Notice of Nondiscrimination

It is the policy of the Hamilton School District that no person be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability as required by section 118.13 of the statutes, or because of any other reason prohibited by state law. This policy also prohibits student discrimination on the basis of any reason prohibited by federal law, including Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicap) and Americans with Disabilities Act of 1990 (disability). The District shall provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing and approved by the building principal. Any accommodations or program modifications granted under this policy shall be provided to students without prejudicial effect. Requests for accommodations for children with disabilities under Section 504 of the Rehabilitation Act shall be processed pursuant to the Section 504 Procedures. All District career and technical education opportunities will be offered to students on a nondiscriminatory basis (without regard to race, color, national origin, sex, disability, etc.). Information regarding such program offerings and admission criteria are included in the Student Handbooks and Course Catalogs, which are posted on the District’s website (www.hamilton.k12.wi.us) and available upon request from the School Guidance Office. Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent or guardian) residing in the District shall have equal access to the same free, appropriate public education, including comparable services, as provided to other children and youth who reside in the District. Homeless children and youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel. The District shall provide appropriate educational services or programs for students who have been identified as having a handicap or disability, regardless of the nature or severity of the handicap or disability. Requests for religious accommodations shall be made in writing and approved by the building principal. The District encourages informal resolution of discrimination complaints. A formal complaint resolution procedure is available, however, to address allegations of violations of the District’s equal educational opportunities policy. Any questions concerning this policy, or policy compliance, should be directed to John Roubik, Director of Human Resources and Organizational Development, Hamilton School District, W220N6151 Town Line Road, Sussex, WI 53089, (262) 246-1973.
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REGISTRATION AND SCHEDULING PROCESS

Selecting courses to fulfill graduation requirements involves many choices and decisions. Students and their parents/guardians are responsible for making these choices and for the consequences and outcomes of their choices. This decision-making is part of the educational process. The school seeks to aid the student in the process of subject selection in a number of ways.

This catalog outlines the process of course selection, course descriptions, graduation requirements, services offered, and course preparation for post high school. It is important that all of these sections be read carefully and any questions directed to counselors or staff members.

Please Note: Depending on state funding, course offerings may change.

The process of registration and scheduling affords the student many opportunities to consult with parents, counselors, and staff members. The process is:

INFORMATION DISTRIBUTION - Catalogs and course sign-up sheets are available soon after the start of second semester. Teachers discuss the catalog with students and emphasize the major areas of concern that students may have regarding graduation requirements, course descriptions, and post high school planning. It is at this time that questions should be asked and appointments made to see counselors if the student has not already done so.

REGISTRATION - About one week after the information is distributed, students are asked to make a final decision regarding the courses they want for next year. Students should have adequately planned so that course selections are a matter of recording and having them validated by an instructor. Close attention should be paid to course sequence and prerequisites. Teacher recommendations should be followed. Choose your courses carefully. Many class sections FILL RAPIDLY, SO FUTURE SCHEDULE CHANGES MAY NOT BE POSSIBLE.

SCHEDULING - After all course requests have been tabulated, the number of sections and teachers needed are determined. Any change will be based on improving availability for student requests. It is at this time some courses may be canceled because of lack of enrollment. COURSES OFFERED EVERY OTHER YEAR WILL ALSO BE CANCELED IF THERE IS INSUFFICIENT ENROLLMENT.

A list of canceled courses along with a copy of the requested courses will be available for either change or validation. Once the registered courses have been validated, students will be placed in a specific hour with a specific teacher. Students are not given a choice in this area.

CONFLICTS - It is possible that a student may not be able to get into the course he/she requested because of a scheduling difficulty. When this happens, the student’s alternate course will be used or the student will be called to a counselor to work out the problem as soon as possible. It is important that the student has some options in mind should this happen.

SCHEDULE CHANGES - Schedule changes require administrative approval and will take place for the following reasons only:

1. A course requested is canceled due to low enrollments
2. Failure of a required or prerequisite course
3. Adding a course needed to graduate on time
4. Adding a course required for college admission
5. Accommodating a medical condition
6. To balance the difficulty of the class schedule over the school year or to balance class sizes

Schedule changes will not be permitted after the second week of each semester without administrative approval.
SERVICES AVAILABLE TO HIGH SCHOOL STUDENTS

COUNSELORS - Your school counselor can be a very helpful person to work with in planning your high school and post high school career. Counselors are trained to facilitate personal development and work with students in planning their high school program, for decision-making, educational and career planning, and personal/social concerns. They do this through individual counseling, small group counseling, and large or small group guidance. Counselors have knowledge of graduation requirements and what is needed each year to fulfill those requirements. They can assist students in career decision-making by providing current information on post-secondary program entrance requirements, employment trends, and how individual skills and interests affect their choices. Two programs initiated through guidance are Youth Options and early graduation. Under Youth Options, you may be eligible to take course work at a technical college or university. Deadlines are March 1 for fall term and October 1 for the spring term. The deadline to apply for early graduation is January 15 of the junior year. Consult with your guidance counselor if interested. Your counselor is available to you throughout your four years at Hamilton. Parents are welcome and encouraged to consult with a counselor regarding any of the above areas.

TEACHERS - During the course of their years at Hamilton High School, students will have an opportunity to take many different courses in a number of areas. The teachers of Hamilton are experts in their areas of instruction. Oftentimes teachers are called upon to make recommendations in regard to course sequence and ability placement. Should students have questions involving course content or placement in a particular area of skill, any teacher would be able to help them or, at the very least, direct them to the instructor who can provide more expertise. At any time, students are encouraged to ask questions of the staff, but especially during the crucial process of selecting course work for the following year.

ADMINISTRATION - Administrators can aid the student in a variety of ways, should the student or parent so desire. The administration works directly with the registration and scheduling process. If there are questions or concerns that cannot be answered by the administration, they will direct them to the professionals who can. An administrator is also able to work with students on a variety of concerns should other avenues be unavailable.

SPECIAL SERVICES - The high school offers a variety of services for students with special needs. Social workers, special education instructors, psychologists, and other special needs services are available. Contact an administrator or counselor if a special service is needed.

<table>
<thead>
<tr>
<th>Administrative Offices (262) 246-6471</th>
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<tr>
<td>Principal</td>
<td>Candis Mongan</td>
</tr>
<tr>
<td>Associate Principal</td>
<td>Laura Westcott</td>
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<tr>
<td>Associate Principal</td>
<td>Pete Ferge</td>
</tr>
<tr>
<td>Athletics &amp; Co-Curricular Activities</td>
<td>Michael Gosz</td>
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<tr>
<td>Attendance Line/Absences</td>
<td>Mary-Ellen Crandall (262) 246-1800</td>
</tr>
<tr>
<td>Extended Learning Opportunities</td>
<td>Pete Ferge</td>
</tr>
<tr>
<td>Health Room/Medications/Illnesses at School</td>
<td>Sabrina Black</td>
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<td>Library/Media Questions</td>
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<td>Police Liaison Program</td>
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<td><strong>Student Issues – Last Names Beginning</strong></td>
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<td>A – H</td>
<td>Michael Gosz</td>
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<tr>
<td>I – Q</td>
<td>Laura Westcott</td>
</tr>
<tr>
<td>R – Z</td>
<td>Pete Ferge</td>
</tr>
<tr>
<td><strong>Academic or Class Concerns (contact teacher)</strong></td>
<td>Teacher Message Line (262) 246-1801 and teacher’s voicemail extension</td>
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<tr>
<th>Guidance Department (262) 246-6476</th>
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<tr>
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<td>A – B</td>
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<tr>
<td>C – J</td>
<td>James Flegel</td>
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<td>K – P</td>
<td>David Johnson</td>
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<td>Q – Z</td>
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<td>Alcohol and Other Drug Concerns</td>
<td>Kristin Hasbrook</td>
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<tr>
<td>Exceptional Education Questions</td>
<td>John Peterson (262) 246-1973</td>
</tr>
<tr>
<td>Psychological Testing</td>
<td>Michelle Seligman (262) 246-4220</td>
</tr>
<tr>
<td>Truancy, Personal and Social Issues</td>
<td>Murrene Payton</td>
</tr>
<tr>
<td>220 Program Coordinator/Registrar</td>
<td>Kim Zabel</td>
</tr>
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</table>
DEFINITION OF TERMS

ACADEMIC ELECTIVES/APPLIED ACADEMICS - Credits or courses taken by choice beyond the minimum graduation requirements, regardless of the department in which they are earned.

ADVANCED PLACEMENT - These courses are designed for students who will be pursuing a college education and who are willing to accept the rigor these classes require. Students will be held to standards comparable to those of actual college-level courses. Students may elect to take an Advanced Placement Examination administered by the College Board for each Advanced Placement course they are taking. Students will pay half of the cost for each exam. The Hamilton School District will pay the balance of the Advanced Placement Exam cost for each student. College credit may be earned based on the individual student's AP exam scores. Hamilton offers Advanced Placement courses in Studio Art, 3-D Art, Computer Science, Language and Composition, Literature and Composition, Calculus, Statistics, Biology, Chemistry, Environmental Science (fall semester only, 1 credit), Physics, Macroeconomics (spring semester only, 1 credit), U.S. History, Government and European History. Students must complete an AP application/verification form (available in guidance) and be accepted. AP grades are weighted on a 5.0 scale (A=5; B=4; C=3; D=2; and F=0).

ADVANCED STANDING - The student is enrolled in a course being taught by a Hamilton High School instructor and will qualify for advanced standing at a technical college, but they (Career and Technology courses: Applied Engineering and Business) are not an actual college course. This credit may also transfer to another college.

CLASS LOAD - All students are required to take a minimum of eight (8) credits each year. No student shall leave school before the end of the fourth period unless enrolled in an approved alternative program.

CLASSES AND CREDIT – A one-credit course is offered every day for a semester; each semester is 18 weeks. A two-credit course is offered every day for two semesters (36 weeks).

CO-OP – A program, open only to seniors, which combines classroom instruction and a related work experience. Co-op programs are offered in the areas of Applied Engineering and Technology, Business Education and Family and Consumer Sciences. Students must complete a required set of courses, which culminates in a work experience where they authentically apply the lessons of the classroom.

To enter a co-op program, students must complete the following steps in order:
1. Register for a course in the area that you would like to complete a co-op (Business Education, Family Consumer Sciences, or Applied Engineering and Technology).
2. Talk to the coordinating teacher of the program.
3. Complete the application process.
4. Get consent of the co-op coordinator, Mr. Ferge.
5. Secure a job*.

* Please note: Students must secure their own jobs. The jobs must be secured within the first week of school or the student will be dropped from the program.*

HONORS COURSES - The honors course curriculum is highly rigorous and challenging. Honors courses are not necessarily recommended for all students who are college-bound. The courses are designed for students who are capable of learning more quickly and at a deeper level. The curriculum is designed to meet the needs of students who:
- have a strong interest in a particular subject area (communication arts, science, social studies).
- have proven academic achievement as demonstrated through standardized testing and strong documentation of achievement.
- are willing to accept a highly rigorous, challenging and fast-paced curriculum.
- want to strengthen their preparation for future study.

Honors courses begin at the 9th grade level at Hamilton High School. In order for a student to be recommended for an honors course, they must meet the criteria articulated in the course catalog, located under each course title.

INDEPENDENT STUDY - A program whereby students may supplement or enrich their education through self-directed study under the guidance of qualified instructional personnel. Independent Study may include correspondence and on-line coursework options. An Independent Study Contract must be approved by an administrator.
PREREQUISITE - A requirement that must be met or a course that must be completed successfully before a more advanced course can be attempted.

REQUIREMENTS - Courses that must be taken, common experiences, or minimum levels of competence expected of all students. Required courses are prescribed by state law or the Board of Education.

TRANSCRIPTED CREDIT - The course is officially offered by WCTC and the student is officially enrolled as a student at WCTC and taught by an instructor with Wisconsin Technical College certification. Freshman through seniors are eligible for the transcripted credit. Transcripted credit is available for some courses offered through Business, Mathematics, Applied Engineering and Technology, Social Studies and Family and Consumer Sciences. Students must earn a ‘C’ or better to earn college credit.

2 + 2 + 2 PROGRAMS - Hamilton High School offers an opportunity for students to make a seamless progression from high school to WCTC and then to participating colleges and universities. Students can take classes in high school that will transfer to selected WCTC associate degree programs and various senior colleges. For example, University of Wisconsin-Stout, Carroll College, and Marquette University have formed partnerships to allow WCTC graduates in the identified associate degree programs to transfer to the senior college or university with junior standing. 2 + 2 + 2 opportunities exist in the areas of electronics technology, mechanical design, and printing and publishing. Courses are available to all students in Waukesha County high schools and are held at Kettle Moraine, Hamilton, and Mukwonago high schools. Information regarding specific courses, times, and locations and registration is available from the high school counselors or Extended Learning Opportunities Coordinator.

YOUTH APPRENTICESHIP - This unique program is open to all juniors and seniors. The program provides an opportunity for students to start preparing for a career while still in high school. These one- and two-year programs combine academic education, occupational instruction and work-based learning with an employer. Students acquire the skills needed for the jobs of the twenty-first century and businesses develop a highly-skilled workforce allowing them to remain competitive in the global marketplace. Youth apprenticeship programs are offered in the areas of Health, Finance, Manufacturing, Autos, and Printing.

All students who are interested in the Youth Apprenticeship program must complete the following process:
1. Attend the information night in February of sophomore or junior year.
2. Complete the application process.
3. Participate in a resume workshop.
4. Interview at various employment sites that have received the program requirements and your resume*.

*Please note: Students must obtain employment to participate in the program. The job must be secured within the first month of school or the student will be dropped from the program.*
PREPARING FOR COLLEGE - The following courses are considered minimum requirements for students planning on attending college:

- 4 credits of Communication Arts, including:
  1. Communication Arts 9
  2. Communication Arts 10 or Honors European Literature
  3. Communication Arts 11 or Advanced Placement Language and Composition
  4. Senior year students choose from: Issues in Contemporary Literature, Multi-Genre Reading and Writing, College Writing and Reading, Advanced Placement Language and Composition (if not taken junior year) and Advanced Placement Literature and Composition

- 3 credits of Mathematics, including:
  1. Algebra
  2. Geometry
  3. At least 1 credit in Advanced Mathematics (typically Advanced Algebra)
     ▪ Also recommended: Pre-Calc I, Pre-Calc II, AP Statistics, and/or AP Calculus

- 3 credits of Social Studies
  1. 20th Century U.S. History
  2. World History and Modern Affairs
  3. Civics & Economics
     ▪ Also recommended: Advanced Placement U.S. Government, History or European History

- 3 credits of Science, including:
  1. Biology
  2. Chemistry
  3. Physics
     ▪ Also recommended: Advanced Placement (AP) Biology, AP Chemistry, AP Environmental Science or AP Physics

- 4 additional credits from the areas listed above, world language, fine arts and other academic areas

These classes are considered minimum recommendations for preparation for college entrance. Students who take a program such as this tend to score higher on college admissions tests such as the ACT and SAT I. Research shows that students who take courses beyond this minimum, regardless of how high they achieve, score higher on the ACT.

In addition, a typical freshman at the University of Wisconsin-Madison prepares for college by taking the following courses in high school:

  4+ credits in Communication Arts
  1 credit in Algebra
  1 credit in Geometry
  2+ credits in Advanced Mathematics (refer to Math section, p. 66)
  4+ credits in Social Studies
  4 credits in Science
  4 credits in a single World Language
  2+ credits in additional academics or fine arts

Rigor of the academic program is an important consideration in college admissions.
CAREER PATHWAYS - It’s not too early to take charge of your future. Career Pathways can help you find the careers that are right for you and help you prepare for them. Career Pathways is a resource that describes different career clusters and the suggested pathways to attaining these jobs. A career cluster is a broad grouping of careers in the same field of work that require similar skills. You can use these clusters to explore careers and focus education plans toward gaining the necessary knowledge and skills for success in a career pathway. Visit the following website for more information: wicareerpathways.org/Home/About

ASPIRE – This program is designed to help 9th and 10th graders explore a broad range of options for their future and assess achievement of skills required for success in postsecondary studies. It serves as the entry point into ACT’s Educational Planning and Assessment System. Group results from this assessment help improve curriculum and instructional practices.

PSAT – When taken in the junior year, it is the qualifying test for the National Merit Scholar Program. Sophomores can take the PSAT for practice.

ACT/SAT Assessment - The ACT and SAT assesses skills that enable students to be successful in college level work. Students who apply to a college or university in Wisconsin must take the ACT or the SAT. The following checklist will assist students and parents in determining the level of preparation for participation in the ACT or SAT examinations. Research indicates that completing the following recommendations will, in most cases, have a positive impact on ACT and/or SAT scores. Students should check whether the college they wish to apply to requires the ACT writing test. A practice ACT test is administered to all juniors in the fall and the ACT exam used for college admission is administered and required for all juniors in the spring.

To maximize your score, complete the recommended curriculum prior to taking the test. Parents and students should attend to the following to increase the probability of higher scores.

- Take the ninth grade ASPIRE test.
- Take the ASPIRE (mandatory) and PSAT (optional) test in tenth grade.
- Take the ACT practice test administered at Hamilton High School in eleventh grade.
- Use the ACT and/or SAT website for helpful information and materials.
- Take the PSAT and ACT in eleventh grade.
- Take an ACT prep course.
- Take other ACT and/or SAT preparation courses outside of Hamilton such as: Learning Exchange, WCTC, Kaplan, etc.
- Take the ACT and/or SAT practice test provided with the ACT and/or SAT registration packet or through Naviance.

Core curriculum recommended by ACT/SAT:
- English (Communication Arts) 4 credits
- Social Studies 3 credits
- Science (Biology, Chemistry, Physics) 3 credits
- Math (Algebra, Geometry, Advanced Algebra) 3 credits
PREPARING FOR VOCATIONAL/TECHNICAL COLLEGE, APPRENTICESHIPS, WORK

If you are planning to attend a vocational/technical college or if you plan to seek employment immediately upon graduation, you will have greater flexibility selecting and pursuing a career if you have completed the following high school course work:

- 4 credits of Communication Arts
- 3 credits of Social Studies
- 3 credits of Mathematics
- 3 credits of Science
- 3 to 4 credits in specific vocational education courses

These classes are recommendations on preparing for study at a vocational/technical college, NOT REQUIREMENTS. However, taking these classes does make a difference in students' readiness for vocational/technical college programs.

If you have decided on a course of study or career, work with your counselor and consult the catalogs of schools that offer the program you want. Begin the search now so you know what high school courses will best prepare you for specific programs or careers.
### GRADUATION REQUIREMENTS

Hamilton High School requires **28.0 credits** for graduation. Students must complete all requirements by the end of the senior year to participate in the graduation ceremony.

<table>
<thead>
<tr>
<th>Class of 2017</th>
<th>Class of 2018</th>
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<tbody>
<tr>
<td><strong>MATH</strong></td>
<td><strong>SCIENCE</strong></td>
</tr>
<tr>
<td><strong>3 credits required</strong></td>
<td><strong>3 credits required</strong></td>
</tr>
<tr>
<td>- Algebra or Algebra A and B - 1 credit</td>
<td>- Biology (Grade 9) or Biology Honors – 1 credit</td>
</tr>
<tr>
<td>- Geometry or Geometry Concepts - 1 credit</td>
<td>- A physical science course (Chemistry or Chemistry Honors, Physical Science, Physics or Physics Honors) (Grade 10) – 1 credit</td>
</tr>
<tr>
<td>- At least 1 credit in Advanced Mathematics (Geometry, Business Math, Intermediate Alg. or Adv. Alg.) Also recommended: Pre-Calc I, Pre-Calc II, AP Statistics and/or AP Calculus.</td>
<td>- Any other science course (Earth and Space Science, Environmental Science, Human Anatomy and Physiology, AP Environmental or any upper level science course) – 1-2 credits</td>
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| **ACADEMIC ELECTIVE / APPLIED ACADEMICS** | **13 credits** |
| **CLASS OF 2017** | **CLASS OF 2018** |
| **SOCIAL STUDIES** | **SOCIAL STUDIES** |
| **3 credits** | **3 credits** |
| - World Cultures or World Cultures Honors - 1 credit | - 20th Century US History or 20th Century Honors (Gr 9) – 1 credit |
| - 20th Century US History or 20th Century Honors – 1 credit | - World History and Modern Affairs (Gr 10) - 1 credit |
| - Civics & Economics (Grade 11) - 1 credit | - (AP European History fulfills World History and Modern Affairs requirement) |
| - * AP Government also fulfills the citizenship requirement | - Civics & Economics (Grade 11) - 1 credit |
| - * Students must pass a state mandated civics exam. | - * AP Government also fulfills the Civics and Economics requirement |
| - * Students must pass a state mandated civics exam. | - * Students must pass a state mandated civics exam. |

| **COMMUNICATION ARTS** | **4 credits** - The pattern must include: |
| Freshman Year: Communication Arts 9, Communication Arts 9A/B or Communication Arts 9 Honors | - Freshman Year: Communication Arts 9, Communication Arts 9A/B or Communication Arts 9 Honors |
| Sophomore Year: Communication Arts 10 or Honors European Literature | - Sophomore Year: Communication Arts 10 or Honors European Literature |
| Junior Year: Communication Arts 11 or Advanced Placement Language and Composition | - Junior Year: Communication Arts 11 or Advanced Placement Language and Composition |
| Senior Year: Issues in Contemporary Literature, Multi-Genre Reading and Writing, College Writing and Reading, Advanced Placement Language and Composition (if not taken junior year), or Advanced Placement Language and Composition | - Senior Year: Issues in Contemporary Literature, Multi-Genre Reading and Writing, College Writing and Reading, Advanced Placement Language and Composition (if not taken junior year), or Advanced Placement Language and Composition |

**NOTE:** A minimum of 1 credit of Communication Arts must be taken each year during your high school career.

| **FITNESS EDUCATION** | **1.5 credits** |
| **0.5 credits - HEALTH ISSUES** (included in Fitness/Health 10) |
| Personal Fitness 9 - 1 credit | |
| Fitness/Health10 - 0.5 credit | |

**Fitness 10** is comprised of a half credit of health and half credit of fitness education.

**Incoming sophomore students who successfully completed an entire season in a WIAA high school sanctioned activity including HHS Poms and Cheerleading during their freshmen year are eligible to receive .5 credit of fitness education, but only if they enroll in a Social Studies, Communication Arts, Science or Math class for .5 credit. This can be accomplished in two ways:**

**Option A:** Students earn the half credit of required health curriculum during a 6 week summer school course, prior to the sophomore year. If a student chooses to take the summer school route, the health/fitness ed course must be substituted during their sophomore year with a course in the core areas listed above. The summer health course will be capped at 60 students.

**Option B:** Students may utilize the online curriculum by taking regular .5 health credit during the sophomore year while completing the .5 credit of Social Studies, Communication Arts, Science or Math online. Students may visit the Brigham Young University website for online course options. Please note: the online course option is taught and completed by students during the context of the school day. This class is capped at 30 students.

The traditional Fitness 10 course will continue to be offered as it previously has been to all sophomore students.

- **0.5 credits - HEALTH ISSUES** (included in Fitness/Health 10)
DEPARTMENT GOAL

The goal of the Applied Engineering and Technology Department is to successfully combine core class concepts with the latest technological trends and applications. We will provide students with opportunities to apply their knowledge to project work and advanced hands-on activities. As a whole, we want to prepare students for their future, no matter which path they choose to take, by facilitating authentic learning experiences.

<table>
<thead>
<tr>
<th>RELATED CAREER PATHS</th>
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</thead>
<tbody>
<tr>
<td>• Aircraft Mechanic</td>
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<tr>
<td>• Architectural Drafter</td>
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<tr>
<td>• Auto Technician</td>
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<tr>
<td>• Auto-Body Repair</td>
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<td>• Cabinetmaker</td>
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<tr>
<td>• Carpenter</td>
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<tr>
<td>• Civil Engineer</td>
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<tr>
<td>• Computer Drafting</td>
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<td>• Diesel Technician</td>
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<td>• Electrical Drafter</td>
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<td>• Electrical Engineer</td>
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<td>• Entrepreneur</td>
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<td>• Fluid Power Technician</td>
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<td>• Graphic Arts Management</td>
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<td>• Gunsmith</td>
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<tr>
<td>• Heating and Air Conditioning Technician</td>
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<tr>
<td>• Painter</td>
</tr>
<tr>
<td>• Machinist</td>
</tr>
<tr>
<td>• Maintenance Mechanic</td>
</tr>
<tr>
<td>• Mechanical Designer – 2D &amp; 3D Animation</td>
</tr>
<tr>
<td>• Mechanical Engineer</td>
</tr>
<tr>
<td>• Plant Operator</td>
</tr>
<tr>
<td>• Plumber</td>
</tr>
<tr>
<td>• Printing and Publishing</td>
</tr>
<tr>
<td>• Product &amp; Package Designer</td>
</tr>
<tr>
<td>• Service Technician</td>
</tr>
<tr>
<td>• Sheet Metal Worker</td>
</tr>
<tr>
<td>• Surveyor</td>
</tr>
<tr>
<td>• Teacher</td>
</tr>
<tr>
<td>• Tool and Die Worker</td>
</tr>
<tr>
<td>• Welder</td>
</tr>
<tr>
<td>• Well Driller</td>
</tr>
<tr>
<td>Course Title: Introduction to Technology Systems (AE822)</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Discipline: Applied Engineering &amp; Technology</td>
</tr>
<tr>
<td>Credits: 1</td>
</tr>
<tr>
<td>Grade Level: 9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites: None</td>
</tr>
</tbody>
</table>

Description:
This course will cover a broad base of technological areas.

Skills learned, reinforced, advanced and applied:
- Math
- Blueprint reading
- Technical writing
- Perform basic operations and procedures
- Listening with a focus on understanding and following technical directions
- Logic and reasoning

Activities:
- Welding, cutting, foundry, sheet metal, and fabrication
- Analysis of small engine systems
- Project organization
- Orthographic and isometric sketching and line drawings
- Self-assessment

Fees & Supplies: $30 Lab Fee and safety goggles.

<table>
<thead>
<tr>
<th>Course Title: Introduction to Engineering (AE830)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline: Applied Engineering &amp; Technology</td>
</tr>
<tr>
<td>Credits: 1</td>
</tr>
<tr>
<td>Grade Level: 9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites: Algebra (505, 506, 507) or concurrent, 3D Solid Modeling Recommended</td>
</tr>
</tbody>
</table>

Description:
This STEM course is a basic introduction to engineering for all students. Students who complete this course will learn the concepts needed to develop their ideas into solutions that will improve our lives. Exciting hands-on learning activities like data analysis of heart rates, destructive testing, building and testing mechanisms, designing and testing products, and 3D solid modeling will apply math, science, history and English content from other courses in a STEM experience.

Skills learned, reinforced, advanced and applied:
- Problem-solving
- Design concepts
- Basic operations and procedures
- Team building
- Technical writing
- Presentation skills

Activities:
- Research Engineering disciplines and career choice
- Learning to use various measuring equipment
- Data analysis of heart rates using EXCEL graphs
- Destructive testing and analysis using EXCEL graphs
- Hand drawing orthographic engineering drawings
- 3D solid modeling and 3D printing
- Build and test simple machines
- Reverse Engineer a product
- Test different material strengths
- Problem solve and design a cantilever
- Apply basic electricity and magnetism principles to build an electric guitar
- Design and test a solar car

Fees & Supplies: $20.00 Lab Fee

NOTE: Credit attainment available: University of Wisconsin – Madison, Gateway Technical College, Milwaukee Area Technical College (MATC) & Arizona State University. Fees will be assessed by credit-issuing institution.
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Principles of Engineering (AE839) has moved to Science (AE625) Offered as a Science elective (see page 89)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td>3D Solid Modeling (AE829)</td>
</tr>
<tr>
<td>Discipline:</td>
<td>Applied Engineering &amp; Technology</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
</tbody>
</table>

**Description:**
3D Solid Modeling is a class where students will learn to create 3D solid models of designs. 3D solid modeling is a critical aspect for modern product development and provides the basis for design, simulation, and manufacturing of any part and assembly across a broad range of industries, applications, and products. 3D Solid Modeling provides students who have an interest in Science, Technology, Engineering and/or Math the opportunity to explore and earn a Certified SolidWorks Associate –3D Solid Modeling Certificate. These national certifications are integrated into course offerings, and afford students the opportunity to bolster their credentials, leading them to significant opportunities in post-secondary educational settings, or the professional world. Students who learn 3D Solid Modeling develop mechanical CAD, design validation, and data management skills that are in high demand among employers. In the job market, engineers who know 3D Solid Modeling have a clear advantage.

**Skills learned, reinforced, advanced and applied:**
- Problem solving
- Team building
- Basic operations and procedures
- Applied science
- Design concepts

**Activities:**
- Learn basic SolidWorks functions
- Basic sheet metal design
- Predictive analysis and simulation
- Weldment feature application

**Fees & Supplies:** $20.00 Lab Fee

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Graphic Arts I (AE812)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Applied Engineering &amp; Technology</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
</tbody>
</table>

**Description:**
This course will introduce you to the graphic arts (printing and publishing) field. Students will be introduced to various graphic arts computer programs such as Adobe Illustrator, Adobe Photoshop and Adobe InDesign on the Macintosh computer as they design and print various personal jobs using the offset and screen printing methods. An awareness of the many graphic arts schooling and career opportunities will be covered.

**Skills learned, reinforced, advanced and applied:**
- Intro to graphic arts software
- Computer composition
- Project workflow
- Screen printing operations
- Problem Solving
- Typography & layout
- Principles of design
- Graphic arts photography
- Offset press operations
- Graphic arts terminology
- Critical reading
- Large and small group demonstrations
- Projects
- Career exploration

**Activities:**
- Oral presentations
- Guided practice
- Labs

**Fees & Supplies:** $20.00 Lab Fee
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Graphic Arts II (AE813)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Applied Engineering &amp; Technology</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Graphic Arts I (812)</td>
</tr>
</tbody>
</table>

**Description:**
Students will begin to develop a working knowledge of single and multi-color printing techniques using both offset and screen printing. Principles of electronic imaging and PDF workflows will be covered; including computer design, digital inputs and integration, video, Adobe Illustrator, Adobe Photoshop and Adobe InDesign and the Internet.

**Skills learned, reinforced, advanced and applied:**
- Use of graphic arts software
- Spot color separation
- Offset printing operations
- Critical reading, research, and analysis
- Basic operations and procedures
- Telecommunications and use of the Internet
- Multi-color printing techniques
- Digital input and video
- Screen printing operations

**Activities:**
- Oral presentations
- Guided practice
- Labs
- Large and small group demonstrations
- Projects
- Career exploration

**Fees & Supplies:** $20.00 Lab Fee

**Articulation:** This is a transcripted course with WCTC. Advanced standing individually with UW-Stout.

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Graphic Arts III – Graphic Communications/Graphic Production (AE814)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Applied Engineering &amp; Technology</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Graphics Arts II (813)</td>
</tr>
</tbody>
</table>

**Description:**
Students will continue to develop skills in multi-color printing techniques. Advanced industrial and textile screen printing, dye sublimation as well as offset printing and production will be emphasized. Graphic Arts computer programs used include Adobe Illustrator, Adobe Photoshop, and Adobe InDesign will be utilized. Laser engraver will be used for dye cutting, scoring and etching. This course may be combined with Graphics Communications to accommodate low enrollment/scheduling issues.

**Skills learned, reinforced, advanced and applied:**
- Fake color separation
- Electronic publishing
- Computer composition and Image manipulation
- Advanced offset press operations
- Basic operations and procedures
- Advanced screen printing operations
- Critical reading, research and analysis
- Telecommunications and use of the Internet
- Wide-format printing
- Small group and individual projects
- Self-paced instruction

**Activities:**
- Oral presentations
- Packaging
- Laser engraving/dye cutting
- Troubadour and other printing production
- Large and small group demonstrations
- Projects
- Career exploration

**Fees & Supplies:** $20.00 Lab Fee

**Articulation:** Advanced standing individually with UW-Stout.
**Course Title:** Graphic Communications – Graphic Communications/Graphic Production (AE815)  
**Discipline:** Applied Engineering & Technology  
**Credits:** 1  
**Grade Level:** 12  
**Prerequisites:** Graphic Arts III (814 or consent)

**Description:**  
Open only to seniors. This is a production course (when available). Advanced use of graphic arts software including Adobe Illustrator, Adobe Photoshop, Adobe InDesign and Adobe Dreamweaver. Color desktop publishing and book layout, digital photography and video, dye sublimation and four-color process separation and printing will be emphasized. Students may have the opportunity to become Adobe Certified in Illustrator. (This certification may have an additional fee). This course may be combined with Graphics III to accommodate low enrollment/scheduling issues.

**Skills learned, reinforced, advanced and applied:**
- Advanced use of Adobe Illustrator
- Advanced use of Adobe Photoshop
- Use of web design software
- Basic operations and procedures
- CD & WEB portfolio development
- Telecommunications and use of the Internet
- Production printing

**Activities:**
- Illustrator design, color separation and four color printing
- Photoshop CD-ROM design
- Web page design and fundamentals
- Self-paced instruction
- Guided practice
- Projects
- Portfolio development
- Graphic Arts terminology

**Fees & Supplies:** $20.00 Lab Fee

**Articulation:** Advanced standing with WCTC.

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**Course Title:** Graphic Arts Co-op (AE818)  
**Discipline:** Applied Engineering & Technology  
**Credits:** 2  
**Grade Level:** 12  
**Prerequisites:** Graphic Arts II (813) or with Consent of Extended Learning Opportunities Coordinator and Instructor

**Description:**  
Students must be enrolled in an advanced course directly related to their co-op experience. The student may be released early in the school day and must work at their designated training station for the entire school year. Student must successfully complete the application process, secure a job and get consent of the instructor to be accepted into the co-op program. ONCE PLACED, STUDENTS WILL BE REQUIRED TO WORK AT THEIR ASSIGNED TRAINING STATION THROUGH MAY OF HIS/HER SENIOR YEAR.

**Skills learned, reinforced, advanced and applied:**
- Interview skills
- Job application skills
- Collaboration
- Job skills
- Exposure to modern technology

**Activities:**
- On-the-job training
- Weekly job reports
- Performance appraisals

**NOTE:** Student must provide their own transportation to and from their training station.
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Introduction to Machine Woodworking (AE821)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Applied Engineering &amp; Technology</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
<tr>
<td>Description:</td>
<td>This course is designed to build fundamental skills that are needed for woodworking, cabinetmaking and construction fields. Students will translate information from technical drawing and technical instructions into a completed project through the safe utilization of industrial machinery and modern woodworking techniques. Students will gain an understanding of machine safety, order of operations/processes, measurement, joinery, quality control, technical drawings, computer-aided machining and career exploration.</td>
</tr>
</tbody>
</table>
| Skills learned, reinforced, advanced and applied: | • Basic operations and procedures  
• Understand and follow detailed technical work instruction and technical drawings  
• Application of sequential processes  
• Knowledge of basic joinery  
• Problem solving |
| Activities: | • Safe machine operations and processes  
• Guided demonstrations  
• Self-evaluations  
• Glue up procedures  
• Finishing procedures  
• Project - Footstool |
| Fees & Supplies: | $20.00 Lab Fee. Students will need to purchase safety goggles, pencil, tape measure, and materials for projects. |

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Introduction to Cabinetmaking (AE820)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Applied Engineering &amp; Technology</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Introduction to Machine Woodworking (821)</td>
</tr>
<tr>
<td>Description:</td>
<td>This course offers a comprehensive study and application of advanced woodworking and cabinetmaking processes. Students will create a design portfolio which includes a product outline, technical work instructions, purchase orders, bill of materials and technical drawings that they have created for their nightstand cabinet. The documents within the design portfolio will be utilized by the students once it is complete to safely and effectively manufacture their own nightstand cabinet. Machine safety, advanced cabinetmaking processes and mass manufacturing systems will be an integral part of this course. Students will gain an advanced understanding of machine safety, engineering design, joinery, quality control, technical writing, technical drawing, computer aided machining, guided learning, and career exploration.</td>
</tr>
</tbody>
</table>
| Skills learned, reinforced, advanced and applied: | • Complex industrial processes  
• Wood identification  
• Advanced joinery  
• Door and drawer construction  
• Perform basic operations and procedures  
• Sketching  
• Carcass construction and face framing  
• Safe machine set-ups and operations  
• Technical drawing reading |
| Activities: | • Complex joinery  
• Staining and finishing  
• Mass production processes and procedures  
• Project - Nightstand |
<p>| Fees &amp; Supplies: | $20.00 Lab Fee. Students will need to purchase safety goggles, pencil, tape measure, and materials for projects. |</p>
<table>
<thead>
<tr>
<th>Course Title: Advanced Cabinetmaking and Construction - Advanced Cabinetmaking/Applied Cabinetmaking (AE800)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disciplines: Applied Engineering &amp; Technology</td>
</tr>
<tr>
<td>Credits: 1</td>
</tr>
<tr>
<td>Grade Level: 11, 12</td>
</tr>
<tr>
<td>Prerequisites: Introduction to Cabinetmaking (820) or Consent of Instructor</td>
</tr>
</tbody>
</table>

**Description:**
Advanced cabinetmaking and construction allows students to gain a complete understanding of the engineering and design process used to create products for the woodworking and cabinetmaking industry. Students will be expected to utilize their prior knowledge from previous woodworking courses to develop a product of their own using the engineering and design process. Students will create a design portfolio which includes technical drawings, technical work instructions, assembly procedures, assembly drawings, jig/freighture design, process engineering, material purchase orders, bill of materials, pictures of the project and written reflections. Individual learner outcomes and student goals are formulated and agreed upon at the beginning of the course.

This course may be combined with Applied Cabinetmaking to accommodate low enrollment/scheduling issues.

**Skills learned, reinforced, advanced and applied:**
- Technical drawing reading
- Technical work instructions
- Cost estimating
- Advanced joinery
- Perform basic operations and procedures
- Advanced construction techniques
- Safe machine set-ups and operations
- Drawer and door construction and installation

**Activities:**
- Complex machine set-ups
- Intricate and complex joinery
- Molding and trim work
- Installation of custom hardware and fastening devices
- Advanced finishing techniques
- CNC lathe operations

**Fees & Supplies:** $20.00 Lab Fee. Students will need to purchase safety goggles, pencil, tape measure, and materials for projects.

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<table>
<thead>
<tr>
<th>Course Title: Applied Cabinetmaking – Advanced Cabinetmaking/Applied Cabinetmaking (AE803)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disciplines: Applied Engineering &amp; Technology</td>
</tr>
<tr>
<td>Credits: 1</td>
</tr>
<tr>
<td>Grade Level: 11, 12</td>
</tr>
<tr>
<td>Prerequisites: Advanced Cabinetmaking and Construction (800)</td>
</tr>
</tbody>
</table>

**Description:**
Students will apply the skills developed in the Advanced Cabinetmaking classes to a reality based construction situation. This course may be combined with Advanced Cabinetmaking to accommodate low enrollment/scheduling issues.

**Skills learned, reinforced, advanced and applied:**
- Cutting layouts
- Work site layout
- Technical drawing reading
- Material estimation
- Basic operations and procedures
- Cost estimation
- Apply advanced cabinet making skills
- Technical and critical reading
- Mass production setups

**Activities:**
- Mass production of cabinets
- Bill of materials
- Cost estimation
- Installation of pre-manufactured and custom cabinets

**Fees & Supplies:** $20.00 Lab Fee. Students will need to purchase safety goggles, pencil, tape measure, and materials for projects.
<table>
<thead>
<tr>
<th>Course Title: Light Building Construction (AE823)</th>
<th>Discipline: Applied Engineering &amp; Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits: 1</td>
<td></td>
</tr>
<tr>
<td>Grade Level: 9, 10, 11, 12</td>
<td></td>
</tr>
<tr>
<td>Prerequisites: None</td>
<td></td>
</tr>
</tbody>
</table>

**Description:**
This course is designed to develop the basic skills required for residential construction work and planning. Students will gain an in-depth understanding of the residential construction process which includes purchasing land, obtaining permits, site planning, estimating/ordering materials, creating/reading architectural plans, site preparation, foundations and residential framing techniques. Students will utilize architectural software to design floor plans, material schedules and elevations views of a small home. The students will then create a model of the home they designed using the construction techniques they have learned in class. Safety principles for portable and stationary power tool operation will also be integrated within the course with an on-site construction project.

**Skills learned, reinforced, advanced and applied:**
- Job safety
- Rough carpentry
- Electrical systems
- Applying knowledge of various tools and machinery
- Basic operations and procedures
- Measurement
- Foundation
- Roof systems
- Finish carpentry

**Activities:**
- Model building
- Simulations
- Career exploration
- Oral and visual presentations

**Fees & Supplies:** $20.00 Lab Fee. Students will need to purchase pencils, folder, model glue, safety glasses, and a 25-foot tape measure.
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Cabinetmaking and Construction Co-op (AE808)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Applied Engineering &amp; Technology</td>
</tr>
<tr>
<td>Credits:</td>
<td>2</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Introduction to Machine Woodworking (821) and Introduction to Cabinetmaking (820), Introduction to Technology Systems, or with Consent of Extended Learning Opportunities Coordinator and Instructor</td>
</tr>
</tbody>
</table>

**Description:**
Students must be enrolled in an advanced course directly related to their co-op experience. The student may be released early in the school day and must work at their designated training station for the entire school year. Students must successfully complete the application process, secure a job, and get consent of the instructor to be accepted into the co-op program. ONCE PLACED, STUDENTS WILL BE REQUIRED TO WORK AT THEIR ASSIGNED TRAINING STATION THROUGH MAY OF HIS/HER SENIOR YEAR.

**Skills learned, reinforced, advanced and applied:**
- Interview skills
- Job application skills
- Learning to work with other people
- Job skills
- Exposure to modern technology

**Activities:**
- On the job training
- Weekly job reports
- Performance appraisals

**NOTE:** Students must provide their own transportation to and from their training station.

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Manufacturing (AE825)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Applied Engineering &amp; Technology</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Introduction to Technology Systems (822) or Consent of Instructor</td>
</tr>
</tbody>
</table>

**Description:**
This course will take the original metal working concepts covered in Introduction to Technology Systems and greatly expand on them. Students taking this class will advance their knowledge in the areas of welding, machining, sheet metal work, and advanced design-to-fabrication projects. The course is very much lab-based, and is designed to teach students through numerous hands-on activities.

**Skills learned, reinforced, advanced and applied:**
- Sheet metal
- Welding
- Milling
- Heat treating
- Problem solving
- Procedure writing
- Tool and die
- Lathe
- Applied math
- Blueprint reading

**Activities:**
- Bill of materials
- Teacher/Student evaluation
- Production techniques
- Quality control
- Bots IQ

**Fees & Supplies:** $30 Lab Fee. Students will need to purchase safety glasses, welding gloves, and any additional project materials.
Course Title: Energy and Power Systems (AE841)
Discipline: Applied Engineering & Technology
Credits: 1
Grade Level: 10, 11, 12
Prerequisites: Introduction to Technology Systems (822)

Description:
This course will provide students with a fundamental foundation of how energy and power can be produced, stored, and applied to mechanical systems. Students will then apply their knowledge of concepts and techniques to real life and relevant tasks.

Skills learned, reinforced, advanced and applied:
- System diagnostics and analysis
- Technical reading
- Research and problem-solving
- Interactive learning
- Critical thinking
- Team building and collaboration
- Design process
- Time management
- Pride in high-quality work
- Cultural awareness
- Tool/technology selection
- Drafting and blueprint reading

Activities:
- Consumer mechanics
  - fuel systems
  - braking systems
  - drive train
  - electrical systems
- Fluid power system design and evaluation
- Small engine analysis and assembly
- Analyze the effect of power and energy on the global community
- Interactive learning and communication
- Team building and collaboration
- Applied math and science
- Drafting and blueprint reading
- Project planning
- Fabrication and machining techniques
  - lathe work
  - mill work
  - various welding
  - 3-phase rotation
  - design project turn over
  - project turn over to fabricate/assembly
  - fabricate/assembly to test/redesign

Fees & Supplies: $20 Lab Fee and safety glasses required. Automotive vehicle preferred but not required.

Course Title: Applied Energy and Fabrication (AE842)
Discipline: Applied Engineering & Technology
Credits: 1
Grade Level: 11, 12
Prerequisites: Energy and Power Systems (841) or Consent of Instructor

Description:
Students taking this course will expand their knowledge of how energy and power can be directly applied to power systems. During this class students will experience the unique process of project development, turnover, redesign, and completion as if they were working in industry.

Skills learned, reinforced, advanced and applied:
- Technical reading and writing
- Technology and tool selection
- Research and problem-solving
- Flexibility
- Goal setting and time management
- Interactive learning and communication
- Team building and collaboration
- Applied math and science
- Drafting and blueprint reading
- Project planning
- Fabrication and machining techniques
  - lathe work
  - mill work
  - various welding

Activities:
- Design, fabricate, and evaluate
  - small engine transportation device
  - high efficiency vehicle
  - alternative fuel/energy production device, fluid powered system
  - 3-phase rotation
  - design project turn over
  - project turn over to fabricate/assembly
  - fabricate/assembly to test/redesign

Fees & Supplies: $30 Lab Fee and safety glasses required. Automotive vehicle preferred but not required.
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Auto Co-Op (AE805)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Applied Engineering &amp; Technology</td>
</tr>
<tr>
<td>Credits:</td>
<td>2</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Energy and Power Systems (841) or with Consent of Extended Learning Opportunities Coordinator and Instructor</td>
</tr>
</tbody>
</table>

**Description:**
Students must be enrolled in an advanced course directly related to their co-op experience. The students may be released early in a school day and must work at their designated training station for the entire school year. Students must successfully complete the application process, secure a job, and get consent of the instructor to be accepted into the co-op program. ONCE PLACED, STUDENTS WILL BE REQUIRED TO WORK AT THEIR ASSIGNED TRAINING STATION THROUGH MAY OF HIS/HER SENIOR YEAR.

**Skills learned, reinforced, advanced and applied:**
- Interview skills
- Job application skills
- Job skills
- Interpersonal skills
- Exposure to modern technology

**Activities:**
- On the job training
- Weekly job reports
- Performance appraisals

**Fees & Supplies:** $20.00 Lab Fee

**NOTE:** Students must provide their own transportation to and from their training station.

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Automotive Youth Apprenticeship (AE804)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Applied Engineering &amp; Technology</td>
</tr>
<tr>
<td>Credits:</td>
<td>2</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>11</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Introduction to Technology Systems (822) and Energy and Power Systems (841) and Consent of Extended Learning Opportunities Coordinator and Instructor</td>
</tr>
</tbody>
</table>

**Description:**
Automotive Youth Apprenticeship is a two-year certified program. It combines academic education with occupational instruction and work-based learning. State mandated competencies must be met in the classroom and at the work site. An onsite teaching mentor is required for all work experience. Students may apply for the program their sophomore year, to begin their junior year. Applications are available from the Extended Learning Opportunities Coordinator. The application process also includes an interview with the Extended Learning Opportunities Coordinator as well as with an employer. If hired, the student becomes part of the apprenticeship program.

**NOTE:** Students must provide their own transportation to their work site.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Disciplines</th>
<th>Credits</th>
<th>Grade Level</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphic Arts Youth Apprenticeship (AE817)</td>
<td>Applied Engineering &amp; Technology</td>
<td>2</td>
<td>11</td>
<td>Consent of Extended Learning Opportunities Coordinator and Instructor</td>
</tr>
</tbody>
</table>

**Description:**
Two-year program open to juniors that combines academic education, occupational instruction and work-based learning with an employer in the field of printing. The work component is a paid experience and a two-year commitment with the student and employee. Candidate must have completed a class in printing and complete an application and interview process.

**Skills learned, reinforced, advanced and applied:**
- Introductory graphic arts skills
- Electronic publishing
- Pre-press
- Press operation

**Activities:**
- On-the-job training
- Related classroom curriculum

**NOTE:** Students must provide their own transportation to the work site.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Disciplines</th>
<th>Credits</th>
<th>Grade Level</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturing Youth Apprenticeship (AE824)</td>
<td>Applied Engineering &amp; Technology</td>
<td>2</td>
<td>11</td>
<td>Consent of Extended Learning Opportunities Coordinator and Instructor</td>
</tr>
</tbody>
</table>

**Description:**
Manufacturing Youth Apprenticeship is a two-year state certified program. It combines academic education with occupational instruction and work based learning. The first year of the apprenticeship is taught on site in Manufacturing. The second year of the apprenticeship is taught at WCTC. State mandated competencies must be met in the classroom and at the work site. An onsite teaching mentor is required for all work experiences. Students may apply for the program their sophomore year, to begin their junior year. Applications are available from the Extended Learning Opportunities Coordinator. The application process also includes an interview with the Extended Learning Opportunities Coordinator as well as with an employer. If hired, the student becomes part of the apprenticeship program. Students must take Introduction to Technology Systems as a prerequisite.

**NOTE:** Students must provide their own transportation to the work site.
ART

DEPARTMENT GOAL

Our goal in the Hamilton School District is to prepare our students for a richer and more rewarding life. Through the freedom of visual expression, we encourage creative thinking, use of imagination and problem-solving. Through a study of art heritage, students gain sensitivity to their environment and respect for self and others.

The art curriculum emphasizes a performance-based approach. Quality art education creates situations that cause the student to question, to make decisions, to think, to look, to understand, to change and to grow. Processes and media are important not for themselves, but for what they allow the student to know and be able to do. Classroom critiques help students practice constructive criticism and model good citizenship.

Hamilton High School offers students a variety of experiences through a wide range of art courses. Some courses are meant to be taken sequentially, while others do not require previous experience. Below is a chart listing possible course sequences for student selection. Please refer to course listings for more specific information and requirements.

Fine Arts Course Sequence

Below you will find several sequences of classes that you can take to reach the highest level Advanced Placement courses.


- Art Survey is a required class for the sequence of Fine Art course work offered at Hamilton unless exempted by 7th or 8th grade Art teacher.
- Art courses without a prerequisite: Photo Expression, Art Survey, Stained Glass
- Clubs available, if an art course doesn’t fit into your schedule: Yearbook, Art Club, Photo Club
<table>
<thead>
<tr>
<th>RELATED CAREER PATHS</th>
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</thead>
<tbody>
<tr>
<td>• 2D &amp; 3D Animation</td>
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<tr>
<td>• Advertising Layout</td>
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<tr>
<td>• Architect</td>
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<tr>
<td>• Architectural Designer</td>
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<tr>
<td>• Art Director</td>
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<tr>
<td>• Art Salesperson</td>
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<td>• Art Teacher</td>
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<td>• Artist</td>
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<td>• Art Therapist</td>
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<td>• Cartographer</td>
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<tr>
<td>• Commercial Artist</td>
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<tr>
<td>• Computer/Video Game Designer</td>
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<tr>
<td>• Curator</td>
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<tr>
<td>• Set/Costume Designer</td>
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<tr>
<td>• Film Maker</td>
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<tr>
<td>• Floral Designer</td>
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<tr>
<td>• Potter/Ceramics</td>
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<tr>
<td>• Fashion Designer</td>
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<tr>
<td>• Gallery Owner/Operator</td>
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<tr>
<td>• Graphic Artist</td>
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<tr>
<td>• Illustrator</td>
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<tr>
<td>• Interior Decorator</td>
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<tr>
<td>• Jeweler</td>
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<tr>
<td>• Lighting &amp; Landscaper</td>
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<td>• Lithographer</td>
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<tr>
<td>• Magazine Designer</td>
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<tr>
<td>• Make-Up Artist</td>
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<tr>
<td>• Matting/Framing</td>
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<tr>
<td>• Mechanical Designer</td>
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<tr>
<td>• Mechanical Engineer</td>
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<tr>
<td>• Merchandise/Window Display</td>
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<tr>
<td>• Painter/Muralist</td>
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<tr>
<td>• Photographer</td>
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<tr>
<td>• Product/Package Designer</td>
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<tr>
<td>• Sculptor</td>
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<tr>
<td>• Set Designer</td>
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<tr>
<td>• Sign Painter</td>
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<tr>
<td>• Stained Glass Maker</td>
</tr>
<tr>
<td>• Web Page Designer</td>
</tr>
</tbody>
</table>
Art Survey (AR6)

**Discipline:** Art  
**Credits:** 1  
**Grade Level:** 9, 10, 11, 12  
**Prerequisites:** None

**Description:** Art Survey is designed as an introductory course for students interested in understanding, appreciating and participating in the visual arts. This course explores drawing, painting, printmaking, design, ceramics, art history and sculpture.

**Skills learned, reinforced, advanced and applied:**
- Creative and innovative thinking of original designs for each class assignment
- Communication of visual ideas through sketching
- Development of art history note-taking
- Collaboration amongst art students during formative assessments
- Critical thinking, problem-solving and decision-making during the process of creating works of art
- Portfolio documentation and project research that utilizes technology
- Building an art vocabulary to use during written and oral critiques
- Application of the elements and principles of design in artwork
- Self-assessment of artwork through the use of rubrics and reflective questions

**Activities:**
- Art production in drawing, painting, printmaking, design, ceramics and sculpture
- Weekly sketchbook assignments
- Art History notes
- Written reflections and critiques
- Utilization of media and technology to start a working portfolio

**Fees & Supplies:** $20.00 Lab Fee. Also needed: Folder or notebook, #2 pencils and eraser, plastic bags and containers.

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Drawing (AR2)

**Discipline:** Art  
**Credits:** 1  
**Grade Level:** 9, 10, 11, 12  
**Prerequisites:** Art Survey (6) or 7th/8th grade art teacher consent

**Description:** Students will explore technical representation methods and the expressive qualities of the human image. Creativity and originality are emphasized as technical skills are developed through drawing, painting, printing and technological processes. Students are immersed in art production and provided with opportunities for additional practice through weekly sketchbook drawings. Students regularly engage in critiques of their own work and the artwork of modern era artists.

**Skills learned, reinforced, advanced and applied:**
- Visual communication
- Aesthetic appreciation
- Creative thinking
- Problem solving
- Divergent thinking
- Work ethic and work habits
- Joy of creation
- Continue building art vocabulary
- Use critical method for analysis
- Self-confidence
- Self-discipline
- Practice and perseverance
- Self-assessment and judgment
- Continue written critique of own work
- Begin oral critique of class work
- Continue digital portfolio collection

**Activities:**
- Art production in drawing, painting, printing, mixed media and technology
- Weekly sketchbook homework
- Review one hundred years of Modern art history
- Research, study, and oral presentation on a Modern artist
- Journal of the creative process
- Conference with peer assessors
- Conference with teacher
- Maintenance of a digital portfolio
- Professionally mat art work
- Written reflection of own artwork
- Class critiques

**Fees & Supplies:** $25.00 Lab Fee – Students will receive a sketchbook, portfolio, erasers and sketching pencils. Also needed: pencils, pocket folder, and materials received in Art Survey. Flash drive will be needed for digital portfolio.
### Course Title: Painting (AR9)
**Discipline:** Art  
**Credits:** 1  
**Grade Level:** 10, 11, 12  
**Prerequisites:** Art Survey (6) and Drawing (2)

**Description:** The student will work through the major art genres of still life, landscape, portraiture, man and nature, and landscape. Students will explore acrylic, watercolor, and oil pastel techniques on a variety of surfaces. Originality and work from observation is stressed in both class work and weekly sketchbook homework. Art history is used as a guide for each class lesson. In addition, students select three artists to explore more in depth through the research and writing of quote papers. Continued development of the digital portfolio is pursued.

**Skills learned, reinforced, advanced and applied:**
- Art criticism
- Art aesthetics
- Visual communication
- Creative problem solving
- Development of original ideas
- Formative studies offering subject and media
- Fluency of original ideas
- Research
- Analysis
- Share knowledge and skills
- Craftsmanship
- Planning/Problem-solving with thumbnails

**Activities:**
- Art production in the following themes: architectural landscape, portraiture, still life, nature, and parody
- Weekly homework in watercolor sketchbook
- ‘En plain air’ painting (outside on location)
- Unusual surface painting
- Survey of Early American Modernism and Post Modernism history

**Fees & Supplies:** $35.00 Lab Fee – students receive a brush set, watercolor sketchbook, oil pastels and use of acrylic and watercolor paints. Also needed: portfolio, pocket folder, pencils, erasers, Tupperware or Rubbermaid type of airtight container (approx. size 6” x 12” x 3”). Flash drive for storage of continuing digital portfolio.

### Course Title: Ceramics/Sculpture (AR7)
**Discipline:** Art  
**Credits:** 1  
**Grade Level:** 9, 10, 11, 12  
**Prerequisites:** Art Survey (6) or 7th/8th grade art teacher consent

**Description:** Ceramics is a comprehensive exploration of ceramic processes with an emphasis on hand-building and an introduction to sculptural techniques and art forms. Students will utilize the expressive properties of clay as an artistic medium, while developing life-long skills inherent to the art experience such as creative thinking, problem-solving, visual communication and self-expression. In addition to demonstration of technical skills, students will gain an understanding of historic and cultural aspects of ceramic art as well as compile and maintain a digital portfolio of finished work.

**Skills learned, reinforced, advanced and applied:**
- Creative and innovative planning of each project
- Apply critical thinking skills to art projects in order to solve visual communication problems
- Build an art vocabulary to use during written and oral critiques
- Learn time management skills and practice safety precautions with all materials, tools, and equipment in the ceramics studio
- Apply acquired knowledge in the physical properties and chemical characteristics of the media in choosing appropriate methods and finishes for pieces
- Recognize, identify and analyze historic ceramic artwork for understanding and application to one’s own work
- Read and write about art history for insight into other eras, cultures and societies
- Develop the habit of utilizing a sketchbook to regularly record information and plan pieces
- Use multi-media for effective visual communication between artist and audience and maintain digital portfolio of artwork.

**Activities:**
- Handbuilding using slab, pinch, coil and a variety of molding methods
- Glazing application firing techniques
- Wheel throwing functional pottery
- Sketchbook assignments
- Recognize, identify and classify historic art works
- Written and oral critiques
- Utilization of technology to develop and maintain and ongoing portfolio

**Fees & Supplies:** $25.00 Lab Fee for materials. Also needed: smock, plastic bags, plastic containers with covers, hand cream, pocket folder or notebook, pencils, and flash drive for digital portfolio.
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Advanced Ceramics and Sculpture (AR3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Art</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Art Survey (6), Ceramics/Sculpture (7)</td>
</tr>
</tbody>
</table>

**Description:**
This is an advanced course for the student who has already developed the basic knowledge offered in Ceramics and Sculpture. Students will work on a series of problems leading to final works that investigate materials and processes relative to the three-dimensional arts. An important foundation for this course is knowledge of the art elements and design principles which will be reviewed through each project. Students learn to observe carefully and interpret what they see around them, the importance of art in human history, and how to work with a variety of modes of expression and materials. The students will work with various media to better understand additive and subtractive techniques, direct building, mold making, casting and carving, modeling and handbuilding methods in clay, as well as, wheel throwing. Sketches, brainstorming and research will be used to plan projects. Objectives of the course are to expand the students' knowledge of three-dimensional art, develop broad art vocabulary, ability to respond to art forms, and practice new art skills.

**Skills learned, reinforced, advanced and applied:**
- Critical reading
- Analytic and reflective writing
- Visual problem solving
- Craftsmanship
- Art Criticism
- Recognize, identify and classify historic art works
- Mathematically calculate and gauge sculptural proportions
- Visual Communication

**Activities:**
- Show an understanding of the elements of art and principles of design in the creation of three-dimensional art work
- Study a variety of artists and cultural styles in three-dimensional design
- Use ceramic and sculpture vocabulary
- Discuss and utilize additive and subtractive techniques, as well as basic hand building and wheel throwing methods in clay
- Learn mold making, casting and carving as well as direct building processes
- Create three-dimensional pieces from sketches or maquettes
- Recognize the relationship between surface treatment and the overall form in three-dimensional art work
- Critique art work and participate in class critiques
- Identify potential hazards in the ceramic studio
- Use tools, supplies and equipment appropriately and safely
- Maintain a pleasant, clean and organized studio work space
- Maintain a digital portfolio of work

**Fees & Supplies:** $25.00 Lab Fee for materials. Additional fees and materials may be required on an individual basis. Also needed: folder, pencil and eraser, plastic bags and covered containers, flash drive for digital portfolio.
Advanced Placement Studio Art Drawing or 2-D Design (AR1)
Art
2 (Weighted grade – 5.0 scale)
11, 12
‘B’ Average or higher in Art Survey (6), Drawing (2) and Painting (9)

Description:
This course is designed to give the highly motivated and serious art student the opportunity to improve and refine skills already developed in previously required course work. AP work involves significantly more commitment and accomplishment than the typical high school course, and is not for the casually interested student. Students will need to work outside the classroom as well as in it. Maintaining a sketchbook, study of the text and portfolio are required. This course addresses three major concerns that are constants in the teaching of art:

1. A sense of quality in a student’s work.
2. The student’s concentration on a particular visual interest or problem.
3. The student’s need for breadth of experience in the formal, technical, and expressive means of an artist.

Therefore, the course work will reflect these areas of concern: quality, concentration, and breadth. Advanced Placement Studio Art college credit is based on a submission of a portfolio for evaluation to the College Board in May. AP Studio Art prepares the student to take either the Drawing or the 2D Design portfolio exam. AP Studio may be elected with teacher permission for a second year to prepare for and take the second exam.

- Drawing Portfolio – In the Drawing portfolio, the student’s mastery of drawing can be demonstrated through a wide range of approaches and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and the illusion of depth are drawing issues that can be addressed through a variety of means, which include drawing, painting, printmaking, and mixed media. Abstract, observational, and inventive works may be submitted. The range of marks used to make drawings, the arrangement of marks, and the materials used to make the marks are endless.

- 2-D Design Portfolio – 2-D Design involves purposeful decision making about using the elements and principles of art in an integrative way. Students should demonstrate understanding of design principles as applied to a two-dimensional surface. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repletion, proportion SCALE, and figure/ground relationship) can be articulated through the visual elements (line, shape, color, value, texture, space). Any 2-D process or medium may be submitted, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, illustration, painting and printmaking.

Skills learned, reinforced, advanced and applied:
- Problem-posing
- Problem-solving
- Refinement and Craftsmanship
- Ideation
- Development of personal voice/style
- Research
- Visual Communication
- Experimentation
- Self-discipline in work habits

Activities:
- Selecting Personal Themes and Visual Problems
- Independently working in a studio with peers
- Taking personal risks by pushing to new levels of technique and expression
- Student Art Show
- Maintenance of sketchbook
- Communicating in formal and informal class critiques
- Developing a digital portfolio
- Self, peer, and teacher critiques as well as oral and written assessments

Fees & Supplies: $25.00 Lab Fee each semester is required for materials. Additional fees may be required based on student production. Also needed: Portfolio (use the one from 2-D or a new one may be purchased), 3-ring binder, pencils, erasers, Tupperware or Rubbermaid type of airtight container (approx. size 6”x12”x3”). Flash drive for digital portfolio.
<table>
<thead>
<tr>
<th>Course Title: Advanced Placement Studio Art 3-D Design (AR15)</th>
<th>Photographic Expression (AR10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discipline:</strong> Art</td>
<td><strong>Discipline:</strong> Art</td>
</tr>
<tr>
<td><strong>Credits:</strong> 2 (Weighted grade – 5.0 scale)</td>
<td><strong>Credits:</strong> 1</td>
</tr>
<tr>
<td><strong>Grade Level:</strong> 11, 12</td>
<td><strong>Grade Level:</strong> 9, 10, 11, 12</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> ‘B’ average or higher in Art Survey (6) and two of the following: Ceramics/Sculpture (7), Advanced Ceramics/Sculpture (3), Advanced Glass/3-D (4)</td>
<td>None</td>
</tr>
</tbody>
</table>

**Description:** Design purposeful decision-making about using the art elements and design principles in an integrative way. In the AP Studio Art 3-D Design course, students will demonstrate understanding of design principles as it relates to space and depth. The principles of design (balance, emphasis, rhythm/movement, repetition, contrast, proportion/scale, unity/variety, and figure/ground relationship) can be articulated through the art elements (mass, volume, color/light, form plane, line and texture). These principles will be explored through additive, subtractive, and/or fabrication processes including figurative or nonfigurative sculpture, architectural modes, metal or glass work, ceramics, or mixed media.

**Skills learned, reinforced, advanced and applied:**
- Problem-posing
- Problem-solving
- Refinement and craftsmanship
- Ideation
- Development of personal voice
- Research
- Visual communication
- Experimentation
- Self-discipline in work habits

**Activities:**
- Selecting personal themes and visual problems
- Independently working in a studio with peers
- Taking personal risks by pushing to new levels of technique and expression
- Student Art Show
- Maintenance of sketchbook
- Communicating in formal and informal class critiques
- Developing a digital portfolio
- Self, peer, and teacher critiques as well as oral and written assessments

**Fees & Supplies:** $25.00 Lab Fee each semester for materials. Additional fees may be required based on student production and use of media. Also needed: a pocket folder, pencils, erasers, plastic bags and containers. Flash drive or CD will be needed for digital portfolio.

<table>
<thead>
<tr>
<th>Course Title: Advanced Placement Studio Art 3-D Design (AR15)</th>
<th>Photographic Expression (AR10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discipline:</strong> Art</td>
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<tr>
<td><strong>Credits:</strong> 2 (Weighted grade – 5.0 scale)</td>
<td><strong>Credits:</strong> 1</td>
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<tr>
<td><strong>Grade Level:</strong> 11, 12</td>
<td><strong>Grade Level:</strong> 9, 10, 11, 12</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> ‘B’ average or higher in Art Survey (6) and two of the following: Ceramics/Sculpture (7), Advanced Ceramics/Sculpture (3), Advanced Glass/3-D (4)</td>
<td>None</td>
</tr>
</tbody>
</table>

**Description:** This course combines elements of fine art and photographic technology. Students will have the opportunity to understand how a 35 mm camera works while exploring the creativity of black and white photography. They will also use a digital camera to take photographs and manipulate them into unique compositions using Adobe Photoshop. Students will learn artistic composition and design, the technology behind a manual camera, how to chemically develop film and prints, the history of photography, and learn about the ideas and techniques of famous photographers. Students will also discover special effects possible with certain lighting, developing, and printing techniques.

**Skills learned, reinforced, advanced and applied:**
- Creative thinking
- Critical thinking and problem-solving
- Acquiring knowledge and application of technical processes and technology
- Craftsmanship
- Visual communication
- Organization
- Research
- Work ethic and time management
- Self-assessment of art work
- Art criticism

**Activities:**
- Artistically compose and design photographs
- Learn how a 35 mm camera works
- Process black and white film
- Print contact prints, test strips and final prints
- Understand the chemical reactions and correct order of photo processing
- Develop self-assessment skills through the use of rubrics
- Develop a digital portfolio
- Learn about the historical significance of photography and the intent of early and contemporary photographers
- Learn professional dry mounting and matting
- Written and oral analysis of artwork
- Explore digital photography and photo manipulation using Adobe Photoshop

**Fees & Supplies:** $35.00 Lab Fee. A manual 35 mm single lens, reflex film camera which requires manual adjustments (not automatic!) and access to a digital camera is required. If you do not have access to a required 35mm film camera, there are ten cameras available for rent on a first-come, first-served basis with a $25 rental cost. Also needed: three ring-binder (11/2"- 2"), 1 roll of color print film-24 exp., or use of digital camera to make digital color prints, pencil, pen, flash drive for digital portfolio.
**Course Title:** Stained Glass (AR11)
**Discipline:** Art
**Credits:** 1
**Grade Level:** 9, 10, 11, 12
**Prerequisites:** Art Survey (6) recommended

**Description:** This class presents the fundamental techniques of Tiffany stained glass construction, direct method mosaic, and sandblasting. Students will be guided to exhibit a basic understanding of the elements and principles of design. They will understand and utilize vocabulary, understand and follow safety procedures and will learn and begin to refine the craftsmanship associated with the glass arts while working in a cooperative studio setting. The semester culminates with the student working for a client on a site specific glass work. Besides incorporating art glass skills, they will learn to estimate costs and write a proposal for a glass job.

**Skills learned, reinforced, advanced and applied:**
- Creative and innovative planning of original designs for each stained glass assignment
- Communication of visual ideas with instructor and clients through sketching
- Visual problem-solving
- Collaboration amongst art students and clients during formative assessments
- Critical thinking, problem solving and decision making during the process of creating stained glass windows
- Time management and prioritizing by setting realistic goals
- Portfolio documentation and project research that utilizes technology
- Building an art glass vocabulary to use during written and oral critiques
- Application of the elements and principles of design in artwork
- Self-assessment of artwork through the use of rubrics and reflective questions
- Application of safety procedures in a glass studio environment

**Activities:**
- Designing, cutting, fitting, foiling and soldering processes
- Sandblasting, grouting and finishing a work of art
- Budget management
- Recognize, identify and classify historic art works related to the history of stained glass crafting
- Experiencing the glass store
- Written and oral critiques
- Reading and writing assignments that analyze processes and products
- Utilization of technology to develop and maintain an ongoing portfolio
- Sketchbook assignments

**Fees & Supplies:** $35.00 Lab Fee to cover the start-up cost of stained glass materials. Students are responsible for purchase of glass from local stores. Additional fees are required based on student project selections. Students are also required to provide SAFETY GLASSES, masking tape, fine point Sharpie marker, Band-Aids, notebook, scissors, ruler, Exacto-knife, old cotton clothes/dishtowels, pencils, eraser, compass, Q-tips and combination lock. Hard soled shoes are required footwear, not sandals or slippers.
Course Title: Advanced Glass/3-D (AR4)
Discipline: Art
Credits: 1
Grade Level: 10, 11, 12
Prerequisites: ‘B’ or higher earned as final grade in Stained Glass (11)

Description: This course is designed for intermediate stained glass students that have mastered the basic skills and craftsmanship of stained glass. Students will explore the technical and aesthetic aspects of glass, and learn how to use it as a material for sculpture and design. Three-dimensional objects will be created by using the mosaic and Tiffany glass techniques. Flame working, kiln forming and cold working glass will be taught through a series of hands-on exercises to develop students as a well-rounded contemporary glass artist.

Skills learned, reinforced, advanced and applied:
- Creative and innovative planning of original designs for each glass assignment
- Communication of visual ideas through sketching
- Visual problem-solving to express a personal idea
- Collaboration amongst art students and clients during formative assessments
- Critical thinking, problem solving and decision making
- Time management and prioritizing
- Appreciation of the glass masters as ones’ own inspiration
- Portfolio documentation and project research that utilizes technology
- Building an art glass vocabulary to use during written and oral critiques
- Application of the elements and principles of design in artwork
- Self-assessment of artwork through the use of rubrics and reflective questions
- Application of safety procedures in a glass studio

Activities:
- Box construction
- Three-dimensional mosaic
- Hot glass bead making
- Warm glass fusing and slumping
- Three-dimensional stained glass construction
- Sandblasting, hole drilling, lapidary work and belt sanding
- Sketchbook assignments
- Written and oral analysis of glass work
- Reading and writing assignments related to artists, techniques, and history and career/educational opportunities
- Utilization of technology to develop and maintain an ongoing portfolio

Fees & Supplies: A $35.00 Lab Fee is required to cover the cost of stained glass materials. Students are responsible for the purchase of glass from local stores. Additional fees and materials may be required based on student project selections. Students are required to provide SAFETY GLASSES, folder or notebook, pencils, eraser, combination lock and tools from Stained Glass.
DEPARTMENT GOAL

Business students will engage in a variety of authentic learning experiences in which students come to understand the link between what is learned in the classroom and its application to various business professions. The “Charger Corner” student-based school store gives students in all business classes the opportunity to gain a hands-on experience.

<table>
<thead>
<tr>
<th>RELATED CAREER PATHS</th>
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</thead>
<tbody>
<tr>
<td>• Accountant</td>
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<tr>
<td>• Administrative Assistant</td>
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<tr>
<td>• Advertising Specialist</td>
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<tr>
<td>• Bank Teller</td>
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<tr>
<td>• Cashier</td>
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<tr>
<td>• CEO</td>
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<tr>
<td>• Computer Programmer</td>
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<td>• Computer Technician</td>
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<tr>
<td>• Corporate Trainer</td>
</tr>
<tr>
<td>• Court Reporter</td>
</tr>
<tr>
<td>• PA</td>
</tr>
<tr>
<td>• Data Entry</td>
</tr>
<tr>
<td>• Entrepreneur</td>
</tr>
<tr>
<td>• Hotel/Motel Management</td>
</tr>
<tr>
<td>• Human Resources</td>
</tr>
<tr>
<td>• Information Technology</td>
</tr>
<tr>
<td>• Insurance Agent</td>
</tr>
<tr>
<td>• International Business Affairs</td>
</tr>
<tr>
<td>• Lawyer</td>
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<tr>
<td>• Legal Secretary</td>
</tr>
<tr>
<td>• Loan Officer</td>
</tr>
<tr>
<td>• Management</td>
</tr>
<tr>
<td>• Marketing Analyst</td>
</tr>
<tr>
<td>• Network Specialist</td>
</tr>
<tr>
<td>• Office Manager</td>
</tr>
<tr>
<td>• Paralegal</td>
</tr>
<tr>
<td>• Payroll Clerk</td>
</tr>
<tr>
<td>• Personal Banker</td>
</tr>
<tr>
<td>• Public Relations</td>
</tr>
<tr>
<td>• Purchasing</td>
</tr>
<tr>
<td>• Real Estate Agent</td>
</tr>
<tr>
<td>• Sales Representative</td>
</tr>
<tr>
<td>• Sports Marketing Specialist</td>
</tr>
<tr>
<td>• Stockbroker</td>
</tr>
<tr>
<td>• Teacher</td>
</tr>
</tbody>
</table>
### Computer Applications (BE110)

**Discipline:** Business Education and Marketing  
**Credits:** 1  
**Grade Level:** 9, 10, 11, 12  
**Prerequisites:** None

**Description:** Students will develop and apply computer skills using Microsoft Office (Word, Excel, Access, and Power Point) to produce personal, school-related, and business documents. Students will also receive an introduction to graphics development and the advanced course.

**Skills learned, reinforced, advanced and applied:**
- Demonstrate touch keyboarding skills at 30 net words per minute  
- Write and publish personal, school-related, and business documents using word processing  
- Use and apply spreadsheet software to store, manipulate and report information  
- Use and apply database to store, manipulate and report data  
- Create and enhance charts and graphs  
- Deliver oral presentations using various multimedia tools

**Activities:**
- Multimedia presentation  
- Software application projects  
- Speed and accuracy development  
- Internet resources such as: Google Drive and Prezi

**Fees & Supplies:** $7 Lab Fee includes computer related materials, and a USB storage device is highly recommended.

**Articulation:** This is a transcripted course with WCTC. (Students can earn 3 elective college credits.)

### Computer Programming (BE124)

**Discipline:** Business Education and Marketing  
**Credits:** 1  
**Grade Level:** 9, 10, 11, 12  
**Prerequisites:** Algebra (505) or Algebra A (506) and Algebra B (507)

**Description:** This is a beginning level programming course. Students will understand the operation of browsers using the JavaScript programming language. The basics of HTML and CSS as they relate to designing the final pages will also be discussed. Students will learn to design and code interactive Web pages using algorithms and commands of the JavaScript language. Program design principles will also be discussed. This course will prepare students for the next level course which is AP Computer Programming.

**Skills learned, reinforced, advanced and applied:**
- Identify the difference between hardware and software  
- Plan procedures in order to create a program to solve a problem  
- Apply arithmetic and relational operators in programming  
- Code the computer in order to make decisions  
- Input data using assignment, data and user interactive statements  
- Utilize a variety of loop structures  
- Use a variety of valuable forms to maximize storage and retrieval of values  
- Apply a variety of techniques to sort data  
- Design menu driven programs to include proper prompts and error traps  
- Demonstrate respect of the work of other technology users

**Activities:**
- Guided practice programs (code and executables)  
- Tests and activities  
- Written homework assignments  
- Research paper

**Fees & Supplies:** $10 Lab Fee includes computer related materials. Also needed: binder, notebook, book cover, pencil and paper.

**Articulation:** This is a transcripted course with WCTC. (Students can earn 3 elective college credits.)

**NOTE:** Computer courses DO NOT COUNT toward the math requirement for graduation.
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Advanced Placement Computer Science (BE125)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Business Education and Marketing</td>
</tr>
<tr>
<td>Credits:</td>
<td>2 (Weighted grade – 5.0 scale)</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Advanced Algebra (504), Computer Programming (124) and Teacher Recommendation</td>
</tr>
</tbody>
</table>

**Description:**
Advanced Placement Computer Programming is the equivalent of a first course in computer programming offered in college and university computer science departments. Major topics include programming methodology, algorithms, and data structures as they are implemented in the programming language JAVA. This course will prepare students to take the AP Computer Science exam in May.

**Skills learned, reinforced, advanced and applied:**
- Summarize the history of computing
- Use algorithms to create programs
- Use a variety of loop structures
- Use recursion and searching programming
- Learn to evaluate programs and debug them
- Learn Object Oriented Programming
- Analyze different programming languages
- Demonstrate the social and ethical impact of technology in society
- Input data using assignment and user interactive statements

**Activities:**
- Guided Practice
- In-Class Programming
- Analytical writing and reading
- Research Paper

**Fees & Supplies:** $10 Lab Fee includes computer related materials. Also needed: binder, book cover, pencil and paper.

**NOTE:** Computer courses DO NOT COUNT toward the math requirement for graduation.

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Advanced Applications and Web Page Design (BE104)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Business Education and Marketing</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Computer Applications (110)</td>
</tr>
</tbody>
</table>

**Description:**
Students will utilize current business software packages to create advanced levels of personal, school-related, and business documents. Students will also learn to develop, create and build a “professional" web site utilizing some of the most sophisticated software programs such as: Adobe Photoshop, Web Design Studio (Dreamweaver, Flash, and Fireworks). An understanding of basic to advanced HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets) will be the underlying base of knowledge that will be built upon throughout the course.

**Skills learned, reinforced, advanced and applied:**
- Develop a “professional" website
- Integrate programs to enhance a site with animations
- Work as a member of a web developing “team" to create an informative and interactive business site
- Utilize software programs to create sophisticated buttons, banners and graphics to enhance the site

**Activities:**
- Daily assignments
- Oral presentations
- Individual and team projects
- Create personal, business and school-related web page with links
- Application of reading and writing to learn activities
- Guest speakers

**Fees & Supplies:** $7 Lab Fee includes computer related materials, and a USB storage device is highly recommended.
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Accounting (BE100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Business Education and Marketing</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
</tbody>
</table>

**Description:**
Students will learn the accounting principles and procedures and how they affect both their professional and personal lives. The complete accounting cycle is presented from starting an accounting system for a sole proprietorship to the accounting cycle for a corporation through related problems, projects, and a month long simulation at the end of the course.

**Skills learned, reinforced, advanced and applied:**
- Learn the various steps of the accounting cycle and explain the purpose of each step
- Use spreadsheet and accounting software to maintain accounting records and analyze the differences between manual and computerized accounting systems
- Compare and contrast the differences between the accounting cycle for a proprietorship, partnership, and corporations
- Prepare and explain the purpose of each financial statement
- Prepare and maintain payroll records
- Prepare and maintain payroll records

**Activities:**
- Automated accounting software projects
- Written informational interview/occupational experience
- Guided practice
- Guest speakers
- Workbook activities
- Simulation

**Fees & Supplies:** $40 Lab Fee includes workbook, simulation, and other classroom materials. Also needed: notebook, calculator, pocket folder and ruler.

**Note:** Advanced Standing with WCTC

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Advanced Accounting (BE102)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Business Education and Marketing</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>'B' or higher in Accounting (100) and Consent of Instructor</td>
</tr>
</tbody>
</table>

**Description:**
Students will utilize skills from Accounting at an advanced level by learning how to do accounting for corporations which includes preparing payroll records, financial statements, and simulations. Several microcomputer activities will be done using an automated accounting software package and Excel spreadsheets.

**Skills learned, reinforced, advanced and applied:**
- Explain the purpose of depreciation and prepare calculations
- Prepare federal, state, and local payroll records and reports
- Differentiate between State and Federal Income Tax forms and taxation at the personal and business levels
- Apply and analyze corporate accounting procedures to record and report financial data for a business
- Use advanced Excel spreadsheet and automated accounting software to maintain advanced accounting records and analyze the differences between manual and computerized accounting systems
- Compare and contrast the differences between the accounting cycle for a proprietorship, partnership, and corporation

**Activities:**
- Automated accounting software projects
- Simulation
- Written informational interview/occupational observation
- Workbook activities

**Fees & Supplies:** $35 Lab Fee includes workbook, simulation, and other classroom materials. Also needed: notebook, calculator, pocket folder and ruler.
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Personal Finance (BE120)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Business Education and Marketing</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
</tbody>
</table>

**Description:**
In the modern marketplace, students face more financial choices and dangers than any previous generation. This course will provide students a foundation in personal finance to facilitate their transition into competent, confident, and financially literate citizens. Students will develop a practical knowledge of the real world of personal financial management. Principles of money management and strategies for financial decision-making will be highlighted.

Major units of study include: money management and decision-making, managing credit, budgeting, purchasing a car and house, maintaining checkbooks and bank accounts, filing taxes, investments, consumer protection issues and frauds, insurance, and retirement options.

**Skills learned, reinforced, advanced and applied:**
- Understand the relationship between education, income, career and desired lifestyle
- Develop skills needed to identify, plan for and achieve financial goals
- Demonstrate ability to use money management skills and strategies
- Contrast/compare purposes, services and fees of financial institutions
- Differentiate between various investment products
- Identify, compare, and evaluate credit products and services
- Explain how risk management strategies protect against financial loss
- Identify personal tax obligations
- Critical thinking skills for the market place
- Decision-making skills

**Activities:**
- Oral and visual presentations
- Checkbook simulations
- Guest speakers
- Exploring community resources
- Stock market simulation

**Fees & Supplies:** $10.00 Lab Fee includes simulation materials. Also needed: folder, 2 spiral notebooks, calculator and loose-leaf paper. A USB storage device is highly recommended.

**Articulation:** This is a transcripted course with WCTC. (Students can earn 3 elective college credits.)

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Marketing (BE119)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Business Education and Marketing</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
</tbody>
</table>

**Description:**
Students in Marketing utilize skills they are learning across the curriculum. Marketing students actually run the school store (Charger Corner). They use the store as a hands-on learning lab where they practice selling, promotion, pricing, financing, product service management, and other marketing functions. Students gain an appreciation for principles of management and entrepreneurship as well as advertising, distribution, and marketing career opportunities.

**Skills learned, reinforced, advanced and applied:**
- Present a sales demonstration for a specific product
- Develop and market a new product
- Create an advertising campaign
- Determine customer needs and wants
- Calculate retail math
- Develop a feature/benefit chart and a sales presentation
- Analyze factors that influence a consumer’s decision to buy
- Oral/written communications using multimedia tools
- Management communication skills

**Activities:**
- Operate “Charger Corner” before and after school and during advisement (minimum 15-20 shifts)
- Team and individual projects
- Computer retail simulation
- Professional sales presentation
- Public relations project
- Field trip
- Guest speakers
- Compete at DECA conference
- Every marketing student is highly encouraged to join DECA (An association of marketing, management, and entrepreneurship students)

**Fees & Supplies:** $15.00 Lab Fee includes simulation and other classroom materials. Also needed: notebook, pen and paper. A USB storage device is highly recommended.

**Articulation:** This is a transcripted course with WCTC. (Students can earn 3 elective college credits.)
Course Title: Sports and Event Marketing (BE127)
Discipline: Business Education and Marketing
Credits: 1
Grade Level: 10, 11, 12
Prerequisites: Marketing (119)

Description:
There is more to sports than statistics and who won the game! Look behind the scenes of multi-billion dollar industries and find out the business side of sports, entertainment and event planning. This fascinating service area is a growing industry that employs athletes, musicians, stage crew, advertising agents, promotion agents, personal attendants, sports agents, event planners, and numerous other related professionals in management. This course focuses on the marketing strategies of sports and entertainment activities/events. Students explore the content areas of event planning, sponsorships, public image, endorsements, legal issues, ticket sales, recreation marketing and the entertainment industry. Students interested in a wide variety of careers, especially students interested in the field of Business will benefit from this course. Students will be strongly encouraged to join our student organization DECA.

Skills learned, reinforced, advanced and applied:
- Students will recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society as they relate to the sports and entertainment industry.
- Students will analyze the characteristics, motivations, and behaviors of consumers in order to develop a targeted marketing plan.
- Students will analyze the influence of external factors on the sports & entertainment industry.
- Students will analyze the elements of the marketing mix, their interrelationships, and how they are used in the sports and entertainment marketing process.
- Students will apply marketing and management skills to plan an international marketing campaign for a major sports or entertainment event.
- Students will develop a global perspective as a citizen and consumer.

Activities:
- Develop an informed position on a marketing related issue through research and analysis.
- Evaluate and justify the role of effective sponsorship.
- Formulate and develop the effectiveness of a sports/event brand through product licensing, ticketing issues and promotions.
- Investigate and report on the diversity of career and employment opportunities in the sports/event marketing industry.
- Strategize collectively in project teams to develop a promotional campaign for a sports/event by problem solving, using critical thinking and inquiry based exploration.
- Opportunity to compete at DECA conference with sports/event marketing plans.

Fees & Supplies: $15.00 includes simulation and other classroom materials. Also needed are a notebook, pen, paper, and a USB storage device.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Discipline</th>
<th>Credits</th>
<th>Grade Level</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance Youth Apprenticeship (BE116)</td>
<td>Business Education and Marketing</td>
<td>2</td>
<td>11</td>
<td>Consent of Extended Learning Coordinator and Business Education Instructor</td>
</tr>
</tbody>
</table>

**Description:**
This is a program open to juniors and/or seniors that combines academic education, occupational instruction, and work-based learning with an employer in the field of finance. Students take two courses at WCTC, which accompanies a paid work experience. Student must apply and be selected by the Extended Learning Coordinator and instructor after an interview process in the winter/spring of his/her sophomore year.

**NOTE:** Students must provide their own transportation to and from their training station.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Discipline</th>
<th>Credits</th>
<th>Grade Level</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Co-Op (BE107)</td>
<td>Business Education and Marketing</td>
<td>1 or 2</td>
<td>12</td>
<td>Consent of Extended Learning Opportunities Coordinator and Instructor Consent AND Computer Applications (110) or Accounting (100)</td>
</tr>
</tbody>
</table>

**Description:**
Students must be enrolled in an advanced level Business Education course directly related to their co-op experience. Students will apply skills and knowledge gained in upper level courses to their related on-the-job training. Students could be released early in the school day and must work at their designated training station for the semester or entire school year. Students must successfully complete the application process, secure a job, and get consent of instructor to be accepted into the co-op program.

**Fees & Supplies:** 1" three-ring binder

**NOTE:** Students must provide their own transportation to and from their training station.

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**Offered in 2017 – 2018**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Discipline</th>
<th>Credits</th>
<th>Grade Level</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurship (BE126)</td>
<td>Business Education and Marketing</td>
<td>1</td>
<td>9, 10, 11, 12</td>
<td>None</td>
</tr>
</tbody>
</table>

**Description:** Eighty percent of all businesses in the United States are classified as small businesses. Research, breakthrough thinking, idea generation, processes, and relationships are the elements entrepreneurs bring to the marketplace. Entrepreneurship is a course of study for students who want to learn and explore the challenges that are inherent in beginning and maintaining a business. Students in this class will not only learn about entrepreneurship, they will write their own business plans and put them into action in a school based enterprise. Students will experience hands-on learning as they operate their own business while still in high school.

**Articulation:** This is a transcripted course with WCTC. (Students earn 3 elective college credits.)
DEPARTMENT GOAL

To graduate from Hamilton High School, all students are required to complete four credits of Communication Arts.

- At the freshman, sophomore, and junior level, all students (not following the Honors course sequence) enroll in Communication Arts 9, 10, and 11.
- Students in the honors course sequence enroll in Communication 9 Honors in the freshman year, Honors European Literature in the sophomore year, Advanced Placement Language and Composition in the junior year, and Advanced Placement Literature and Composition in the senior year.
- Students who have not taken the honors track have the option beginning in the junior year to take Advanced Placement Language and Composition instead of Communication Arts 11, if they satisfy pre-requisites. Please see the course description for details.
- As students advance to the senior level, they will choose one credit from a list of more specialized courses: Issues in Contemporary Literature, Multi-Genre Reading and Writing, College Writing and Reading, Advanced Placement Language and Composition (if not taken in the junior year), and Advanced Placement Literature and Composition.

All courses offered incorporate literature, media, oral/written communication, and language study. In addition, skills in research and evaluation will be developed, requiring students to use outside resources. Students are expected to have access to a writer's handbook, thesaurus, and dictionary outside the classroom. Communication Arts classes infuse activities from Student Resources pages, on-line textbooks and other web-based resources. Access to the internet outside of school (from home or public library, for example) is occasionally needed. Daily homework is an expectation for all Communication Arts classes.

In addition, the Communication Arts department offers elective courses in creative writing, drama, radio and television production and film-making.

The Communication Arts curriculum has been designed to ensure that all students graduating from Hamilton High School will achieve the same set of proficiencies in reading, writing, listening, speaking, and thinking which will prepare them for the future, including technical school, college, or a career beginning immediately after graduation.
<table>
<thead>
<tr>
<th>RELATED CAREER PATHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Actress or Actor</td>
</tr>
<tr>
<td>• Administrative Assistant</td>
</tr>
<tr>
<td>• Blogger</td>
</tr>
<tr>
<td>• Clergy</td>
</tr>
<tr>
<td>• Counselor</td>
</tr>
<tr>
<td>• Editor</td>
</tr>
<tr>
<td>• Essayist or Author</td>
</tr>
<tr>
<td>• Film maker</td>
</tr>
<tr>
<td>• Judge</td>
</tr>
<tr>
<td>• Lawyer</td>
</tr>
<tr>
<td>• Lecturer</td>
</tr>
<tr>
<td>• Librarian</td>
</tr>
<tr>
<td>• Lyric &amp; Song Writer</td>
</tr>
<tr>
<td>• Motivational Speaker</td>
</tr>
<tr>
<td>• Paralegal</td>
</tr>
<tr>
<td>• Personnel Manager</td>
</tr>
<tr>
<td>• Poet</td>
</tr>
<tr>
<td>• Political Scientist</td>
</tr>
<tr>
<td>• Professor</td>
</tr>
<tr>
<td>• Publicist</td>
</tr>
<tr>
<td>• Public Relations</td>
</tr>
<tr>
<td>• Radio/TV Producer</td>
</tr>
<tr>
<td>• Receptionist</td>
</tr>
<tr>
<td>• Reporter</td>
</tr>
<tr>
<td>• Sales Manager</td>
</tr>
<tr>
<td>• Sales Person</td>
</tr>
<tr>
<td>• Script Reader</td>
</tr>
<tr>
<td>• Social Worker</td>
</tr>
<tr>
<td>• Stenographer</td>
</tr>
<tr>
<td>• Teacher</td>
</tr>
<tr>
<td>• Training Professional</td>
</tr>
<tr>
<td>• Web Page Designer</td>
</tr>
<tr>
<td>• Writer</td>
</tr>
<tr>
<td>Communication Arts Graduation Requirements</td>
</tr>
<tr>
<td>------------------------------------------</td>
</tr>
<tr>
<td>4 credits of COMMUNICATION ARTS are required for graduation:</td>
</tr>
<tr>
<td>1. Communication Arts 9, Communication Arts A/B, or Communication Arts 9 Honors</td>
</tr>
<tr>
<td>2. Communication Arts 10 or Honors European Literature</td>
</tr>
<tr>
<td>3. Communication Arts 11 or Advanced Placement Language and Composition</td>
</tr>
<tr>
<td>4. A minimum of one credit of the following:</td>
</tr>
<tr>
<td>• Issues in Contemporary Communication Arts</td>
</tr>
<tr>
<td>• Multi-Genre Reading and Writing</td>
</tr>
<tr>
<td>• College Writing and Reading</td>
</tr>
<tr>
<td>• Advanced Placement Language and Composition (if not taken Junior year)</td>
</tr>
<tr>
<td>• Advanced Placement Literature and Composition</td>
</tr>
<tr>
<td>A minimum of one (1) credit of Communication Arts must be taken each year of high school.</td>
</tr>
<tr>
<td>Communication Arts Elective Courses: (These classes are offered for enrichment and do not satisfy the one credit per year requirement for graduation.)</td>
</tr>
<tr>
<td>• Creative Writing</td>
</tr>
<tr>
<td>• Drama in Literature and Performance</td>
</tr>
<tr>
<td>• Film Production</td>
</tr>
<tr>
<td>• Radio and Television Production</td>
</tr>
<tr>
<td>Selecting classes if one does NOT wish to continue in Honors classes:</td>
</tr>
<tr>
<td>• If a student is enrolled in Honors Communication Arts 9 and DOES NOT wish to continue in the honors program, the student should take Communication Arts 10 as a sophomore.</td>
</tr>
<tr>
<td>• If a student is enrolled in Honors European Literature and DOES NOT wish to continue in the honors program, the student should take Communication Arts 11 as a junior.</td>
</tr>
<tr>
<td>• If a student in the honors program does not wish to continue into Advanced Placement Language and Composition or Advanced Placement Literature, the student should take Multi-Genre Reading and Writing, Issues in Contemporary Literature, or College Writing and Reading as a senior.</td>
</tr>
<tr>
<td>Supply List for Communication Arts Courses:</td>
</tr>
<tr>
<td>• notebook</td>
</tr>
<tr>
<td>• folder or three-ring binger</td>
</tr>
<tr>
<td>• black or blue pens</td>
</tr>
<tr>
<td>• #2 pencils</td>
</tr>
<tr>
<td>• 3” x 5” or 4” x 6” note cards</td>
</tr>
<tr>
<td>• access to thesaurus, dictionary and writing handbook</td>
</tr>
<tr>
<td>• access to colored pens, markers, colored pencils and highlighters</td>
</tr>
<tr>
<td>• sticky notes (like Post-It brand notes)</td>
</tr>
<tr>
<td>Course Title: Communication Arts 9 (CA205)</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Discipline: Communication Arts</td>
</tr>
<tr>
<td>Credits: 1</td>
</tr>
<tr>
<td>Grade Level: 9</td>
</tr>
<tr>
<td>Prerequisites: None</td>
</tr>
</tbody>
</table>

**Description:**
Communication Arts 9 is a required course designed as a foundation for the further study of Communication Arts and all other subject areas in high school. Students will work on reading, writing, listening, speaking, thinking, note-taking, and researching skills. These skills will be used to examine prose, fiction, poetry, and mass media.

**Skills learned, reinforced, advanced and applied:**
- Critical reading on a variety of literary genres: a Shakespearean play, a novel, poetry, short stories, and nonfiction
- Writing for a variety of purposes: summary, reflection, information, comparison and/or contrast, persuasion, and analysis
- Instruction in standard English usage and grammar
- Participating in class discussions, small group work, informal activities, and class readings
- Preparing formal and informal presentations
- Using research materials and maintaining an organized note-taking system for class and homework activities

**Activities:**
- Class discussion
- Essays developed through the writing process
- In class writing prompts
- Research and organization
- Formal speeches and small group presentations
- Play, novel, poetry, short stories, and nonfiction works
- Independent reading assignments, including an independent novel

**Fees & Supplies:** See supply list on page 41 for Communication Arts courses.

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**Course Title:** Communication Arts 9 Honors (CA206)  
**Discipline:** Communication Arts  
**Credits:** 1  
**Grade Level:** 9  
**Prerequisites:** Students are identified for participation in honors coursework by a combination of grades in class, standardized test scores and student interest. Students will be notified in January by mail if they have qualified for grade 9 honors courses.

**Description:**
Communication Arts 9 Honors is a highly rigorous and challenging curriculum; however, not all college-bound students will take this course. The course is designed for students who are capable of learning more quickly and at a deeper level. Students must possess a strong interest in reading and writing. In addition, students will work on reading, writing, listening, speaking, critical thinking, note-taking, and researching skills. These skills will be applied to a variety of genres.

**Skills learned, reinforced, advanced and applied:**
- Critical reading of challenging literature
- Writing for a variety of purposes including literary analysis
- Application of research methodology
- Extemporaneous writing and speaking
- Essays developed through the writing process
- Vocabulary expansion
- Language study

**Activities:**
- Class discussion
- Individual and small group projects and presentations
- Intensive reading and independent reading assignments (including an independent novel project)
- Research

**Fees & Supplies:** See supply list on page 41 for Communication Arts courses and a copy of No Fear Shakespeare: King Lear
### Communication Arts 9A (CA215A)

**Discipline:** Communication Arts  
**Credits:** 1  
**Grade Level:** 9  
**Prerequisites:** None  

**Description:** Communication Arts 9 A & B is a two-semester course developed to address the needs of students who would benefit from additional support in Communication Arts. This course meets the freshman Communication Arts requirement. It is a foundation for the further study of Communication Arts and all other subject areas in high school. Students will work on reading, writing, listening, speaking, thinking, note-taking, and researching skills. These skills will be used to examine prose, fiction, poetry, and mass media. The pace of the combined A & B classes cover a full year to allow students to grasp the foundations of high school English with additional time and support. Students will be introduced to a variety of strategies that will aid in their understanding of the concepts and will be given additional time to complete work to ensure that the necessary skills are learned. Communication Arts A is a prerequisite for Communication Arts B. It is recommended that these courses be taken in consecutive semesters.

**Skills learned, reinforced, advanced and applied:**
- Critical reading on a variety of literary genres: a Shakespearean play, a novel, poetry, short stories, and nonfiction
- Writing for a variety of purposes: summary, reflection, information, comparison and/or contrast, persuasion, and analysis
- Instruction in standard English usage and grammar
- Participating in class discussions, small group work, informal activities, and class readings
- Preparing formal and informal presentations
- Using research materials and maintaining an organized note-taking system for class and homework activities

**Activities:**
- Class discussion
- Essays developed through the writing process
- In class writing prompts
- Research and organization
- Formal speeches and small group presentations
- Play, novel, poetry, short stories, and nonfiction works
- Independent reading assignments, including an independent novel

**Fees & Supplies:** See supply list on page 41 for Communication Arts courses.

### Communication Arts 9B (CA215B)

**Discipline:** Communication Arts  
**Credits:** 1  
**Grade Level:** 9  
**Prerequisites:** Communication Arts 9A (215A)  

**Description:** See Communication Arts 9A (215A)

**Fees & Supplies:** See supply list on page 41 for Communication Arts courses.
### Communication Arts 10 (CA202)
**Discipline:** Communication Arts  
**Credits:** 1  
**Grade Level:** 10  
**Prerequisites:** Communication Arts 9 (205)

**Description:**
Although Communication Arts 10 builds on the reading, writing, and speaking skills fostered in Communication Arts 9, the sophomore year focuses primarily on writing skills. Students will apply the six-step writing process to formal essays, concentrating on persuasive, informative, and analytical writing. Students will also learn the skills of oral communication both individually and in collaborative groups and present a persuasive speech or debate. In addition, the process of composing an informative research paper of length with citations will be emphasized as well as analyzing a literary work of length.

**Skills learned, reinforced, advanced and applied:**
- Organization of formal essays utilizing the steps of the writing process
- Critical reading to acquire information, to interpret and analyze fiction and nonfiction
- Language study
- Research
- Writing and speaking to communicate with different audiences for a variety of purposes including to inform, describe, persuade, and analyze

**Activities:**
- Formal essay format
- Research paper
- Impromptu writing
- Persuasive speech/debate
- Reading and analyzing a novel
- Independent reading assignments, including an independent novel project
- Grammar and vocabulary quizzes

**Fees & Supplies:** See supply list on page 41 for Communication Arts courses.

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### Honors European Literature (CA201)
**Discipline:** Communication Arts  
**Credits:** 1  
**Grade Level:** 10  
**Prerequisites:** Students are identified for participation in honors coursework by a combination of grades in class, standardized test scores and student interest.

**Description:**
Students will develop reading, writing, speaking, listening and thinking skills through the study of classical literature. They will develop skills of comprehension, analysis and appreciation by studying this literature both from a historical perspective and a modern point of view.

**Skills learned, reinforced, advanced and applied:**
- Read, interpret, and critically analyze a variety of literature including mythology, Homeric epic, Arthurian legends, Shakespearean drama, and a 19th century novel
- Develop informal writing skills by responding, reacting, recording, reflecting, through the use of a journal
- Refine formal writing skills of analysis, persuasion, research, and narration through the application of the writing process
- Prepare formal and informal oral presentations that are organized, developed, and polished, demonstrating poise during presentation and effective interaction with the audience
- Strengthen listening skills by recording meaningful notes and contributing constructive feedback
- Work cooperatively with others to research, problem-solve, analyze, synthesize ideas and report to large group

**Activities:**
- Cooperative group work
- Formal and informal oral presentations
- Journal/Notebook written activities
- Critical analysis of classic literature including mythology, epic poetry, drama, novel nonfiction
- Essays developed through the writing process
- Individual selection of classic novels and related reports
- Language study

**Fees & Supplies:** See supply list on page 41 for Communication Arts courses.
<table>
<thead>
<tr>
<th>Course Title: Communication Arts 11 (CA204)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline: Communication Arts</td>
</tr>
<tr>
<td>Credits: 1</td>
</tr>
<tr>
<td>Grade Level: 11</td>
</tr>
<tr>
<td>Prerequisites: Communication Arts 9 (205) and Communication Arts 10 (202)</td>
</tr>
</tbody>
</table>

**Description:**
Communication Arts 11 is a required course designed to continue the skills learned in Communication Arts 9 and 10. Students will read and analyze a variety of texts from different time periods in American Literature to determine meaning and interpret content and structure appropriate to the text’s purpose and audience. Students will use the writing process to produce pieces in which the development, organization, and style are appropriate to the task’s purpose and audience. They will also present evidence or support to analyze and synthesize various ideas and listen attentively to build on others’ ideas. Students will choose vocabulary, syntax, and conventions to communicate appropriately.

**Skills learned, reinforced, advanced and applied:**
- Research and citations of source information
- Refine formal writing skills of analysis and persuasion
- Develop vocabulary and ability to use words by examining their origins, histories, connotations and denotations
- Read, interpret and analyze a variety of American literature
- Prepare formal and informal presentations that are organized, developed and polished

**Activities:**
- Reading of a variety of works of American Literature
- Formal and informal presentations
- Essays developed through the writing process
- Reading of an independent book
- Performance assessment
- District 11th grade writing assessment
- Vocabulary development
- Group work and discussion
- Language study

**Fees & Supplies:** See supply list on page 41 for Communication Arts courses.
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Issues In Contemporary Literature (CA207)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Communication Arts</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Communication Arts 9 (205), Communication Arts 10 (202), Communication Arts 11 (204)</td>
</tr>
</tbody>
</table>

**Description:**
All senior level Communication Arts courses begin by developing skills in creating effective college application essays before students continue with course-specific content.

This course will develop the student’s ability for a more technical contemporary world. Technical writing, oral communication for business and technical presentation, and workplace communication skills are blended with contemporary fiction and non-fiction literature. Over the semester students work in a simulated workplace environment, blending traditional communication arts development with real world application. Web-based technical communication and media production tools are also infused throughout the course.

**Skills learned, reinforced, advanced and applied:**
- Analyzing and adapting for audiences, purposes and situations
- Creating technical documents that solve problems and improve situations through communication
- Creation of oral and written presentations
- Critical reading to acquire information, interpret and analyze
- Writing effectively in technical style
- Designing convincing and usable technical documents
- Working collaboratively in workplace groups
- Research
- Using alternate media to enhance effective communication

**Activities:**
- College application essay preparation
- Workplace simulation activities
- Individual presentations
- Pair or small group presentations
- Reading a variety of literature
- Employment application preparation
- Web and media production exercises
- Informal writing activities
- Formal essays
- Group discussion

**Fees & Supplies:** See supply list on page 41 for Communication Arts courses.
| Course Title: | Multi-Genre Reading and Writing / Traditional Delivery Format (CA208) |
| Discrimption: | Communication Arts |
| Credits: | 1 |
| Grade Level: | 12 |
| Prerequisites: | Communication Arts 9 (205), Communication Arts 10 (202), Communication Arts 11 (204) |

**Description:**
All senior level Communication Arts courses begin by developing skills in creating effective college application essays before students continue with course-specific content. This course focuses on the development and presentation of the student’s creative abilities through the exploration of literature, composition, reading, writing and oral communication experiences. The class develops students’ ability to comprehend, interpret, evaluate, and write the following types of literature: Shakespeare, mystery, horror and supernatural, poetry and non-fiction.

**Skills learned, reinforced, advanced and applied:**
- Creating original texts in multiple genres
- Examining ways in which authors use language, imagery, figures of speech, allusions, symbols, irony, and other devices
- Investigation and reporting on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events
- Organizing and developing oral and written formal presentations
- Producing a polished original work of fiction which may include a short story, character sketch, poetry and satire/parody
- Utilizing solid proofreading skills to identify correct grammar and usage weaknesses such as sentence structure, punctuation, spelling, etc.
- Completing college and scholarship essays

**Activities:**
- Individual, pair, small and large group presentations
- Reading and analyzing a variety of literature
- Reading from a variety of genres including novels, short stories, plays and poetry
- Research activities
- Impromptu writing responses
- Formal essays developed through the writing process
- Informal writing including note-taking, summary writing, and journalizing
- Independent reading assignments, including two independent novels
- Workshop writing experiences

**Fees & Supplies:** See supply list on page 41 for Communication Arts courses.
Course Title: Multi-Genre Reading and Writing/Blended-Online (CA220)
Discipline: Communication Arts
Credits: 1
Grade Level: 12
Prerequisites: Communication Arts 9 (205), Communication Arts 10 (202), Communication Arts 11 (204), Internet accessibility outside of school, and transportation to/from school

Note: Only TWO online sections of this class are being offered at this time, and space is limited; therefore, some students may be placed in the traditional, face-to-face version of the same class. Students will be notified by mail if they are in an online section.

Description:
All senior level Communication Arts courses begin by developing skills in creating effective college application essays before students continue with course-specific content. This course completes the fourth and final English credit required for graduation. It is designed to help each student transition successfully to the increasingly online educational environment experienced in many colleges and universities.

Blended instruction combines traditional face-to-face class time with online delivery of educational content. Students will meet face-to-face two days per week (unless the curricular needs dictate more time), and the rest of the content will be available through Google. Students will submit assignments electronically, communicate through email and/or instant chat, and share ideas with classmates through discussion boards. Therefore, each student will need a computer with Internet access to complete the class requirements.

The class focuses on the development and presentation of the student’s creative abilities through the exploration of literature, composition, reading, writing and oral communication experiences. The class develops students’ ability to comprehend, interpret, evaluate, and write the following types of literature: Shakespeare, mystery, horror and supernatural, poetry and non-fiction.

Skills learned, reinforced, advanced and applied:
- Creating original texts in multiple genres
- Examining ways in which authors use language, imagery, figures of speech, allusions, symbols, irony, and other devices
- Investigation and reporting on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events
- Organizing and developing oral and written formal presentations
- Producing a polished original work of fiction which may include a short story, character sketch, poetry and satire/parody
- Utilizing solid proofreading skills to identify correct grammar and usage weaknesses such as sentence structure, punctuation, spelling, etc.
- Experimenting with technology to access, analyze, and produce coursework
- Communicating with peers through a number of online resources
- Completing college and scholarship essays

Activities:
- Individual, pair, small and large group presentations, using Google Docs, Skype, and/or virtual classrooms
- Reading and analyzing a variety of literature
- Reading from a variety of genres including novels, short stories, plays and poetry
- Research activities
- Impromptu writing responses
- Workshop writing experiences
- Formal essays developed through the writing process
- Informal writing including note-taking, summary writing, and journalizing
- Independent reading assignments, including two independent novels
- Electronic assignment uploads
- Communication through email, instant chat, discussion boards, or virtually

Fees & Supplies: See supply list on page 41 for Communication Arts courses.
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>College Writing and Reading (CA218)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Communication Arts</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Communication Arts 9 (205), Communication Arts 10 (202), Communication Arts 11 (204)</td>
</tr>
</tbody>
</table>

**Description:**
All senior level Communication Arts courses begin by developing skills in creating effective college application essays before students continue with course-specific content. College Writing and Reading is a course for those who plan to attend a college, university, or technical school and want advanced work in technical writing and reading. Students will review the traditional analysis essay, and then will begin work on alternative writing forms such as the technical report, business letters and memos, and summary and evaluation. Specific skills such as organizational techniques, methods of documenting research, vocabulary strategies, and analysis of media will also be reinforced. Students will learn reading strategies, public speaking techniques, and study skills that can be applied to their college-level work.

**Skills learned, reinforced, advanced and applied:**
- Writing in a variety of situations (impromptu, over time, in collaboration, alone) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation
- Writing essays demonstrating the capacity to communicate knowledge, opinions, and insights to an intended audience though a clear thesis and effective organization of supporting ideas
- Developing a composition through a series of drafts, using a revision strategy based on purpose and audience personal style, self-awareness of strengths and weaknesses as a writer, and feedback from peers and teachers
- Producing a well-developed, well-organized, clearly written response in effective language and a voice appropriate for audience and purpose
- Delivering a formal oral presentation appropriate to a specific purpose and audience
- Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in literary and non-literary texts
- Drawing on and integrating information from multiple sources when acquiring knowledge and developing a position on a topic of interest
- Applying sophisticated word meanings and word analysis strategies, such as knowledge of roots, suffixes, and prefixes, to unfamiliar words.
- Understanding the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in written communications
- Create media products appropriate to audience and purpose

**Activities:**
- Produce a variety of written forms, including the analytical essay, technical report, online forum posting/response, and business letter
- Use critical reading strategies to comprehend and analyze essays and articles
- Apply research techniques to gather relevant information for synthesis projects
- Use speaking and listening skills to take part in effective small group discussion and formal presentations
- Reflect on learning throughout the semester with a portfolio project

**Fees & Supplies:** See supply list on page 41 for Communication Arts courses.
Course Title: Advanced Placement Language and Composition (CA221)
Discipline: Communication Arts
Credits: 2 (Weighted Grades – 5.0 Scale)
Grade Level: 11 or 12
Prerequisites: 11: 'B' or higher in Honors European Literature (201)
12: 'B' or higher in Honors European Literature (201) and Honors American Literature (203), if applicable, and/or Consent of AP Instructor

Description:
Advanced Placement Language and Composition is designed to hone close reading, cogent writing, and analytical thinking skills. This course prepares students for the Advanced Placement Language and Composition exam in May, which may allow students to earn advanced college status and/or credit.

Skills learned, reinforced, advanced and applied:
- Listening and responding to others' opinions and evaluating those opinions during class or online discussions
- Writing an argument which is supported with persuasive evidence, counter arguments and opposing viewpoints to address audience and purpose
- Writing analysis, synthesis and persuasive responses to non-fiction literature
- Studying and applying college-level vocabulary
- Study and apply poetic devices in personal writing
- Reading, interpreting, and critically analyzing a variety of non-fiction, autobiographies and biographical works
- Preparing formal and informal verbal presentations appropriate for specific audiences and purposes
- Studying and applying grammatical and mechanical conventions as well as rhetorical devices
- Integration of technology in written and oral projects
- Synthesis of non-fiction material containing graphics and other non-print sources

Activities:
- Class and online discussion
- Formal and informal oral presentations
- Analysis of pamphlets, essays, speeches, political and philosophical works, newspaper/magazine articles and poems
- Timed writing prompts
- Diagnostic essay
- Practice Advanced Placement Exams
- Research-based synthesis essay
- Essays developed through writing process
- Vocabulary, grammar, and mechanics quizzes and tests
- An analysis of rhetorical devices in non-fiction works
- A preliminary reading and writing summer assignment

Fees & Supplies: See supply list on page 41 for Communication Arts courses. Students will also be required to purchase Barron's AP Language and Composition preparation book.

NOTE: The first semester credit satisfies a required English credit, and the second semester credit is an elective credit.

NOTE: Students who will be juniors or seniors in the 2016-2017 school year are recommended to take AP Language and Composition.

NOTE: Students who will be seniors in the 2016-2017 school year AND have taken AP Language and Composition are recommended to take AP Literature and Composition. Students who took CA11 as a junior may choose to take AP Language and Composition and/or AP Literature and Composition with a recommendation from the CA11 teacher and approval from the AP teacher.
Course Title: Advanced Placement Literature and Composition (CA222)  
Discipline: Communication Arts  
Credits: 2 (Weighted Grades – 5.0 Scale)  
Grade Level: 12  
Prerequisites: ‘B’ or higher in Honors European Literature (201) and Honors American Literature (203) if applicable, and/or Consent of AP Instructor

### Description:
Advanced Placement English is designed to help students hone close reading, clear writing, and analytical thinking. This course prepares students for the Advanced Placement Literature and Composition exam in May, which may allow students to earn advanced college status and/or credit.

### Skills learned, reinforced, advanced and applied:
- Listening and responding to others’ opinions and evaluating those opinions during class or online discussions
- Writing analytical prompts on literary elements (setting, plot, characterization, point-of-view, theme and author’s style)
- Studying and applying college-level vocabulary
- Studying and applying poetic devices in various works from a variety of authors
- Reading, interpreting, and critically analyzing a variety of literary genres and time periods
- Preparing formal and informal verbal presentations appropriate for specific purposes and audiences
- Studying and applying grammatical and mechanical conventions
- Integration of technology in written and oral projects
- Application of Bloom’s Taxonomy in learning how to evaluate literary works

### Activities:
- Class and online discussion
- Formal and informal oral presentations
- Analysis of poems, short stories, novels, plays, from a variety of authors and time periods
- Essays developed through writing process
- Timed writing prompts
- Diagnostic essay
- Practice Advanced Placement Exams
- A preliminary reading and writing summer assignment
- Vocabulary, grammar, and mechanics quizzes and tests
- Integrating a variety of technologies for planning, composing, presenting, and collaborating

### Fees & Supplies:
See supply list on page 41 for Communication Arts courses. Students will be required to purchase Barron’s AP Language and Barron’s AP Literature Preparation books.

**NOTE:** The first semester credit satisfies a required English credit, and the second semester credit is an elective credit.

**NOTE:** Students who will be juniors or seniors in the 2016-2017 school year are recommended to take AP Language and Composition.

**NOTE:** Students who will be seniors in the 2016-2017 school year AND have taken AP Language and Composition are recommended to take AP Literature and Composition. Students who took CA11 as a junior may choose to take AP Language and Composition and/or AP Literature and Composition with a recommendation from the CA11 teacher and approval from the AP teacher.
Communication Arts Electives

**Note:** These courses may be taken for elective credit. They do not satisfy the one Communication Arts credit per year requirement for graduation.

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Radio and Television Production (CA214)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Communication Arts</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Communication Arts 9 (205)</td>
</tr>
</tbody>
</table>

Description:
Media production is the focus of this elective course. The course focuses on digital production skills—the making of material for an on-line media world. No prior technical expertise or experience is required. Radio and Television Production emphasizes video production skills, sports broadcast production, radio production skills, and broadcast journalism as well as other interactive media. Students produce a variety of products from sports coverage, interviews, public service announcements, to music radio shows, movie trailers, and news broadcasts. Students also analyze professional productions for content, media ethics, and production style.

This class may only be taken once, though additional production experience may be gained by taking Film Production and through Independent Study programs. This course alternates with Film Production.

Skills learned, reinforced, advanced and applied:
- Using technology to acquire, organize, analyze, and communicate information
- Developing various media products to inform or entertain others in school or the community
- Creating media products appropriate to audience and purpose
- Writing and editing of scripts for media production
- Making informed judgments about media and products
- Developing and applying criteria for evaluating a variety of mass media products
- Analyzing the effect of media production techniques, such as music, vocal qualities, camera work, point-of-view, editing and pacing, special effects, and lighting on a variety of audiences
- Analyzing and editing media work as appropriate to audience and purpose
- Developing and applying evaluative criteria of accuracy and point of view to broadcast news programs
- Demonstrating a working knowledge of effective interview practice
- Demonstrating a working knowledge of media production and distribution
- Evaluating the impact of market factors on the effectiveness of media production and distribution
- Evaluating audience feedback on the clarity, form, effectiveness, technical achievement and aesthetic appeal of media work

Activities:
- Writing
- Computer simulations
- Guided practice
- Oral and visual presentations using various media
- Simulation activities
- Analyzing and critiquing
- Script writing
- Radio Productions
- Video productions
- Cable television productions
- Productions using various computer/web media

Fees & Supplies: Lab Fee $20 for consumables – video tape, DVDs, batteries, etc. Folder, loose-leaf paper, pens or pencils, and computer flash drive are also needed. Personal hard drive and all other equipment provided.
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Creative Writing (CA223)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Communication Arts</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Communication Art 9 (205) or Honors Communication Arts 9 (206)</td>
</tr>
</tbody>
</table>

**Description:**
Creative Writing is a course designed to unlock the creative potential of students. It will use a variety of methods of output to give students a myriad of opportunities to cultivate creativity. Students will be taught the various methods of literary creative thought while developing their own process and practice. There will be an emphasis on conventions of modern English and specific vocabulary development as well as reading critically for form and function. Students will be expected to produce at least one piece for publication.

**Skills learned, reinforced, advanced and applied:**
- Organizing, researching, and presenting on topics relating to authors' methods and techniques
- Working in groups to compose, edit and revise pieces of writing
- Analyzing and evaluating literary work for form and intent
- Creative output in a variety of genres
- Speaking skills through various activities
- Focusing on precise language and conventions as a means of communicating specific ideas
- Journal and personal writing skills

**Activities:**
- Creating images
- Oral/written reports on creative topics
- Producing poetry, short fiction, creative non-fiction, plays, and multi-media works
- Preparing and formatting for publication
- Creative games
- Critically reading pieces of literature
- Writing literary and researched analysis
- Exploring technology as a meaning of creative output

**Fees & Supplies:** See supply list on page 41 for Communication Arts courses.
**Drama in Literature and Performance (CA209)**

**Discipline:** Communication Arts  
**Credits:** 1  
**Grade Level:** 9, 10, 11, 12  
**Prerequisites:** None  

**Description:**  
Students will participate in a wide variety of activities related to dramatic literature and performance focusing on the development of their creative, analytical, interpersonal communication, and problem-solving skills. They will develop oral and written reports and perform in scenes and monologues. This class may be taken only once, though additional theater experience may be gained through independent study programs.

**Film Production (CA219)**

**Discipline:** Communication Arts  
**Credits:** 1  
**Grade Level:** 9, 10, 11, 12  
**Prerequisites:** Communication Arts 9 (205)  

**Description:**  
Digital and visual storytelling, camera and editing skills, and documentary and original film production are the emphasis in the Film Production Course. No prior technical expertise or experience is required. Students produce a variety of products from music videos and short films (in a variety of genres) to documentaries and public service films. Screenwriting, storyboarding and project management are also included. Students may also analyze professional productions for content and production style.  

This class may only be taken once, though additional production experience may be gained by taking Radio and Television Production (214) and through Independent Study programs. This course alternates with Radio and Television Production.
Family and Consumer Sciences is concerned with providing educational opportunities for students to help prepare them for the world of work in family and consumer affairs. A variety of courses, which integrate the academic with the practical, help students develop career awareness, a work ethic and employability skills while reinforcing the basic skills of reading, writing, computation and oral communication. Special emphasis is placed on the higher level thinking skills: problem-solving, evaluation, and inductive and deductive reasoning.

**RELATED CAREER PATHS**

<table>
<thead>
<tr>
<th>Athletic Trainer</th>
<th>Occupational Therapist</th>
<th>Psychologist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Worker</td>
<td>Pediatrician</td>
<td>Radiation Therapist</td>
</tr>
<tr>
<td>Counselor</td>
<td>Pharmacist</td>
<td>Surgeon</td>
</tr>
<tr>
<td>Day-Care Director</td>
<td>Physical Therapist</td>
<td>Teacher</td>
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<tr>
<td>Healthcare Practitioner</td>
<td>Physician</td>
<td>Teacher’s Aide</td>
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<tr>
<td>Medical Lab Technician</td>
<td>Psychiatrist</td>
<td>Therapist</td>
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<tr>
<td>Nurse</td>
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</tr>
</tbody>
</table>
### F/CE Occupational Experiences (FC306)

**Discipline:** Family and Consumer Sciences  
**Credits:** 1 or 2  
**Grade Level:** 12

**Prerequisites:** Child Care Co-op – Child Guidance I (303), Child Guidance II (304), and Child Guidance Exploratory with ACCT Certification (302) and consent of Extended Learning Opportunities Coordinator and Instructor  
Food Service Co-op – Consent of Extended Learning Opportunities Coordinator and Instructor

**Description:**
Child Care Co-op students need to have completed the requirements for ACCT certification, while completing all three levels of Child Guidance. Health Care and Food Service Co-op students must be enrolled in the advanced course directly related to their co-op experience or have completed the prerequisite the previous semester. Application of skills and knowledge gained in upper level courses will be utilized in the on-the-job training. Students could be released early in the school day and must work at their designated training station for the entire semester. Students must successfully complete the application process, secure a job, and complete a career portfolio to receive credit. All students interested in a F/CE co-op must have written consent of the instructor.

**Skills learned, reinforced, advanced and applied:**
- Job skills
- Application of employability skills
- Attendance requirement
- Demonstration of work ethic
- On-the-Job training

**Activities:**
- Guided Practice
- Career Portfolio activities
- Self-evaluation
- Employer/employee/teacher evaluations
- Job training

**Fees & Supplies:** 1” three-ring binder

**NOTE:** Students must provide their own transportation to the job site.

### Child Guidance I (FC303)

**Discipline:** Family and Consumer Sciences  
**Credits:** 1  
**Grade Level:** 9, 10, 11, 12  
**Prerequisites:** None

**Description:**
Students will develop an understanding of the physical, social, emotional and cognitive level of children three through five years of age. Students will be responsible for investigating and developing age-appropriate lessons in art, storytelling, social dramatic play, puppetry and cognitive lessons. Each student will keep a journal and create a short story surrounding the experiences of preschool children in Play Group. High school students will organize and participate in a play group setting for nine weeks by working collaboratively with team members.

**Skills learned, reinforced, advanced and applied:**
- Technical and critical reading
- Develop and implement age-appropriate lessons
- Select and balance activities that reflect curricular themes
- Using Internet to obtain information
- Apply technology to create a novel
- Understand and apply employability skills in the workplace
- Problem-solving skills to create a nurturing environment for preschool
- Compare and contrast to evaluate workplace

**Activities:**
- Guided practice
- Simulation
- Software application projects
- Role playing
- Peer evaluations
- Unit projects
- Self-evaluation
- Lesson plan development
- Journaling about development of preschool child
- Original novel

**Fees & Supplies:** $7.00 Lab Fee (Play Group t-shirt), USB storage device (8 GB or larger, optional), 2” binder, stenographer’s notebook (6” x 9”), loose leaf paper, pen, pencils, highlighters (pink, blue, yellow and green), markers, scissors (labeled with name).
### Course Title: Child Guidance II (FC304)
**Discipline:** Family and Consumer Sciences  
**Credits:** 1  
**Grade Level:** 10, 11, 12  
**Prerequisites:** 'C' or higher earned in Child Guidance I (303)

**Description:**
During the first nine weeks of this second level program, students will enhance their understanding of safe environments for children and will study the characteristics of children in middle childhood. They will also investigate the areas of science, math and foods (emphasis on proper nutrition), developing age-appropriate lessons for three to five year olds in these areas. For the last nine weeks, students will organize and participate in Play Group of three to five-year-olds. During this time, they implement lessons developed in first quarter and work collaboratively with fellow team members.

**Skills learned, reinforced, advanced and applied:**
- Technical and critical reading  
- Develop and implement age-appropriate lessons  
- Select and balance activities that reflect curricular themes  
- Using Internet to obtain information  
- Apply technology to generate lessons  
- Problem solving skills to create a nurturing environment for preschool  
- Identifying relationship through comparison-contrast and cause-effect

**Activities:**
- Guided practice  
- Simulation  
- Software application projects  
- Role playing  
- Peer evaluation  
- Unit projects  
- Self-evaluation

**Fees & Supplies:** $12.00 Lab Fee ($7.00 for Play Group t-shirt and $5.00 for lab materials), USB storage device (8 GB or larger, optional), 2” binder, stenographer’s notebook (6” x 9”), loose leaf paper, pen, pencils, highlighters in two colors (pink, blue, yellow and/or green), markers, scissors (labeled with name).

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### Course Title: Child Guidance Exploratory III/ACCT Certification (FC302)
**Discipline:** Family and Consumer Sciences  
**Credits:** 1  
**Grade Level:** 11, 12  
**Prerequisites:** 'C' or higher earned in Child Guidance I (303) and Child Guidance II (304)

**Description:**
In this third level program, students will examine and evaluate current trends in early childhood programs and careers that work with children. They will develop better understanding of students with special needs and health as it applies to the safety of children. Students will develop age-appropriate lessons for preschoolers in social studies, socio-dramatic play, and music and movement. In addition, they will organize and participate in Play Group for three to five-year-olds, working as a lead teacher and productive team member. They will also investigate the characteristics and special care of infants and toddlers. With satisfactory completion of all three levels of Child Guidance (including attendance requirement), Assistant Child Care Teacher (ACCT) certification can be applied for to allow students to coop in the child care field. If ACCT certification is attained, they also have the option of accomplishing Fundamentals of Infant and Toddler Care certification allowing them to work with children birth to two in a daycare setting.

**Skills learned, reinforced, advanced and applied:**
- Technical and critical reading  
- Using Internet to research and gain information  
- Select activities that reflect curricular themes  
- Research child care programs  
- Research child related careers  
- Problem-solve to create a Play Group environment  
- Compare and contrast to evaluate employability skills in the workplace

**Activities:**
- Guided practice  
- Simulation  
- Software application projects  
- Role playing  
- Peer evaluation  
- Unit projects  
- Self-evaluation  
- Lesson plan development  
- Journaling  
- Interviewing  
- Portfolio development  
- Job shadowing  
- Child care programs observations

**Fees & Supplies:** $12.00 Lab Fee ($7 for Play Group t-shirt and $5 for scrapbooking materials and printing), field trip fees as needed, USB storage device (8 GB MB or larger, optional), 2” binder, stenographer’s notebook (6” x 9”), loose leaf paper, pen, pencils, highlighters in 2 colors (pink, blue, yellow, green, purple, and/or orange), markers, scissors (labeled with name), additional scrapbooking materials as needed.

**Articulation:** This is a transcripted course with WCTC.
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Health Youth Apprenticeship (FC311)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Family and Consumer Sciences</td>
</tr>
<tr>
<td>Credits:</td>
<td>2</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>11</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Consent of Extended Learning Opportunities Coordinator</td>
</tr>
</tbody>
</table>

**Description:**
Health Youth Apprenticeship is a two year state certified program. It combines academic education with occupational instruction and work-based learning. State mandated competencies must be met in the classroom and at the work site. An onsite teaching mentor is required for all work experiences. Students may apply for the program their sophomore year, to begin their junior year. Applications are available from the Extended Learning Opportunities Coordinator. The application process also includes an interview with the Extended Learning Opportunities Coordinator as well as with an employer in the health field. If hired, the student becomes part of the apprenticeship program.

**NOTE:** Students must provide their own transportation to their work sites.

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Introduction to Healthcare Professions (FC300)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Family and Consumer Sciences</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>9, 10</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
</tbody>
</table>

**Description:**
This course is designed to provide students with an opportunity to learn about a wide variety of healthcare careers, including educational requirements, current employment trends, and necessary personal characteristics of each career. A historical perspective of the healthcare system is presented. The student is introduced to ethical, legal and safety considerations in healthcare. The student will investigate career-securing strategies and tools. The class helps students interested in working in the healthcare field to make a more informed choice of a program suited to their needs and interests. Sophomore students interested in health apprenticeship should take this class before their junior year.

**Skills learned, reinforced, advanced and applied:**
- Compare and contrast healthcare trends
- Interview
- Research and access accurate information
- Develop medical terminology
- Research a variety health careers
- Understand legal and ethical responsibilities
- Aptitudes, personality and interest analysis
- Guest speakers
- Application of oral and written communication to learning activities

**Activities:**
- Explore community resources
- Research college requirements
- Advocacy journals
- Goal setting and decision making
- Application of oral and written communication to learning activities

**Fees & Supplies:** $5.00 Lab Fee for the nutrition and dietary services unit, field trip fees as needed, USB storage device (512 MB or larger, optional) and a 1 ½” binder (with protective plastic to insert cover design).

**Articulation:** *This is a transcripted course with WCTC.*
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Medical Terminology (FC301)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Family and Consumer Sciences</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Introduction to Healthcare Professions (300), (Biology recommended)</td>
</tr>
</tbody>
</table>

**Description:**
This course provides students who are interested in medical and science careers the opportunity to learn terminology necessary in all areas of the medical field. Students will learn to spell, pronounce and define common medical terminology, abbreviations, and the component parts of medical terms: prefixes, suffixes and word roots. Students will practice formation, analysis and reconstruction of terms. An introduction to operative, diagnostic, therapeutic and symptomatic terminology of body systems, as well as systemic and surgical terminology, is covered.

**Skills learned, reinforced, advanced and applied:**
- Apply the rules of medical language to build terms
- Interpret medical terms related to specific and general body systems
- Solve personal, academic and professional problems using disciplinary concepts and frameworks

**Activities:**
- Written, oral and/or presentations
- Research references
- Use of medical documentation
- Case studies
- Analysis of medical terms used in current communication genre
- Guest speakers
- Application of oral and written communication to learning activities

**Fees & Supplies:** Field trip fees as needed, USB storage device (512 MB or larger, optional) and a 1 ½” binder (with protective plastic to insert cover design).

**Articulation:** This is a transcripted course with WCTC.
Graduation requirements - All students are required to pass both the Personal Fitness Grade 9 and the Fitness/Health Grade 10 courses to fulfill graduation requirements in Fitness Education and Health. This would fulfill the 1 ½ credit State mandated requirement for Fitness Education and the ½ credit State mandated requirement for Health.

For FAILURES in ANY of the above required courses, the student MUST REPEAT the course.

Grade 11 and Grade 12 Elective courses in Fitness Education WILL NOT be allowed to fulfill graduation requirements.

Transfer students must assume responsibility to meet with Guidance counselors for a credit check and approve course registration.

Uniform - Students will be required to have appropriate attire. The student may wear a t-shirt and jogging type shorts with gym shoes and white socks. Sweat suits are suggested for cool weather days. NO CUT-OFFS OR ANY CLOTHING WITH BUTTONS, ZIPPERS, ETC. IS TO BE WORN.

Lock - A school purchased series Master lock (black dial) is required. The lock may be purchased from Templeton or Hamilton at a cost of $5.00.

### RELATED CAREER PATHS

<table>
<thead>
<tr>
<th>Athlete</th>
<th>Kinesiology</th>
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<tbody>
<tr>
<td>Athletic Coach</td>
<td>Lab Technician</td>
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<tr>
<td>Athletic Trainer</td>
<td>Lifeguard</td>
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<tr>
<td>Bacteriologist</td>
<td>Model</td>
</tr>
<tr>
<td>Chiropractor</td>
<td>Nurse</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>Nutrition Specialist</td>
</tr>
<tr>
<td>Dental Hygienist</td>
<td>Occupation Therapist</td>
</tr>
<tr>
<td>Dentist</td>
<td>Organic Chemist</td>
</tr>
<tr>
<td>Dietician</td>
<td>Orthopedist</td>
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<tr>
<td>Exercise Physiologist</td>
<td>Osteopath</td>
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<tr>
<td>Fitness Educator</td>
<td>Personal Trainer</td>
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<tr>
<td>Health Educator</td>
<td>Physical Therapist</td>
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<tr>
<td>Health Statistician</td>
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<td>Public Health</td>
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<td>Recreation Leader</td>
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<td>Sanitary Engineer</td>
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<tr>
<td>Social Worker</td>
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<td>Speech Pathologist</td>
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<td>Sports Writer</td>
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<tr>
<td>Swimming Instructor</td>
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<tr>
<td>Teacher</td>
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<tr>
<td>Umpire</td>
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<tr>
<td>Veterinarian</td>
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<td>Virologist</td>
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<tr>
<td>X-Ray Technician</td>
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<tr>
<td>Course Title:</td>
<td>Personal Fitness 9 (FE409)</td>
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<td>---------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Discipline:</td>
<td>Fitness Education</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>9</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
</tbody>
</table>

**Description:**
This course is designed to develop an individual’s optimum level of physical fitness, and to help them acquire knowledge of physical fitness concepts and understand the significance of lifestyle on one's health and fitness. Successful completion of this course will fulfill 1 credit of the state-mandated fitness education requirement.

**Skills learned, reinforced, advanced and applied:**
- Apply the principles of training
- Understand health-related and skill-related fitness
- Set goals to improve fitness levels and monitor progress
- Understanding nutritional recommendations
- Understand how exercise affects the body
- Understand stress management
- Apply guidelines for exercise
- Design fitness plans

**Activities:**
- Variety of physical activity units
- Self, peer and teacher assessments
- Use of heart rate monitors
- Tests and quizzes, including fitness testing
- Class projects and assignments

**Fees & Supplies:** $10 field trip fee. Students will be required to have a three-ring binder (1½ inches in width).

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Fitness/Health 10 (FE402)</th>
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</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Fitness Education</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
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<td>Grade Level:</td>
<td>10</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Personal Fitness 9 (409)</td>
</tr>
</tbody>
</table>

**Description:**
This course is designed to develop students’ attitudes, habits, and skills involving their personal, family, and community health so that they can make intelligent decisions regarding their health-enhancing behaviors and quality of life. Successful completion of this course will fulfill: ½ credit of the state-mandated Fitness Education requirement and ½ credit of the health requirement. No academic electives/applied academic Fitness Education courses may be taken until both the Personal Fitness 9 and Fitness/Health 10 courses have been passed.

**Skills learned, reinforced, advanced and applied:**
- Achieve a health-enhancing level of fitness
- Link activity with active lifestyle
- Demonstrate responsible social behavior
- Understand activity provides enjoyment, challenge, social interaction and self-expression
- Demonstrate respect for differences among people
- Demonstrate competency and proficiency in movement forms
- Comprehend health promotion and disease prevention concepts
- Demonstrate the ability to access valid health information
- Demonstrate health-enhancing behaviors
- Analyze the influence of culture, media, and technology on health
- Demonstrate interpersonal communication skills
- Demonstrate goal-setting and decision-making skills
- Demonstrate the ability to advocate for personal, family and community health

**Activities:**
- Ethnic dance and individual, dual, and team sport activities
- Fitness testing and goal-setting
- Cooperative learning
- Peer and teacher assessments
- Quizzes and tests
- Term and final exams
- Assignments and projects

**Fee:** $15 fee covers CPR certification and masks. Students will become certified in adult, child and infant CPR and automated external defibrillator (AED) through the American Heart Association.
Course Title: Health 10 – Alternative
Option A (FE417)
Option B (FE418)

Discipline: Fitness Education

Credits:
.5
10

Grade Level:
Personal Fitness 9 (409) & completion of an HHS WIAA sanctioned activity during freshman year including HHS Poms and Cheerleaders

Prerequisites:

Description:
Fitness 10 is comprised of a half credit of health and half credit of Fitness Education. Incoming sophomore students who successfully completed an entire season in a WIAA high school sanctioned activity during their freshman year are eligible to receive .5 credit of Fitness Education, but only if they enroll in a Social Studies, Communication Arts, Science or Math class for .5 credit. This can be accomplished in two ways:

Option A: Students earn the half credit of required health curriculum during a 6 week summer school course, prior to the sophomore year. If a student chooses to take the summer school route, the health/fitness ed course must be substituted during their sophomore year with a course in the core areas listed above. The summer health course will be capped at 60 students.

Option B: Students may utilize the online curriculum by taking regular .5 health credit during the sophomore year while completing the .5 credit of Social Studies, Communication Arts, Science or Math online. Students may visit the Brigham Young University website for online course options. Please note: the online course option is taught and completed by students during the context of the school day. This class is capped at 30 students.

The traditional Fitness 10 course will continue to be offered as it previously has been to all sophomore students.

Skills learned, reinforced, advanced and applied: See Fitness/Health 10 (402)

Activities: See Fitness/Health 10 (402)

Course Title: Modified Fitness/Health (FE406)

Discipline: Fitness Education

Credits:
1

Grade Level:
9, 10, 11, 12

Prerequisites:
Only through recommendation

Description:
This class is designed for students who have special needs due to cognitive or physical disabilities. The class will be geared to meet each student's needs. Students may be recommended by the Fitness Education staff or a physician.

***This course may fulfill a requirement for Fitness Education and Health needed for graduation.***

Skills learned, reinforced, advanced and applied:
- Achieve a health-enhancing level of fitness
- Link activity with active lifestyle
- Comprehend health promotion and disease prevention concepts
- Demonstrate responsible social behavior
- Understand activity provides enjoyment, challenge, social interaction, and self-expression
- Demonstrate respect for differences among people
- Demonstrate health-enhancing behaviors
- Demonstrate interpersonal communication skills
- Demonstrate goal-setting and decision-making skills
- Demonstrate the ability to advocate for personal, family and community health
<table>
<thead>
<tr>
<th>Course Title: Team Sports (FE411)</th>
<th>Fitness Fusion (FE414)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disciplines: Fitness Education</td>
<td>Fitness Education</td>
</tr>
<tr>
<td>Credits: 1</td>
<td>1</td>
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<tr>
<td>Grade Level: 11, 12</td>
<td>11, 12</td>
</tr>
<tr>
<td>Prerequisites: Personal Fitness 9 (409) and Fitness/Health 10 (402)</td>
<td>Personal Fitness 9 (409) and Fitness/Health 10 (402)</td>
</tr>
</tbody>
</table>

**Description:**

The students will have opportunities to develop proficiency in movement forms through fine tuning skill development and strategies effective in individual and team success. Ongoing fitness assessments and goal-setting will ensure students demonstrate the link between physical activity and health-related fitness. Those who successfully complete the course should be able to compete in recreational or competitive local leagues and serve life-long activity needs.

**Skills learned, reinforced, advanced and applied:**

- Advance technical skills and movement forms in both team and individual sports
- Understand and utilize multiple tactical strategies that enhance the complexities and joys of participating in any game
- Develop a deeper understanding of group dynamics (chemistry) so necessary for enjoyment and certain levels of success in any game

- Demonstrate an ability to remain stable, mentally and emotionally, through the roller coaster ride of any game
- Enhance leadership skills with team leaders
- Fitness testing will help students understand the effort necessary to enhance fitness through sport

**Activities:**

- Fitness testing assessments
- Cooperative learning
- Self, peer, and teacher assessments
- Quizzes and tests
- Term and final exam
- Various assignments and projects
- Self and teacher assessments

**NOTE:** Appropriate workout clothes, pen/pencil, and notebook
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Fundamentals of Exercise and Leadership (FE415)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Fitness Education</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
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<tr>
<td>Grade Level:</td>
<td>11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Personal Fitness 9 (409) and Fitness/Health 10 (402)</td>
</tr>
</tbody>
</table>

**Description:**
This course is designed to help students achieve an increase in muscle and cardiovascular endurance, muscle and core strength, and flexibility. In addition, this course will promote and improve the character and leadership traits among high school students. Students will have a prescribed balance throughout the curriculum between leadership skills and exercise routines.

**Skills learned, reinforced, advanced and applied:**
- Weight room, cardio equipment, BOSU, Fit-balls, Medicine Balls, Core-rollers, Foam rollers
- Sustain a 60-minute training regimen
- Knowledge of weight training principles, safety and exercise
- Assessment of technique and goal achievement
- Measure strength, body composition, and cardiovascular endurance
- Students will be introduced to a curriculum that encourages personal growth, responsibility, and character building
- Students will use skills of goal setting and prioritization in meeting individual and group objectives
- Students will develop self-directed independence in accomplishing goals
- Students will plan and work cooperatively in diverse groups to improve leadership skills
- Students will demonstrate the ability to apply the principles of leadership to discussion of real world and school situations, and develop opinions and solutions

**Activities:**
- Class participation/daily workouts
- Develop program in muscle and fitness development
- Daily readings
- Self and peer-assessments
- Assignments and projects

**Fees & Supplies:**
Appropriate workout clothes, pen/pencil, and notebook
<table>
<thead>
<tr>
<th>Course Title: Individual/Dual Sports (FE404)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline: Fitness Education</td>
<td></td>
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<tr>
<td>Credits: 1</td>
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<td>Grade Level: 11, 12</td>
<td></td>
</tr>
<tr>
<td>Prerequisites: Personal Fitness 9 (409) and Fitness/Health 10 (402)</td>
<td></td>
</tr>
</tbody>
</table>

**Description:**
The students will have opportunities to develop proficiency in movement forms through fine tuning skill development and strategies effective in individual and dual performer success. Individual and dual sports likely to be taught are: tennis, badminton, archery, pickleball, disc golf, table tennis, one-wall handball, and golf. Those who successfully complete this course should be able to compete in a recreational setting and serve life-long activity needs. No elective Fitness Education courses may be taken until both the Personal Fitness 9 and Fitness/Health 10 courses have been passed.

<table>
<thead>
<tr>
<th>Course Title: Total Body Conditioning (FE412)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline: Fitness Education</td>
<td></td>
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<tr>
<td>Grade Level: 11, 12</td>
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</tr>
<tr>
<td>Prerequisites: Personal Fitness 9 (409) and Fitness/Health 10 (402)</td>
<td></td>
</tr>
</tbody>
</table>

**Description:**
This course is designed to help students achieve an increase in muscular and cardiovascular endurance, muscle and core strength, flexibility and leadership. Students will learn a variety of different methods to improve all aspects of their overall well-being.

<table>
<thead>
<tr>
<th>Course Title: Lifetime Fitness (FE416)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Discipline: Fitness Education</td>
<td></td>
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<tr>
<td>Credits: 1</td>
<td></td>
</tr>
<tr>
<td>Grade Level: 11, 12</td>
<td></td>
</tr>
<tr>
<td>Prerequisites: Personal Fitness 9 (409) and Fitness/Health 10 (402)</td>
<td></td>
</tr>
</tbody>
</table>

**Description:**
Lifetime Fitness will allow students to explore and compare options available to them outside of the school setting. Students will experience workouts that are found in various settings within today’s society, and focus on which outside sources best meet their needs. In addition, students will look at nutritional needs, and how to make good choices with what is available to them.
### Academic Teaching Assistant (9000)

**Course Title:** Academic Teaching Assistant (9000)

**Discipline:** Cross-Categorical

**Credits:** 1

**Grade Level:** 12

**Prerequisites:** 3.0 GPA and Signature of Alternative Program Coordinator, Completion of the Volunteer Letter of Understanding and a Successful Background Check

**Description:**
This course provides the opportunity for students to gain first-hand knowledge and experience about teaching as a career as well as similar professions which rely heavily on strong leadership, organization, communication, problem-solving and time-management skills. Upon approval from the Alternative Programs Coordinator, the student will be assigned to a mentor teacher based upon GPA and scheduling implications. During the semester, students will report daily to their mentor’s classroom to assist in a myriad of teaching duties but also complete a required curriculum as prescribed, monitored and assessed by the Alternative Programs Coordinator. The student is expected to balance the responsibilities between the mentor and the Program supervisor well, both of which maintain exceedingly high standards. This course may qualify as “previous experience” when applying for entrance to a teacher education program.

Placements are available at the elementary, middle and high school level. The high school placements now include the areas of Applied Engineering and Technology, Art, Business Education, Communication Arts, Family and Consumer Sciences, Fitness Education, Guidance, Mathematics, Music, Science, Social Studies, Special Education, Technology Integration and World Languages.

**Skills learned, reinforced, advanced and applied:**
- Interpersonal skills
- Career responsibility skills
- Research, formal lesson planning and presentation
- Technology application
- Formal lesson planning, delivery and reflection
- Semester-long portfolio compilation
- Semester final paper

**Activities:**
- Weekly on-line discussions
- Daily attendance in mentor’s classroom
- Daily active involvement in mentor’s classroom
- Weekly check-in with supervisor
- No placements will be made without these forms. Students may only seek one (1) Academic Assistant placement for the school year. No student will be allowed to add an academic assistant placement after the beginning of the school year. All placements will be made from those registering in the spring of the previous school year.

**Fees & Supplies:**

**NOTE:** Students desiring a placement must secure and complete an application PRIOR TO REGISTERING for this class. Students must also sign a volunteer letter of understanding and complete a successful background check prior to placement. No placements will be made without these forms.
It is the belief of the HHS mathematics department that all students planning to pursue a post-secondary education should earn at least four credits in math—taking at least one class each year. Because concepts can be forgotten when not practiced, it is highly advisable for students to complete a mathematics course yearly. Standardized tests (Aspire—grade 9, Aspire & WKCE – grade 10, ACT & Work Keys – grade 11) as well as college placement tests (Spring grade 12) make it critical for students to study mathematics. Because Advanced Algebra content is included in the ACT, it is recommended that students complete Advanced Algebra before taking the ACT.

When selecting courses at HHS, students are encouraged to consider not only their career goals, but also their aptitude for and interest in mathematics. To that end, it is wise to plan a schedule that maximizes options, rather than one that closes doors.

**The Math Department believes that success in advanced courses is predicated on success in previous courses and students should earn a ‘C’ or better in previous courses unless prerequisite is set at a higher level.**

Listed below are some possible paths that students considering a post-secondary education could pursue. Students may consider other options as their post-secondary goals change. (The number of credits earned is indicated in parentheses.)

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
</table>
| Algebra (1) | Geometry (1) | Advanced Algebra (1) or Advanced Algebra & Advanced Topics in Mathematics (2) | One of the following:  
  • Pre-Calc I & AP Stats (3)  
  • Pre-Calc I & Pre-Calc II (2)  
  • AP Stats (2)  
  • Pre-Calc I (1)  
  • Advanced Topics in Mathematics (1) |
| Geometry (1) Or Algebra & Geometry (2) | Advanced Algebra (1)* | Pre-Calc I & Pre-Calc II (2)* | AP Calculus (2)* |
| Algebra (1) Or Algebra A & B (2) | Geometry (1) Or Geometry Concepts & Geometry (2) | Intermediate Algebra & Advanced Algebra (2) | Advanced Topics in Mathematics (1) Or Business Math (1) |
| Algebra (1) Or Algebra A & B (2) | Geometry (1) Or Geometry Concepts & Geometry (2) | Intermediate Algebra (1) | Advanced Algebra (1) Or Business Math (1) |

*It is recommended that students consider taking AP Stats (2 credits) concurrently with one of these courses.
## RELATED CAREER PATHS

<table>
<thead>
<tr>
<th>Accountant</th>
<th>Computer Science</th>
<th>Mechanical Engineer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actuary</td>
<td>Economist</td>
<td>Meteorologist</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Electrical Engineer</td>
<td>Navigator</td>
</tr>
<tr>
<td>Airplane Pilot</td>
<td>Electrician</td>
<td>Optometrist</td>
</tr>
<tr>
<td>Architect</td>
<td>Electronic Technician</td>
<td>Plumber</td>
</tr>
<tr>
<td>Bank Officer</td>
<td>Farmer</td>
<td>Real Estate Agent</td>
</tr>
<tr>
<td>Broadcast Technician</td>
<td>Financial Analyst</td>
<td>Scientist</td>
</tr>
<tr>
<td>Carpenter</td>
<td>Insurance Salesperson</td>
<td>Statistician</td>
</tr>
<tr>
<td>Chemist</td>
<td>Loan Officer</td>
<td>Surveyor</td>
</tr>
<tr>
<td>College Professor</td>
<td>Machinist</td>
<td>Teacher</td>
</tr>
<tr>
<td>Commercial Drafter</td>
<td>Manager</td>
<td>Technical Engineer</td>
</tr>
</tbody>
</table>
Course Title: Algebra (MA505)
Discipline: Mathematics
Credits: 1
Grade Level: 9, 10, 11, 12
Prerequisites: ‘C-’ or better in previous math course or previous math teacher recommendation

Description:
Students will extend their proficiency in the use of their mathematical skills and be introduced to the language of Algebra. This course will help them learn about the many applications of algebra in the real world. Successful completion of Algebra is required by all students and prepares them for the next level course, Geometry.

Skills learned, reinforced, advanced and applied:
- Use reason and logic
- Analyze non-routine problems and arrive at solutions
- Communicate math concepts orally and in writing
- Apply and explain the special properties of the real number system
- Represent and analyze exponents
- Write and solve linear equations and inequalities
- Apply basic algorithms to simplify expressions including polynomials
- Use linear equations in a variety of ways
- Analyze quadratic equations in order to solve them
- Solve a system of two linear equations
- Verify results of calculations with technology
- Recognize and use connections in Algebra

Activities:
- Guided practice
- Exploratory activities
- Technology applications
- Analytical reading and writing

Fees & Supplies: Binder, book cover, pencil, paper, and TI-83 Plus or TI-84 (recommended silver edition) calculator.

NOTE: Algebra is required to graduate

Course Title: Algebra A (MA506)
Discipline: Mathematics
Credits: 1
Grade Level: 9, 10, 11, 12
Prerequisites: None

Description:
See Algebra B (507)

Fees & Supplies: Binder, book cover, pencil, paper and TI-83 Plus or TI-84 (recommended silver edition) calculator.
**Course Title:** Algebra B (MA507)  
**Discipline:** Mathematics  
**Credits:** 1  
**Grade Level:** 9, 10, 11, 12  
**Prerequisites:** Algebra A (506)

**Description:**  
Algebra A & B is a two-semester course developed to address the needs of students with deficiencies in algebra readiness skills. Students will extend their proficiency in the use of their mathematical skills and will be introduced into the language of algebra. The pace of these courses will help the student learn about the many applications of algebra in the real world. Successful completion of Algebra A & B is the equivalent of Algebra – which is a prerequisite for Geometry or Geometry Concepts. Algebra A is a prerequisite for Algebra B. It is recommended that these courses be taken in consecutive semesters.

**Skills learned, reinforced, advanced and applied:**
- Use reason and logic
- Analyze non-routine problems and arrive at solutions
- Communicate math concepts orally and in writing
- Apply and explain the special properties of the real number system
- Represent and analyze exponents
- Write and solve linear equations and inequalities
- Apply basic algorithms to simplify expressions including polynomials
- Use linear equations in a variety of ways
- Analyze quadratic equations in order to solve them
- Solve a system of two linear equations
- Verify results of calculations with technology
- Recognize and use connections in Algebra

**Activities:**
- Guided practice
- Exploratory activities
- Technology applications
- Analytical reading and writing

**Fees & Supplies:** Binder, book cover, pencil, paper and TI-83 Plus or TI-84 (recommended silver edition) calculator.

**NOTE:** Algebra A (506) and Algebra B (507) combined are equivalent to Algebra (505), which then meets the graduation requirement.

---

**Course Title:** Geometry (MA518)  
**Discipline:** Mathematics  
**Credits:** 1  
**Grade Level:** 9, 10, 11, 12  
**Prerequisites:** Algebra (505) or Algebra A (506) & Algebra B (507)

**Description:**  
Students will develop skills for drawing, measurement, and visualization of two and three-dimensional figures. Previously learned algebra skills are integrated throughout the course. This course is the second level in preparation for the ACT test readiness for college.

**Skills learned, reinforced, advanced and applied:**
- Determine measurements indirectly using ratio and proportion, geometric formulas, and the Pythagorean Theorem
- Recognize properties and relationships between two and three-dimensional figures
- Draw and/or construct physical models from given information
- Describe and analyze transformations of two-dimensional figures
- Make conjectures using logical reasoning
- Use geometric models to solve mathematical and real-world problems
- Prove simple statements in geometry such as the congruence of triangles
- Apply valid forms of deductive reasoning
- Use algebra and graphing skills to determine slopes, intercepts, midpoints, distance, parallelism and perpendicularity
- Identify and demonstrate an understanding of the three ratios used in right-triangle trigonometry (sine, cosine, tangent)

**Activities:**
- Guided practice
- Exploratory activities
- Technology application
- Analytical reading and writing

**Fees & Supplies:** Geometry template (available in school store), binder, book cover, pencil, paper and TI-83 Plus or TI-84 calculator.

**NOTE:** Geometry is required to graduate.
<table>
<thead>
<tr>
<th>Course Title: Geometry Concepts (MA521)</th>
<th><strong>Credits:</strong> 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discipline:</strong> Mathematics</td>
<td><strong>Grade Level:</strong> 10, 11, 12</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> Algebra (505) or Algebra A (506) &amp; Algebra B (507)</td>
<td></td>
</tr>
</tbody>
</table>

**Description:**
Students will develop skills for drawing, measurement, and visualization of two and three-dimensional figures. This class gives the student the opportunity to learn and apply the many ways geometry is used in the real world by using a hands-on approach with less emphasis on proofs. **This class is not accepted by universities or colleges as a regular geometry credit nor does it meet Hamilton’s graduation requirement.** It is expected that students will take Geometry (518) after this course in preparation for graduation and/or college admissions.

**Skills learned, reinforced, advanced and applied:**
- Determine measurements directly with specified degree of accuracy
- Determine measurements indirectly using ratio and proportion (similarity) or formulas to derive lengths such as the Pythagorean relationship
- Apply geometric formulas to derive lengths, areas, volumes of shapes and objects (cones, parallelograms, cylinders, pyramids)
- Geometric relationships of circles and polygons
- Draw and construct two and three-dimensional figures based on specifications
- Use algebra and graphing skills to determine slopes, midpoints, parallelism and perpendicularity
- Basic understanding of the three trig ratios of sine, cosine and tangent
- Make conjectures using logical reasoning skills

**Activities:**
- Guided practice
- Exploratory activities
- Technology application
- Analytical reading and writing

**Fees & Supplies:** Geometry template (available in school store), binder, book cover, pencil, paper, and a scientific calculator (one with sin, cos and tan keys)

**NOTE:** Students may continue to use their graphing calculator from Algebra instead of purchasing a scientific calculator.

<table>
<thead>
<tr>
<th>Course Title: Intermediate Algebra (MA523)</th>
<th><strong>Credits:</strong> 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discipline:</strong> Mathematics</td>
<td><strong>Grade Level:</strong> 10, 11, 12</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> Geometry (518)</td>
<td></td>
</tr>
</tbody>
</table>

**Description:**
This course was developed for students who would like to take an accelerated mathematics course in high school or college. Intermediate Algebra will extend their proficiency in the use of their algebra skill while applying these skills to problem solving. Students earning a C or better in this course can take the next level course which is Advanced Algebra (504).

**Skills learned, reinforced, advanced and applied:**
- Recognize and use linear and exponential polynomial functions
- Solve a system of multiple linear equations
- Solve a system of multiple linear inequalities by graphing
- Recognize and apply the properties and representations of powers
- Recognize and apply different methods to find rational roots of polynomials
- Use problem-solving approaches to investigate and understand mathematical content
- Use tables and graphs as tools to interpret expressions, equations and inequalities

**Activities:**
- Guided practice
- Exploratory activities
- Technology applications
- Analytical reading and writing

**Fees & Supplies:** Binder, book cover, pencil, paper and TI-83 Plus or TI-84 calculator.

**NOTE:** Intermediate Algebra can be used to fulfill graduation requirements.
<table>
<thead>
<tr>
<th>Course Title: Advanced Algebra (MA504)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline: Mathematics</td>
</tr>
<tr>
<td>Credits: 1</td>
</tr>
<tr>
<td>Grade Level: 9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites: 'B-' or higher in Algebra (505) and Geometry (518) or 'C' or higher in Intermediate Algebra (523)</td>
</tr>
</tbody>
</table>

**Description:**
Students will extend their proficiency in the use of their algebra skills while applying these skills to problem solving. This course is the third level in preparation for the ACT test for readiness for college. Successful completion of this course prepares the student for the next level course which is Pre-Calculus I.

**Skills learned, reinforced, advanced and applied:**
- Recognize and use linear, exponential polynomial and logarithmic functions
- Solve a system of multiple linear equations
- Represent and solve problems using linear equations
- Solve a system of linear inequalities
- Apply and solve problems using the basic trigonometry functions, sine, cosine, and tangent in right triangles
- Develop and perform operations on the complex number system
- Perform operations with matrices, including solving equations and systems of equations
- Identify and graph direct, inverse, and combined variations
- Recognize and apply the properties and representations of powers

**Activities:**
- Guided practice
- Exploratory activities
- Technology applications
- Analytical reading and writing

**Fees & Supplies:** Binder, book cover, pencil, paper and TI-83 Plus or TI-84 calculator.
**Course Title:** Advanced Algebra/Blended-Online (MA527)  
**Discipline:** Mathematics  
**Credits:** 1  
**Grade Level:** 9, 10, 11, 12  
**Prerequisites:** 'B-' or higher in Algebra (505) and Geometry (518) or 'B-' or higher in Intermediate Algebra (523)  
**Internet access available outside of school, and transportation to/from school.**  
**Note:** Only TWO online sections of this class are being offered at this time, and space is limited; therefore, some students may be placed in the traditional, face-to-face version of the same class. Students will be notified by mail if they are in an online section.

**Description:**  
Students will extend their proficiency in the use of their algebra skills while applying these skills to problem solving. This course is the third level in preparation for the ACT test for readiness for college. Successful completion of this course prepares the student for the next level course which is Pre-Calculus 1: Functions and Trigonometry. It is designed to help each student transition successfully to the increasingly online educational environment experienced in many colleges and universities.

Blended instruction combines traditional face-to-face class time with online delivery of educational content. Students will meet face-to-face two days per week (unless the curricular needs dictate more time), and the rest of the content will be available through Google. Students will submit assignments electronically, communicate through email and/or instant chat, and share ideas with classmates through discussion boards. Therefore, each student will need a computer with Internet access to complete the class requirements.

**Skills learned, reinforced, advanced and applied:**  
- Recognize and use linear, exponential polynomial and logarithmic functions  
- Solve a system of multiple linear equations  
- Represent and solve problems using linear equations  
- Solve a system of linear inequalities  
- Develop and perform operations on the complex number system  
- Perform operations with matrices, including solving equations and systems of equations  
- Apply and solve problems using the basic trigonometry functions, sine, cosine, and tangent in right triangles  
- Apply and solve problems using the basic trigonometry functions, sine, cosine, and tangent in right triangles  
- Identify and graph direct, inverse, and combined variations  
- Recognize and apply the properties and representations of powers  
- Experimenting with technology to access, analyze, and produce coursework  
- Communicating with peers through a number of online resources

**Activities:**  
- Guided practice  
- Exploratory activities  
- Technology applications  
- Analytical reading and writing  
- Individual, pair, small and large group presentations, using Google Docs, Skype, and/or virtual classrooms  
- Electronic assignment uploads  
- Communication through email, instant chat, discussion boards, or virtually

**Fees & Supplies:** Binder, book cover, pencil, paper and TI-83 Plus or TI-84 calculator.
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Advanced Topics in Mathematics (MA524)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>“C” or higher in Advanced Algebra (504)</td>
</tr>
</tbody>
</table>

**Description:**
Students will expand their scope and knowledge of topics in college-level mathematics. This course is designed for students who have successfully completed Advanced Algebra (504) and want an additional math credit. Students may also take Advanced Topics as a preparation for Pre-Calculus 1: Functions and Trigonometry (517).

**Skills learned, reinforced, advanced and applied:**
- Review and extend basic concepts of Algebra
- Identify and manipulate real and irrational numbers using operations, properties and application
- Reinforce, extend and apply trigonometry ratios to trigonometry identities, equations, and “real-world” applications
- Review and extend concepts of Geometry
- Recognize and apply linear, quadratic, exponential and logarithmic functions
- Understand probability including counting, permutations, combinations, and expected value
- Understand statistics including dispersion, percentiles, data displays and the normal curve
- Apply critical thinking and problem solving skills
- Explore topics in consumer math including compound interest and installment loans
- Explore topics in Logic and create and use Truth Tables to draw a conclusion.

**Activities:**
- Guided practice
- Exploratory activities
- Technology applications
- Analytical reading and writing

**Fees & Supplies:** Binder, book cover, pencil, paper and TI-83 Plus or TI-84 calculator.
**Course Title:** Pre-Calculus I: Functions and Trigonometry (MA517)  
**Discipline:** Mathematics  
**Credits:** 1  
**Grade Level:** 10, 11, 12  
**Prerequisites:** ‘B’ or higher in Advanced Algebra (504) or “C” or higher in Advanced Topics (524)

**Description:**  
The goal of this course is to provide students with the critical-thinking skills and mathematical know-how needed to succeed in college or any endeavor. Students will integrate functions and trigonometry with their previous algebra and geometry mathematical skills as they begin preparing themselves for calculus. Successful completion of this course is required to take the final level course Pre-Calculus II.

**Skills learned, reinforced, advanced and applied:**  
- Students will review real numbers, the Cartesian coordinate system, solving linear equations and inequalities algebraically and graphically, lines in a plane and complex numbers.  
- Students will explore different methods of modeling functions and graphs  
- Students will investigate polynomial, power and rational functions and their applications  
- Students will examine exponential, logistic and logarithmic functions and their applications  
- Students will explore trigonometric functions and their graphs to model applications  
- Students will prove trigonometric identities through deductive reasoning

**Activities:**  
- Guided practice  
- Technology applications and advancements  
- Reading and written interpretations

**Fees & Supplies:** Binder, book cover, pencil, paper and TI-83 Plus or TI-84 calculator.

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**Course Title:** Pre-Calculus II: Discrete Mathematics (MA515)  
**Discipline:** Mathematics  
**Credits:** 1  
**Grade Level:** 10, 11, 12  
**Prerequisites:** Pre-Calculus I (517)

**Description:**  
The final year of a six-year mathematics core curriculum will be studied. The content of this course integrates the major ideas of mathematics for calculus. The successful completion of this course is required for Advanced Placement Calculus.

**Skills learned, reinforced, advanced and applied:**  
- Students will be able to use trigonometry in a variety of applications.  
- Students will be able to solve systems of equations in inequalities using a variety of methods.  
- Students will be able to comprehend and use logical statements to construct valid arguments.  
- Students will be able to analyze different statistical applications. They will be able to examine sequences, series and use mathematical induction to prove statements.  
- Students will be able to evaluate limits involving instantaneous rates of change and area. They will be able to investigate one and two sided limits and calculate numerical derivatives and integrals.  
- Students will be able to analyze, and transform conic sections. They will be able to convert between Polar and Rectangular coordinate systems. They will be able to calculate and graph in a three-dimensional axis.

**Activities:**  
- Guided practice  
- Exploratory activities  
- Technology applications  
- Analytical reading and writing

**Fees & Supplies:** Binder, book cover, pencil, paper and TI-83 Plus or TI-84 calculator.
| Course Title: Advanced Placement Calculus (MA500) | **Discipline:** Mathematics |
| Grade Level: 10, 11, 12 | Credits: 2 (Weighted grades – 5.0 scale) |
| Prerequisites: Functions and Trigonometry (517) and Discrete Math (515) or teacher recommendation | |

**Description:**
This is a college level beginning Calculus course. It provides students with sufficient background to take the Advanced Placement Examination (AB or BC). Depending upon the score achieved on this examination, students may validate and receive credit for one or more semesters of Calculus in those colleges and universities participating in the Advanced Placement Program.

In order to take maximum advantage of preparing to learn the course material, an assignment will be given to students in the spring. It is to their advantage to complete this material over the summer for review at the beginning of the school year. The student will be graded accordingly for knowing and understanding the material.

**Skills learned, reinforced, advanced and applied:**
- Graph, discuss and interpret various functions
- Translate and rotate axes to graph and simplify graphing of functions
- Apply limit theorems and demonstrate knowledge of situations applying limits
- Recognize statements of continuity, theorems, and special limits
- Define the derivative in terms of limit and apply derivatives of all elementary functions and their sums, products and quotients
- Apply the chain rule of composite functions and the technique of implicit differentiation
- Identify derivatives of special functions and higher order derivatives
- Apply derivatives and anti-derivatives to velocity and acceleration situations
- Identify anti-derivatives using “reverse” chain rule or “reverse” product rule to various situations
- Apply and define and give examples of basic integration theorem and techniques of integration
- Integration by substitution and by parts
- Apply integration to areas, limit of sum, and the fundamental theorem of Calculus

**Activities:**
- Guided practice
- Exploratory activities
- Technology applications
- Analytical reading and writing

**Fees & Supplies:** Binder, book cover, pencil, paper and TI-83 Plus or TI-84 calculator.

| Course Title: Advanced Placement Statistics (MA503) | **Discipline:** Mathematics |
| Grade Level: 10, 11, 12 | Credits: 2 (Weighted grades – 5.0 scale) |
| Prerequisites: ‘B’ or higher in Advanced Algebra (504) or concurrent with Advanced Algebra and teacher recommendation | |

**Description:**
AP Stats is designed to provide students with opportunities to examine data through both descriptive and inferential means. Theoretical foundations in probability and sampling distributions will extend to discussions covering hypothesis testing, confidence intervals, and experimental design. Numerous projects will be conducted to prepare students for the Advanced Placement Statistics Exam, which may allow students to earn advanced status and/or credit at most colleges and universities. As such, students must utilize not only mathematical skills, but also writing skills in order to be successful.

**Skills learned, reinforced, advanced and applied:**
- Describe the role of statistics in society
- Gather, evaluate, summarize, and display data
- Calculate and explain measures of central tendency, dispersion and position
- Apply and simulate situations involving probability
- Apply formulas related to probability distributions
- Construct confidence intervals for means and proportions, and for the differences between means and proportions
- Formulate and test hypotheses concerning means and proportions for a variety of populations and samples
- Formulate and test hypotheses involving contingency tables and linear regressions
- Conduct an experiment
- Communicate mathematical reasoning verbally and in writing

**Activities:**
- Guided practice
- Explanatory projects and activities
- Technology applications
- Analytical reading and writing

**Fees & Supplies:** Binder, pencil, paper and TI-83 Plus or TI-84 calculator.
<table>
<thead>
<tr>
<th>Course Title: Business Math (MA513)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline: Mathematics</td>
</tr>
<tr>
<td>Credits: 1</td>
</tr>
<tr>
<td>Grade Level: 11, 12</td>
</tr>
<tr>
<td>Prerequisites: Geometry (518)</td>
</tr>
</tbody>
</table>

**Description:**
Students will review the fundamental operations of arithmetic so that they will understand the mathematics of the business world. Course topics include simple and compound interest, amortization, annuities, depreciation, insurance, taxes, payroll, and trade.

**Skills learned, reinforced, advanced and applied:**
- Accurately add, subtract, multiply, and divide fractions and decimals
- Convert from decimals to fractions and fractions to decimals
- Correctly calculate problems involving percents
- Compute payroll information
- Use the simple interest formula accurately
- Compute compound interest
- Calculate the present value of an annuity
- Compute depreciation using several different methods
- Calculate trade discounts and retail markups
- Use appropriate tables to determine income, sales, and property taxes
- Analyze a balance sheet and income statement
- Calculate life and fire insurance premiums

**Activities:**
- Analytical reading and writing
- Technology applications
- Guided practice

**Fees & Supplies:** Binder, pencil, paper and scientific calculator.

**NOTE** Students should consider taking intermediate algebra (523) or advanced algebra (504) prior to this course.

**Articulation:** This is a transcripted course with WCTC.
DEPARTMENT GOAL

The purpose of the high school music program is to provide a variety of opportunities for students to develop a deep appreciation and refined understanding of music. Opportunities to perform, listen/describe and create will allow students to develop their individual skills and shape positive attitudes to last a lifetime.

**Students in performing groups will be required to dress in a specific manner for performances. Basic clothing needs such as black pants or skirts and white shirts are to be provided by students and are not considered specialized uniform needs. Some ensembles may require additional performance attire**.

In all music courses, the following skills are learned, applied, and reinforced:

- Reading of musical notation
- Musical interpretation
- Critical thinking
- Cooperative learning
- Performance
- Time management
- Goal setting
- Listening
- Leadership
- Creativity
- Self-assessments
- Group assessments
- Performance evaluations

RELATED CAREER PATHS

<table>
<thead>
<tr>
<th>Actor</th>
<th>Guitarist</th>
<th>Orchestra Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actress</td>
<td>Impression Artist</td>
<td>Pianist and Organist</td>
</tr>
<tr>
<td>Announcer Director</td>
<td>Music Arranger</td>
<td>Piano Technician</td>
</tr>
<tr>
<td>Choral Director</td>
<td>Music Critic</td>
<td>Piano Tuner</td>
</tr>
<tr>
<td>Clergy</td>
<td>Music Director</td>
<td>Popular Singer</td>
</tr>
<tr>
<td>Comedian</td>
<td>Music Librarian</td>
<td>Radio/Television Director</td>
</tr>
<tr>
<td>Composer</td>
<td>Music Supervisor</td>
<td>Record Producer</td>
</tr>
<tr>
<td>Concert Singer</td>
<td>Musical Entertainer</td>
<td>Recreational Therapist</td>
</tr>
<tr>
<td>Dancer</td>
<td>Musician</td>
<td>Sales Clerk</td>
</tr>
<tr>
<td>Dramatic Reader</td>
<td>Occupational Therapist</td>
<td>Sales Manager</td>
</tr>
<tr>
<td>Education Director</td>
<td></td>
<td>Teacher</td>
</tr>
</tbody>
</table>
**GENERAL MUSIC**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Advanced Guitar (MU50)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discipline:</strong></td>
<td>Music</td>
</tr>
<tr>
<td><strong>Credits:</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Grade Level:</strong></td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>Guitar (56) or Consent of Instructor</td>
</tr>
</tbody>
</table>

**Description:**
Students will have the opportunity to expand and improve their guitar skills with a focus on classical guitar technique. As the guitar techniques are studied, advanced music theory will be taught. Presentation and exploration of the elements of jazz, position playing and improvisation will also be addressed. Students may have the opportunity to work technology to apply the concepts of composition and notation. Students will participate in small ensembles when appropriate. Students must provide or rent their own acoustic guitar.

**Skills learned, reinforced, advanced and applied:**
- See introduction to the Music Department.

**Activities:**
- Small group/individual instruction
- Small ensembles

**Fees & Supplies:** $30.00 lab fee includes required workbook/text. Acoustic or acoustic/electric guitar.

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<table>
<thead>
<tr>
<th>Course Title</th>
<th>Guitar/Music Lab (MU56)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discipline:</strong></td>
<td>Music</td>
</tr>
<tr>
<td><strong>Credits:</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Grade Level:</strong></td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>None</td>
</tr>
</tbody>
</table>

**Description:**
Students will have the opportunity to learn the **basics** of playing guitar. As the instrumental techniques are studied, basic music theory will be taught. Students will participate in small ensembles when appropriate. Students must provide or rent their own acoustic guitar. This course is only for students with no or very little experience with guitar.

**Skills learned, reinforced, advanced and applied:**
- See introduction to the Music Department.

**Activities:**
- Small group/individual instruction
- Small ensembles

**Fees & Supplies:** $30.00 lab fee includes required workbook/text. Acoustic or acoustic/electric guitar.
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Piano: Beginning Level (MU57)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Music</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
</tbody>
</table>

**Description:**
Beginning Level is designed for the student who has had very little or no previous piano background. Students will learn the fundamentals of piano technique and style on electronic and acoustic instruments. Students will also learn and utilize basic and intermediate level music theory concepts throughout the class.

**Skills learned, reinforced, advanced and applied:**
- See introduction to the Music Department.

**Activities:**
- Music theory instruction and assignments
- Individual composition projects
- Performances
- Individual assessments
- Individual and small group instruction
- Music analysis

**Fees & Supplies:** $15.00 workbook/text will be required.

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Piano: Advanced Level (058)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Music</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>'B-' or higher in Piano: Beginning Level (57) or recommendation from Instructor</td>
</tr>
</tbody>
</table>

**Description:**
Advanced Level Piano is an independently based course designed for the student who has had previous piano experience. Students must be able to read music on their own to participate in this course. Students will have the opportunity to learn more about piano technique, literature and style on electronic and acoustic instruments. They will also be exposed to further concepts in more advanced levels of music theory. As this course is designed for the independent learner, it is essential that the student be highly motivated and responsible for daily work.

**Skills learned, reinforced, advanced and applied:**
- See introduction to the Music Department.

**Activities:**
- Music theory/history instruction and assignments
- Individual composition projects
- Performances
- Individual assessments
- Individual instruction
- Music analysis
The following courses are 41 minute classes that run every day, year round opposite select core classes:

- Symphonic Band (MU53)**
- Wind Symphony **
- Cantabile Choir (MU70)**
- Concert Choir **

### INSTRUMENTAL MUSIC

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Symphonic Band (MU53)**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Music</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Previous Band experience in Middle School or Consent of Instructor</td>
</tr>
</tbody>
</table>

**Description:**
The Symphonic Band is comprised of 9th, 10th, 11th, and 12th grade students who wish to continue their instrumental music experience. The year begins with participation in the Charger Marching Band, which includes performances in parades, at home football games and competitions. After marching season, students will be placed into a concert setting. Students are required to participate in all phases, marching and concerts, even though some activities take place outside of regular school hours.

**Skills learned, reinforced, advanced and applied:**
- See introduction to the Music Department.

**Activities:**
- Small group/ individual instruction
- Large and small ensembles
- Marching performances
- Concert performances
- Pep band performances
- Solo & Ensemble Festival

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Wind Symphony **</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Music</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Consent of Instructor/Audition</td>
</tr>
</tbody>
</table>

**Description:**
The Wind Symphony is the premier instrumental performing ensemble at HHS and is comprised of 9th, 10th, 11th, and 12th grade students who wish to advance their instrumental music experience. Participation is through audition only. The year begins with participation in the Charger Marching Band, which includes performances in parades, at home football games, and competitions. After marching season, students will be placed into a concert setting. Students are required to participate in all phases, marching and concerts, even though some activities take place outside of regular school hours.

**Skills learned, reinforced, advanced and applied:**
- See introduction to the Music Department.

**Activities:**
- Small group/ individual instruction
- Large and small ensembles
- Marching performances
- Concert performances
- Pep band performances
- Solo & Ensemble Festival

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Jazz Ensemble **</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Music</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per year</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Student currently playing a jazz instrument</td>
</tr>
</tbody>
</table>

**Description:**
This course is designed for students who are interested in pursuing knowledge and ability in the area of jazz performance. Students will be a part of one of the HHS Jazz Ensembles (will meet outside of the traditional school day, but still for credit), and this class will be a continuation and extension of this activity. Topics covered will be advanced instrumental technique as well as improvisation and jazz history. Open to all students.
<table>
<thead>
<tr>
<th>Course Title: Cantabile Choir (MU70) **</th>
<th>Concert Choir **</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline: Music</td>
<td>Music</td>
</tr>
<tr>
<td>Credits: 1</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level: 9, 10, 11, 12</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites: No previous experience required. Open to all interested students.</td>
<td>As this is an advanced choral ensemble, audition and/or previous experience in choir is required.</td>
</tr>
</tbody>
</table>

**Description:**
The choral program is designed to help students become a lifelong music appreciator, develop voice and skills as a musician, develop skills as a team member and good citizen, build knowledge of choral literature in a variety of styles, and be part of a positive and memorable musical experience. Students are required to participate in ALL scheduled events, even though some activities take place outside of regular school hours.

**Skills learned, reinforced, advanced and applied:**
- See introduction to the Music Department

**Activities:**
- Study and practice of good vocal technique
- Beginning Sight singing activities
- Concert performances
- Classroom and community performances
- Study and practice of good vocal technique
- Beginning Sight singing activities
- Concert performances
- Classroom and community performances

**Fees & Supplies:** Polo shirt for performance and travel attire for choir to be purchased at the beginning of the year. If students already have this, they do not need to purchase again. Other fees may apply for trips and vocal festivals. Initial fee of $25 required at beginning of year to cover first fieldtrip, festival, and other concert attire repairs/maintenance. Fundraising opportunities available for all students throughout the year.
| Course Title: A Cappella Choir ** | **Credit:** 1  
Discipline: Music  
Grade Level: 10, 11, 12  
Prerequisites: Previous singing experience highly recommended. Open to all interested students grades 11-12; grade 10 with instructor approval only. |
| Description: This course is designed to help students become lifelong music appreciators, develop vocal skills and musicianship, develop skills as a team member and good citizen, build knowledge of choral literature in a variety of styles, and be part of a positive and memorable musical experience. There will be an emphasis on a cappella music from diverse genres and historical periods, which also include musical theater and popular music. There will be opportunities for student leadership in the form of section leaders and choir officers. Students are required to participate in ALL scheduled events, even though some activities take place outside of regular school hours. |
| Skills learned, reinforced, advanced and applied: See introduction to the Music Department |
| Activities:  
- Study and practice of good vocal technique  
- Advanced level sight singing activities  
- Concert performances – in the classroom and community  
- Unison, 2-part, 3-part and 4-part unaccompanied singing  
- Performances for critique by other music professionals |
| Fees & Supplies: Basic concert attire for this choir consists of a provided concert dress for girls (with girls supplying black nylons and black flat shoes) and a provided shirt, vest and tie for boys (with boys supplying black dress pants, socks, and shoes). Other fees may apply for trips and vocal festivals (see introduction to Music Department). |

| Course Title: Show Choir (Synergy) | **Credit:** .5 per semester  
Discipline: Music  
Grade Level: 9, 10, 11, 12  
Prerequisites: None |
| Description: Show Choir is an auditioned, competitive performance ensemble that combines choral singing with dance movements, sometimes within the context of a specific idea or story. Students gain a unique understanding of a diverse performance genre through rehearsal, performance, and competitive experiences. Students will learn to sing music in diverse styles, performing music from genres like jazz, rock, Broadway, and more! Show Choir also provides students an opportunity to develop leadership skills as section leaders and dance captains.  
Rehearsals generally take place on Mondays and Wednesdays, with a required 4 or 5-day summer camp in July to learn choreography, and a few additional Saturday rehearsals in the fall to prepare for competitions in January and February. Make-up time for rehearsal absences from rehearsals will be handled on an individual basis. |
| Skills learned, reinforced, advanced and applied: See introduction to the Music Department |
| Activities:  
- Study and practice of good vocal technique  
- Sight singing activities  
- Concert and competition performances  
- Classroom and community performances  
- Unison, 2-part, 3-part and 4-part accompanied choral music  
- Performances for critique by other music professionals  
- Dancing and singing for critique and competition |
| Fees & Supplies: This is an auditioned ensemble with a required participation fee to cover the cost of costuming, competition fees, travel, music purchases, and other related costs. This fee is subject to change based on the number of participants and other factors. The cost will range between $250-300 per student. Multiple fundraising opportunities will be available to help students meet the cost requirements, as well as support from Choir Boosters on an as-needed basis. Payment plans will be available for all involved to spread out the cost over the fall semester. |
| NOTE: This class meets after the regular school day. Scheduled rehearsals will be assigned by the teacher. |
DEPARTMENT GOAL

The primary goal of the Science Department is to develop scientifically literate students who are capable of rational thought and action. Such students develop the attitudes, process skills, and concepts of science necessary to relate to the world around them. Students will develop an understanding of the fundamental laws of the universe and how these laws apply to both the physical and biological systems.

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Science</td>
<td>Physical Science</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Biology or Biology Honors
  Or Chemistry or Chemistry Honors |
  Or Physics or Physics Honors |
| Physical Science      | Physical Science or        | Physical Science or      |                          |
|                       | AP Chemistry or            | AP Biology or            | AP Physics or            |
|                       | AP Environmental or        | Human Anatomy and Physiology or | Earth Science or |
|                       | Environmental Science      |                          |                          |

See further prerequisites in the following pages of the course catalog.

Supply List for Science Courses
- Pens
- Pencils
- 3-ring binder with dividers
- Loose-leaf paper
- Spiral notebook (optional)
- Scientific calculator
- Colored pencils
- Goggles for certain subjects to be purchased by students at the school store - approximately $8.00/pair.
### RELATED CAREER PATHS

<table>
<thead>
<tr>
<th>Anthropologist</th>
<th>Farmer</th>
<th>Pediatrician</th>
</tr>
</thead>
<tbody>
<tr>
<td>Astronomer</td>
<td>Fish &amp; Wildlife</td>
<td>Physical Therapist</td>
</tr>
<tr>
<td>Bio-Chemist</td>
<td>Forester</td>
<td>Pharmacist</td>
</tr>
<tr>
<td>Biologist</td>
<td>Game Warden</td>
<td>Physician</td>
</tr>
<tr>
<td>Biomedical Engineer</td>
<td>Geologist</td>
<td>Physician's Assistant</td>
</tr>
<tr>
<td>Botanist</td>
<td>Industrial Engineer</td>
<td>Pilot</td>
</tr>
<tr>
<td>Chemical Engineer</td>
<td>Landscape Architect</td>
<td>Plumber</td>
</tr>
<tr>
<td>Chemist</td>
<td>Mechanical Engineer</td>
<td>Psychiatrist</td>
</tr>
<tr>
<td>Civil Engineer</td>
<td>Meteorologist</td>
<td>Teacher</td>
</tr>
<tr>
<td>Dentist</td>
<td>Nuclear Engineer</td>
<td>Veterinarian</td>
</tr>
<tr>
<td>Detective</td>
<td>Nurse</td>
<td>Welder</td>
</tr>
<tr>
<td>Electrical Engineer</td>
<td>Nutritionist</td>
<td>X-Ray Technician</td>
</tr>
<tr>
<td>Electrician</td>
<td>Occupational Therapist</td>
<td>Zoologist</td>
</tr>
</tbody>
</table>
| Course Title: Biology (SC606) | **Description:** Biology is a course which studies the natural world. Areas of study in this course include:
  - Cellular structures
  - Genetics
  - Biochemistry/Energy
  - Ecology
  - Evolution
  - Molecular Bio

| Discipline: Science |
| Credits: 1 |
| Grade Level: 9 |
| Prerequisites: None |

| Skills learned, reinforced, advanced and applied: |
| • Critical reading |
| • Research |
| • Analysis |
| • Identification and analysis of relations: Comparison/contrast, cause/effect |
| • Data analysis |
| • Graphing |

| Activities: |
| • Laboratory investigations with reports |
| • Oral presentations |
| • Science projects |
| • Teacher generated quizzes and tests |
| • Essays |

| Fees & Supplies: See supply list on page 84 for Science courses. |

| Course Title: Biology Honors (SC607) | **Description:** Biology Honors offers a highly rigorous and challenging curriculum; however, not all college-bound students will take this course. The course is designed for students who are capable of and committed to learning more quickly and at a deeper level. The student who takes Biology Honors must possess a keen interest in the science concepts of the natural world and their applications. Some areas of study include the following:
  - Genetics
  - Ecology
  - Molecular biology
  - Evolution
  - Biochemistry/Energy
  - Cells

| Discipline: Science |
| Credits: 1 |
| Grade Level: 9 |
| Prerequisites: Students are identified for participation in Honors coursework by a combination of grades in class, standardized test scores and student interest. Students will be notified in January by mail if they have qualified for Honor courses. |

| Skills learned, reinforced, advanced and applied: |
| • Critical reading |
| • Scientific method of inquiry |
| • Problem-solving |
| • Research and its application |
| • Analysis |
| • Identification and analysis of relations: Comparison/contrast, cause/effect |
| • Data analysis |
| • Graphing |

| Activities: |
| • Laboratory investigations and reports to promote critical thinking skills |
| • Research projects to promote problem-solving and technology skills |
| • Oral presentations to promote communication skills |
| • Scientific reading and writing projects to promote communication and composition skills |
| • Class discussion |

<p>| Fees &amp; Supplies: See supply list on page 84 for Science Courses. |</p>
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Physical Science (SC623)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Science</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>10</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Successful completion of Biology (606) and recommended completion of Algebra (505) or Algebra A (506) and Algebra B (507)</td>
</tr>
</tbody>
</table>

**Description:**
This course fulfills the tenth grade physical science requirement and covers nine weeks each of chemistry and physics. Physical Science students are those who may not feel confident in their math ability or feel they need a ‘warm up’ for physics and chemistry, as basic concepts in each will be explored. A major component of this course is the use of lab investigations to understand the nature of science and natural phenomena. Students will be completing several investigations per week.

**Skills learned, reinforced, advanced and applied:**
- Research
- Analysis of data, statistics and graphing
- Basic algebra skills
- Identifying relationships
- Science as an inquiry investigation
- Critical thinking
- Use of technology
- Collaboration/group work

**Activities:**
- Laboratory investigations with reports
- Lab Practical
- Conducting inquiry-based group investigations (student-driven)
- Solving problems (mathematically and graphically)

**Fees & Supplies:** See supply list on page 84 for Science courses. Goggles must be purchased at the school store.

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Chemistry (SC609)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Science</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>'C-' or higher in both Biology (606) or Biology Honors (607) and Algebra (505) or 'C-' or higher in Physical Science (623)</td>
</tr>
</tbody>
</table>

**Description:**
Chemistry is designed for students who plan to attend a college or technical school. It is an excellent course for those curious about chemistry or those in a science-related vocation. The course includes the study of:
- Math and Measurement in Chemistry
- Matter and Change
- Atomic Structure and Theory
- Chemical Bonding
- Nomenclature
- Mole Concept
- Stoichiometry
- Gas Laws
- Chemical Equilibrium
- Acid-Base Theory
- Solutions

These concepts are reinforced with lab work where appropriate.

**Skills learned, reinforced, advanced and applied:**
- Critical reading
- Research
- Analysis
- Application of algebra concepts
- Identification and analysis of relations: Comparison/contrast, cause/effect
- Data analysis
- Graphing

**Activities:**
- Laboratory investigations with reports
- Teacher generated quizzes and tests

**Fees & Supplies:** See supply list on page 84 for Science courses. A lab notebook and goggles must be purchased at the school store.
Course Title: Chemistry Honors (SC619)
Discipline: Science
Credits: 1
Grade Level: 10, 11, 12
Prerequisites: 'B-' or higher in both Honors Biology (607) and Algebra (505) 'B+' or higher in Regular Biology (606)

Description:
As with most sciences, our present understanding of chemistry is rooted in history. Through numerous laboratory experiments and investigations, chemists have “discovered” the laws, theories, and concepts studied in this course. In order to understand chemistry, as well as the nature of science, the student will be provided with opportunities to discover the laws of chemistry in much the same manner as the chemists of the past. Whenever possible, laboratory experiments are used as a lead-in, not a follow-up, to concepts discussed in this class. Honors Chemistry is a quantitative, in-depth course designed for college-bound students, especially those considering a science-related major. Chemistry topics covered are similar to those covered in Regular Chemistry, but in much more depth of theory and more strenuous mathematical expectations. It is highly recommended if planning on taking AP Chemistry.

Skills learned, reinforced, advanced and applied:
- Math and Measurement in Chemistry
- Matter and Change
- Atomic Structure and Theory
- Chemical Bonding
- Nomenclature
- Mole Concept
- Stoichiometry
- Gas Laws
- Solutions
- Chemical Equilibrium
- Acid-Base Theory

Activities:
- Laboratory investigations with reports
- Teacher generated quizzes and tests

Fees & Supplies: See supply list on page 84 for Science courses. A lab notebook and goggles must be purchased at the school store.

Course Title: Physics (SC617)
Discipline: Science
Credits: 1
Grade Level: 10, 11, 12
Prerequisites: 'C-' or higher in Biology (606), Algebra (505), and Geometry (518) or concurrent Geometry (518) and a 'C-' or higher in Physical Science (623)

Description:
Physics provides a detailed study of the natural laws that govern motion on earth and in space. Topics include:
- Math and measurement in physics
- Conservation of Momentum
- Linear & projectile motion
- Circular Motion
- Newton's Three Laws of Motion
- Gravity
- Solving problems using vectors
- Energy
- Friction
- Identification and analysis of relations: Comparison/contrast, cause/effect
- Data analysis
- Graphing

Activities:
- Laboratory investigations with reports
- Teacher generated quizzes and tests

Fees & Supplies: See supply list on page 84 for Science courses.
**Course Title:** Physics/Blended-Online (SC624)  
**Discipline:** Science  
**Credits:** 1  
**Grade Level:** 10, 11, 12  
**Prerequisites:** 'C-' or higher in Biology (606) or Biology Honors (607), Algebra (505), and Geometry (518) or concurrent Geometry (518) and a 'C-' or higher in Physical Science (623)  
**Note:** Only TWO online sections of this class are being offered at this time, and space is limited; therefore, some students may be placed in the traditional, face-to-face version of the same class. Students will be notified by mail if they are in an online section.

**Description:**
Blended instruction combines traditional face-to-face class time with online delivery of educational content. Students will meet face-to-face two days per week (unless the curricular needs dictate more time), and the rest of the content will be available through a Google site. Students will submit assignments electronically, communicate through email and/or instant chat, and share ideas with classmates through discussion boards. Therefore, each student will need a computer with Internet access to complete the class requirements.

This course is designed to help each student transition successfully to the increasingly online educational environment experienced in many colleges and universities.

Physics provides a detailed study of the natural laws that govern motion on earth and in space. Topics include:

- Math and Measurement in physics
- Linear & Projectile Motion
- Newton's Three Laws of Motion
- Solving problems using vectors
- Friction
- Conservation of Momentum
- Circular Motion
- Gravity
- Energy

**Skills learned, reinforced, advanced and applied:**
- Critical reading
- Research
- Analysis
- Identification and analysis of relations: Comparison/contrast, cause/effect
- Data analysis
- Graphing

**Activities:**
- Online simulations of Physics concepts
- Laboratory investigations with reports
- Teacher generated quizzes and tests

**Fees & Supplies:** See supply list on page 84 for Science courses.
<table>
<thead>
<tr>
<th>Course Title: Physics Honors (SC620)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline: Science</td>
</tr>
<tr>
<td>Credits: 1</td>
</tr>
<tr>
<td>Grade Level: 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites: 'B-' or higher in Biology (606) or Biology Honors (607), Algebra (505), and Geometry (518) or concurrent Geometry (518)</td>
</tr>
</tbody>
</table>

**Description:**
Honors Physics provides a detailed study of the natural laws that govern motion on earth and in space. Physics topics covered are similar to those covered in Regular Physics, but in much more depth of theory and more strenuous mathematical expectations. It is highly recommended if planning on taking AP Physics. In addition, this is a course designed for students who seek to learn faster and deeper in preparation for college.

Additional Major topics include:
- Nanotechnology

**Skills learned, reinforced, advanced and applied:**
- Critical reading
- Research
- Analysis
- Identification and analysis of relations:
  - Comparison/contrast, cause/effect
  - Data analysis
  - Graphing

**Activities:**
- Laboratory investigations with reports
- Oral presentations
- Teacher generated quizzes and tests
- Homework problem sets

**Fees & Supplies:** See supply list on page 84 for Science courses.
**Course Title:** Principles of Engineering (SC625)  
**Discipline:** Science  
**Credits:** 1  
**Grade Level:** 10, 11, 12  
**Prerequisites:** Introduction to Engineering (830) and Geometry (518); or Physics (617,620 or 604); or approval of the instructor

**Description:**  
This STEM course uses the application of physics, chemistry and math to solve problems. It provides opportunities for students to link content together and apply it to solve problems. More and more jobs demand advanced skills, requiring that team members be able to learn, reason, think creatively, make decisions, and solve problems. An understanding of science, technology, engineering and math and their methods contribute in an essential way to these skills. Principles of Engineering is a team based advanced course. Students who complete this course will engage in real world case studies and learning activities that focus on the engineering process, making the world a better place to live and work.

**Engineering subjects covered:**  
- Experimental Design  
- Mechanics  
- Statics  
- Electricity  
- Thermodynamics  
- Materials  
- Fluid Mechanics  
- Machine Control

**Skills learned, reinforced, advanced and applied:**  
- Project management  
- Technical writing  
- Problem-solving  
- Team building  
- Applied math skills  
- Applied physics and chemistry skills

**Activities:**  
- Teamwork using “String on a Ring”  
- Build and test an apparatus to catch a falling egg  
- Build and test compound mechanisms  
- Build and test electrical circuits  
- Experimental design using GEARS trebuchet  
- Use truss analysis and element analysis to build and test a model bridge  
- Test fluid power  
- Test material strength  
- Build and test a scale model homeless shelter  
- Program a claw robot

**Fees & Supplies:** $20.00 lab fee.

**NOTE:** Credit attainment available: University of Wisconsin – Madison, Gateway Technical College, Milwaukee Area Technical College (MATC) & Arizona State University. Fees will be assessed by credit-issuing institution.
<table>
<thead>
<tr>
<th>Course Title: Earth and Space Science (SC612)</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Science</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Successful completion of Biology (606) and a physical science course</td>
</tr>
</tbody>
</table>

**Description:**
Earth Science is divided into four major themes: Geology (earth history, materials of the earth, and the changing earth), Hydrology (study of earth’s water), Meteorology (the processes that cause weather on earth and weather patterns and weather forecasting), Astronomy (the study of the sun, planet earth, moon, rest of the solar system, stars, galaxies, and the universe). Students will participate in direct learning experiences in the laboratory and classroom.

**Skills learned, reinforced, advanced and applied:**
- Critical reading
- Research
- Analysis
- Identification and analysis of relations: Comparison/contrast, cause/effect
- Data analysis
- Graphing

**Activities:**
- Laboratory investigations with reports
- Oral presentations
- Teacher generated quizzes and tests
- Science research projects

**Fees & Supplies:** See supply list on page 84 for Science courses.

<table>
<thead>
<tr>
<th>Course Title: Environmental Science (SC621)</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Science</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Successful completion of Biology (606) and a physical science course</td>
</tr>
</tbody>
</table>

**Description:**
Environmental Science is the study of how nature works and also how humans and nature components are interconnected. The class will provide a scientific knowledge base with which students can understand environmental problems, connections, and methods of evaluating possible solutions for creating a sustainable society.

**Skills learned, reinforced, advanced and applied:**
- Critical thinking skills
- Critical reading
- Research
- Data analysis
- Identify and evaluate biases and opinions
- Questioning and assessing evidence

**Activities:**
- Laboratory investigations with reports
- Oral presentations
- Discussions
- Research projects
- Quizzes and tests
- Writing prompts

**Fees & Supplies:** See supply list on page 84 for Science courses.
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Human Anatomy and Physiology (SC614)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Science</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>'C' average or higher in Biology (606) and Chemistry (609) or Chemistry Honors (619)</td>
</tr>
</tbody>
</table>

**Description:**
Human anatomy and physiology is a course designed for the student who wishes to pursue additional study in human biology. The human body is an incredible machine of great beauty. This course focuses on the structures and functions of the major body systems. It works to show the interrelationships that occur between structure and function.

**Skills learned, reinforced, advanced and applied:**
- Critical reading
- Research
- Analysis
- Identification and analysis of relations:
  - Comparison/contrast, cause/effect
  - Data analysis
  - Graphing

**Activities:**
- Laboratory investigations with reports
- Science research projects
- Teacher generated quizzes and tests
- Essays

**Fees & Supplies:** $15.00 lab fee. See supply list on page 84 for Science courses.

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Advanced Placement Biology (SC600)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Science</td>
</tr>
<tr>
<td>Credits:</td>
<td>2 (Weighted grades – 5.0 scale)</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>'B' average or higher in Biology (606) or Biology Honors (607) and Chemistry (609) or Chemistry Honors (619), or Consent of Advanced Placement Instructor</td>
</tr>
</tbody>
</table>

**Description:**
Advanced Placement Biology is a college level introductory Biology course. In-depth coverage of topics including biochemistry, cell biology, genetics, energy transfer, molecular biology, evolution and ecology. Extensive reading, writing, and laboratory work is emphasized. Students are expected to work outside the classroom. Students should be college-bound, exceptionally motivated, and have a high level of competency in the prerequisite courses. AP Biology provides the students with the rigor necessary to take the Advanced Placement examination which may allow the student to earn college credit at colleges and universities participating in the Advanced Placement Program.

**Skills learned, reinforced, advanced and applied:**
- Critical reading
- Research
- Analysis
- Identification and analysis of relations:
  - Comparison/contrast, cause/effect
  - Data analysis
  - Graphing

**Activities:**
- Inquiry laboratory investigations with reports
- Oral presentations
- Standardized tests
- Teacher generated quizzes and tests
- Essays
- Online chats

**Fees & Supplies:** $15.00 lab fee. See supply list on page 84 for Science courses. Also a 2” three-ring binder and goggles must be purchased at the school store.
<table>
<thead>
<tr>
<th>Course Title: Advanced Placement Environmental Science (SC626)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discipline:</strong> Science</td>
</tr>
<tr>
<td><strong>Credits:</strong> 1 (Fall Semester) <em>(Weighted grades – 5.0 scale)</em></td>
</tr>
<tr>
<td><strong>Grade Level:</strong> 11, 12</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> 'B' average or higher in Biology (606) or Biology Honors (607), completion of a physical science course with a “B” or higher (Physical Science, Chemistry, or Physics), and successful completion of at least one year of algebra. Students will also commit one day of enrichment advisement coursework during spring semester.</td>
</tr>
</tbody>
</table>

**Description:**
Advanced Placement Environmental Science is a college level introductory Environmental Science course. The goal of the course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. In depth coverage of topics including: energy in systems, human population, land use, water, atmosphere, biodiversity, and achieving sustainability.

**Skills learned, reinforced, advanced and applied:**
- Critical reading
- Research
- Analysis
- Identification and analysis of relations: Comparison/contrast, cause/effect
- Data analysis
- Graphing

**Activities:**
- Inquiry laboratory investigations with reports
- Standardized tests
- Teacher generated quizzes and tests
- Essays

**Fees & Supplies:** $15.00 lab fee. See supply list on page 84 for Science courses. A lab notebook must be purchased at the school store.

<table>
<thead>
<tr>
<th>Course Title: Advanced Placement Chemistry (SC603)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discipline:</strong> Science</td>
</tr>
<tr>
<td><strong>Credits:</strong> 2 <em>(Weighted grades – 5.0 scale)</em></td>
</tr>
<tr>
<td><strong>Grade Level:</strong> 11, 12</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> ‘B+’ average or higher in Biology (606) and Chemistry (609). Consent of Advanced Placement Instructor “B” average or higher in Biology Honors (607), “B” average or higher in Chemistry Honors (619), ‘B’ average or higher in Advanced Algebra (504)</td>
</tr>
</tbody>
</table>

**Description:**
Advanced Placement Chemistry is designed to be the equivalent of the general chemistry courses usually taken the first year of college. Students should have an in-depth understanding of chemistry fundamentals and competence in dealing with chemical problems. Students are expected to work outside the classroom. Students should be college-bound, exceptionally motivated, and have a high level of competency in the prerequisite courses. AP Chemistry provides the students with the rigor necessary to take the Advanced Placement examination, which may allow the student to receive college credit at colleges and universities participating in the Advanced Placement Program.

**Skills learned, reinforced, advanced and applied:**
- Critical reading
- Research
- Analysis
- Identification and analysis of relations: Comparison/contrast, cause/effect
- Data analysis
- Graphing

**Activities:**
- Laboratory investigations with reports
- Standardized tests
- Teacher generated quizzes and tests

**Fees & Supplies:** $15 lab Fee. See supply list on page 84 for Science courses. Goggles must be purchased at the school store.
Advanced Placement Physics (SC604)
Science
2 (Weighted grades – 5.0 scale)
11, 12
‘B’ average or higher in Biology (606) or Biology Honors (607), Physics (617) or Honors Physics (620), successful completion of Algebra (505), Geometry (518), and Advanced Algebra (504).

Description:
Advanced Placement Physics is a college level, algebra-based introductory physics course. The goal of the course is to provide students with advanced knowledge of the big ideas covered in the first two semesters of college physics. In depth topics include classical mechanics, electromagnetism, thermodynamics, light, sound, and an introduction to quantum physics. Students should be college-bound, exceptionally motivated, and have a high level of competency in the prerequisite courses. AP physics provides the students with the rigor necessary to take the Advanced Placement examination (AP physics 1 and 2), which may allow students to receive college credit at colleges and universities participating in the Advanced Placement Program.

Skills learned, reinforced, advanced and applied:
- Advanced problem solving
- Critical reading
- Research
- Analysis
- Identification and analysis of relations: Comparison/contrast, cause/effect
- Data analysis
- Graphing

Activities:
- Laboratory investigations with reports
- Oral presentations
- Standardized tests
- Teacher generated quizzes and tests
- Science research project

Fees & Supplies: See supply list on page 84 for Science courses.
DEPARTMENT GOAL

The goal of the Social Studies Department is to bring students to an awareness of the past as it influences the present and guides the future. Using a performance assessment based curriculum, students develop higher level thinking skills by applying the content mastered in the classroom to a variety of real life situations.

<table>
<thead>
<tr>
<th>RELATED CAREER PATHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountant</td>
</tr>
<tr>
<td>Anthropologist</td>
</tr>
<tr>
<td>Archaeologist</td>
</tr>
<tr>
<td>Archivist</td>
</tr>
<tr>
<td>Banker</td>
</tr>
<tr>
<td>Carpenter</td>
</tr>
<tr>
<td>Clinical Psychologist</td>
</tr>
<tr>
<td>College Professor</td>
</tr>
<tr>
<td>Criminologist</td>
</tr>
<tr>
<td>Economist</td>
</tr>
<tr>
<td>Editor</td>
</tr>
<tr>
<td>Education Psychologist</td>
</tr>
<tr>
<td>Course Title:</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>Discipline:</td>
</tr>
<tr>
<td>Credits:</td>
</tr>
<tr>
<td>Grade Level:</td>
</tr>
<tr>
<td>Prerequisites:</td>
</tr>
</tbody>
</table>

**Description:**
In this course, students will do in-depth study of international and domestic issues in recent U.S. history. This study will center around the following units: Imperialism; Progressivism; World War I; The Twenties; The Great Depression; World War II; The Cold War; The Fifties; The Civil Rights movement; Vietnam; and the major domestic and international conflicts of the seventies; eighties, nineties, and new millennium. The primary goal of this course is to develop an awareness and appreciation of the past and to understand its relationship to the present.

**Skills learned, reinforced, advanced and applied:**
- Reading skills
- Map skills
- Writing skills
- Research skills

**Activities:**
- Research projects/term papers
- Written assignments
- Essays
- Group projects

**Fees & Supplies:** Folder, 3-ring binder, notebook, and colored pencils

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>20th Century U.S. History Honors (SS725)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>9</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Students are identified for participation in Honors coursework by a combination of grades in class, standardized test scores and student interest.</td>
</tr>
</tbody>
</table>

**Description:**
20th Century U.S. History Honors is a highly rigorous and challenging curriculum; however, not all college-bound students will take this course. The course is designed for students who are capable of and committed to learning more quickly and at a deeper level. The student who takes 20th Century U.S. History Honors must have a strong interest in reading and writing. The course will require students to critically read challenging materials that center on various international and domestic issues of recent history. Some issues to be studied are the Great Depression, World War II, the Cold War and the Civil Rights Movement.

**Skills learned, reinforced, advanced and applied:**
- Critical thinking: compare/contrast, cause/effect, analysis
- Map making and reading skills
- Research skills
- Use the Internet to gain information
- Critical reading
- Critical writing

**Activities:**
- Class discussions to promote critical thinking: compare/contrast, cause/effect, analysis
- Group projects and presentations
- Intensive reading to promote critical reading skills
- Development of a course portfolio to promote self-assessment and reflective practices
- Development of a course portfolio to promote self-assessment and reflective practices
- Performance assessments with rubrics
- Development of a course portfolio to promote self-assessment and reflective practices
- Research projects to promote problem solving and technology skills
- Various written projects to promote communication and composition skills

**Fees & Supplies:** Folder, 3-ring binder, notebook, and colored pencils
### World History and Modern Affairs (SS726)

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>World History and Modern Affairs (SS726)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>10</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
</tbody>
</table>

**Description:**
The purpose of the World History and Modern Affairs course is to learn how different and diverse human societies have interacted and evolved into today’s global community throughout the modern era. These concepts are presented through a combination of examining important historical themes, gaining relevant factual knowledge, and learning how to apply major historical thinking and analytical skills. Students will use major historical skills such as Cause and Effect, Comparisons among major societies, examining Continuity and Change Over Time, Periodization, and Historical Interpretation and Argumentation to understand how the world became what it is today. Specific and consistent attention to contacts and interactions between societies and the impact these connections had on the world will be a major concept addressed throughout the course. World History and Modern Affairs will help students understand how to “do history” by learning the steps historians, anthropologists, sociologists, and others would take in analyzing historical evidence and events around the world.

**Skills learned, reinforced, advanced and applied:**
- Map skills
- Reading skills
- Writing skills
- Research skills

**Activities:**
- Essays
- Groups projects
- Research projects/Term papers
- Written assignments

**Fees & Supplies:** Folder, 3-ring binder, notebook, and colored pencils

### Civics & Economics (SS711)

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Civics &amp; Economics (SS711)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>11</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
</tbody>
</table>

**Description:**
In this course, students will explore many integral themes that American government and economics have to offer, while developing and applying critical thinking skills, cooperative learning skills, and writing skills. This course will offer unique opportunities both to prepare students to reach their future goals and to develop the knowledge and perspective that will make them well-rounded and contributing citizens. In this class, students will enhance their knowledge of pressing issues in society, formulate opinions about them, and develop skills in order to become involved members of the political process. For this to happen, students will need to acquire knowledge of local, state, national, and world governments, so that they may be able to engage in the events, struggles, and relations of today’s world, with an understanding of how the present came to be.

**Skills learned, reinforced, advanced and applied:**
- Higher order thinking
- Higher level reading, writing and research
- Oral expression
- Ethical valuing
- Connections to the world beyond the classroom

**Activities:**
- Research
- Presentations
- Role playing
- Projects
- Small and large group discussions
- Debates
- Simulations

**Fees & Supplies:** Folder, 3-ring binder, and notebook

**NOTE:** Advanced Placement Government (701) fulfills the graduation requirement for Civics & Economics (711) and may be taken in its place.
Course Title: Advanced Placement Macroeconomics (SS723)
Discipline: Social Studies
Credits: 1 (Weighted grades – 5.0 scale)
Grade Level: 12 (2nd semester only)
Prerequisites: 3.00 GPA and recommendation from current social studies instructor.

Description:
Advanced Placement Macroeconomics is a college prep class for seniors offered during the second semester only. Students will learn high-level writing, reading, communication and analytical thinking skills that are critical to success in the college classroom. AP Macroeconomics is an important step in preparing students for the next step in their education and is recommended for college-bound students interested in Political Science and business related majors such as Accounting, Finance, International Business and Banking.

AP Macroeconomics is designed to prepare the student for the AP examination in Macroeconomics. The focus of study will be on national economic performance, price determination, money, banking, financial markets, the Federal Reserve, monetary and fiscal policy and international trade and finance. Because this class reflects a college curriculum, it is more demanding than regular government classes, requiring outside preparation and independent learning.

Skills learned, reinforced, advanced and applied:
- College-level reading skills
- Basic research skills
- Cooperative group learning
- Using technology to gain information
- Organization of material: notes, charts, graphic organizers
- Application of various techniques to analyze and evaluate differing interpretations of historical, political, and current events.

Activities:
- Daily assignments: reading, writing, graphic organizers
- Research
- Group presentations
- Projects
- Active discussion

Fees & Supplies: Folder, 3-ring binder, and notebook
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Advanced Placement European History (SS722)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Credits:</td>
<td>2 <em>(Weighted grades – 5.0 scale)</em></td>
</tr>
<tr>
<td>Grade Level:</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>3.00 GPA and recommendation from current social studies instructor</td>
</tr>
</tbody>
</table>

**Description:**
Advanced Placement European History is a college prep class in which students will learn high-level writing, reading, communication and analytical thinking skills that are critical to success in the college classroom. AP Euro is an important step in preparing students for the next phase in their education and is recommended for college-bound students.

Advanced Placement European History is a comprehensive survey of the political, cultural, intellectual, economic, and social history of modern Europe from the Renaissance/Reformation (1450) to the present. By learning about monarchs and the Medici, Communism and Copernicus, and Voltaire and Van Gogh, students will become adept at discussing, analyzing, and evaluating Western contributions to modern society. Through primary source analysis, consistent essay writing, and familiarization with the context of European history, students will develop the skills and knowledge equivalent to those required by introductory university courses. This preparation allows the student to take the Advanced Placement European History exam, administered in May by the College Board, and offers an opportunity to earn up to six university credits. Background knowledge of European history is not a prerequisite for enrollment. However, an understanding of the rigor required to pass the Advanced Placement European History exam is. Due to the depth of content and the level of skills, Advanced Placement European History is a year-long course that will count as one credit per semester.

In order to take maximum advantage of preparing to learn the course material, an assignment will be given to students in the spring. It is to their advantage to complete this material over the summer to be reviewed at the beginning of the school year. The student will be graded accordingly for knowing and understanding the material.

**Skills learned, reinforced, advanced and applied:**
- College-level reading skills
- Primary source analysis
- Basic research skills
- Cooperative group learning
- Using technology to gain information
- Organization of material: notes, charts, graphic organizers
- Application of various techniques to analyze and evaluate differing interpretations of history

**Activities:**
- Daily assignments: reading, writing, graphic organizers
- Research
- Role-playing
- Group presentations
- Projects
- Active discussion
- Long-term cumulative research project

**Fees & Supplies:** Folder, 3-ring binder, and notebook
Course Title: Advanced Placement Government and Politics – U.S./Comparative (SS701)
Discipline: Social Studies
Credits: 2 (Weighted grades – 5.0 scale)
Grade Level: 11, 12
Prerequisites: 3.00 GPA and recommendation from current social studies instructor

Description:
Advanced Placement Government and Politics is a college prep class in which students will learn high-level writing, reading, communication and analytical thinking skills that are critical to success in the college classroom. AP Government is an important step in preparing students for the next step in their education and is recommended for college-bound students.

AP U.S. Government is a one-year, college-level course, designed to prepare the student for the AP examination in both US Government and Comparative Government. Because this class reflects a college curriculum, it is more demanding than regular government classes, requiring outside preparation and independent learning.

1. **U.S. Government** – This semester will emulate the academic rigor of a college-level course, including the study of both the general concepts used to interpret U.S. politics and the analysis of current events. Throughout this course, students will examine and analyze the Constitution of the United States, political parties and how citizens vote, interest groups and the mass media, as well as gaining a familiarity with the institutions, processes, beliefs, and policies that constitute U.S. politics. Students will use higher order thinking skills to formulate solid opinions and interpret the various trends throughout politics and our society, and understand the importance of participation in local, state, and national government.

2. **Comparative Government** – This semester is designed to provide students with the conceptual tools necessary to develop an understanding and thought-provoking analysis of some of the world’s diverse political and economic structures and practices. We will examine six countries in detail: Great Britain, Russia, China, Mexico, Nigeria and Iran. From studying governmental systems, like democracy and authoritarianism, to analyzing economic systems through the lens of 21st century globalization, students will gain a better understanding of how countries interact throughout the world and will develop a thoughtful worldview. Also, these countries are excellent examples of the six core topics of a comparative course. Topics include methodology, power, institutional structure, civil society political and economic change, and public policy.

In order to take maximum advantage of preparing to learn the course material, an assignment will be given to students in the spring. It is to their advantage to complete this material over the summer to be reviewed at the beginning of the school year. The student will be graded accordingly for knowing and understanding the material.

**Skills learned, reinforced, advanced and applied:**
- Reading, writing and research skills
- Cooperative group learning
- Using the Internet to gain information
- Application of various techniques to analyze and evaluate differing interpretations of historical, political, and current events

**Activities:**
- Research
- Debates
- Group presentations
- Role-playing (Mock campaign, Mock Congress)
- Projects
- Discussion

**Fees & Supplies:** Folder, 3-ring binder, notebook, and colored pencils

**NOTE:** This course meets the Civics & Economics (711) requirement for graduation.
<table>
<thead>
<tr>
<th>Course Title: Advanced Placement U.S. History (SS705)</th>
<th>Description: Advanced Placement United States History is a college prep class in which students will learn high-level writing, reading, communication and analytical thinking skills that are critical to success in the college classroom. APUSH is an important step in preparing students for the next step in their education and is recommended for college-bound students. Advanced Placement U.S. History is a comprehensive survey of American History from 1607 to the present. It covers everything from our nation’s wars to major social changes to the effects of technological advances. The course will provide students with the analytical skills and factual knowledge to be able to deal critically with the problems and materials in United States history. It demands effort, motivation and knowledge equal to that required by introductory college courses. Students will be prepared to take the A.P. History exam, administered by the College Board in May, which can earn students as many as five or six credits for college. Because of the depth of content and the level of skills and knowledge learned, Advanced Placement U.S. History is a year-long course that will count as one credit per semester. In order to take maximum advantage of preparing to learn the course material, an assignment will be given to students in the spring. It is to their advantage to complete this material over the summer to be reviewed at the beginning of the school year. The student will be graded accordingly for knowing and understanding the material.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline: Social Studies</td>
<td>Skills learned, reinforced, advanced and applied: Reading, writing and research skills</td>
</tr>
<tr>
<td>Credits: 2 (Weighted grades – 5.0 scale)</td>
<td>Cooperative group learning</td>
</tr>
<tr>
<td>Grade Level: 11, 12</td>
<td>Using technology to gain information</td>
</tr>
<tr>
<td>Prerequisites: 3.00 GPA and recommendation from current social studies instructor</td>
<td>Activities: Research</td>
</tr>
<tr>
<td></td>
<td>Debates</td>
</tr>
<tr>
<td></td>
<td>Group presentations</td>
</tr>
<tr>
<td>Fees &amp; Supplies: Folder, 3-ring binder, notebook, and colored pencils</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title: Psychology (SS716)</th>
<th>Description: This course will examine the relationship between the various environmental and genetic factors that help determine human behavior. In particular, the course will emphasize the roles that thinking, learning, perception, motivation, emotion, stress and many other factors play in determining human behavior. In addition, the course will look at the various theories used to explain behavior.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline: Social Studies</td>
<td>Skills learned, reinforced, advanced and applied: Use of a wide variety of sources to analyze information and draw conclusions</td>
</tr>
<tr>
<td>Credits: 1</td>
<td>Assessing the impact of various genetic and environmental factors on behavior</td>
</tr>
<tr>
<td>Grade Level: 10, 11, 12</td>
<td>Using the Internet to gain information</td>
</tr>
<tr>
<td>Prerequisites: None</td>
<td>Activities: Active discussion of the various issues discussed throughout the curriculum</td>
</tr>
<tr>
<td></td>
<td>Cooperative learning exercises</td>
</tr>
<tr>
<td></td>
<td>Daily assignments – readings, notes, worksheets, written responses</td>
</tr>
<tr>
<td>Fees &amp; Supplies: Folder, 3-ring binder, notebook, and colored pencils</td>
<td></td>
</tr>
</tbody>
</table>
| Course Title: Sociology (SS 717) | Description:
Sociologists attempt to understand how people’s thoughts and actions are influenced by their societal surroundings and life experiences. Units of study include Identity Development, Technology, Family, Sociological Theory and Research, Education, Social Class, Minorities, Education, Conformity and Social Deviance. The curriculum is aligned with Waukesha County Technical College and offers students the opportunity to earn three technical college credits (which are transferable to most UW schools) upon completion of this course.

Skills learned, reinforced, advanced and applied:
- Use of various sources to analyze information and draw conclusions
- Cooperative group learning experiences
- Perspective taking and reflection
- Using media technology to gather current information

Activities:
- Active discussion
- Group work
- Research (experiments, surveys, media analysis)
- Culminating projects

Fees & Supplies: Folder, 3-ring binder, and notebook

Articulation: This is a transcripted course through WCTC (students earning a “C” or higher earn 3 credits).

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| Course Title: Global Issues/Blended-Online (SS 715) | Description:
Why do nations go to war? Would you be willing to fight and die for your country? What exactly is happening to our global environment and how are nations attempting to deal with pollution and its effects? Why do half of the world’s governments choose to torture their own citizens? To what extent do we have a responsibility to help people from hungry, poor regions of the world? How do we balance our role as citizens of the United States with the concept of global citizenship? Global Issues will give the student an opportunity to research and discuss these important topics as well as many others.

This course is designed to help each student transition successfully to the increasingly online educational environment experienced in many colleges and universities.

Blended instruction combines traditional face-to-face class time with online delivery of educational content. Students will meet face-to-face two days per week (unless the curricular needs dictate more time), and the rest of the content will be available through Google. Students will submit assignments electronically, communicate through email and/or instant chat, and share ideas with classmates through discussion boards. Therefore, each student will need a computer with Internet access to complete the class requirements.

Skills learned, reinforced, advanced and applied:
- Reading, writing, and research skills
- Cooperative group learning
- Using the Internet to gain information
- Experimenting with technology to access, analyze, and produce coursework
- Evaluating different points of view
- Using personal beliefs and values to assess larger political, social, economic, and environmental issues
- Communicating with peers through a number of online resources

Activities:
- Research
- Debates
- Group presentations
- Electronic assignment uploads
- Role playing
- Projects
- Discussion
- Communication through email, instant chat, discussion boards, or virtually

Fees & Supplies: Folder, 3-ring binder, and notebook
Course Title: United States Law (SS718)
Discipline: Social Studies
Credits: 1
Grade Level: 10, 11, 12
Prerequisites: Civics/Economics (711) or Consent of Instructor

<table>
<thead>
<tr>
<th>Description:</th>
</tr>
</thead>
</table>
| Students will learn about the legal system in the United States and the role of the judicial branch in federal government. Areas of study include the trial and appellate court process, criminal law and the protections afforded by the Bill of Rights, capital punishment, checks and balances and separation of powers, and civil rights. An emphasis will be placed upon “learning by doing”.

<table>
<thead>
<tr>
<th>Skills learned, reinforced, advanced and applied:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analysis and evaluation of historic events and historic Supreme Court cases from various perspectives</td>
</tr>
<tr>
<td>• Comprehension and analysis of basic legal documents such as the Declaration of Independence, the Constitution, and cases of the U.S. and Supreme Court</td>
</tr>
<tr>
<td>• Analysis of the law and its application to issues such as impeachment, child abuse, search and seizure, affirmative action, school busing, and abortion</td>
</tr>
<tr>
<td>• Writing and the analytical writing process</td>
</tr>
<tr>
<td>• Creating and presenting effective and persuasive oral arguments</td>
</tr>
<tr>
<td>• Research using text, periodicals, and the internet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Simulations</td>
</tr>
<tr>
<td>• Mock trial</td>
</tr>
<tr>
<td>• Analysis of Supreme Court cases</td>
</tr>
<tr>
<td>• Oral debates regarding legal issues</td>
</tr>
</tbody>
</table>

| Fees & Supplies: |
| Folder, 3-ring binder, and notebook |
The study of World Languages provides students with experiences in international languages and helps to develop a diverse cultural awareness.

<table>
<thead>
<tr>
<th>RELATED CAREER PATHS</th>
<th>RELATED CAREER PATHS</th>
<th>RELATED CAREER PATHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor</td>
<td>Essayist or Author</td>
<td>Messenger</td>
</tr>
<tr>
<td>Actress</td>
<td>FBI/CIA Agent</td>
<td>Missionary</td>
</tr>
<tr>
<td>Anthropologist</td>
<td>Flight Attendant</td>
<td>Music Teacher</td>
</tr>
<tr>
<td>Archivist</td>
<td>Historian</td>
<td>Physician</td>
</tr>
<tr>
<td>College Professor</td>
<td>Immigration/Customs Official</td>
<td>Salesperson</td>
</tr>
<tr>
<td>Composer</td>
<td>Intelligence Specialist</td>
<td>Social Worker</td>
</tr>
<tr>
<td>Correspondent</td>
<td>Interpreter</td>
<td>Teacher</td>
</tr>
<tr>
<td>Court Reporter</td>
<td>Lawyer</td>
<td>Translator</td>
</tr>
<tr>
<td>Diplomat</td>
<td>Librarian</td>
<td>Travel Agent</td>
</tr>
<tr>
<td>Dramatic Coach</td>
<td>Linguist</td>
<td>Travel Guide</td>
</tr>
<tr>
<td>Engineer</td>
<td>Medical Assistant</td>
<td>Tutor</td>
</tr>
<tr>
<td>Course Title:</td>
<td>French I (WL900)</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>Discipline:</td>
<td>World Languages</td>
<td></td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Grade Level:</td>
<td>9, 10, 11, 12</td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
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<td></td>
</tr>
</tbody>
</table>

**Description:**
Students will be introduced to the language and culture of the French speaking world. Students will develop basic communication skills in the area of listening, speaking, reading and writing on a wide range of topics.

**Skills learned, reinforced, advanced and applied:**
- Basic conversational proficiency in French on everyday topics and in simple situations
- Reading and listening to simple language for comprehension
- Writing and speaking to express ideas
- Language learning skills, processes, and strategies
- Cultural awareness and understanding of the French speaking world

**Activities:**
- Partner/group oral practice
- Guided writing practice
- French songs
- Skits and oral presentations
- Portfolio development
- Music, games and contests
- Teacher-designed projects
- Total Physical Response (T.P.R.) techniques
- Student-designed projects

**Fees & Supplies:** Folder, notebook, colored pencils, felt-tip marker and glue stick

**Language Lab:** $2 for ear covers (one-time only. Students are required to keep them year to year). $2 for language lab use.

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>French II (WL901)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>World Languages</td>
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<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>French I (900) or Consent of Instructor</td>
</tr>
</tbody>
</table>

**Description:**
Students expand their knowledge of the language and culture of the French speaking world. Students will develop basic communication skills in the area of listening, speaking, reading and writing on a wide range of topics.

**Skills learned, reinforced, advanced and applied:**
- Basic/intermediate conversational proficiency in French on everyday topics and in simple situations
- Reading and listening to simple language for comprehension
- Writing and speaking to express ideas
- Language learning skills, processes, and strategies
- Cultural awareness and understanding of the French speaking world

**Activities:**
- Skits and oral presentations
- Short stories
- Immersion simulation
- Portfolio development
- Music/games/contests
- Partner/group oral practice
- Guided writing practice
- Total Physical Response (T.P.R.) techniques

**Fees & Supplies:** Folder, notebook, colored pencils, felt-tip marker, glue stick, and French/English Dictionary

**Language Lab:** $2 for ear covers (One-time only. Students are required to keep them year to year). $2 for language lab use.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>French III (WL902)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline</td>
<td>World Languages</td>
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<tr>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>'C-' or higher in French II (901) or Consent of Instructor</td>
</tr>
</tbody>
</table>

**Description:**
Students continue to expand their knowledge of the language and culture of the French speaking world. Students will develop intermediate communication skills in the area of listening, speaking, reading and writing on a wide range of topics.

**Skills learned, reinforced, advanced and applied:**
- Intermediate conversational proficiency in French on in a variety of real-life situations
- Reading and listening to extended language for comprehension
- Writing and speaking to express ideas
- Language learning skills, processes, and strategies
- Cultural awareness and understanding of the French speaking world

**Activities:**
- Teacher-designed projects
- Student-designed projects
- Essay writing
- Portfolio development
- Self-assessment of progress
- Games, movies and music
- Partner/group study
- Literary circles
- Dialogues and presentations
- Partner/group oral practice
- Immersion simulations

**Fees & Supplies:**
French/English – English/French dictionary, folder, notebook, colored pencils, felt-tip markers and glue stick, Bon Voyage Level III workbook (approx.. $16 at school store)

**Language Lab:**
$2 for ear covers (One-time only. Students are required to keep them year to year).
$2 for language lab use.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>French IV (903)</th>
</tr>
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<tbody>
<tr>
<td>Discipline</td>
<td>World Languages</td>
</tr>
<tr>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>'C-' or higher in French III (902) or Consent of Instructor</td>
</tr>
</tbody>
</table>

**Description:**
Students continue to expand their knowledge of the language and culture of the French speaking world. Students will develop intermediate communication skills in the area of listening, speaking, reading and writing on a wide range of topics.

This course could allow the student to earn 12 – 16 retroactive college credits with the placement exam and course work of a B or better in a college French course.

**Skills learned, reinforced, advanced and applied:**
- Intermediate/Advanced conversational proficiency in French on in a variety of real-life situations
- Reading and listening to extended language for comprehension
- Writing and speaking to express ideas
- Language learning skills, processes, and strategies
- Cultural awareness and understanding of the French speaking world

**Activities:**
- Student-designed projects
- Teacher-designed projects
- Essay writing
- Portfolio development
- Self-assessment of progress
- Games, movies and music
- Partner/group study
- Literary circles
- Dialogues and presentations
- Partner/group oral practice
- Immersion simulations

**Language Lab:**
$2 for ear covers (One-time only. Students are required to keep them year to year).
$2 for language lab use.
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>French V (WL904)</th>
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</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>World Languages</td>
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<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>'C-' or higher in French IV (903) or Consent of Instructor</td>
</tr>
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</table>

**Description:**
Students experience the language and culture of the French speaking world. Students will develop advanced communication skills in the area of listening, speaking, reading and writing on a wide range of topics.

This course could allow the student to earn 12 – 16 retroactive college credits with the placement exam and course work of a B or better in a college French course.

**Skills learned, reinforced, advanced and applied:**
- Advanced conversational proficiency in French on in a variety of subjects and situations, including all class business
- Reading and listening to extended language for comprehension
- Writing and speaking to express ideas
- Language learning skills, processes, and strategies
- Cultural awareness and understanding of the French speaking world

**Activities:**
- Teacher-designed projects
- Student-designed projects
- Essay writing
- Portfolio development
- Self-assessment of progress
- Games, movies and music
- Partner/group study
- Literary circles
- Dialogues and presentations
- Partner/group oral practice
- Immersion simulations

**Fees & Supplies:** French/English – English/French dictionary, folder, notebook, colored pencils, felt-tip markers and glue stick

**Language Lab:** $2 for ear covers (One-time only. Students are required to keep them year to year). $2 for language lab use.

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>German I (WL905)</th>
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</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>World Languages</td>
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<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
</tbody>
</table>

**Description:**
Students will be introduced to the language and culture of the German speaking world. Students will develop basic communication skills in the area of listening, speaking, reading and writing on a wide range of topics.

**Skills learned, reinforced, advanced and applied:**
- Basic conversational proficiency in German on everyday topics and in simple situations
- Reading and listening to simple language for comprehension
- Writing and speaking to express ideas
- Language learning skills, processes, and strategies
- Cultural awareness and understanding of the German speaking world

**Activities:**
- Oral communication activities
- Authentic video presentations supporting textbook materials
- Various authentic German language “Realia”
- Written and oral exams
- Presentation of skits

**Fees & Supplies:** *Komm Mit!* Level 1 workbook (approximately $17 at school store), 3-ring binder, notebook, 4 packages 100-count 4 x 6 note cards

**Language Lab:** $2 for ear covers (One-time only. Students are required to keep them year to year). $2 for language lab use.
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>German II (WL906)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>World Languages</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
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<tr>
<td>Grade Level:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>German I (905) or Consent of Instructor</td>
</tr>
</tbody>
</table>

**Description:**
Students expand their knowledge of the language and culture of the German speaking world. Students will develop basic communication skills in the area of listening, speaking, reading and writing on a wide range of topics.

**Skills learned, reinforced, advanced and applied:**
- Basic/intermediate conversational proficiency in German on everyday topics and in simple situations
- Reading and listening to simple language for comprehension
- Writing and speaking to express ideas
- Language learning skills, processes, and strategies
- Cultural awareness and understanding of the German speaking world

**Activities:**
- Guided practice
- Writing
- Oral presentations
- Selected readings
- Communication activities
- Internet exploration

**Fees & Supplies:** Save and use workbook from German I, 3-ring binder, 4 packages 100-count 4 x 6 note cards

**Language Lab:** $2 for ear covers (One-time only. Students are required to keep them year to year).
$2 for language lab use.

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>German III (WL907)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>World Languages</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>&quot;C&quot; or higher in German II (906) or Consent of Instructor</td>
</tr>
</tbody>
</table>

**Description:**
Students continue to expand their knowledge of the language and culture of the German speaking world. Students will develop intermediate communication skills in the area of listening, speaking, reading and writing on a wide range of topics.

**Skills learned, reinforced, advanced and applied:**
- Intermediate conversational proficiency in German on in a variety of real-life situations
- Reading and listening to extended language for comprehension
- Writing and speaking to express ideas
- Language learning skills, processes, and strategies
- Cultural awareness and understanding of the German speaking world

**Activities:**
- Guided practice
- Writing
- Oral presentations
- Selected readings
- Communication activities
- Internet exploration

**Fees & Supplies:** Komm Mit 2 grammar practice book (approximately $17 at school store), 3-ring binder, 4 packages of 4 x 6 note cards, notebook

**Language Lab:** $2 for ear covers (One-time only. Students are required to keep them year to year).
$2 for language lab use.
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>German IV (WL908)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>World Languages</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>&quot;C&quot; or higher in German III (907) or Consent of Instructor</td>
</tr>
</tbody>
</table>

**Description:**
Students continue to expand their knowledge of the language and culture of the German speaking world. Students will develop intermediate communication skills in the area of listening, speaking, reading and writing on a wide range of topics.

This course could allow the student to earn 12 – 16 retroactive college credits with the placement exam and course work of a B or better in a college German course.

**Skills learned, reinforced, advanced and applied:**
- Intermediate conversational proficiency in German on in a variety of real-life situations
- Reading and listening to extended language for comprehension
- Writing and speaking to express ideas
- Language learning skills, processes, and strategies
- Cultural awareness and understanding of the German speaking world

**Activities:**
- Guided practice
- Writing assignments
- Oral expressions and communication activities
- Selected readings
- Viewing and comparing German language videos with historical and/or cultural significance
- Internet exploration

**Fees & Supplies:** 3-ring binder, notebook

**Language Lab:** $2 for ear covers (One-time only. Students are required to keep them year to year). $2 for language lab use.

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>German V (WL909)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>World Languages</td>
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<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>&quot;C&quot; or higher in German IV (908)</td>
</tr>
</tbody>
</table>

**Description:**
Students experience the language and culture of the German speaking world. Students will develop advanced communication skills in the area of listening, speaking, reading and writing on a wide range of topics.

This course could allow the student to earn 12 – 16 retroactive college credits with the placement exam and course work of a B or better in a college German course.

**Skills learned, reinforced, advanced and applied:**
- Intermediate high conversational proficiency in German on in a variety of subjects and situations, including all class business
- Reading and listening to extended language for comprehension
- Writing and speaking to express ideas
- Language learning skills, processes, and strategies
- Cultural awareness and understanding of the German speaking world

**Activities:**
- Reading and discussing literature selections
- Viewing and comparing German language videos with historical and/or cultural significance
- Oral and written discussion of videos
- Internet research and newspaper readings

**Fees & Supplies:** 3-ring binder, notebook

**Language Lab:** $2 for ear covers (One-time only. Students are required to keep them year to year). $2 for language lab use.
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Spanish I (WL910)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>World Languages</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
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<tr>
<td>Grade Level:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
</tbody>
</table>

**Description:**
Students will be introduced to the language and culture of the Spanish speaking world. Students will develop basic communication skills in the area of listening, speaking, reading and writing on a wide range of topics.

**Skills learned, reinforced, advanced and applied:**
- Basic conversational proficiency in Spanish on everyday topics and in simple situations
- Reading and listening to simple language for comprehension
- Writing and speaking to express ideas
- Language learning skills, processes, and strategies
- Cultural awareness and understanding of the Spanish speaking world

**Activities:**
- Paired and small group in-class activities
- Weekly quizzes and tests
- Writing on a variety of topics
- Written projects and oral presentations
- Songs

**Fees & Supplies:** Workbook (approximately $17.00), 3-ring binder, notebook or loose-leaf paper, 4 tab dividers, 2 dry erase markers

**Language Lab:** $2 for ear covers (One-time only. Students are required to keep them year to year). $2 for language lab use.

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Spanish II (WL911)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline:</td>
<td>World Languages</td>
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<td>Credits:</td>
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<tr>
<td>Grade Level:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Spanish I (910) or Consent of Instructor</td>
</tr>
</tbody>
</table>

**Description:**
Students expand their knowledge of the language and culture of the Spanish speaking world. Students will develop basic communication skills in the area of listening, speaking, reading and writing on a wide range of topics.

**Skills learned, reinforced, advanced and applied:**
- Basic/intermediate conversational proficiency in Spanish on everyday topics and in simple situations
- Reading and listening to simple language for comprehension
- Writing and speaking to express ideas
- Language learning skills, processes, and strategies
- Cultural awareness and understanding of the Spanish speaking world

**Activities:**
- Paired and small group in-class activities
- Weekly quizzes and tests
- Written projects and oral presentations
- Writing on a variety of topics

**Fees & Supplies:** Workbook from prior semester, 3-ring binder, notebook or loose-leaf paper, 4 tab dividers, 2 dry erase markers

**Language Lab:** $2 for ear covers (One-time only. Students are required to keep them year to year). $2 for language lab use.
<table>
<thead>
<tr>
<th>Course Title: Spanish III (WL912)</th>
<th>World Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level: 9, 10, 11, 12</td>
<td>Grade Level: 9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites: 'C-' or higher in Spanish I (910) and Spanish II (911) or Consent of Instructor</td>
<td>Prerequisites: 'C-' or higher in Spanish I (910) and Spanish II (911) or Consent of Instructor</td>
</tr>
</tbody>
</table>

**Description:**
Students continue to expand their knowledge of the language and culture of the Spanish speaking world. Students will develop intermediate communication skills in the area of listening, speaking, reading and writing on a wide range of topics.

**Skills learned, reinforced, advanced and applied:**
- Intermediate conversational proficiency in Spanish on a variety of real-life situations
- Reading and listening activities to enhance language acquisition
- Writing and speaking to express ideas
- Language learning skills, processes, and strategies
- Cultural awareness and understanding of the Spanish speaking world

**Activities:**
- Guided practice
- Projects and presentations
- Written and oral tests
- Writing on a variety of topics
- Reading short stories

**Fees & Supplies:** Workbook (approximately $17.00), 3-ring binder, notebook or loose-leaf paper, a Spanish novel (approximately $15)

**Language Lab:** $2 for ear covers (One-time only. Students are required to keep them year to year). $2 for language lab use.

<table>
<thead>
<tr>
<th>Course Title: Spanish IV (WL913)</th>
<th>World Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level: 10, 11, 12</td>
<td>Grade Level: 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites: 'C-' or higher in Spanish I (910), Spanish II (911) and Spanish III (912) or Consent of Instructor</td>
<td>Prerequisites: 'C-' or higher in Spanish I (910), Spanish II (911) and Spanish III (912) or Consent of Instructor</td>
</tr>
</tbody>
</table>

**Description:**
Students continue to expand their knowledge of the language and culture of the Spanish speaking world. Students will develop intermediate communication skills in the area of listening, speaking, reading and writing on a wide range of topics.

This course could allow the student to earn 12 – 16 retroactive college credits with the placement exam and course work of a B or better in a college Spanish course.

**Skills learned, reinforced, advanced and applied:**
- Intermediate/Advanced conversational proficiency in Spanish on a variety of real-life situations
- Reading and listening activities to enhance language acquisition
- Writing and speaking to express ideas
- Language learning skills, processes, and strategies
- Cultural awareness and understanding of the Spanish speaking world

**Activities:**
- Projects
- Writing on a variety of topics
- Reading short stories
- Speaking the language with guided practice, dialogues and presentations
- Written and oral tests
- Movies related to curriculum/culture

**Fees & Supplies:** Workbook from prior semester, 3-ring binder, notebook or loose-leaf paper, a Spanish novel (approximately $15)

**Language Lab:** $2 for ear covers (One-time only. Students are required to keep them year to year). $2 for language lab use.
<table>
<thead>
<tr>
<th>Course Title: Spanish V (WL914)</th>
<th>Discipline: World Languages</th>
</tr>
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<tbody>
<tr>
<td>Credits: 1</td>
<td>Grade Level: 11, 12</td>
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<tr>
<td>Prerequisites: ‘C-’ or higher in Spanish I (910), Spanish II (911), Spanish III (912) and Spanish IV (913) or Consent of Instructor</td>
<td></td>
</tr>
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**Description:**
Students experience the language and culture of the Spanish speaking world. Students will develop advanced communication skills in the area of listening, speaking, reading and writing on a wide range of topics.

This course could allow the student to earn 12 – 16 retroactive college credits with the placement exam and course work of a B or better in a college Spanish course.

**Skills learned, reinforced, advanced and applied:**
- Advanced conversational proficiency in Spanish on a variety of subjects and situations, including all class business
- Reading and listening activities to enhance language acquisition
- Writing and speaking to express ideas
- Language learning skills, processes, and strategies
- Cultural awareness and understanding of the Spanish speaking world

**Activities:**
- Projects
- Writing on a variety of topics
- Speaking the language with guided practice, dialogues, presentations, and classroom discussions
- Written and oral exams
- Movies related to curriculum/culture

**Fees & Supplies:** 3-ring binder, notebook, Spanish – English Dictionary, a Spanish novel (approximately $15)

**Language Lab:** $2 for ear covers (One-time only. Students are required to keep them year to year).
$2 for language lab use.
**Course Title:** Mandarin I (WL915)  
**Discipline:** World Languages  
**Credits:** 1 credit  
**Grade Level:** 9,10,11,12  
**Prerequisites:** None

**Description:**
This course is a beginning level class that introduces Mandarin Chinese language and culture that can be used in everyday communication. Students will learn the simplicity of Chinese grammar and the subtleties of Chinese pronunciation through story-based lessons. Students will build a foundation of the conversational ability and listening comprehension. They will also learn to read and write in Chinese through engaging learning experience. None or little prior Chinese language learning background is required.

**Skills learned, reinforced, advanced and applied:**
- Understanding many aspects of the Chinese culture
- Reading for comprehension of simple passages
- Listening comprehension
- Writing questions, answers and statements

**Activities:**
- Guided practice
- Writing
- Oral Presentations
- Selected readings
- Computer-based activities
- Internet exploration

**Language Lab:** $2 for ear covers (One-time only. Students are required to keep them year to year). $2 for language lab use.

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**Course Title:** Mandarin II (WL916)  
**Discipline:** World Languages  
**Credits:** 1 credit  
**Grade Level:** 9,10,11,12  
**Prerequisites:** "C-" or higher in Mandarin I or Consent of Instructor

**Description:**
Mandarin Chinese II will build on the skills and knowledge from Mandarin Chinese I. Students will continue to develop speaking skill and they will increase their learning of reading and writing the language. Engaging graphics, videos, and authentic traditional practices such as Chinese calligraphy will keep students motivated and make learning Mandarin Chinese exciting and fulfilling.

**Skills learned, reinforced, advanced and applied:**
- Increased speaking proficiency and practice
- Expansion of grammatical concepts
- Expanded writing proficiency
- Reading for understanding

**Activities:**
- Guided practice
- Writing
- Oral Presentations
- Selected readings
- Computer-based activities
- Internet exploration

**Language Lab:** $2 for ear covers (One-time only. Students are required to keep them year to year). $2 for language lab use.
<table>
<thead>
<tr>
<th>Course Title: Driver Education</th>
<th>Discipline: Theory - Simulation</th>
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</thead>
<tbody>
<tr>
<td>Credits: 0 (One Semester)</td>
<td>Grade Level: 9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisites: Age (please see below)</td>
<td>Description: Driver Education Classes will be held three evenings per week. Registration will take place during high school registration in August 2016 (for 1st Semester), or in January 2017 (for 2nd Semester). The 2016 fees will be $175.00 for Theory-Simulation and $175.00 for Behind-the-Wheel or $350.00 for the total program. To be eligible for THEORY-SIMULATION: • SUMMER SCHOOL 2016– 16th birthday on or before December 31, 2016 • FIRST SEMESTER of the 2016-2017 school year - 16th birthday must be on or before April 30, 2017 • SECOND SEMESTER of the 2016-2017 school year - 16th birthday on or before August 31, 2017 • SUMMER SCHOOL 2017 – 16th birthday on or before December 31, 2017 The THEORY phase of the course is basically designed to give the students an understanding and appreciation for Wisconsin’s Motor Vehicle rules and laws. However, such areas as seat belt usage, car insurance, driver behavior, buying a car, alcohol and drug use as it relates to driving, highway and motor vehicle engineering will also be covered. Thirty class hours are required by Wisconsin’s State law. The SIMULATION phase of the Driver Education Program exposes the students to the various driving environments (city traffic, freeway driving, etc.) without directly exposing them to the consequences of their mistakes. By operating a driving simulator, it is hoped that students will learn correct visual habits and appropriate driving skills which then will be put to practical use in Behind-The-Wheel. Five classes are required.</td>
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<tr>
<td>Course Title: Driver Education</td>
<td>Discipline: Behind the Wheel</td>
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<tr>
<td>Credits: 0 (12 Hours)</td>
<td>Grade Level: 9, 10, 11, 12</td>
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<tr>
<td>Prerequisites: Theory Simulation</td>
<td>Description: BEHIND-THE-WHEEL (B-T-W) is a field laboratory experience which exposes the student to realistic driving situations. Scheduling is done according to age – the oldest students will receive priority. Six lessons are required. Behind-The-Wheel will be taught during summer school, after school or on Saturdays when instructors are available. Students will be contacted by the Driver Education instructor regarding their scheduled time and, at that time, will be given the necessary papers to obtain their Instructional Driving Permit. According to state law, Instructional Driving Permits may only be obtained within 60 days of your first scheduled driving lesson. Temporary Permits must be held for 6 months, and the driver must be accident and ticket free to obtain eligibility for a road test. Although Driver Education is not required at Hamilton High School, it is required by the State of Wisconsin for those individuals who wish to obtain a driver’s license before their 18th birthday. It should be noted that according to state law, not more than 12 months may lapse from the time the student completes the theory phase until they are registered for B-T-W. According to the DPI Administrative Code, if a student does not register for B-T-W within the prescribed time, the theory phase of Driver Education must be retaken.</td>
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