services plan, as defined in [34 CFR 300.37](#), includes a statement that it is not appropriate to administer the civics test under subd. [1.](#) to the pupil, a school board, operator of a charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#), and governing body of a private school participating in a program under s. [118.60](#) or [119.23](#) may not make completion of the civics test described under subd. [1.](#) a condition of graduation for that pupil.
3. A school board, operator of a charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#), and governing body of a private school participating in a program under s. [118.60](#) or [119.23](#) shall permit a limited-English proficient pupil, as defined in s. [115.955 \(7\)](#), to take the civics test described under subd. [1.](#) in the pupil's language of choice.
4. A pupil may retake the civics test described under subd. [1.](#) until the pupil obtains the passing score required under subd. [1.](#)
- (b)** A school board, operator of a charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#), and governing body of a private school participating in a program under s. [118.60](#) or [119.23](#) may determine the format of the civics test required under this subsection and when in the school year to administer the test.
- (2)** The state superintendent shall:
  - (c)** Establish course requirements under sub. [\(1\) \(a\)](#) and approve any school board's high school graduation standards policy that is equivalent to the requirements under subs. [\(1\)](#) and [\(1m\) \(a\)](#).
  - (m)** Adopt policies to accommodate pupils with exceptional educational interests, needs or requirements, not limited to children with disabilities, as defined under s. [115.76 \(5\)](#).
- (3)** By September 1, 1986, each school board operating high school grades shall submit to the state superintendent a report describing the school board's policies and guidelines on high school graduation standards, including a list of courses required under sub. [\(1\) \(a\)](#) and the number of hours in each school term required to earn one credit under sub. [\(1\) \(a\)](#), and thereafter shall notify the state superintendent whenever changes are made in such policies or guidelines. The department shall make reasonable efforts to combine the reports required under this subsection with other required school board reports.
- (3m)** A course taken at a technical college by a child attending the school part-time or in lieu of high school under s. [118.15 \(1\) \(b\)](#), or attending the school under s. [118.15 \(1\) \(cm\)](#), does not fulfill any of the high school graduation requirements under sub. [\(1\) \(a\)](#) unless the state superintendent has approved the course for that purpose. If a pupil satisfies all of the high school graduation requirements under subs. [\(1\)](#) and [\(1m\) \(a\)](#), the school board shall grant a high school diploma to the pupil regardless of whether the pupil satisfied all or a portion of the requirements while attending an institution of higher education under s. [118.55](#) or a technical college.

**(4)**

- (a)** The state superintendent shall establish procedures for school boards to certify to the state superintendent whether they are in compliance with the requirements under sub. [\(1\)](#) and the rules promulgated under sub. [\(2\)](#).
- (b)** The state superintendent may periodically review school district high school graduation standards and shall notify any school board not in compliance with the requirements under sub. [\(1\)](#) or the rules promulgated under sub. [\(2\)](#), identifying the changes necessary.
- (5)** The department shall include in its biennial report under s. [15.04 \(1\) \(d\)](#) information on the status of statewide high school graduation standards.

**(6)**

**(a)**

1. Each school board shall adopt a written policy specifying the criteria for promoting a pupil from the 4th grade to the 5th grade and from the 8th grade to the 9th grade. The criteria shall include the pupil's score on the examination administered under s. [118.30 \(1m\) \(a\)](#) or [\(am\)](#) or s. [118.301 \(3\)](#), unless the pupil has been excused from taking the examination under s. [118.30 \(2\) \(b\)](#); the pupil's academic performance; the recommendations of teachers, which shall be based solely on the pupil's academic performance; and any other academic criteria specified by the school board. Except as provided in par. [\(b\) 1.](#) and [3.](#), the criteria apply to pupils enrolled in charter schools located in the school district.
2. Except as provided in par. [\(b\) 2.](#) and [3.](#), a school board may not promote a 4th grade pupil enrolled in the school district, including a pupil enrolled in a charter school located in the school district, to the 5th grade, and may not promote an 8th grade pupil enrolled in the school district, including a pupil enrolled in a charter school located in the school district, to the 9th grade, unless the pupil satisfies the criteria for promotion specified in the school board's policy adopted under subd. [1.](#)

**(b)**

1. Each operator of a charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#) shall adopt a written policy specifying the criteria for promoting a pupil from the 4th grade to the 5th grade and from the 8th grade to the 9th grade. The criteria shall include the pupil's score on the examination administered under s. [118.30 \(1r\) \(a\)](#) or [\(am\)](#) or s. [118.301 \(3\)](#), unless the pupil has been excused from taking the examination under s. [118.30 \(2\) \(b\)](#); the pupil's academic performance; the recommendations of teachers, which shall be based solely on the pupil's academic performance; and any other academic criteria specified by the operator of the charter school.
2. Beginning on September 1, 2002, an operator of a charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#) may not promote a 4th grade pupil to the 5th grade, and may not promote an 8th grade pupil to the 9th grade, unless the pupil satisfies the criteria for promotion specified in the charter school operator's policy under subd. [1.](#)
3. If a school board enters into an agreement with a federally recognized American Indian tribe or band in this state to establish a charter school, the criteria specified in the policy adopted by that school board under par. [\(a\) 1.](#) apply to pupils enrolled in the charter school and that school board is subject to the prohibitions in par. [\(a\) 2.](#) with respect to pupils enrolled in the charter school, regardless of the location of the charter school.

**(c)**

1. The governing body of each private school participating in the program under s. [119.23](#) shall adopt a written policy specifying criteria for promoting a pupil who is attending the private school under s. [119.23](#) from the 4th grade to the 5th grade and from the 8th grade to the 9th grade. The criteria shall include the pupil's score on the examination administered under s. [118.30 \(1s\) \(a\)](#) or [\(b\)](#) or s. [118.301 \(3\)](#), unless the pupil has been excused from taking the examination under s. [118.30 \(2\) \(b\)](#); the pupil's academic performance; the recommendations of teachers, which shall be based solely on the

pupil's academic performance; and any other academic criteria specified by the governing body of the private school.

2. The governing body of a private school participating in the program under s. [119.23](#) may not promote a 4th grade pupil who is attending the private school under s. [119.23](#) to the 5th grade, and may not promote an 8th grade pupil who is attending the private school under s. [119.23](#) to the 9th grade, unless the pupil satisfies the criteria for promotion specified in the governing body's policy under subd. [1](#).

**(cm)**

1. Except as provided in subds. [2](#) and [3](#), beginning on September 1, 2011, a school board may not enroll a child in the first grade in a school in the school district, including in a charter school located in the school district, unless the child has completed 5-year-old kindergarten. Each school board that operates a 5-year-old kindergarten program shall adopt a written policy specifying the criteria for promoting a pupil from 5-year-old kindergarten to the first grade.
2. Each school board that operates a 5-year-old kindergarten program shall establish procedures, conditions, and standards for exempting a child from the requirement that the child complete kindergarten as a prerequisite to enrollment in the first grade and for reviewing the denial of an exemption upon the request of the pupil's parent or guardian.
3. A school board that operates a 5-year-old kindergarten program shall enroll in the first grade a child who has not completed kindergarten but who is otherwise eligible to be admitted to and to enroll in first grade as a new or continuing pupil at the time the child moves into this state if one of the following applies:
  - a. Before either commencing or completing first grade, the child moved into this state from a state, country, or territory in which completion of 5-year-old kindergarten is a prerequisite to entering first grade and the child was exempted from the requirement to complete 5-year-old kindergarten in the state, country, or territory from which the child moved.
  - b. Before either commencing or completing first grade the child moved into this state from a state, country, or territory in which completion of 5-year-old kindergarten is not a prerequisite to entering first grade.
4. Except as provided in subds. [5](#) and [6](#), beginning on September 1, 2011, the operator of a charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#) may not enroll a child in the first grade in the school unless the child has completed 5-year-old kindergarten. Each operator of a charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#) that operates a 5-year-old kindergarten program shall adopt a written policy specifying the criteria for promoting a pupil from 5-year-old kindergarten to the first grade.
5. Each operator of a charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#) that operates a 5-year-old kindergarten program shall establish procedures, conditions, and standards for exempting a child from the requirement that the child complete kindergarten as a prerequisite to enrollment in the first grade and for reviewing the denial of an exemption upon the request of the pupil's parent or guardian.
6. The operator of a charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#) that operates a 5-year-old kindergarten program shall enroll in the first grade a child who has not completed kindergarten but who is otherwise eligible to be admitted to and to enroll in first grade as a new or continuing pupil at the time the child moves into this state if one of the following applies:
  - a. Before either commencing or completing first grade, the child moved into this state from a state, country, or territory in which completion of 5-year-old kindergarten is a prerequisite to entering first grade and the child was exempted from the requirement to complete 5-year-old kindergarten in the state, country, or territory from which the child moved.
  - b. Before either commencing or completing first grade the child moved into this state from a state, country, or territory in which completion of 5-year-old kindergarten is not a prerequisite to entering first grade.



(cr)

1. The governing body of each private school participating in the program under s. [118.60](#) shall adopt a written policy specifying criteria for promoting a pupil who is attending the private school under s. [118.60](#) from the 4th grade to the 5th grade and from the 8th grade to the 9th grade. The criteria shall include the pupil's score on the examination administered under s. [118.30 \(1\) \(a\)](#) or [\(b\)](#) or s. [118.301 \(3\)](#), unless the pupil has been excused from taking the examination under s. [118.30 \(2\) \(b\)](#); the pupil's academic performance; the recommendations of teachers, which shall be based solely on the pupil's academic performance; and any other academic criteria specified by the governing body of the private school.
2. The governing body of a private school participating in the program under s. [118.60](#) may not promote a 4th grade pupil who is attending the private school under s. [118.60](#) to the 5th grade, and may not promote an 8th grade pupil who is attending the private school under s. [118.60](#) to the 9th grade, unless the pupil satisfies the criteria for promotion specified in the governing body's policy under subd. [1](#).

**History:** [1983 a. 411](#); [1985 a. 29](#); [1991 a. 39, 269](#); [1993 a. 223, 339, 340, 399, 491](#); [1995 a. 27 s. 9145 \(1\)](#); [1997 a. 27, 113, 164](#); [1999 a. 9, 84, 185](#); [2001 a. 38, 109](#); [2003 a. 33](#); [2009 a. 28, 41, 114](#); [2011 a. 32, 105, 156](#); [2011 a. 260 s. 80](#); [2013 a. 63, 138, 237](#); [2015 a. 55, 212](#); [2017 a. 59](#).

**NOTE:** [1983 Wisconsin Act 411](#), which created this section, has "Legislative declaration" in section 1.

**NOTE:** [1993 Wis. Act 339](#), which created sub. (1) (d), contains explanatory notes.

**Cross-reference:** See also ch. [PI 18](#), Wis. adm. code.

## **Career and Technical Education Alma School District CTE Non-discrimination Policy**

Alma School District offers career and technical education programs in Agriculture, Business, Family and Consumer Science, and Career and Technology Education under its open admissions policy. Admission to these programs is based on a desire to be in the program. Alma School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal. For more information about CTE course offerings and admissions criteria, contact Joshua Reed, S1618 State Road 35 in Alma, WI 54610. Lack of English language proficiency will not be a barrier to admission and participation in career and technical education programs.

## **COURSE LOAD AND REQUIREMENTS FOR GRADUATION**

In order to graduate from Alma High School, a student must have successfully completed a minimum of (23.5) twenty-three and a half credits. In order to graduate from Alma High School, a student must also have successfully completed the following credits in grades 9 – 12 with a passing grade of D- or higher:

### **ENGLISH – 4 credits are required**

Satisfactory completion of either English 12 or Business Communications is required for seniors.

### **SOCIAL STUDIES – 3 credits are required.**

The requirements for Social Studies include:

(a) Satisfactorily complete Early American History and American Development and Expansion - (1/2 credit for each; 1 credit total)

(b) Satisfactorily complete Senior Social Studies American Studies -Government and Senior Social Studies American Studies-Economics - (1/2 credit for each; 1 credit total)

(c) At least one other credit in a social studies class

### **MATHEMATICS – 3 credits are required.**

### **SCIENCE - 3 credits are required.**

The requirements for Science include:

(a) 9<sup>th</sup> Grade General Science – (1 credit)

(b) 10<sup>th</sup> Grade Biology – (1 credit)

(c) At least one other credit in Science – (1 credit)

### **PHYSICAL EDUCATION -1-1/2 credits are required.**

The requirements for Physical Education include:

(a) 9<sup>th</sup> Grade Physical Education – (1/2 credit)

(b) 10<sup>th</sup> Grade Physical Education – (1/2 credit)

(c) 11<sup>th</sup> Grade Physical Education – (1/2 credit)

(12<sup>th</sup> Grade Physical Education may be taken as an elective for 1/2 credit)

### **HEALTH EDUCATION – 1/2 credit is required.**

All students will be required to successfully complete 1/2 credit in Health Education.

### **ELECTIVES – 8 credits are required.**

**A MINIMUM OF FIVE CLASSES IN ADDITION TO PHYSICAL EDUCATION IS REQUIRED OF ALL STUDENTS IN GRADE 9. STUDENTS IN GRADES 10 THROUGH 12 MUST ENROLL IN A MINIMUM OF CLASSES EQUIVALENT TO 6 CREDITS FOR EACH YEAR.**

## **SUGGESTED REQUIRED COURSE SEQUENCE**

- Freshmen (9<sup>th</sup> Grade) -- English 9 -- 1 credit  
 Early American History -- ½ credit  
 American Development & Expansion -- ½ credit  
 Algebra <or> Gen. Algebra A -- 1 credit  
 Science 9 -- 1 credit  
 Phy Ed & Health 9 -- 1 credit
- Sophomore (10<sup>th</sup> Grade) -- English 10 -- 1 credit  
 Two Social Studies Courses (½ credit each)  
     Area Studies I -- ½ credit  
     Area Studies II -- ½ credit  
     American History 10 -- ½ credit  
     Modern American History --½ credit  
     Contemporary American History --½ credit  
     World History – Ancient Cultures -- ½ credit  
 Geometry <or> Gen. Alg, B/Geometry A -- 1 credit  
 Biology -- 1 credit  
 Phy Ed -- ½ credit
- Junior (11<sup>th</sup> Grade) -- Composition -- ½ credit  
 Speech --½ credit  
 Adv. Algebra <or> Geometry B --(1 credit)  
 Phy Ed -- ½ credit
- Senior (12<sup>th</sup> Grade) -- AP-Language and Composition <or>  
 Business Communications -- 1 credit  
 American Studies – Government -- ½ credit  
 American Studies – Economics -- ½ credit  
 Pre-calculus <or> Advance Algebra <or>  
 Technical Math

Additionally - It is recommended that students who plan to attend a 4 year college or university also take the following:

- Spanish I and Spanish II (1 credit each)
- Three additional credits of mathematics:  
 Advanced Algebra and Pre-Calculus(1 credit each)
- A minimum of 2 additional credits of science:  
 Human Biology, Chemistry, Physics, & Advanced  
 Placement Biology (1 credit each)

For students who plan to attend a technical college or trades certificate program, it is also recommended that Technical Mathematics (1 credit) be taken during the senior year.

## **FEES AND MATERIAL OBLIGATIONS FOR CLASSES**

During the registration process, students should be aware that in some classes have a monetary cost associated with them. Some courses have cost for equipment or materials that will need to be payed to enroll. The school purchases materials that students use for projects, but the school needs to be reimbursed for those cost before student taken them home. In additions some courses have a supply fee to offset the high cost of offering the class.

### **Band Fees**

#### **Rental Fees:**

School-owned instruments may be assigned to students. A yearly rental fee of \$25 is required. Percussionists who purchase their own drum and bell kit will NOT be assigned a percussion fee. Those who do not purchase their own kit will be required to pay a \$20 yearly rental fee.

#### **Uniforms:**

Students in senior band will be required to purchase a band tux shirt for \$18.00. The rest of the uniform (pants, tie, cummerbund, hat, & plume) will be supplied by the school. Students will be charged for the cost of these items if not returned after graduation.

### **Drivers Education:**

A \$200 Dollar fee is paid to Alma School at the beginning of the course.

### **Shop Projects:**

Materials and Finishes are paid for thru a project fee that will be determined by the student and Mr. Reed. The project fee is only intended to cover the cost of materials and will change depending on the materials used.

### **Towle Fee:**

Students in grades 7-12 will be assessed a \$10.00 per semester fee for access to clean towels in the locker rooms.

### **Athletic Fee:**

Students participating in athletics will pay a \$12.50 fee for the year.

# ART

## Art 9

.25 cr

This is the foundation course in the visual arts. Students are introduced to drawing, painting and sculpture with the emphasis on the elements and principles of art and design. Students engage in studio production, explore themes in art history and are challenged with basic art criticism and aesthetic valuing.

## Art 10-12

.25 cr OR .5 cr

This is an intermediate course for the study of visual arts media through illustration techniques in drawing, painting, and three-dimensional constructions. It is a combined studio and art history course which places emphasis upon reinforcing and building on material covered within Art 9. Students will increase proficiency of expression in various media and understanding of historical themes and artistic movements.

## Drawing

.5 cr

This class is designed to give the young artist an in-depth study in drawing expression using a multitude of drawing materials. The developmental sequence will include non-original historical studies to advancement into original work.

- 1) Line Form Perspective
- 2) Line Movement Drawings
- 3) Contour Drawing
- 4) Progressive Drawing
- 5) Interpretive Still Life
- 6) Found Object Drawing
- 7) Pen and Ink
- 8) Pastel and Charcoal
- 9) Scale Drawing
- 10) Cross Hatching Techniques
- 11) Scratchboard Techniques
- 12) Timed Drawings

## Painting

.5 cr

1. Oil
  - a. Color problems related to design and color theory
  - b. Compositions from sketches and imagination
  - c. Flat work
  - d. Dimensional work
2. Watercolors
  - e. Color theory development – layered techniques
  - f. Color problems related to design
  - g. Non-original historical studies
  - h. original layouts with developed watercolor techniques
3. Advancement
  - i. Original work for exhibition

## Design Options

.5 cr.

This course of study will allow the student many Design Options in creating, using various mediums and materials. Design will be the key emphasis on all projects chosen.

### Areas of Expression:

- A) Paper
  - 1) Graphic designing/intense study
  - 2) Drawing/various mediums and layered work
- B) Textiles
  - 1) Fabric designing
  - 2) Embellishments
  - 3) Graphic printing on fabric
- C) Canvas
  - 1) Flat Work
  - 2) Layered work (texture)
  - 3) Manipulated canvas (varied layers)
  - 4) 3-D textured canvas
  - 5) Mixed mediums – incorporating 2 or more materials upon the canvas.

## Pottery

.5 cr.

### *Clay and Glaze Lab Fees Required*

- 1) Methods
  - a) Slab                      b) Coil                      c) Wheel-thrown                      d) Combination
- 2) Experience
  - a) Wedging                      b) Texturing                      c) Glazing                      d) Firing
- 3) Slab Processes
  - a) Open Cut                      b) Closed Wall                      c) Ornamental                      d) Imprinted
- 4) Coil Processes
  - a) Vertical                      b) Horizontal                      c) Combination                      d) Free Style

## Digital Design

1 cr

Digital Design is a yearlong, project-based course that develops skills in web design and production using Adobe web tools, that can be applied to web design education or in more general career and technical education.

Digital Design develops key digital communication skills such as design, project management, and web technology. Each project builds on lessons learned previously. Digital Design aligns with the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) for Students (2007) as well as the new Adobe Certified Associate Web Communication and Rich Media Communication objectives to prepare students for certification.

## **BUSINESS EDUCATION**

### Keyboarding / Word Processing 7

Students will learn keyboarding by touch. This is a completely computerized course in which students develop keyboarding technique, accuracy, and speed. Students will also learn to develop a variety of common business documents to help them develop keying skills as the skills relate to business. Some of the documents that will be created are memorandums, letters, reports and tables. Very little outside-of-class work is required. Students will be graded based on their keying ability and quality of processed documents.

Students will learn how to use Microsoft Word.

### Word Processing 8

Do you want to learn how to use Microsoft Word and Microsoft PowerPoint? If so, then this is the class for you. In the first part of the class, students will learn how to use some of the advanced features of Microsoft Word. Some of these features include formatting skills, manipulating graphics and tables, and mail merge. E-mail is integrated within the lessons. After learning Microsoft Word, students will “dig” into another popular Microsoft product, PowerPoint. PowerPoint is one of the leading software programs for presentation purposes. Students will learn the “ins and outs” of this program and develop presentations of their own. Very little outside-of-the-class work is required.

### Microsoft Office

1 cr.

Microsoft Office is a review of some of the more advanced features of Microsoft Word and PowerPoint but also introduces students to Microsoft Excel and Access. Microsoft Excel is a spreadsheet program that allows users to manipulate mathematical information as well as to be used as a database. Microsoft Access is a database software program used in many businesses to keep track of inventory, client lists, etc. Basic word processing, spreadsheet, database, and presentation computer knowledge is necessary in many of today’s jobs. So, if you want to learn the four most popular Office products, this is the class for you. Very little outside-of-the-class work is required.

### Desktop Publishing 1

.5 cr.

The class will work with Adobe and Microsoft programs to develop the concepts of page layout and design and how these properties can be used to enhance the message being conveyed by the printed page. The students will use a digital camera, scanner, and on-line resources to develop and publish a digital yearbook. Proof reading is very important for the publication of the digital yearbook so students should have earned at least a C in their English classes. Students need to be self-motivated as most of the projects have publishing deadlines that need to be met. This class will be limited to 8 students per class period because of software and publishing constraints.

### Desktop Publishing 2

.5 cr

Desktop Publishing 2 will push students to apply their design and production skills to complete tasks in a more deadline-oriented environment and take on the task of final publication of the digital yearbook. Students will explore the differences between newspaper and magazine design, layout and production. Students will work to publish their own magazine that incorporates all aspects of design studied and fully utilizes the software capabilities. There will be the opportunity to import clipart from various sources and to manipulate pictures using the advanced features of the software packages. This class will be limited to 4 students because of software and publishing constraints. Students need to take Desktop Publishing 1 and Microsoft Office before they can take Desktop Publishing 2

### Personal Money Management/Business Law

.5 cr

Where does all the money go? If this is a question you often ask yourself, then this is the class for you. Personal Money Management provides students with a variety of money management skills they will use throughout their lives. This class is based on a simulation in which students create budget, use banking services, fill out tax forms, buy insurance, car, or home, and much more. Much focus is on investing in the stock market and students will develop virtual personal portfolios. Are you going to rent an apartment? Buy a car? What laws should you know about before entering into a contract. How do you form an LLC and why? They are some of the many topics covered in Business Law.

### Accounting

1 cr

Where is the money? That's what accounting tells you about your business and your income. It's a "must" for every manager in every occupation to learn how to compute net worth and how much money your business is earning, everything you've always wanted to know from check writing to payroll preparation and obligations. Excel software is used along with a text and workbook

### Advanced Accounting

1 cr

Advanced Accounting is an independent study course that builds on the concepts to those already mastered in Accounting. This class will be primarily computer oriented. This class is especially important for those students planning further studies in business after high school. Prerequisite is a minimum grade of "C" in Accounting.



## CAREER AND TECHNICAL EDUCATION

### 7th and 8th grade Tech. Exploration .5 cr

Students are exposed to and explore the world of STEM - Science, Technology, Engineering, and Math. We discover the design process and learn how to become creative problem solvers. We use new materials, techniques and technologies to solve real world problems.

### Exploring Technology .5 cr

In this course, the students will have an opportunity to get familiar with different shop functions. The course will include an overview of shop safety, tool identification, and technical careers. The students will become familiar with the basics of woodworking, metalworking, power tools, project planning, welding, engines, painting, electricity and masonry.

### Woods I .5 cr

Students will have the opportunity to work with some basic woodworking projects. Shop safety and proper tool operation will be covered prior to beginning projects. Students will be responsible for purchasing the materials necessary to complete their projects.

### Welding .5 cr

This course will teach the student how to use the arc welder, mig welder, Oxyacetylene torch and spot welder. Different welding joints and positions will be covered in arc welding as well as cutting, brazing, and welding with the torch. Some small projects will be completed at the end of the course when all of the basics have been covered.

### Small Engines .5 cr

This course will teach the students the basics of maintaining, servicing, and overhauling small engines. Students will learn the basics of engine operation, parts of the engine, tools used in working with engines. All students in this class will accomplish a complete overhaul of an engine. The engine may be supplied by the student or the teacher. The students will have a combination of class work and hands on experience.

### Advanced Technology .5 cr

This is a class for students to expand their education in the wide world of technology. This course is designed to be very flexible. It will allow the students to work on projects of interest to them. A short welding unit will be done at the beginning of the semester. Once the basics of shop safety and tool identification are completed, students will be able to work on teacher approved projects. Emphasis will be on advanced welding projects.

### Advanced Woods

.5 cr

This is a class designed for students who want to advance their skills in woodworking. This class will be geared toward advanced projects that are designed by the student and approved by the teacher. All costs of the materials for these projects are the responsibility of the student.

### Building Construction

.5cr

In building construction, we explore the construction process by learning what tools and materials are used in modern residential construction. The class learns how to operate the tools are used in the industry in a safe manner . The class will use this knowledge to produce various structures.

### Drafting/3D Modeling

.5cr

In drafting, students use the Autodesk software to create drawings, 3D images and designs. We learn how to read prints and schematics first. Then we start creating our own drawings and 3d images. Lastly we use what we have learned and create 3d prints of your own designs and test them in real world applications.

## **DRIVER EDUCATION**

Any student who would reach the age of 16 prior to June 1 of the succeeding year, would be eligible to take the classroom portion of the Driver Education during the preceding summer. Any student having his/her drivers permit prior to July 1, which will permit “behind the wheel” instruction during the summer (June-July). (1/4 credit).

## **ENGLISH**

### English 7

Students will be using the writing process as they explore various writing activities. Such activities may include but are not limited to the following:

- A children’s book
- Group magazine
- Character sketches
- Mini-Research lessons
- Various writings: narrative, personal and expressive, descriptive, informative

- Other ideas as the students express interests

Grammar and spelling assignments and tests are included. Independent journals are required each week unless otherwise noted. One full page is required with the student earning extra credit points for extra pages. The journal is a separate notebook only designated for a journal. The Writer's Craft (McDougal, Little) is used as the main reference book for writings and grammar.

### English 8

Students will be using the writing process as they complete four major projects, one each quarter, as well as other writing and speaking activities that may arise. Such projects may include but are not limited to the following:

- Research paper~ may be tied with the Holocaust unit
- Autobiography
- Composing original poetry/ stories
- Presentations with various media
- Oral communication
- Various writings

Grammar and spelling are included. Independent journals are required each week unless otherwise noted. As time allows, students will be challenged to read literature and other materials that reflect and stimulate their interests and intellectual abilities. An in-depth study of the biographical play based on The Diary of Anne Frank will combine research and other readings of the Holocaust. Writing and Grammar (Prentice Hall) is used as the main reference book.

### Reading 7

Students will focus on reading diverse literature with the purpose of improving their comprehension and stimulating their various interests and intellectual abilities. Throughout this semester, students will be exposed to a range of texts such as informational texts, non-fiction, short stories, drama, and poetry. The Common Core State Standards for English Language Arts & Literacy will serve as the guideline in determining the tasks to incorporate into the lessons. Students will be required to independently read two books each quarter and complete a related project.

### Reading 8

Students will focus on reading diverse literature with the purpose of improving their comprehension and stimulating their various interests and intellectual abilities. Throughout this semester, students will be exposed to a range of texts such as informational texts, non-fiction, short stories, drama, and poetry. The Common Core State Standards for English Language Arts & Literacy will serve as the guideline in determining the tasks to incorporate into the lessons. The books to be read and studied during this semester will include an in-depth study of the Holocaust using The Diary of Anne Frank; a variety of books recommended from The Common Core State Standards, and a new classic such as The Hunger Games by Suzanne Collins, and/or other books chosen by the students with teacher guidance. Students will be required to independently read two books each quarter and complete a related project.

### English 9

1 cr

English 9 is an introductory high school English course stressing reading, writing, thinking, and speaking while using a wide selection of materials. Short stories, plays (*Romeo & Juliet*), poems, and articles will be read and studied as well as the novels *Of Mice and Men* and *To Kill A Mockingbird*. The course will enable students to develop skills used in analyzing and interpreting literature; composing and revising writing; presenting speeches; and building vocabulary knowledge. Students will demonstrate acquisition of these skills through four primary skill bands: writing, reading, speaking and listening, and language. Process, concentration, vocabulary development, and research will be stressed during the course as well as reading, reacting to, and interpreting literature. Students will be expected to read independently outside of class.

### English 10

1 cr

English 10 is a comprehensive high school course covering two major themes. The first semester presents a hard, challenging look into humanity's capacity for evil through the novels *Lord of the Flies* and *Night*. The second semester explores a pattern of stories and characters that transcends time and space through the study of Joseph Campbell's "Monomyth" and the novel *Ocean at the End of the Lane*. Each semester offers ample opportunities for students to improve their skills in reading, writing, speaking and listening, and language. Process, concentration, vocabulary development, and research will be stressed during the course as well as reading, reacting to, discussing, and interpreting nonfiction articles and pieces of fiction. Students will be expected to read independently outside of class.

### Composition

.5 cr

Composition is a comprehensive high school writing course focusing on the written word. The class is guided by the study, evaluation, and application of the Six Traits of writing. Throughout the course, students are offered opportunities to develop and improve their writing skills in a variety of modes and for a variety of purposes including basic five paragraph structure, book reviews, timed essays, compare/contrast papers, creative writing, and literary analysis. Additionally, each semester offers opportunities to improve reading, speaking, and language skills. Process, concentration, analysis, and research will be stressed during the course. The course will be unified through the study of Dystopian literature, specifically *Unwind*, *Minority Report*, and *1984* or *Brave New World*.

### Speech

.5 cr

Speech is a comprehensive high school public speaking course covering both presentation and theater. The class is permeated by the study, creation, and eventual presentation of a TED talk. Throughout the course, students are offered opportunities

to develop and improve speaking skills in a variety of genres and purposes including informative, extemporaneous, expressive, and persuasive speeches. Additionally, each semester offers opportunities to improve reading, writing, and language skills through the study of ethos, pathos, and logos; the presentation and analysis of *Inherit the Wind*; and the viewing, analysis, and discussion of *The King's Speech*. Process, concentration, analysis, and research will be emphasized during the course.

Practical English

.5 cr

This course is designed to help strengthen ability in the areas of writing, grammar, and reading. Accessible works such as *Dairy Queen* and *Midsummer Night's Dream* will be analyzed and interpreted. Students should check with the instructor before signing up for this course.

AP Language and Composition

1 cr

The AP-Language and Composition course is intended to challenge students to read critically, think analytically, and communicate clearly both in writing and in speech. Students in this college-level course will read and carefully analyze a range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. Students will also develop a comprehensive grasp of how grammar works, how literary terms are employed in writing, and how important the process of writing is. This course intends to help students "write effectively and confidently in their college courses across the curriculum and in their personal and professional lives" (*AP English Course Description 2008*).

Business Communications

1 cr

Zoom into the next century with effective communication skills in speaking, writing, and listening. Compose and format business and personal documents common in everyday living. Computers used regularly. Students' input for special projects is encouraged. Evaluated by quality of accomplished projections; regular small homework responsibilities.

## **FAMILY AND CONSUMER ECONOMICS**

Careers 9

.25 cr

This is the foundation course in the visual arts. Students are introduced to drawing, painting and sculpture with the emphasis on the elements and principles of art and design. Students engage in studio production, explore themes in art history and are challenged with basic art criticism and aesthetic valuing.

Intro. to Family and Consumer Economics .5 cr

This is an exploratory class designed to introduce you to what Family and Consumer Economics is all about. The four main areas of this class are *Foods, Clothing, Child Care/Parenting and Family Relationships*.

Relationships .5 cr

Relationships is a course designed to teach the intellectual and social processes used in reasoning. The purpose of this course is to help you develop a broader understanding of the importance of family, of your role in the family, and the complexity and necessity of the work of the family. You will develop an awareness of the challenges and choices encountered with respect to the self, the family and society.

Family and Food .5 cr

Food is more than just cooking and eating. In this class, we will learn about nutrition, about the function food has in the family, and make a wide variety of foods in lab. You will become resourceful and well-informed about your food choices and lifestyle. In this class, you will master basic cooking skills.

Food and Society .5 cr

The Food and Society class is broken into two parts. The first part will show you what affects the production and consumption of food has on our environment and look at food as a major societal concern. In the second part we will study different cultures and their food choices. There will be many diverse cooking labs and you will become familiar with cultural cooking.

Parenting and Child Development .5 cr

This is a parenting class that focuses on both rewards and responsibilities of parenting. The class helps students to build strong parenting skills, which will prepare them for the challenges and joys of parenting. Throughout the semester, the class focuses on nurturing infants and children, raising children with character, and taking responsibility seriously. "Baby Think It Over" is a part of this class.

Working with Children .5 cr

If you enjoy being around children, this course is a must for you. The student will have several opportunities to plan activities with and observe young children. Because many parents today rely on substitute care for their children, the importance of providing quality day care is studied. Topics that relate to both the parent and the child care worker are discussed and include child abuse and neglect, food for children, and children and media.

Introduction to Home Design .5 cr

All of us have a unique personality. In this class, you will be able to express your personality in the choices you make for your home. You will see the historical

perspective on housing and learn about basic home construction, today's techniques and materials, interior design, and ideas for future home design and construction.

## **MATHEMATICS**

### Math 7

This course consists of the following elements: Problem Solving, Number Relationships and Fractions, Fractions and Their Operations, Algebra and Integers, Data Analysis and Statistics, Ratios and Proportions, Percents and Decimals, Geometry in the Plane, Geometry in Space, Algebra: using integers, Probability and Discrete Mathematics, and Algebra: Equations and Functions.

### Math 8

This course consists of the following elements: Exploring Patterns, Investigations in Algebra, Modeling Integers, Exploring the Language of Algebra, Exploring Data and Graphs, Exploring Number Theory, Rational Numbers and Percents, Proportion, Percent, and probability, Real Numbers and Inequalities, Geometry Concepts and Spatial Thinking, Congruence, Similarity, and Transformations, Measurements in Geometry, Exploring Linear Equations, and Exploring Data and Polynomials.

### General Algebra (gr 9-10)

1 cr each yr

This course will use linear and exponential equations using one and two variables. Students will acquire skills to write mathematical equations that solve real world problems. Students will work with Real numbers, Rational, Irrational and Radical functions as well as Inequalities. Students will learn how to display this information in graphical form using multiple methods. Students will learn how to work with basic statistics and probability in order to predict future events.

Students will be introduced to Geometry and geometric shapes. Students will begin to study lines, triangles, polygons and circles.

\*This course may also cover three semesters - *Freshman year* - General Algebra A (2 semesters) & *Sophomore year* - General Algebra B (1 semester) & Geometry A (1 semester)

### Geometry (gr 10-11)

1 cr

#### *Prerequisite – Algebra*

This course presents coordinates, transformations, measurement formulas and three-dimensional figures in the first half of the course. Concentrated work with proof-writing will be covered mid-year and later, following a careful development in the logical and conceptual precursors to proof.

\*This course may also cover three semesters - *Sophomore year* - General Algebra B (1 semester) & Geometry A (1 semester) *Junior Year* - Geometry B (2 semesters)

Advanced Algebra (gr 11) 1 cr

*Prerequisite – Algebra & Geometry*

This course emphasizes facility with algebraic expressions and forms, especially linear and quadratic forms, powers and roots, and functions based on these concepts. Students study logarithmic, trigonometric, polynomial and other special functions both for their abstract properties and as tools for modeling real-world situations.

Technical Mathematics (gr 11-12) 1 cr

*Prerequisite – Geometry or General Algebra*

\*Only for students who are not enrolled in or completed Advanced Algebra

This course provides practical vocational and technical applications of mathematical concepts. Presentation of concepts is followed by applied examples and problems that have been drawn from diverse occupational fields. These examples and problems progress from simple to those whose solutions are relatively complex, and often work with illustrations such as those found in trade and technical manuals and drawings.

Pre-calculus (gr 12) 1 cr

*Prerequisite – Advanced Algebra*

PDM integrates the background students must have, to be successful in calculus, with the discrete mathematics helpful for computer study. The study of numbers systems, three-dimensional coordinate geometry, and some linear algebra is also included. Mathematical thinking, including specific attention to formal logic and proof, is a theme throughout this course. Students are introduced to higher levels of Trigonometry and Algebra to encourage a stronger base understanding prior to introduction of Calculus. Students will then be introduced to first level calculus, using both Integral and Derivative functions.

## MUSIC

Music Appreciation .5 cr

This course is an advanced music course offered only to those students with at least four years of experience in band and/or choir. Students must be able to read and write music. The course will be divided into two sections. The first quarter will deal with basic music theory involving the study of intervals, chords, scales, and eventually four part music writing. The second quarter will deal with the study of Western music from Baroque to Contemporary.

Junior High Chorus (Grades 7-8) .25 cr. each semester

Junior High Chorus is a performance class. Music for study is selected from vocal literature of the different historical periods of music, including contemporary styles.



Additional opportunities for solo and small group study are encouraged, including vocal jazz and solo & ensemble contest. Attendance for all concerts is required, and classroom attendance is vital to grading.

Junior High Band ( Grades 7 & 8) .25 cr. each semester

The junior high band is made up of students in grades 6 - 8. Students will need to have at least 1 year playing experience before entering the junior high band. The band performs several concerts throughout the school year: fall concert in October, Holiday concert in December, contest in April, spring concert in April, and Memorial Day at the Nelson Cemetery. Students in grades 7 & 8 are required to participate in the junior high solo and ensemble festival the 4th Saturday in January. Every student receives a solo to learn and may also be involved in other group activities (duet, trio, quartet, and/or large ensemble).

Also, in March, students in grades 7 & 8 can be nominated for the Couleeland Honors Band at Blair-Taylor High School. Students are expected to play 4 individual lessons with me each quarter and also do 4 practice lessons. All concert performances are required! If a student needs to miss, I must be notified by a parent at least 2 weeks in advance. The student will be assigned an alternate assignment to make up for the concert. If a student is ill on the day of the concert, he/she will be excused and assigned a "Missed Concert Report". However, if a student misses a concert with no excuse, he/she will be given an incomplete for the quarter until a written report is completed. The course grade will be lowered one step.

Senior High Chorus (Grades 9-12) .25 credit each semester

Senior High Chorus is a performance class. Music for study is selected from vocal literature of the different historical periods of music, including contemporary styles. Additional opportunities for solo and small group study are encouraged, including vocal jazz and solo & ensemble contest. Attendance for all concerts is required, and classroom attendance is vital to grading.

Senior High Band 1/2 credit each semester

Senior High Band meets five times per week and is offered to students who have completed at least two years of instrumental music study. The band will perform various styles of music ranging from "classical" works to jazz, folk, and rock and roll. Requirements for this course are: four lessons per quarter, four practice lessons per quarter, attend ALL concerts, parades, clinics, and pep bands throughout the entire school year. Additional opportunities for advancement and/or study will include: solo & ensemble, jazz band, and honors bands. Classroom attendance is vital to grading.

## PHYSICAL EDUCATION

Physical Education 9 – Required .5 cr

The primary purpose of this class is to help students develop an awareness and an appreciation of exercise, physically, mentally and socially. The class will promote proficiency in the fitness area and cardiovascular endurance, muscular strength and endurance, flexibility, and body composition. Skill development, rules and strategies of individual and team activities will be taught. CPR instruction is included in this class.

Physical Education 10-12 – Required (10-11) .5 cr

This course will further develop enjoyment of exercise and the promotion of fitness so students will be able to perform day-to-day tasks with energy and vigor and participate in a variety of physical activities. The courses are designed to introduce and strengthen the student's skills, rules, and strategies of lifetime individual and group activities

Strength & Conditioning 10-12 .25 cr or .5 cr

This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining muscular strength through the use of free-weights. Students will be required to log/journal their own personal weight training sessions. Students will also participate in periodic conditioning activities to strengthen muscles as well as work on cardiovascular fitness. Lifting and conditioning are lifetime activities that can build strength, endurance, balance/agility, flexibility, stamina and injury prevention.

## HEALTH EDUCATION

Health Education – Required .5 cr

The class will cover units on mental, social, and physical health. Included in the course will be topics on self- concept, the body functions, prevention, common health problems, potentially harmful subjects, safety, and first aid.

## SCIENCE

### Science 7

This is an integrated and coordinated science course designed around units based on broad themes in life, physical, and earth and space science. Students observe science phenomena first hand, create explanations, and apply the new understandings to help make decisions and solve problems based on science. Every unit incorporates the standards of science as inquiry, personal and social perspectives, history of science, and science and technology. Units taught may include characteristics of life, reproduction in flowers and humans, diversity origin and history of life, inheritance of traits, natural selection, systems of the human body, sound, light and ecology.

### Science 8

This is an integrated and coordinated science course designed around units based on broad themes in life, physical, and earth and space science. Students observe science phenomena first hand, create explanations, and apply the new understandings to help make decisions and solve problems based on science. Every unit incorporates the standards of science as inquiry, personal and social perspectives, history of science, and science and technology. Units taught may include properties and changes in properties of matter, motion and forces, temperature and heat, energy resources, minerals and rocks, rock and the fossil record and plate tectonics, and space.

### General Science 9

1 cr

General Science 9 is a yearlong required course designed as a beginning high school course that allows the students to construct the basic science concepts common to all areas of science. Students observe science phenomena first hand, create explanations, and apply the new understandings to help make decisions and solve problems based on science. Every unit incorporates the standards of science as inquiry, personal and social perspectives, history of science, and science and technology. Units taught may include electricity, magnetism, atomic structure, periodic chart of elements, chemical reactions, mixtures, the atmosphere and weather.

### Biology

1 cr

*Prerequisite: General Science 9*

Biology is a yearlong required course designed to allow students to understand all of the basic biological principles. Students observe science phenomena first hand, create explanations, and apply the new understandings to topics of interest that allow the students to make decisions and solve problems based on science. Every unit incorporates the standards of science as inquiry, personal and social perspectives, history of science, and science and technology. The course is organized around the themes of biological system, cellular basis of life, form and function, reproduction and

inheritance, interaction with the environment, energy and life, regulation, adaptation and evolution, biology and society and scientific inquiry.

Human Biology 1 cr

*Prerequisite: Biology*

Human Biology is a yearlong elective course designed as an introduction into the anatomy and physiology of the human body. This course emphasizes learning through firsthand experience as well as applying that knowledge to help understand how to prevent disease and maintain a healthy body. One important goal of this course is to show students a variety of health related career options. Systems commonly studied include the skeletal, muscular, digestive, circulatory, lymphatic, nervous and reproductive.

AP Biology 1 cr

*Prerequisite: Human Biology*

Advanced Placement Biology is a yearlong college-level course in introductory biology. It also provides an opportunity to earn college credit. The purpose of this course is to develop an appreciation for the study of life as well as to prepare them for the rigors of college work. Solid reading skills along with a willingness to devote considerable time to homework and study are necessary to succeed. This course is structured around the four big ideas, enduring understandings, and science practices of biology.

Chemistry 1 cr

*Prerequisite: The student must be enrolled in or have taken and successfully completed Advanced Algebra. It's basically a two semester course where the first semester prerequisites the second semester.*

Chemistry is the study of materials, their composition, structure and the changes they undergo in chemical reactions. It is a body of systematized knowledge gained from observation, study, and experimentation – as opposed to guesswork and opinions. Chemistry is designed to accommodate students requiring a prerequisite for a particular course of study or entrance in a technical college or university and for students who have an interest in science. The course consists of lecture, the study of a textbook, and laboratory experiments. Most laboratory experiments are designed to enhance concepts learned in the classroom and to give students the hands-on experiences needed to function in future science courses.

Conceptual Chemistry 1 cr

*Prerequisite: The student must be enrolled in or have taken and successfully completed Algebra.*

Chemistry is the study of materials, their composition, structure, and the changes they undergo in chemical reactions. Conceptual chemistry is an approach to teaching chemistry that focuses on the ideas of chemistry rather than the often daunting mathematics. The course consists of guided inquiry handouts, lecture, laboratory

demonstrations and laboratory experiments. Most laboratory experiments are designed to reinforce concepts learned in the classroom and to give the student hands-on experience required to function in future endeavors. Grades will be determined from unit tests and topic-specific quizzes (60%), homework (20%), and laboratory reports (20%).

Physics

1 cr

*Prerequisite: The student must have successfully completed Advanced Algebra. The course is designed to be a two-semester course though each semester may be taken independently.*

Physics is the branch of science that involves the study of physical phenomena in order to establish patterns in nature. Physics investigates everything from atoms to galaxies, from toys to toasters, and from music to plumbing. Physics is designed to accommodate students requiring a prerequisite for a particular course of study or entrance in a technical college or university and for students who have an interest in science. Physics studies mechanics which involves the causes and nature of motion, heat energy, nature of gases, light energy, sound energy, and electrical energy. The course includes laboratory experiments designed to illustrate learned physics principles and to give the student hands-on experience by using physics equipment and technology.

Conceptual Physics

1 cr

*Prerequisite: The student must have successfully completed Algebra.*

Physics is the branch of science that involves the study of physical phenomena in order to establish patterns in nature. Conceptual physics is an approach to teaching physics that focuses on the ideas of physics rather than the often daunting mathematics. Conceptual physics is designed to accommodate students requiring entrance in a technical college and for students who have an interest in science. The course includes laboratory experiments designed to illustrate learned physics principles and to give the student hands-on experience using computer-based sensors that record real-time data. Grades will be determined from unit tests and topic-specific quizzes (60%), homework (20%), and laboratory reports (20%).

## **SOCIAL STUDIES**

U.S. History – Early American

.5 cr

This course will include the historical events of the colonization of North America to the development of the United State Constitution. Topics covered will include the French and Indian War, the War for Independence, and the events that led to the development of the Constitution.

U.S. History – American Development and Expansion

.5 cr

Topics to be covered in this class will include the Jefferson era, the Jackson era, the westward expansion and the Civil War.

American History 10 .5 cr  
*Prerequisite – U.S. History – Early American & American Development and Expansion*

Material covered in this class will center around the following: Early Political Reform, Business Regulations, The World Wars, New Deal, and the world problems after World War II.

World History – Ancient Cultures .5 cr

This course will include the study of the following:

- 1) Early Civilization in Egypt, the Middle East, India and China
- 2) Ancient Greece and Rome
- 3) Europe during the middle ages and the renaissance

Students will be required to complete three research projects during this semester.

Modern American History .5 cr

This course will focus on U.S. History during the period of the Industrial Age to World War II.

Contemporary History .5 cr

This course focuses on events in U.S. History that occur from World War II to Modern times.

Area Studies I – (Western Hemisphere) .5 cr

UNIT 1 is a study of the physical and social make-up of a nation.

UNIT 2 deals with the historical, political and economic functions of nations in the western hemisphere.

UNIT 3 is a study of how countries in North America and Central America interact economically, historically, politically, physically and socially.

UNIT 4 will study the countries of Central America and South America, and how they interact with each

other and the rest of the western hemisphere.

Area Studies II – (Eastern Hemisphere) .5 cr

The 2<sup>nd</sup> semester of Area Studies will deal with countries and land masses of the Eastern Hemisphere.

- 1) Europe
  - A) North-West Europe
  - B) Mediterranean Europe

- C) Eastern Europe
- D) The former Soviet Union and Eastern block countries
- 2) Africa
  - A study of the growing changes in the African Nations
- 3) Asia
  - In this unit, emphasis will be put on the impact of the growing Asian markets on the economic systems of the world.
- 4) Oceania
  - This includes the Pacific Islands, Australia and New Zealand and Antarctica

American Studies - Government (Required Grade 12) .5 cr

The students will gain an in-depth understanding of our political system and how it operates, our individual rights and responsibilities as citizens and the structures of our state, local and federal governments. While covering the issues in the text we will also discuss in detail; conservation, crime, population, and poverty which are problems a government must deal with in the political scene.

American Studies – Economics (Required Grade 12) .5 cr

The students will know and understand the basic concepts of Economics and how it affects us as U.S. citizens and consumers of world trade goods. The students will also discuss the specifics of supply and demand, inflation, unemployment, and various other economic issues of importance. Students will be expected to work on outside reports concerning economics.

World Cultural History and Literature I 1 cr

½ Credit English    ½ Credit Social Studies

This elective course, team-taught between the social studies and English departments, will examine past cultures from both a literary and historical perspective. Students will explore significant historical influences affecting various groups of people and will examine and note the relationship of these influences upon the literature of the culture. Through course study and independent research, the students will develop a greater understanding and appreciation of past and present civilizations. During the first semester, the class outline will cover the following topics: African history and literature, ancient Middle Eastern history and literature, Persian and Arabic history and literature, and Indian history and literature

## **SPANISH**

Spanish 7

Seventh grade Spanish is designed to give students an introduction to Spanish basic vocabulary such as; colors, numbers, descriptions of yourself, others and objects, likes and dislikes, sports, foods, telling time and your age.

## Spanish 8

Eighth grade Spanish is designed to give students a comprehensive expansion of basic Spanish vocabulary. Students will learn connections, and begin to form and speak simple Spanish sentences

## Spanish I

1 cr

*Prerequisite/Recommendation: 3.0 GPA and B average in English*

First year Spanish is an introductory class, designed to give students reading, writing, comprehensive (listening) and verbal (spoken) language skills at an elementary level. The students learn to communicate about sports, music, school, food, hobbies and other subjects familiar to them. The students also read a novel, written in Spanish at the introductory level. Spanish I studies the culture of some Spanish-speaking countries through videos, activities and even some cooking.

## Spanish II

1 cr

*Prerequisite: Spanish I*

In this continuation of Spanish I, students learn to communicate with greater ease and more spontaneously about subjects important to them. The students read a second introductory level novel written in Spanish. Developing writing and speaking skills are major goals of the second year.

## Spanish III

.5 cr

*Prerequisite: Spanish II*

In Spanish III, students use their basic grammar skills from Spanish I and II to study the grammar, more in depth. Students delve into the culture, art, history and civilizations of the Spanish-speaking world. The students read an intermediate novel in Spanish during this year.

## Spanish IV

.5 cr

*Prerequisite: Spanish III*

In Spanish IV, students will expand on what they have learned in Spanish III.

## **TUTORING AND WORK EXPERIENCE**

Students may elect to take a maximum of (3) three semesters of the combination of Tutoring and Work Experience throughout their high school career; 1) two semesters of Tutoring and one semester of Work Experience, or 2) two semesters of Work Experience and one semester of Tutoring.



Students with 1) the fewest credits in Work Experience and Tutoring and 2) seniority in class rank (Seniors vs. Juniors) will be given priority.

Tutoring .5 cr

This course is open to juniors and seniors who are in good standing --- no incompletes or failures are allowed in other coursework. It is intended to provide high school students with the opportunity to work with elementary age children under the direction of a teacher. Students electing to take this course will have the opportunity to learn about children, about teaching, and about themselves.

Work Experience .5 cr

This course is open to juniors and seniors who are in good standing—no incompletes or failures are allowed in other course work. After several weeks of classroom work, students will be placed at a job that best matches their career goals. Students will complete several projects, which will help them explore their strengths, weaknesses and career interests. The student will also be required to write a resume and cover letter for their employer. In addition, students will learn what is expected of employees and how to conduct themselves on the job. Weekly work records (time cards) and periodic papers are required. These items, along with the employer’s evaluation will make up the student’s grade.

## **Early College Credit Program**

Wisconsin’s Early College Credit Program allows public high school juniors and seniors who meet certain requirements to take post secondary courses at a UW institution, a Wisconsin technical college or one of the states participating private nonprofit institutions of higher education. Approved courses can count toward high school graduation as well as for college credit. Please contact the school guidance counselor if you are interested in participating in the Early College Credit Program.