

**KICKAPOO
MIDDLE/HIGH
SCHOOL**

***COURSE SELECTION
HANDBOOK***

2017-2018

Kickapoo Area Schools does not discriminate on the basis of color, sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual

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KICKAPOO AREA SCHOOLS COURSE OF STUDIES (Grades 6 – 12)

COURSE SELECTION INFORMATION

Basic guidelines to use in planning next year's schedule are listed below. If you wish additional information, see your counselor.

CLASSES

Courses listed will be offered provided there are sufficient student requests. Student will be notified of any courses dropped along with procedures necessary to make alternative choices.

GRADUATION REQUIREMENTS

Students must be enrolled in a minimum of six credits per year. Twenty-four credits are required for graduation. Courses required for graduation are:

- Four credits of English
- Three credits of Social Studies
- Three credits of Mathematics
- Three credits of Science
- 1.5 credits of Physical Education
- ½ credit for Health Education
- .25 credit for Careers

COURSE SELECTION PROCEDURES

On the course selection form, circle the number in front of the course name for each semester. Accuracy is important. The entire course selection form must be completed. List any required course you are repeating at the bottom of the form, including course number and indicating semester. Elect courses listed for your grade level only, unless it is being repeated. Courses may be taken for credit only once. Advanced courses may require prerequisites, which are listed in the course description.

COURSE CHANGES

Request for changes must be completed by the close of school. Dropping out of a course during the year requires written parental request, teacher, guidance counselor and Principal approval. If a course is dropped after the first week of school, a grade of "F" will be recorded for the semester.

AGRICULTURE DEPARTMENT

The Middle School program has students enrolling in two required, six-week exploratory courses designed to expose students to some of the many facets explored in more detail by the Senior High students. This will provide some background for these students to decide on which areas of study may interest them as upper-classmen.

The Senior High students registering for these courses can choose from two different formats. First, students desiring a somewhat traditional opportunity with Agriculture Education, the National FFA Organization and a SAEP (Supervised Agriculture Experience Program) are encouraged to outline a four year plan that places them in an agriculture education class and SAEP for each of their eight semesters at Kickapoo High School. These students will receive priority in class placement and should register in the year-long Agriscience and Agribusiness courses as these will be classes in which the FFA Organization activities will take place. A student does not have to be an active member of the FFA to enroll in these courses, but realize class time will be utilized for FFA & SAEP work. The remaining semester courses are also open to these students if they desire. Participation in the National FFA Organization and SAE Program requires enrollment in two semesters of Agriculture per year unless organized on an individual basis with the instructor(s). (Chapter officers are required to be enrolled in Agriscience or Agribusiness.)

MIDDLE SCHOOL AGRICULTURE

EXPLORING AGRISCIENCE 7 NINE-WEEK SURVEY CLASS

This portion of the seventh grade exploratory course introduces the student to what Agriculture is, it's importance, and where it is going. We will spend some time on careers related to agriculture. We will also take a look at the plant science side of agriculture. We will spend time on bottle biology, and vegetables and fruits. The activities include growing fast plants, making fruit roll-ups and salsa. FFA is introduced during this course also. We also spend time discussing wildlife.

EXPLORING AGRISCIENCE 8 NINE-WEEK SURVEY CLASS

This survey course is designed to give students the animal side of agriculture. We start out by discussing the six Kickapoo Panther Career Pathways. They include Business & Marketing; Engineering; Science & Technology; Human Relations; Arts & Communications; Health Care; and Agriculture & Natural Resources. We will take a look at different animals and the products we get from those animals. We also spend time looking at agriculture as a business. Some of the activities include: ice cream making, cheese testing and making jerky.

HIGH SCHOOL AGRICULTURE

NATURAL RESOURCE MANAGEMENT (Forestry, Fish & Wildlife Mgt.) (sophomores - seniors)

SEMESTER COURSE

CREDIT: .50

How should we manage our natural resources? This and other environmental issues relating to fishing, wildlife management, forestry/habitat management, and general environmental issues will be studied. Land and water use practices, water quality/pollution monitoring, wildlife/trophy identification and developing sustainable resources are the key topics taught in this class. Community resources such as the Department of Natural Resources, local taxidermists, flytying specialists, foresters, etc. will be involved in many of the activities. Some of the many learning activities include flytying, designing & shocking trout streams for management purposes, hunting safety & regulations, constructing basic taxidermy mounts, basic forest management techniques/silviculture, tree identification, maintenance of the school forest and nature trail, utilizing computer simulations in identifying wildlife and balancing the world's environmental problems.

VETERINARY AND ANIMAL SCIENCE (sophomores – seniors)

SEMESTER COURSE

CREDIT: .50

Using local veterinarians and clinics as recourses, students will explore careers, research animal anatomy/physiology, reproduction, genetics, and nutrition. Care and handling will be stressed through the study of proper housing, basic diseases, practices, and terminology of veterinary medicine. Selection, evaluation, and production of both small and large animals will be studied. This is a great course for both large and small animal care and serves as an extension for students interested in the applied sciences. Some of the activities for this course include fetal pig dissection, ration balancing, and some veterinarian procedures such as ear notching, animal identification.

AG PROCESSING & MARKETING (sophomores – seniors)

SEMESTER COURSE

CREDIT: .50

This course is designed to familiarize the student with different types of agriculture products and how they are made and evaluated. The first half we look at meat animal portion of agriculture and examine some of the characteristics associated with beef, swine, and sheep. We then look at the dairy industry and examine the products associated with dairy. Some of the activities include making brats, jerky, sausage, smoking meat, as well as cheese, ice cream, and yogurt processing.

AGRISCIENCE – INTRODUCTION TO AGRISCIENCE

SEMESTER COURSE

CREDIT: .50

Introduction to Agriscience is a year-long class designed to interest students in many of the opportunities in agriculture today. This class is designed to help the student develop leadership and create an awareness of career goals by developing their participation in the National FFA Organization. Students in Agriscience can expect instruction on agricultural careers, Parliamentary Procedure, the FFA and its many opportunities, SAEP development, natural resources, animal science, plant and soil science, safety, and food processing. We encourage students to become active in the National FFA organization, but it is not a requirement. The intent of Agriscience is to maintain the student leader development through continuity. Through the interest and experience gained, the student will continue their leadership development and participation in the National FFA Organization and maintaining. Students can expect instruction on Animal Selection, Reproduction, Nutrition, and Health, as well as units on the Dairy, Beef, Swine, Sheep, Horse, and specialty animal industries. Students will explore the many aspects of operating an agri-business. These students will also get a chance to do some work on projects using hand tools and power tools in the shop.

FOOD SCIENCE & TECHNOLOGY (Soph.-Senior, with required Ag. Process 1 or teacher approval)

YEAR COURSE

CREDIT: .50/Semester

Food Science & Technology will focus on plants, especially Wisconsin grown food plants, food preservation, food processing, food technology and ethnic foods. The class curriculum would consist of the following:

- 1) Cereal crops in Wisconsin, discussing how flour, sugar, cereal and breads are made.
- 2) Discuss Wisconsin's role in vegetable production, analyze Conventional vs. Organic, take potatoes and vegetables and learn how to create/process some of the products that we buy pre-made in the store.
- 3) Analyze all of the different methods of Food Preservation: Focusing on Salting, Canning, Fermenting, Preserves and Freeze Drying. Including canning various vegetables, make jams and jellies, convert cabbage into sauerkraut, and fermentation by making root beer.
- 4) Discuss the foods of different cultures. Discuss the history behind these foods and then attempt to make some of these foods.
- 5) Look at some of the new and exciting technologies that are out in the food world and maybe try to develop new products that consumers may like.
- 6) Focus on growing your own produce and finding ways to preserve then consume later.

HORTICULTURE AND LANDSCAPING SEMESTER COURSE

CREDIT: .50

Horticulture and Landscape is a course that generally prepares students to produce, process, and market plants/trees used principally for ornamental, recreational, and aesthetic purposes. Soil/plant and science, landscape design and maintenance, crop production, greenhouse management, practicing in establishing trees, shrubs, and other landscape plants, and career opportunities in this vast industry will be covered in this class. Some of the activities include soil science and fertility tests, floral arranging, and propagation of various plants using bottle biology technology in which students perform their own experiments. Computer aided design prints will assist in the actual construction of “model” landscapes that students will build in class.

SMALL ANIMALS

SEMESTER COURSE

CREDIT: .50

This course is designed to introduce the history about animals as pets. We will discuss the basic anatomy of the small animals we have in the United States. We will also discuss the digestive and reproductive systems of small animals. We will discuss the proper care of small animals. We will also further analyze dogs and cats in this class. If you are interested in small animals, this class is a must.

BUSINESS EDUCATION DEPARTMENT

MIDDLE SCHOOL BUSINESS EDUCATION

KEYBOARDING SURVEY 6 & 7

NINE-WEEK SURVEY CLASS

This offering is designed to help students master the keyboard, use correct keystroking, use correct typing technique, and build their typing speed. Completion of this course will provide students with the necessary information and typing speed for Keyboarding 8. The students will get a basic introduction of formatting a report.

KEYBOARDING SURVEY 8

NINE-WEEK SURVEY CLASS

This offering is designed to help students increase their typing speed and review the touch method of keying in. Completion of this course allows individuals to gain the speed necessary for Information Processing I. The students will be involved in word processing that will prepare them for future classroom assignments.

HIGH SCHOOL BUSINESS EDUCATION

ACCOUNTING I (sophomores/juniors/seniors)

YEAR COURSE

CREDIT: .50 per semester

Accounting is offered to any sophomore, junior, or senior who is interested in learning to keep good personal or business records. It includes the complete accounting cycle for service and merchandising businesses, as well as a sole proprietorship, partnership, or a corporation. It also provides an understanding of the basic principles of the double-entry bookkeeping system. Examples of activities in the accounting course include recording transactions and preparing worksheets, payroll, taxes, and financial papers. In addition, two business simulations will be used. This class is a necessity for students who are interested in a business career.

ACCOUNTING II (juniors/seniors)
YEAR COURSE

CREDIT: .50 per semester

Advanced accounting is designed to help the student acquire a more thorough, in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. It further acquaints the student with the use of business papers, forms, and reports involved in keeping financial records, as well as develops skills in analyzing and interpreting financial forms of organizations, preparing formal statements and supporting schedules, and using voucher systems.

Students can receive transcribed credit through SWTC for Accounting.

BUSINESS LAW (juniors/seniors)
SEMESTER COURSE

CREDIT: .50

PREREQUISITE: Accounting I

This course is designed to acquaint students with the basic legal principles relevant to each individual in his or her roles as citizen, consumer, and employee. Content includes the origin of law, the court systems, criminal and civil law, rights and duties, basic elements of contracts, consumer protection, law enforcement, juvenile law, criminal and civil action, torts, consumer and business laws, legal and illegal agreements, offer and acceptance, and void and voidable agreements. This law is interpreted through case studies. Business law, is not a prelaw course. It is recommended for all students at the junior or senior level.

PERSONAL FINANCE (sophomores/juniors/seniors)
SEMESTER COURSE

CREDIT: .50

Learn to manage your financial future. We will learn about checking and savings accounts, paychecks, credit cards, retail installment contracts, budgets, stock market and other investments, borrowing from financial institutions, buying and renting cars and houses, insurance, paying taxes, and general shopping skills.

DESKTOP PUBLISHING I – IV (juniors/seniors)

YEAR COURSE

CREDIT: .50 per semester

This course is for the production of the Panther Yearbook. Students will discover the concept of page layout, page design, picture layout, and copy arrangement. The programs used for this class will be PageMaker, Yearthec, and Photoshop. The yearbook will be produced and sent to a professional publisher to be printed. Students will be assigned pages to complete with deadlines. Students will also be required to fundraise to help pay for the production cost of the yearbook.

INFORMATION PROCESSING I (freshmen/sophomores/juniors/seniors)

SEMESTER COURSE (*offered first semester only*)

CREDIT: .50

The main purpose of the course is to increase your typing speed and accuracy. There will be emphasis on speed development. There will also be emphasis on the correct format of personal and business letters, tabulation, centering, manuscripts, and other business documents.

COMPUTER APPLICATIONS (sophomores/juniors/seniors)

SEMESTER COURSE (*offered second semester only*)

CREDIT: .50

PREREQUISITE: Information Processing I

The course provides the student with a thorough background in word processing spreadsheet, database, and presentation software concepts, communication skills. The relationship between/among people, procedures, and equipment is emphasized as much as input, storage, and output of information. The major emphasis will be put into the complete understanding of an integrated software package Microsoft Office.

Students can receive transcribed credit through SWTC for Computer Applications.

INTRODUCTION TO BUSINESS (sophomores/juniors/seniors)

SEMESTER COURSE

CREDIT: .50

Introduction to Business is a class for those who are interested in the business field. The class will focus on the role businesses have in our economy, the importance of management and human relations in a business, and how businesses can successfully produce and market products and services. Within each focused area we will learn the importance of proper communication skills, ethics, related business laws, and career goals.

ENTREPRENEURSHIP (sophomores/juniors/seniors)

SEMESTER COURSE

CREDIT: .50

This course is designed to help young people appreciate and better understand the role of business in our society, with a focus on the role of the entrepreneur in our market economy.

A Junior Achievement program will be used in this course which has students organize and operate a business enterprise. It also integrates cooperation from community consultants including volunteer adults from the business community and college students.

WEB PAGE DESIGN (freshmen/sophomores/juniors/seniors)

SEMESTER COURSE

CREDIT: .50

PREREQUISITE: Information Processing I

This course will introduce students to general concepts of using applications graphics in daily projects to enhance their professional image. It will also delve into web page design. The world-wide web is becoming a pervasive force in our daily lives; students will understand and apply basic principles of graphic designed techniques to design effective, pleasing, useful web sites. In this class we will be using Microsoft FrontPage. The basics of HTML language will also be explored.

ENGLISH DEPARTMENT

MIDDLE SCHOOL ENGLISH

ENGLISH 6

YEAR COURSE

This class is designed as a stepping stone from elementary to middle school. Students will focus on four skills: reading, writing, speaking and listening. The objective of this course is to increase student confidence and success in reading comprehension, fiction and nonfiction genres, elements of literature and poetry, nonfiction text features and structures, grammar (with an emphasis on pronouns and punctuation), writing (emphasis on paragraphs), and speaking. Students will also learn vocabulary and spelling through Greek and Latin roots. Research and technology will also be incorporated. Learning resources will include the library media center, computer labs, chromebooks, and guest speakers.

ENGLISH 7

YEAR COURSE

This class is a continuation of English 6, enhancing the vocabulary, grammar, reading, speaking, and listening skills built in English 6. In addition to reviewing the concepts taught in English 6, these students will study phrases, clauses, and sentence types. Students will participate in the classroom speech sponsored by the Modern Woodmen with the option of competing in the school contest. Writing longer, more sophisticated pieces will also be emphasized.

ENGLISH 8

YEAR COURSE

This class is designed to prepare the student for entering high school. Emphasis is placed on developing a better understanding of the workings of the English language. The improvement of reading, writing, listening, and speaking skills is stressed. This class is designed to develop an appreciation for literature, better reading comprehension, oral reading skills, literacy skills, and vocabulary from context. Students will explore many genres of literature and will be able to discuss these selections and relate the readings to their own lives. Special attention is placed on student writing and revising, including spelling and grammar practice. A strong emphasis is placed on preparing for the state test. The course also focuses on creative writing.

HIGH SCHOOL ENGLISH

ENGLISH 9

YEAR COURSE

CREDIT: .50 per semester

This course expands the ninth grader's understanding of the basic elements of communication: reading, writing, listening, and speaking. Literature, writing, grammar, and speaking will be presented primarily in thematic units utilizing various types of literature. Students will have multiple opportunities to create and present speeches and presentations throughout the year. In addition, students will reinforce their reading comprehension, revising and editing skills, and listening skills through a variety of text- and online-based resources. Preparation for the state test will also take place.

ENGLISH 10

YEAR COURSE

CREDIT: .50 per semester

English 10 is a review and extension of skills developed in English 9. Special emphasis is placed on writing mechanics and the writing process. Literature in a variety of genres (novels, short stories, essays, dramas, and poetry) will be introduced for appreciation and study. Preparation for the ACT Aspire will be incorporated second semester as well as an extensive study and practice of public speaking. Finally, students will build meaningful and useful vocabularies.

COLLEGE AND CAREER READINESS

YEAR COURSE

CREDIT: .50 per semester

This course is designed to heighten understanding and application of skills in reading, writing, speaking, and listening while boosting confidence in applying these skills both in college and in the workplace. Students in this class will read a variety of texts spanning across early American literature to the present along with selected novels. Members of this course will begin building a professional portfolio. Included in this process: finding one's voice when writing scholarship applications, the course of action one takes when filling out a college application, cover letter and resume writing, applying for a job, and interviewing tips. Various local businesses and speakers will also join in this discussion to offer advice and expertise. Students will participate in a mock interview as part of this course.

AMERICAN LITERATURE AND COMPOSITION

YEAR COURSE

CREDIT: .50 per semester

Students will analyze classic and contemporary American works to gain a deeper understanding of our culture, heritage, and history through literary and nonfiction texts, including documents of historical importance. Students will develop their critical thinking skills through reading and reflecting on poetry, stories, drama, and informational texts. Emphasis will be placed on effectively developing style, tone, and voice in both written and spoken communication through use of the writing process throughout the year. Presentations will be a part of this course as a method to improve public speaking skills.

ADVANCED LITERATURE

YEAR COURSE

CREDIT: .50 per semester

PREREQUISITE: Consent of Instructor

An emphasis on analysis and evaluation of literature, including drama, poetry, fiction, and nonfiction pieces to improve students' reading, writing, speaking, and listening skills will be incorporated in this course. Students will demonstrate understanding and mastery of skills through writing, discussion, and presentations. Vocabulary terms and other concepts aimed to prepare students for the ACT and AP English course will be integrated throughout the year. Finally, students will mentor a kindergarten student weekly both first and second semester.

COLLEGE PREPARATORY ENGLISH

YEAR COURSE

CREDIT: .50 per semester

PREREQUISITE: Consent of Instructor

College Preparatory English is designed to improve abilities in the areas of reading, writing, speaking, and listening. Throughout the year, a study of Greek and Roman root words will be used to build upon students' vocabulary. Each student will be a member of the Panther Roars staff where they will submit weekly articles to the Epitaph both first and second semester. A research paper using the MLA method of citation and presenting the results of one's research utilizing Google slides occurs second semester. Short stories, a play, and two novels will be studied.

ADVANCED PLACEMENT ENGLISH

YEAR COURSE

CREDIT: .50 per semester (not figured into cumulative GPA)

PREREQUISITE: Consent of Instructor

Attention to the analysis and evaluation of literature, including drama, poetry, fiction, and nonfiction pieces to prepare students for collegiate level work will be employed in this course. Students will demonstrate an understanding and mastery of skills through writings, discussions, presentations, and assessments. Vocabulary terms and other literary concepts will be studied at length. This course provides students with the opportunity to earn college credits and/or advanced placement.

UW-PLATTEVILLE CLASS

CREDIT: College credit

Course Description: This is an example of one of the courses that may be offered.

This course is a survey of American (United States) literature from the Civil War to the present. We will discuss a wide range of male and female writers from various ethnic and class positions. In class discussion, we will pay particular attention to the ways in which American literature reflects and/or challenges dominant American values.

FOREIGN LANGUAGE – SPANISH

MIDDLE SCHOOL SPANISH

SPANISH 7 SURVEY

NINE-WEEK SURVEY CLASS

Students will develop an understanding of and appreciation for Spanish language and culture. Spanish 7 students will learn the beginning basics of Spanish. Spanish vocabulary is introduced for the following topics: Basic Greetings, Numbers, Colors, Days of week, Classroom items, Basic Family, Likes/Dislikes, Foods, Animals, Sports, Geography. Students will create a family tree PowerPoint presentation.

SPANISH 8 SURVEY

NINE-WEEK SURVEY CLASS

Students enrolled in this class will continue to increase their vocabulary and ability to communicate in the target language building on the skills learned in Survey 7. Other topics include: Clothing, body parts, Food, Leisure and Recreation, Weather & Seasons, Travel and Transportation. Students will also learn to use Duolingo on the computer to further their learning of Spanish.

HIGH SCHOOL SPANISH

SPANISH 1

YEAR COURSE

CREDIT: .50 per semester

PREREQUISITE:

Spanish I has an emphasis on Language development that integrates the skills of listening, speaking, writing, and reading. Students will continue building on the Skills learned in previous Spanish Classes. Students will begin to listen to and respond to simple questions. They will also have basic conversations with one another in the target language. There will be a strong emphasis on grammar and vocabulary. Examples of covered vocabulary are: Clothing, Telling Time, Food, Leisure and Recreation, Weather & Seasons, Shopping, Travel and Transportation. We will continue to study Hispanic Culture/Geography. Students will also be using the computer lab for continuing their study of Spanish and receive valuable tools/websites for

independent learning for years to come. Students will also create a fashion show project to present in front of the class.

SPANISH II
YEAR COURSE

CREDIT: .50 per semester

PREREQUISITE: Spanish I and/or teacher consent

Spanish II students will build on all skills acquired in Spanish I. Spanish II students will continue to increase vocabulary and will work toward developing a greater fluency in the language. There will be an emphasis on communicating in Spanish through listening, reading, speaking and writing in various aspects of time. Students will continue their study of Hispanic Culture, Geography, and History. Students will complete written and oral exercises using new vocabulary and grammar concepts in individual, paired, and group activities. One of the main grammatical themes of Spanish II will be to learn how and when to use the two different past tenses: the Preterite and Imperfect. Examples of vocabulary we will work with are: Basic Conversational Phrases/Commands, Likes/Dislikes, Class Schedule/Classes, Ordinal Numbers, Telling Time, Clothing/Shopping, House, Body/Symptoms/Ailments. All students will also be completing a project on Travel to their favorite Spanish Speaking destination.

SPANISH III
YEAR COURSE

CREDIT: .50 per semester

PREREQUISITE: Spanish II and/or teacher consent

In Spanish III students will continue to put emphasis on Language development that integrates the skills of listening, speaking, writing, and reading. Students will explore study abroad programs and opportunities to utilize Spanish as a career choice. During class we will instill the skills and confidence to be able to travel or study in a Spanish Speaking country. There will be continued study of Hispanic Culture/Geography/History. Vocabulary we will cover will consist of: travel expressions, basic Conversations, making plans for the day(voy + a), describing what you did do or are going to do, likes/Interests, food/Restaurants shopping, city and directions, places to go/travel, describe family/personality traits, weather/seasons, after school activities/sports/etc and descriptive adjectives/feelings. We will also use technology to further strengthen student's use of Spanish. Students will also extensively study the different tenses in Spanish such as: Preterite, Imperfect, Future and Conditional, Present Perfect and Pluperfect tenses. Students will also create a presentation of a study abroad program offered at a local university or a school they are planning to attend.

HEALTH DEPARTMENT

SCOPE & SEQUENCE

HEALTH

GRADE 6

Life Skills

Self-esteem
Decision making
Bullying
Dealing with stress
Communication skills
Social Skills
Assertiveness

HEALTH

GRADE 7

Human Growth & Development

Puberty
Birth/Reproduction

HEALTH

GRADE 9

Safety/Accident Prevention

Rescue Breathing
CPR
AED
Bleeding
Burns
Fractures, Dislocations, Sprains, Strains
Poisoning
Drugs/Substance Abuse
Substance Abuse
Refusal Skills
Decision Making & Appropriate Choices
C.V. system, health of C.V. system Fitness & Disease
Heart Disease
Structure and function of C.V. system
Fitness and healthy eating to prevent disease
Child Abuse
Shaken Baby Syndrome

HEALTH

GRADE 10

Human Growth & Development

Relationships
Sexuality

Dating/Marriage
Birth/Reproduction
Abuse
Diseases
HIV/AIDS
STD's

HISTORY / SOCIAL STUDIES DEPARTMENT

MIDDLE SCHOOL HISTORY / SOCIAL STUDIES

SOCIAL STUDIES 6

YEAR COURSE

This course will be a combination of World and United States History. We will begin with a semester of World History and then switch to United States History during the 2nd semester. The reasoning for this is to better prepare the students for the curriculum that they will be exposed to in the future and to establish a better foundation of knowledge.

Course Topics

Semester 1:

Early Civilizations: Egypt, Indus, Chinese, Greeks, Romans

Semester 2:

Mayflower Compact, Declaration of Independence, Constitution, Bill of Rights, Branches of Government, Civil War

CIVICS 7

YEAR COURSE

Civics provides the students with a comprehensive examination of the basic concepts, principles, and applications central to the study of civics. The first goal is to provide students with a thorough understanding of our nation's system of government. The second goal is the study of good citizenship that will enable them to put their knowledge into action. The third goal of the program is to provide the student with the skills they need to participate fully in our democratic society. The fourth goal is to familiarize students with the contemporary issues that face our nation, so that they will make the wise decisions upon which our nation's future depends.

GEOGRAPHY 8

YEAR COURSE

Through the use of lectures, videos, and discussion, students will be introduced to the seven continents of the world with in-depth student following areas:

- a) MAPS: How to read maps, globes, locate countries of the world, and identify major cities, rivers, plains, and mountains within countries.
- b) NATURAL ENVIRONMENT: What type of land do we find in each area of the world? What natural resources are found in each area of the world and how they are used by each country?
- c) THE HUMAN ENVIRONMENT: What are the people like and how do they exist in their country?

WORLD STUDIES (freshmen)

YEAR COURSE

CREDIT: .50 per semester

Prehistory through French Revolution

- 1) Prehistory
- 2) Ancient River Valley Civilizations
- 3) Phoenicia, Hebrews, Military Empires, African Empires, and Meso America
- 4) Greek Civilization
- 5) Roman Civilization
- 6) Early Middle Ages: European Development
- 7) Byzantium, Islam, Russia
- 8) Late Middle Ages: Feudalism
- 9) Beginnings of Modern Civilization: Renaissance, Reformation and Discovery
- 10) The World Changes: Expansion, Political Ideas and Industrial Revolution
- 11) Modern Developments: The America's European Revolutions and Imperialism

UNITED STATES HISTORY 10: Colonization to the Civil War (sophomores)

YEAR COURSE

CREDIT: .50 per semester

The scope of this course is from colonization of the Western Hemisphere to the end of the American Civil War. Each historical era examined to identify important people, places and events. Skill areas emphasized include: historical chronology; cause and effect relationships over time; reconstructing and interpreting historical events; use of maps, graphs and charts; research and use of historical materials; comparison and contrast of social patterns and trends; analyze groups, societies and cultures; and an appreciation of diversity.

UNITED STATES HISTORY 11: Reconstruction to Present (juniors)

YEAR COURSE

CREDIT: .50 per semester

The scope of this course is from Reconstruction to the present. Each historical era examined to identify important people, places and events. Skill areas emphasized include: historical

chronology; cause and effect relationships over time; reconstructing and interpreting historical events; use of maps, graphs and charts; research and use of historical materials; comparison and contrast of social patterns and trends; analyze groups, societies and cultures; and an appreciation of diversity.

PSYCHOLOGY (juniors/seniors)

SEMESTER COURSE

CREDIT: .50

This is a course geared toward college prep students to give an introduction to the field of Psychology. The student will gain an understanding for the basic concepts in the field, as well as studying units on learning, memory, personality, abnormality, and treatment procedures.

SOCIOLOGY (juniors/seniors)

SEMESTER COURSE

CREDIT: .50

This course is geared toward college prep students to give an introduction to the field of sociology. The student will learn the basic concepts in the field as well as units on culture, society, socialization, criminology, subcultures, and minorities.

ECONOMICS (juniors/seniors)

SEMESTER COURSE

CREDIT: .50

Economics is a one-semester course intended for juniors and seniors who are interested in a better understanding of how our economy and the global economy work. The course will provide a very basic introduction to a variety of economic systems, the laws of capitalism, and the importance of personal investment. A person taking this course should have a good understanding of how to read simple charts, solve simple equations, and write short papers. This course will be extremely helpful for any student planning to attend a two-year or four-year school after graduation as it will be presented very similar to a freshman level college Economics class.

HIGH SCHOOL CURRENT ISSUES (juniors/ seniors)

SEMESTER COURSE

CREDIT: .50

The purpose of this course is to provide an understanding of the importance of daily events and to show how these events affect the individual.

This course will use the Wisconsin State Journal and Newsweek magazine as major resources. International, national, state and local items will be examined with the intent of interpreting the significance of these events. This course will attempt to place current events within a historical perspective and suggests future implications of these events.

Each student is expected to keep up with local, state, national and international news. Various research projects, both written and oral, will be conducted in class.

ADVANCED PLACEMENT UNITED STATES HISTORY 12:

Colonization to present (seniors)

YEAR COURSE

CREDIT: .50 per semester (not figured into cumulative GPA)

PREREQUISITE: Consent of Instructor

This course includes coverage of prehistory through present in United States History. The optional exam, available in May, costs \$74.00 per student. Exam completion may be worth 0-6 college credits, depending on exam score. College level reading, writing and critical thinking are prerequisites. Entrance is contingent on instructor approval.

INDEPENDENT STUDY

GOAL

The goal of an independent study program is to enable the student to explore, in depth, an area of special interest which is not available in the regular instructional program.

SPECIFIC OBJECTIVES

- a) Creation of opportunity for exploration
- b) Exploration in depth
- c) Encourage analytical and critical thinking
- d) Promote independent work

PERSONNEL PARTICIPATING

- a) Student
- b) Teacher
- c) Counselor
- d) Administrator

DETERMINATION OF CREDIT

To earn academic credit, a student must complete a minimum number of periods of work per semester.

QUALIFICATION FOR CREDIT

- a) Must not be available at Kickapoo High School in regular course of study.
- b) Must be sponsored, planned, and evaluated by a certified staff member.
- c) Approval must be completed prior to beginning the course.
- d) A maximum of one credit per year may be earned.
- e) A maximum of two credits may be applied toward graduation.
- f) A maximum of one credit may be granted in the same subject area
- g) No letter grades will be given. Grades are determined on a pass/fail basis and are not part of GPA.

- h) Any costs are the obligation of the student.

INDEPENDENT STUDY CONTRACT PROCEDURE

- a) Student contact resource person to complete contract.
- b) Counselor reviews.
- c) Administrator approves.
- d) Student complete contract.
- e) Resource person completes final evaluation in writing.

MATHEMATICS DEPARTMENT

MIDDLE SCHOOL MATH

MATH 6 YEAR COURSE

Sixth grade mathematics builds a foundation for future math courses. Addition, subtraction, multiplication and division of whole numbers, fractions and decimals are an important part of the fundamentals emphasized during the course. Other areas of study include statistics, organizing data into graphs, interpreting graphs, geometry, ratios, proportions, percents, probability and measurement.

MATH 7 YEAR COURSE

Seventh Grade mathematics reviews many of the basic skills, which have been introduced in earlier grades. Many of these skills are reviewed in the context of working with equations, therefore beginning to prepare students for high school algebra. Other points of study include ratios, proportions, percents, geometry, statistics and probability.

MATH 8 YEAR COURSE

Eighth grade mathematics expands on topics explored in 7th grade. Integers and rational numbers are explored and used in mathematical expressions and equations. Graphing of inequalities on number lines and equations on coordinate grids, consumer topics, direct and indirect measurements, statistics, probability and spatial visualization are studied. Estimation, mental math, calculator and problem solving skills continue to be developed.

HIGH SCHOOL MATH

KHS has a three-credit math requirement for graduation. It is beneficial to a student to take as many math courses as he/she is capable of successfully completing. Consider your ability in math, your interests in school, and your goals for the future. Always strive to do your best and perform to the utmost of your abilities. Don't "sell yourself short", but do realize your abilities

and always look ahead to your future goals when deciding how many math courses to take in high school.

ALGEBRA 1A and 1B (PRINCIPLES OF ALGEBRA)

YEAR COURSE

CREDIT: One per year

Algebra 1A and 1B contains the same concepts covered in Algebra I, but taken at a slower pace. One year of material is covered in two years. This course is designed to provide the required skills needed for future math courses. Even though this course goes at a slower pace, it still has rigor. Passing grades for both semesters of the first year are required (or teacher recommendation) in order to move on to the second year. Students are encouraged to purchase a multi-function/scientific calculator, as one is necessary for many lessons.

ALGEBRA I (freshmen)

YEAR COURSE

CREDIT: .50 per semester

Algebra I is an extension of basic concepts of algebra and arithmetic, which were studied in previous math courses. This course is designed to provide the required skills needed for future math courses and is the first step in the sequence leading to Geometry. This is not an easy course, and thus, is not recommended for lower ability math students.

Algebra I includes the study of real numbers and their properties; powers, roots, radicals; solving, graphing and writing linear equations, and inequalities; systems of linear equations; quadratic equations; polynomials and factoring.

GEOMETRY

YEAR COURSE

CREDIT: .50 per semester

Geometry is the study of lines, angles, circles, loci, and polygons. Through the use of deductive reasoning we apply the theorems, corollaries, assumptions and definitions to solve problems. (Formal proofs are not emphasized in geometry any longer.) Basic elements of coordinate geometry and solid geometry are discussed. Life situations requiring applications are also investigated.

ALGEBRA II

YEAR COURSE

CREDIT: .50 per semester

PREREQUISITE: Algebra I

Algebra II is a more detailed study of algebra than considered in Algebra I. Topics discussed are the sets of numbers from natural through imaginary; linear, quadratic, polynomial, and imaginary

equations; ratio, proportion and variations; exponents and radicals; approximate numbers; logarithms; remainder and factor theorems; the binomial theorem; determinants. There are a lot of examples and exercises that demonstrate applications of algebraic concepts and techniques. Graphing calculators are used when appropriate. If possible, students should purchase their own scientific calculator.

APPLIED MATH

YEAR COURSE

CREDIT: .50 Semester

PREREQUISITE: Algebra I & Geometry

Technical Math courses extend students' proficiency in mathematics, and often apply these skills to technical and/or industrial situations and problems. Technical Math topics may include but are not limited to rational numbers, systems of measurements, tolerances, numerical languages, geometry, algebra, statistics, and using tables, graphs, charts and other data displays. Technology is integrated as appropriate.

Students can receive transcribed credit through SWTC or Applied Math.

STATISTICS

SEMESTER COURSE

CREDIT: .50 per semester

PREREQUISITES: Algebra 1 & Algebra 2

An introductory level, algebra based class that could involve the following topics: data classification, experimental design, descriptive statistics, probability, discrete probability distributions, normal probability distributions, confidence intervals, hypothesis testing, correlation, regression, Chi-square tests, F-distribution, and nonparametric tests.

COLLEGE ALGEBRA

SEMESTER COURSE

CREDIT: .50 per semester

PREREQUISITES: Algebra I, Geometry, Algebra II

College Algebra is a review of the basic algebraic concepts covered in Algebra I and Algebra II and continues into higher level algebraic thinking. It involves solving rational, exponential, logarithmic, and polynomial equations, as well as graphing such functions. Other topics of discussion include conic sections, series, and sequences. This course is designed as a college level course to prepare for college level math. Graphing calculators are used when appropriate. If possible, students should purchase their own scientific calculator.

TRIGONOMETRY

SEMESTER COURSE

CREDIT: .50 per semester

PREREQUISITES: Algebra I, Geometry, Algebra II

This course is a complex study of triangles achieved by using the six trigonometric functions and their fundamental relations, functions of combinations of angles (sums, differences, products); solutions of triangles using algebraic, trigonometric and logarithmic methods. Other topics of discussion include vectors, polar coordinates, complex numbers, the power series, and circular functions and line values of trig functions. Scientific calculators are used extensively.

PRECALCULUS

YEAR COURSE

CREDIT: .50 per semester

PREREQUISITES: Algebra I, Geometry, Algebra II, Trigonometry

Precalculus is a very comprehensive review of algebra and trigonometry. The algebraic and trigonometric concepts are refined and extended in this course. Some topics from analytic geometry, probability, limits, and Calculus are also studied. Scientific and graphing calculators are used throughout this course.

PERSONAL FINANCE

SEMESTER COURSE

CREDIT: .50 per semester

Learn to manage your financial future. We will learn about checking and savings accounts, paychecks, credit cards, retail installment contracts, budgets, stock market and other investments, borrowing from financial institutions, buying and renting cars and houses, insurance, paying taxes, and general shopping skills.

MUSIC EDUCATION

MIDDLE SCHOOL CHORUS:

Middle School Choir is a performance based class, but offers many opportunities to grow in musical and non-musical ways. We have several required performances throughout the year including; Veterans Day, Winter Concert, Large Group, and Swing Choir to showcase our growth and learning. There are also optional performance opportunities throughout the year such as honors choir and solo and ensemble. All students are welcome who want to learn and grow as a person and musician regardless of the quality or beauty of their singing voice. Please see objectives for the music arts below.

HIGH SCHOOL CHORUS:

High School Choir is a performance based class, but offers many opportunities to grow in musical and non-musical ways. We have a number of required performances and after school rehearsals throughout the year including; musical, winter concert, large group, swing choir, and graduation to showcase our growth and learning. There are also optional performance opportunities such as honors choir, Dorian and solo and ensemble. All students are welcome who

want to learn and grow as a person and musician regardless of the quality or beauty of their singing voice. Please see objectives for the music arts below.

MIDDLE SCHOOL BAND

Middle School Band provides students in grades 6, 7 and 8 the opportunity to learn, practice and perform on a musical instrument. Throughout the year students will participate in marching band, concert band, jazz band and solos/ensemble festival. ***Performances are a required part of the class. Students will perform in at least one parade and three concerts each year. Additional performances may be added accordingly.*** Each week, students will receive individual lessons to further develop fundamental skills on their instrument. Any student desiring to learn the highly rewarding skill of instrumental playing is welcome to join. Please see objectives for the music arts below.

HIGH SCHOOL BAND

High School Band provides students in grades 9-12 the opportunity to learn, practice and perform on a musical instrument. Band students will participate in pep band, marching band, concert band and solo/ensemble festival. Additional performance opportunities include jazz band and numerous honors bands. ***Performances are a required part of the class. Students will perform in at least two parades and three concerts each year. Additional performances may be added accordingly.*** Any student desiring to further their abilities in instrumental playing are encouraged to join. Please see objectives for the music arts below.

Objectives for all Band and Choir Classes

- To teach comprehensive musicianship through performance.
- To teach music history (a varied choices of styles and backgrounds) and theory.
- To develop basic musical and performance skills.
- To develop musical skills and knowledge pertinent to each individual voice and/or instrument and how to use that knowledge when in a group or individually.
- To provide musical needs of the school and community.
- To provide students a means of self-expression and enjoyment.
- To foster leadership skills in each student.
- To develop the feeling of being a responsible member of a group.
- To educate each student to meet the standards set forth for music education by the state and national levels.
-

OTHER COURSE OFFERINGS

DRIVER EDUCATION (sophomores)

Offered through Street Smarts Driving, classes held @ Kickapoo High School

The program consists of two different phases: classroom and behind the wheel instruction. The classroom phase of Driver Education requires students to meet for 2 – 3 hours per week during

the semester. Discussion topics include: attitudes, natural and man-made laws, expressway driving and construction, operation and maintenance of the automobile, driving emergencies and alcohol and its effect on driving.

CAREERS (sophomores)

SEMESTER COURSE

CREDIT: .25 (held opposite days of physical education)

The class starts with self-evaluations and career interest inventories. The first quarter involves extensive work on the computerized Wisconsin Career Information System and admissions requirement for colleges and technical schools. During the second quarter the class explores resumes, interviews, employment statistics, state test scores, job-seeking skills, and future high school course selection. All students leave the class with a career portfolio and an educational plan of action.

THE PASS PROGRAM

SEMESTER COURSE

CREDIT: .50

The Pass Program provides an alternative curriculum for students in the core content areas. Credit for graduation is granted upon completion of a particular course. The program operates on the Mastery Learning Model, which means students will advance to the next unit of instruction when they achieve an assessment grade of 69% or higher. Instruction is provided individually or in small groups. Students and the instructor set performance goals together. The instructor and the student also determine what enrichment activities will be included in the program. The Pass Program instructor/coordinator is responsible for all aspects of the program. The High School Principal and/or the Guidance Counselor recommend students for the program. The Pass Program is open to students in Grades 9 – 12.

PHYSICAL EDUCATION DEPARTMENT

The Physical Education Department offers the student an awareness of lifelong fitness. The variety of activities offered will at least instill an understanding and appreciation of the associated health benefits physical education can have on all ages of children.

Maintaining health has become a great concern and it all begins in a student's early years. This appreciation for the value of regular exercise is an important part of the physical education program. It begins with parents and teachers and will hopefully continue throughout their adult life.

We, as physical educators, stress the need to exercise regularly for proper development of the bones, muscles, and cardio-vascular system. Increased physical fitness contributes to better sports performance, posture, and weight control. We can now specifically conclude that long-term benefits probably include reduced risk of heart attack and adult onset of diabetes.

The main goal in our K-12 system is to be able to ensure substantial improvement in each child's physical fitness, resulting mental fitness, and all-around mental awareness that enhances academic performance.

GRADES 6 – 10 PHYSICAL EDUCATION
YEAR COURSE (held every other day)
CREDIT: .25 PER SEMESTER

6th grade 2 9 week sessions every day
8th grade every other day all year
9th grade every other day all year
10th grade every other day all year

The physical education program stresses team activities and fitness activities. The goals at this level are to develop basic physical skills, leadership, acquire a need and understanding for lifelong fitness and learn to function properly and cooperatively in group and team situations.

JUNIOR/SENIOR PHYSICAL EDUCATION
YEAR COURSE (held every day)
CREDIT: .25 per semester

The main focus is to develop skills and to develop an appreciation for leisure time activities which will lead to lifelong fitness.

BASIC REQUIREMENTS OF PHYSICAL EDUCATION – GRADES 7 –12

- 1) Students will furnish proper gym shoes, black shorts, white t-shirt, or a logo “Kickapoo” shirt, shoes, swimming suit and a towel.
- 2) A medical excuse from a licensed physician is necessary to excuse a student from participation for more than one day.

SCIENCE

6TH GRADE SCIENCE **Year Long Course**

Course Description/Overview

In Earth Science we will study the entire Earth system as well as its interactions with the universe around it. We will learn about how various subsystems of the planet work and how they interact and balance with each other. Students will work in teams to design and carry out scientific investigations. We also will introduce the basics of physics to provide a better foundation of knowledge for the students to build on in the future.

Course Topics

Stars and Solar System
History of the Earth
Earth's Interior and Surface Processes
Weather/Climate
Human Impacts on the Earth
Force and Motion
Interaction of Forces

Waves and Electromagnetic Radiation

7TH GRADE SCIENCE
Year Long Course

Course Description/Overview

The living things around us serve as the subjects of study for this course. We will explore fundamental life science concepts and basic investigative skills. The purpose of this course is to develop an awareness of the unique relationship of life science and the world. All hands-on activities stress the scientific method of problem solving and allow students to see how experimentation and observation are the bases of scientific investigation. We also will introduce the basics of chemistry to provide a better foundation of knowledge for the students to build on in the future.

Course Topics

Classification

Plant and Animal Cells, Tissues, Organs, Systems

Matter and Energy in Organisms

Ecosystems

Natural Selection and Adaptations

Growth, Development and Reproduction of Organisms

Structure and Properties of Matter

MAGIC OF ELECTRONS (7th Grade)
9 WEEK COURSE

Through hands-on projects, students explore the science of electricity, the behavior and parts of atoms, circuit design and sensing devices. Students acquire knowledge and skills in basic circuitry designs and explore the impact of electricity on their lives. Students will design an electromagnet, a DC motor, and an LED night light.

EARTH SCIENCE 9
YEAR COURSE
CREDIT: .50 per semester

This course is designed to increase students' knowledge of the processes occurring both beneath and above the earth's crust. Better understanding of these internal and external forces will create an ever-increasing awareness and appreciation for the continual changes

reshaping our earth. Topics include: space, tectonic plates, rocks and minerals, glaciers, rivers, oceans, groundwater and the atmosphere.

WISCONSIN ECOLOGY (grades 9 -12)

SEMESTER COURSE

CREDIT: .50 credit

Wisconsin Ecology provides a comprehensive overview of ecology and natural resources at the state and local levels. This class also addresses environmental issues relevant to the state of Wisconsin and makes connections to the global community. This class utilizes the school forest to expose students to relevant topics such as ecology, local plant and animal identification, hunting, natural resources, land use issues, and human impacts (both positive and negative) on the environment. Students can expect to spend some class time outside learning about the ecology of the school forest, prairie, and wetlands as it relates to the local community and the state.

BIOLOGY 10

YEAR COURSE

CREDIT: .50 per semester

Biology is the study of living things. Emphasis is placed on learning by doing, involving major biological concepts to develop knowledge, insight, and increasing awareness of nature and man under the unifying concept of ecology. Topics include: ecology, evolution, cells, genetics, heredity, plants, and animals.

AP BIOLOGY

YEAR COURSE

CREDIT: .50 per semester

PREREQUISITE: Biology grade of B or better

AP Biology will include those topics regularly covered in a college biology course. The kinds of labs done by AP students will be the equivalent of those done by college students. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry as well. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

Goals have been set for percentage coverage of three general areas:

I. Molecules and Cells, 25%

II. Heredity and Evolution, 25%

III. Organisms and Populations, 50%

Primary emphasis in an AP Biology course will be on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns.

PHYSICAL SCIENCE 8 YEAR COURSE

Physical Science is a study of matter and energy. The coursework involves problem-solving strategies related to physical interactions/forces and motion (physics) and interactions at the atomic level (chemistry). Topics include but are not limited to: atomic structure, the periodic table, chemical interactions, Newton's Laws, energy and light/waves. Students experience a variety of hands-on laboratory investigations and mini-projects designed to develop confidence in data collection/analysis and communication through oral presentations and technical writing.

Intro to Chem/Physics SEMESTER COURSE

CREDIT: 0.50 per semester

PREREQUISITE: None, any student entering 9th - 12th grade

This is an introductory course designed for students that have an interest in chemistry and physics but might be unsure as to whether they would like to enroll in a year-long course in the future. During the first ten weeks, students will be actively engaged with hands-on laboratory investigations relating chemistry concepts via CSI-type scenarios. Students will use Vernier and chemistry lab equipment to try to solve a variety of "cases". Cases include but are not limited to the following concepts: pH, conductivity, calorimetry and fiber analyses. During the second ten weeks, students will choose a STEM/Engineering focused project to complete. They will use basic physics, math and technology concepts to determine the best design and applications for their projects. Projects include but are not limited to: solar cooker, truss bridge, composting and robotics challenges.

CHEMISTRY (Juniors/Seniors) YEAR COURSE

CREDIT: 0.50 per semester

PREREQUISITE: C or better in Biology; C or better in Algebra 2

This chemistry course is offered to those students who need to expand their knowledge of chemistry for the purpose of college preparation and/or future employment in the science related occupations. Topics expanded upon in this course include atomic structure, chemical formulas

and equations, chemical reactions, gas laws, periodicity, molecular structure and other selected topics. Methods of instruction include lecture, demonstrations and lab experimentation. Quarterly independent projects allow students to research a variety of topics/concepts based on their own interests. Students will leave this course with strong skills in concepts that are studied in greater depth during a first semester college chemistry curriculum. Additionally, during fourth quarter, students will be exposed to a unit of organic chemistry as it relates to environmental sciences.

CHEMISTRY 2
SEMESTER COURSE

CREDIT: 0.50 per semester

PREREQUISITE: Chemistry 1

This laboratory based course primarily focuses on the separation and identification of substances using standard techniques. The students will be required to set up and operate distillation and fractional distillation apparatus, spectrophotometers, analytical balances and titration apparatus.

Students need to be familiar with standard laboratory equipment and techniques, the metric system, Vernier sensors/computer interfaces, Excel spreadsheets (graphing) and proper laboratory safety procedures.

PHYSICS 1 (Seniors)
SEMESTER COURSE

CREDIT: .50 per semester

PREREQUISITE: Students have completed or are currently enrolled in Biology and Algebra II. It is highly suggested that students have complete the year-long course in Chemistry prior to enrollment in Physics.

Classic Newtonian physics is brought to life with a variety of interesting lab activities and projects. The first semester is essentially an introduction to physics mechanics: vectors, motion, forces, work, energy, momentum and collisions. Students work cooperatively in the lab with Vernier sensors and interfaces, share data through white-boarding and investigate changing parameters for systems. Emphasis is placed on mathematical and graphical data analysis as well as technical writing skills. Students will choose from a variety of quarterly projects designed to allow for independent research/application of concepts discussed in class.

PHYSICS 2 (Seniors)
SEMESTER COURSE

CREDIT: .50 per semester

PREREQUISITE: Students have completed Physics I and have completed or are currently enrolled in Biology and Algebra II. It is highly suggested that students have completed the year-long course in Chemistry prior to enrollment in physics.

This second semester of physics becomes more laboratory based and includes a variety of offerings to allow students to apply basic physics concepts and explore new ones. The main focus is energy in the forms of heat, light, electricity and magnetism. Two, longer term projects

will be completed during this semester. Students will have the opportunity to research, design and build a balsa wood bridge to enter into the UW Platteville Engineering Expo competition. They will also apply concepts of electricity and technology as they build and program robots to meet specific challenges as an extension of the STEM course, Automation and Robotics.

INDEPENDENT RESEARCH (Sophomores/Juniors/Seniors)
YEAR COURSE

Credit: 0.50 per semester

Prerequisite: consent of instructor, completion of 2 science credits

This independent study course is designed for a science-focused student as an avenue for researching a topic within the physical or biological sciences. Student and instructor work collaboratively to determine topic for research, resources required and intended timeline. A formal 15 minute script with slide presentation is required and presented to the science department no later than one week prior to the end of each semester (semester 1 - update/progress, semester 2 - final assessment). Topics may include but are not limited to: environmental water/soil/land studies, on-campus technology needs, robotics, and alternative energy systems.

TECHNOLOGY EDUCATION

MIDDLE SCHOOL TECHNOLOGY

EXPLORING TECHNOLOGY 7
NINE-WEEK SURVEY CLASS

This portion of the seventh grade exploratory course introduces students to a variety of topics in Technology Education. Facets of science, engineering and design will be studied with measuring, sketching, testing, recording and translating design information activities. The actual design/construction of model airplanes, platforms, or one of many other “hands-on” learning activities, that include people skills, model plane and platform design/construction, and a careers collage.

EXPLORING TECHNOLOGY 8
NINE-WEEK SURVEY CLASS

This is the second set of survey courses that reinforces the previous material the eighth graders had the year before and is intended to stimulate student interest in one or more of the diverse areas of technology. Students will have the experience of working in all areas of technology including manufacturing, construction, communication, and transportation. Some of the things that will be covered are applied science/technology activities such as DC circuits, model hovercraft/rockets, CO2 cars, and a variety of other experiments.

DESIGN & MODELING
NINE –WEEK CLASS

This unit uses solid modeling software (a sophisticated mathematical technique for representing solid objects) as part of the design process. Utilizing this design approach, students understand how design influences their lives. Students also learn sketching techniques and use descriptive geometry as a component of design, measurement and computer modeling. Students brainstorm, research, develop ideas, create models, test and evaluate design ideas and communicate solutions.

HIGH SCHOOL TECHNOLOGY

WOOD TECHNOLOGY

SEMESTER COURSE

CREDIT .50

Students learn about wood characteristics, hand and portable power tools, safety, woodworking, machinery, fastening methods, woodworking techniques and procedures. Students will be exposed to a number of safety quizzes and machinery check offs along with a number of projects from the very basic in the beginning of the course to intermediate projects at the end of the course.

INTRODUCTION TO CABINETMAKING

SEMESTER COURSE

CREDIT:50

This course introduces the student to the methods, materials, tools and machinery used in the construction of traditional cabinetry. Classroom topics include the history, design, fabrication and safe use of woodworking machinery and materials involved in cabinet construction. Students are required to build a cabinet designed to develop primary cabinetmaking skills and techniques.

APPLIED ENGINEERING TECHNOLOGY – CONSTRUCTION

(sophomores – seniors)

SEMESTER COURSE (two periods block/day)

CREDIT: .50

Surveying equipment will be used to introduce soil and water conservation techniques as well as basic construction site layout. Students will complete actual profile and differential leveling exercises on the high school grounds. Knowledge of woods/construction materials, tools, equipment, and processes will be developed. Students are strongly encouraged to design, plan, acquire the materials for, and construct an individual wood material based project. In class activities also include the actual “in lab” construction of a portable 8’ x 12’ storage shed. Business and marketing skills will be developed as the shed must adequately marketed and

“presold” before construction can begin. Proper construction tool/equipment use and safety will be stressed throughout the entirety of the course.

APPLIED ENGINEERING TECHNOLOGY – WELDING & METAL FABRICATION:

(Sophomores – seniors)

SEMESTER COURSE *(two period block/day)*

CREDIT: .50

The activities in this course will apply fundamental engineering concepts to basic metallurgy, welding techniques, metal casting and fabrication. Students will begin the course by studying the safe and proper use of fabrication hand tools and power equipment such as the metal band saw, metal lathe, foundry and welding equipment. Hands on learning will be implemented with guided student lab work in the metal/alloy identification and treatment (metallurgy), oxyacetylene and plasma cutting/welding, SMAW, GMAW, GTAW (arc welding), sheet metal layout fabrication, metal castings (foundry) and thermoplastic welding. Basic understanding of the manufacturing industry will be developed by students completing lab assignments in each of these areas. Students having mastered these practices, are strongly encouraged to apply their skills to the design, acquiring of materials for layout, welding and fabrication of their own individual metal projects.

MECHANICAL DRAFTING (sophomores – seniors)

SEMESTER COURSE

CREDIT: .50

Drafting is a form of communicating graphically or in other words explaining what a **mechanical device/object looks like when drawn to specific sizes and dimensions. A person does not have to be an artist to be good at or enjoy drafting. This semester course will help students explore various areas of mechanical drafting, the associated careers like engineering, acquaint students with the (basic) tools, equipment and techniques used in the drafting and planning facet of industry. Students will begin the course learning and using the “drafting boards” (and machine) and then upon achieving basic proficiency with “board methods”, apply their skill to exercises on CAD (computer aided drafting) systems using the Auto CAD, Auto CAD LT or MiniCAD software.**

ARCHITECTURAL DRAFTING (sophomores – seniors)

(Alternate year with Mechanical Drafting)

SEMESTER COURSE

CREDIT: .50

The purpose of this course is to help students learn the fundamental skills and concepts necessary for architectural planning, designing, and drawing. Students will graphically and technically communicate what goes into the planning for and design of buildings. Hands on learning takes place by using the “drafting boards” and CAD (Computer aided drafting) systems to generate actual floor plans, elevations, sectional, pictorial and perspective drawings. Architectural styles, home site/area planning, construction systems, home framework and mechanical considerations are also studied in detail.

APPLIED ENGINEERING TECHNOLOGY – POWER AND ENERGY

(Sophomores – seniors)

SEMESTER COURSE

CREDIT: .50

The activities in this course will introduce students to some of the many industrial uses of power and energy. The course begins by analyzing the scientific principles of power and energy so that they understand the applications to technology, making students more successful. The technology of mechanisms and machines will be applied to electrical systems, small engines, fluid power, automotive and tractor maintenance. Reinforcement of these principles of power/energy will begin with model rocketry and/or CO2 cars. Exercises also include the wiring of basic residential circuitry (AC) on mock up boards as well as some basic electronic circuitry and robotics (DC). The small engines unit will be introduced with a “stand alone” technology module which utilizes CDI technology to aid students in their hands on and self taught pace. Small engine, automotive, hydraulic, ag/industrial maintenance/repair will be explored and implemented as time, available equipment, and student desire permits. Safe and proper use of hand and power tools will be demonstrated and stressed throughout the entire course.

DESIGN FOR POWER

SEMESTER COURSE

CREDIT: .50

This class covers the basic 2 and 4 stroke engines and gives students an opportunity to design, build and race a High Mileage Vehicle at an actual competition. Students would be learning basic braking systems, power transfer systems (clutching and transmissions), drive components, suspension, hydraulic, and pneumatics. Basic welding and metal fabrications would also be included in the class.

VISUAL ARTS DEPARTMENT

MIDDLE SCHOOL ART

ART SURVEY 6

2 NINE WEEK COURSES

The basic elements of art will be thoroughly studied throughout the course. Students will create projects using paint, different forms of sculpture, pencil, charcoal, and clay to explore art’s foundations to prepare them for 7th and 8th grade survey classes.

ART SURVEY 7

NINE WEEK SURVEY CLASS

The course outline for this year's art survey offer a brief experience in drawing, ceramics, painting, sculpture and art history.

ART SURVEY 8

NINE WEEK SURVEY CLASS

This course is designed to introduce the young artist to sculpture, grid drawing and shading techniques, and paintings. Students will learn about the Elements and Principles of Design. Students will apply these concepts in their imagery.

HIGH SCHOOL ART

ART

LEVEL I Arts and Crafts Drawing and Design (1st year art students)

LEVEL II Studio Arts Handicrafts (1st/2nd year students)

LEVEL IV Independent art (seniors)

ARTS AND CRAFTS (freshmen/sophomores)

SEMESTER COURSE

CREDIT: .50

This semester class will deal with pottery and other three dimensional crafts. Wheel thrown and handmade ceramics, sculpture, macramé, decoupage, and string art are possible subjects. We will cover basic drawing and painting techniques as well. A written report and replication of a selected Artist's work will be required in addition to regular classroom work.

DRAWING AND DESIGN (freshmen/sophomores)

SEMESTER COURSE

CREDIT: .50

Areas covered will be figure-drawing, charcoal, pastel, ink drawings, and design. Design will be studied from the commercial artists, as well as traditional master's viewpoints. A brief overview of the evolution of the visual arts. Art appreciation will also be presented through reports on various artists. An oral and written report of an Artist will be required in addition to regular classroom work. This class will be arranged opposite Drafting class if possible, to increase, facility, staff and technical resources; this arrangement will give students access to more types of drawing, more chances for learning, more chances for success.

STUDIO PAINTING (sophomores/juniors)

SEMESTER COURSE

CREDIT: .50

PREREQUISITE: B average in Drawing and Design or Instructor's approval

This class will expand on techniques learning in Drawing and Design. Watercolor, oil and acrylic paintings will add color to finish the two dimensional works. Students will be graded on involvement, effort and the finished product. The works of famous painters will be discussed and researched through individual reports. Students may be expected to contribute to a show or contest during the semester.

HANDICRAFTS (sophomores/juniors/seniors)

SEMESTER COURSE

CREDIT: .50

PREREQUISITE: B average in Arts and Crafts or Instructor's approval

This class will expand on certain art crafts techniques in Arts and Crafts. Students will be expected to develop and purchase a craft project for individual work. Students will combine both 2D techniques and 3D techniques to create at least 6 projects throughout the semester

INDEPENDENT ART (seniors)

YEAR COURSE

CREDIT: .50 per semester

PREREQUISITES: B average in Level I, II, & III art classes AND Instructor approval

Students may pick an area from one of the above and develop their skills and creative ideas. Contracts will be written by the student to measure progress. A significant amount of out-of-class work may be involved. This class is designed for those students who feel the Visual Arts are part of their post high school plans. Participation in an end of semester art show will be required as well as a written artist statement and critique questions.

WORK EXPERIENCE PROGRAM

In a work experience placement, students participate in competency-based, work related activities. These activities are graded on a pass/fail basis. Students will receive credit using as a guideline one credit earned for each 180 hours of work experience and related instruction with the total number of credits to be earned determined prior to beginning the work experience. Students will receive pay for their work experience. A work experience coordinator will be assigned to the student to coordinate the related instruction and to supervise the student on the job. This coordinator will also meet with the employer and work place supervisor and coordinate work-site evaluation. Students under the age of 18 will not be permitted to participate in a work experience placement until a work permit is obtained. Students must meet child labor and street trades employment guidelines as published by Wisconsin Division of Labor and Human Relations. The School Supervised Work Experience Program will function using a four-(4) level work experience format.

Work Experience Level One: In school, highly supervised

- Placement will be on campus with close supervision.
- Placement will be an entry-level position in which students learn work characteristics necessary for possible advancement to Level Two.

Examples of Level One Placements:

Kitchen Aide	Transportation Fleet Maintenance	Custodial Assistant
Office/Clerical Aide	Ground Maintenance	Teacher Aide

Work Experience Level Two: In school, some supervision

- Placement will be on campus with some supervision.
- Students will be placed at an entry-level position, but will be given some responsibilities to perform independently without constant supervision.

Level Two would be similar to the examples given for Level One placements.

Work Experience Level Three: Community-based work-site

- Students must have senior standing or set as an IEP goal.
- Student must have successfully completed a Level Two placement OR must have obtained a recommendation from the Transition Action Team.
- Placement will be off campus.
- Student/Family is responsible for transportation to and from work-site in an insured vehicle.

Examples of Level Three placements:

Food service attendant	Day care assistant	Assembler
Clerical/Secretarial Assistant	Farm Worker	Machinist
Agriculture Co-op	FoodService Co-op	Bus. Co-op

Work Experience Level Four: Youth Apprenticeship

(DO NOT CONFUSE this program with job shadowing, CO-OP, work release, etc.)

- Students enter a two-year program as a junior, or one year as a junior or senior.
- Student must have successfully completed a work experience OR must have obtained a recommendation from the Transition Action Team.
- Placement will be off campus.

Examples of Level Four placements:

Health	Finance	Automotive Technician
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Wisconsin Youth Apprenticeship is a two-year state program providing intensive learning experiences for high school juniors and seniors. Students receive academic and technical instruction in classroom, laboratory, and work-place settings. Learning experiences are designed to give students exposure to all aspects of the industry, ensuring a broad perspective of the career opportunity to the student.

All apprenticeship programs require/include the following from those students, parents/guardian, employer, school district (s) involved: 1) state-approved performance-based curriculum; 2) career planning and placement based on student career goals; 3) four semesters of school-based related instruction integrating employability skills; 4) a minimum of 900 hours of paid mentored work-based learning (over the course of two years); 5) successful completion of at least 95% of the total identified/outlines job performance competencies. (**Noteworthy – student is responsible for transportation to and from the apprenticeship site.)

Examples of possible apprenticeship areas the state is developing:

Health services	Tourism	Auto collision
Manufacturing Production	Automotive Technician	Financial Services
Logistics		

Please see your guidance counselor if you are a freshman or sophomore and are interested in COMMITTING TO a two-year apprenticeship program.