**North**

**Crawford**

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**High School**

**Course Offering Handbook**

**2020-2021**

**Welcome to North Crawford:** This course book is designed to provide students and parents with an overview of the courses offered at North Crawford High School. The primary purpose is to allow parents and students to learn about each individual course and the requirements to be met which are necessary for enrollment in those courses. It is imperative that students review their graduation requirements. During the scheduling process each student will meet with the school counselor and discuss courses needed and credits earned. You should choose courses that are best suited to your interests, future plans, and capabilities.

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**High School Graduation Requirements**

In order for a student to graduate from North Crawford School District, the student must complete 25 credits of study.  Of the 25 credits 15 are required under State Statute [ss. 118.33(1)(a) 1 and 2]:  4 credits in English/language arts, 3 in social studies, 3 in mathematics, 3 in science, 1.5 in physical education, and 0.5 in health education. North Crawford School District requires the following:

|  |  |  |
| --- | --- | --- |
| **English**  | 4 credits | English 9, 10, 11 & Written & Oral Communication OR AP English  |
| **Social Studies** | 3 credits | American HistoryWorld Geography & HistoryGovernment  |
| **Mathematics**  | 4 credits  | Starting with graduating class of 2023 |
| **Science**  | 3 credits   | Physical Science Biology |
| **Physical Education & Health**  | 2.0 credits | Health is scheduled in 8th grade, students will need to take an additional 1.5 credits in high school |
| **Fine Arts** | 1 credit | This requirement may be satisfied with Art, Shakespeare, Creative Writing, Band, and/or Choir.  |
| **Personal Finance**  | 1 credit |   |
| **College & Career Development** | 0.5 credits | Starting with graduating class of 2023 |
| **Electives**  | 6.5 credits  |   |
| **Total needed credits for graduation** |   | 25 credits  |

**Credit Options**

Classes earn ½ credit per one semester. Classroom/Tutoring Aid positions earn 1/4 credit per semester. A clearly defined set of job expectations and job responsibilities, and a clear method of evaluation, is expected in order for a student to earn 1/4 credit for the classroom/tutoring aid position.

**Credit Option for Physical Education Requirement**

Students who have participated in interscholastic athletics, or cheerleading for at least two (2) full seasons, as defined in the athletic handbook, while enrolled in grades eleven (11) or twelve (12), and as documented by the Athletic Director and Counselor and approved by the principal, may be excused from one-half (.5) credits of the high school physical education requirement, provided they take an additional one-half (.5) credits in English, social studies, mathematics, science, or health education, at their choosing.

**General Information**

**In addition to the credit requirement, graduation decisions will be based on the three criteria listed below [ss. 118.33(1)(f)1].**

**A.    Student’s Academic Performance**

By achieving a grade point average of 1.499 or above;

**Or**

Satisfactory performance on the 10th grade Wisconsin Forward Exam and ACT Aspire and the 11th grade ACT exams

**Or**

By successfully completing the Goals and Objectives on the Individual Education Plan (IEP); **or**

1. **Teacher Recommendations**

Securing a consensus recommendation from the graduation committee.  The graduation committee will consist of the school counselor, and five teachers from courses required for graduation (i.e. social studies, math, science, English and fine arts or physical education) and whom the student has taken courses and can attest to the student’s knowledge and skill based upon grades assigned by those teachers.  (Demonstrated attainment of established academic standards will be based upon receipt of a passing grade in a course.)

**Additional Credit Opportunities**

**Transcripted Credit Options**

Transcripted Credit is a type of concurrent enrollment where students receive high school credit along with college credit from the college in which the course is affiliated with. All concurrent enrollment courses are “transcripted” in that students received a formal transcript from the college or university. The affiliated college or university’s course standards and grading expectations will be followed in all transcripted courses.

A student’s grade is based on class performance. Students who successfully complete the high school course, receive credit from both North Crawford High School and the college institution the class is affiliate with. Final grades are recorded on the both the student’s official high school and college transcript. Credit transfer is at the sole discretion of the student’s selected post-secondary institution.

Transcripted credit courses are taught by a North Crawford high school instructor who is also certified as a Wisconsin Technical College System instructor at no cost to the student.

**Advanced Placement Program**

Advanced Placement (AP) courses are college level classes that follow a specific curriculum developed by the College Board, university professors, and high school teachers. Success on AP coursework is a good indication of college readiness. Students must take the content specific AP exam (given in May) to be eligible to receive college credit.

A student’s grade is based on class performance. However, the ability to earn college credit is based on their score on the AP exam taken in May. AP exams are scored on a scale of 1 to 5. Colleges award college credit based on the score the student earned. Typically scores of 3 or higher receive college credit; however, some colleges require a score of 4 or 5 to award college credit. Students receive AP exam scores in July.

Students are not required to take the AP exam; however if they choose to do so, the AP exam is not figured into the student’s class grade and does not count toward a student’s grade point average

The following expectations are expected of students that enroll in an Advanced Placement (AP) class: enrollment in the class is based on instructor consent,

-Participation, effort, and behavior are expected at a college level.

-Grades will be evaluated at the end of first semester. Students receiving an F will be dropped from the class.

-To take the AP test at school expense, students must be passing with at least a C.

-Students not passing with at least a C at semester may continue at a Pass/Fail expectation or may be removed from the class.

-Any issues with participation, effort, or behavior will result in a conference with the teacher, the counselor, and parents to determine if a removal from class is warranted.

-Regular attendance is mandatory.

-Some AP courses are taught alternative years depending on student need/interest

**Independent Study Program**

The purpose of the independent study program is to enable students, who have proven they can work independently, to study courses that cannot be pursued in the regular curriculum. Independent study is a serious undertaking that requires extra effort on the part of teachers and students. When you ask a teacher to do an independent study you are asking that they teach an extra class.

Teachers have no obligation to accept independent study students. Please be polite and understanding should you make such a request and receive "no" as an answer. Students who receive a teacher's permission to enroll in an independent study class must complete an independent study request. This form is available in the guidance office.

Signatures from the student, parent, teacher, and school counselor are required for an independent study to be placed on your schedule. It is important that you enroll in a regular class while your application is pending.

**Tutor-Aid/Classroom Assistant**

Tutor-aids and classroom assistant opportunities are to be reserved for upper classmen (Juniors and Seniors). Students, who accept these responsibilities work closely with professional and paraprofessional staff. At the beginning of the year, if a teacher would like a classroom assistant/tutor-aid they will place the request through the counseling office. The school counselor will then assist in placing the student.

Tutor-aids and classroom assistants may be found at all grade levels in all buildings and areas of the district. It is expected that the student functioning as a tutor will have already completed the class in which they are assigned. Generally, there will be only one student per classroom assignment. A minimum grade point average of 3.0 is required to be a tutor aide and students must be on-target for graduation along with passing all classes.

Students may obtain the necessary request form in the counseling office. Each student is allowed only one request per semester. These applications require the signatures of the student, teacher, and school counselor. Students are expected to be in the assigned classrooms; students found wandering the halls will be removed from their assignment and placed in a class. This is a pass/fail course. Students will receive ¼ credits per semester (elective credit).

**Distance Learning Classes**

Southwest Rural Telecommunications Network Consortium, (SRTNC) is a 25 member distance learning network whose goal is to expand and enhance educational opportunities for all students and citizens within the member school districts. The SRTNC network is capable of transmitting and receiving full motion two-way video, audio, and data information over a high speed fiber-optic connection provided by TEACH Wisconsin and the BadgerNet Converged Network. Students are asked to make a year commitment to the course. If the course is dropped prior to the end of the year the student is responsible for paying the district book fees for the dropped course.

North Crawford offers a variety of classes through the distance learning lab. Course offerings are available through the counseling office a few weeks before the start of the semester.

**APEX Learning**

APEX is a credit recovery opportunity for students who have previously failed classes. Students work independently online at their own pace, however there is a staff member and school counselor available to help students stay on track. There are certain guidelines and expectations that, if not followed, will result in the removal from the program and loss of future opportunity to enroll. Students must have multiple credits to recover in order to be eligible for APEX. Credits are only available in the academic areas.

Students have the opportunity to earn credit through APEX. Students must show academic progress and good attendance in other classes in order to continue earning credit through APEX. When a student completes a course in APEX s/he needs to be passing all other classes before beginning a new course in APEX.

In addition, if North Crawford doesn’t offer a class there are a variety of APEX courses available to students in academic, honors and advanced placement courses. Students will need to be in good academic standing with no prior failed courses in order to take an elective APEX course.

**Work Based Learning Program**

**Job Shadowing:**

Job Shadowing is a school/community experience that allows students to observe people in the community as they perform their regular job duties.  During a job shadow students observe an employee for a short period of time to learn about the business, industry or profession of the employee.  Job shadowing is a short-term, school-supervised work place learning opportunity, with an emphasis on exploration, not work.  Since job shadowing is exploratory in nature, most students will benefit from several job shadow experiences over the course of several years, until they become more focused on a career path.

Job shadows are arranged, by request, through the School Counselor.

**Employability Skills Certificate:**

**The Wisconsin Employability Skills Certificate (ESC) Program recognizes a student’s mastery of employability skills valued by employers.  The intention of the program is to help students explore career interests and to provide a state credential of student mastery.**

The *Employability Skills Certificate Program* consists of the following required components:

* Reinforcing **21st Century Skills** in Personal Work Habits and Attitudes
* Completion of 90 on-the-job work hours
* Career Exploration and Planning

Juniors and seniors may apply to be involved in the ESC program, which allows students to leave school for paid employment.  Juniors may be released for 2 periods of the day and seniors may be released for up to 4 periods of the day.  Students should secure an employment opportunity prior to applying for the program at the beginning of the quarter they wish to enroll. Students may earn up to 1 credit per year for two years. Appropriate forms must be completed and students must adhere to all policies governing student actions and attendance*.*

Upon successful completion of the program an *Award of Occupational Proficiency in* *Employability Skills* is awarded by the Wisconsin Department of Public Instruction.

**Youth Leadership Skill Standards Certificate:**

The Wisconsin Cooperative Education Youth Leadership Skill Standards Certificate Program provides an important foundation for nurturing youth leadership in a variety of ways.  Utilizing the Youth Leadership Portfolio, students work in collaboration with designated mentors (teachers, work supervisors, advisors, or community members) in order to foster development, and provide assessment, of their leadership skills.

Upon successful completion of the program a *Youth Leadership Skill Standards Certificate of Mastery* is awarded by the Wisconsin Department of Public Instruction.

**Work Experience Participation Guidelines**

* Juniors and seniors only.
* Students must be passing all classes in order to be eligible for work release.
* Juniors may be released for a maximum of two periods per day of school attendance provided that the following conditions are met: A.) A junior requesting a three period release must have 13 credits at the beginning of his/her junior year, and B.) The student’s work site employment hours extend to the hours covered by the release from school.
* Seniors may be released for a maximum of four periods per day of school attendance provided that the following conditions are met: A.) A senior requesting half-day release must have 20 credits at the beginning of his/her senior year, and B.) The student’s work site employment hours extend to the hours covered by the release from school.
* One half credit per work experience credit per semester will be given upon successful completion of the program by the Career Services Coordinator whether the student is released for 1, 2, 3, or 4 class periods (Exceptions may be granted EEN/At-Risk students).
* A maximum of two credits within the two-year period will be granted. (No exceptions)
* Verification of current graduation status by school counselor.
* Completed work experience agreement forms
* Work site visits by the Career Services Coordinator.
* Quarterly evaluations completed by employers.
* Final participation approval by the high school principal.
* Students will be expected to obtain employment prior to the beginning of a school term.  Work experience releases will be initiated only at the beginning of each quarter.  Ten days after school begins all work experience agreements must be completed.  Students wishing to participate in the program after this date will have a five-day window at the start of each subsequent quarter to enroll in the program.  Exceptions to the start date criteria may be granted by a Work Experience Committee (consisting of the Coordinator, counselor, and principal).
* Students are expected to comply with the all school rules and program guidelines; this includes the behavioral and attendance policies of the school.  Students that accumulate 3 or more unexcused absences will be removed from the program.  Students that receive multiple tardy referrals will be removed from the program.   Disciplinary actions for violations of school rules may result in an immediate removal.
* Students experiencing academic difficulty will be removed from the program if their graduation status is in jeopardy.

**Early College Credit Program (ECCP)…**

Here are the very important steps YOU need to take:

1. Fill out the **Early College Credit Program (ECCP) application -** <http://www.uwc.edu/sites/uwc.edu/files/imce-uploads/admissions/_files/uw_system_early_college_credit_program_and_high_school_special_form_2018.pdf>
2. Return the ECCP application to your school counselor

**DEADLINES** - October 1 for spring classes and March 1 for fall classes.  NO late ECCP applications will be accepted.

1. The School Counselor will present the ECCP applications to the school board for approval at the October and March school board meetings.  The school board will approve your application if you have selected college courses that are not comparable to courses we have at North Crawford, i.e. cannot take Accounting at a university, as we offer Accounting here.
2. Once you are approved by the school board, the school counselor will forward your school approved ECCP applications as well as your transcripts onto the university in which you intend to take the course(s).   **At this time, you become “their student” and will be solely responsible for watching for emails and mailings regarding next steps - they will not release any information to us about you!  They will contact you via the email or mailing address you provided on the application.**

Generally, next steps include filling out the standard UW System Application - <https://apply.wisconsin.edu/> YOU will need to create an account and apply as a “special student - Early College Credit Program (ECCP) in order to avoid paying the application fee.

1. After the school counselor sends your school approved ECCP application and transcripts to the universityAND you have applied to the university using the link above, then THEY will decide to admit you or not, based on their incoming freshman applicant requirements. If they decide to admit you, you will receive a letter from them about registering for the ECCP course and next steps. It will be YOUR responsibility to ***follow up with the university with your questions*** because again, they cannot share your information with us as you are now “their student.” If they decide not to admit you, they will notify you in writing that you have not been accepted.
2. If you are admitted, they will contact you generally via email or mail about your next steps, specifically important registration dates ***If you miss a date and/or a step, they can decide to no longer admit you!***

Responsibilities

**The Early College Credit Program is a student led initiative and opportunity.**

**Students are responsible for:**

* Filling out the Early College Credit Program (ECCP) application and turning it in before the deadlines.
* Watching for communication from the university
* Applying to the university
* Watching for communication about admittance to the university
* Completing registration at the university
* Attending courses and passing
	+ North Crawford will pay for the course(s) as long as you pass and do not drop past the drop date deadline. If that happens, you will be responsible for paying the tuition for the course(s).

**The School Counselor is responsible for:**

* Advertising the program on the announcements, via email and in Google Classroom in September and February
* Presenting the student ECCP applications to the school board for approval
* Sending school board approved ECCP applications and transcripts to the university
* Assisting students with any questions they may have!

**Start College Now (SCN) program …**

Here are the very important steps YOU need to take:

1. Fill out the **Start College Now (SCN) application -** <https://drive.google.com/file/d/0B4ZzOJjMWEX4ZnRqc3VDQTBfUEoyaFlvTC13Tk44S0xsSzFv/view?usp=sharing>
2. Return the SCN application to your school counselor

DEADLINES - October 1 for spring classes and March 1 for fall classes.  NO late SCN applications will be accepted.

1. The School Counselor will present the SCN applications to the school board for approval at the October and March school board meetings.  The school board will approve your application if you have selected college courses that are not comparable to courses we have at North Crawford, i.e. cannot take Accounting at a technical college, as we offer Accounting here at NC.
2. Once you are approved by the school board, the school counselor will forward your school approved SCN applications as well as your transcripts onto the university in which you intend to take the course(s).  **At this time, you become “their student” and will be solely responsible for watching for emails and mailings regarding next steps - they will not release any information to us about you!** They will contact you via the email or mailing address you provided on the application about next steps.
3. After the school counselor send your school approved SCN application and transcripts to the technical school**,** then THEY will decide to admit you or not, based on their incoming freshman applicant requirements. If they decide to admit you, you will receive a letter from them about registering for the SCN course(s) and next steps. It will be YOUR responsibility to ***follow up with the technical college with your questions*** because again, they cannot share your information with us as you are now “their student.” If they decide not to admit you, they will notify you in writing that you have not been accepted.
4. If you are admitted, they will contact you generally via email or mail about your next steps, specifically important registration dates ***If you miss a date and/or a step, they can decide to no longer admit you!***

Responsibilities

**The Start College Now Program is a student led initiative and opportunity.**

**Students are responsible for:**

* Filling out the Start College Now (SCN) application and turning it in before the deadlines.
* Watching for communication from the technical college.
* Applying to the technical college.
* Watching for communication about admittance to the technical college.
* Completing registration at the technical college.
* Attending courses and passing
	+ North Crawford will pay for the course(s) as long as you pass and do not drop past the drop date deadline.  If that happens, you will be responsible for paying the tuition for the course(s).

**The School Counselor is responsible for:**

* Advertising the program on the announcements, via email and in Google Classroom in September and February.
* Presenting the student SCN applications to the school board for approval.
* Sending school board approved SCN applications and transcripts to the technical college.
* Assisting students with any questions they may have!

# **CollEdge Up at Southwest Tech**

# CollEdge UP is an educational partnership between **CESA 3** and **Southwest Wisconsin Technical College** that allows students to earn high school and college credits. Students are eligible to participate in three different program options including the Laboratory Science Technician, Gear Up program (transfer courses) and the Nursing program. Classes are offered at North Crawford in the following formats:SRTNC (Blue Jeans); synchronous video lecture or recorded video lecture, Online (Schoology), and face to face if the student wishes to attend SWTC’s campus.

## **ONE & DONE LABORATORY SCIENCE TECHNICIAN**

**Junior/Senior Year**

* Complete 29 Credits

**Junior Year**

* Semester 1: 7 Credits
* Semester 2: 7 Credits

**Senior Year**

* Semester 3: 6 Credits
* Semester 4: 7 Credits
* Summer: 2 Credits

**Then Graduate!**

## **Gear Up program**

Students can earn up to 18 transferable credits while a junior or senior in high school. The transferability of the course is ultimately up to the receiving institution.

* Introduction to Sociology
* Introduction to Psychology
* Speech
* Written Communication
* Economics
* Statistics

**Offered Fall**

* Introduction to Psychology
* Economics
* Statistics

**Offered Spring**

* Introduction to Sociology
* Speech
* Written Communication

## **11-12-14 NURSING program**

**Sophomore Year: Complete foundation courses**

11 – Junior Year: Complete SWTC’s Semester I of nursing classes

12 – Senior Year: Complete SWTC’s Semester II of nursing classes

14 – Second year of Nursing program on Southwest Tech campus

**Youth Apprenticeship Program**

Youth Apprenticeships (YA) are opportunities for juniors or seniors to start preparing for a career while still in high school. One and two-year programs combine rigorous academic preparation, relevant occupational instruction, and work-based learning from an employer. One half credit per YA credit per semester will be given upon successful completion of the program by the Career Services Coordinator. A maximum of two credits within the two-year period will be granted. (No exceptions)

**Program Design**

Youth Apprenticeship is a one/two-year program beginning in the 11th or 12th grade, offering students guided learning and work experience within an industry. The student will acquire the skills necessary for the jobs of tomorrow and a linkage between secondary and post-secondary education. The apprentices will attend regular classes in their high school, in addition to career-related classes at SWTC or some other central site. Students need a minimum of 900 worksite hours for completion of the two year program or 450 for a one year program. These hours may be obtained during the summer along with during the school year. If students work only during the school year, they will need to work an average of 10 hours/week during their junior year, and 15 hours/week during their senior year. These hours may or may not be during the school day; therefore, by working during the summer the student is able to participate in school related activities.

**Current YA Programs offered in southwest WI include:**

• Agriculture, Food & Natural Resources

• Architecture and Construction

• Arts

• AV Technology & Printing

• Finance

• Health

• Hospitality, Lodging and Tourism

• Information Technology

• Manufacturing

• Transportation, Distribution & Logistics

**Program Eligibility**, **Students must be:**

• On track towards fulfilling the graduation requirements of your home school district,

• Display a genuine interest in the field as a possible career,

• Do a job shadow in your selected industry,

• Submit a completed application (obtained from the Career Service Coordinator)

• Display good high school attendance.

**In addition, the student must also be willing to:**

• Follow the policies and procedures of the institutions involved (i.e. high school, technical college, CESA #3 and employer,

• Provide transportation to the apprenticeship courses and worksite location.

• For the Health YA students only: successfully complete the 120 hour CNA class and participate in the Health YA program for 12 months or will be liable for CNA expenses.

**Summary of Course Offerings (2019-2020)**

 **Agriculture**

 Animal Science

 Plants & Soils

 Plants, Animals, and You

 AG Leadership

 Greenhouse Management and Landscaping

 Food Science

 Wildlife Management

 **Business Education**

College & Career Development

Computer Applications I (Transcripted credit)

*Beginning Microsoft Word, Beginning Microsoft Excel, Intermediate Microsoft Word, & Microsoft PowerPoint*

Accounting I (Transcripted credit)

Personal Finance (Transcripted credit)

Digital Design

Computer Science

Exploring Computer Programming

**Fine Arts**

Drawing & Painting

2D/3D Art

Photography

Soap Making

**Family & Consumer Economics**

Foods/Nutrition I

Foods Nutrition II

Sewing

Life Skills

**Foreign Language**

Spanish I

Spanish II

Spanish III

Spanish IV

Spanish for Traveling

**Language Arts**

English 9

English 10

English 11

Written Communication (Transcripted Credit)

Creative Writing I

Creative Writing II

Advanced Placement Language & Composition

Advanced Placement Literature

Novels

Shakespeare and Intro to Theater

**Mathematics**

Pre-Algebra

Algebra I

Geometry

Technical Math

Math Topics

Algebra II

Statistics

Pre-Calculus

Advanced Placement Calculus

Mathematical Practices (Elective Credit)

**Music**

Band

Choir

Music Theory

**Physical Education /Health**

Health (Scheduled in 8th grade)

Personal Fitness

Athletic Conditioning

Team Sports

Individual Sports

Strength & Conditioning

General Physical Education

**Physical and Natural Sciences**

Physical Science

Biology I

Human Anatomy and Physiology

Applied Science

Physics

Chemistry I

Chemistry II

Advanced Placement Chemistry

**Social Studies**

American History

World History & Geography

Government

Advanced Placement Psychology

Advanced Placement World History

European History

**Technology Education**

Woodworking I

Woodworking II

Woodworking III

Building Construction I

Building Constructions II

Small Engines

**Other High School Areas**

Independent Study Program

Tutor-Aide/Classroom Assistant

Distance Learning Program (SERTNC)

School to Work Program

Youth Apprenticeship Program

Early College Credit Program

Start College Now

CollEdge UP Program

**Agriculture Department Summary of Course Offerings**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course / Title** | **Length** | **Open To** | **Prerequisite** | **Credit** | **Comments** |
| Animal Science | Semester | 11-12 | Physical Science & Biology  | 0.5 | Science Credit |
| Plants and Soil  | Semester | 11-12 | Physical Science & Biology  | 0.5 | Science Credit |
| Plants, Animals and You | Semester | 9-12 | None | 0.5 | Elective |
| AG Leadership  | Semester | 9-12 | None | 0.5 | Elective    |
| Greenhouse Management and Landscaping  | Semester | 9-12 | None | 0.5 | Elective  |
| Food Science  | Semester | 9-12 | None | 0.5 | Elective |

### **Animal Science**

This course is a semester course that provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. Areas that the students study will primarily be applied to large animal science. Topics to address include animal anatomy, genetics, reproduction, breed descriptions, and handling of each of the large animal species. This is an excellent course for students interested in veterinary, medical or farming career areas.

**Plants and Soils**

This course is designed to provide students with the opportunity to explore the practical understanding of how soils have evolved and various aspects of the plant sector of the agriculture industry. Students will gain understanding of general plant functions and purposes; as well as soil conservation, improvement and management.

**Plants, Animals and You**

This course is designed to serve as a foundation course for classes in the Agriculture Department. As a foundation course, students will focus on the diversity of the agricultural industry as well as looking at the biological makeup of plants, soils, and animals. Production agriculture will be discussed along with a look at agronomy, farm safety and the dairy industry. Students will explore the FFA organization and discover an agricultural career that interests them

**AG Leadership**

Leadership is an extraordinary and hands-on course that challenges you to take initiative, influence others, and develop your leadership skills. Find the natural leader you are meant to be. Through a “hands-on” approach you will develop the leadership skills needed to find, be hired for, and advance in a job. Written communication, verbal communication, stress management, meeting procedures, goal setting, team building, and career development skills are some of the skills you will learn. Topics include: Demonstration of working knowledge of advance parliamentary procedure motions, recall various leadership styles of prominent leaders, list top qualities all leaders must possess, recite essential data information after completing various personality tests, and discuss the importance of self concept and why a leader must begin with an end in mind. We will also discuss communication and its importance and impacts in the world as well as demonstrate effective verbal and non verbal communication skills. Along with communication we will discover the importance of time management and steps to handle stress in pressure situations. Finally we will review proper etiquette in formal situations including meal, conversation, and dress as well as thank you writing.

**Greenhouse Management and Landscaping**

This course will utilize the concepts learned in Horticulture and apply them to managing the greenhouse and producing successful crops in the greenhouse.The other main area of concentration for the class will be landscaping. The class will gain hands on experience in this area by actually being involved in landscaping and management of existing landscapes.

## **Food Science**

This course is a semester-long program that provides students with an overview of food science and its importance. Introduction to principles of food processing, food chemistry and physics, nutrition, food microbiology, preservation, packaging and labeling, food commodities, food regulations, issues and careers in the food science industry help students understand the role that food science plays in the securing of a safe, nutritious, and adequate food supply. A project-based approach is utilized along with laboratory, team building, and problem solving activities to enhance student learning. A growing population of people and a decreasing population of farmers has created a gap between the farm and the table.  In other words an alarming number of people don’t know where their food comes from. This course is designed to bridge the gap of misinformation.

**Natural Resources - Wildlife Management**

Natural Resources is a course for students interested in studying land use, water quality of the river and streams, and learning about the area plant and animal life. Careers in natural resources as well as learning about application of scientific principles to managing natural resources will be emphasized. Concepts include human demands on natural resources, outdoor recreational enterprises, history and the importance of wildlife conservation, game animals

**Business Department Summary of Course Offerings**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course / Title** | **Length** | **Open To** | **Prerequisite** | **Credit** | **Comments** |
| College & Career Development | Semester | 9 | None | 0.5 | Requirement; starting with the class of 2023 |
| Computer Applications*Beginning Microsoft Word**Beginning Microsoft Excel**Intermediate Microsoft Word* *Microsoft PowerPoint* | Year | 9-12 | Keyboarding  | 1 | Elective Successful completion and instructor recommendation can result in 4 credits to apply to SWTC admission.   |
| Accounting I | Year | 10-12 | None | 1 | ElectiveSuccessful completion and instructor recommendation can result in 4 credits to apply to SWTC admission.   |
| Personal Finance  | Year | 10-12 | None | 1 | RequirementSuccessful completion and instructor recommendation can result in 1 credit to apply to SWTC admission.    |
| Digital Design  | Year | 9-12 | None | 1 | Elective  |
| Exploring Computer Science | Year | 9-12 | Algebra I | 1 | Elective |
| Computer Programming  | Year | 11-12 | Computer Science  | 1 | Elective  |
| Graduation Requirement |  |  |  |  | Total Business Credits Needed:Personal Finance (1 Credit)College & Career Development(0.5 credits) |

**College and Career Development**

Students will explore careers using the career clusters and pathways framework; understand workplace expectations; develop career-readiness skills; and plan for life beyond graduation.  This class provides students with the “how to” needed for preparing a résumé, searching for a job, taking on a work-based learning experience, exceeding employer expectations, and funding postsecondary training and education.   This course is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post-secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills.

**Computer Applications**

This course is highly recommended to all students as it is designed to help students develop skills on the computer.  In addition, this course is recommended for students pursuing careers in all 16 career clusters. This course is available to take as transcripted credit (4 credit class) to count towards both high school and college credit. **Computer Applications will be broken down into four classes scheduled quarterly.**

***Beginning Microsoft Word***
This course is an introduction to Microsoft Word. Students will create, edit, and format documents while using the built-in proofing tools. Other topic areas covered include text, paragraph, & document formatting as well as working with graphics in documents. Basic experience with Windows is assumed.

***Beginning Microsoft Excel***
This course is an introduction to Microsoft Excel. Students will learn the basic features to produce basic worksheets and charts. Other topic areas covered include formatting, formulas, built-in functions used to design functional worksheets to solve business problems. Basic experience with Windows is assumed.

***Intermediate Microsoft Word***

This course introduces intermediate level features of Microsoft Word. Students will learn to create multi-page documents containing tables, charts, SmartArt images, and WordArt. Other topic areas covered include the use of headers, footers, styles & themes.

***Microsoft PowerPoint***
Students will be able to present their ideas more effectively and professionally using features of the PowerPoint program. Audience handouts, speaker notes and outlines will be developed along with an electronic slide show presentation. The student will learn to create, edit, and format presentations. Basic experience with Windows is assumed.

**Accounting I**

Accounting is a prerequisite for almost every business degree. Also, any person interested in a job straight out of high school will be much better prepared with an accounting course on their transcript.  This course gives students the necessary background for careers in general business, accounting clerks, bookkeepers, and accountants.  This course provides an understanding of the basic principles of the double-entry accounting system.  Recording and posting transactions, preparing worksheets, income statements and balance sheets, payroll records, tax data, managing a checking account and reconciling a bank statement. This course is available to take as transcripted credit (4 credit class) to count towards both high school and college credit.

**Personal Finance**

This course is designed to help all students become better-educated consumers.  This course will teach you how to figure out who you are and what to do for a living.  How to get the education and training needed for your lifestyle choice, how to manage your time, your budget, and your responsibilities, how to shop and pay for housing and much more. This course is available to take as transcripted credit (1 credit class) to count towards both high school and college credit.

**Digital Design**

This course will offer students an opportunity to produce digital projects for Yearbook, Facebook, The North Crawford Film Festival and more. Students will develop an understanding of the digital camera, photographic design elements and the management of photographs for digital or print publishing. Students will use Adobe Photoshop, Google Apps, iMovie, and other applications to create and publish work. This class is project based with much of students’ time spent **independently** working on Yearbook projects or Facebook projects during the school day and at after school activities.

**Exploring Computer Science**

In this course we will explore concepts of computers and computing. Course concepts include: problem solving techniques, program design, control structures, functions, loops, data structures, networks, and algorithms. Prerequisite: Algebra or prior approval.

**Computer Programming**

In this course we will learn the fundamentals of the programming language, JAVA with the goal to use this language as a tool for problem solving and to communicate instructions to a computer. Students will develop computational thinking and problem solving skills. Prerequisite: Exploring Computer Science

**Art Department Summary of Course Offerings**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course / Title** | **Length** | **Open To** | **Prerequisite** | **Credit** | **Comments** |
| Drawing & Painting  | Semester | 9-12 | None | .5 | Fine Art |
| 2D Art/3D Art | Semester | 9-12 | None | .5 | Fine Art |
| Digital Photography  | Semester | 9-12 | None | .5 | Fine Art |
| Soap Making  | Semester | 9-12 | None | .5 |  Fine Art  |
| Graduation Requirement |  |  |  |  | Total Fine Arts Needed: 1 Credit |

**Drawing/Painting**

This course provides an opportunity for students to expand specifically on Drawing and Painting concepts. Emphasis is placed on experiences with design principles, drawing techniques such as figure and gesture drawing and painting techniques using watercolors, acrylics and oil paints. Students will be assigned a weekly sketchbook and will have the opportunity to stretch their own canvas.

**2D/3D Art**

This class covers all the basic art mediums including drawing, painting, clay, sculpture, etc, and serves as an introduction to art. The course presents a framework for understanding basic elements of art and principles of design. This class is for anyone who enjoys art, regardless of their artistic abilities.

**Digital Photography**

This course serves as an introduction to photography. This course will cover basic concepts and practices of digital photography, including understanding and use of the camera, lenses, and other basic photographic equipment. This course will address aesthetic principles as they relate to composition, space, exposure, light and color. 10 student max.

**Soap Making**

In this course we will explore both hot and cold process soap making. Students will learn the history and science of soaps, how to make soaps, and the business of selling and marketing for their own small business. Students will make a variety of soaps including their own signature soap. 10 student max.

**Family & Consumer Economics Department Summary of Course Offerings**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course / Title** | **Length** | **Open To** | **Prerequisite** | **Credit** | **Comments** |
| Foods/Nutrition I  | Semester | 9-12 | None | .5 | Elective |
| Foods/Nutrition II  | Semester | 9-12 | Foods I | .5 | Elective |
| Sewing I | Semester | 9-12 | None | .5 | Elective |
| Life Skills | Semester | 9-12 | None | .5 | Elective |
| Graduation Requirement |  |  |  |  |  |

**Foods 1**

This is an introductory Foods and Food Preparation course.  We will be covering the importance of safety and sanitation when handling food.  Students will learn how to read a recipe to prepare food. Topics covered will include Eggs, Quick breads, Yeast breads, Cakes, Cookies, Vegetables, We will also discuss the influences that affect our eating habits, nutrition, and how to eat healthy. This is the first course needed to work towards a career in the food service industry.

**Foods II**

We will be learning about dairy, proteins, fruits, vegetables and grains in this course.  We will continue to focus on safety & sanitation. You will prepare a final meal as part of your final exam.  This course is the second step necessary towards a career in the food service or hospitality industry.

**Sewing**

Students will gain basic sewing skills and techniques by sewing each day in class.  Projects will include a draw-string bag, needle case, 9-patch pillow, pajama pants/shorts, fleece hat/mittens.  You will learn how to thread and maintain a sewing machine. You will become familiar with the basic tools and skills needed to become a successful sewer.  Sewing teaches students the fundamental skills of problem solving, technical reading and following directions.

**Life Skills**

Life Skills is designed to increase student knowledge and skills necessary for everyday living. The course emphasizes goal-setting, decision making and problem solving, communication, healthy lifestyles and relationships, nutrition, personal safety, citizenship and consumerism.

**Foreign Language Department Summary of Course Offerings**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course / Title** | **Length** | **Open To** | **Prerequisite** | **Credit** | **Comments** |
| Spanish I | Year | 9-12 | None | 1 | Elective |
| Spanish II | Year | 10-12 | Passing grade in Spanish I | 1 | Elective |
| Spanish III    | Year | 11-12 | Passing Grades in lower levels or teacher permission | 1 | Elective |
| Spanish IV | Year | 12 | Passing grade Spanish III or teacher permission  | 1 | Elective |
| Spanish for Traveling | Year | 11-12 | Going on trip(Alternate Years) | 1 | Elective  |
| Graduation Requirement |  |  |  |  | None  |

**\*\*In general, colleges require a minimum of two years of study of the same foreign language, either for admission or for graduation from their institution. This would look great on your transcript, alleviate an additional college requirement, and allow you a chance to earn retroactive college credits. \*\***

**Spanish I**

This is an introductory course that focuses on the speaking, listening, reading, and writing skills of Spanish communications, with listening and writing being the primary focus. Cultural aspects of Central American countries will also be explored.  In this course students will build a strong foundation in the basic skills of the Spanish language, including the present tense, gender/number agreement, and high frequency vocabulary. A basic knowledge of English grammar is necessary. Students will be expected to reach Novice-Mid fluency.

**Spanish II**

This is a continuation of the studies begun in Spanish I.  We will reinforce the structures learned in Spanish I and broaden our vocabulary base. Students will continue to hone their listening and writing skills and will be expected to read and speak more frequently. South American countries will be explored. Students will be expected to reach Novice-High fluency.

**Spanish III**

Spanish III is a major study of the verb tenses beginning with the present tense (including present progressive and present perfect), and continuing on to the preterite vs imperfect and finally the present subjunctive.  Students will also study sentence structure and more complex grammatical points.  Students will begin to refine their writing skills, and will be required to speak often. Social issues and current events will be explored. Students will be expected to reach Intermediate-Low fluency.

**Spanish IV**

Spanish IV is designed on a student-by-student basis and is often an independent course. You will reinforce and expand upon skills learned in Spanish III, especially focusing on reading and writing. You will be expected to work independently on some projects.

**Spanish for Traveling**

In this class you will learn basic Spanish necessary for traveling.  We will cover topics such as basic conversation, getting through an airport, ordering food in a restaurant, shopping, and getting around a city. We will also study the geography, customs, government, and culture of the country we will be visiting.  This class corresponds with the Spanish club trip and all students going on the trip are required to take it the year of their trip.  It is taught entirely online, with students meeting on Day 5 during advisory every week. It consists of seven modules.

**Language Arts Department Summary of Course Offerings**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course / Title** | **Length** | **Open To** | **Prerequisite** | **Credit** | **Comments** |
| English 9 | Year | 9 | None | 1 | Required |
| English 10 | Year | 10 | English 9 | 1 | Required |
| English 11 | Year | 11 | English 10  | 1 | Required |
| Written Communication(English 12) | Year | 12 | English 11 | 1 | RequiredSuccessful completion and instructor recommendation can result in 3 credits to apply to SWTC admission.   |
| AP Language  | AlternateYear | 11-12 | English 10 and instructor consent  | 1 | ElectiveStudents will prepare  for the AP English Language and Composition Exam |
| AP Literature | AlternateYear | 11-12 | English 10 and instructor consent | 1 | ElectiveStudents will prepare  for the AP English Literature and Composition Exam |
| Creative Writing I | Semester | 10-12 | English 9 | .5 | Fine Art |
| Creative Writing II | Semester | 10-12 | English 9 | .5 | Fine Art  |
| Novels | Semester  | 11-12 | English 9 | .5 | Elective |
| Shakespeare | Semester | 11-12 | English 11 | .5 | Elective  |
| Graduation Requirement(English 9, 10, 11, & Written & Oral Communication or AP English ) |  |  |  |  | Total English Credits Needed: 4 Credits |

**English 9**

Units cover listening skills, letters, job writing skills, library, grammar, parts of speech, sentence structure, punctuation, plurals and possessives.  Each student will give one type of speech.  The course will also introduce students to all types of literature, including short story, poetry, drama and the novel. Students will also read a variety of non-fiction selections.  Students will write and react to literature throughout the year.

**English 10**

This course offers the opportunity to improve language skills in the context of composition, reading and analyzing literature, and completing a number of speeches and presentations. Writing experiences will include biographical and autobiographical narratives, literary analysis, and a short fiction piece. Various public speaking experiences will be included in a non-threatening, positive environment.  Reading a variety of materials as well as a large body of self-selected materials will link the student with the universal experiences of mankind.  Analysis will be practiced through a selection of prose and drama with a variety of plots, themes, and imagery. Preparation for standardized tests will be incorporated into the regular coursework.

**English 11**

For students in grade 11 who need to demonstrate competency in writing, speaking, reading, and listening skills in line with state standards to meet district graduation requirements.  Students will focus on American authors and their short stories, poetry, novels, drama, and nonfiction writing. Students will respond by completing a number of short research projects, literary analysis, and writing assignments. Test taking and note-taking skills will be a component of assessment. Emphasis is placed on American authors, research skills, technological skills, and composition.

**Written Communication (Previously English 12)**

Develops writing skills, which include prewriting, drafting, revising, and editing. A variety of writing assignments is designed to help the learner analyze audience and purpose, research and organize ideas, and format and design documents based on subject matter and content. Also develops critical reading and thinking skills through the analysis of a variety of written documents. Students will also demonstrate competency in speaking, verbal and nonverbal communication, and listening skills through individual presentations, group activities, and other projects. This course is available to take as a transcripted credit (3 credit class) to count towards both high school and college credit.

**Creative Writing**

In this course, opportunities are available for a variety of writing experiences.  Students work in prose and poetry, fiction and nonfiction. Development of sophisticated grammatical and mechanical conventions is achieved through long-term assignments, peer review, revision, and workshop experiences.  Students produce an extensive portfolio of their work that illustrates the skills developed and mastered throughout the year. Assessment is ongoing and is individualized to meet the goals set by the student and the teacher. Participation in a writing contest (Whitewater Creative Writing Festival) is encouraged. **Meets Fine Arts credit requirement for graduation.** Students may repeat this course for up to three years.

**Creative Writing I**

Students will employ various tools to generate imaginative writing.  This semester focuses on the techniques of narrative writing: organization, point of view, and imagery.  Students will compose a number of narrative assignments culminating in an extended fiction project.

**Creative Writing II**

Students will explore language through the use of poetry, drama, and multimedia projects.  Students will have an opportunity for an independent language or multi-media project.

**Advanced Placement English—Language & Composition**

Advanced Placement English engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes.  Both their writing and their reading will increase awareness of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. While the content of the course is changeable, the purpose is to enable students to write effectively and confidently in their college courses across the curriculum and in their personal and professional lives.  Emphasis in expository, analytical and argumentative writing is preferred, but narrative, exploratory, fiction, and satire remain appropriate assignments as well.  With instructor consents, students will sit for the AP exam in May.

**Advanced Placement  Literature and Composition**

The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.  With instructor consent, students will sit for the AP exam in May.

**Novels**

In this course students read longer pieces of literature to appreciate them both structurally and thematically. The course aims to have students build a lifelong enthusiasm for reading and understanding. The materials for the course are selected from the list of recommended reading for college bound high school students. Students in the course are also required to develop and master certain research skills.  Students correctly use a bibliography to support oral and written presentations.  Well-supported class discussions, group activities, tests and quizzes also increase the learning opportunities for students in this course.

**Shakespeare & Introduction to Theater**

An opportunity for students to read and perform a number of Shakespearean plays.  Students will also explore the influences of Shakespeare on more contemporary works in both British and American theater.  **Meets Fine Arts credit requirement for graduation.**

**Mathematics Department Summary of Course Offerings**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course / Title** | **Length** | **Open To** | **Prerequisite** | **Credit** | **Comments** |
| Pre-Algebra | Year | 9-10 | Math 8 | 1 | Math Credit |
| Algebra I  | Year | 9-12 | Pre-Algebra or Instructors Approval | 1 | Math Credit |
| Geometry  | Year | 9-12 | Algebra I | 1 | Math Credit |
| Algebra II | Year | 10-12 | Geometry | 1 | Math Credit |
| Mathematical Practice | Semester | 9-12 | None | 1 | Elective Credit |
| Statistics | Year | 11-12 | Algebra II | 1 | Math Credit |
| Technical Math | Year | 12 | Pre-Algebra, Algebra I, Geometry & Teacher Recommendation | 1 | Math Credit |
| Math Topics | Year | 11-12 |  Algebra I, Algebra II, Geometry & Teacher Recommendation | 1 | Math Credit |
| Pre-Calculus | Year | 11-12 | Algebra II | 1 | Math Credit |
| AP Calculus AB | Year | 12 | Pre-Calculus | 1 | Math CreditStudents will prepare for the AP Calculus Exam |
| AP Calculus BC | Year | 12 | AP Calculus AB | 1 | Math CreditStudents will prepare for the AP Calculus Exam |
| Graduation Requirement |  |  |  |  | Total Math Credits Needed: 4 credits\*Starting with the Class of 2023 |

**Pre-Algebra**

This class is intended for students who may struggle with math. Pre-Algebra is an introductory course which covers basic math concepts to prepare students for the skills to succeed in Algebra I and Geometry.

**Algebra I**

This class is a study of the language, concepts, and techniques of Algebra that will prepare you to approach and solve problems following a logical succession of steps. Skills taught in the course lay groundwork for upper level math and science courses and have practical uses.

**Geometry**

This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of transformations and the physical relationship between geometric figures. Inductive and deductive thinking skills are used in problem solving situations, and applications to the real world are stressed. It also emphasizes writing proofs to solve properties of geometric figures.

**Algebra II**

Algebra II is taken after students have successfully completed Algebra I and Geometry. Students will learn many new topics in Algebra II like polynomials, inequalities, matrices, radicals, quadratic functions conic sections and logarithms. Students will also learn how to read new symbols, diagrams, charts and graphs as well as how to manipulate and simplify more complicated equations. Most importantly, students will learn how to use Algebra to solve real world problems.

**Technical Math**

This course is problem and application based recommended *for students going to a vocational institution.* Topics covered in the course include measuring; ratio and proportions; scaling; fractions and decimals; percentages; converting between units; real-life application of finding volume, surface area (3D), area (2D); concept of time periods; how to understand your pay check; sale’s tax and appropriate amount of tipping; appropriate unit measures and notation per given situation; and counting currency.

**Math Topics**

*This course is recommended for 4-year college bound students* based on college placement, ACT test and real-life applications. Topics covered in the course include a review of high school topics: linear, quadratic, logarithms, exponential and cubic equation solving and modeling; order of operations; and trigonometry.

**Statistics**

Statistics is a course for upperclassmen who are serious about continuing mathematics and are looking for a subject that is useful for many other college majors.  Emphasis is placed on understanding the meaning, and importance of good statistics.  The course is designed to introduce students to statistics.  We follow a non-theoretical approach without formal proofs, explaining concepts intuitively and supporting them with abundant examples. The use of the graphic calculators will be encouraged and necessary.  Algebra II is a prerequisite.

**Pre-Calculus**

Pre-Calculus follows advanced math concepts. Topics include: linear equations, theory of equations, vectors, circular functions, trigonometric functions, inverse trigonometric functions, trigonometric applications, polar coordinates, complex numbers, exponential and logarithmic functions, conic sections, limits, derivatives, integrals, and creative problem solving.

**Calculus AB (Advanced Placement)**

This is a college course to be taken after Pre-Calculus. AP Calculus is for those students who want to get a head start on their college years. The further you can progress in mathematics in high school, the more prepared you will be for continuing your education. This course includes limits, integrals, and derivatives and their applications. Students in the course have the opportunity to prepare to take the Advanced Placement Test for Math to obtain college credit.  It is College Level Calculus 1.

***(Possibility)* Calculus BC (Advanced Placement)**

This is a college course to be taken after Calculus AB.  We may be able to offer this course through Apex virtual or through a distance learning lab.  It is college level Calculus 2.

**Math Practice (Elective Credit)**

This class is intended for students who may struggle with math.   No content is taught in this elective course, it is taken at the same time as another math course and the teacher will assist you with your class work.  You need teacher approval to join this course. **This class is not worth a math credit, but is 1 elective credit.**

**As you plan your high school math path, here are some rules and requirements to consider.**

* Any college or technical school will look for you to have completed a minimum of Algebra I, Geometry, and Algebra 2.
* Any college or technical school will also highly desire students who took a full four years of math.

* For careers involving science, math and technology, getting the highest level of math possible is strongly recommended and always considered by colleges.

* You MUST pass Algebra 1 before moving on to Geometry and Algebra 2.
	+ If you earn a **B** or better in Algebra 1, you may be allowed to take Geometry and Algebra 2 at the same time.
	+ Doubling math courses is not recommended for most students, but may be necessary to reach AP Calculus as a senior if you took Algebra 1 as a freshman.
	+ You need a teacher recommendation to double up courses.
	+ You will only be allowed to double up courses if it still results with you taking math during all four years of high school.

* It is not recommended to leave a needed math credit course until senior year in case you do not pass.

* Scheduling any year without a math course at all will greatly increase the difficulty of your next math class.
	+ This is especially true when applied to a senior year without math for any student entering college the following year.  You will have math in any college program!

* Any student entering 8th grade may be eligible to take Algebra 1 as an eighth grade student.  They would gain teacher recommendation based on a qualifying score on an Algebra 1 diagnostic test and STAR Math scores.
	+ Largest advantage of this would be reaching AP calculus as a senior without doubling up major math courses.

**Music Department Summary of Course Offerings**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course / Title** | **Length** | **Open To** | **Prerequisite** | **Credit** | **Comments** |
| Music Theory I | Semester | 9-12 | Band and/or Choir | .5 | Elective  |
| Music Theory II | Semester | 9-12 | Band and/or Choir | .5 | Elective  |
| Band | Year | 9-12 | Ability to playan instrument | 1 | ElectiveConsent of Instructor |
| Choir | Year | 9-12 | None | 1 | Elective |
| Graduation Requirement |  |  |  |  | Total Fine Arts Needed: 1 Credit  |

**Music Theory I & II**

This course is designed for students desiring a thorough understanding of music fundamentals such as notation, tonality and chord structure. Music arranging, transposition and composition are also included in this course.  Music Theory is highly recommended for students pursuing music as a career. Band and/or choir is a prerequisite for Music Theory.

**Band**

This course will include an introduction to a variety of musical styles from classical to contemporary.  There will be performance opportunities through concert band, solos and ensembles, jazz band, marching band and pep band. The class is designed to continue developing the student's ability on his/her instrument and to expose the student to a variety of musical styles and groups.

**Chorus**

This course will encompass learning to read music and experimenting in proper vocal production that includes breathing techniques, relaxing exercises and warm-ups. This class will include a number of required performances throughout the year for students to participate. The classroom community is designed to develop and improve each student's singing and music literacy while also exposing students to diverse musical styles from a variety of time periods and cultures. Choir is a unique team work experience. This class gives you an opportunity to improve your individual skills as a musician while contributing to a performance ensemble.

**Physical Education Department Summary of Course Offerings**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course / Title**  | **Length** | **Open To** | **Prerequisite** | **Credit** | **Comments** |
| Health  | Semester | 8 | None | .5 | Health is scheduledin 8th grade |
| General Physical Education  | Semester | 9-10 | None | .5 | Elective |
| Personal Fitness/AthleticConditioning | Semester | 9-12 | None | .5 | Elective  |
| Individual & Team Sports | Semester | 11-12 | None | .5 | Elective |
| Strength & Conditioning  | Summer | 9-12 | None | .5 | Elective  |
| Graduation Requirement |  |  |  |  | Total Physical EducationCredits Needed: 2.0 (0.5 credits of health and 1.5 credits of PE) |

**Health**

Health class will consist of increasing an individual's capacity to use Basic Health Information and Services in ways to enhance their health. Students will comprehend and demonstrate concepts related to health issues and be able to make responsible decisions that relate to their health needs. Developing responsibility, self-confidence, self-discipline and commitment to helping others. Students will develop skills needed in confronting difficult situations; understand health prevention and promotion techniques that will establish a solid personal health education; and become health literate in making positive and healthy decisions.

**General Physical Education**

This class is for freshman and sophomores. This class provides each student with the opportunity to participate in a comprehensive program consisting of skill development, lead up games, team sports, and physical fitness activities. The students receive instruction in rules, skills, and strategies associated with the different sports as well as learning experiences involving physical conditioning activities. The students will also have opportunities to become involved in life-long physical activities through individual sport units. The program promotes the spirit of cooperation, leadership, fair play, and sportsmanship.  Students will also be using the Fitness Gram testingprogram to help evaluate their own personal fitness levels.

**Personal Fitness/Athletic Conditioning**

This class is for students who would like to improve their individual or sport specific physical conditioning. This class will comprise of highly motivated students training under the Bigger Faster Stronger resistance-training program along with quarterly cardiovascular physical fitness testing. Students will also be using the Fitness Gram testing program to help evaluate their own personal fitness levels.

**Individual and Team Sports**

This class is for students who are interested in participating and competing in individual and team sports. Students who take this class should be very comfortable, disciplined, and motivated to work by independently as well as enjoy teamwork, cooperation, and group activities. Activities such as football, soccer, basketball, softball, ultimate frisbee, flickerball, rugby, volleyball, handball, buckyball, eclipse ball, dance, golf, tennis, badminton, pickleball, disc golf, fitness walking/running, yoga, pilates, Zumba, and dance. Students will also be using the Fitness Gram testing program to help evaluate their own personal fitness levels.

**Strength and Conditioning**

This class is for students who would like to improve their individual or sport specific physical conditioning for their own health and to improve in their specific sport. This class will comprise of highly motivated students training under the Bigger Faster Stronger program. Students will also be able to improve their speed and agility and jumping ability through a variety of plyometric moments and different foot patterns.

**Science Department Summary of Course Offerings**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course / Title** | **Length** | **Open To** | **Prerequisite** | **Credit** | **Comments** |
| Physical Science | Year | 9-12 | None | 1 | Required |
| Biology I | Year | 9-12 | None | 1 | Required |
| Chemistry I | Year | 10-12 | Algebra &Physical Science | 1 | Elective |
| Chemistry II | Year | 11-12 | Chemistry I &Algebra II | 1 | Elective |
| AP Chemistry | Year | 11-12 | Chemistry I &Algebra II | 1 | ElectiveStudents will prepare for the AP Chemistry Exam |
| Human Anatomy & Physiology | Year | 11-12 | Biology & Chemistry I  | 1 | Elective |
| Applied Science | Year | 11-12 | Physical Science & Biology | 1 | Science Credit |
| Physics | Year | 11-12 | Algebra II | 1  | Science Credit |
| Graduation Requirements |  |  |  |  | Total Science Credits Needed: 3 Credits |

**Physical Science**

This course provides students with opportunities to develop their ideas relating to motion, force, energy, atoms, properties of matter, and chemical reactions.

**Biology I**

This course is for the beginning student in biology.  This course will focus on the nature of life, molecular biology, and continuity of life, microbiology, multi-cellular plants, biology of invertebrates, and human biology.

**Human Anatomy and Physiology**

This course is recommended for students preparing for college especially in any of the health related fields.  Students will cover the structure and function of the major body systems. Biology I is a pre-requisites and completion of Chemistry I is recommended.

**Chemistry I**

If you plan to further your education after high school at a tech school or college this is a course you should consider.  Students in Chemistry I will focus on types of chemical reactions, nomenclature, predicting reactions, and calculations involving the amounts of substances in chemical reactions.  Successful completion of Physical Science and Algebra I are pre-requisites to this course.

**Chemistry II**

This is a college prep course that will be valuable for anyone going on to college especially in any science related field.  The content includes quantum mechanics, trends in the periodic table, properties of solutions, acid/base reactions, red-ox reactions and organic chemistry.

**AP Chemistry**

The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

**Applied Science**

Water pollution, flood prevention, stem cell research, robotics, flu pandemics, energy solutions, and bioterrorism might be on the list of topics covered this year in applied science. This course is about how science influences the environmental, medical, technological, and ethical issues of society in the past, current and future.  It is designed specifically to meet the needs of a broad range of student interests/abilities, and to provide a framework for students to research, synthesize, analyze and implement scientific concepts.  Application projects, group participation, and hands-on experiments will be the primary means of assessing student learning.  Prerequisites: completion of physical science.

**Physics**

Physics is an advanced level lab science class. This course provides understanding of the basic principles involved with physical concepts and the ability to apply these principles in the solution of problems. The course content includes topics in accelerated motion, rotational motion, gravitation, thermodynamics, current electricity and magnetic fields, and quantum theory. Required prerequisites: Algebra II.

**Social Studies Department**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course / Title** | **Length** | **Open To** | **Prerequisite** | **Credit** | **Comments** |
| American History | Year | 9 | None | 1 | Required |
| World History & Geography | Year | 10 | American History | 1 | Required |
| Government | Year | 11 | World History & Geography | 1 | Required |
| AP Psychology | AlternateYear | 11-12 | Instructor approval | 1 | ElectiveStudents will prepare for the AP Psychology History Exam |
| AP World History  | AlternateYear | 11-12 | Instructor approval | 1 | ElectiveStudents will prepare for the AP World History Exam |
| AP European History | Alternate Year | 11-12 | Instructor Approval  |  | ElectiveStudents will prepare for the AP World History Exam |
| Graduation Requirement(American History, World History & Government) |  |  |  |  | Total Social Studies Credit: 3  |

**American History**

This course is a survey of American History from the end of the Civil War to the 1980s.  Selected topics will include Reconstruction, the conquest of the American West, populist and progressive political movements, the Great Depression, U.S. involvement in 20th century world conflicts, domestic cold war politics and society, and the civil rights movement.

**World Geography & History**

This course will focus on global and regional topics in World History and Geography.  Selected topics will include human pre-history, global environmental crises, human population dynamics, globalization of trade, influences of the classical world on the development of western civilization, medieval Europe, genocides in world history, world religions, and in-depth study of the culture, history, and landscape of selected regions.

**Government**

This course is a survey of American government at the national, state, and local levels.  Topics will include the general philosophies of government, the U.S. constitution, the purpose and functions of various branches and agencies of government, the criminal justice system, and comparisons of different political ideologies.  The class will also include discussion of current events and classroom debates on contemporary controversial issues.

**AP Psychology**

The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology.

**AP World History**

This class is an elective course designed for students bound for post-secondary education. Students in the course have the opportunity to prepare to take the Advance Placement Test for History to obtain college credit. This course will be possibly be offered during the 2017-2018 school year depending on student interest.

**AP European History**

AP European History is a college-level course on all European History from 1450 to the present day. In AP European History, students investigate significant events, individuals, developments,
and processes from approximately 1450 to the present. Students develop and use the same
skills, practices, and methods employed by historians like analyzing primary and secondary
sources & developing historical arguments. At the end of the course, students will take the AP Exam with the opportunity for college Humanities credit.

**Technology Education Department Summary of Course Offerings**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course / Title** | **Length** | **Open To** | **Prerequisite** | **Credit** | **Comments** |
| Woodworking I | Semester | 9-12 | None | .5 | Elective  |
| Woodworking II | Semester | 9-12 | Woods I | .5 | Elective  |
| Woodworking III | Year | 10-12 | Woods II | 1 | Elective  |
| Building Constructions I | Semester | 9-12 | None | .5 | Elective  |
| Building Constructions II | Semester | 9-12 | Building Const. I | .5 | Elective  |
| Welding  | Year | 9-12 | None | 1 | Elective  |
| Small Engines | Year  | 9-12 | None | 1 | Elective |
| Graduation Requirement |  |  |  |  | None |

**Woodworking I**

Woodworking 1 introduces students to the various fields of wood working. Subjects include safety, vocabulary, measurement, machine processes, and finishing methods.

**Woodworking II**

Students will expand their knowledge by creating 1 – 2 quality projects in Woodworking 2. The student will learn about different joining methods, the fundamentals behind woodworking, and an overview of career opportunities available.

**Woodworking III**

In this course, students will individually plan a project and then build the project to their plans. **Pre-Requisite:** Woodworking II

**Building Construction I**

This course is an introduction to the basic building materials, components, methods, and sequences in residential construction.  It is designed to give students basic, entry level skills in construction and related trades.

**Building Construction II**

This course covers building infrastructures such as heating/cooling systems, electrical/plumbing systems, interior construction, and an overview of career opportunities available.

**Welding**

This class is an introduction to the processes and skills involved in welding. Students will learn the SMAW (stick), GMAW (MIG), GTAW (TIG) welding techniques. They will also learn oxy-acetylene cutting and brazing as well as plasma cutting. Students will have an opportunity to utilize our computer controlled plasma table to produce a personalized project. The safe use of a variety of hand tools and power equipment will be studied. Students will also develop measurement and print reading skills.

**Small Engines**

This course introduces students to how small engines work, their maintenance, and repair. We will learn all the components of a basic engine as well as the procedures for assembly and dis-assembly. We will study the safe and proper use of tools used by technicians in this area. Logical diagnostic techniques and systems thinking will be a focus of the course. Students will work with school provided engines for the first semester and once they demonstrate proficiency, will be allowed to bring in reasonable projects from home second semester.

**Graduation Check List**

|  |  |  |
| --- | --- | --- |
| **Required Course** | **Credits** | **Completed**  |
| **English**  | **4.0** |  |
| English 9 | 1.0 |  |
| English 10 | 1.0 |  |
| English 11 | 1.0 |  |
| Written & Oral Communication **OR** AP English  | 1.0 |  |
| **Mathematics**  | **4.0** |  |
| Math Class | 1.0 |  |
| Math Class | 1.0 |  |
| Math Class | 1.0 |  |
| Math Class | 1.0 |  |
| **Social Studies** | **3.0** |  |
| American History (9th) | 1.0 |  |
| World Geography & History (10th) | 1.0 |  |
| Government (11th) | 1.0 |  |
| **Science**  | **3.0** |  |
| Physical Science | 1.0 |  |
| Biology  | 1.0 |  |
| Science Elective  | 1.0 |  |
| **Physical Education**  | **2.0** |  |
| Health (8th) | 0.5 |  |
| Elective Physical Education  | 0.5 |  |
| Elective Physical Education  | 1.0 |  |
| **Personal Finance** | **1.0** |  |
| **College and Career Development**  | **0.5** |  |
| **Fine Arts (Art, Shakespeare, Creative Writing, Band, Choir)** | **1.0** |  |
| **Electives**  | **6.5** |  |
| Elective  | 1.0 |  |
| Elective | 1.0 |  |
| Elective  | 1.0 |  |
| Elective  | 1.0 |  |
| Elective | 1.0 |  |
| Elective  | 1.0 |  |
| Elective  | 0.5 |  |

**25 Total Credits Needed for Graduation**