

# Shell Lake High School



## 2023-2024 Career Planning & Course Description Guide

Shell Lake High School  
271 US Hwy 63  
Shell Lake, WI 54871

(updated 11/30/2023)



Dear Students, Parents and/or Guardians:

Welcome to the registration process! It's time for students to plan for their futures by exploring classes of interest in addition to required coursework. The information included in this Career Planning and Course Description Guide has been prepared by the Counseling Department in conjunction with the Shell Lake staff in order to assist students in selecting and registering for courses for the upcoming school year. Included are brief descriptions for each course as well as recommended and required courses, necessary prerequisites and intended grade levels. The table of contents will direct you to other information which will assist you in making your decisions.

Please take time to carefully review the information, so that you can become familiar with all of the courses, programs, and opportunities that Shell Lake has to offer. It is a great time to begin conversations at home as parents can assist students in making their selections. It is important that decisions are made through careful consideration, as choices now can affect future options. Additional planning tools can be found at the end of this guide.

**Please consider the following in making course decisions:**

1. Think about your career interests, ability level and personal preferences and select your courses accordingly.
2. Consider postsecondary education requirements, which include admission requirements from college, technical schools and the military. Additionally, please take note of SLHS graduation requirements located on page four.
3. Remember that taking a rigorous course load in high school will help prepare you for the workload and study habits needed for postsecondary education.
4. Consider developing job skills through the youth apprenticeship or work-based learning program where students earn credit while learning on the job.
5. Consult with your counselor, gain input from teachers, and seek advice from relatives and friends working in your career of interest as their experience is invaluable. Keep in mind; the final decision is up to you!

Advanced planning is critical as schedule changes will not be granted next year to accommodate change in mind or to request a specific teacher. Please consider your schedule as final and unchangeable. This is due to all of the moving parts involved in scheduling and how one change affects so many other parts. For more details regarding schedule changes, please reference page twelve.

If you have any questions, please don't hesitate to contact the counseling office with any questions. We look forward to seeing what your future holds!

Sincerely,

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# Shell Lake High School

## Graduation Requirements

The Shell Lake Board of Education wishes to provide its students with the opportunity to be exposed to a body of knowledge that will assist them in their lifelong learning.

The Shell Lake Board of Education requires each student to complete 27 credits in the high school grades prior to receiving a diploma\*. Total credits must include:

- 4 Credits of English
- 3 Credits of Social Studies (must pass the Civics exam)
- 3 Credits of Math
- 3 Credits of Science
- 2 Credits of Career and Technical Education \*\*
- 1.5 Credits of Physical Education
- 0.5 Credits of Health (recommended to be taken in grade 9 or 10)
- 10 Credits of Electives
- 27 Credits for Graduation**

**\*Due to the global pandemic that began in March 2020, student schedules were affected resulting, at times, in an inability to earn elective credits. Elective credits will be reviewed annually through June 2024 and adjusted as necessary to ensure that students affected by the global pandemic have the ability to earn the credits necessary for graduation. All non-elective credits will remain as requirements for graduation.**

\*\*Students must be able to demonstrate based on their Academic and Career Plan that they have taken at least 2 elective credits that are intended to prepare them for their post secondary plans. These courses can now be selected from any of the content areas.

If you are planning on attending a College or University after graduation, please be sure the courses you are taking will meet the Core College Preparatory Credit requirements. Some courses may be used to meet high school graduation requirements, but will not meet college admission requirements. **Students should refer to the College and/or University of their chosen to determine what is required to meet admission standards.**

# GPA and Grading Scale

<i><b>STANDARD GRADE SCALE</b></i>			<i><b>AP GRADE SCALE*</b></i>			<i><b>NTC GRADE SCALE**</b></i>		
<b>Grade</b>	<b>High</b>	<b>Low</b>	<b>Grade</b>	<b>High</b>	<b>Low</b>	<b>Grade</b>	<b>High</b>	<b>Low</b>
A	100%	94%	A	100%	89.50%	A	100.00%	94.50%
A-	93.99%	90.00%	A-	89.49%	84.50%	A-	94.50%	92.50%
B+	89.99%	87.00%	B+	84.49%	81.50%	B+	92.499%	90.50%
B	86.99%	84.00%	B	81.49%	77.50%	B	90.499%	86.50%
B-	83.99%	80.00%	B-	77.49%	74.50%	B-	86.499%	84.50%
C+	79.99%	77.00%	C+	74.49%	71.50%	C+	84.499%	82.50%
C	76.99%	74.00%	C	71.49%	67.50%	C	82.499%	79.50%
C-	73.99%	70.00%	C-	67.49%	64.50%	C-	79.499%	77.50%
D+	69.99%	67.00%	D+	64.49%	61.50%	D+	77.499%	75.50%
D	66.99%	64.00%	D	61.49%	57.50%	D	75.499%	71.50%
D-	63.99%	60.00%	D-	57.49%	54.50%	D-	71.499%	69.50%
F	59.99%	0.00%	F	54.49%	0.00%	F	69.499%	0.00%

\*The AP Grade Scale is used to recognize a level of effort and work required to be successful in AP Courses. The AP Grade Scale will be applied to all AP Courses. This is considered a *Weighted Grade* for colleges.

\*\*The NTC Grade Scale is used for all classes taught through the Northwood Technical College programs. These are considered college-level courses and may earn college credit if completed with a satisfactory grade.

## **Honor Roll**

Students are placed on the "A" honor roll if they earn a 3.636-4.0 grade point average and the "B" honor roll if they earn a 2.909-3.635 grade point average during the Trimester grading periods. Any grade lower than a C- disqualifies a student from being placed on either roll.

- **Senior Honor Students**

Senior Honor students must have a cumulative GPA of 3.550 through the 2nd trimester of their senior year.

# Academic Career Planning (ACP)

XELLO is a digital portfolio aligned with Wisconsin's Academic and Career Plan (ACP) to help students explore and discover future careers through self-discovery and exploration. Time is spent throughout the school year introducing students to and navigating the XELLO website to meet their career planning requirements.

Student Login: [XELLO](http://www.xello.com) (www.xello.com)

*Sign in using your google account! See the school counselors for help*

Parent Information: <https://xello.world/en/>

Students and their parents are welcome and encouraged to access and use this throughout their high school career.

Ninth graders will take career interest inventories. Sophomores will continue with inventories and visit local businesses for career exploration. Juniors will attend a local career fair. Seniors are encouraged to job shadow but need prior approval for the absence. Please visit the counseling office for set-up. Juniors and Seniors can be approved for up to 4 college visits per year.

## Xello Portfolio Example

### ABOUT THE STUDENT



#### PERSONALITY STYLE

**Helper** / Social  
**Builder** / Realistic



#### LEARNING STYLE

Visual-Tactile Learner



#### LESSONS COMPLETE

4 of 4



Education Goal  
College, University



Favorite Career Clusters  
*Nothing to report yet.*



Skills  
Caring for Others, Reliable, Problem Solving, Critical Thinking, Working with My Hands



Interests  
Hunting, Baseball, Dodgeball, Computers, Big Brother/Sister, Youth in Government, Family



Places  
*Nothing to report yet.*

#### TOP 10 CAREER MATCHES

- 1 Heavy Equipment Operator
- 2 Welder
- 3 Heating, Air Conditioning, Refrigeration Tech
- 4 Elevator Installer and Repairer
- 5 Autobody Repairer
- 6 Heavy Equipment Technician
- 7 Blacksmith
- 8 Furniture Finisher
- 9 Glazier
- 10 Sheet Metal Worker

**Cluster Matches:** Architecture & Construction,  
Manufacturing

# College Admissions

College admissions guidelines vary among institutions, encompassing factors such as academic achievements, standardized test scores, extracurricular activities, personal essays, and letters of recommendation. Prospective students are encouraged to thoroughly research and understand the specific requirements of each college or university to enhance their chances of successful admission. It is the responsibility of the Shell Lake high school student to know what is required for admissions by the institution of their choosing.

## College Admissions Tips

1. Start Early
  - a. Begin the college admission process early, ideally during your junior year of high school. This allows you ample time to research colleges, visit campuses, and prepare application materials.
2. Research Colleges
  - a. Explore a variety of colleges to find the best fit for your academic, social, and personal preferences. Consider factors such as size, location, academic programs, and campus culture.
3. Maintain a Strong GPA
  - a. Your academic performance is a crucial factor in college admissions. Focus on maintaining a strong GPA throughout high school, as it reflects your commitment to academic excellence.
4. Take Challenging Courses
  - a. Challenge yourself with a rigorous course load, including honors, Advanced Placement (AP), or Dual Credit courses. This demonstrates your willingness to tackle academic challenges.
5. Prepare for Standardized Tests
  - a. Take standardized tests like the SAT or ACT seriously. Consider preparing for these exams through study resources, practice tests, and possibly even test prep courses.
6. Participate in Extracurricular Activities
  - a. Engage in extracurricular activities that align with your interests and passions. This could include clubs, sports, volunteer work, work experience. Quality is often more important than quantity.
7. Building Strong Relationships with School Staff
  - a. Cultivate positive relationships with your teachers and school staff as they may be asked to provide letters of recommendation. Active class participation and seeking help when needed can help you stand out.
8. Stay Organized
  - a. Keep track of application deadlines, required materials, and any supplementary documents. Being organized will help you ensure you submit everything on time.
9. Seek Financial Aid and Scholarships
  - a. Explore financial aid options and scholarships. Many colleges offer merit-based and need-based financial aid, and there are numerous external scholarship opportunities.
10. Visit Campuses
  - a. Whenever possible, visit the campuses of the colleges you're interested in. Firsthand experience can help you assess whether the environment is a good fit for you.

Remember that every student is unique, so tailor these tips to your individual strengths and circumstances. Good luck with your college admissions journey!!

# Physical Education Waiver Option

## [Contract Form](#)

According to Wisconsin Act 105 Section 8.118.33, students have the option of completing additional coursework in lieu of .5 credits of Physical Education. This will be allowed at Shell Lake High School according to the guidelines listed below.

A student who participates in a WIAA-sanctioned sport has the option to substitute .5 credits of the 1.5 Physical Education credits for graduation if they take an **additional** Math, Science, English, or Social Studies course above the graduation requirements. **The sport participation can take place any time during their sophomore or junior year as well as the fall sports season (as defined by the WIAA) of their senior year.** Refer to page 3 for graduation requirements.

In order to be approved for this Physical Education waiver, a student must pick up a contract in the school counseling office with the intent to use a particular sport as an exemption from a Physical Education course with the following expectations:

- Student states the intended sport of participation
- Student states the course that will be replacing the .5 credit of Physical Education
- Student completes the contract before the first day of the WIAA season for that sport

A student must also complete the WIAA sanctioned sport in good standing according to the coach and administration. Please refer to the Shell Lake High School Activities Handbook and athletic code. A student requesting this option for a Physical Education waiver must NOT have any athletic code violations or be academically ineligible during the season credited for the exemption. The student must pass the course they are taking in lieu of the Physical Education course. Code violations or failing the course will cancel the waiver request.

It is recommended that the sport participation and the academic course be taken in the same year. Any exceptions to this must be approved by administration on a case-by-case basis. The waiver cannot be applied retroactively. ***It is required that the use of this waiver be carefully planned and the contract filled out ahead of time.*** If you have any questions, please contact your School Counselor or Principal.



# Pass/Fail Policy

1. Students may select one credit per year on a Pass/Fail (P/F) basis. Students must be taking the minimum number of courses during a trimester, which is determined by the building principal. The decision to take a course for a Pass/Fail grade must be declared by the 5th day attendance in the particular course.
2. Courses that are being taken to satisfy graduation requirements may not be taken on a Pass/Fail basis.
3. Pass/Fail credits will not be used to determine G.P.A.
4. Correspondence or online courses may be taken on a Pass/Fail basis but must apply as an elective credit toward graduation only.
5. Please keep in mind how colleges will view a P/F on your transcript. It's recommended to connect with the college admissions office prior to choosing P/F for a core class.

**To Enroll in a pass/fail course students must pick up the form in the School Counseling Office, and attain permission from the Building Principal, School Counselor, Parents and Teacher.**

# Drop/Add Process

Due to the individualized nature of our scheduling process, it is the expectation that once courses are scheduled this spring students will stay in the course(s) they selected for that following trimester/year. Schedule changes will be considered if the student can provide rationale related to changes in post-secondary plans or if a course needs to be added to meet graduation requirements. In those situations, the following drop/add policy will be followed:

Students must withdraw from the course within the first 3 days. Students will not be allowed to withdraw from a course unless one of the following criteria is met:

- i. Student had a failing grade for the course in the last grading period
- ii. Due to the difficulty of the course, it is recommended by the course teacher that the student be allowed to drop the course
- iii. Students can provide rationale related to changes in post secondary plans or if a course needs to be added to meet graduation requirements.

Students must have permission to withdraw from:

- School Counselor
- Principal
- Classroom Teacher
- Parent/Guardian

Students must not drop below the course minimum, which is determined by the building principal.

# Additional High School Credit Options

Eligible students who fail to follow school rules/procedures throughout the school year can be removed from any of the programs in the above section.

## Independent Study (11th and 12th Grades)

Independent study courses are available to students who are in grades 11-12. Students who are interested in an independent study course must develop a written contract with a supervising teacher outlining the objectives which will be accomplished during the trimester. The contracts must be signed and returned to the high school counseling office for approval before the student will be enrolled in the course. All contracts must be finalized prior to the beginning of the trimester for the Independent Study course. At the close of the grading period, the student will receive a grade for the course based on the teacher's evaluation of the contracted objectives. Students are allowed to take only *one* Independent Study per trimester.

## Student Aide (11th and 12th Grades)

Student Aide options are available to juniors and seniors, who have an interest in assisting a teacher with basic classroom objectives. Students should have no Ds or Fs, have 80% attendance (both excused and unexcused absences), and have less than five office discipline referrals - all in the trimester prior to the placement. To be placed into a student aide position, there has to be a need as indicated by the adult and the student needs to find a placement. The student and teacher will create a written contract noting the roles and responsibilities of the position. In addition, a written contract between the teacher and the student should be completed and turned in at least two weeks before the beginning of the trimester. If the student is not performing to the level of the teacher's expectations, a contract between the teacher and student for improvement will need to be developed. The student will receive **0.25 credit per trimester** for successfully completing the student aide assignment. The grade received will be a pass/fail grade. *Students are only allowed to participate in one student aide placement per trimester (with a maximum of two per year)* and teachers may only have one student aide per trimester (additional student aides must be approved by a building administrator). Any students interested in this program should see the school counselors.

## Youth Apprenticeship (11th and 12th Grades)

Wisconsin has a nationally recognized Youth Apprenticeship (YA) program that combines school-based and work-based learning opportunities. Students who successfully complete this program have the skills necessary to enter the workforce, apply for a registered apprenticeship position, or enroll at either a technical or four year university program. Students must be enrolled in high school courses related to the apprenticeship career cluster and be employed by a business that is willing to work cooperatively with the school and apprenticeship program. A total of 450 work hours per year of participation is required for successful completion. High School credit may be awarded for completion of apprenticeship skill checklists and work hours. Students may be given the opportunity for the work hours to occur during the school day. Each YA experience is unique and requires a contract between the school, student, parents, and employer. *Please see the CTE Coordinator or the School Counselors if you are interested in learning more about this opportunity.*

## ITV Course Options

ITV (Distance Education) Courses are offered to **11th and 12th grade** students who meet specific criteria. Students in these courses must be dependable, focused, and be an independent learner who is able to work without constant supervision and guidance of a classroom teacher. The student will be assigned to the Library for the course period they are enrolled in and/or if the course is asynchronous. Students or families interested in this option should see the School Counselor for further information. See below for a list of ITV Courses through the network. These courses are subject to change year to year. A signed contract by the student and parent(s) must be on file for students to enroll in either ITV or online courses.

# Starting College in High School

## Early College Credit Program and Start College Now

The Early College Credit Program (ECCP) offered in the UW college system and the Start College Now (SCN) offered through the technical colleges, allow high school students to enroll in college courses, either full or part-time, and earn both high school and college credit. You are eligible if you go to a public high school and are in good academic standing with a **GPA of 2.5 for technical schools and 3.2 for UW schools**, meet any course prerequisites, have written approval from your parents or guardians, and have no history of disciplinary problems. You will need:

- A completed form (ECCP or SCN) signed by the school board
- A completed UW and/or Wisconsin technical college application
- A letter from the school administration stating which courses, books, and fees are the school district's tuition responsibility

The program opens the door to greater learning opportunities for those who are motivated to get started on their careers and who are ready to try a new learning environment. If you are interested, you must notify your local School Board, using the ECCP or SCN college form, by March 1st for the fall semester or October 1st for the spring semester. Forms are available in your high School Counseling office. College courses allow you to earn high school credit as well as college credit. For every one college credit, you will earn **.25 high school credits**.

## Early College Credit Program Online

The Early College Credit Program Online follows the same format as the regular Early College Credit Program outline. However, this opportunity allows students to complete their coursework in an online platform. This opportunity may provide students with scheduling conflicts the opportunity to continue to participate in the Early College Credit Program and eliminate any conflicts with scheduling in conjunction with their high school. Early College Credit Program courses allow you to earn high school credit as well as college credit. For every college credit, you will earn **.25 high school credits**.

## Wisconsin Technical College System Options (Start College Now)

Several of our teachers have completed dual credit arrangements with the Wisconsin Technical College system. Dual Credit options mean that the student earns both high school credit and college credit. This college credit is earned in one of two ways - either Advanced Standing or Transcribed Credit. Both options are described below. At this time, the course with pending or confirmed approval is Horticulture. As you are reviewing the courses in those areas, please make special note of their approval status, which will be indicated next to the specific courses that this applies to.

### Advanced Standing Credit

A course listed as Advanced Standing indicates that upon successful completion of the course, the student is awarded "credit in escrow" from the technical college system. This means that credit is awarded by the technical college system once the student enrolls in a technical college program. Students must earn a 'B' in the high school classroom in order for this credit to be placed in escrow. These agreements are recognized at all technical colleges that offer the program area from which the course originates.

### Transcribed Credit

An actual technical college course, using college textbooks and materials, is taught to high school students in a high school setting. An agreement between the technical college and high school spells out conditions you must meet to successfully complete the course. The course is taught by your high school instructor and college credits are awarded and recorded on a technical college transcript upon successful completion of the course.

## ITV Offerings

ITV (Distance Education) Courses are offered to **11th and 12th grade** students who meet specific criteria. Students in these courses must be dependable, focused, and be an independent learner who is able to work without constant supervision and guidance of a classroom teacher. The student will be assigned to the Library for the course period they are enrolled in and/or if the course is asynchronous. Students or families interested in this option should see the School Counselor for further information. See below for a list of ITV Courses through the network. These courses are subject to change year to year. A signed contract by the student and parent(s) must be on file for students to enroll in either ITV or online courses.

<b>ITV- Asynchronous</b>		
<b>Courses</b>	<b>Course Description</b>	<b>Career Cluster</b>
<b>American National Politics</b>	POLS 110 Analysis of major components of American National Politics. Includes examination of the individual's ability to affect politics, and the impact of politics on individual lives.	Multiple
<b>Autodesk Inventor 3D CAD Software</b>	10-606-130 Introduces the 3- dimensional modeling software Inventor to create solid parts models, sheet metal, and assemblies. The learner will create parts and assemblies as well as related 2D working drawings, bills of materials and animations. Learners will practice their skills on a variety of projects with various levels of difficulty.	Science, Technology, Engineering and Mathematics
<b>Body Structure and Function</b>	10-806-110 Have you ever wondered how food is turned into energy in your body? How do your muscles actually work? What happens in your brain when you see an image or sound? Learn this and more in Body, Structure and Function. This course introduces structures and functions of normal human anatomy using a body systems approach. Learners will experience a flexible, online introduction to the concepts of General Anatomy and Physiology.	Human Sciences & Human Services
<b>Calculus 1</b>	10-804-198 How do you find the area under a curve? Why is calculus so useful in geometry, physics, probability, and economics? This is your opportunity to learn more about calculus and the use of limits to find derivatives and evaluate integrals. If you want to understand what calculus is really about, then this is the course for you! (This is not an AP level course)	Multiple

<p><b>Computer Fundamentals 1</b></p>	<p>10-154-100 Learn about computer hardware and mobile devices, the basics of networking and troubleshooting. You'll work on labs in an online, simulated environment.</p>	<p>Information Technology</p>
<p><b>Computer Fundamentals 2</b></p>	<p>10-154-102 Learn about the Windows operating system, as well as some Linux and Mac OS. You'll get to use command line in both Windows and Linux.</p>	<p>Information Technology</p>
<p><b>Intro to Creative Writing</b></p>	<p>ENGL 200 Introduction to creative writing with opportunities for the student to create and evaluate several forms of verbal art (poetry, fiction and/or nonfiction).</p>	<p>Multiple</p>
<p><b>Digital Photography</b></p>	<p>10-204-135 An introductory look at digital photography as both a hobby and as a profession. The course will cover digital image basics, digital camera features, using digital cameras, photographic techniques, studio photography, basic digital image editing and using and printing digital images.</p>	<p>Multiple</p>
<p><b>Elementary Statistics</b></p>	<p>MATH 246 Basic statistical analysis, including descriptive statistics, probability, confidence, intervals, hypothesis testing, simple linear regression, correlation, Chi-Square, and Analysis of Variance. <b>Prerequisite:</b> UW Math Placement Test</p>	<p>Multiple</p>
<p><b>Ethical Reasoning</b></p>	<p>PHIL 120 Prepares students to reason coherently, critically, and creatively about ethical issues by analyzing arguments and positions on contemporary moral problems in light of relevant concepts, distinctions, values, and theories.</p>	<p>Multiple</p>

<p><b>Fluid Power Systems 1 Fundamentals</b></p>	<p>10-612-120 Introduces Fluid power systems used in industry. The advantages and disadvantages of fluid power compared to other power transmission systems are examined. The potential dangers are explored and the safety procedures related to fluid power are reviewed and implemented. The application of principles of fluid power transmission and the formulas used in fluid power system analysis and design are experienced in the lab. The fundamental principles, components, symbols and applications of hydraulic and pneumatic fluid power applications are introduced. Basic power and control circuits are developed using computer aided design and simulation software and then connected and tested in the lab.</p>	<p>Agriculture, Food and Natural Resources Science, Technology, Engineering and Mathematics Transportation, Distribution and Logistics</p>
<p><b>Foundations of Technical Support</b></p>	<p>10-154-104 Introduces learners to the field of user support professionals. Learning will focus on providing quality customer support, problem solving while exploring software quality assurance, information technology project development methodologies and strategies for keeping current in an ever changing world.</p>	<p>Information Technology</p>
<p><b>Intro to Interpersonal Communications</b></p>	<p>CJ201 Emphasizes knowledge of the factors and processes affecting communication in relatively unstructured face to face contexts, and the development of communication skill in those contexts. Topics include relationships, conflict, self-concept, and self-presentation.</p>	<p>Multiple</p>
<p><b>Interpreting Engineering Drawings</b></p>	<p>10-623-200 Explores the foundation skills needed to read and interpret industrial prints. Beginning with the basics, the learner progresses in a logical order through orthographic, pictorial, assembly, section and auxiliary views of products. In addition, you will learn how to interpret part dimensions and tolerances. Emphasis is also placed on title blocks, change blocks and shop notes and symbols. The symbols of geometric dimensioning and tolerancing are introduced.</p>	<p>Science, Technology, Engineering and Mathematics</p>
<p><b>Intro to IT Technical Support</b></p>	<p>10-154-207 Introduces learners to the field of IT technical support. Learners will further explore degree and career paths and assess their preparedness for success in the highly technical field of IT Technical Support.</p>	<p>Information Technology</p>
<p><b>Materials in Industry</b></p>	<p>10-606-132 In this course, you will be involved in the in-depth examination of manufacturing materials related to the ultimate design decision involved in part and product design. You will learn the principles and theory of the methodology of material selection, the properties of materials, the structure of materials and specific materials and their function in product application.</p>	<p>Manufacturing</p>

<p><b>Precision Measuring</b></p>	<p>10-623-124 Introduces the different aspects of utilizing a precision measurement system in the manufacturing process. The learner will investigate different measurement systems and procedures used to control measurement processes. Learning activities will include hands-on measuring activities, gage R &amp; R, and developing procedures for management of the system.</p>	<p>Manufacturing</p>
<p><b>Intro to Psychology</b></p>	<p>PSYC 100 Human behavior, learning, thinking, motivation, perception, emotion, behavior disorders, personality, psychological tests, social behavior, and selected applications of psychology.</p>	<p>Health Science and Human Services</p>
<p><b>Quality Assurance</b></p>	<p>10-623-119 Analyzes the philosophies and strategies the American industry has been focusing on to improve the quality of their products and services. In this learning plan, the learner will explore their personal philosophy on Quality, the cost of quality, total quality management, and nonconforming products and materials.</p>	<p>Manufacturing</p>
<p><b>Social Media and Communication</b></p>	<p>CJ 272 Examination and application of strategic use of social media in interpersonal, professional and global contexts.</p>	<p>Marketing</p>
<p><b>SolidWorks 1</b></p>	<p>10-606-133 This course will introduce students to basic SolidWorks commands to produce 3-dimensional parts, assemblies and engineering drawings. Students will master beginner level commands and have a thorough understanding of the basic operation of the software.</p>	<p>Science, Technology, Engineering and Mathematics</p>
<p><b>Standards and Regulations</b></p>	<p>10-623-110 Analyzes the state and federal standards and regulations that govern workplace safety. From this base knowledge the learner will be able to recognize hazards and determine the standards and regulations that apply. Emphasis is placed on location standards in the Code of Regulations, applying safety and environmental standards to an actual work site and interpreting material safety data sheets.</p>	<p>Manufacturing</p>

<p><b>Technical Drafting CAD</b></p>	<p>10-606-105 Introduces basic knowledge and skill development of technical drawings with emphasis on freehand sketching and introductory CAD drawing.</p>	<p>Architecture and Construction</p>
<p><b>Trigonometry with Applications</b></p>	<p>10-804-196 How can you find the height of a building without climbing it? What is the depth of a crater on the moon? Why are the outside curves on a highway elevated? Find the answers using trigonometry! Topics explored in the course include: functions, graphing, triangles, polar coordinates and vectors. Come learn more about this extremely useful and practical math.</p>	<p>Multiple</p>
<p><b>User Experience Design</b></p>	<p>10-152-223 Examines the design, prototyping and evaluation of user interfaces. Learners will apply user experience standards in the development of web and software interfaces to provide a quality user experience. Topics include: psychological and interaction principles, requirements analysis, designing for different devices, style guides, usability testing, and visual design principles.</p>	<p>Information Technology</p>
<p><b>Veterinary Medical Terminology</b></p>	<p>10-091-172 Develop an understanding of acceptable veterinary medical terminology for common clinically recognizable diseases, operations, systems, and procedures. Further, learners will distinguish common medical signs, abbreviations and colloquial vocabulary. Medical terms and language is covered as it relates to the animal's body as a whole.</p>	<p>Agriculture, food and Natural Resources &amp; Health Science</p>
<p><b>Web Design 1</b></p>	<p>101-152-211 Web Design 1  10-152-551 Web Design 1A  10-152-552 Web Design 1B  10-152-553 Web Design 1C  Want to learn how to build a web application? What is HTML? CSS? In this course, you will learn the basics of how to develop clear, concise and effective web apps. You will build web pages using HTML and make it look good with CSS. For the final course project, learners will create a personal website portfolio. Along the way, you will be introduced to copyright (copy what?), text editors, how to get your files out to the world and browser tools.</p>	<p>Information Technology</p>
<p><b>Introduction to Women's Gender and Sexuality</b></p>	<p>WGSS 100 This course examines how feminist scholarship offers critical tools for understanding how lived experiences of gender, race, class, sex, and sexuality intersect with colonial, capitalist, and other systems of power.</p>	<p>Multiple</p>



<p><b>Introduction to World Politics</b></p>	<p>POLS 122 Introductory course for the study of world politics. Focus includes states, international organizations (private and public), and other global interaction influencing and shaping world politics.</p>	<p>Multiple</p>
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**ITV- High School to High School**

<b>Courses</b>	<b>Course Description</b>	<b>Career Cluster</b>
<p><b>Advanced Composition</b></p> <p><b>Online at Birchwood High School</b></p>	<p>WI DPI Code 10478 Advanced Composition is meant for students interested in taking advanced placement courses as well as those students who intended on going to college after high school. The focus of the course will be on research writing in a variety of formats such as informative, compare/contrast, argumentative, cause and effect, and literacy analysis on crafting and extensive research paper, emphasizing the research process. This will be a writing intensive class with numerous shorter research papers and one longer research paper during the quarter. Emphasis will be placed on using rhetorical devices in writing, avoiding plagiarism, and the use of both MLA and APA citation methods.</p>	

## Advanced Placement (AP) Courses

Advanced Placement courses allow our students to take courses with college level rigor while still in high school. These courses demonstrate to colleges and universities that students have sought out the most rigorous curriculum available to them. The AP courses prepare students for the opportunity to take the rigorous AP exams, which allows them to demonstrate their mastery of the coursework. AP courses are accepted by most two and four year colleges and universities for college credit, based upon the score students receive on the exam. While acceptance at colleges and universities is not universal or guaranteed, any student that scores a 3 or greater on the exam is typically awarded three college credits, either in an elective area or in the content area. Again, each college or university has their own policy regarding the awarding of AP credit; although, this process is highly regarded as reputable. Research consistently shows that students who score a 3 or higher typically earn higher GPAs in college and have higher rates of graduation than their non-AP prepared peers.

Currently, we are offering **AP Statistics as an in-person class, with additional AP classes offered through ITV**. These AP courses have been developed and written by highly qualified teachers and have received approval from The College Board. Students receiving a ***C or better for the course grade at the time of the exam will have the exam paid for by Shell Lake School District***. Students receiving less than a 'C' at the time of the exam will be expected to pay the exam fee, if they choose to take the exam. This fee is approximately \$94. Students interested in taking an AP course need to have a cumulative 2.5 GPA, receive approval from the teacher of the course, and maintain a minimum of a C- throughout the duration of the course. Please see the School Counselor for a copy of the Shell Lake School District AP Course Guidelines and speak directly with the teachers for more details if you are interested.

# Senior Release & Work Release Programs

## Senior Release Options

### Senior Resource Release Program (12th Grade) Available Trimester 2 & 3

12th grade students will be allowed to leave school during Resource if the following criteria are met:

- 3.0 GPA
- No Ds/Fs in the previous trimester and maintaining current passing grades
- No unexcused absences from previous trimester
- No Discipline Referrals in the previous trimester
- Less than five tardies in the previous trimester
- Must be registered for 7.5 credits their senior year
- Parent and Administrative approval

Forms are available in the Counseling office.

## Work Release Program (11th & 12th Grades)

11th and 12th grade students will be allowed to take work release if the following criteria are met:

- Written parent permission
- Proof of employment during school
- No unexcused absences in the previous trimester
- No Fs in the previous trimester and maintaining current passing grades
- Less than five Discipline referrals in the previous trimester
- No credit is given
- On track to graduate

Forms are available in the counseling office.

## Shell Lake High School Course

<b>English Language Arts</b>		
<p><b>4 Credits of English are required for graduation</b></p> <p><b>Freshmen</b> are required to take ELA 1; <b>Sophomores</b> are required to take ELA 2; <b>Juniors</b> will take ELA 3.  <b>Seniors</b> have the following options: ELA 4 plus an elective or AP Literature.</p>		
<b>Courses</b>	<b>Course Description</b>	<b>Grade Level/ Prerequisites</b>
<p><b>English IA &amp; IB</b> Required Course</p>	<p>Students will develop a greater understanding of the elements of literature through reading and analysis of short stories, poetry, drama, and novels. Students will also develop writing skills through a focus on the writing process and will produce a variety of pieces which may include short fiction, poetry, drama, and nonfiction prose. Students will develop listening and speaking skills.</p>	<p><b>9<sup>th</sup></b>  1 credit</p>
<p><b>English IIA &amp; IIB</b> Required Course</p>	<p>Students will focus on the craft of writing, both through practice and through analysis of nonfiction and fiction pieces. Students will read a wide-ranging variety of nonfiction: novels, essays, speeches, and articles. Students will understand how professional writers use language to convey ideas, and students will apply those same language ideas to their own writing.</p>	<p><b>10<sup>th</sup></b>  1 credit</p>
<p><b>English IIIA &amp; IIIB</b> <i>British Literature</i> Required Course</p>	<p>This course is a journey through British Literature, from the origins of the English language to modern day media. Students will read a variety of novels, poems, and short stories; participate daily in journaling and grammar; and use the writing process to explore the literature and hone their own writing talents. Students will be required to actively read and respond to the literature and discuss their responses in a variety of forums. Students further develop their ability to critically analyze, interpret, judge and respond to works of literature through both formal and creative writing, as well as presentations, and projects.</p>	<p><b>11<sup>th</sup></b>  1 credit</p>
<p><b>English IV</b> <i>World Literature</i> Required Course (unless taking AP Lit)</p>	<p>This course is a senior level compilation of fiction and nonfiction, both reading and writing. The focus will be on analyzing contemporary literature and developing critical thinking skills. Students will work on refining reading strategies, discussion skills, and writing styles. Students will participate in journal writing and grammar exercises. Students will be expected to participate fully in class, come to class prepared to share, explore, grow and take risks, and provide feedback for the other students.</p>	<p><b>12<sup>th</sup></b>  .5 credit</p>
<p><b>Technical Communications</b>  <i>1 Trimester</i></p>	<p>This course focuses upon developing speaking, verbal and non-verbal communication and listening skills for the workplace and college. Students will apply learning targets and course competencies through individual presentations, group activities, and other projects. Presentations and projects could address careers including, but not limited to, health, business, automotive, construction, computers, and accounting.</p>	<p><b>12<sup>th</sup></b>  .5 credit  <b>Prerequisites:</b> ELA I-III</p>

<p><b>Popular Fiction</b></p> <p><i>1 Trimester</i></p>	<p>Students will have the opportunity to explore contemporary themes and subjects through the use of contemporary literature. Stories, novels, and poetry from a variety of current writers will be utilized to explore culturally relevant topics. Students will analyze the texts and write about the importance of the texts in today's society. Multiple genres will help students explore themes from differing perspectives.</p>	<p><b>12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> ELA I-III</p>
<p><b>World Mythology</b></p> <p><i>1 Trimester</i></p>	<p>This course will focus on the myths and legends from around the world. Students will learn about the myths and the people behind them. They will also learn how the myths began and how they shaped ancient cultures (Greek, Roman, Mayan, Indigenous Peoples, etc.) and how they are viewed in contemporary society. The course will also attempt to answer the question of: What is a Myth VS Religion VS Philosophy?</p>	<p><b>12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> ELA I-III</p>

# Mathematics

The recommended sequence of mathematics courses for students at SLHS are Algebra 1, Geometry, Algebra 2  
**3 Credits of Math are required for graduation.** Both 2 & 4 year postsecondary institutions strongly recommend that students take math all 4 years of high school.

Courses	Course Description	Grade Level/ Prerequisites
<p><b>Algebra IA &amp; 1B</b></p> <p>Required Course (may be completed in 8th grade)</p>	<p>This course is designed to meet the needs of a broad range of students. Virtually all students who expect to graduate from high school should take Algebra I. In this course, students will learn to use new models and methods to think about problems as well as solve them. Students will develop powerful mathematical tools and learn new ways of thinking about and investigating situations. Students will make connections, discover relationships, figure out what strategies can be used to solve problems, and explain their thinking. The mathematics learned in the past will be valuable for learning in this course. That work, and what is learned in this course, will prepare students for future courses. Students will cooperate with other students as a member of a study team. Together, your team will complete problems and activities that will help you discover mathematical ideas and develop solution ideas. Learning to think and communicate mathematically will help prepare you for future math courses, other subjects in school, and situations outside the classroom. Students are required to have a functional scientific calculator and a binder. The big ideas of this course are: Functions, Linear Relationships, Simplifying and Solving Systems of Equations, Sequences, Modeling Two-Variable Data, Exponential Functions, Quadratic Functions, Solving Quadratics and Inequalities, Solving Complex Equations, and Functions and Data.</p>	<p style="text-align: center;"><b>9th - 12th</b></p> <p style="text-align: center;">1 credit</p> <p><b>Prerequisites:</b> Successful completion of 8th Grade Math or Pre-Algebra</p>
<p><b>Geometry A &amp; B</b></p> <p>Required Course</p>	<p>Designed for students who plan to continue their education beyond high school, whether vocational or college. Geometry is the study of relationships of size and shapes around us. Stress is placed upon reasoning forms, using intuition, inductive and deductive reasoning and the importance of each in learning. Content: basic ideas of logic and deductive proof, angle relationships, parallel and perpendicular lines, triangles, quadrilaterals, circles, similarity of polygons, area of polygons and circles and volumes of solids.</p>	<p style="text-align: center;"><b>9th - 12th</b></p> <p style="text-align: center;">1 credit</p> <p><b>Prerequisites:</b> Algebra IA &amp; 1B or 8th Grade Algebra</p>
<p><b>Algebra IIA &amp; IIB</b></p>	<p>This course is designed for students who have successfully completed Algebra I and Geometry. In this course, students will deepen and extend their knowledge of algebra to build a powerful set of mathematical tools for solving problems. Algebra is a way of thinking: a way to investigate new situations, discover relationships and figure out strategies to apply to problems. Learning to think this way is useful both in mathematical contexts and in other courses, and in life beyond school. Students will collaborate with other students as a member of a study team. Together, your team will complete problems and activities that will help you discover mathematical ideas and develop solutions. The big ideas of this course are: Investigating Functions, Sequences and Equivalence, Exponential Functions, Transformations of Parent Graphs, Solving and Intersections, Inverses and</p>	<p style="text-align: center;"><b>9th - 12th</b></p> <p style="text-align: center;">1 credit</p> <p><b>Prerequisites:</b> C or better in Algebra I &amp; Geometry or teacher approval (Geometry and Algebra II may be completed in the same year</p>

	Logarithms, Trigonometric Functions, and Polynomial Functions.	with teacher approval)
<b>Precalculus w/Trigonometry 1A &amp; 1B</b>	This course provides the tools that are necessary to be successful in college mathematics courses, particularly calculus. Students will build on their learning from Algebra II and Geometry to construct a deeper understanding of functions. As students study precalculus and trigonometry, they will be investigating functions in new ways and working with more abstract forms, including trigonometric functions. During this course, students will collaborate with other students as contributing members of a study team. Together, your team will complete problems and activities that will help you discover mathematical ideas and develop solutions. The big ideas of this course are: Advancing Algebraic simplification/solving skills, Transformation of Functions, Solving Non-Right Triangles, Radian Measurement, Trigonometry, Area Under a Curve, Exponentials and Logarithms, Circular Functions, Limits and continuity, Periodic Functions, Arithmetic and Geometric Series. Students will also learn basic programming on their TI 84+ graphing calculator.	<b>10th - 12th</b>  1 credit  <b>Prerequisites:</b> C or better in Algebra II or teacher approval
<b>AP Calculus AB ITV</b>	Calculus begins where elementary mathematics leaves off. It takes the static ideas of previous math courses and extends them to much more general situations where things change and flow. Curriculum for this course follows the AP Calculus curriculum set by the College Board and is designed to prepare students for the AP Calculus AB examination held in May each year. Included in the study of Calculus are Limits, Derivatives, Integrals and Differential equations along with their application to a variety of situations and functions. Applications and problem solving are highly stressed along with the uses and need for Calculus.	<b>11th - 12th</b>  1.5 credit  <b>Prerequisites:</b> Pre-Calculus
<b>AP Statistics</b>	This is an Advanced Placement (AP) Statistics course, certified by the College Board. Curriculum for this course follows the AP Statistics curriculum set by the College Board and is designed to prepare students for the AP Statistics examination held in May each year. Sufficient and sound algebraic skills are essential to the successful completion of AP-Statistics; all students who are willing to accept the challenge of a rigorous college-level academic course should consider signing up. This course draws connections between all aspects of the statistical process, including design, analysis, and conclusions. Additionally, using the vocabulary of statistics, this course will teach students how to communicate statistical methods, results and interpretations. Students will use graphing calculators extensively and read computer output in an effort to enhance the development of statistical understanding. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns. 2. Sampling and Experimentation: Planning and conducting a study. 3. Anticipating Patterns: Exploring random phenomena using probability and simulation. 4. Statistical Inference: Estimating population parameters and testing hypotheses.	<b>10th - 12th</b>  1.5 credit  <b>Prerequisites:</b> B in Algebra 2 or C in Pre-Calculus or teacher approval

<p style="text-align: center;"><b>Independent Math</b></p>	<p>Independent math courses are designed to meet students at their specific ability level. Students who need remedial skills or slower pacing will be pretested and placed into one of the following ALEKS courses.</p> <p style="text-align: center;"><b><u>Foundations of High School Mathematics</u></b>  Students placed into this course will revisit basic math topics such as Whole Numbers, Rational Numbers, Measurement, Variable Expressions and Equations, Functions and Graphs, and Geometry.</p> <p style="text-align: center;"><b><u>Pre- ACT Prep</u></b></p>	<p style="text-align: center;"><b>12<sup>th</sup></b>  teacher  approval  required</p> <p style="text-align: center;">.5 credit</p> <p style="text-align: center;"><b><i>Prerequisites:</i></b>  None</p>
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# Science

**3 Credits of Science are required for graduation..**

If you are thinking about taking Advanced Science courses your junior and/or senior year, you must consider your course schedule when you enter high school. *Not all advanced courses are offered every year.*

Courses	Course Description	Grade Level/ Prerequisites
<p><b>Physical Science 1A &amp; 1B</b></p> <p>Required Course</p>	<p>A course designed to investigate various Physical Science themes.</p> <p>A TERM focuses on: Measurement and Units, Scientific Method, Atoms and Subatomic particles, Periodic Table and Properties of elements, Molecules and compounds, Solutions, Acids and Bases, Chemical Interactions, Heat and Temperature</p> <p>B TERM focuses on: Motion: Speed, Velocity, Acceleration; Forces: Gravity and Friction; Newton’s Laws of Motion: Inertia and Momentum; Work and Simple Machines; Energy: Kinetic, Potential, Conversions and Conservation; Pressure and Buoyancy; Waves: Sound and Light</p>	<p style="text-align: center;"><b>9th</b></p> <p style="text-align: center;">1 credit</p> <p><b>Prerequisites:</b> None</p>
<p><b>Biology A &amp; B</b></p> <p>Required Course</p>	<p>Biology is the study of all living things and how they are related. This course is designed to provide students with an overview in the following content areas: the chemistry of living things, cell structure and function, heredity and application of genetics, classification of/diversity of organisms (including their anatomy/physiology and interactions within the environment).</p>	<p style="text-align: center;"><b>10th</b></p> <p style="text-align: center;">9th grade with teacher approval</p> <p style="text-align: center;">1 credit</p> <p><b>Prerequisites:</b> None</p>
<p><b>Environmental Science I &amp; II</b></p>	<p>Environmental science will explore the composition of Earth’s systems, how they interact and can be evaluated, and how people interact with them. This exploration will be conducted through a combination of in-class activities and investigations of local environmental systems. A class highly recommended for students exploring careers related to natural resources.</p>	<p style="text-align: center;"><b>10th - 12th</b></p> <p style="text-align: center;">1 credit</p> <p><b>Prerequisites:</b> Physical Science &amp; Biology (may be dual enrolled in biology sophomore year)</p>
<p><b>Earth Science</b></p>	<p>A course designed to study various Earth and Space Science themes including but not limited to:</p> <p>Astronomy: Space Exploration Plate Tectonics: volcanoes, tsunamis, earthquakes Meteorology: weather, hurricanes, tornadoes, climate Geology: ice age, glaciers, maps, erosion and deposition</p>	<p style="text-align: center;"><b>10th -12th</b></p> <p style="text-align: center;">.5 credit</p> <p><b>Prerequisites:</b> None</p>

<p><b>Forensic Science</b></p>	<p>Forensics is a field of science dedicated to the methodical gathering and analysis of evidence to establish facts that can be presented in a legal proceeding. Forensic science draws upon a variety of scientific principles, including biology, physics, and chemistry. Units in this course include glass and soil evidence, hair and fiber evidence, fingerprint and blood analysis, DNA and medical examinations, and firearms. This course is rich in exploration and lab investigations. Using scientific methods, you will collect and analyze evidence through case studies and a variety of simulated crime scene</p>	<p><b>10th -12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> Biology</p>
<p><b>Chemistry A &amp; B</b></p>	<p><b>Required Materials: \$8-12 Scientific Calculator</b></p> <p>This course covers a broad overview of the study of matter and its changes. The first half of the course focuses on laboratory skills, math and measurement, atomic structure and the mole, periodic table trends, and bonding. This lays the foundation for the second half which covers chemical reactions, stoichiometry, gas laws, and acids, bases, and solutions. Chemistry I provides the opportunity to learn the fundamentals of inorganic chemistry, including lab work and application of algebra, in order to prepare students for future science studies. This course is recommended for all students who plan to attend a technical or four-year college.</p>	<p><b>10th -12th</b></p> <p>1 credit</p> <p><b>Prerequisites:</b> C or higher in Physical Science and Algebra I, or teacher approval</p>
<p><b>Physics I &amp; II</b></p>	<p><b>Required Materials: \$8-12 Scientific Calculator</b></p> <p>Physics is for those students who are interested in the "how" and "why" in the world around them, those going into any kind of science-related or healthcare field, and those who are looking further to advance their problem-solving skills. It is important to also note that most colleges, despite your major, will require general science courses some of which may be Physics. Additionally, almost every major relating to math or science will require you to take Physics. The first half of physics deals with the study of matter and motion and involves an in-depth study of motion, forces, momentum and energy. These concepts will be looked at conceptually, graphically and analytically. Emphasis will be on theory, problem-solving, laboratory procedure and computer analysis of data collected during lab experiments. Real life applications of physics along with in-class projects will provide students with a better understanding of the world around them. The second half of the course involves the transformation of energy through waves. Basic principles of the wave will be studied and applied to the topics of sound, light and electricity. Students will receive a better understanding of the physics of sound and the physical properties of light as it reflects off mirrors and passes through lenses. They will also be exposed to the creation and flow of electricity through various circuits. Emphasis will be on theory, conceptual understanding, problem-solving, lab procedure, and computer analysis of data collected during lab experiments. Real life applications of physics along with in-class projects will provide students with a better understanding of the world around them.</p>	<p><b>11th - 12th</b> (10th with teacher approval)</p> <p>1 credit</p> <p><b>Prerequisites:</b> Algebra II or presently enrolled in Algebra II</p>

<p style="text-align: center;"><b>Anatomy &amp; Physiology A &amp; B</b></p>	<p>This course begins with a review of the nature of matter and a review of the principles of chemistry that are important to human physiology. Students will also review cell anatomy and physiology because all life processes are ultimately carried out at the cellular level. The remainder of the course will survey the anatomy and physiology of human organ systems, including information about specific conditions that sometimes occur and recent advances in medicine. Students will conduct several dissections including several mammalian organs like the spinal cord, brain, heart, kidney, and eye and culminate the course with a fetal pig dissection for an overview of the mammalian anatomy and physiology. Students will also have the opportunity to observe live surgeries via interactive video calls (ex., heart surgery, knee replacement). This course is recommended for anyone who plans on majoring in a science-related Medical field.</p>	<p style="text-align: center;"><b>11th -12th</b></p> <p style="text-align: center;">1 credit</p> <p><b>Prerequisites:</b> Biology &amp; Chemistry</p>
<p style="text-align: center;"><b>Advanced Chemistry A &amp; B</b></p>	<p><b>Required Materials:</b> \$8-12 Scientific Calculator</p> <p>This laboratory-based course will review basic principles of chemistry with more emphasis on the mathematics of chemistry. It will also include work on energy, reaction rates, equilibrium, acids and bases, redox reactions, and organic chemistry. Near the end of the course students will plan and perform a chemistry demonstration day. A scientific calculator is required. This college-prep course is recommended for anyone who plans on taking a chemistry course in college or majoring in a science-related Medical, Engineering or Biochemistry field.</p>	<p style="text-align: center;"><b>11th -12th</b></p> <p style="text-align: center;">1 credit</p> <p><b>Prerequisites:</b> C or better in Chemistry I and C or better in Algebra II</p>

# Social Studies

**3 Credits of Social Studies are required for graduation.**

Students must pass a Civics test in order to graduate. The recommended sequence of Social Studies courses for students at SLHS are Civics, American History, followed by a Social Studies elective.

Courses	Course Description	Grade Level/ Prerequisites
<b>Civics A &amp; B</b>  Required Course	This course emphasizes the rights and responsibilities of the citizens of our country and encourages that we all should be aware of our roles in government, legal, and economic systems. Must pass 100 questions civics test to graduate	<b>9th</b>  1 credit  <b>Prerequisites:</b> None
<b>American History A &amp; B</b>  Required Course	American History covers content from the late 1930s to the present.	<b>10th - 12th</b>  1 credit  <b>Prerequisites:</b> Civics is highly recommended, but not required
<b>World History A &amp; B</b>  Social Studies Credit	World History is an opportunity to explore various areas of the world. If you want to learn more about the history of other nations, World History is the perfect course for you.	<b>11th - 12th</b>  1 credit  <b>Prerequisites:</b> None
<b>Economics</b>  Social Studies Credit or Elective	In this class students will examine components of the American economy such as price, competition, business and banking institutions. We will examine issues related to the economy as a whole through employment and labor issues, the role of the government in the economy and selected topics on global economics. This course will give students a greater understanding of economics from the viewpoint of the individual consumer or small business owner to the global economy.	<b>10th - 12th</b>  .5 credit  <b>Prerequisites:</b> None
<b>World Geography</b>  Social Studies Credit or Elective	Geography is the study of where people, places, and things are located and how things relate to each other. Geography allows people to find answers to questions about the world. Through the study of geography, you will explore and discover the processes that shape the earth, the relationships between people and environments, and the links between people and places. Geography will help you build a global perspective and to understand the connection between global and local events. This course explores how physical features of the earth, population settlement patterns, human activities, customs, and traditions contribute to defining a place, a culture, and a people.	<b>11th - 12th</b>  .5 credit  <b>Prerequisites:</b> None

<p style="text-align: center;"><b>Sociology</b></p> <p style="text-align: center;">Social Studies Credit or Elective</p>	<p>Sociology is the study of social life, social change, and the social causes and consequences of human behavior. It is the study of interactions between human beings. It is a course where you will learn about your place in our society and develop a sociological perspective that will assist you in understanding the world around you. Focus will be given toward investigating the relationships among individuals, groups, and institutions, and how decisions affect our society. After you take this course you will look at our culture, society, and the people of the world differently. Sign up and enjoy this unique experience.</p>	<p style="text-align: center;"><b>11th -12th</b></p> <p style="text-align: center;">.5 credit</p> <p style="text-align: center;"><b>Prerequisites:</b> None</p>
<p style="text-align: center;"><b>Social Problems</b></p> <p style="text-align: center;">Social Studies Credit or Elective</p>	<p>This course consists of the study of social problems and how they relate to current events throughout the world. We will study how such problems are defined, how they develop, and how various groups address them. Social Problems is the second Sociology course offered. This course builds upon the information learned in Sociology; therefore it is recommended that Sociology be taken before enrolling in Social Problems.</p>	<p style="text-align: center;"><b>11th -12th</b></p> <p style="text-align: center;">.5 credit</p> <p style="text-align: center;"><b>Prerequisites:</b> Sociology is recommended, but not required.</p>
<p style="text-align: center;"><b>Current Events</b></p> <p style="text-align: center;">Social Studies or Elective Credit</p>	<p>This class is designed to provide students with the opportunity to discuss, understand, and explore local, national, and international issues in a respectful, meaningful, and active way. We will examine the issues as citizens, business people, and economists. Throughout the term, students will stay up to date on current issues and trends. Because the subject of this class is “contemporary”, topics will vary considerably depending on the current news cycle. Students will develop a better understanding of the world around them and explore the potential impact of seemingly distant events on their lives. DPI Code: 9478</p>	<p style="text-align: center;"><b>10th-12th</b></p> <p style="text-align: center;"><b>.5 credit</b></p> <p style="text-align: center;"><b>Prerequisites:</b> <b>None</b></p>

# Agriculture

\*May be used as a high school science credit option **only for SLHS graduation not post-secondary science credits**. Please refer to [pg. 6](#) regarding graduation requirements  
 \*\*DPI approved science credit for post-secondary science credit

Courses	Course Description	Grade Level/ Prerequisites
<b>**Animal Science</b>  ITV Class	Students interested in animals will want to be a part of this course. Topics of discussion include animal agriculture, large animal industry, poultry, alternative animals agriculture, consumer concerns, animal behavior, genetics, selection and reproduction, growth nutrition, meat science, parasites, and diseases. Students will perform many labs and other hands-on experiences. Animal Science production and marketing topics will assist each student in becoming an informed consumer. Participation in FFA contests and individual awards will be encouraged in other areas of Animal Science.	<b>9th - 12th</b>  .5 credit  <b>Prerequisites:</b> None
<b>Ag Mechanics</b>	Students will gain a general knowledge of small engine care and maintenance as well as basic welding techniques that are often utilized and needed after high school. This course involves several areas such as: organizing and equipping the home shop, care and maintenance of tools, welding processes, maintenance of machinery, concrete work, internal combustion engines, and a career in Agricultural Mechanics. There will be a variety of individual shop projects throughout the semester. <b>Note:</b> Advanced Agricultural Mechanics is for seniors only going into a mechanical career. See Agricultural Teacher to set up.	<b>10th - 12th</b>  .5 credit  <b>Prerequisites:</b> None
<b>*Food Science</b>  Service Learning	Food Science is a huge industry that has many jobs awaiting people. This course is jam-packed with laboratory experiments based on various components within the food science industry. Topics covered include: carbohydrates, lipids, proteins, acids, bases, dehydration, chemistry of food, candy making and more. This is a great course for students who want to earn a partial science credit, or learn a little bit more about food, or even plan on going into a career in the food science industry. <b>Note:</b> Advanced Food Science is for seniors only going into a science or food based career. See Agricultural Teacher to set up.	<b>9th - 12th</b>  .5 credit  <b>Prerequisites:</b> None
<b>*Food Processing &amp; Analysis</b>  Service Learning	Food Science is a huge industry that has many jobs awaiting people. Similar to Food Science, this course is also jam-packed with laboratory experiments based on various components within the food science industry. We will utilize garden and greenhouse foods to learn about food processing techniques such as: fermenting, canning, freezing, dehydrating, and preserving. Other topics include investigating food additives, curing meat processes, and viscosity and oxidative properties of food. This is a great course for students who want to earn a partial science credit, or learn a little bit more about food, or even plan on going into a career in the food science industry.	<b>9th - 12th</b>  .5 credit  <b>Prerequisites:</b> None

<p><b>*Forestry</b> Service Learning</p>	<p>This course will use hands-on activities and applied science concepts in the discussion of forest management. Utilization of the school forest trail will be developed, maintained, and upgraded. Management aspects of forestry, methods of forest fire prevention, and insect control will be covered. Students will work in forest areas in tree identification activities, use of increment borers, cruising sticks, and pruning and planting. Resource people who work in the conservation and forestry industry will complement and supplement classroom presentations. School forest lab work will be a part of this course.</p>	<p><b>9th - 12th</b>  .5 credit <b>Prerequisites:</b> None</p>
<p><b>Greenhouse Management</b> Service Learning</p>	<p>This course has an intense hands-on learning in the greenhouse. Concepts covered include: identifying greenhouse management techniques, maintenance, and construction. In addition, we take plants grown in the greenhouse and assist with the planting of our community garden. Sales and marketing are also a focus where we learn these concepts through hosting a greenhouse Mother's Day Sale. Students will create flower arrangements, plant seeds, transplant many flowers and vegetables, create flyers for our plant sale, and more. Students will be responsible for the inside growth and maintenance of a variety of plants. <b>Note:</b> Advanced Greenhouse Management is for seniors only going into a biology or horticulture career. See Agricultural Teacher to set up.</p>	<p><b>9th - 12th</b>  .5 credit <b>Prerequisites:</b> None</p>
<p><b>**Horticulture</b> Service Learning</p>	<p><b>Three college credits with CVTC</b></p> <p>Throughout this course students will be provided with a wonderful background for working with everyday plants and much more. Through hands-on activities and applied science concepts, students will develop competencies in the areas of plant science, horticulture, and crop production. Use of the school greenhouse and other growing techniques will be utilized. Topics to be covered include: plant growth, reproduction, flower arrangements, greenhouse crops, pesticides, vegetable production, small fruits, plant improvement, house plants, small grains, and legumes. Students will use various types of media to grow plants and develop marketing schemes for plants grown. Participation in FFA contests and individual awards will be encouraged in Horticulture and Plant Sciences.</p>	<p><b>10th - 12th</b> 9th grade with teacher approval  .5 credit <b>Prerequisites:</b> None</p>
<p><b>*Outdoor Education</b> Service Learning</p>	<p>This course will provide hands-on activities and applied environmental concepts in a variety of Natural Resource related topics. These topics include: land resources, air, water, soil, energy, recreation, waste management, alternative energy, and outdoor survival. Students will perform a variety of experiments through indoor and outdoor labs.</p>	<p><b>9th - 12th</b>  .5 credit <b>Prerequisites:</b> None</p>
<p><b>Project Based Ag</b> Service Learning</p>	<p>Hands-on application/activities, group collaborations, and outside/inside labs will be performed. Students will have the opportunity to explore new ideas in agriculture and develop leadership skills. Some of the topics include: conservation, leadership development, horticulture, landscaping, business management, food science, and marketing.</p>	<p><b>9th - 12th</b>  .5 credit <b>Prerequisites:</b> None</p>

<p><b>**Vet Science &amp; Animal Care</b></p> <p>ITV Class</p>	<p>Any student who holds an interest in small animals will want to be in this course. Topics of discussion will include cats, dogs, birds, and other small animals. Specialty animals will also be researched. Career opportunities will be emphasized. The course will focus on general care and management, anatomy and physiology, reproduction, nutrition and feeding, disease and parasite control, and housing. This course will be supplemented with instructional lab work in the area of proper pet grooming, showing, and minor veterinary skills. Access to Google Classroom is a must! Plan for one day at CESA 11 for practicum skill development. ITV note: maximum of 3 sites. DPI Code: 4565</p> <p><b>Note:</b> Advanced Veterinary Science is for seniors only going into an animal science career. See Agricultural Teacher to set up.</p>	<p><b>9th - 12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> None</p>
<p><b>*Wildlife Management &amp; Aquaculture</b></p> <p>Service Learning</p>	<p><b>Certificate Awarded with Successful Completion: Trapping License</b></p> <p>This course is designed for students interested in all phases of fish and wildlife conservation. The principles of ecology and needs of wildlife in relation to their environmental habitat will be studied. Game laws, predators, game management, and ecosystems are also topics of discussion. Students will perform different forms of taxidermy as well as other group related projects throughout the trimester. Department of Natural Resources officials present information and provide unique learning opportunities for all students enrolled in this course. Through taking this course, students will have the ability to earn their trapping license.</p> <p><b>Note:</b> Advanced Wildlife Management is for seniors only going into an animal science or natural resource career. See Agricultural Teacher to set up.</p>	<p><b>9th - 12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> None</p>
<p><b>Agricultural Business and Leadership</b></p> <p>ITV Class</p>	<p>This course is designed for students 9-12. It emphasizes the importance of leadership skills and provides practical hands-on activities. Careers, scholarships, conflict resolution, systems thinking, team building, business management, mentoring, and community service are just a few of the topics presented. Parliamentary procedure (how to effectively run a meeting) is also a valuable part of this course. A variety of class projects make this a dynamic course for every student.</p>	<p><b>9th - 12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> None</p>



## Art

<b>Art</b>		
<b>Courses</b>	<b>Course Description</b>	<b>Grade Level/ Prerequisites</b>
<b>Beginner's/ Intermediate</b> <i>Art/I &amp; II</i>	Throughout this course, students will continue to utilize art as a natural means of communication and expression. They will learn to see the world as a source of inspiration to create a work of art. Not only will they learn different drawing techniques for drawing; however, they will have the opportunity to study the artwork of their fellow students, past artists, and present day artists. They can then use this information to express and communicate similar ideas into their own artwork. Mediums used are pencils, colored pencils, pen and ink, charcoal, and others. In Art, students will be given an opportunity to explore the second dimension. Students will be responsible for completing projects and providing an explanation of the style and self-expression in their work. Possible mediums we will use are pencil, charcoal, craypas, acrylic paint, and scratch boards. This course will focus on painting techniques and experimentation in Two Dimensional form. Students will also create three-dimensional forms in this course. Projects, whether functional or decorative, will create a reflection of the students' human existence. Students will create works using traditional materials and processes, such as wheel throwing, clay sculpture and more. You will learn to find new inspiration in new materials, explore new methods, and invent new sculpture forms.	<b>9th - 12th</b>  .5 credit  <b>Prerequisites:</b> None
<b>Advanced</b> <i>Art/Art III</i>	Art students will have the opportunity to increase their understanding and appreciation of Art through a creative approach. They will have the opportunity to investigate topics, techniques, and express themselves by applying their knowledge, judgment and skills by creating original works of art. Students will have the opportunity to make decisions using the elements and principles of design to express ideas effectively. Students will also have the opportunity to develop knowledge and skills in the foundations of art that can build confidence and make their experiences in art more fulfilling. They will be exploring a wide variety of materials such as graphite, colored pencils, wool, glass, markers, ink, charcoal, scratchboards, and painting that will promote problem solving, creative thinking, and formal expression.	<b>9th - 12th</b>  .5 credit  <b>Prerequisites:</b> Beginner's Art
<b>3-D Art/ Sculpture</b>	Art is for students who enjoy working and making three-dimensional objects out of a variety of materials. Students will design and construct realistic and abstract sculptural forms using a variety of materials, tools and techniques. Processes covered may include wheel throwing, additive and subtractive sculptures, paper sculpture, assemblage types of sculptures and more. Students will work with clay and learn the	<b>9th - 12th</b>  .5 credit  <b>Prerequisites:</b> Beginner and

	<p>process of preparing, using, methods of construction, glazing, and firing of the clay pieces. Students will explore balsa, plaster, glass and other various materials and tools correctly. Various construction processes, surface treatments, and design applications will be covered. They will examine, analyze, and interpret their sculptural forms by applying their understanding of the elements and principles of design. You will learn to find new inspiration in new materials, explore new methods, and invent new sculpture forms.</p>	<p>Intermediate Art or .5 Art credits from previous years</p>
<p><b>Pottery Class</b></p>	<p>Ceramics/Sculpture: This course provides a comprehensive study in methods of sculpture, hand-built clay construction and basic wheel throwing techniques. Students explore three-dimensional design while developing both useful and sculptural forms. Creativity and quality craftsmanship are emphasized throughout this course. Students will keep a journal of their research, positive progress, and minor setbacks throughout this course.</p>	<p><b>9th - 12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> Art #1 or teacher approval</p>
<p><b>Mosaic Design</b></p>	<p>This class will give you the opportunity to create a mosaic. Students will have the chance to help research, design, and create a meaningful mosaic that will be featured in an undetermined public location for years to come. Minimum of 10 students needed to run this course. Maximum of 16 students allowed in the course.</p>	<p><b>9th - 12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> None</p>
<p><b>Established Art</b></p>	<p>Established Art is designed for upper level Art students that are self motivated and driven to follow their passion in art. The student chooses the project, researches, creates, reflects on the journey and presents their work in the form of critiques as well as a public display.</p>	<p><b>11th - 12th</b></p> <p>.50 credit</p> <p><b>Prerequisites:</b> Beginner's, Intermediate, and Advanced Art or Teacher approval</p>

## Business & Technology Information

It is recommended that all SLHS students take Personal Finance before graduation.

Courses	Course Description	Grade Level/ Prerequisites
<b>Accounting</b>	Accounting is a business education elective concentrating on the basic principles of accounting. The course may be used vocationally to prepare for employment or as a general education course to gain assistance in managing one's financial affairs by maintaining accurate records. Students will become familiar with general business practices.	<b>10th - 12th</b>  .5 credit  <b>Prerequisites:</b> None
<b>Business Essentials</b>	Business Essentials will provide you with a foundation in business. Using real-world examples, students will learn the principles of business by learning what it takes to launch a product or service in today's fast-paced business environment. Students will gain insight into the rewards and challenges of operating a business and work on projects covering an overview of marketing, economics, human resources, finance, communication, operations management, and risk management. Students will create their own mock business. DPI Code: 6049	<b>9th - 12th</b>  .5 credit  <b>Prerequisites:</b> None
<b>Career Readiness</b>	Career Readiness will challenge students to explore, develop, and take steps towards planning their path after high school. The class will help students plan their path to become employed in their desired career field. Topics covered will include career planning, college preparation, and employability skills. DPI Code: 4092	<b>11th - 12th</b>  .5 credit  <b>Prerequisites:</b> None
<b>Marketing</b>	Students will study basic marketing concepts, including free enterprise, product development, pricing strategies, promotion and advertising, distribution, and marketing research. In this hands-on course, students will be able to use their business and creativity skills to solve problems. Students will have an opportunity to create a marketing plan for their own product or work with a local business.	<b>9th - 12th</b>  .5 credit  <b>Prerequisites:</b> None
<b>Personal Finance</b>	This course will focus on skills and knowledge needed to be a financially responsible citizen. Topics will include post-secondary planning, financial planning/saving/budgeting, career and college readiness, as well as workplace strategies. Students will participate in Mad City in the spring. It is recommended to take personal finance prior to graduation.	<b>11th - 12th</b>  .5 credit  <b>Prerequisites:</b> None

## Family and Consumer Education

Courses	Course Description	Grade Level/ Prerequisites
<b>Creative Foods</b>	In this course, students will learn to give food eye appeal as well as taste appeal. Some of our Creative Foods labs will include cakes, cookies, candy, appetizers, sandwiches, and beverages. The lab experience will also involve vegetable preparation, food combinations and the art of baking. Creativity will come from the knowledge of basic kitchen safety and food safety and storage.	<b>10th -12th</b>  .5 credit  <b>Prerequisites:</b> Foods 1
<b>Foods 1</b>	Wellness means reaching for your personal overall best level of health. Set realistic goals, take action and stick with the goal. Students learn to make choices for good health and fit nutritious meals and snacks into their busy schedules. Students will learn food preparation as they work in the kitchens safely and efficiently to prepare a variety of foods. This course is a prerequisite for Creative Foods. This course explores how eating patterns and food are formed by family and society lifestyle. This course covers the basics of food preparation and kitchen “know-how” while providing students with the opportunity to develop and enhance their kitchen skills. Areas of study include the understanding of kitchen equipment/measuring accuracy, safety and sanitation in the kitchen, nutrition and the principles of food preparation through cooking labs. Microwave knowledge, recipe clarity, etiquette and table manners are covered. Additional units covered are: Quick Breads, Eggs, Fruits and Vegetables, Yeast breads, Dairy (milk and cheese) and Cookies. Course activities include cooperative groups and cooking labs.	<b>9th - 12th</b>  .5 credit  <b>Prerequisites:</b> None
<b>Foods 2</b>	We all experience food, if for no other reason than because we consume it. Our relationship with food, however, extends far beyond the act of eating. This course applies the skills learned in Food for Life while learning about nutrition and cooking as well. Students enrolled in Good Eats will learn about our food system, investigate the principles of nutrition, and apply food safety procedures as they modify and plan recipes to prepare healthy snacks and meals. Students can expect to be in the lab, on average, one to two times a week. Labs include Apple Crescent Rolls, Mac and Cheese, Chocolate Chip Cookies, Quick and Easy Chicken Broccoli and Rice, Banana Crumb Muffins, and Homemade Granola. In addition, we will explore careers related to the field of nutrition and wellness	<b>9th - 12th</b>  .5 credit  <b>Prerequisites:</b> Foods 1

<p><b>Housing and Interior Design</b></p>	<p>Interior Design is a specialized course designed to prepare students in understanding the influences affecting housing decisions. The course includes instruction in the social/psychological aspects of housing, the consumer aspects, housing trends and issues, the application of design principles to the living environment, color, floor plans, home furnishings and equipment. Emphasis is on using available resources effectively to meet individual and housing needs through a lot of cooperative course projects and activities.</p>	<p><b>9 - 12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> None</p>
<p><b>Independent Living</b></p>	<p>Are you prepared to live on your own? Are you aware of what it takes to make it on your own? Before you know it, you will be facing many decisions, such as how to rent an apartment, how to budget your money, and what it takes to prepare your own meals. Contemporary Living explores the issues facing students and provides the information needed to make wise decisions. This course addresses topics such as personal development, relationships with others, career options, healthy living, dealing with family crisis, and managing family living.</p>	<p><b>11th - 12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> None</p>
<p><b>Parents &amp; Children</b></p>	<p>This course emphasizes the responsibilities of the family to provide for individual development and socialization of children. Physical, emotional and social development of children as well as their care and guidance will be studied. Students in this course explore the significance of societal expectations of relationships between parents and children. In this course, we will also be using the simulated babies and pregnancy belly.</p>	<p><b>10th - 12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> None</p>
<p><b>Baking &amp; Pastry Arts</b></p>	<p>Baking &amp; Pastry Arts prepares you for successful careers as baking and pastry professionals through building a strong foundation of principles and skills, and then using specific applications and recipes. Once these techniques are understood and practiced, you will be able to prepare a wide array of baked goods, pastries, and confections. Students will also explore gluten-free baking recipe planning and preparation, as well as altering and preparing recipes to address other allergies and/or dietary restrictions. Introduction to the baking profession and quick breads, baking and pastry-related careers, and functions of baking and pastry ingredients/allergy modifications.</p>	<p><b>11th - 12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> Foods 1 and 2</p>

## Foreign Language

Courses	Course Description	Grade Level/ Prerequisites
<b>Spanish IA &amp; 1B</b>	Spanish 1 provides an introduction to the Spanish language and Hispanic cultures. Students will begin learning how to effectively communicate in Spanish. They will also learn about the cultures of specific Spanish-speaking countries and experience a variety of Hispanic music and food. Students will work collaboratively in class and will be assessed on their listening, reading, writing, and speaking skills. Topics in Spanish 1 include: basic introductions, discussing likes and dislikes, describing physical features and personality traits, talking about school, and sharing biographical information. Special note: most colleges require 2 years of foreign language in high school.	<b>9th - 12th</b>  1 credit
<b>Spanish IIA &amp; IIB</b>	Spanish II provides a continuation of learning the Spanish language and Hispanic cultures. Students will continue learning how to effectively communicate in Spanish. They will also learn about the cultures of specific Spanish-speaking countries and experience a variety of Hispanic music and food. Students will work collaboratively in class and will be assessed on their listening, reading, writing, and speaking skills. In contrast to Spanish I, students will create more independent projects in Spanish II. Topics include: foods in Spain & Latin America, describing homes, discussing travel, health & wellness, and narrating in the past tense. Students registering for Spanish II need to have earned a grade of C or higher in Spanish I. Special note: most colleges require 2 years of foreign language in high school.	<b>10th - 12th</b>  1 credit  <b>Prerequisites:</b> Spanish 1
<b>Spanish IIIA &amp; IIIB</b>	Spanish III provides a continuation of learning the Spanish language and Hispanic cultures. Students will continue learning how to effectively communicate in Spanish, although at a higher level with increased vocabulary, expressions, and grammatical complexity. They will also learn about the cultures of specific Spanish-speaking countries and experience a variety of Hispanic music and food. Students will work collaboratively in class and will be assessed on their listening, reading, writing, and speaking skills. In contrast to Spanish I and II, topics in Spanish III allow for more class discussions and greater production of spoken and written Spanish. Topics include: explaining past experiences, describing daily routine, learning about impactful Hispanic people, discussing future events and hypothetical situations, and reading legends and folk tales in Spanish. Students registering for Spanish III need to have earned a grade of C or higher in Spanish II.	<b>11th - 12th</b>  1 credit  <b>Prerequisites:</b> Spanish 1 & 2
<b>Spanish IVA &amp; IVB</b>	Spanish IV provides a continuation of learning the Spanish language and Hispanic cultures. Students will continue learning how to effectively communicate in Spanish, although at a higher level with increased vocabulary, expressions, and grammatical complexity. They will also learn about the cultures of specific Spanish-speaking countries and explore current challenges in Spain & Latin America. Students will work collaboratively in class and will be assessed on their listening, reading, writing, and speaking skills. Spanish IV allows for more class discussions and greater production of spoken and written	<b>11th - 12th</b>  1 credit  <b>Prerequisites:</b> Spanish 1, 2 & 3

	Spanish, as well as student-driven unit topics. Students registering for Spanish IV need to have earned a grade of C or higher in Spanish III.	
<b>AP Spanish</b>	AP Spanish is offered based on student request. As such, students taking AP Spanish will need to have a high level of self-motivation, as the rigorous academic content and quantity of work (both inside and outside of class) will be greater than in regular Spanish classes. Students will become proficient in communicating within the six AP Spanish themes: family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. Students will receive consistent test preparation, as they will regularly do practice tests on the specific sections of the AP Spanish exam.	<b>12th</b> 1 credit <b>Prerequisites:</b> Spanish 1, 2 & 3
<b>Ojibwe Language</b>	Ojibwemowin is the Language of the Anishinaabe (Ojibwe). There are 7 bands of the Chippewa (Ojibwe) Nation in Wisconsin and Ojibwemowin is the language of this Indigenous group. Rosetta Stone developed a program to learn language in partnership with Mille Lac Band of Ojibwe. This program teaches students about the Ojibwe language through e videos and activities highlighting culture and focusing on grounding the student in language grammar while inviting verbal participation. Students have an opportunity to learn a world language option of their own region and the actors and developers of this program use the flora and fauna and regional culture of today and the Indigenous people who are still here and present. This is an independent online course. Rosetta Stone	<b>11th - 12th</b> (10th upon approval) .5 credit
<b>Sign Language I</b>	<b>Course offered: All year</b>  Participants will learn the manual alphabet, signed numbers, sign vocabulary, and develop receptive and expressive skills in American Sign Language (ASL). History and issues pertinent to the Deaf culture will be researched and discussed. Upon completion of this course, students will be able to communicate effectively in basic signed conversations and be familiar with the values of the Deaf Community. Student materials, resources and homework will require access to the CESA Moodle server and will also require each student to have an email account that can be accessed at school. One Field trip each year. NCAA approved at origination site. WI DPI Roster Code: 7369 Sponsor: Northern Lights Consortium Instructor: Ann Krance	<b>11th - 12th</b> 1.5 credit <b>Prerequisites:</b> ITV Student Application
<b>Sign Language II</b>	<b>Course offered: All year</b>  Prerequisite: American Sign Language I. Students will improve their expressive and receptive signing skills and be able to communicate effectively in most social situations. The Deaf Culture will be stressed. Students will read a book about a deaf individual and research current deaf personalities. Student materials, resources and homework will require access to the CESA Moodle server and will also require each student to have an email account that can be accessed at school. **One Field trip each year. NCAA approved at origination site. WI DPI Roster Code: 7364 Sponsor: Northern Lights Consortium Instructor: Ann Krance	<b>11th - 12th</b> 1.5 credit <b>Prerequisites:</b> ITV Student Application

# Music

Courses	Course Description	Grade Level/Prereq
<p style="text-align: center;"><b>Choir</b></p> <p>Service Learning</p>	<p>Choir members are involved in concert choir and other smaller ensembles. A minimum one year commitment is necessary in order to facilitate continuity of personnel and their vocal development. Attendance at all concerts and festival performances are required. Voice lessons are required every quarter. Students with better than average musical ability may also participate in the solo ensemble festival and “All Conference Choir”.</p>	<p style="text-align: center;"><b>9th -12th</b></p> <p>.5 - 1.5 credit</p> <p><b>Prerequisites:</b> Desire to sing</p>
<p style="text-align: center;"><b>Vocal Ensemble Tonal Recall</b></p>	<p>Vocal Ensemble performs a variety of music and styles in a small ensemble setting. 16 voices.</p>	<p style="text-align: center;"><b>9th - 12th</b></p> <p>.5 - 1.5 credit</p> <p><b>Prerequisites:</b> Audition and/or teacher approval. Membership in Concert Choir</p>
<p style="text-align: center;"><b>Concert Band</b></p>	<p>Band is a year long commitment. Band members are involved in concert band, pep band, and marching band. Attendance at all concerts, three pep band performances per quarter, and festival performances in the spring are required. Band members are also required to participate in the Solo and Ensemble Festival in some capacity, either playing a solo, or participating in small ensembles, or both. Everyone in the concert band is responsible for his or her own part and should practice accordingly, since the amount of time necessary varies for each student.</p>	<p style="text-align: center;"><b>9th -12th</b></p> <p>.5 - 1.5 credit</p> <p><b>Prerequisites:</b> Band experience required</p>
<p style="text-align: center;"><b>Jazz Band</b></p>	<p>Students who are members of the concert band may also participate in the jazz band with the permission of the band director. This course is also a year-long commitment. Students will be exposed to a wide variety of jazz styles. Students will be expected to memorize several scales that are used frequently in jazz and will use those skills to explore improvisation. Required performances include all concerts, Cabaret, the Jazz Festival in Cameron and State Solo and Ensemble.</p>	<p style="text-align: center;"><b>9th -12th</b></p> <p>.5 - 1.5 credit</p> <p><b>Prerequisites:</b> Band experience and membership in the concert band required</p>
<p style="text-align: center;"><b>Music Theory</b></p>	<p>Music Theory is open to any student interested in learning the principles of writing and analyzing music. Students will learn elements of music theory including intervals, major and minor scale construction, harmony, transposition, voicing, arranging, ear training, etc. This course is taught in a lecture/discussion setting. Students contribute musical solutions from course or home assignments, which are then discussed regarding correctness and creativity. The teacher or a student leader through the dictation of intervals, scales, chords, melodies, and harmonic progressions does ear training on the piano.</p>	<p style="text-align: center;"><b>9th -12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> A solid music foundation such as piano, guitar, band, or other musical experience is sufficient.</p>



# Physical Education

Physical Education courses are designed to teach students important strategies for maintaining a healthy lifestyle through and beyond high school. While physical activity is part of many of the classes, other skills may be assessed in order to show proficiency in each class.

Courses	Course Description	Grade Level/ Prerequisites
<b>High School Health</b>  Required Course	This course gives students skills which they can use their entire life. There are eight parts of the course which include: 1) communication, 2) goal setting 3) decision making, 4) knowing what you want out of life, 5) making responsible sexual decisions, 6) preparing for the future, 7) the fundamentals of CPR. Some assignments will deal with a student's parent interaction about the topics discussed in the course. Handouts, tapes, films, and guest professional speakers will be used for instructional purposes in life skill curriculum.	<b>9th -10th</b>  .5 credit  <b>Prerequisites:</b> None
<b>Physical Education</b>  Service Learning	Physical Education will be geared toward increasing the amount of time you are physically active in a day by participating in a variety of lifetime, dual individual, and team sports activities. Each unit will require written rules and skill testing, and fitness testing done twice a Trimester. Students will learn the fundamentals of fitness, fair play, good sportsmanship, cooperation, and leadership. <ul style="list-style-type: none"> <li>• Trimester 1 Topics: Soccer, Flag Football, Archery, Speed-ball, Volleyball, Pickleball.</li> <li>• Trimester 2 Topics: Basketball, Badminton, Lacrosse, In-line skating, Snowshoeing or Cross Country Skiing (weather permitting)</li> <li>• Trimester 3 Topics: Snowshoeing, Cross Country Skiing, Broomball, Team Handball, Softball, Track, Biking/Hiking, Kayaking, Golf, and Yard Games.</li> <li>• YEARLY TOPICS: Ultimate, Ball Games, Fitness Testing, Weight Training, Hockey</li> </ul>	<b>9th - 12th</b>  .5 credit  <b>Prerequisites:</b> None
<b>Strength Training</b>	This course is designed for students to progress through a strength training program that includes speed, power, agility and stability. This program will also include heavy physical conditioning and core elements to tightening, toning, and strengthening each individual. This class is designed to challenge each individual to build confidence and mental toughness.	<b>9th -12th</b>  .5 credit  <b>Prerequisites:</b> None

# Technology Department

Courses	Course Description	Grade Level/ Prerequisites
<p style="text-align: center;"><b>Project Based Tech Ed I</b></p> <p>Service Learning</p>	<p>In this course, students will learn through a series of hands-on activities about technology and how it affects them. Areas of study will be divided into units exploring manufacturing, communications, transportation, construction, research and development/problem solving, materials and processes, and impacts and outlooks of technology. Safety will be stressed and basic tools will be used for some of the projects. Evaluation will consist of daily work, tests, papers, and projects.</p>	<p><b>9th - 12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> None</p>
<p style="text-align: center;"><b>Project Based Tech Ed II</b></p> <p>Service Learning</p>	<p>A continuation of Project Based Tech I. For the student that wants more and varied hands-on activities and projects/problem solving. Safety will be stressed and basic tools will be used for most of the projects. Evaluation will consist of daily work, papers, and projects.</p>	<p><b>9th - 12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> Project Based Tech I</p>
<p style="text-align: center;"><b>Materials and Processes I</b></p> <p>Service Learning</p>	<p>In this course, students will learn various manufacturing “shop skills” they will be able to use for the rest of their lives either as a hobby or as a foundation for a career. Safety, quality and respect for the trades will be stressed as students produce projects incorporating the skills learned in course. The course will be classroom and hands-on in the shop environment. Evaluation will consist of tests, papers, and projects.</p>	<p><b>9th - 12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> None</p>
<p style="text-align: center;"><b>Materials &amp; Processes II</b></p> <p>Service Learning</p>	<p>In this course, students will build upon the skills they learned in Materials and Processes I. There will be an opportunity to produce a more advanced project in one of the shops. Safety, quality and respect for the trades will be stressed as students produce projects incorporating the skills learned in course. The course will be classroom and hands-on in the shop environment. Evaluation will consist of tests, papers, and projects.</p>	<p><b>9th - 12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> Materials and Processes I</p>
<p style="text-align: center;"><b>Construction Technology I</b></p>	<p>In this course, students will study the production of Residential homes. Construction practices will be studied and students will work in “crews” on various projects. The course will be classroom and hands-on in the shop environment. Evaluation will consist of tests, papers, and projects. NOTE: High School students that take this course and earn a “B” or better can earn <b>Advanced Standing credits with Northwood Tech (2-4 credits)</b></p>	<p><b>9th - 12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> None</p>

<p><b>Construction Technology II</b></p>	<p>In this course, students will build upon the skills they learned in Construction Technology I. Students will have the opportunity to assist as leaders with other students. The course will be classroom and hands-on in the shop environment. The course will run concurrently with Construction I. Evaluation will consist of tests, papers, and projects. NOTE: High School students that take this course and earn a “B” or better can earn <b>Advanced Standing credits with Northwood Tech (2-4 credits)</b></p>	<p><b>10th - 12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> Construction Technology I</p>
<p><b>Drafting/CAD 1</b></p>	<p>In this course, students will learn manual drafting skills and blueprint reading. After the fundamentals are understood, students will begin to explore CAD. There will be time devoted to future career opportunities in the field of Drafting, Engineering, and Architecture. Evaluation will consist of tests and drawings.</p>	<p><b>9th - 12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> None</p>
<p><b>Drafting/CAD II</b></p>	<p>In this course, students will continue to explore CAD. There will be opportunities to assist others in the Drafting/CAD course and spend more time with the CAD software. The course will run concurrently with Drafting/CAD I. Evaluation will consist of tests and drawings.</p>	<p><b>9th - 12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> Drafting/CAD I</p>
<p><b>Metals I</b></p>	<p>Plasma Cutting, Welding, Sheet metal Braking and Bending, Milling and Turning Metals. Students will be introduced to metal working tools to process metal into various projects. This is a project based beginners course.</p>	<p><b>9th - 12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> None</p>
<p><b>Metals II</b></p>	<p>A continuation of Metals I with more independent projects and a chance to improve skills by assisting others in using various tools and methods.</p>	<p><b>9th - 12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> Metals I</p>
<p><b>Power and Design Engineering</b></p>	<p>The course will focus on Green Energy sources- mainly solar and wind. Students will learn many basics of how power is generated and changed into a useful form. Experiments and challenges on how to harness and use the energy will require design and engineering (actual hands on building) “Power Projects” in the Tech Ed shop and classroom area. Evaluations will consist of research, papers and projects.</p>	<p><b>9th - 12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> None</p>
<p><b>Laker Manufacturing &amp; Production</b></p> <p>Service Learning</p>	<p>In this course, students will learn how to develop an idea and run with an idea from design to production of a student-manufactured product. Students will spend time in the classroom as well as in the shop using available resources (wood, plastic and metal working tools as well as other equipment), designing, and producing a marketable item. Evaluation will consist of daily work, tests and projects.</p>	<p><b>10th - 12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> None</p>

<p><b>Practical Skills</b></p>	<p>In this course, students will learn how to check oil, change wiper blades, tires, and auto bulbs. How to replace an electrical outlet or switch and caulk a leaky window. Build a small wall complete with drywall and wallpaper border and paint. Basic budgeting and value shopping. Good course for someone who doesn't like to get their hands dirty but is willing to try new things. Evaluation will consist of daily work, tests, and projects.</p>	<p><b>9th - 12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> None</p>
<p><b>Through the Lens</b></p>	<p>In this course, students will be given the chance to spend more time understanding how graphic communication influences our society. Students will learn more about 35mm B&amp;W photography, or digital cameras, packaging, advertising, and also some media literacy. Students also have the option to learn how to digitize, manipulate, and edit video to create a variety of productions using various video editing software. Evaluation will consist of tests, papers, and projects.</p>	<p><b>9th -12th</b></p> <p>.5 credit</p> <p><b>Prerequisites:</b> None</p>

# Drivers Education

**(Summer Course only)**

**Classroom Phase:** This portion of the program will be offered for three weeks: June 14 - 18, June 21 - 25 and June 28 - July 2nd with make up dates on July 5, 6, 7th. There are two sections, with one beginning at 8:00 a.m. and the other at 10:00 a.m. Students must attend 15 sessions, with three make-up days offered after the third week. More than three absences will result in retaking the whole course the following year.

**Behind-the-Wheel Phase:** The driving phase will be conducted during the school year before and after school. This is offered by age, oldest first.

The following statement is taken from the Board of Education policy #341.4:

**Students in 8<sup>th</sup> grade and up must make-up required core (english, science, math, and social studies) classes they failed before they receive their Driver Education Completion Certificate. Any student that has been determined to be habitually truant by Administration will not be allowed to participate in school sponsored driver education.**

# Academic and Career Planning

Use this document to plan the courses you will take during your high school career.

<b>Freshman Course Planning</b>				
Subject/Grad Req	Trimester 1	Trimester 2	Trimester 3	Notes
English/ 4 credits				
Science/ 3 credits				
Math/ 3 credits				
Social Studies/3 credits				
Phy Ed/ 1.5 credits				
Health/ .5 credits	Electives?			
Elective/ 10 credits				
CTE/ 2 credits				

<b>Sophomore Course Planning</b>				
Subject/Grad Req	Trimester 1	Trimester 2	Trimester 3	Notes
English/ 4 credits				
Science/ 3 credits				
Math/ 3 credits				
Social Studies/3 credits				
Phy Ed/ 1.5 credits				
Health/ .5 credits	Electives?			
Elective/ 10 credits				
CTE/ 2 credits				

# 4 Year Academic Career Planning Document

Use this document to plan the courses you will take during your high school career.

<b>Junior Course Planning</b>				
Subject/Grad Req	Trimester 1	Trimester 2	Trimester 3	Notes
English/ 4 credits				
Science/ 3 credits				
Math/ 3 credits				
Social Studies/3 credits				
Phy Ed/ 1.5 credits				
Health/ .5 credits	Electives?			
Elective/ 10 credits				
CTE/ 2 credits				

<b>Senior Course Planning</b>				
Subject/Grad Req	Trimester 1	Trimester 2	Trimester 3	Notes
English/ 4 credits				
Science/ 3 credits				
Math/ 3 credits				
Social Studies/3 credits				
Phy Ed/ 1.5 credits				
Health/ .5 credits	Electives?			
Elective/ 10 credits				
CTE/ 2 credits				