

Sheboygan Falls High School

# GEARING UP FOR YOUR FUTURE



SCHOOL DISTRICT *of*  
SHEBOYGAN FALLS

Expect the Exceptional

## OUR VISION

To be a community that inspires each student to reach his or her full potential with exceptional educators.

## OUR MISSION

To challenge and support students on their own learning paths within and beyond the classroom.

## OUR COMMITMENTS

We are a community.  
We are professionals.  
We innovate.  
We support the whole student.

# Sheboygan Falls High School

## 2022-2023

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## Sheboygan Falls School District Non-Discrimination Policy

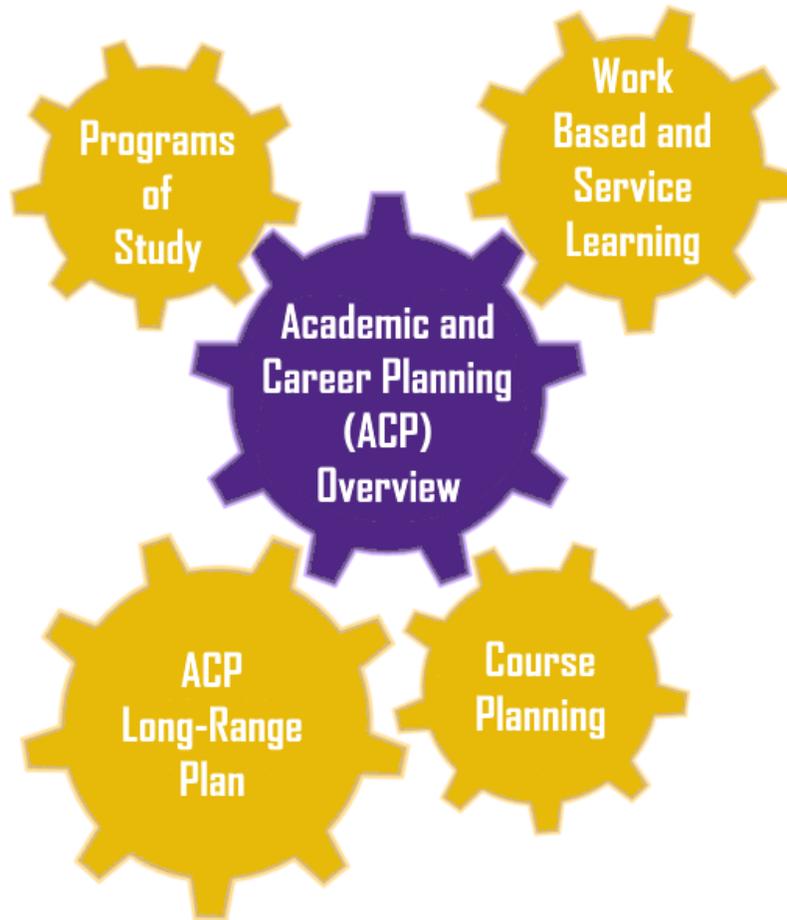
The School District of Sheboygan Falls does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student program and activities (including vocational/technical & career education programs). This policy is intended to support and promote nondiscriminatory practices in all District and school activities and equipment, access to such facilities and equipment, and related matters. Students who believe they have been denied equal access to District educational opportunities in a manner inconsistent with this policy may initiate a complaint and the investigation process that is set forth below. Initiating a complaint will not adversely affect the complaining individual's participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with the knowledge that it is false.

If you have any questions or concerns regarding this policy, please contact one of the Title IX Coordinators; Emilie Dahm or Kevin Krutzik; School District of Sheboygan Falls, 220 Amherst Avenue; Sheboygan Falls, WI 53085 or call 920-467-7893.

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# ACADEMIC & CAREER PLANNING (ACP)



## Academic and Career Planning

When connecting 2 or more gears together of different shapes and sizes, power is being passed between the gears to work together to do one of three things: 1) increase speed, 2) increase force, and/or 3) change direction.

**ACP Overview is the large gear that turns all of the other gears.** Students in grade 5-12 develop an Academic and Career Plan to help guide their learning in middle and high school. This ongoing process helps students set goals and connect what they are learning with their post-secondary plans.

**Programs of Study/Career Clusters is a smaller, but very important gear. When students can identify 1-2 Programs of Study that interest them, it helps them to pick up speed toward attaining their goals.** Programs of Study are sequences of courses to help students attain their post-secondary goals within a career cluster. There are 16 career clusters that are broad occupational groupings.

**Course Planning is the gear of force. By taking rigor courses that support Program of Study goals, students are able to gain the knowledge and skills they need to be successful.** Courses offered are listed by department. The listing includes a description of the course, prerequisites, credits, Career Cluster alignment, Laude Courses, and if the course is offered for credit at the post-secondary level.

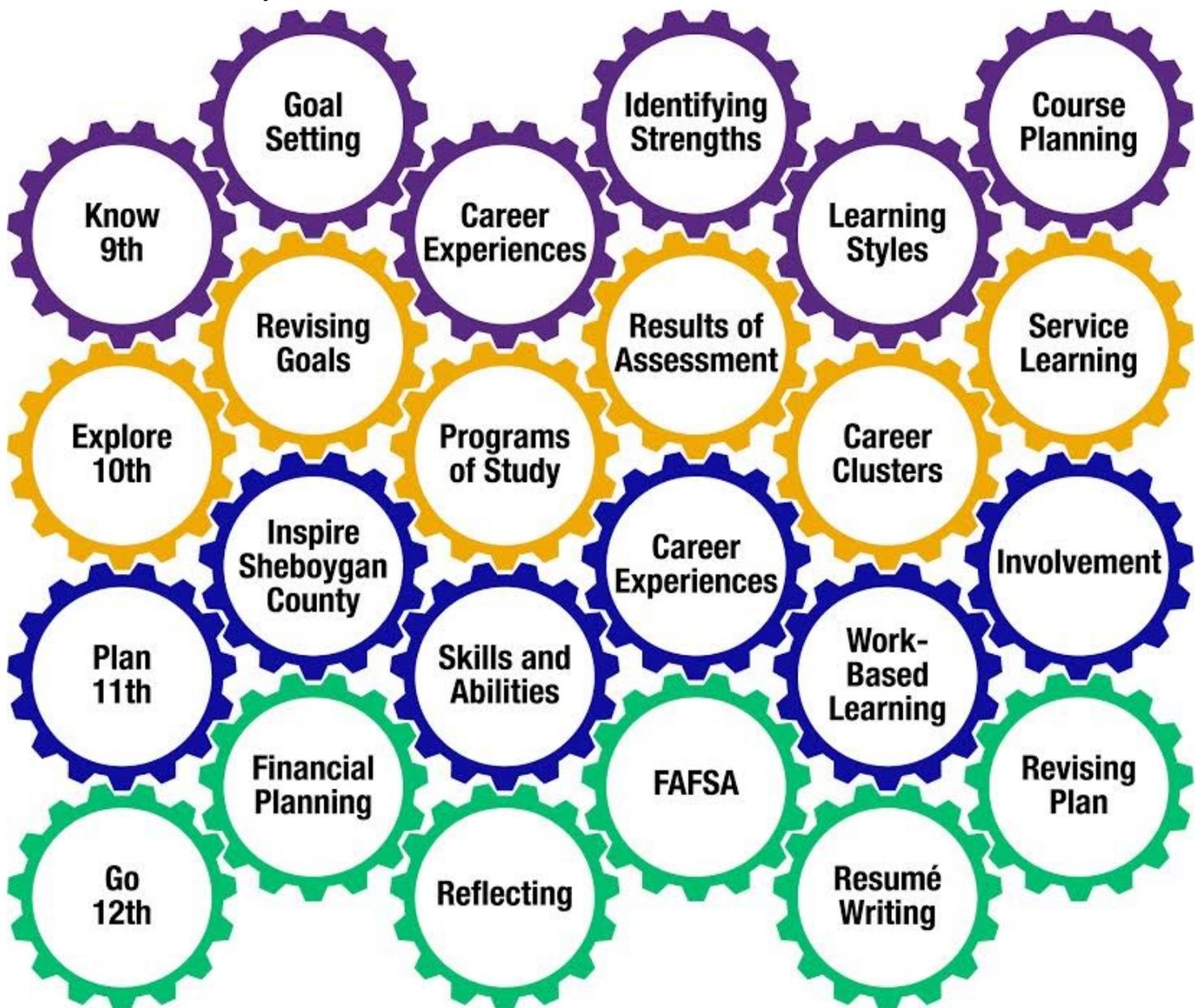
**Career & Service Learning Gear is one of the most meaningful. Students can gain experiences in real world career situations and can change the direction of their path if it is not the right course.** There are work-based learning opportunities for students through youth apprenticeships, co-ops, job shadows and work release. There are also several clubs that offer service learning options.

# Academic and Career Planning

## What is an ACP?

Grade 5-12 Academic and Career Planning (ACP) is a comprehensive process that engages families and our community to inspire, educate, and support each student in developing interests and creating his or her own plan.

## What are the Components of an ACP?



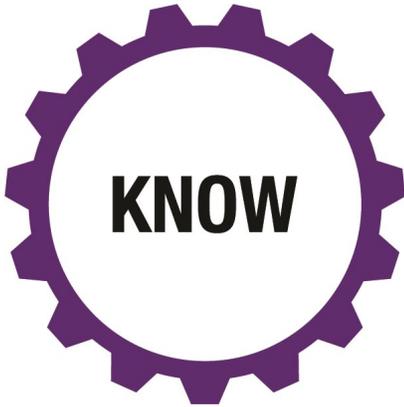
## What tools/resources are used to develop an ACP?

Students will use Xello to document and revise their Academic and Career Plans. [www.xello.com](http://www.xello.com). Through Xello, students can utilize work-based learning opportunities in Inspire Sheboygan County.

# ACP Reflective Questions for Students

It is time to get those gears turning in students' minds for what is next!

Below are questions for students for focus on during their four years of high school



## Who am I? (9th Grade)

What are my interests?

What do I enjoy doing?

How do I learn best?

What are my best qualities?

What do I want to improve on for the future?



## What do I want to do? (10th Grade)

What are the Programs of Study I have an interest in? Why?

Which careers interest me? Will these careers support me financially in the future?

Which courses should I take to continue to explore my interests?



## How do I get there? (11th Grade)

What do I need to be doing to have a competitive application for my post-secondary goals?

What work-based experiences should I be doing to plan for my future?

What score do I need on the ACT to achieve my post-secondary admission goals?

Which campuses should I visit and do they offer my degree of interest?



## Do it! (12th Grade)

How much do I anticipate my post-secondary education might cost and how will I pay for it?

Do I have a resume that accurately reflects who I am?

Student reflects on their plan and choices.

# Outcomes for ALL Students

## Grade 9 Outcomes

### Know/Who Am I?

- Update personal inventories to identify any key changes that could affect goals or plans.
- Learn about and identify an individual learning style and keys to studying to maximize that learning style.
- Be exposed to the concept of “post-secondary alignment,” available opportunities and financial planning that supports post-secondary options.
- Complete required Team Talk with school counselor.
- Develop a four year course plan.
- Review and update academic, career and personal goals.

## Grade 10 Outcomes

### Explore/What do I want to do?

- Conduct structured research on potential careers. Identify roles and responsibilities, skills and dispositions, education/training needed for identified careers.
- Understand how to research job opportunities, create and use a network to find employment, and leverage labor market projections to assess future job opportunities.
- Learn how to create a resume and understand the importance of building resumes over time.
- Learn about Career and Service Based Learning Opportunities.
- Review and update academic, career and personal goals.

## Grade 11 Outcomes

### Plan/How do I get there?

- Understand how to evaluate postsecondary opportunities, do a job, military, or college search, locate and complete a college application if appropriate.
- Review assessment results and how they support post-secondary choices.
- Understand financial implications for alternative post-secondary options along with resources available.
- Complete required Team Talk with school counselor.
- Review and update academic, career and personal goals.

## Grade 12 Outcomes

### Go/Do it!

- Create a resume that will support my post-secondary plans.
- Participate in mock interviews.
- Develop a financial plan to support postsecondary transition.
- Ensure the Academic and Career plan and related documents accurately reflects all honors, credentials, endorsements, etc. that comprise the ACP portfolio.
- Transition the Academic and Career Plan portfolio elements to ensure access after graduation

# ACP Portfolio

Students will use Xello and Inspire Sheboygan County to document their ACP activities. They will be expected to complete the activities listed below for each grade level and share them with their mentor and counselor. Parents are also a key component in the process and completion of these activities. By having ongoing discussions with your child regarding their plans and goals for the future, your child becomes invested in this process and understand the importance of the ACP.

An ACP is individualized and looks different for every student. The outcome for each student at Sheboygan Falls High School is success at the next level—no matter what the plan may be. It is also important that students walk away from our school with a secondary or tertiary plan and understand the steps necessary to follow through with those plans.

As a parent you can help by:

1. Having meaningful, realistic discussions with your child about his/her future plans,
2. Attending TEAM Talks with your child's counselor to support his/her plan and next steps,
3. Logging in to Xello with your child to see what he/she has completed,
4. Encouraging work-based learning activities for your child.

Check in with your child about scheduled ACP activities:

| Grade     | First Semester Activities   | Second Semester Activities   |
|-----------|---|--|
| <b>9</b>  | <ul style="list-style-type: none"> <li>⇒ Complete 3 Parts of Matchmaker</li> <li>⇒ Update Careers of Interest</li> <li>⇒ Create Activity Resume</li> <li>⇒ 1 Xello Lesson</li> <li>⇒ Create SMART Goals for Quarter 1 &amp; 2</li> </ul>  | <ul style="list-style-type: none"> <li>⇒ 2 Xello Lessons</li> <li>⇒ Update skills and interests</li> <li>⇒ Update Activity Resume</li> <li>⇒ Create SMART Goals for Quarter 3 &amp; 4</li> <li>⇒ TEAM Talk with your counselor</li> <li>⇒ Course Plan</li> <li>⇒ Participate in Kohler Expo</li> </ul> |
| <b>10</b> | <ul style="list-style-type: none"> <li>⇒ Update skills and interests</li> <li>⇒ Create SMART Goals for Quarter 1 &amp; 2</li> <li>⇒ Update 3 careers of interest</li> <li>⇒ Update Activity Resume</li> <li>⇒ 2 Xello Lessons</li> </ul>  | <ul style="list-style-type: none"> <li>⇒ Create SMART Goals for Quarter 3 &amp; 4</li> <li>⇒ Course Plan</li> <li>⇒ Complete Favorite Career Clusters</li> <li>⇒ Complete After High School</li> <li>⇒ Participate in Bemis Expo + Reflection</li> <li>⇒ 2 Xello Lessons</li> </ul>                    |
| <b>11</b> | <ul style="list-style-type: none"> <li>⇒ TEAM Talk with your counselor</li> <li>⇒ Transcript Review</li> <li>⇒ Create SMART Goals for Quarter 1 &amp; 2</li> <li>⇒ Update 3 careers of interest</li> <li>⇒ Update Activity Resume</li> <li>⇒ Create a Plan A and Plan B</li> <li>⇒ Soft Skills Self-Evaluation</li> <li>⇒ 1 Xello Lesson</li> </ul> | <ul style="list-style-type: none"> <li>⇒ Soft Skill Evaluations</li> <li>⇒ Xello Skills Lab</li> <li>⇒ Create SMART Goals for Quarter 3 &amp; 4</li> <li>⇒ Resume</li> <li>⇒ Course Plan</li> <li>⇒ Participate in Adulting 101 + Reflections</li> <li>⇒ 3 Xello Lessons</li> </ul>                    |
| <b>12</b> | <ul style="list-style-type: none"> <li>⇒ Transcript Review</li> <li>⇒ Review ACP progress</li> <li>⇒ Create SMART Goals for Quarter 1 &amp; 2</li> <li>⇒ Revisit your Plan A and Plan B</li> <li>⇒ Update Activity Resume</li> <li>⇒ Soft Skills Self Evaluation</li> <li>⇒ 2 Xello Lessons</li> </ul>  | <ul style="list-style-type: none"> <li>⇒ Update Resume</li> <li>⇒ Interviewing/Soft Skills Evaluations</li> <li>⇒ Create SMART Goals for Quarter 3 &amp; 4</li> <li>⇒ 2 Xello Lessons</li> <li>⇒ Participate in Adulting 101 + Reflections</li> <li>⇒ Mock Interviews</li> </ul>                       |



# GET READY!

COLLEGE READY  
CAREER READY  
COMMUNITY READY

## WHAT DOES IT LOOK LIKE FOR A SFHS GRADUATE TO BE COLLEGE, CAREER, AND COMMUNITY READY?

The elements of the College, Career, and Community Ready Credentialing process are research based proven indicators that students are prepared to be successful beyond high school. At Sheboygan Falls High School, we focus on the individual and each individual student has his or her unique path to life after high school. Students who meet the indicators below will be recognized with a College, Career, and Community Ready medallion at graduation and high school credit.

### COLLEGE, CAREER, & COMMUNITY READY GRADUATE

- has met all indicators within one of 5 columns below
- will be awarded .25 credit on the transcript
- will receive an award at Senior Recognition Night

#### INDICATORS FOR COLLEGE, CAREER, & COMMUNITY READY SUCCESS

|  |  |  |  |   |
|--|--|--|--|---|
| <input type="checkbox"/> Minimum 3.0 GPA or higher<br><input type="checkbox"/> ACP Components Met<br><input type="checkbox"/> Attendance - 90% or higher<br><input type="checkbox"/> Complete 1 job shadow + reflection<br><input type="checkbox"/> Proficient or Developing in 2 Soft Skills Evaluations + reflection<br><input type="checkbox"/> Academic Indicator<br><input type="checkbox"/> Career Indicator<br><input type="checkbox"/> Community Indicator | <input type="checkbox"/> Minimum 2.99-2.75 GPA<br><input type="checkbox"/> ACP Components Met<br><input type="checkbox"/> Attendance - 90% or higher<br><input type="checkbox"/> Complete 1 job shadow + reflection<br><input type="checkbox"/> Proficient or Developing in 2 Soft Skills Evaluations + reflection<br><input type="checkbox"/> Academic Indicator<br><input type="checkbox"/> Career Indicators (2)<br><input type="checkbox"/> Community Indicators (2) | <input type="checkbox"/> Minimum 2.74-2.5 GPA<br><input type="checkbox"/> ACP Components Met<br><input type="checkbox"/> Attendance - 90% or higher<br><input type="checkbox"/> Complete 1 job shadow + reflection<br><input type="checkbox"/> Proficient or Developing in 2 Soft Skills Evaluations + reflection<br><input type="checkbox"/> Academic Indicators (2)<br><input type="checkbox"/> Career Indicators (2)<br><input type="checkbox"/> Community Indicators (2) | <input type="checkbox"/> Minimum 2.49-2.25 GPA<br><input type="checkbox"/> ACP Components Met<br><input type="checkbox"/> Attendance - 90% or higher<br><input type="checkbox"/> Complete 1 job shadow + reflection<br><input type="checkbox"/> Proficient or Developing in 2 Soft Skills Evaluations + reflection<br><input type="checkbox"/> Academic Indicator<br><input type="checkbox"/> Career Indicators (2)<br><input type="checkbox"/> Community Indicators (3) | <input type="checkbox"/> Minimum 2.24 GPA or lower<br><input type="checkbox"/> ACP Components Met<br><input type="checkbox"/> Attendance - 90% or higher<br><input type="checkbox"/> Complete 1 job shadow + reflection<br><input type="checkbox"/> Proficient or Developing in 2 Soft Skills Evaluations + reflection<br><input type="checkbox"/> Career Indicators (3)<br><input type="checkbox"/> Community Indicators (3) |
|--|--|--|--|---|

### DISTINGUISHED COLLEGE & CAREER READY GRADUATE

Students who meet all of the following will receive .5 credit and will be recognized as a Distinguished College, Career, & Community Ready Graduate.

#### INDICATORS FOR DISTINGUISHED COLLEGE, CAREER, & COMMUNITY READY SUCCESS

|  |   |   |   |  |
|--|---|---|---|--|
| <input checked="" type="checkbox"/> Minimum 3.2GPA or higher + Laude Status<br><input type="checkbox"/> ACP Components Met + Portfolio Presentation<br><input type="checkbox"/> Attendance - 95% or higher | <input checked="" type="checkbox"/> Complete 4 job shadows + reflection<br><input type="checkbox"/> Proficient in 2 Soft Skills Evaluations + reflection<br><input type="checkbox"/> 50+ hour of Volunteer Service + Reflection | <input checked="" type="checkbox"/> Academic Indicators (3) | <input checked="" type="checkbox"/> Career Indicators (2) | <input checked="" type="checkbox"/> Community Indicators (2) |
|--|---|---|---|--|



## INDICATORS FOR COLLEGE, CAREER, & COMMUNITY READY SUCCESS

| ACADEMIC INDICATORS                    |   |  |
|--|---|--|
| Indicator                              | CCCR Graduate   | Distinguished CCCR Graduate                  |
| Algebra 2 Proficiency                  | C or higher   | B or higher                                  |
| ACT Superscore                         | English 18, Math 22, Reading 22, Science 23   | same   |
| AP Exam                                | 3 or higher   | 4 or higher                                  |
| AP Course                              | At least 1 course with grade of C or higher   | At least 2 courses with grade of B or higher |
| Other Dual Credit Course               | At least 1 course with grade of C or higher   | At least 2 courses with grade of B or higher |
| Advanced Standing Course               | At least 1 course with grade of C or higher   | At least 2 courses with grade of B or higher |
| College Level English/math proficiency | Early Math Placement Tool— level 5 or higher<br>Early English Placement Tool— level 3 or higher | same   |
| Campus Tours                           | Completed at least 2 campus tours + reflection  | same   |

| CAREER INDICATORS                          |   |   |
|--|---|---|
| Indicator                                  | CCCR Graduate   | Distinguished CCCR Graduate                     |
| Involvement in extra-curricular activities | Two or more years in at least 2 activities                                  | Two or more years in at least 4 activities      |
| Job Shadows                                | Participated in at least 2 additional job shadows over 4 years + reflection | See requirements                                |
| Co-Op                                      | Participated in a semester long Co-Op with a B or higher                    | same  |
| Youth Apprentice                           | Participated in a year long apprenticeship with a B or higher               | same  |
| Industry Credential                        | Earned credential   | same  |
| Success in CTE high school coursework      | 2 or more CTE courses with grade of C or higher                             | 3 or more CTE courses with grade of B or higher |
| Career Fair                                | Attend at least one career fair + reflection                                | same  |

**FOR MORE INFORMATION,  
VISIT OUR WEBSITE**  
[www.sheboyganfalls.k12.wi.us/schools/high-school/academic-career-planning-high-school](http://www.sheboyganfalls.k12.wi.us/schools/high-school/academic-career-planning-high-school)



| COMMUNITY READY INDICATORS       |   |   |
|----------------------------------|---|---|
| Indicator                        | CCCR Graduate   | Distinguished CCCR Graduate                             |
| Ability to apply the ACP Process | Complete ACP career slideshow   | Presentation of slideshow                               |
| Financial Literacy               | EverFi Certification with 80% or better                               | EverFi Certification with 90% or better                 |
| Financial Literacy               | B or higher in Personal Finance                                       | same  |
| Soft Skill Evaluations           | Score Proficient or Developing on 2 additional Soft Skill evaluations | Score Proficient in 2 additional Soft Skill evaluations |
| Service Learning                 | 25 hours logged on Transeo + reflection                               | See requirements  |
| ASVAB                            | Score between 31-50   | Score 51 or higher                                      |
| Civics Test                      | Score 80 or higher  | Score 90 or higher                                      |

## Individual Planning Conferences

### 9th Grade TEAM Talks: Individual Planning Conferences

Normally scheduled for third and fourth quarter, the Grade 9 TEAM Talks focus on progress toward a student's personal/social growth, academic/career development, and looking ahead to their future as they transition to the high school and beyond. Held in the spring, emphasis is placed on a review of the student's talents, hopes and dreams, abilities, academic performance and progress toward graduation requirements, a high school program of study, career exploration resources, and activities/co-curricular opportunities at Sheboygan Falls High School.

Parent(s) are a key member of the conference team. Individual Planning Conferences are specifically designed conferences for parents to gain insight into their child's development and for student to gain insight into the direction they are headed in the future. Our task is to determine how we can help them create and achieve broadly based goals for his or her future.

Conferencing provides parents the opportunity to discuss their child's talents, abilities, and interests in a positive atmosphere and to begin developing a program of study for high school. Individual Planning Conferences are not intended for discussions of student behavior issues. If desired, behavior issues can be discussed during a future counseling appointment.

During the conference, the counselor will have the opportunity to:

- Become acquainted with you and your son/daughter,
- Progress in your child's Academic and Career Plan,
- Discuss your child's goals for high school and beyond,
- Discuss your child's academic performance,
- Discuss high school program of study (tentative plan for coursework through senior year),
- Explore Xello and other web resources, and
- Review the student activities guide and other student resources.

### 11th Grade TEAM Talks: Individual Planning Conferences

Normally scheduled for first and second quarter, the Grade 11 TEAM Talk Conference focuses on progress toward a student's personal/social growth, academic/career development, and looking ahead to their future. Held at the beginning of junior year, emphasis is placed on a review of the student's talents, hopes and dreams, abilities, academic performance, transcript review and progress toward graduation requirements, courses selections for senior year, college application process and timelines, available college, scholarship and financial aid resources and Career Cruising.

Parents are a key member of the conference team. TEAM Talk Conferences are specifically designed conferences for parents to gain insight into their child's development and for student to gain insight into the direction they are headed in the future. Our task is to determine how we can help them create and achieve broadly based goals for his or her future.

Conferencing provides parents the opportunity to discuss their child's talents, abilities, and interests in a positive atmosphere and to begin developing a program of study and plan for senior year. TEAM Talks are not intended for discussions of student behavior issues. If desired, behavior issues can be discussed during a future counseling appointment.

During the conference, the counselor will discuss the following items:

- Transcript review
- Progress toward graduation requirements
- Courses selected for senior year
- Future plans and goals
- Job Shadowing/Career Experiences
- College application process and timelines
- Available college, scholarship and financial aid resources
- Xello/other resources
- Any other questions you may have.

# What is a Program of Study?

A program of study aligns with our district's mission for each student's Academic and Career Plan (ACP) and is an overall path for students to aid them in their planning.

## What are Career Clusters and Pathways?

There are 16 career clusters that are organized by theme, for example Health Sciences. Under the title of Health Sciences, students will find different pathways. There are five different pathways in that particular cluster. A student who has an interest in physical therapy would identify with the Therapeutic Pathway. Many of the career clusters intersect in areas of interest, therefore, it is common for students to have 2-3 career clusters of interest.

## How do my ACP and Programs of Study connect?

ACP is part of our overall vision for every student to graduate ready for further education and/or start his/her career. Therefore, our students must be competent academically, socially and emotionally. We want our students to be strong critical thinkers, to be able to collaborate and solve real-world problems, and persevere when things aren't quite going their way. When put together, it's really about making them productive members of our society.

In addition, over the last two decades, global competition and technological growth have radically changed the demands of the workplace and the hiring practices of businesses. Full-time living-wage jobs that require minimal training are being phased out as part of the increased competition and demand for flexibility on the part of U.S. corporations. Advanced knowledge, technical skills, education and training are required for an increasing proportion of American job openings.

## Do I have to take the courses outlined in my Program of Study?

The answer is no, you do not. There are specific courses outlined for each of the Programs of Study. These suggested courses are there to help students in their course planning and are identified to help students build skills to be successful in that program. These are recommendations only, ultimately it is up to the student and his/her family to decide. Graduation required courses are NOT included in these suggested listings.

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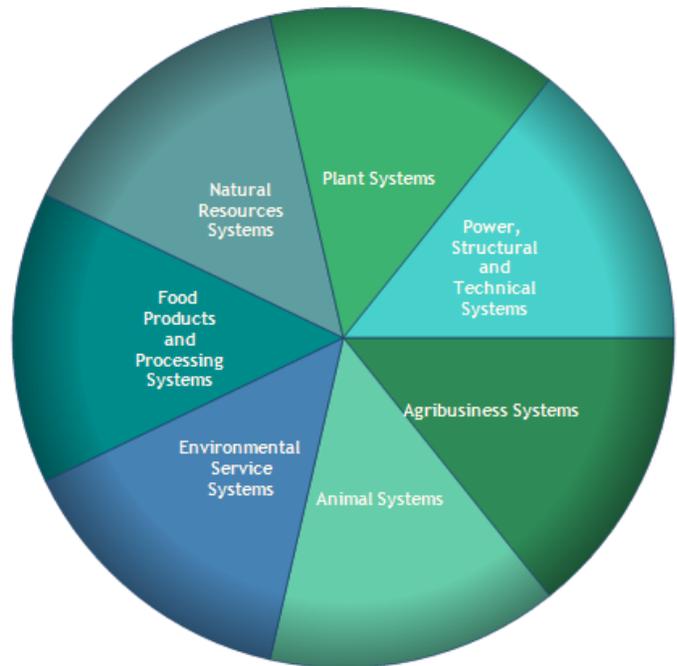
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| Marketing, Sales and Service.....                             | 26 |
| Science, Technology, Engineering and Math.....                | 27 |
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This Program of Study includes the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

### Pathways:

- ◆ Agribusiness Systems
- ◆ Animal Systems
- ◆ Environmental Service Systems
- ◆ Food Products and Processing Systems
- ◆ Natural Resources Systems
- ◆ Plant Systems
- ◆ Power, Structural, and Technical Systems



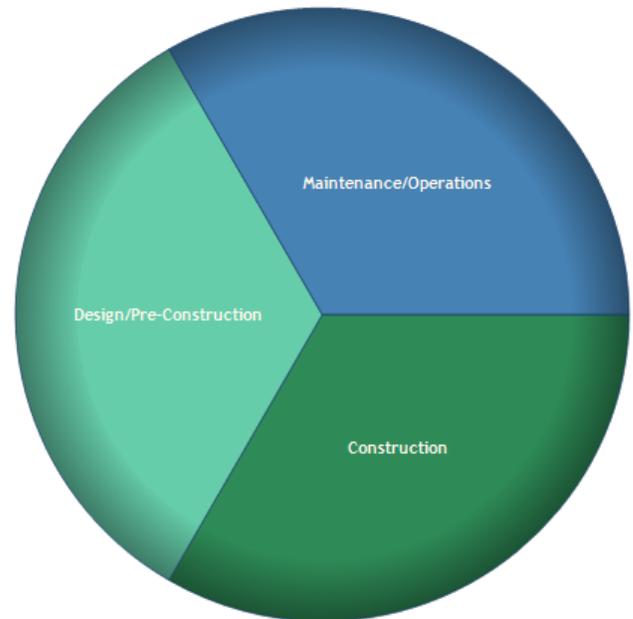
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| <b>HIGH SCHOOL COURSE SUGGESTIONS</b><br>(above & beyond graduation requirements)<br>*= Laude Course | <b>English:</b> *AP English Language, *AP English Literature<br><b>Math:</b> *College & Career Ready Math, Probability & Statistics, *CAPP Pre-Calculus, *AP Calculus<br><b>Science:</b> *Chemistry or Chem Comm, *Anatomy & Physiology, *CAPP Biology, Earth Science<br><b>Social Studies:</b> Psychology, Sociology<br><b>Electives:</b> Intro to Ag 1 & 2, *Horticulture, *Food Science, *Animal & Vet Science, Natural Resources, Companion Animals, Landscaping, *Green & Growing, Intro to Business, Business Management, Personal Finance, Culinary Arts, Intro to Technology, Spanish, Leadership in School and the Community |
| <b>STUDENT ACTIVITIES</b>  | FFA = Leadership Opportunities, FBLA, Student Council   |
| <b>CAREER EXPLORATION</b>  | Xello, Inspire Wisconsin  |
| <b>CAREER EXPERIENCES/ WORK BASED LEARNING</b>   | Job Shadowing (through Inspire), Youth Apprenticeship in Agriculture– Plants, Co-op   |
| <b>SERVICE LEARNING</b>  | Key Club, Service Learning Club, 4H   |
| <b>SAMPLE OCCUPATIONS</b>  | Agri-Business Manager, Agri-Science Sales, Agri-Science Teacher, Animal Scientist, Environmental Engineer, Farmer/ Rancher, Fish Hatchery Manager, Forester, Geneticist, Park Naturalist, Soil & Water Conservationist, Veterinarian, Wildlife Biologist, Zoologist   |



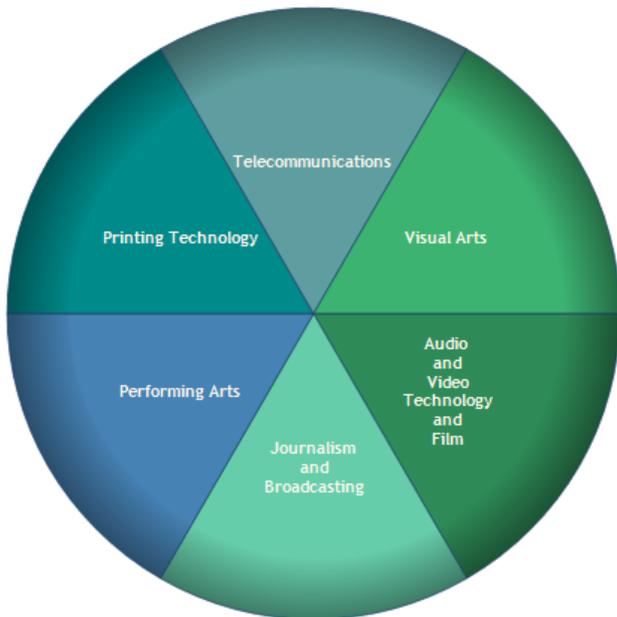
This Program of Study describes careers in designing, planning, managing, building and maintaining the built environment.

### Pathways:

- ◆ Construction
- ◆ Design/Pre-Construction
- ◆ Maintenance Operations



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| <p><b>HIGH SCHOOL COURSE SUGGESTIONS</b><br/>(above &amp; beyond graduation requirements)<br/>*= Laude Course</p> | <p><b>English:</b> *AP English Language, *AP English Literature<br/> <b>Math:</b> *STEM Geometry, *College &amp; Career Ready Math, Probability &amp; Statistics, *CAPP Pre-Calculus, *AP Calculus<br/> <b>Science:</b> *Chemistry or Chem Comm, *Physics, *CCIHs Chemistry, Earth Science<br/> <b>Social Studies:</b> Psychology, Sociology<br/> <b>Electives:</b> Intro to Technology, Wood Fundamentals, Wood Structures, *Construction Concepts, Electricity/Electronics, CAD 1, *CAD 2, *Engineering &amp; Design, *Project GRILL, Intro to Business, Business Management, Marketing 1, Web Page Development, Art 2D Foundations, 2D: Drawing &amp; Painting, Photography, Adv Photo, *Digital Art &amp; Design, Fashion Textile &amp; Design, Spanish, Leadership in School and the Community</p> |
| <p><b>STUDENT ACTIVITIES</b></p>  | <p>Robotics, *Robotics II, *Project GRILL</p>   |
| <p><b>CAREER EXPLORATION</b></p>  | <p>Xello, Inspire Wisconsin</p>   |
| <p><b>CAREER EXPERIENCES/ WORK BASED LEARNING</b></p>   | <p>Job Shadowing (through Inspire), Youth Apprenticeship in Architecture &amp; Construction, Co-op</p>  |
| <p><b>SERVICE LEARNING</b></p>  | <p>Key Club, Service Learning Club</p>  |
| <p><b>SAMPLE OCCUPATIONS</b></p>  | <p>Architect, Carpenter, Civil Engineer, Construction Manager, Contractor, Computer Information System, Manager/ Designer, Education and Training Director, Electrician, Mechanical Engineer, Urban Planner/ Designer, General Contractor/ Builder, Interior Designer, Safety Director</p>  |



This Program of Study describes designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

### Pathways:

- ◆ Audio & Video Technology & Film
- ◆ Journalism & Broadcasting
- ◆ Performing Arts
- ◆ Printing Technology
- ◆ Telecommunications
- ◆ Visual Arts

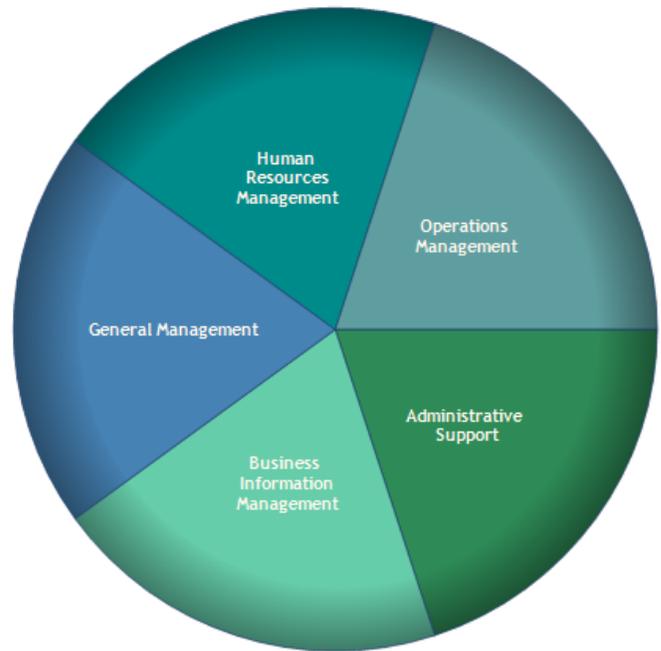
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| <p><b>HIGH SCHOOL COURSE SUGGESTIONS</b><br/>(above &amp; beyond graduation requirements)<br/>*= Laude Course</p> | <p><b>English:</b> *AP English Language, *AP English Literature, Media Studies 1 &amp; 2<br/> <b>Math:</b> *College &amp; Career Ready Math, Probability &amp; Statistics, *CAPP Pre-Calculus, *AP Calculus<br/> <b>Science:</b> *Chemistry or Chem Comm, *Physics, *CCIHS Chemistry, *CAPP Biology, Earth Science<br/> <b>Social Studies:</b> Psychology, Sociology<br/> <b>Electives:</b> Art 2D Foundations, 2D: Drawing &amp; Painting, Advanced Drawing &amp; Painting, Art 3D: Foundation, 3D: Ceramics &amp; Creative Form, Advanced Ceramics &amp; Creative Form, Photography, Adv Photo, *Digital Art &amp; Design, Senior Studios, Housing &amp; Interior Design, Fashion Design, Advanced Fashion Design, CAD 1, *CAD 2, Computer Science Principles, *Intermediate Programming 1 &amp; 2,</p> |
| <p><b>STUDENT ACTIVITIES</b></p>  | <p>Drama Club, Musical, Pep Band, Forensics, Society of Fine Arts, Robotics, Yearbook, School Newspaper, Project GRILL*, Robotics</p>   |
| <p><b>CAREER EXPLORATION</b></p>  | <p>Xello, Inspire Wisconsin</p>   |
| <p><b>CAREER EXPERIENCES/WORK BASED LEARNING</b></p>  | <p>Job Shadowing (through Inspire), Youth Apprenticeship in Architectural &amp; Construction, Co-op</p>   |
| <p><b>SERVICE LEARNING</b></p>  | <p>Key Club, Service Learning Club</p>  |
| <p><b>SAMPLE OCCUPATIONS</b></p>  | <p>Actor/ Actress, Art Director, Audio-Video Designer and Engineer, Audio-Visual Systems Technician, Broadcast Field Supervisor/Technician, Cartoonist/ Animator, Chief Engineer, Commercial Artist, Computer Animator, Curator/ Gallery Manager, Director, Editor, Fashion Designer, interior Designer, Journalist, Lighting Designer, Lithographer, Musician, Singer, News Analyst, Photographer/ Painter/ Sculptor, Playwright, Professor, Reporter, Telecommunication Technician/ Specialists, Videographer, Video Technician</p>   |



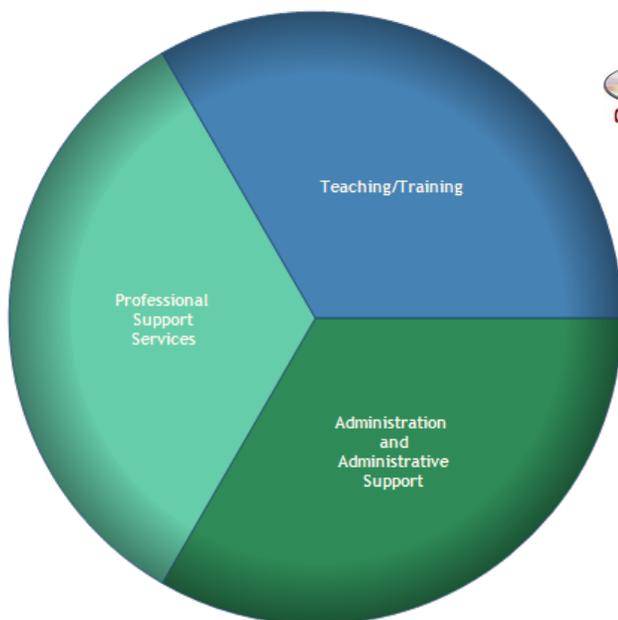
This Program of Study encompasses planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.

### Pathways:

- ◆ Administrative Support
- ◆ Business Information Management
- ◆ General Management
- ◆ Human Resources Management
- ◆ Operations Management



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| <p><b>HIGH SCHOOL COURSE SUGGESTIONS</b><br/>(above &amp; beyond graduation requirements)<br/>*= Laude Course</p> | <p><b>English:</b> *AP English Language, *AP English Literature, Media Studies<br/> <b>Math:</b> *STEM Geometry, *College &amp; Career Ready Math, Probability &amp; Statistics, *CAPP Pre-Calculus, *AP Calculus<br/> <b>Science:</b> *Chemistry or Chem Comm, *Physics, *CCIHS Chemistry, Earth Science<br/> <b>Social Studies:</b> Psychology, Sociology<br/> <b>Electives:</b> Intro to Business, Accounting 1 &amp; 2, Business Management, Microsoft Office Introduction, Marketing 1, Sports &amp; Entertainment Marketing, Personal Finance, Web Page Development, Spanish, Natural Resources, Photography, Art 2D, Art 3D, Computer Science Principles, *Intermediate Programming 1 &amp; 2, Leadership in School and the Community</p> |
| <p><b>STUDENT ACTIVITIES</b></p>  | <p>FBLA, Forensics, Drama Club, Student Council, Close Up Club, FFA, International Club</p>  |
| <p><b>CAREER EXPLORATION</b></p>  | <p>Xello, Inspire Wisconsin</p>  |
| <p><b>CAREER EXPERIENCES/WORK BASED LEARNING</b></p>  | <p>Job Shadowing (through Inspire), Co-op</p>  |
| <p><b>SERVICE LEARNING</b></p>  | <p>Key Club, Service Learning Club, volunteerism</p>   |
| <p><b>SAMPLE OCCUPATIONS</b></p>  | <p>Accountant, Advertising Sales, Analyst Sales, Analyst, Auditor, Business Consultant, Certified Public Accountant, Chief Executive Officer, Corporate Trainer, Entrepreneur, Facilities Manager, Financial Analyst, Finance Director, General Manager, Human Resources Manager, Investment Executive Legal Secretary, Marketing Analyst, Meeting and Convention Planner, Office Manager, Paralegal, Personnel Recruiter, Public Relations Manager, Sales Representative, Wholesale and Retail Buyer</p>  |



This Program of Student involves planning, managing and providing education and training services, and related learning support services.

### Pathways:

- ◆ Administration & Administrative Support
- ◆ Professional Development Services
- ◆ Teaching/Training

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| <p><b>HIGH SCHOOL COURSE SUGGESTIONS</b><br/>(above &amp; beyond graduation requirements)<br/>*= Laude Course</p> | <p><b>English:</b> *AP English Language, *AP English Literature, Media Studies 1 &amp; 2<br/> <b>Math:</b> *College &amp; Career Ready Math, Probability &amp; Statistics, *CAPP Pre-Calculus, *AP Calculus<br/> <b>Science:</b> *Chemistry or Chem Comm, Anatomy &amp; Physiology, Physics*, CCIHS Chemistry, *CAPP Biology, Earth Science<br/> <b>Social Studies:</b> Psychology, *AP Psychology, Sociology<br/> <b>Electives:</b> Intro to Education, Child Growth and Development, Coaching &amp; Officiating, Health Education, focus on subject areas of interest for teaching, Leadership in School and the Community</p> |
| <p><b>STUDENT ACTIVITIES</b></p>  | <p>Forensics, FBLA, Drama Club, Musicals, Student Council</p>  |
| <p><b>CAREER EXPLORATION</b></p>  | <p>Xello, Inspire Wisconsin</p>  |
| <p><b>CAREER EXPERIENCES/ WORK BASED LEARNING</b></p>   | <p>Job Shadowing (through Inspire), Teacher Assistant</p>  |
| <p><b>SERVICE LEARNING</b></p>  | <p>Key Club, Service Learning Club, volunteerism</p>   |
| <p><b>SAMPLE OCCUPATIONS</b></p>  | <p>Administrator, Assessment Specialist, Occupation Tech Administrator, Child Care Worker, College/ University Faculty, Counselor, Curriculum Developer, Education Researcher, Elementary Teacher, High School Teacher, Middle School Teacher, Principal, Psychologists (Clinical, Development, Social), Social Worker, Speech-Language, Pathologist/ Audiologist</p>  |



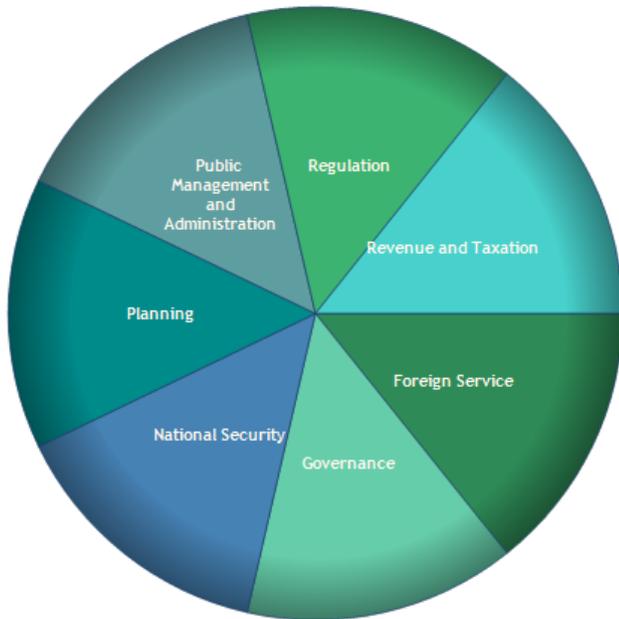
Planning, services for financial and investment planning, banking, insurance, and business financial management.

### Pathways:

- ◆ Accounting
- ◆ Banking Services
- ◆ Business Finance
- ◆ Insurance
- ◆ Securities & Investments



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| <b>STUDENT ACTIVITIES</b>  | FBLA, Student Council, Forensics   |
| <b>CAREER EXPLORATION</b>  | Xello, Inspire Wisconsin   |
| <b>CAREER EXPERIENCES/WORK BASED LEARNING</b>  | Job Shadowing (through Inspire), Youth Apprenticeship in Finance—Accounting, Co-op   |
| <b>SERVICE LEARNING</b>  | Key Club, Service Learning Club, volunteerism  |
| <b>SAMPLE OCCUPATIONS</b>  | Accountant, Actuary, Auditor, Commodities Representative, Controller, Credit Analyst, Debt Counselor, Economist, Financial Planner/ Analyst, Foreign Exchange Manager, Fund Raiser, Insurance Broker, Internal Auditor, Investment Advisor, Loan Officer, Non-Profit Manager, Personal Financial Advisor, Tax Examiner/ Preparer, Title Researcher and Examiner, Treasurer   |



This Program of Student consists of executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.

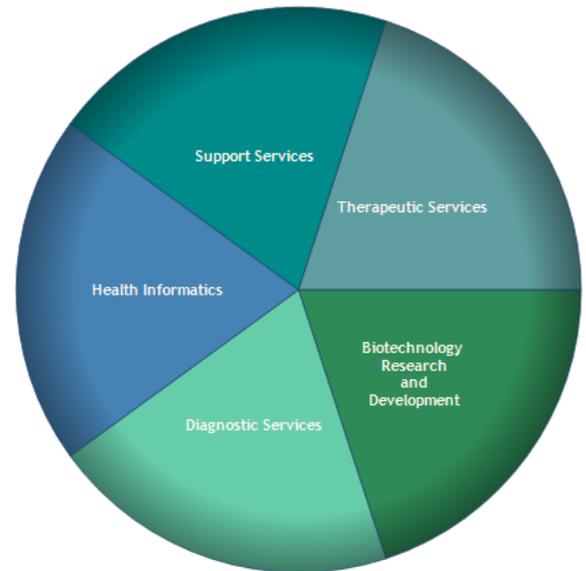
### Pathways:

- ◆ Foreign Service
- ◆ Governance
- ◆ National Security
- ◆ Planning
- ◆ Public Management & Administration
- ◆ Regulation
- ◆ Revenue & Taxation

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| <b>STUDENT ACTIVITIES</b>  | Close Up Club, Student Council, Forensics  |
| <b>CAREER EXPLORATION</b>  | Xello, Inspire Wisconsin   |
| <b>CAREER EXPERIENCES/WORK BASED LEARNING</b>  | Job Shadowing (through Inspire)  |
| <b>SERVICE LEARNING</b>  | Key Club, Service Learning Club, volunteerism  |
| <b>SAMPLE OCCUPATIONS</b>  | Foreign Services Officer, Cryptographer, Intelligence Analyst, Lobbyist, Policy Analyst, Government Auditor, Congressional Aide, Tax Examiner, Auditor/Assessor, Investigator/Examiner, Court Administrator, Legislator  |



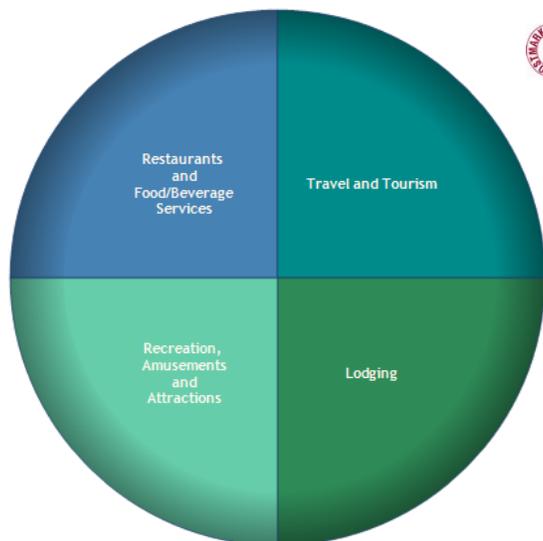
This Program of Study involves planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.



### Pathways:

- ◆ Biotechnology Research & Development
- ◆ Diagnostic Services
- ◆ Health Informatics
- ◆ Support Services
- ◆ Therapeutic Services

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| <p><b>STUDENT ACTIVITIES</b></p>  | <p>Student Council, Forensics</p>   |
| <p><b>CAREER EXPLORATION</b></p>  | <p>Xello, Inspire Wisconsin</p>   |
| <p><b>CAREER EXPERIENCE/WORK BASED LEARNING</b></p>   | <p>Job Shadowing (through Inspire), Youth Apprenticeship in CNA, Co-op</p>  |
| <p><b>SERVICE LEARNING</b></p>  | <p>Key Club, Service Learning Club, volunteerism</p>  |
| <p><b>SAMPLE OCCUPATIONS</b></p>  | <p>Acupuncturist, Athletic Trainer, Audiologist, Biomedical/Clinical Engineer, Chiropractor, Dietary Technician, Doctor, Dental Hygienist, Dentist, Dermatologist, Medical Lab Technologist, Medical Transcriptionist, Microbiologist, Nurse Practitioner, Paramedic, Patient Advocate, Pathologist, Pharmacist, Physical Therapist, Physician, Registered Nurse</p>  |



This Program of Student Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

**Pathways:**

- ◆ Lodging
- ◆ Recreation, Amusements, & Attractions
- ◆ Restaurants and Food/Beverage Services
- ◆ Travel & Tourism

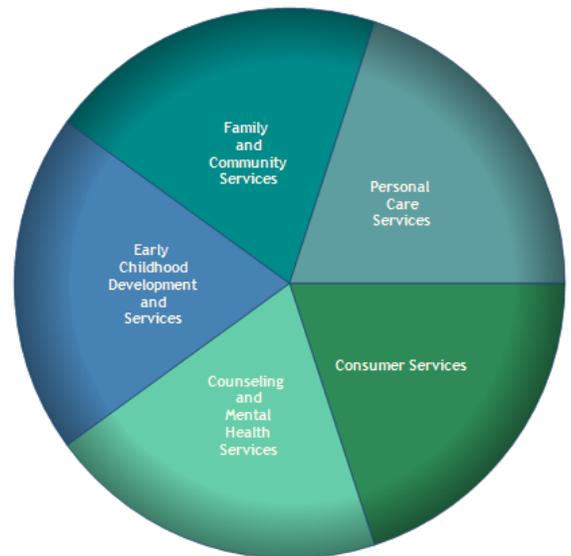
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| <p><b>HIGH SCHOOL COURSE SUGGESTIONS</b><br/>(above &amp; beyond graduation requirements)<br/>*= Laude Course</p> | <p><b>English:</b> *AP English Language, *AP English Literature, Media Studies 1 &amp; 2<br/> <b>Math:</b> *College &amp; Career Ready Math, Probability &amp; Statistics, *CAPP Pre-Calculus, *AP Calculus<br/> <b>Science:</b> *Chemistry or Chem Comm, *CCIHS Chemistry, *CAPP Biology, Earth Science<br/> <b>Social Studies:</b> Psychology, *AP Psychology, *CAPP US History, Sociology<br/> <b>Electives:</b> Personal Finance, Business Management, Spanish, Marketing 1, Food Science, Culinary I, II &amp; *III, Leadership in School and the Community</p> |
| <p><b>STUDENT ACTIVITIES</b></p>  | <p>Student Council</p>   |
| <p><b>CAREER EXPLORATION</b></p>  | <p>Xello, Inspire Wisconsin</p>  |
| <p><b>CAREER EXPERIENCES/WORK BASED LEARNING</b></p>  | <p>Job Shadowing (through Inspire), Youth Apprenticeship in Culinary, Restaurant and Food Service, Co-op</p>   |
| <p><b>SERVICE LEARNING</b></p>  | <p>Key Club, Service Learning Club, volunteerism</p>   |
| <p><b>SAMPLE OCCUPATIONS</b></p>  | <p>Cruise Ship Management, Executive Chef, Food Service Manager, Golf Management, Manager, Resort Owner, Sales Professional, Event Planner, Interpreter, Travel Agent, Club Manager</p>  |



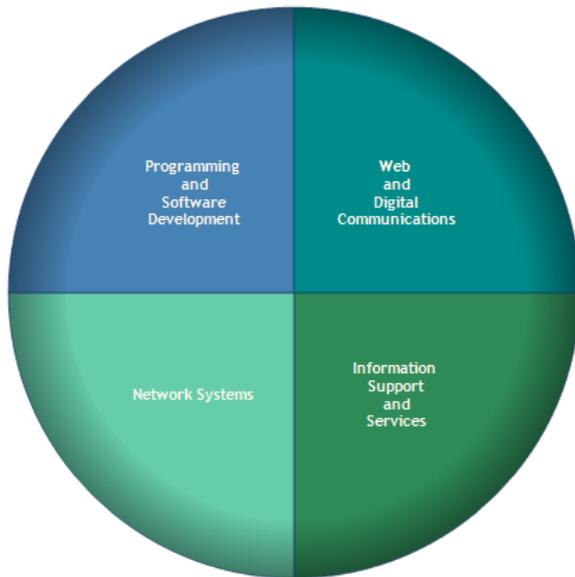
This Program of Study involves Preparing individuals for employment in career pathways that relate to families and human needs.

### Pathways:

- ◆ Consumer Services
- ◆ Counseling & Mental Health Services
- ◆ Early Childhood Development & Services
- ◆ Family & Community Services
- ◆ Personal Care Services



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| <b>STUDENT ACTIVITIES</b>  | Student Council, Forensics  |
| <b>CAREER EXPLORATION</b>  | Xello, Inspire Wisconsin  |
| <b>CAREER EXPERIENCE/ WORK BASED LEARNING</b>  | Job Shadowing (through Inspire), Youth Apprenticeship in Health—Dietary Aide, CNA   |
| <b>SERVICE LEARNING</b>  | Key Club, Service Learning Club, volunteerism   |
| <b>SAMPLE OCCUPATIONS</b>  | Occupation Counselor, Child Care Workers, Clergy, Director or Assistant Directors for Child Care Facilities, Funeral Director, Loan Counselor, Marriage or Family Counselor, Massage Therapist, Mental Health Counselor, Personal Trainer, Teacher, Psychologist, Rehabilitation Counselor, School Counselors, Sociologists, Social Worker  |



This Program of Student Hospitality & Tourism encompasses Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.

### Pathways:

- ◆ Information Support & Services
- ◆ Network Systems
- ◆ Programming & Software Development
- ◆ Web & Digital Communications

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| <p><b>HIGH SCHOOL COURSE SUGGESTIONS</b><br/>(above &amp; beyond graduation requirements)<br/>*= Laude Course</p> | <p><b>English:</b> *AP English Language, *AP English Literature, Media Studies 1 &amp; 2<br/> <b>Math:</b> *College &amp; Career Ready Math, Probability &amp; Statistics, *CAPP Pre-Calculus, *AP Calculus<br/> <b>Science:</b> *Chemistry or Chem Comm, *CCIHS Chemistry, *CAPP Biology, Earth Science<br/> <b>Social Studies:</b> Psychology, *AP Psychology, *CAPP US History, Sociology<br/> <b>Electives:</b> Personal Finance, Business Management, Spanish, Marketing 1, Culinary courses</p> |
| <p><b>STUDENT ACTIVITIES</b></p>  | <p>Student Council</p>  |
| <p><b>CAREER EXPLORATION</b></p>  | <p>Xello, Inspire Wisconsin</p>   |
| <p><b>CAREER EXPERIENCES/<br/>WORK BASED LEARNING</b></p>   | <p>Job Shadowing (through Inspire)</p>  |
| <p><b>SERVICE LEARNING</b></p>  | <p>Key Club, Service Learning Club, volunteerism</p>  |
| <p><b>SAMPLE OCCUPATIONS</b></p>  | <p>Computer Programmer, Data Communications Analyst, Database Administrator, Instructional Designer, Multimedia Developer/Specialist, Network Analyst/Architect/Engineer/Manager, Online Publisher, Senior Database Administrator, Systems Engineer, Technical Writer, Web Developer/Administrator, Webmaster</p>   |



This Program of Study involves Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

### Pathways:

- ◆ Correction Services
- ◆ Emergency & Fire Management Services
- ◆ Law Enforcement Services
- ◆ Legal Services
- ◆ Security & Protective Services



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| <b>STUDENT ACTIVITIES</b>  | Close Up Club, Student Council, Forensics   |
| <b>CAREER EXPLORATION</b>  | Xello, Inspire Wisconsin  |
| <b>CAREER EXPERIENCE/WORK BASED LEARNING</b>   | Job Shadowing (through Inspire), Youth Apprenticeship in Health—Dietary Aide, CNA   |
| <b>SERVICE LEARNING</b>  | Key Club, Service Learning Club, volunteerism   |
| <b>SAMPLE OCCUPATIONS</b>  | Computer Security, Computer Forensics Examiner, Corrections Educators, Corrections Officer, Criminal Investigator, Fire Fighter, Special Agent, EMT, Emergency Management and Response Coordinator, Judge, Lawyer, Paralegal, Rescue Worker, Law Clerk, Police Detective, Security Manager  |



This Program of Student Hospitality & Tourism deals with planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

### Pathways:

- ◆ Health, Safety, & Environmental Assurance
- ◆ Logistics & Inventory Control
- ◆ Maintenance, Installation & Repair
- ◆ Manufacturing Production Process Development
- ◆ Production
- ◆ Quality Assurance

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| <p><b>HIGH SCHOOL COURSE SUGGESTIONS</b><br/>(above &amp; beyond graduation requirements)<br/>*= Laude Course</p> | <p><b>English:</b> *AP English Language, *AP English Literature<br/> <b>Math:</b> *STEM Geometry, *College &amp; Career Ready Math, Probability &amp; Statistics, *CAPP *Pre-Calculus, *AP Calculus<br/> <b>Science:</b> *Chemistry or Chem Comm, *Physics, *CCIHS Chemistry, *CAPP Biology, Earth Science<br/> <b>Social Studies:</b> Psychology, Sociology<br/> <b>Electives:</b> Intro to Technology, Health Education, Electricity/Electronics, CAD 1, *CAD 2, *Engineering, Programming &amp; Design, Wood Fundamentals, Wood Structure, *Construction Concepts, Metals 1, *Metals 2, *Project GRILL, Computer Science Principles, *Intermediate Programming 1 &amp; 2, Intro to Business, Business Management, Marketing 1, Leadership in School and the Community</p> |
| <p><b>STUDENT ACTIVITIES</b></p>  | <p>Student Council, Robotics, *Robotics II, *Project GRILL, FFA</p>  |
| <p><b>CAREER EXPLORATION</b></p>  | <p>Xello, Inspire Wisconsin</p>  |
| <p><b>CAREER EXPERIENCES/WORK BASED LEARNING</b></p>  | <p>Job Shadowing (through Inspire), Youth Apprenticeship in Manufacturing-Assembly/Packaging, Machining, Manufacturing Processes, Welding, Co-Op</p>   |
| <p><b>SERVICE LEARNING</b></p>  | <p>Key Club, Service Learning Club, volunteerism</p>   |
| <p><b>SAMPLE OCCUPATIONS</b></p>  | <p>Biomedical Equipment Technician, Chemical Plant Systems Manager, Computer Installer/Repairer, Engineer, Inspector, Labor Relations Manager, Manager, Supervisor, Medical Appliance Maker, Production Managers, Safety Coordinators, Welder</p>  |



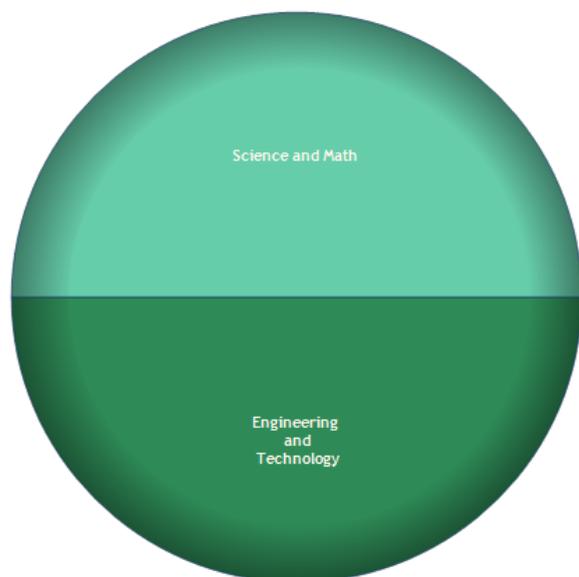
This Program of Study involves planning, managing, and performing marketing activities to reach organizational objectives.

### Pathways:

- ◆ Manufacturing Communications
- ◆ Marketing Management
- ◆ Marketing Research
- ◆ Merchandising
- ◆ Professional Sales



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| <p><b>HIGH SCHOOL COURSE SUGGESTIONS</b><br/>(above &amp; beyond graduation requirements)<br/>*= Laude Course</p> | <p><b>English:</b> *AP English Language, *AP English Literature<br/> <b>Math:</b> *College &amp; Career Ready Math, Probability &amp; Statistics, *CAPP Pre-Calculus, *AP Calculus<br/> <b>Science:</b> *Chemistry or Chem Comm, *CAPP Biology, *Physics, *CCIHS Chemistry<br/> <b>Social Studies:</b> Psychology, *AP Psychology, Sociology<br/> <b>Electives:</b> Intro to Business, Marketing 1, Sports &amp; Entertainment Marketing, Accounting, Personal Finance, Business Management, Web Page Development, Spanish, Media Studies, Fashion Textile &amp; Design, Housing &amp; Interior Design, Leadership in School and the Community</p> |
| <p><b>STUDENT ACTIVITIES</b></p>  | <p>FBLA, FFA, Student Council, Forensics</p>   |
| <p><b>CAREER EXPLORATION</b></p>  | <p>Xello, Inspire Wisconsin</p>  |
| <p><b>CAREER EXPERIENCE/WORK BASED LEARNING</b></p>   | <p>Job Shadowing (through Inspire), Youth Apprenticeship in Finance</p>  |
| <p><b>SERVICE LEARNING</b></p>  | <p>Key Club, Service Learning Club, volunteerism</p>   |
| <p><b>SAMPLE OCCUPATIONS</b></p>  | <p>Account Executive, Chief Executive Officer (CEO), Entrepreneur, Fashion Designer, Interior Designers, Marketing Managers, Market Researchers, Online Merchant, Public Real Estate Appraiser, Real Estate Agent, Relations Specialists, Sales Representative, Sales Executive, Stock Clerk, Webmaster, Wholesale or Retail Buyer,</p>  |



This Program of Study encompasses planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

### Pathways:

- ◆ Engineering & Technology
- ◆ Science & Math

|   |   |
|---|---|
| <p><b>HIGH SCHOOL COURSE SUGGESTIONS</b><br/>(above &amp; beyond graduation requirements)<br/>*= Laude Course</p> | <p><b>English:</b> *AP English Language, *AP English Literature<br/> <b>Math:</b> *STEM Geometry, *College &amp; Career Ready Math, Probability &amp; Statistics, *CAPP Pre-Calculus, *AP Calculus<br/> <b>Science:</b> *Chemistry, *CCIHS Chemistry, *CAPP Biology, *Physics, Earth Science<br/> <b>Social Studies:</b> Psychology, *AP Psychology, *CAPP US History, Sociology<br/> <b>Electives:</b> CAD 1, *CAD 2, *Engineering, Programming &amp; Design, Art 2D: Foundations, *Project GRILL, Electricity/Electronics, Leadership in School and the Community</p> |
| <p><b>STUDENT ACTIVITIES</b></p>  | <p>Robotics, *Robotics II, *Project GRILL</p>   |
| <p><b>CAREER EXPLORATION</b></p>  | <p>Xello, Inspire Wisconsin</p>   |
| <p><b>CAREER EXPERIENCES/WORK BASED LEARNING</b></p>  | <p>Job Shadowing (through Inspire), Youth Apprenticeship in STEM—Bio Science, Mechanical Drafting, Co-op</p>  |
| <p><b>SERVICE LEARNING</b></p>  | <p>Key Club, Service Learning Club, volunteerism</p>  |
| <p><b>SAMPLE OCCUPATIONS</b></p>  | <p>Aerospace Engineer, Architectural Drafter, Anthropologist, Archeologist, Biomedical Engineer, Civil Engineering, Chemical Engineering, Chemist, Computer Hardware or Software Engineer, Environmental Economist, Fuel Cell Engineer, Geologist, Hydrologist, Industrial Engineer, Industrial Ecologist, Manufacturing Engineer, Materials Engineer, Mechanical Engineer, Microbiologist, Nanosystems Engineer, Nuclear Engineer, Quality Control Analyst, Statistician, Survey Researcher, Water Resource Specialist</p>   |



This Program of Study involves planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.



### Pathways:

- ◆ Facility & Mobile Equipment Maintenance
- ◆ Health, Safety & Environmental Management
- ◆ Logistics, Planning & Management Services
- ◆ Sales & Service
- ◆ Transportation Operations
- ◆ Transportation Systems/Infrastructure Planning, Management & Regulation
- ◆ Warehousing & Distribution Center Operations

|   |  |
|---|--|
| <p><b>HIGH SCHOOL COURSE SUGGESTIONS</b><br/>(above &amp; beyond graduation requirements)<br/>*= Laude Course</p> | <p><b>English:</b> *AP English Language, *AP English Literature<br/> <b>Math:</b> *College &amp; Career Ready Math, Probability &amp; Statistics, *CAPP Pre-Calculus, *AP Calculus<br/> <b>Science:</b> *Chemistry or Chem Comm, *CAPP Biology, *Physics, *CCIHS Chemistry<br/> <b>Social Studies:</b> Psychology<br/> <b>Electives:</b> Intro to Technology, Intro to Business, Business Management, Project GRILL, Metals 1, *Metals 2, Marketing 1, Electricity/Electronics, CAD 1, *CAD 2, *Engineering, Programming &amp; Design, Wood Fundamentals, Wood Structure, *Construction Concepts, Leadership in School and the Community</p> |
| <p><b>STUDENT ACTIVITIES</b></p>  | <p>*Project GRILL, Robotics, *Robotics II</p>  |
| <p><b>CAREER EXPLORATION</b></p>  | <p>Xello, Inspire Wisconsin</p>  |
| <p><b>CAREER EXPERIENCE/WORK BASED LEARNING</b></p>   | <p>Job Shadowing (through Inspire), Youth Apprenticeship in Transportation/Distribution, Co-op</p>   |
| <p><b>SERVICE LEARNING</b></p>  | <p>Key Club, Service Learning Club, volunteerism</p>   |
| <p><b>SAMPLE OCCUPATIONS</b></p>  | <p>Air Traffic Controller, Consultants, Electrician, Engineer, Logistics Manager, Marketing Manager, Pilot, Sales Manager, Shipping and Receiving Supervisor, Supply Chain Manager, Technician, Urban and Regional Planner</p>   |

# Course Offerings

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# Graduation Requirements

## Coursework

Students must successfully complete a minimum of **24 credits** to graduate from Sheboygan Falls High School.

### English (4 credits)

1. English 9– 1 credit
2. English 10 – 1 credit
3. English 11 or AP English Language – 1 credit
4. English 12 or AP English Literature– 1 credit

### Mathematics (3 credits)

Sheboygan Falls School District requires all students to graduate with math proficiency through Algebra 2. Students must complete one course from each of the following:

1. Algebra 1– 1 credit
2. Geometry, STEM Geometry– 1 credit
3. Algebra 2, Algebra 2/Trig– 1 credit

### Science (3 credits)

1. Science 9 A & B – 1 credit
2. Biology A & B – 1 credit
3. One (1) additional Science credit

### Social Studies (3 credits)

1. US History – 1 credit
2. Global Studies – 1 credit
3. Government & Politics - .5 credit
4. Economics - .5 credit

### Physical Education (2.0 credits)

1. 1.5 credits: Physical Education 9 and 2 additional PE courses– .5 credit each (2 of the 3 PE courses may be taken in summer school) This PE requirement must be taken over 3 years—1 course per year.
2. .5 credit: Health Education—must be taken in 9, 10, or 11 grade

### Additional Requirements for Graduation:

**Pass Civics Exam**—this exam is required by the state of Wisconsin and is typically administered sophomore year. Documentation of this exam is recorded on the students' transcript.

**Academic & Career Planning (ACP) Portfolio**—Students are required to complete assignments in Enhancement (homeroom) each year of high school that comprise an ACP Portfolio. The elements in this portfolio are required to graduate and monitored by semester.

|                 |                                     |             |                  |                         |  |
|-----------------|-------------------------------------|-------------|------------------|-------------------------|--|
| <b>Grade 9</b>  | English 9                           | Math Course | Science 9        | United States History   | Physical Education 9 & Health  |
| <b>Grade 10</b> | English 10                          | Math Course | Biology          | Global Studies          | Physical Education Course & Health (if not completed in 9th)         |
| <b>Grade 11</b> | English 11 or AP English Language   | Math Course | Science Elective | Government and Politics | Physical Education Course & Health (if not completed in 9th or 10th) |
| <b>Grade 12</b> | English 12 or AP English Literature |             |                  | Economics               |  |

## Minimum Course Load

Each student is required to take and maintain a minimum of 3 credits during each semester to maintain status as a high school student. A student may request a waiver from the minimum enrollment requirements, if the student or parents believe there is substantial reason for waiver. Requests for waiver of the minimum enrollment standard shall be presented to the high school principal, or his/her designee, and shall clearly state the reason (s) for requesting such waiver. The principal, or designee, shall render a decision in a timely manner and indicate the reason (s) for approval or denial of the waiver requested.

## Planning your high school courses

Graduation is the goal for every student enrolled at Sheboygan Falls High School. In addition to meeting requirements for graduation, the student's choice of subjects should have direction and purpose (see Programs of Study). Choosing classes with a definite goal in mind will better prepare the student for the future. A high school program will need to reflect the student's abilities, interests and goals. Courses should reflect the following:

1. The program should fulfill graduation requirement;
2. The student should keep their vocational goal in mind;
3. The student should study the entrance requirements for schools of higher education; and
4. Subjects should be taken with value, meaning, and appeal to the student.

## Class Standing

Each student needs to have obtained a minimum number of credits to be considered a member of the sophomore, junior, or senior classes. In order to gain full standing in a class, a student must have met the following credit standards:

**Sophomore — 6**

**Junior—12**

**Senior—18**

Students may regain full standing in a class provided they regain minimum credit requirements.

A student must be a member in good standing, meet the minimum standards qualifications of the class or group he/she would represent in order to hold positions of leadership or special honor (i.e. Class officer, homecoming court, prom court, etc.).

## Program Changes

If the student carefully plans the courses they take, the need and inconvenience of changing a schedule should be at a minimum. However, there are some circumstances which do facilitate a change. The following changes will be allowed between the time of registration and the end of the year:

- \* changes resulting from a change in career plans;
- \* changes resulting from poor performance or improved performance in a prerequisite type course;
- \* teacher, counselor, or principal recommendations;
- \* changes necessary to meet graduation requirements.

Schedules may be changed before the beginning of classes, up through the first five days of semester 1 and prior to the start of semester 2 for the following reasons, provided there is room in the course:

- \* failure to enroll in the minimum course load;
- \* changes to correct scheduling errors;
- \* changes necessary to meet graduation requirements; or
- \* changes resulting from summer school experiences.

*After the first five days of semester 1 and after the start of semester 2, changes will be made for the following reasons only:*

- \*teacher recommendations-subject to approval;
- \*special circumstances-subject to approval;

**\*Students who withdraw before the end of the semester will receive a failing grade for the course.**

## Schedule Changes

Class changes should be requested and completed during the assigned times. Fall semester schedule changes are tentatively planned in August via Google Form and spring semester schedule changes are tentatively planned for the first two weeks of January prior to the start of semester 2 via Google Form. Students and parents should refer to school announcements and emails. Changes after these times should be made only as a result of unresolved conflicts, a change in programming for the student, teacher's request when it becomes apparent that the student has been incorrectly scheduled relative to their ability, or because of prolonged illness. Also, schedule changes are not made on the student's preference for a teacher or hour.

## Dropping/Adding a Course

Students may not drop/add a course for which they are registered after the 5th school day of semester 1. For semester 2, changes must be made by the last school day of semester 1. Courses dropped before the 5th day of semester 1 will be considered a withdrawal and will not be included on the student's permanent record. Courses dropped after the 5th school day of semester 1 will be considered a withdrawal/failure and shall be entered as such on the student's permanent school transcript. If a student has a full schedule (7 classes) he/she will be allowed to drop a course within 3 school weeks of the start of the semester with a withdrawal (no penalty) and add a study hall.

## Incompletes

Incompletes must be made up within two weeks of the close of a grading period or the grade becomes a failure. Additional time may be allowed if special arrangements are made in advance due to extenuating circumstances.

## University/College Admission Requirements

Admission requirements vary according to the college or university's policies. However, the University of Wisconsin system recommends the following preparation for college bound students. This program should prepare students for almost all colleges nationwide.

- \* English 4 credits/including literature and composition
- \* Math 3 credits/Algebra 1, Geometry or STEM Geometry, and Algebra 2/Algebra 2-Trig
- \* Natural Science 3 credits/2 of the 3 credits must be lab science—Biology + lab science
- \* Social Studies 3 credits
- \* World Language recommended at least 2 credits (3 required at UW-Madison for admission)
- \* Other additional applicable electives
- \* Additional useful skills and experiences—document processing, visual and performing arts, computer programming, and courses in agriculture, business, family and consumer education, or technology education, depending on the student's intended college major.

*These are recommendations only.* See your counselor early in your high school career to be sure that your course of study meets the criteria for the schools for which you are intending to apply.

## Wisconsin Technical Colleges

Technical colleges are open to all. Admission to specific programs are dependent upon individual ability to meet minimum requirements and prerequisites. One year of algebra is strongly recommended for all students desiring admission to any of the various technical college programs (several programs have specific math and science requirements, check with the counselors for information).

Students are advised to carefully review their course selections to insure that they can meet all the admission requirements for the school training program of their choice. Colleges are increasingly scrutinizing the level of difficulty of the course work taken by students during their senior year. Students who elect to take less demanding course work may find admission to certain colleges and technical programs very difficult.

## Middle School Students Taking High School Courses

### Overview

The Board of Education allows middle school students to earn high school credits. Credit may be earned in any of the required core areas of **English, math, social studies, science, physical education or health**. This does not apply to courses in the elective areas.

The purpose of allowing students the flexibility to take high school courses before grade nine is to give students the opportunity to take higher level, more rigorous courses in high school, not to finish their course of study at an earlier grade. Entry into these high school courses will be recommended by the middle school teacher and managed by the Differentiated Education Plan (DEP) process.

It is important for middle school students and their parents to understand high school academics before committing to taking courses for high school credit in middle school. Keep in mind that these are high school courses with high school level curriculum and assessments taught by high school certified teachers. Not all middle school students will be prepared to take these courses. The courses move at a rapid pace, and the course instructors have high school expectations for all students enrolled in the courses.

### Prerequisite Courses

In order to enroll in a high school course, a middle school student must have evidence of having successfully completed the prerequisite course and its associated standards. For example, Algebra I must be completed prior to enrolling in Geometry, English Language Arts 8 prior to English 9. The prerequisite courses may not be completed concurrently with the next level course.

### Grades and GPA

High school courses taken by middle school students will appear on the students' high school transcript, along with the grade received, but will not be factored into the high school grade point average, nor will the course earn any laude points.

# Sheboygan Falls High School Laude System

The purpose of the Laude System is to recognize students for the rigor of their academic program as well as their success in that program.



|                     |   |
|---------------------|---|
| <b>Details</b>      | Class GPA shall be maintained starting with the 9th grade and continuing through second semester of 12th grade. Only full time students shall qualify for Laude status. Semester grades shall be used to calculate grade point average (GPA) for Laude calculation and recognition. Only high school level academic subjects approved by the Board, or its designee, shall be included in computing semester grades. Transfer credits from programs with established standards will receive Laude status. Other transfer credits may be approved at the discretion of the principal. Official Laude calculation will be completed after the final semester grades are earned. |
| <b>Award Levels</b> | There are three levels of awards: <ul style="list-style-type: none"> <li>◆ Summa Cum Laude (gold sash)</li> <li>◆ Magna Cum Laude (silver sash)</li> <li>◆ Cum Laude (yellow sash)</li> </ul>   |
| <b>Minimum GPA</b>  | To be considered for a Laude award, a student must have a cumulative GPA after the first semester senior year of 3.2 or higher. Only SFHS's approved list of advanced level courses (in addition to College/Technical College/Youth & Course Options and advanced standing courses) will be considered advanced courses for the purpose of the Laude recognition process.   |
| <b>Laude Score</b>  | A student's Laude Score will be determined by: <ol style="list-style-type: none"> <li>1. Counting the number of Laude points (1 semester=0.5 point and 1 year=1 point)</li> <li>2. Multiplying your GPA by the number of Laude points (Example 3.44 x 13.5 = 46.4)</li> </ol>   |
| <b>Score Breaks</b> | Use the ranges below to determine your Laude status (No rounding). $\frac{\text{GPA}}{\text{GPA}} \times \frac{\text{\# of Laude pts}}{\text{\# of Laude pts}} = \text{your Laude status}$ Summa Cum Laude: 50 or above<br>Magna Cum Laude: 32-49.99<br>Cum Laude: 16-31.99   |
| <b>Example</b>      | GPA = 3.685<br>Courses taken: AP Calculus (1), CAPP Pre-Calculus (1), AP Psychology (1), Jazz/Show Choir (1), Art 3D Senior Studio (.5), Spanish 4 (1) = 5.5 points<br>Calculation: 3.685 x 5.5 = 20.26 earns Cum Laude status  |



# Laude Courses

| <b>Department</b>         | <b>Course Title and Laude Points Earned Upon Successful Completion</b>   |
|---------------------------|--|
| Agriculture               | *Animal & Veterinary Science .5<br>*Food Production .5<br>*Green & Growing .5<br>*Horticulture .5  |
| Art                       | *Advanced Drawing & Painting .5<br>*Advance Ceramics & Creative Form .5<br>*Digital Art & Design .5<br>*2D Senior Studio .5<br>*3D Senior Studio .5<br>*Photo & Digital Art Senior Studio .5 |
| Business                  | *Accounting II .5  |
| Computer Science          | *Intermediate Programming 1 & 2 .5 each  |
| English                   | *AP English Language 1.0<br>*AP English Literature 1.0   |
| Family & Consumer Science | *Culinary Arts III 1.0   |
| Mathematics               | *College & Career Ready Math (LTC) .5<br>*CAPP Pre-Calculus 1.0<br>*AP Calculus 1.0<br>*STEM Geometry 1.0  |
| Music                     | *Wind Ensemble 1.0<br>*Jazz/Show Choir 1.0<br>*Jazz Ensemble .5<br>*AP Music Theory 1.0  |
| Science                   | *CCIHS Chemistry 1.0<br>*CAPP Biology 1.0<br>*Anatomy & Physiology (LTC) 1.0<br>*Chemistry (LTC) 1.0<br>*Physics 1.0   |
| Social Studies            | *AP Psychology 1.0<br>*CAPP US History 1.0   |
| Technology Education      | *Advanced Metal Fabrication 1.0<br>*Construction Concepts 1.0<br>*CAD II 1.0<br>*Engineering, Programming & Design .5<br>*Project GRILL 1.0<br>*Robotics II .5                               |
| World Language            | *Spanish III 1.0<br>*Spanish IV 1.0<br>*Spanish V 1.0  |
| Out-of-School Options     | *Early College Credit Courses/Start College Now Courses—depends on # of credits<br>*Youth Apprenticeship Students—typically 1.5  |

## Unofficial SFHS Student Laude Worksheet

**Agriculture**

- \_\_\_\_\_ Animal & Veterinary Science (.5)
- \_\_\_\_\_ Food Production (.5)
- \_\_\_\_\_ Green & Growing (.5)
- \_\_\_\_\_ Horticulture (.5)

**Art**

- \_\_\_\_\_ Advanced Drawing & Painting (.5)
- \_\_\_\_\_ Advanced Ceramics & Creative Form (.5)
- \_\_\_\_\_ Digital Art & Design (.5)
- \_\_\_\_\_ 2D Senior Studio (.5)
- \_\_\_\_\_ 3D Senior Studio (.5)
- \_\_\_\_\_ Photo & Digital Art Senior Studio (.5)

**Business**

- \_\_\_\_\_ Accounting II (.5)

**Computer Programming**

- \_\_\_\_\_ Intermediate Programming 1 (WVS - .5)
- \_\_\_\_\_ Intermediate Programming 2 (WVS - .5)

**English**

- \_\_\_\_\_ AP English Language (1.0)
- \_\_\_\_\_ AP English Literature (1.0)

**Family & Consumer Education**

- \_\_\_\_\_ Culinary III (1.0)

**Mathematics**

- \_\_\_\_\_ College & Career Ready Math (TC-LTC .5)
- \_\_\_\_\_ CAPP Pre-Calculus (Lakeland 1.0)
- \_\_\_\_\_ AP Calculus (1.0)
- \_\_\_\_\_ STEM Geometry (1.0)

**Music**

- \_\_\_\_\_ Wind Ensemble (1.0)
- \_\_\_\_\_ Jazz Ensemble (.5)
- \_\_\_\_\_ Jazz/Show Choir (1.0)
- \_\_\_\_\_ AP Music Theory (1.0)

**Science**

- \_\_\_\_\_ CAPP Biology (Lakeland 1.0)
- \_\_\_\_\_ CCIHS Chemistry (UW-GB 1.0)
- \_\_\_\_\_ Anatomy & Physiology (AS-LTC 1.0)
- \_\_\_\_\_ Chemistry (AS—LTC 1.0)
- \_\_\_\_\_ Physics (1.0)

**Social Studies**

- \_\_\_\_\_ CAPP US History (Lakeland 1.0)
- \_\_\_\_\_ AP Psychology (1.0)

**Technical Education**

- \_\_\_\_\_ Advanced Metal Fabrication (LTC 1.0)
- \_\_\_\_\_ Constructions Concepts (1.0)
- \_\_\_\_\_ CAD II (1.0)
- \_\_\_\_\_ Engineering, Programming & Design (.5)
- \_\_\_\_\_ Project GRILL (1.0)
- \_\_\_\_\_ Robotics II (.5)

**World Language**

- \_\_\_\_\_ Spanish III (1.0)
- \_\_\_\_\_ Spanish IV (1.0)
- \_\_\_\_\_ Spanish V (1.0)

**Other Approved  
Online/YA/ECCP/SCN College Credits**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

|  |          |       |
|--|----------|-------|
|  | Your GPA |       |
| Times # of Laude points                | X        | _____ |
| Equals Cum Laude level per Range below | Total    | _____ |

|                                  |          |            |
|----------------------------------|----------|------------|
| Example:                         | Your GPA | <u>3.8</u> |
| Times # of Laude points          | X        | <u>15</u>  |
| Equals Cum Laude level per Chart | Total    | <u>57</u>  |

**Sheboygan Falls High School Laude Recognition Ranges**

(\* Subject to change each year depending upon number of Laude courses)

- Step 1: Count # of Laude points ( 1/2 **credit** = .5 point)
- Step 2: Multiply your G.P.A. by the number of Laude points. (example: 3.44 X 13.5 = 46.4 magna cum laude)
- Step 3: Use the ranges below to determine your Laude status.

**Summa Cum Laude: 50 – Above**

**Magna Cum Laude: 32-49.99**

**Cum Laude: 16-31.99**

AS=Advanced Standing/TC=Transcripted Credit (both LTC)

# High School Course Worksheet

| <b>Grade 9</b>                                  |               |
|---|---------------|
| Choose 6-7 courses (6 if you want a study hall) |               |
| Semester 1                                      | Semester 2    |
| English 9                                       | English 9     |
| Math choice:                                    | Math choice:  |
| Science 9                                       | Science 9     |
| US History                                      | US History    |
| PE 9*   |               |
|   |               |
|   |               |
| Alternatives:                                   | Alternatives: |

\*Can take Summer PE to open up this spot. Can take Summer PE maximum of 2 times.

| <b>Grade 10</b>                                 |                |
|---|----------------|
| Choose 6-7 courses (6 if you want a study hall) |                |
| Semester 1                                      | Semester 2     |
| English 10                                      | English 10     |
| Math choice:                                    | Math choice:   |
| Biology   | Biology        |
| Global Studies                                  | Global Studies |
| PE Elective*:                                   |                |
|   |                |
|   |                |
| Alternatives:                                   | Alternatives:  |

\*Can take Summer PE to open up this spot. Can take Summer PE maximum of 2 times.

| <b>Grade 11</b>                                   |                                   |
|---|-----------------------------------|
| Choose 6-7 courses (6 if you want a study hall)   |                                   |
| Semester 1  | Semester 2                        |
| English 11 or<br>*AP English Lang                 | English 11 or<br>*AP English Lang |
| Math choice:                                      | Math choice:                      |
| Science choice:                                   | Science choice:                   |
| Gov't & Politics                                  | PE Elective*:                     |
| Health (if not completed in 9th<br>or 10th grade) |                                   |
|   |                                   |
|   |                                   |
| Alternatives:                                     | Alternatives:                     |

\*Can take Summer PE to open up this spot. Can take Summer PE maximum of 2 times.

| <b>Grade 12</b>                                 |                                  |
|---|----------------------------------|
| Choose 6-7 courses (6 if you want a study hall) |                                  |
| Semester 1                                      | Semester 2                       |
| English 12 or<br>*AP English Lit                | English 12 or<br>*AP English Lit |
| Economics                                       |                                  |
|   |                                  |
|   |                                  |
|   |                                  |
|   |                                  |
|   |                                  |
| Alternatives:                                   | Alternatives:                    |

# Agriculture

## Course Offerings by Grade

| 9th Grade           | 10th Grade          | 11th Grade          | 12th Grade          |
|---------------------|---------------------|---------------------|---------------------|
| Intro to Ag (Sem 1) |
| Intro to Ag (Sem 2) |
| Leadership          | Landscaping         | Landscaping         | Landscaping         |
|                     | *Horticulture       | *Horticulture       | *Horticulture       |
|                     | *Animal Vet Science | *Animal Vet Science | *Animal Vet Science |
|                     | *Green & Growing    | *Green & Growing    | *Green & Growing    |
|                     | Companion Animals   | Companion Animals   | Companion Animals   |
|                     | Summer Harvest      | Summer Harvest      | Summer Harvest      |
|                     | Leadership          | Natural Resources   | Natural Resources   |
|                     |                     | *Food Science       | *Food Science       |
|                     |                     | Leadership          | Leadership          |

### \*Laude Courses

- \*Food Science .5
- \*Green & Growing .5
- \*Animal & Veterinary Science .5
- \*Horticulture .5

## Primary Programs of Study in Agriculture

- **Agriculture, Food, and Natural Resources**
- **Hospitality and Tourism**
- **Science, Technology, Engineering, and Mathematics**
- **Marketing**
- **Health Sciences**

All career clusters are related to Ag classes in some way—ask your instructor or a school counselor for more information.

| Agriculture, Food, & Natural Resources | Hospitality & Tourism | Science, Technology, Engineering, & Mathematics | Marketing           | Health Science      |
|--|-----------------------|---|---------------------|---------------------|
| Natural Resources                      | Natural Resources     | Natural Resources                               | *Food Science       | Natural Resources   |
| *Animal Vet Science                    | Leadership            | *Animal Vet Science                             | Leadership          | *Animal Vet Science |
| *Food Science                          | *Green & Growing      | Landscaping                                     | Landscaping         | *Food Science       |
| Leadership                             | Landscaping           | Intro to Ag (Sem 1)                             | *Horticulture       | Leadership          |
| *Green & Growing                       | Intro to Ag (Sem 1)   | Intro to Ag (Sem 2)                             | *Green & Growing    | *Green & Growing    |
| Companion Animals                      | Intro to Ag (Sem 2)   | Companion Animals                               | Companion Animals   | Companion Animals   |
| *Horticulture                          | Summer Harvest        | *Green & Growing                                | *Animal Vet Science | Summer Harvest      |
| Landscaping                            |                       | *Horticulture                                   | Summer Harvest      |                     |
| Intro to Ag (Sem 1)                    |                       | Leadership                                      |                     |                     |
| Intro to Ag (Sem 2)                    |                       |   |                     |                     |
| Summer Harvest                         |                       |   |                     |                     |

## AGRICULTURE & NATURAL RESOURCES

"The Heartbeat of America"

Mr. Bruce Brunner, B.S., UW-Madison  
M.S., UW-River Falls

### Introduction to Agriculture

Course Code: AGINA/AGINB  
Grade: 9-12  
Prerequisite: None  
Course Length: Two Semesters  
Course Credit: 0.5 per semester (may be taken for 1 semester—each semester covers different material)  
Offered: Yearly

*What you will learn in this course:*

- Basic plant processes through hands-on projects (growing poinsettias)
- The diversity of agriculture (forestry, natural resources, leadership skills, crop production, agricultural)
- Leadership skills through FFA material that will aid in future employment opportunities
- Learn basic skills beneficial at home and in agriculture businesses
- Learn importance of agriculture in everyday life

*How you will learn in this course:*

- field trips
- lab exercises
- written assignments
- audio visual applications

*Why this course is important:*

- Twenty-one million people nationwide are employed in the agricultural industry.
- Students will learn leadership skills valuable to a future in business ventures.
- It will prepare students for various applications of agriculture use in everyday life.

### \*Horticulture

Course Code: AGHOR  
Grade: 10-12  
Prerequisite: None  
Course Length: One semester  
Course Credit: 0.5  
Offered: Yearly  
Laude Course

**Note: Can be used to fulfill science credit requirement**

**This course is an dual credit course with Fox Valley Technical College and counts as their Introduction to Horticulture course 10-001-111.**



*What you will learn in this course:*

- Identify common house plants
- Basic knowledge of fruit and vegetable production
- Basic greenhouse management skills
- How to germinate common plants
- Various methods of plant propagation
- How to manage Wisconsin turf grass
- How to prune ornamental trees and shrubs
- Grafting techniques

*How you will learn in this course:*

- Classroom activities
- Growing plants in greenhouse
- Growing vegetables and flowering plants in school garden
- Field trips
- Written assignments
- Class discussion

*Why this class is important:*

- Students learn increase in use of plants to beautify industry
- Allow students to take care of plants in their homes by knowing plants basic needs
- Give students basic knowledge for the horticulture industry

### \*Green & Growing

Course Code: AGGG  
Grade: 10-12  
Prerequisite: None  
Course Length: 1 semester  
Course Credit: 0.5  
Offered: Every other year  
\*Laude Course

*What You Will Learn In This Course:*

- The organic industry and its place in today's agricultural market
- What is the slow food and local food movement
- How sustainability applies to today's agriculture
- How sustainability applies to our current and past animal husbandry practices
- How "green practices" apply to today's world
- Management and environmental concerns associated with animal production systems
- How to implement the green alternative energy systems to today's agricultural and residential communities
- Understand the importance of land use planning

*How You Will Learn In This Course:*

- Field trips
- Lab exercises (hands on activities)
- Written assignments
- Class discussion
- Guest lecturers

*Why Is This Course Important:*

- It will highlight the importance of the green energy movement
- It will discuss the slow food and locally grown movement

- It will discuss the future planning of commercial, residential and agricultural land usage
- It will show how animal husbandry practices are affected by the “green movement”
- It will show how organic production and commercial production can survive and thrive in today’s marketplace

### **\*Animal & Veterinary Science**

Course Code: AGAVS  
 Grade: 10-12  
 Prerequisite: None  
 Course Length: One Semester  
 Course Credit: 0.5  
 Offered: Yearly

\*Laude Course

**Note: Can be used to fulfill science credit requirement**  
**This course is an dual credit course with Fox Valley Technical College and counts as their Animal Science Fundamentals course 10-006-1-40**

*What you will learn in this course:*

- Basic functions of various systems in animals’ body
- Importance of efficiency in production agriculture
- How to raise and handle various species of animals
- Management skills required in animal husbandry
- Learn various cuts of meat and difference in quality
- Learn basics in housing requirements for animals

*How you will learn in this course:*

- Field trips
- Hands-on lab activities
- Written assignments
- Class discussion
- Audio/Visual presentations

*Why this course is important:*

- Job opportunities within animal science industry
- Learn basic animal husbandry skills
- Basic veterinary health skills and knowledge obtained

### **Companion Animals**

Course Code: AGCAN  
 Grade: 9-12  
 Prerequisite: None  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

*What you will learn in this course:*

- Small animal care
- Specialty animal care
- Horse care
- Basic animal rights and welfare
- Small animal management
- Housing facilities needed for various species of companion animals

*How you will learn in this course:*

- Field trips
- Guest speakers
- Written assignments

- Class projects
- Class discussion
- Audio/visual presentations

*Why this course is important:*

- Help students understand ways animals help people
- Describe the role of science in animal production
- Explain the meaning of animal well-being
- Identify environmental concerns with animal production
- Learn about career areas in animal services
- Describe management practices within the companion animal industry
- Explain the role of animal genetics in production
- Identify issues associated with animal biotechnology

### **Natural Resource/Ecology**

Course Code: AGNRM  
 Grade: 11-12  
 Prerequisite: None  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

**Note: Can be used to fulfill science credit requirement**

*What you will learn in this course:*

- Basics about agriculture
- Taxidermy
- Orienteering
- How to cruise timber
- Other aspects of the forestry industry
- Soil management
- Wildlife management
- Water management

*How you will learn in this course:*

- Field trips
- Hands-on activities
- Written assignments
- Oral presentations
- Class discussion
- Video tapes

*Why this course is important:*

- Increasing environmental consciousness
- Increasing need for proper environmental management
- Course provides introductory skills for natural resource management

### **\*Food Science, Production & Processing**

Course Code: AGFPR  
 Grade: 11-12  
 Prerequisite: None  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

\*Laude Course

**Note: Can be used to fulfill science credit requirement**

*What you will learn in this course:*

- Food processing from the field to the store shelf
- Human nutritional needs
- Packaging

- Marketing
- Food microbiology
- Harvesting
- Skills needed for employment in food industry
- Food safety concerns
- Plant growth
- Animal processing

*How you will learn in this course:*

- Food science lab exercises
- Class discussion
- Field trips
- Video tapes
- Presentations
- Make products (yogurt, jerky, apple cider, etc.)

*Why this course is important:*

- Applications needed in food industry
- Gain introductory skills in the food industry
- Understand how food is processed
- Understand how food is marketed

### Landscape Architecture & Design

Course Code: AGLAD  
 Grade: 10-12  
 Prerequisite: None  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

*What you will learn in this course:*

- Basic landscape design, construction, and maintenance
- How to analyze a landscape site
- Selecting plants that are appropriate for the site
- Prepare a landscape site
- Basic landscape budgeting
- Pruning plants appropriately
- Controlling landscape pests

*How you will learn in this course:*

- Hands on lab activities
- Written assignment
- Class discussion
- Field trips

*Why this course is important:*

- Job opportunities in the green industry
- Learn basic plant growing skills
- Give the students basic knowledge of the landscaping industry.

### Leadership in School and the Community

Course Code: SSLEA  
 Grade: 9-12  
 Prerequisite: None  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

*What you will learn in this course?*

At the completion of the course students would have/be able to:

- Organize and direct group activities
- Enhance communication skills
- Work on individual goals in leadership
- Apply leadership in various activities and situations

*How you will learn in this course?*

Learning will take place through lectures, guided interactions, group exercises, and application activities both in school and the community.

*Why this course is important?*

This course will help you:

- Demonstrate the commitment and responsibility behind being a leader inside and outside the school community.
- Work together to build cooperation and spirit.
- Demonstrate proper public speaking skills in both professional and non-professional capacities.
- Demonstrate the application of leadership skills such as decision-making, goal setting, effective communication, leadership, organization and time management skills, and concrete strategies to implement change.

### Summer Harvest

Grade: 10-12  
 Prerequisite: None  
 Course Length: summer  
 Course Credit: 0.5  
 Offered: **Summer**

Please see Mr. Brunner if you are interested in taking this course in the summer.

*What You Will Learn In This Course:*

- Basic plant care
- Landscape plant identification
- Greenhouse plant identification
- Designing summer landscapes
- Basic landscape design

*How Will You Learn In This Course:*

- Field Trips
- Lab exercises
- Written assignments
- Class discussions

*Why Is This Course Important:*

- It will allow students the chance to work with plants around a residential landscape
- It will give students knowledge of basic plant care in greenhouse settings
- It will help students differentiate between plants for their home landscaping projects
- It will show students how to design a landscape project

# Art

## Course Offerings by Grade

| 9 <sup>th</sup> Grade    | 10 <sup>th</sup> Grade             | 11 <sup>th</sup> Grade             | 12 <sup>th</sup> Grade              |
|--------------------------|------------------------------------|------------------------------------|-------------------------------------|
| 2D: Foundations          | 2D: Foundations                    | 2D: Foundations                    | 2D: Foundations                     |
| 3D: Foundations          | 3D: Foundations                    | 3D: Foundations                    | 3D: Foundations                     |
| Drawing & Painting       | Photography                        | Photography                        | Photography                         |
| Ceramics & Creative Form | Drawing & Painting                 | Drawing & Painting                 | Drawing & Painting                  |
|                          | Ceramics & Creative Form           | Ceramics & Creative Form           | Ceramics & Creative Form            |
|                          | *Advanced Drawing & Painting       | *Advanced Drawing & Painting       | *Advanced Drawing & Painting        |
|                          | *Advanced Ceramics & Creative Form | *Advanced Ceramics & Creative Form | *Advanced Ceramics & Creative Form  |
|                          | Advanced Photography               | Advanced Photography               | Advanced Photography                |
|                          |                                    | *Digital Art & Design              | *Digital Art & Design               |
|                          |                                    |                                    | *2D Senior Studio                   |
|                          |                                    |                                    | *3D Senior Studio                   |
|                          |                                    |                                    | *Photo & Digital Art Senior Studio* |

### Primary Programs of Study in Art

- Arts
- Architecture
- Marketing
- Information & Technology

### \*Laude Courses

- |                                       |                          |
|---------------------------------------|--------------------------|
| *Advanced Drawing & Painting .5       | *2D Senior Studio .5     |
| *Advanced Ceramics & Creative Form .5 | *3D Senior Studio .5     |
| *Photo & Digital Art Senior Studio .5 | *Digital Art & Design .5 |

| Arts                               | Architecture                       | Marketing                          | Information & Tec                  |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 2D: Foundations                    | 2D: Foundations                    | 2D: Foundations                    | 2D: Foundations                    |
| 3D: Foundations                    | 3D: Foundations                    | Photography                        | 3D: Foundations                    |
| Photography                        | Ceramics & Creative Form           | Drawing & Painting                 | Photography                        |
| Drawing & Painting                 | *Advanced Ceramics & Creative Form | *Advanced Drawing & Painting       | Drawing & Painting                 |
| Ceramics & Creative Form           | *Digital Art & Design              | Advanced Photography               | Ceramics & Creative Form           |
| *Advanced Drawing & Painting       | *3D Senior Studio                  | *Digital Art & Design              | *Advanced Drawing & Painting       |
| *Advanced Ceramics & Creative Form | *Photo & Digital Art Senior Studio | *2D Senior Studio                  | *Advanced Ceramics & Creative Form |
| Advanced Photography               |                                    | *Photo & Digital Art Senior Studio | Advanced Photography               |
| *Digital Art & Design              |                                    |                                    | *Digital Art & Design              |
| *2D Senior Studio                  |                                    |                                    | *2D Senior Studio                  |
| *3D Senior Studio                  |                                    |                                    | *3D Senior Studio                  |
| *Photo & Digital Art Senior Studio |                                    |                                    | *Photo & Digital Art Senior Studio |

**ART**

Mr. Josh Loppnow, B.A., UW-Eau Claire

**2D: Foundations**

Course Code: AR2DF  
 Grade: 9-12  
 Prerequisite: None  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Each semester

*What you will learn in this course:*

This is an introductory course that will expose you to 2-dimensional art forms and their concepts. You will learn the basic practices of drawing, painting, and printmaking, as well as study concepts of perspective, figure drawing and the elements and principles of art and design.

*How you will learn in this course:*

You will learn in a classroom studio atmosphere, in which demonstration, class discussions, and critiques will accompany directed studio work time in which you will create works of art. Occasional films and digital demonstration will be incorporated.

*Why this class is important:*

This class will provide you with an introduction to the fundamentals of art and design, as well as an exposure to various 2-dimensional art mediums and their techniques. Through this you will discover a basic understanding on how to create expressive imagery, and how to process through drawing skills.

**2D: Drawing & Painting**

Course Code: ARDP1  
 Grade: 9-12  
 Prerequisite: 2D Foundations  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

*What you will learn in this course:*

This class will provide students with an introduction to advanced skills within drawing, painting, and printmaking the lessons within this course will place an emphasis on craftsmanship and effective visual communication. Drawing and painting will be featured, but printmaking and other mixed mediums will be explored.

*How you will learn in this course:*

You will learn in a classroom studio atmosphere, in which demonstration, class discussions, and critiques will accompany directed studio work time in which you will create works of art. Occasional films and digital demonstration will be incorporated.

*Why this class is important:*

This class will allow you to apply what you learned in "2-D: Foundations" towards learning advanced techniques in 2-dimensional art. The craftsmanship and skill that you will gain in this class will allow you to skillfully develop imagery that has a larger appeal. These skills will be helpful in a large number of college programs and careers.

**\*2D: Advanced Drawing & Painting**

Course Code: ARDP2  
 Grade: 10-12  
 Prerequisite: 2D: Drawing & Painting  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly  
 \*Laude Course

*What you will learn in this course:*

This class will provide students with the ability to further develop skills obtained in Drawing & Painting, as well as provide an ability to explore complex concepts such as personal aesthetic and narrative. Painting will be featured, while drawing and printmaking will be explored.

*How you will learn in this course:*

You will learn in a classroom studio atmosphere, in which demonstration, class discussions, and critiques will accompany directed studio work time in which you will create works of art. Occasional films and digital demonstration will be incorporated.

*Why this class is important:*

This class will allow you to apply what you learned in Drawing & Painting towards works of greater originality and personal communication. The works in this course will reflect an increase in ability and an opportunity to learn advanced skills that will be beneficial in future artistic and career endeavors.

**\*2D: Senior Studio**

Course Code: ARSS2  
 Grade: 12 (Seniors Only)  
 Prerequisite: Advanced Drawing & Painting & Instructor Approval  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: On individual basis  
 \*Laude Course

*What you will learn in this course:*

This class will provide you an opportunity to select a single 3-dimensional art discipline in which you will work for the duration of the semester. The discipline will fit into a course template, in which projects will meet conceptual requirements, but will be physically designed by you. You will have an initial consultation with the instructor and receive regularly guided instruction and critiques, but will have greater responsibility regarding artistic approach and decision making.

*How you will learn in this course:*

You will learn primarily through exploration and execution of skills garnered throughout your high school career. Through discussions, critiques, and peer review you will achieve the ability to develop a heightened level of success in your work.

*Why this class is important:*

This class will allow you to prepare yourself in an area you intend on emphasizing once you have completed high school. You will become more familiar with what expectations will be for college and professional programs as you begin to take full control of the decision making behind your work.

**3D: Foundations**

Course Code: AR3DF  
 Grade: 9-12  
 Prerequisite: None  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

*What you will learn in this course:*

This is an introductory course that will expose you to 3-dimensional art forms and their concepts. You will learn the basic practices of ceramics, sculpture, and jewelry metals, as well as study concepts of form, construction, and 3-dimensional design.

*How you will learn in this course:*

You will learn in a classroom studio atmosphere, in which demonstration, class discussions, and critiques will accompany directed studio work time in which you will create works of art. Occasional films and digital demonstration will be incorporated.

*Why this class is important:*

In this course you will learn how to take ideas and concepts that have been created as 2-dimensional designs and turn them into 3 dimensional objects. You will discover this ability through achieving an understanding on how to manipulate clay, metal, and other materials creatively.

**3D: Ceramics & Creative Form**

Course Code: ARCC1 Cost: \$5  
 Grade: 9-12  
 Prerequisite: 3D Foundations  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

*What you will learn in this course:*

This class will introduce students to advanced techniques in the creation of three dimensional arts. Through the use of clay, metals, other sculpting materials, and various finished, you will develop a heightened level of craftsmanship as well as a greater understanding of sculptural and functional art forms. Though there will be an emphasis on ceramics and sculpture, other mediums such as jewelry will be explored.

*How you will learn in this course:*

You will learn in a classroom studio atmosphere, in which demonstration, class discussions, and critiques will accompany directed studio work time in which you will create works of art. Occasional films and digital demonstration will be incorporated.

*Why this class is important:*

This class will allow you to apply what you learned in "3D: Foundations" towards learning advanced techniques in 3-dimensional art. The craftsmanship and skill that you will gain in this class will allow you to skillfully develop imagery that has larger appeal. These skills will be helpful in a large number of college programs and careers.

**\*3D: Advanced Ceramics & Creative Form**

Course Code: ARCC2 Cost: \$5  
 Grade: 10-12  
 Prerequisite: 3D Ceramics & Creative Form  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

*\*Laude Course—Class of 2019 and beyond*

*What you will learn in this course:*

This class will provide students with the ability to learn advanced skills in ceramics, sculpture, and other 3-dimensional art materials. You will also learn about complex concepts such as personal design and function. Ceramics and sculpture will be featured, while jewelry and other mediums will be explored.

*How you will learn in this course:*

You will learn in a classroom studio atmosphere, in which demonstration, class discussions, and critiques will accompany directed studio work time in which you will create works of art. Occasional films and digital demonstration will be incorporated.

*Why this class is important:*

This class will allow you to apply the techniques and skills learned in "Ceramics & Creative Form" towards works of greater originality and personal communication. The works in this course will reflect an increase in ability and provide an opportunity to learn advance skills that will be beneficial in future artistic and career endeavors.

**\*3D: Senior Studio**

Course Code: ARSS3 Cost: \$5  
 Grade: 12 (Seniors Only)  
 Prerequisite: 3D Ceramics & Creative Form & Instructor Approval  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

*\*Laude Course*

*What you will learn in this course:*

This class will provide you an opportunity to select a single 3-dimensional art discipline in which you will work for the duration of the semester. The discipline will fit into a course template, in which projects will meet conceptual requirements, but will be physically designed by you. You will have an initial consultation with the instructor and receive regularly guided instruction and critiques, but will have greater responsibility regarding artistic approach and decision making.

*How you will learn in this course:*

You will learn primarily through exploration and execution of skills garnered throughout your high school career. Through discussions, critiques, and peer review you will achieve the ability to develop a heightened level of success in your work.

*Why this class is important:*

This class will allow you to prepare yourself in an area you intend on emphasizing once you have completed high school. You will become more familiar with what expectations will be for college and professional programs as you begin to take full control of the decision making behind your work.

**Photography**

Course Code: ARBPH Cost: \$20  
 Grade: 10-12  
 Prerequisite: None  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

*What you will learn in this course:*

In this class you will learn how to create photographs in an artistic and narrative manner. You will learn the advanced functions of SLR cameras, as well as how to create images through film processing and darkroom developing. The course will explore the methods of composing and creating unique imagery beyond typical 'point and shoot' methods. Though you will begin with film, we will venture into digital photography as well.

*How you will learn in this course:*

You will learn primarily through exploration and execution of art skills garnered throughout your high school career. Through discussions, critiques, and peer review you will achieve the ability to develop a heightened level of success in your work.

*Why this class is important:*

Though a greater number of people are photographing, fewer are learning how to take control of the functions of the camera in order to create artistic imagery. This class will teach you to dictate your photographs so they illustrate a greater degree of design and artistry.

**Advanced Photography**

Course Code: ARAPH Cost: \$20  
 Grade: 10-12  
 Prerequisite: Photography  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

*What you will learn in this course:*

In this class you will learn how to manipulate the controls of your camera in an advanced manner as well as learn to edit photography digitally. Techniques in how to compose and photograph subjects will also be taught in order to promote an increase in developing a personal aesthetic and narrative.

*How you will learn in this course:*

You will learn in a classroom studio atmosphere, in which demonstration, class discussions, and critiques will accompany directed studio work time in which you will create original works of art. Occasional films and digital demonstration will be incorporated.

*Why this class is important:*

Photography is considered a viable art form as well as a major component of numerous careers and hobbies. This class will allow you to have a strong understanding of how to control both your setting and your equipment in order to communicate visually through captured images.

**\*Digital Art & Design**

Course Code: ARDAD Cost: \$5  
 Grade: 10-12  
 Prerequisite: Advanced Photography  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly  
 \*Laude Course

*What you will learn in this class:*

In this class you will explore methods of computer design. You will learn advanced functions of photo and image editing software as well as receive instruction on commercial design and practice. Skill developed in "Photography" and "Advanced Photography" will be applied as original and personal photographic images will be used to create uniquely designed items such as posters, fliers, and other graphic arts.

*How you will learn in this course:*

You will learn in a classroom studio atmosphere, in which demonstration, class discussions, and critiques will accompany directed studio work time in which you will create original works of art. Occasional films and digital demonstration will be incorporated.

*Why is this class important:*

Digital design has become a growing art form as well as a component to a large number of careers. This class will give you a thorough introduction to technological skills as well as an understanding of design skills. You will be able to manipulate the controls of digital design software, as well as develop personal style and communication.

**\*Photo & Digital Design Senior Studio**

Course Code: ARSSP Cost: \$20  
 Grade: 12 (Seniors Only)  
 Prerequisite: Digital Art & Design & Instructor Approval  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: On individual basis  
 \*Laude Course

*What you will learn in this course:*

This class will provide you an opportunity to select from a photographic or digital art discipline in which you will work for the duration of the semester. The discipline will fit into a course template, in which projects will meet conceptual requirements, but will be physically designed by you. You will have an initial consultation with the instructor and receive regularly guided instruction and critiques, but will have greater responsibility regarding artistic approach and decision making.

*How you will learn in this course:*

You will learn primarily through exploration and execution of skills garnered throughout your high school career. Through discussions, critiques, and peer review you will achieve the ability to develop a heightened level of success in your work.

*Why this class is important:*

This class will allow you to prepare yourself in an area you intend on emphasizing once you have completed high school. You will become more familiar with what expectations will be for college and professional programs as you begin to take full control of the decision making behind your work.

# Business

## Course Offerings by Grade

| 9th Grade                     | 10th Grade                       | 11th Grade                       | 12th Grade                       |
|-------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Intro to Business             | Intro to Business                |                                  |                                  |
|                               | Accounting I                     | Accounting I                     | Accounting I                     |
|                               |                                  | *Accounting II                   | *Accounting II                   |
|                               |                                  | Business Mgt & Leadership        | Business Mgt & Leadership        |
| Microsoft Office Introduction | Microsoft Office Introduction    | Microsoft Office Introduction    | Microsoft Office Introduction    |
|                               | Marketing I                      | Marketing I                      | Marketing I                      |
|                               | Sports & Entertainment Marketing | Sports & Entertainment Marketing | Sports & Entertainment Marketing |
|                               | Personal Finance                 | Personal Finance                 | Personal Finance                 |
| Web Page Development          | Web Page Development             | Web Page Development             | Web Page Development             |

### Primary Programs of Study in Business

- Business Management & Administration
- Finance
- Marketing

### \*Laude Courses

Accounting II .5

| Business Management & Administration | Finance                   | Marketing                        |
|--------------------------------------|---------------------------|----------------------------------|
| Intro to Business                    | Accounting I              | Marketing I                      |
| Business Mgt & Leadership            | *Accounting II            | Sports & Entertainment Marketing |
| Web Page Development                 | Personal Finance          | Business Mgt & Leadership        |
| Microsoft Office Introduction        | Business Mgt & Leadership |                                  |

## BUSINESS, MARKETING AND INFORMATION TECHNOLOGY

Mr. James Conklin, B.S., UW-Madison, B.B.A., UW-Milwaukee

### Accounting I

Course Code: BECA/BECAB  
Grade: 10-12  
Prerequisite: None  
Course Length: One year  
Course Credit: 1.0  
Offered: Yearly

#### *What you will learn in this course:*

This one-year course provides an understanding of the basic principles of the double-entry bookkeeping system. Students learn to analyze source documents, prepare journal entries, maintain ledgers, prepare and interpret financial statements, and account for various business transactions. Accounting for sole proprietorships and corporations is covered.

#### *How you will learn in this course:*

Students will learn by teacher presentation, class discussion, individual practice, and application activities.

#### *Why this course is important:*

Accounting is considered to be the language of business. If you plan to pursue a degree in a business-related field, accounting is required at all colleges and universities. Exposure to this subject area greatly increases your chances to succeed in college-level accounting classes.

### \*Accounting II

Course Code: BEAC2  
Grade: 11-12  
Prerequisite: Accounting I  
Course Length: One semester  
Course Credit: 0.5  
Offered: Yearly

\*Laude Course

#### *What you will learn in this course:*

This semester-long course expands on the concepts learned in Accounting I, while integrating new concepts and principles.

#### *How you will learn in this course:*

Students will learn by teacher presentations, class discussion, individual practice, and application activities. Student will use computers as a tool in this course.

#### *Why this course is important:*

Accounting is considered to be the language of business. If you plan to pursue a degree in a business-related field, accounting is required at colleges and universities. Exposure to this subject area greatly increases your chances of success in college-level accounting areas.

### Business Management and Leadership

Course Code: BEBMT  
Grade: 11-12  
Prerequisites: None  
Course Length: One Semester  
Course Credit: 0.5  
Offered: Yearly

#### *What you will learn in this course:*

Business management is considered the capstone course of the B/IT department. Students will assess their ability to work in a position of authority and obtain a knowledge base of management theory, communication skills, ethics, career development, and other necessary skills of effective managers. The final project is a Philosophy of Leadership paper allowing students to apply everything covered in the course to reflect upon their own leadership abilities.

#### *How you will learn in this course:*

Students will learn through class discussion, projects, group work, videos, readings, and Virtual Business software.

#### *Why this course is important:*

Today's students will serve as tomorrow's leaders. Developing leadership and management skills will allow students to see "the whole picture" when making tough decisions. An understanding of how effective managers operate will assist students to achieve their career goals.

### Microsoft Office Introduction

Course Code: BECAP  
Grade: 9-12  
Prerequisite: None  
Course Length: One semester  
Course Credit: 0.5  
Offered: Yearly

#### *What you will learn in this course:*

This course is designed to teach students the many capabilities of the MS Office Suite. Students will learn intermediate to advanced word processing, spreadsheet, presentation, and database application skills along with how to integrate various software programs.

#### *How you will learn in this course:*

This is a very self-directed course. Students will follow an online computer based tutorial and assessment that will guide them through key functions of each software program in Microsoft Office. Each software training module is accompanied by projects to be completed on a PC or Mac that will be auto-graded and provide feedback to make corrections.

#### *Why this course is important:*

This course is important for students who wish to master the applications available through the Microsoft Office Suite. Although all students have received some exposure to these programs, intensive exposure and practice will benefit students as they prepare to leave high school.

**Introduction To Business**

Course Code: BEITB  
 Grade: 9-10  
 Prerequisite: None  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

*What you will learn in this course:*

Introduction to Business is a course designed to familiarize students with concepts that all consumers, workers, and citizens need to know. This course will provide a basic understanding of our economic systems, career planning, business ownership, marketing, and the relationship between government and business. In addition students will receive an introduction to the topics covered in other business courses. Computers as a tool are incorporated into this class.

*How you will learn in this course:*

Students will learn through small and large group discussions, teacher presentation, guest speakers, projects, and research.

*Why this course is important:*

In order for students to make good decisions, they must understand the concepts that have a direct impact on them. This course provides students with the information necessary to make good decisions as consumers, wage earners, and citizens. Students will be able to identify skills, educational levels, and attitudes needed to reach their own personal goals.

**Marketing I**

Course Code: BEPP  
 Grade: 10-12  
 Prerequisite: None  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

*What you will learn in this course:*

Marketing is a course that offers the student an overview of marketing (the process of getting products/services from the producer to the consumer). Understanding marketing allows us to understand our free enterprise system. This course especially focuses upon the marketing mix, personal selling, and visual merchandising.

*How you will learn in this course:*

Students will learn through lecture, class discussion, group work, projects, and Virtual Business software.

*Why this course is important:*

Over one-third of all jobs deal with marketing, regardless if they are considered "business jobs". Marketing affects what we buy, when we buy and where we buy products. Consequently, we all need to know something about the techniques marketers use to help persuade us to buy their products or services.

**Sports & Entertainment Marketing**

Course Code: BESEM  
 Grade: 10-12  
 Prerequisite: none  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

*What you will learn in this course:*

Sports and Entertainment Marketing is a course that is designed for students interested in sports, entertainment, and event marketing. Marketing simulations, projects and teamwork activities provide many opportunities for application of instructional competencies as well as utilizing the Internet and attending field trips. Students will learn basic marketing principles as they apply to the industry: branding, licensing and naming rights; business foundations; concessions and on-site merchandising; economic foundations; promotion; safety and security; and human relations.

*How you will learn in this course:*

The course is designed to be project based, using the Internet on a daily basis. Students will participate in cooperative groups and elaborate using higher order thinking and presentation skills.

*Why this course is important:*

The industry is all around us - not just at stadium, ball parks and theaters but at schools, on television, radio, in stores and on the internet. This course will emphasize the importance of the industry and the role it plays in our society.

**Personal Finance**

Course Code: BEPEF  
 Grade: 10-12  
 Prerequisite: None  
 Course Length: One Semester  
 Course Credit: 0.5  
 Offered: Each Semester

*What you will learn in this course:*

How are you going to pay for your post-secondary plans? Do you want to retire early? How can you make this happen? These questions and more are answered in this course. It provides instruction in consumer buying, saving, and investigating strategies. Students will also investigate information regarding home buying, and buying/leasing a vehicle.

*How you will learn in this course:*

You will learn by class discussion, group work, videos, teacher presentation, guest speakers.

*Why this course is important:*

Throughout your life you work hard for your money. This course teaches young adults skills that allow their money to work for them in return. Proper financial planning allows everyone to reach their financial goals and be financially secure.

**Web Page Development**

Course Code: BEWPD  
Grade: 9 – 12  
Prerequisite: None  
Course Length: One semester  
Course Credit: 0.5  
Offered: Each semester

*What you will learn in this course:*

Students will learn about the Internet (history, acceptable use, and ethical issues) in addition to the manual construction of Web pages with Hypertext Markup Language (HTML) and what-you-see-is-what-you-get software (Dreamweaver).

*How you will learn in this course:*

This course is self-directed through the form of a project workbook. Student will need discipline to stay on task with the step-by-step projects in the workbook. Additional projects will be assigned by the teacher as necessary.

*Why this course is important:*

The Internet continues to be a fast-growing tool for students, businesses, and society. As the world becomes more technologically-driven, employees and students with Web development skills will have an extreme advantage. This course will provide a technical skills in addition to artistic foundations in Web creation.

## COMPUTER SCIENCE

### Computer Science Principles

Course Code: VSCP1  
 Grade: 9-12  
 Prerequisite: Geometry, Students should have advanced computer skills  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

**Students will take this course online through Wisconsin Virtual School (WVS). Students can work on programs outside the school day as well as during the day in our online education lab.**

*What you will learn in this course:*

The major goal of this course is for students to develop the computer science skills of algorithm development problem solving and programming. While the emphasis of the course will be on programming, students will also be introduced to other important topics such as; careers, the limits of computing, and the difference between interpreters and compilers.

*Modules Included:*

- Intro to Computer Science and Computational Thinking
- Programming Using Processing and Java
- Creating Programs by Using Methods and Variables
- Loops to Solve Problems in Programming
- Creating Interactivity using Credentials
- Creating Digital Artifacts Using Multimedia
- Models and Simulations in Computing
- Understanding the Data Process
- Operations and Abstractions of the Internet
- Social Impact of Computing on Society

Please go to [this site](#) for more details:

### \*Intermediate Programming I (Semester 1)

Course Code: VSCP3  
 Grade: 10-12  
 Prerequisite: Computer Programming (Semester 1 & 2)  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

*\*Laude Course*

**Students will take this course online through Wisconsin Virtual School (WVS). Students can work on programs outside the school day as well as during the day in our online education lab.**

*Modules Included:*

- Introduction to JAVA
- Variables and Data in Java
- Mathematical Expressions in Java
- Java Classes and Selection
- Simple Graphics and Loops in Java
- Arrays in Java
- 2D Arrays and Pictures

### \*Intermediate Programming II (Semester 2)

Course Code: VSCP4  
 Grade: 10-12  
 Prerequisite: Intermediate Programming (Semester 1)  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

*\*Laude Course*

**Students will take this course online through Wisconsin Virtual School (WVS). Students can work on programs outside the school day as well as during the day in our online education lab.**

*Modules Included:*

- Introduction to Interfaces and User Interface Design
- Swing Class Top Level Containers
- Creating Components with JComponents
- Layout Managers
- Event Driven Programming
- General Purpose Containers
- Advanced GUI Topics
- Writing GUI Programs

Please go to [this site](#) for more details:

# English

## Course Offerings by Grade

| 9th Grade           | 10th Grade          | 11th Grade   | 12th Grade   |
|---------------------|---------------------|--|--|
| English 9           | English 10          | English 11   | English 12   |
|                     |                     | *Advanced Placement English Language and Composition | *Advanced Placement English Literature and Composition |
| Media Studies 1 & 2 | Media Studies 1 & 2 | Media Studies 1 & 2                                  | Media Studies 1 & 2                                    |

### Primary Programs of Study in English

- Arts, Audio/Visual Technology & Communications
- Education & Training

All career clusters require the critical thinking and communication skills developed through writing practice in a variety of genres and study of diverse texts.

| Arts, Audio/Visual Technology & Communications | Education & Training                 |
|--|--------------------------------------|
| English 9 & 10                                 | English 9 & 10                       |
| English 11 or *AP English Language             | English 11 or *AP English Language   |
| English 12 or *AP English Literature           | English 12 or *AP English Literature |
| Media Studies 1 & 2                            | Media Studies 1 & 2                  |

### \*Laude Courses

- \*AP English Language 1.0
- \*AP English Literature 1.0

**ENGLISH**

Ms. Rachel Enright, B.S. Concordia University WI  
 Mr. Zachary Ford, B.A., Lakeland University  
 Ms. Bernadette Stahlkopf, B.A., Rocky Mountain College

**English 9**

Course Code: EN9A/EN9B  
 Grade: 9  
 Prerequisite: None  
 Course Length: One year  
 Course Credit: 1.0  
 Offered: Yearly

*What you will learn in this course:*

This course is a web-based approach to language arts. Digital citizenship and Internet safety will be studied. Also, you will practice writing for an authentic audience, with a focus on persuasive writing. A variety of genres will be read in this course, but emphasis is given to print and digital nonfiction texts and how to read for information.

*How you will learn in this course:*

In English9, you will create and maintain a blog, which is the vehicle for your published work. Emphasis is given to self-guided exploration and collaboration. You will practice writing with purpose, audience recognition, and original ideas.

*Why this course is important:*

This course will help you prepare for the rigors of high school class assignments and schedules.

**English 10**

Course Code: EN10A/EN10B  
 Grade: 10  
 Prerequisite: None  
 Course Length: One year  
 Course Credit: 1.0  
 Offered: Yearly

*What you will learn in this course:*

You will read and study a variety of literary genres from all over the world including nonfiction, fiction, poetry, and Shakespearean drama. You will continue to develop research skills and learn the basics of literary analysis. Building your composition skills and critical reading abilities is the main goal of this course.

*How you will learn in this course:*

You will learn through reading and discussing literary selections. Learning will be done individually, in small groups, and in full class settings. Your writing will take many forms in English 10, including research writing, literary analysis, reflective writing, persuasive writing, and creative writing.

*Why this course is important:*

This course will help you strengthen essential communication skills needed for further academic study and future careers.

**English 11**

Course Code: EN11A/EN11B  
 Grade: 11  
 Prerequisite: English 9 and 10  
 Course Length: One year  
 Course Credit: 1.0  
 Offered: Yearly

*What you will learn in this course:*

This course will build on the skills and knowledge learned in English 10. Using a wide array of works of American literature (poetry, short stories, novels, articles, essays, etc.) you will learn to negotiate and analyze more complex texts, connecting those texts to your own lives, and ultimately discovering a more complete sense of self through the process. Critical thinking is a major part of this course, and you will be expected to be able to make inferences, form conclusions, and question the validity and purpose of the things you read as well as what you see in the world around you. Writing will consist of analytical, persuasive, narrative, research, and expository forms.

*How you will learn in this course:*

This is primarily a reading, writing, and discussion course. There are chapter tests. You will often work in small groups on inquiry projects. Weekly seminar discussions help you improve your speaking skills.

*Why this course is important:*

It will improve your overall awareness of American authors and cultural American history through literature. You can also improve their writing and speaking skills.

**\*Advanced Placement English Language and Composition**

Course Code: ENA1A/ENA1B  
 Grade: 11  
 Prerequisite: English 9 and 10  
 Course Length: One year  
 Course Credit: 1.0  
 Offered: Yearly

*Fee: The AP test costs \$96.*

*\*Laude Course*

**Please see page 88 for more information on AP Programs.**

**Note:** Summer reading (and related homework) is a requirement of this class. Please see the instructor for materials before summer break begins.

*What you will learn in this course:*

This course offers the opportunity to study how language and rhetorical strategies are used to effectively construct arguments. The reading pace is accelerated and the selections are in keeping with advanced placement materials. Skills needed for success in 12th grade Advanced Placement English Literature and Composition are introduced.

*How you will learn in this course:*

Along with discussion, there will be individual and group assignments and projects practicing various writing strategies and goals. You will hone your ability to dissect nonfiction texts as well as analyze visual arguments and documentaries.

*Why this course is important:*

This course serves to strengthen reading, writing, and speaking skills. In May, you will have the opportunity to take the Language and Composition College Board Advanced Placement test. If you earn a 3, 4, or 5 on this test, you will re-

ceive college credit or advanced placement in your university, depending on established practices.

### English 12

Course Credit: EN12A/12B  
 Grade: 12  
 Prerequisite: English 9, 10 & 11 (or Advanced Placement English Language and Composition)  
 Course Length: One year  
 Course Credit: 1.0  
 Offered: Yearly

#### *What you will learn in this course:*

In English 12, you will explore reading, writing, research, technology, and presentation through guided and independent studies. A course that accurately replicates work in a college or workplace, English 12 will help you develop a wide repertoire of communication and interpersonal skills that can be used in the transition into the adult world. You will collaborate to develop and share their original writing and research.

#### *How you will learn in this course:*

You will learn through reading, writing, speaking, and inquiry. You will independently create and pursue learning goals. You will use many resources, both technology and text-based, to gain and share knowledge.

#### *Why this course is important:*

This course serves to strengthen reading, writing, and speaking skills in a way that is authentic and meaningful for senior English students. This course is important for students who want to gain independence, confidence, and mastery in language skills as they apply themselves in a unique setting that fosters creativity, responsibility, critical thinking, and professionalism.

### \*Advanced Placement English Literature and Composition

Course Code: ENAPA/ENAPB  
 Grade: 12  
 Prerequisite: English 9, 10, and 11 (Advanced Placement English Language and Composition is suggested, though not required)  
 Course Length: One year  
 Course Credit: 1.0  
 Offered: Yearly

*Fee: The AP test costs \$96.*

*\*Laude Course*

**Please see page 88 for more information on AP Programs.**

**\*Note:** Summer reading (and related homework) is a requirement of this class. Please see the instructor for materials before summer break begins.

#### *What you will learn in this course:*

You will study literature and write critical essays with college level expectations. This course offers a rigorous and rewarding development of advanced writing and thinking skills in the context of literary study, from classical works to contemporary novels.

#### *How you will learn in this course:*

You will read and analyze works such as *Oedipus Rex*, *Hamlet*, *A Tale of Two Cities*, *Native Son*, and *The Things They Carried*. A strong focus on poetry will help you apply literary analysis skills.

#### *Why this course is important:*

This course emphasizes overcoming the difficulty of reading and analyzing and writing about classic literature. In May, you

will have the opportunity to take the Literature and Composition College Board Advanced Placement test. If you earn a 3, 4, or 5 on this test, you will receive college credit or advanced placement in your university, depending on established practices.

### Media Studies 1 & 2 (Elective Credit)

Course Code: ENMS1 & ENMS2  
 Grades: 9-12  
 Prerequisite: none  
 Course Length: Can take one semester or full year  
 Course credit: 1.0  
 Offered: Yearly

#### *What you will learn in this course:*

Through this course, students will be exposed to and engaged in a curriculum designed to meet the rigorous expectations set forth by the 21st Century. Students will engage in a variety of genres while exploring literary devices to help them develop the skills necessary to closely read and critically analyze texts. Literary and informational texts studied come from authors of diverse backgrounds to make students aware of cultural diversity. The texts are also contemporary to help students understand how themes transcend over time.

#### *How you will learn in this course:*

Communication in the 21<sup>st</sup> Century requires students to engage in the use of digital tools. Students will be given the opportunity to learn annotating skills while exploring both print and digital formats of texts. Not only will students perform close readings of various texts through the careful observation of textual details and annotating, they will also develop analytical writing skills and a wide-ranging, working vocabulary.

#### *Why this course is important:*

This course will help you prepare for the rigors of high school class assignments and schedules.

### English Support

Grades: 9-11  
 Prerequisite: Instructor recommendation & approval  
 Course credit: .5 per semester  
 Offered: Yearly

This course offers additional support in reading and writing. Enrollment for this course is based on teacher recommendation.

# Family and Consumer Sciences

## Course Offerings by Grade

| 9th Grade                            | 10th Grade                           | 11th Grade                           | 12th Grade                           |
|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Fashion, Textile and Design          |
| Advanced Fashion, Textile and Design |
| Housing and Interior Design          |
| Child Growth and Development         |
| Introduction to Health Occupations   |
| Culinary Arts I                      | Culinary Arts I                      | Culinary Arts I                      | Culinary Arts I                      |
| Culinary Arts II                     | Culinary Arts II                     | Culinary Arts II                     | Culinary Arts II                     |
| Introduction to Education            | *Culinary Arts III                   | *Culinary Arts III                   | *Culinary Arts III                   |
|                                      | Introduction to Education            | Introduction to Education            | Introduction to Education            |

### Primary Programs of Study in Family & Consumer Sciences

- \* Agriculture, Food & Natural Resources
- \* Architecture & Construction
- \* Arts, A/V Technology & Communication
- \* Education & Training

- \* Health Science
- \* Hospitality & Tourism
- \* Human Services

**\*Laude Course**

\*Culinary Arts III 1.0

| Agriculture, Food & Natural Resources | Architecture & Construction | Arts, A/V Technology & Communication | Education & Training         | Health Science                     | Hospitality & Tourism | Human Services             |
|---------------------------------------|-----------------------------|--------------------------------------|------------------------------|------------------------------------|-----------------------|----------------------------|
| Culinary Arts I                       | Housing & Interior Design   | Fashion, Textile and Design          | Child Growth and Development | Introduction to Health Occupations | Culinary Arts I       | Child Growth & Development |
| Culinary Arts II                      |                             | Advanced Fashion, Textile & Design   | Introduction to Education    |                                    | Culinary Arts II      |                            |
| *Culinary Arts III                    |                             | Housing & Interior Design            |                              |                                    | *Culinary Arts III    |                            |

## FAMILY & CONSUMER SCIENCES

Ms. Toni Hundertmark, B.S., UW-Stout  
Ms. Beverly Deem, B.S., Concordia College Moorhead, M.S., UW-Stout

### Culinary Arts I (Basic Chef Skills)

Course Code: FECA1  
Grade: 9-12  
Prerequisite: None  
Course Length: One semester  
Course Credit: 0.5  
Offered: Each semester

#### *What you will learn in this course:*

This course concentrates on nutrition, eating habits, sustainable living, safety and sanitation, and preparation methods as applied to various components of a product. Units covered include safety and sanitation, knife skills, kitchen basics, vegetables and fruits, sandwiches, and dairy products. This course will emphasize both professional and personal application.

#### *How you will learn in this course:*

The course consists of both lecture and lab experiences in which students will learn to prepare and evaluate various foods. A majority of the class work is done cooperatively with group members. The opportunity to attend field trips and compete in culinary competitions is also available.

#### *Why this course is important:*

This course is not only a benefit to an individual's understanding of his/her food choices and personal skills, but will also benefit those who wish to pursue a career in the food service industry.

### Culinary Arts II (Pastry Chef & Global Cuisines)

Course Code: FECA2  
Grade: 9-12  
Prerequisite: Culinary Arts I  
Course Length: One semester  
Course Credit: 0.5  
Offered: Each semester

#### *What you will learn in this course:*

This course focuses on baking fundamentals that cover essential information and skills needed for professional and personal career application. Units covered include safety and sanitation, using recipes and equipment, bakeshop ingredients, quick breads, yeast breads, pies, pastries, cookies, cakes, and global cuisines and U.S. regional cooking.

#### *How you will learn in this course:*

The course consists of both lecture and lab experiences in which students will learn to prepare and evaluate various foods. A majority of the class work is done cooperatively with group members. The opportunity to attend field trips and compete in culinary competitions is also available.

#### *Why this course is important:*

This course is not only a benefit to an individual's understanding of his/her food choices and personal skills, but will also benefit those who wish to pursue a career in the food service industry.

### \*Culinary Arts III (Catering & Careers)

Course Code: FEC3A/FEC3B  
Grade: 10-12  
Prerequisite: Culinary Arts I & II  
Course length: One year  
Course Credit: 1.0  
Offered: Yearly—May be taken multiple times with consent of the instructor

#### *\*Laude Course*

#### *What You Will Learn In This Course:*

This course will focus on food related careers, advanced cooking and baking skills, community catering opportunities and sustainability in the food service industry. Units covered include safety and sanitation, food service careers, history of foods and hospitality, stocks, sauces and soups, potatoes and grains, controlling food service costs, purchasing and inventory, meat, poultry and seafood, and marketing and the menu.

#### *How You Will Learn In This Course:*

The course consists of both lecture and lab experiences in which students will learn to prepare and evaluate various foods. A majority of the class work is done cooperatively with group members. The opportunity to attend field trips and compete in culinary competitions is also available.

#### *Why This Course Is Important:*

This course is not only a benefit to an individual's understanding of his/her food choices and personal skills, but will also benefit those who wish to pursue a career in the food service industry.

### Fashion, Textile, & Design

Course Code: FEFTA  
Grade: 9-12  
Prerequisite: None  
Course Length: One semester  
Course Credit: 0.5  
Offered: Yearly

Cost depends on  
student's projects

#### *What you will learn in this course:*

This course is an introductory level course about the fashion and design industry and clothing construction. This course allows students to be creative, evaluate quality and explore possible careers in the fashion design industry. Students should enjoy sewing and working with fabric.

#### *How you will learn in this course:*

There are various projects to enhance the skills of each student. You will be allowed to choose projects that meet your individual needs and skill level. **This course is designed for students who can work independently.**

#### *Why this course is important:*

You will leave with a basic knowledge of clothing construction and the design industry. This could be used as a stepping stone to a future career in the fashion design industry.

**Advanced Fashion, Textile and Design**

Course Code: FEaft  
 Grade: 9-12  
 Prerequisite: Fashion, Textile and Design  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly—may be taken multiple times

*What you will learn in this course:*

This course is an advanced level course which will allow students the opportunity to enhance and improve their sewing skills. Emphasis will be placed on creativity and career exploration.

*How you will learn in this course:*

There are various projects to enhance the sewing skills of each student. Students will be allowed to choose the projects which best meets individual needs and skill level. **This course is designed for students who can work independently and enjoy working with fabric.**

*Why this course is important:*

Students will leave with an advanced knowledge of clothing construction and the textile and design industry. Those who are considering a career in the textile field will find this course beneficial in their decision-making process.

**Housing & Interior Design**

Course Code: FEHIA  
 Grade: 9-12  
 Prerequisite: None  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

*What you will learn in this course:*

This course incorporates an introductory level and advanced level of learning into a semester. Students will learn about the housing and interior design industry through various projects. Emphasis will be placed on developing decision-making skills relative to designing, selecting and decorating a living space, along with an emphasis on interior design related careers.

*How you will learn in this course:*

This course consists of both lecture and hands-on experience. Students will learn specific skills which will help them to complete projects related to the interior design field. Career exploration will also be incorporated throughout the course.

*Why this course is important:*

Students will leave with a developed knowledge of housing and interior design concepts. Those who are considering a career in the housing and interior design field will find this course beneficial in their decision-making process.

**Child Growth & Development**

Course Code: FECDP  
 Grade: 9-12  
 Prerequisite: None  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Each semester

*What you will learn in this course:*

This course will prepare you for the care and nurturing of a child. It is designed as an introduction to child development between conception and adolescence. Topics will include prenatal care, childbirth, strengthening of developmental skills, and encouraging the development of an independent, healthy and happy child.

*How you will learn in this course:*

Learning activities for this course will include lecture, class discussion, individual and group projects.

*Why this course is important:*

This course provides a foundation in the understanding of child development to allow advanced course work for students who are considering a career in the field of education, and/or for those students who would like to prepare themselves for parenting.

**Introduction To Education**

Course Code: FEIAC  
 Grade: 9-12  
 Prerequisite: Child Growth & Development  
 Course Length: One Semester  
 Course Credit: 0.5  
 Offered: Each Semester

**Placement will be first hour Tuesdays and Thursdays. The student is responsible for transportation to and from SF middle or elementary school.**

*What You Will Learn In This Course:*

The course offers the student the opportunity to explore the education profession and to help them gain an understanding of their ability to work with children in a service type career.

*How You Will Learn In This Course:*

Students will have classroom instruction along with the opportunity to work with elementary or middle school students. This experience allows students to participate in the learning process of one, several or an entire classroom of younger children.

*Why Is This course Important:*

Students who are considering a career in the field of education will find this course beneficial to their decision-making process.

**Introduction to Health Occupations**

Course Code: FEHEA  
 Grade: 9-12  
 Prerequisite: None  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Each semester

*What you will learn in this course:*

This course will be an introduction to the variety of health care occupations. Students will be exposed to the multitude of employment opportunities in the health care field and the education and commitment needed to be successful in a chosen career.

*How you will learn in this course:*

Learning activities for this course will include: guest speakers, field trips, literature reviews, group and individual projects.

*Why this course is important:*

The health care field is currently experiencing a shortage in qualified personnel. By becoming familiar with the wide range of health care occupations, students will be able to make educated, informed decisions about possible career choices.

# Mathematics

## Course Offerings by Grade

| 9th Grade                 | 10th Grade                | 11th Grade     | 12th Grade      |
|---------------------------|---------------------------|----------------|-----------------|
| Algebra 1                 | Geometry or STEM Geometry | Algebra 2      | Math Elective/s |
| Algebra 1                 | Geometry or STEM Geometry | Algebra 2/Trig | *Pre-Calculus   |
| Geometry or STEM Geometry | Algebra 2/Trig            | *Pre-Calculus  | *AP Calculus    |

### Math Electives

Probability & Statistics

\*College & Career Ready Math

### \*Laude Courses

\*College & Career Ready Math (TC) .5

\*CAPP Pre-Calculus 1.0

\*AP Calculus 1.0

### Primary Programs of Study in Mathematics

- Architecture and Construction
- Finance
- Health Science
- Science, Technology, Engineering & Mathematics (STEM)

\* There are math connections to all 16 career clusters – please see your counselor or your math teacher to help make those connections.

| Architecture and Construction | Finance                     | Health Science               | Science, Technology, Engineering and Mathematics (STEM) |
|-------------------------------|-----------------------------|------------------------------|---|
| Algebra 1                     | Algebra 1                   | Algebra 1                    | Algebra 1   |
| Geometry/*STEM Geometry       | Geometry/*STEM Geometry     | Geometry/*STEM Geometry      | Geometry/*STEM Geometry                                 |
| Algebra 2 or Algebra 2/Trig   | Algebra 2 or Algebra 2/Trig | Algebra 2 or Algebra 2/Trig  | Algebra 2/Trig  |
| *CAPP Pre-Calculus            | *CAPP Pre-Calculus          | *CAPP Pre-Calculus           | *CAPP Pre-Calculus                                      |
| *College & Career Ready Math  | Probability & Statistics    | *College & Career Ready Math | *College & Career Ready Math                            |
| *AP Calculus                  | *AP Calculus                | Probability & Statistics     | Probability & Statistics                                |
|                               |                             | *AP Calculus                 | *AP Calculus  |

## MATHEMATICS

Mr. Nick Erdman, B.S. & M.A., Concordia University  
 Mrs. Michele Franklin, B.S., Dominican Univ, M.A. Aurora University  
 Mrs. Deb Hasler, B.S., M. Ed. Lakeland College  
 Mr. John Henney, B.S., UW-Oshkosh

### Algebra 1

Course Code: MAA1A/MAA1B  
 Grade: 9  
 Prerequisite: Consultation with previous math teacher recommended  
 Course Length: One year  
 Course Credit: .5 each semester (total of 1.0)  
 Offered: Yearly

Recommended calculator: Graphing calculator is required. A TI-84 is suggested, but a TI83+ is sufficient.

*What you will learn in this course:*

Recommended for students considering entering a four-year college immediately after high school. Algebra 1 is a course that provides the principal concepts necessary for all mathematics courses beyond the arithmetic level. Equation solving techniques which are vital to all future mathematics and sciences are developed. Algebra 1 includes the meanings and uses of formulas, linear equations in one and two unknowns, graphing linear relations in the rectangular coordinate system and quadratic equations.

*How you will learn in this course:*

You will learn in a variety of ways, including teacher presentation, cooperative learning, class discussion, and student practice.

*Why this course is important:*

This course is a requirement for admission to college. It is also a prerequisite for Geometry.

### Geometry

Course Code: MAGEA/MAGEB  
 Grade: 9-10  
 Prerequisite: Successful completion of an Algebra 1  
 Course Length: One year  
 Course Credit: .5 each semester (total of 1.0)  
 Offered: Yearly

Recommended calculator: Graphing calculator is required. A TI-84 is suggested, but a TI83+ is sufficient.

*What you will learn in this course:*

Recommended for students considering entering a four-year college immediately after high school. Geometry is the study of a mathematical system involving points, lines, and planes. Emphasis is on the development of logic, reasoning and proof.

*How you will learn in this course:*

You will learn in a variety of ways including teacher presentation, cooperative learning, class discussion, and student practice.

*Why this course is important:*

This course is needed for admission to post-secondary schools. It is also a prerequisite for Algebra II.

### \*STEM Geometry

Course Code: MASGA/MASGB  
 Grade: 9-10  
 Prerequisite: Successful completion of Algebra 1 in 8th or 9th grade year with a grade of B or higher  
 Course Length: One year  
 Course Credit: .5 each semester math & .25 each semester technology education credit (total of 1.5)  
 Offered: Yearly  
 (\*Laude course starting 2020-21 school year and beyond)

Recommended calculator: Graphing calculator is required. A TI-84 is suggested, but a TI83+ is sufficient.

*What you will learn in this course:*

For students with a serious interest in mathematics, science or engineering. Students need to show a willingness to work hard and be ready to accept a challenge. Geometry is the study of a mathematical system involving points, lines, and planes. Emphasis is on the development of logic, reasoning, and mechanical and technological applications.

*How you will learn in this course:*

You will learn in a variety of ways including hands on experience, projects, written assignments, guest speakers, teacher presentation, cooperative learning and class discussion. The course will have an emphasis on STEM learning.

*Why this course is important:*

This course is needed for admission to post-secondary schools. It is also a prerequisite for Algebra 2.

### Algebra 2

Course Code: MAA2A/MAA2B  
 Grade: 11-12  
 Prerequisite: Successful completion of Algebra 1 & Geometry  
 Course Length: One year  
 Course Credit: 1.0  
 Offered: Yearly

Recommended calculator: Graphing calculator is required. A TI-84 is suggested, but a TI83+ is sufficient.

*What you will learn in this course:*

For students entering a university, technical/vocational school, the military, or the job market immediately after high school. Algebra 2 is an extension of first-year algebra to more complicated applications and further topics such as quadratic equations, functions, exponents, logarithms, and inequalities. This course will focus on fundamental advance algebraic skills and applications. Instructional practices promote mathematical thinking through the use of problem situations that involve individual students and teams of students in investigating, conjecturing, applying, evaluating, and communicating mathematical ideas. The course emphasizes modeling concepts including data collection, representation, interpretation, prediction, and simulation. Students explore, conjecture, verify, apply, evaluate, and communicate mathematical ideas.

*How you will learn in this course:*

Instructional practices promote mathematical thinking through the use of problem situations that involve individual students and teams of students in investigating, conjecturing, The course emphasizes mathematical modeling concepts including data collection, representation, interpretation, prediction, and simulation. Students explore, conjecture, verify,

apply, evaluate, and communicate mathematical ideas.

*Why this course is important:*

This course reinforces the concepts in Algebra 1 and Geometry as well as continues the sense-making ideas introduced in the two previous courses. Each year the curriculum features multiple ideas from these strands: algebra and functions, statistics and probability, and data analysis.

### Algebra 2/Trig

Course Code: MAATA/MAATB  
 Grade: 10-12  
 Prerequisite: Successful completion of Algebra 1 and Geometry/STEM Geometry  
 Course Length: One year  
 Course Credit: 1.0  
 Offered: Yearly

Recommended calculator: Graphing calculator is required. A TI-84 is suggested, but a TI83+ is sufficient.

*What you will learn in this course:*

For students entering a university, technical/vocational school, the military, or the job market immediately after high school. Algebra 2 is an extension of first-year algebra to more complicated applications and further topics such as quadratic equations, functions, exponents, logarithms and inequalities. This course will focus on the fundamental advanced algebraic skills and applications.

*How you will learn in this course:*

You will learn in a variety of ways including teacher presentation, cooperative learning, class discussion, and student practice. A graphics calculator (TI83 Plus) is an essential part of this class. Student ownership is required.

*Why this course is important:*

Algebra II is a requirement for admissions to most colleges. If you like mathematics, or are planning on majoring in a mathematics related field in college, you should take Algebra 2.

### \*CAPP Pre-Calculus

Course Code: MAPCA/MAPCB  
 Grade: 11-12  
 Prerequisite: Algebra 2/Algebra 2/Trig  
 Course Length: One year  
 Course Credit: 1.0  
 Offered: Yearly

\*Laude Course

Recommended calculator: Graphing calculator is required. A TI-84 is suggested, but a TI83+ is sufficient.

**This course is offered through Lakeland University at a cost of \$300 to the student for 3 college credits that are transferable to colleges and universities. It is Lakeland University course MAT 162 Pre-Calculus. Seniors will need to request a college transcript from Lakeland University to send to their respective college or university. Please go to page 88 for more information.**

*What you will learn in this course:*

The elementary polynomial, trigonometric, exponential, and logarithmic functions are developed and reviewed.

*How you will learn in this course:*

You will learn in a variety of ways including teacher presentation, cooperative learning, class discussion, and student practice.

A graphics calculator (TI83 Plus) is an essential part of this class. Student ownership is required.

*Why this course is important:*

If you plan on going to college and majoring in engineering, accounting, or another mathematically related field, you should take Pre-Calculus.

### \*Advanced Placement Calculus AB

Course Code: MACLA/MACLB  
 Grade: 12  
 Prerequisite: Pre-Calculus  
 Course Length: One year  
 Course Credit: 1.0  
 Offered: Yearly

\*Laude Course

**Please see page 88 for more information on the AP Program.**

Recommended calculator: Graphing calculator is required. A TI-84 is suggested, but a TI83+ is sufficient.

Fee: The AP test costs \$96.

*What you will learn in this course:*

The basic concepts of differential and integral calculus.

*How you will learn in this course:*

You will learn in a variety of ways including teacher presentation, cooperative learning, class discussions, and student practice. Technology, in particular the graphics calculator, will play an important role in developing concepts and solving problems.

*Why this course is important:*

If you plan on going to college and majoring in engineering, accounting, math related field, you should take calculus. In May, you will take the Calculus College Board Advanced Placement test. If you earn a 3, 4, or 5 on this test, you will receive college credit or advanced placement in your university, depending on established practices.

### Probability & Statistics

Course Code: MAPSA  
 Grade: 10-12  
 Prerequisite: Geometry course  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

Recommended calculator: Graphing calculator is required. A TI-84 is suggested, but a TI83+ is sufficient.

*What you will learn in this course:*

You will study many ways to organize data including graphs, curves, and scatter plots. You will describe the data using patterns and numbers. Single variable and multivariable data will be covered. Accurate collection of data and running of experiments will be discussed. Probability, including randomness, simulation and other probability models will conclude the semester.

*How you will learn in this course:*

You will learn in a variety of ways including teacher presentation, group activities/labs, class discussion, projects and student practice.

*Why this course is important:*

The ability to understand and interpret data is a skill that will

make you a better consumer, citizen and employee. The use of statistics is used in all jobs in order to evaluate situations and make important decisions.

**\*College and Career Ready Math**

Course Code: MACCR  
 Grade: 11-12  
 Prerequisite: Algebra 2  
 Course Length: One Semester  
 Course Credit: 0.5  
 Offered: Yearly

\*Laude Course

Recommended calculator: Graphing calculator is required. A TI-84 is suggested, but a TI83+ is sufficient.

***This course is a transcribed dual credit course with Lakeshore Technical College. Please see page 87 for more details.***

What you will learn in this course:

This course will focus on strengthening and expanding Algebra skills. The topics covered: fundamental algebraic manipulation, polynomial functions, exponential functions, logarithmic functions, systems of equations, matrices, conics, and radical functions

How you will learn in this course:

You will learn in a variety of ways including mymathlab, teacher presentation, cooperative learning, class discussion, lab experiments, direct application to problem solving situations and student practice. A graphics calculator is an essential part of this class. Student ownership is required.

Why this course is important:

This course is well-suited for students who are planning on continuing their education at a four year, two year, or technical college and are not secure in their grasp of Algebra topics. This class is articulated with Lakeshore Technical College so dual credit is earned.

# Music

## Course Offerings by Grade

| 9th Grade      | 10th Grade       | 11th Grade         | 12th Grade         |
|----------------|------------------|--------------------|--------------------|
| *Wind Ensemble | *Wind Ensemble   | *Wind Ensemble     | *Wind Ensemble     |
| Symphonic Band | Symphonic Band   | Symphonic Band     | Symphonic Band     |
| *Jazz Ensemble | *Jazz Ensemble   | *Jazz Ensemble     | *Jazz Ensemble     |
|                |                  | Music Appreciation | Music Appreciation |
| Concert Choir  | Concert Choir    | Concert Choir      | Concert Choir      |
| Treble Choir   | Treble Choir     | Treble Choir       | Treble Choir       |
|                | *Jazz/Show Choir | *Jazz/Show Choir   | *Jazz/Show Choir   |
|                |                  | *AP Music Theory   | *AP Music Theory   |

### Primary Programs of Study in Music

- Arts, A/V Technology & Communications
- Education & Training
- Hospitality & Tourism

### \*Laude Courses

- \*Wind Ensemble 1.0
- \*Jazz/Show Choir 1.0
- \*Jazz Ensemble .5
- \*AP Music Theory 1.0

| Arts, A/V Technology & Communications | Education & Training | Hospitality & Tourism |
|---------------------------------------|----------------------|-----------------------|
| *Wind Ensemble                        | *Wind Ensemble       | *Wind Ensemble        |
| Symphonic Band                        | Symphonic Band       | Symphonic Band        |
| *Jazz Ensemble                        | *Jazz Ensemble       | *Jazz Ensemble        |
| Music Appreciation                    | Music Appreciation   | Music Appreciation    |
| Concert Choir                         | Concert Choir        | Concert Choir         |
| Treble Choir                          | Treble Choir         | Treble Choir          |
| *Jazz/Show Choir                      | *Jazz/Show Choir     | *Jazz/Show Choir      |
| *AP Music Theory                      | *AP Music Theory     | *AP Music Theory      |

## MUSIC

Mr. Derek Beekhuizen, B.A., Northwestern College (IA)  
Mr. Drew Wojciehowski, B.A., Luther College (IA)

### Symphonic Band

Course Code: MUSBA/MUSBB  
Grade: 9-12  
Prerequisites: None  
Course Length: One year  
Course Credit: 1.0  
Offered: Yearly

**\*All students will be expected to attend individual labs. Individual labs will be scheduled during study hall or during class times on a rotating basis. It is the student's responsibility to attend each lab or reschedule any missed labs with the teacher.**

*What you will learn in this course:*

You will learn musicality, teamwork, discipline, and music literature.

*How you will learn in this course:*

You will learn through performance in large and small musical groups, in concert and contest settings.

*Why this course is important:*

Band is important because it can teach musicality, self-discipline, creativity and synthesis of many subject areas into a performance medium art form.

### \*Wind Ensemble

Course Code: MUWEA/MUWEB  
Grade: 9-12  
Prerequisites: Audition with instructor  
Course Length: One year  
Course Credit: 1.0  
Offered: Yearly

\*Laude Course

**\*\*Students with scheduling issues will only be allowed into Wind Ensemble if they are accepted through audition.**

**\*All students will be expected to attend individual labs. Individual labs will be scheduled during study hall or during class times on a rotating basis. It is the student's responsibility to attend each lab or reschedule any missed labs with the teacher.**

*What you will learn in this course:*

You will learn musicality, teamwork, discipline, and music literature.

*How you will learn in this course:*

You will learn through performance in large and small musical groups, in concert and contest settings.

*Why this course is important:*

Band is important because it can teach musicality, self-discipline, creativity and synthesis of many subject areas into a performance medium art form.

### Music Appreciation

Course Code: MUMAP  
Grade: 11-12  
Prerequisites: None  
Course Length: One semester  
Course Credit: 0.5  
Offered: Yearly

*How you will learn in this course:*

You will learn through the use of text materials, extensive listening, lecture, and hands-on activities.

*Why this course is important:*

This course helps fill the void created by an almost entirely electronic society where music is physically felt rather than heard.

### Treble Choir

Course Code: MUTCA/MUTCB  
Grade: 9-12  
Prerequisite: None  
Course Length: One year  
Course Credit: 1.0  
Offered: Yearly

**\*All students will be expected to attend individual labs. Individual labs will be scheduled during study hall or during class times on a rotating basis. It is the student's responsibility to attend each lab or reschedule any missed labs with the teacher.**

*What you will learn in this course:*

You will study and perform styles of choral music through the art of singing. You will understand and demonstrate the proper techniques of singing. You will learn to sing in harmony with other treble voices.

*How you will learn in this course:*

You will learn through large group and individual instruction. Evaluation is based both on participation and rehearsals and performances.

*Why this course is important:*

You will experience music through daily rehearsals and public performance. You will be given opportunities to perform in a large group or as a soloist. You will be given the opportunity to be involved in music theatre, school and community performances, music festivals, honors choir, and competitions. By developing basic skills in singing, you will have a solid background to pursue music if you choose, after graduation.

### Concert Choir

Course Code: MUT2A/MUT2B  
Grade: 9-12  
Prerequisites: None  
Course Length: One year  
Course Credit: 1.0  
Offered: Yearly

**\*All students will be expected to attend individual labs. Individual labs will be scheduled during study hall or during class times on a rotating basis. It is the student's responsibility to attend each lab or reschedule any missed labs with the teacher.**

*What you will learn in this course:*

You will study and perform styles of choral music through the art of singing. You will understand and demonstrate the proper techniques of singing. You will learn to sing in a mixed choir setting with both male and female voices.

*How you will learn in this course:*

You will learn through large group and individual instruction. Evaluation is based both on participation in rehearsals and performances..

*Why this course is important:*

You will experience music through daily rehearsals and public performance. You will be given the opportunities to perform in a large group or as a soloist.

**\*Jazz /Show Choir**

Course Code: MUVJA/MUVJB  
 Grade: 10-12, prior consent of instructor  
 Prerequisites: None  
 Course Length: One year  
 Course Credit: 1.0  
 Offered: Yearly

\*Laude Course

**\*All students will be expected to attend individual labs. Individual labs will be scheduled during study hall or during class times on a rotating basis. It is the student's responsibility to attend each lab or reschedule any missed labs with the teacher.**

*What you will learn in this course:*

You will study and perform both jazz and show choir music. The first semester will be holiday music and the second semester will be jazz/show music. You will learn balance and blend in a mixed choir setting as well as some choreography for show choir pieces.

*You will learn in this course:*

You will learn through large group and individual instruction. Evaluation is based on both your participating in rehearsals and performances.

*Why this course is important:*

You will experience different types of music in different settings. This group will be mainly the traveling choir and therefore, will be performing during and outside of the school day.

**\*Jazz Ensemble (Zero Period)**

Course Code: MUJEB  
 Grade: 9-12  
 Prerequisites: Must be concurrently enrolled in Wind Ensemble or Symphonic Band  
 Course Length: Meets at 7:00 a.m. on Tuesdays & Thursdays  
 Course Credit: .25/semester  
 Offered: Yearly during Zero Period

\*Laude Course

*What will the students learn?*

Students will explore our greatest original American art form through the study of jazz improvisation, music theory, aural training, jazz style development, American history, and multicultural influences to jazz.

*How will the student learn in this course?*

The ensemble will rehearse and perform varied and quality jazz ensemble literature, extensively listen to an array of jazz recordings, and use improvisation as a hands-on study of jazz theory, aural development, and expressive creativity. The ensemble will learn in concert, festival, and gig settings and from guest artists and clinicians.

*Why is this course important?*

The U.S. House of Representatives in 1987 categorized Jazz as "a rare and valuable national American treasure to which we should devote our attention, support and resources." This course can provide a foundation for the preservation of America's first "popular" music, as well as a functional tool for well rounded,

multicultural education and community outreach through performances. Jazz education can enhance students' musicianship, creativity, and self-discipline. Jazz is also an effective avenue to a growing realm of 21<sup>st</sup> Century arts and media professions.

**\*AP Music Theory (Zero Period)**

Course: MUAPA/MUAPB  
 Grade: 11-12  
 Prerequisite: None **Strongly recommended: Band and/or Choir experience**

Course Length: One year  
 Course Credit: 1.0  
 Offered: Yearly during Zero Period

\*Laude Course

**Please see page 88 for more information on the AP Program.**  
*Fee: The AP test costs \$95.*

*What will you learn in this course:*

The AP Music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized.

*How you will learn:*

The course is presented largely through lectures and group projects. Students will also learn through playing and singing music, listening and analyzing music, and music readings. Students will learn basic piano skills.

*Why this course is important:*

This course allows students to grow their passion and gain a greater understanding for music. This course is especially valuable to students thinking of careers related to music and theater. Students can earn college credit from this course by taking the AP test in May.

# Physical Education

## Course Offerings by Grade

| 9th Grade                 | 10th Grade                         | 11th Grade                         | 12th Grade                         |
|---------------------------|------------------------------------|------------------------------------|------------------------------------|
| Health Education*         | Health Education*                  | Health Education*                  | Team Sports                        |
| PE 9– Freshmen Phys Ed.   | Individual Sports 1                | Individual Sports 1                | Individual Sports 1                |
| Summer Physical Education | Adventure Experience               | Adventure Experience               | Adventure Experience               |
|                           | Exercise through Dance and Rhythms | Exercise through Dance and Rhythms | Exercise through Dance and Rhythms |
|                           | Personal Fitness                   | Team Sports                        | Personal Fitness                   |
|                           | Team Sports                        | Personal Fitness                   | Coaching & Officiating             |
|                           | Strength & Conditioning            | Coaching & Officiating             | Strength & Conditioning            |
|                           |                                    | Strength & Conditioning            |                                    |
|                           | Summer Physical Education          | Summer Physical Education          | Summer Physical Education          |

### Primary Programs of Study in Physical & Health Education

- Health Science
- Education

| Health Sciences                    | Education                          |
|------------------------------------|------------------------------------|
| Health Education                   | Health Education                   |
| PE 9– Freshmen Physical Ed.        | PE 9– Freshmen Physical Ed.        |
| Team Sports                        | Team Sports                        |
| Individual Sports 2                | Individual Sports 2                |
| Adventure Experience               | Adventure Experience               |
| Exercise through Dance and Rhythms | Exercise through Dance and Rhythms |
| Personal Fitness                   | Personal Fitness                   |
| Strength and Conditioning          | Coaching & Officiating             |



## PHYSICAL EDUCATION

Mr. Matt Pfister, B.S. UW-LaCrosse  
Mr. Brad Knecht, B.S. UW-Oshkosh

### Freshman Physical Education

Course Code: PE9  
Grade: 9  
Prerequisites: None  
Course Length: One semester  
Course Credit: 0.5  
Offered: Each semester

#### *What you will learn in this course:*

Team building, rock climbing, flag football, dance, tennis, rollerblading, weight training, swim stroke development, volleyball, and fitnessgram physical fitness testing will also take place. During the semester, students will also be trained on how to give care using an AED in case of an emergency situation. Students will be given basic knowledge on how to assess an emergency situation to give proper care to an injured person.

#### *How you will learn in this course:*

Lecture and demonstration will be used to output knowledge. You will practice and actively participate to learn.

#### *Why this course is important:*

This course will teach you rules and proper technique of these physical activities. It will help you develop a vigorous, healthful lifestyle which includes appropriate activities, knowledge, and attitudes for all stages of life.

### Exercise through Dance and Rhythms

Course Code: PEEDR  
Grade: 10, 11, 12  
Prerequisites: none  
Course Length: One semester  
Course Credit: 0.5  
Offered: Each year

#### *What you will learn in this course:*

A variety of movements will be used to increase and maintain fitness. A pre and post fitness tests will be given so goals can be set individually. Modern dance used for workouts such as Zumba, Hip-Hop dancing, Aerobic, and Just Dance will be the primary focus along with Yoga. Other types of dance that may be taught and utilized are the following: Jitterbug, Ballroom (polka and waltz), Salsa, Merengue, Cumbia and Reggaeton, Line, Square, and Social (modern and couples dances).

#### *How you will learn in this course:*

Explanation and demonstration will be used to output knowledge. You will practice and actively participate to learn and enhance fitness.



#### *Why this course is important:*

This course will help to maintain or improve your fitness level along with giving you the basic knowledge to participate after high school in additional dance classes. You will acquire a body of knowledge about dance activity and its components and develop desirable attitudes and behaviors about dance and movement.

### Adventure Experience

Course Code: PEAEX  
Grade: 10, 11, 12  
Prerequisites: None  
Course Length: One semester  
Course Credit: 0.5  
Offered: Each year

#### *What you will learn in this course:*

Students will experience outdoor and indoor challenges that promote health and fitness. Some of these activities include; preparation and planning for a ski trips (downhill and cross country) challenge course (rock climbing, low and high elements) rollerblading, mountain biking, kayaking, winter activities (ice skating, sledding) hiking and backpacking, orienteering and geocaching, paintball and disc golf.



#### *How you will learn in this course:*

Students will explore ways to plan outdoor adventures through the use of technology. Participation in pre challenge classes to prepare for the excursion will facilitate active learning and improve fitness.

#### *Why this course is important:*

Adventure education focuses mainly on activities that can be done for a lifetime. We stress lifetime because we want students to begin to think about and plan what they will do for fitness after high school.

### Individual Sports

Course Code: PEIS1  
Grade: 10, 11, 12  
Prerequisites: None  
Course Length: One semester  
Course Credit: 0.5  
Offered: Varies by year

#### *What you will learn in this course:*

Students will learn the rules and participate in a variety of individual sports. Tournaments and medium level competition will improve the students strategies and techniques. Students in the class will determine what units will be offered in the semester. Swimming stroke development, weight/Cardio room workouts, and pre and post fitness testing will be 3 of the 10 units that every individual sport class will be required to participate in. Other units may include: rock climbing, biking, badminton, pickle ball, tennis, golf, disc golf, bowling, recreational games, etc.

#### *How you will learn in this course:*

Lecture and demonstration will be used to output knowledge. You will practice and actively participate to learn. Technology with the use of heart rate watches, fitness apps, and iPads/Smart devices will also be used.

*Why this course is important:*

This course will teach you rules and proper technique of these physical activities. Most importantly, this course will help to maintain a healthy fitness level or improve fitness level along with providing an opportunity to participate in lifetime sports.

**Personal Fitness**

Course Code: PEPFI  
 Grade: 10, 11, 12  
 Prerequisites: None  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Each year

*What you will learn in this course:*

Throughout the semester students will learn how different workouts can help their individual needs. Students will learn what a good workout plan looks like, learn about muscles and healthy eating to benefit from a workout, and be exposed to a variety of fitness opportunities that will include: cardio swim, weight lifting, Zumba, speed/agility, cardio machines, yoga, and much more. Students will be required to make weekly workout plans that incorporate both weight lifting and cardio activities. Pre and post fitness testing and the use of heart rate watches will be used to help students monitor fitness levels and achieve personal goals.

*How you will learn in this course:*

Lecture and demonstration will be used to output knowledge. You will create weekly and monthly workout plans that fit your personal needs to keep a healthy lifestyle. The use of technology will be incorporated to help set personal fitness plans and goals.

*Why this course is important:*

This course will teach you how to set up a detailed workout plan and stick to the plan. This is an introduction to valuing fitness and to maintain a healthier lifestyle. If you put the necessary effort into this class, you will leave feeling more confident and better about yourself. The end goal is for you to leave healthier and continue your fitness plans outside of class time.

**Strength and Conditioning**

Course Code: PESAC  
 Grade: 10, 11, 12  
 Prerequisites: None  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Each year

*What you will learn in this course:*

This class will be specifically related to creating weight room workout plans and learning proper mechanics for a variety of upper and lower body lifts, core exercises, and speed/agility movements. During the semester students will learn about weight training principles in order to create a weight room workout plan that is implemented on a daily basis. Students will also learn about speed, agility, and other conditioning concepts that will be incorporated into the weekly workouts. The movements learned will help build a foundation for a healthier and stronger lifestyle that can be used beyond high school.

*How you will learn in this course:*

Lecture, projects, and demonstration will be used to output knowledge. You will create weekly weight room workout plans that fit your personal needs related to strength and conditioning that will provide an active learning opportunity for the different movements focused on strength and conditioning. The use of technology will be incorporated to help set personal fitness plans and goals.

*Why this course is important:*

This class will be the most beneficial for students who want to gain more knowledge about strength and conditioning and are motivated to work independently on personal goals. This course will teach you proper mechanics for weight room lifts/exercises and build a foundation to strengthen your body based on personal goals. Students leaving this class will have the opportunity to make personal changes to their bodies physically and provide the knowledge to continue a strength based workout plan.

**Team Sports**

Course Code: PETSS  
 Grade: 10, 11, 12  
 Prerequisites: None  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Each year

*What you will learn in this course:*

Students will learn the rules and participate in a variety of team sports. Tournaments and medium level competition will improve the students strategies and techniques. Sports included: football, softball, soccer, ultimate Frisbee, volleyball, water games, basketball, speedball/spasketball, and floor hockey. Pre and post fitness testing and the use of heart rate watches will be used to help students monitor fitness levels and achieve personal goals.

*How you will learn in this course:*

Lecture and demonstration will be used to output knowledge. You will practice and actively participate to learn.

*Why this course is important:*

This course will teach you rules and proper technique of these physical activities. It will help you develop a healthy lifestyle that includes physical and social health. Participating in these team sports, you will develop closer relationships with classmates and learn what it takes to participate as a teammate. The majority of these activities that you can continue playing in adult leagues in many communities.

**Coaching & Officiating**

Course Code: PECO  
 Grade: 11, 12  
 Prerequisites: None  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Dependent on sign up

**\*\*This course does not count toward 1.5 PE graduation requirement.**

*What you will learn in this course:*

The first unit on coaching will expose you to a wide variety of skills and knowledge needed to coach at any level. The second unit will provide students with the knowledge and skills needed to acquire certification by the WIAA.

*Why this course is important:*

There is a great need for coaches and officials at the youth and high school levels. Often they are lay people with the knowledge only gained from their playing days. They have never been trained to organize and deal with young athletes. This course will help students be able to coach and/or officiate YMCA sports, recreation department sports, and other youth leagues.

**Health Education/Summer Health**

Course Code: PEAHL  
 Grade: 9-11  
 Prerequisites: None  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: During school year and summer

Note: This course does not count toward the 1.5 PE graduation requirement, it is a separate graduation requirement.

*What you will learn in this course:*

This class will go in-depth about: remaining physically active and the importance; choices, consequences, and awareness of various types of drugs; how to make safe choices related to relationships with family, friends, and a significant other; mental/emotional health in dealing with stress, loss, violence, and ways to cope and relax with different situations; nutrition related to food labels, dieting, making healthy choices, and making meals/snacks; disease prevention related to finding information, vaccinations, and where to go to get help. Students will also be getting trained and certified in First Aid, CPR, and AED. These are the main topics for the class that will be covered along with other current event topics related to health.

Note: A student may be exempted from the Human Growth and Development portion by a written request from student's parent/guardian. An alternative unit of instruction will be required.

*How you will learn in this course:*

Students will learn through lecture, activities, and projects. The main way of learning will occur through teacher and student led discussions about each main topic. Technology will also be infused into the class to promote learning. A few examples are: apps, heart rate monitors, computers/internet use, and pedometers.

*Why this course is important:*

As students become more independent, they need to be aware of the importance of making healthy choices throughout their entire lives. With independence comes choices and choosing to make healthy choices. This class will help provide knowledge to make healthy choices now and throughout their lives.

**Summer Physical Education**

Course Code: PESUM  
 Grade: 9-12  
 Prerequisites: None  
 Course Length: 6 weeks  
 Course Credit: 0.5  
 Offered: In summer

Students will receive instruction focusing on lifelong personal fitness along with instruction on a variety of sports and recreational activities.

This course meets for six weeks during the summer. Classes meet every day for an hour and a half. Students are required to log additional fitness hours every week.

**Students may only take 1.0 credits of Summer PE to fulfill the 1.5 required physical education requirement. All students must complete at least .5 credit during the school year.**

**\*\*\*Zero Period PE is no longer available.**

**\*\*\*All PE courses are co-ed. There are no single gender options.**

**\*\*\*According to School District Standards - Wis. Stat. sec. 121.02 and Wis. Admin. Code sec. PI 8 Standard P PE credits must be earned over three separate years.**



# Science

## Course Offerings by Grade

| Future Plans:                     | 9th Grade        | 10th Grade    | 11th Grade   | 12th Grade                                    |
|-----------------------------------|------------------|---------------|--|---|
| College Bound Science Major       | Science 9 (2s) ^ | Biology (2s)^ | *Chemistry (2s), and *Anatomy & Physiology (2s), and/or a Science Elective | *CAPP Bio# or *CCIHS Chem#, and *Physics (2s) |
| College Bound Non-Science Major   | Science 9 (2s) ^ | Biology (2s)^ | Chem Comm(2s) or *Chemistry (2s) and/or Science Elective                   | Science Elective                              |
| Technical College; Skilled Trades | Science 9 (2s) ^ | Biology (2s)^ | Science Elective   | Science Elective                              |
| School to Work                    | Science 9 (2s) ^ | Biology (2s)^ | Science Elective   | Science Elective                              |

- Classes with an ^ are required courses with exceptions as listed below.
- Each student is required to take 3 years (3 credits; six semesters) of science at SFHS.
- Number in parentheses is the length of the course in semesters.

#Offered on alternating year basis

### Primary Programs of Study in Science

- Science, Technology, Engineering & Mathematics (STEM)
- Agriculture, Food & Natural Resources
- Health Science

### \*Laude Courses

- \*Chemistry (LTC) 1.0
- \*CCIHS Chemistry (UW-GB) 1.0
- \*CAPP Biology (Lakeland) 1.0
- \*Anatomy & Physiology (LTC) 1.0
- \*Physics 1.0

| STEM                                       | Agriculture, Food, & NR                | Health Science                            |
|--|--|---|
| Science 9 (2s) ^                           | Science 9 (2s) ^                       | Science 9 (2s) ^                          |
| Biology(2s) ^                              | Biology(2s) ^                          | Biology (2s) ^                            |
| *Anatomy & Physiology (2s)                 | *Chemistry(2s) or Chem Comm(2s)        | *Anatomy & Physiology (2s)                |
| *Chemistry(2s)                             | Earth Science (1s)                     | *Chemistry (2s)                           |
| *Physics(2s)                               | Natural Resources/Ecology(1s)          | *CAPP Biology and/or *CCIHSChemistry (2s) |
| *CAPP Biology and/or *CCIHS Chemistry (2s) | *Animal Vet Science (1s)               | *Physics(2s)                              |
| Earth Science (1s)                         | *Horticulture (1s)                     |   |
|  | Intro to Agriculture (1s) or (2s)      |   |
|  | *Green and Growing (1s)                |   |
|  | *Food Science (1s)                     |   |
|  | Landscape Architecture and Design (1s) |   |

## SCIENCE

Mr. Brad Hoffmann, B.S. UW-Stevens Point  
 Mr. Andrew Jagow, B.S. UW-Green Bay  
 Ms. Pamela Salm, B.S. Millikin University, M.A., Truman State University  
 Mr. Colin Sheahan, B.S. Wisconsin Lutheran College

### Science 9

Course Code: SCISA/SCISB  
 Grade: 9  
 Prerequisites: None  
 Course Length: One year  
 Course Credit: 1.0  
 Offered: Yearly

#### *What you will learn in this course:*

This course serves at the gateway course to all other science courses in the high school, so it is a required course for all ninth graders. It is aligned to the Next Generation Science Standards and will assist students in preparation for ACT testing required during the eleventh grade year.

#### *How you will learn in this course:*

This course will incorporate laboratory experiences, group activities, lecture, class discussion, demonstration, and technology in an attempt to teach to all learning styles.

#### *Why this course is important:*

This course is important because it will delineate concepts that are important for our students to achieve proficiency on the ACT Aspire test in their sophomore year. It is the foundation for all other science courses including Chemistry, Physics and Earth Science. The mathematical concepts taught in this course will be used throughout your student's science career at Sheboygan Falls. **This course is required for graduation.**

### Biology

Course Code: SCBIA/SCBIB  
 Grade: 10  
 Prerequisite: None  
 Course Length: One Year  
 Course Credit: 1.0  
 Offered: Yearly

#### *What you will learn in this course:*

You will be introduced to basic cellular biology & genetics, evolutionary theory, and a survey of lower kingdom and plant groups. Particular attention will be given to plants found in and around Wisconsin.

#### *How you will learn in this course:*

This course incorporates laboratory experiences, group activities, lecture, demonstration, and technology in an attempt to teach to all learning styles. Various projects give you opportunities to explore areas of interest in the biological sciences.

#### *Why this course is important:*

You will learn to appreciate the awesome intricacies of the cell, why you breathe oxygen, what makes you "you", as well as the interrelationships of bacteria, fungus, and plants in the world around you. The appreciation for other living organisms will help you make informed decisions about issues such as human health and the natural environment. **This course is required for graduation.**

### Natural Resource/Ecology

Course Code: AGNRM  
 Grade: 11-12  
 Prerequisite: None  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

**\* Note: Can be used as a science credit or agriculture elective**

#### *What you will learn in this course:*

- Basics about agriculture
- How to do taxidermy
- Orienteering
- How to cruise timber
- Other aspects of the forestry industry
- Soil management
- Wildlife management
- Water management

#### *How you will learn in this course:*

- Field trips
- Hands-on activities
- Written assignments
- Oral presentations
- Class discussion
- Video tapes

#### *Why this course is important:*

- Increasing environmental consciousness
- Increasing need for proper environmental management
- Course provides introductory skills for natural resource management

### Earth Science

Course Code: SCES2  
 Grade: 10-12  
 Prerequisites: None  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

#### *What you will learn in this course:*

Earth Science is a survey of many topics including space science, glacial geology, meteorology, volcanism and tectonics, oceanography, and geologic time. You will learn about the position of the earth in our universe and the forces that have changed our planet over millennia.

#### *How you will learn in this course:*

Each unit includes a balance of lecture and discussion, cooperative group work, learning from the textbook, videos, and field work. You will select, plan, and carry out several unit projects throughout the course.

#### *Why this course is important:*

We live in an ever-changing and dynamic planet. In order to fully understand and appreciate the wonders of our planet, it is important to understand the natural processes and forces that shape planet Earth.

**Chemistry in the Community (ChemComm)**

Course Code: SCCCA/SCCCB  
 Grade: 10-12  
 Prerequisite: *Biology, 1 yr math*  
 Course Length: One year  
 Course Credit: 1.0  
 Offered: Yearly

*What you will learn in this course:*

This course is a laboratory-based science class in which students will study a real world approach to introductory chemistry concepts. Many topics that are currently in the news show up as part of the curriculum. Students should elect Chemistry in the Community if they are planning to pursue careers that are not directly related to science such as law, education, liberal arts, journalism or business.

*How you will learn:*

Chemistry in the Community uses a hands-on approach to study the chemistry that affects our daily lives. Most of the class is student-centered with minimal lecture, theory and math. Students learn through laboratory experiments, projects, inquiry, problem-solving, and discussion.

*Why this course is important:*

This non-science majors college prep course offers connections to real life experiences and provides a firm foundation in the basic concepts of chemistry. Chemistry in the Community is recognized by the UW system as equivalent to general chemistry.

**\*Chemistry (AS)**

Course Code: SCCHA/SCCHB  
 Grade: 10-12  
 Prerequisites: *Recommended to take concurrently with Alg 2*  
 Course Length: One year  
 Course Credit: 1.0  
 Offered: Yearly

*\*Laude Course starting with 2019-20 school year*

**It is strongly recommended for students who enroll in Chemistry to be at a math level of Algebra II or higher.**

*What you will learn in this course:*

This course is a laboratory-based science class in which students will study the history of chemistry, the models used in chemistry, the structure and properties of matter as they explore chemical reactions, the structure of atoms, conservation and interactions of energy and matter, the gas laws, and nuclear reactions.

*How you will learn in this course:*

Demonstrations and problem sets lead to a basic understanding of chemical theories and concepts; hands-on lab experiments reinforce these ideas.

*Why this course is important:*

This is a college prep chemistry course designed for students with strong math skills. It is also required for students enrolling in a technical college Registered Nursing Program.

**Articulated-Advanced credit standing (3-credits) to technical colleges with a grade of B or higher for high school course.**

**\*Anatomy and Physiology (AS)**

Course Code: SCHPA/SCHPB  
 Grade: 11-12  
 Prerequisites: *Biology*  
 Course Length: One year  
 Course Credit: 1.0 (3 credits may be earned at LTC)  
 Offered: Yearly  
 \*Laude Course

*What you will learn in this course:*

This course is designed to give an in-depth look at the structure and functions of the body using a system-by-system approach. Attention is also given to abnormal structure and functions.

*How you will learn in this course:*

The course is presented largely through lecture and group activities; there is a strong laboratory emphasis on skeletal, muscular, respiratory, nervous, circulatory, and urinary systems.

*Why this course is important:*

This course is especially valuable to students thinking of careers related to medicine, psychology, and physical education, but also has practical value for all other students.

**Articulated-Advanced credit standing (3-credits) 10-806-103 to technical colleges with a grade of B or higher for high school course.**

**\*Physics**

Course Code: SCPHA/SCPHB  
 Grade: 11-12  
 Prerequisite: *Algebra 2*  
 Course Length: One year  
 Course Credit: 1.0  
 Offered: Yearly  
 \*Laude Course

*What you will learn in this course:*

The course will begin with look at the history of scientific inquiry. The course follows with the study of classical mechanics - Newton's Laws of Motion, momentum, energy, rotational dynamics, and universal gravitation. You will continue with units covering states of matter, thermodynamics, sound and light, and electricity and magnetism. You will learn to measure different quantities of forces and energies and use these values to solve problems. The laws of the natural world will come to light with a conceptual approach to classical and modern physics.

*How you will learn in this course:*

There are many instruments that may be used to study forces and energy. You will learn to use several of them. Lecture/discussion, computer simulations, and problem-solving encourage higher level thinking.

*Why this course is important:*

This college prep physics course is especially valuable to students thinking of careers in engineering or physical sciences.

**\*CAPP Biology**

Course Code: SCABA/SCABB

Grade: 11-12

Prerequisite: Biology

**Strongly recommended: General Chemistry**

Course Length: One year

Course Credit: 1.0

Offered: 2023-2024

\*Laude Course

**This course is offered through Lakeland University at a cost of \$360 to the student for 4 college credits that are transferable to colleges and universities. Four college credits will be earned with satisfactory completion of this course. Lakeland University – BI 111, Life Sciences 1 (4 semester hours). Seniors will need to request a college transcript from Lakeland University to send to their respective college or university at the end of senior year. Please go to page 88 for more information.**

*What you will learn in this course:*

Concepts from Biology will be expanded and explored in this laboratory course. Topics include basic biological concepts of the chemistry of life, cell structure, cell function, the genetic basis of life, and the mechanisms of evolution. This course is recommended for those students considering science as a career choice. The main scope of the class is to learn biological concepts in great detail.

*How you will learn in this course:*

Through experimentation and lectures, this high-paced course concentrates on problem solving, test taking, and preparing for the next level of academics. This course will involve investigation of molecular models, analysis of data, group discussion, and laboratory experiments. These skills will be enhanced by advanced reading and research interpretation.

*Why this course is important:*

Successful completion of this course will earn you 3-4 college credits in BIO 111 at Lakeland University. All of the course and lab work will be done at SFHS yet you may earn college credit. You should be able to start college biology for science majors with the 2nd semester. Please check to be sure this course from Lakeland University will transfer to your desired university.

**\*CCIHS Chemistry**

Course Code: SCCPA/SCCPB

Grade: 11-12

**Prerequisites: Gen. Chem, Algebra 2/Trig**

Course Length: 1 year

Course Credit: 1.0

Offered: 2022-2023

\*Laude Course

**This class is a dual credit class (5 credits at UWGB) in collaboration with the University of Wisconsin-Green Bay. Students at Sheboygan Falls High School may choose to enroll for UW-GB credits in addition to high school credit. This creates a college transcript; therefore, it creates a GPA based on UW-GB's grading scale and course requirements for you, which is permanent. This transcript will need to be submitted to any future university you attend. College Credit in High School Principles of Chemistry I (CHEM 211—4 credits) and Principles of Chemistry I Laboratory (CHEM 213—1 credit). The cost of this 5 credit course is \$100 per credit or \$500 total. See page 88 for more information.**

*What you will learn in this course:*

Principles of Chemistry I is designed to give the student a broad introduction to some of the central concepts of chemistry, such as atomic structure, periodic trends, bonding, structure, and properties of matter as well as chemical reactions and processes. Since chemistry is a quantitative field, students will also come to understand the concept of significant figures and uncertainty in measurement. A strong emphasis is placed on lab work, chemical calculations, the mathematical formulation of principles and expressing ideas with clarity and logic.

*How you will learn in this course:*

The high-level, fast-paced course will utilize student centered group learning strategies consisting of advanced readings, discussions covering major topics, process oriented guided inquiry learning packets, case studies, research interpretation, application based problem sets, high-level assessments and laboratory experiences. Students will be expected to read the textbook and other resources and/or utilize video lessons as well as complete pre-lab activities prior to class so that they are prepared to take part in the class learning activities and are able to contribute to the collaborative learning process.

*Why this course is important:*

This course is to prepare students for the next level of academics, whether enrolled for college credit or not. Successful completion of this course based on UW-GB's grading scale and requirement will earn you 4 college credits in CHEM 211 and 1 college credit in CHEM 213 at the University of Wisconsin-Green Bay and is transferable to any college or university. You may be able to continue college chemistry with the 2nd semester course. Always check how this course will transfer to your desired college or university.

# Social Studies

## Course Offerings by Grade

| 9th Grade    | 10th Grade     | 11th Grade                 | 12th Grade                 |
|--------------|----------------|----------------------------|----------------------------|
| U.S. History | Global Studies | Government & Politics      | Government & Politics      |
| Leadership   | Leadership     | Economics                  | Economics                  |
|              |                | Sociology                  | Introduction to Psychology |
|              |                | Introduction to Psychology | *AP Psychology             |
|              |                | *AP Psychology             | *CAPP US History#          |
|              |                | *CAPP US History#          | Sociology                  |
|              |                | Leadership                 | Leadership                 |

### Primary Programs of Study in Social Studies

- Government & Public Administration
- Law, Public Safety, Corrections & Security
- Human Services

#Offered every other year

### \*Laude Courses

- \*AP Psychology 1.0
- \*CAPP US History (Lakeland) 1.0

| Government & Public Administration | Law, Public Safety, Corrections & Security | Human Services        |
|------------------------------------|--|-----------------------|
| U.S. History                       | U.S. History                               | U.S. History          |
| Global Studies                     | Global Studies                             | Global Studies        |
| Government & Politics              | Government & Politics                      | Government & Politics |
| Economics                          | Economics                                  | Psychology            |
| *CAPP US History#                  | Sociology                                  | Sociology             |
|                                    | Psychology                                 | *AP Psychology        |

## SOCIAL STUDIES

Ms. Jamie Flagstad, M. Ed, Lakeland College  
 Ms. Amanda Hackbarth, B.S. UW-LaCrosse  
 Ms. Emily Tews, B.A. Carthage College  
 Mr. Mark Thompson, B.S., UW-Milwaukee  
 Mr. Chris Zablocki, B.S. Lakeland Univ, M.S. National Louis Univ

### United States History

Course Code: SSUSA/SSUSB  
 Grade: 9  
 Prerequisites: None  
 Course Length: One year  
 Course Credit: 1.0  
 Offered: Yearly

#### *What you will learn in this course:*

This course is established so that as a student you will:

- Acquire knowledge of the nation's past;
- Develop skills necessary for full participation in America's democratic society;
- Understand the importance of being an active citizen, and;
- Demonstrate and awareness of current world issues and events.

#### *How you will learn in this course:*

This course will be taught from a basic text with class periods comprised of a variety of activities including: lecture, note-taking, discussion, large and small group work, student presentations, games, written activities and use of audio-visual materials.

#### *Why this course is important:*

This course will provide the necessary requirements for graduation from Sheboygan Falls high School. United States History is a required two-semester course offered to freshman attending Sheboygan Falls High School. This is a chronological course providing an in depth analysis of key events, people, and issues in United States history from Civil War to present. This course will also provide opportunities for students to develop an awareness of current world issues and events

### \*CAPP United States History

Course Code: SSCHA/SSCHB  
 Grade: 11 & 12  
 Prerequisites: None (however, good grades in other history classes are optimal)  
 Course Length: One Year  
 Course Credit: 1.0

#### *\*Laude Course*

***This course is offered through Lakeland University at a cost of \$270 per semester to the student. For the year, students can earn a total 6 college credits for both semesters that are transferable to colleges and universities. Three college credits per semester (total of 6 possible) will be earned with satisfactory completion of this course. Lakeland University – HIS 201 U.S. History I and HIS 202 U.S. History II. Seniors will need to request a college transcript from Lakeland University to send to their respective college or university at the end of senior year. Please go to page 88 for more information.***

#### *What you will learn in this course:*

This course will cover U.S. History from Pre-Columbian times to the recent past. It has college level expectations.

#### *How you will learn in this course:*

You will read a college U.S. History text and take notes on the readings. Class will be a combination of lecture and discussion. You will also work with primary sources from major periods of U.S. History. This class will help students to understand cause and effect throughout history. It will improve the students' ability to analyze a source.

#### *Why this course is important:*

This course will provide the necessary requirements for graduation from Sheboygan Falls High School. This course will also help the student develop an understanding of America's institutions and encourage participation in our nation's democratic society. This is a chronological course providing an analysis of key events, people, and issues in U.S. History from the Pre-Columbian era to present.

### Global Studies

Course Code: SSGSA/SSGSB  
 Grade: 10  
 Prerequisites: None  
 Course Length: One year  
 Course Credit: 1.0  
 Offered: Yearly

#### *What you will learn in this course:*

This course is established so that you will: \*Acquire knowledge of civilizations and cultures from ancient to modern times; \*Develop an appreciation for other cultures; \*Demonstrate an awareness of current world issues and events, and; \*Understand the interdependence of the world.

#### *How you will learn in this course:*

This course will be taught from a basic text with class periods comprised of lecture, note-taking, discussion, and group activities. Written activities and audio-visual materials will also be provided.

#### *Why this course is important:*

This course will provide the necessary requirements for graduation from Sheboygan Falls High School. This course will also help the student develop an understanding and appreciation of various cultures of the world ranging from ancient to contemporary times.

### Government & Politics

Course Code: SSGP  
 Grade: 11-12  
 Prerequisites: Global Studies  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Each semester

#### *What you will learn in this course:*

This course will examine American government at the national, state, and local levels. It will also go into the political side of our government. It will examine the political parties and how they play a role in our government.

#### *How you will learn in this course:*

This course will be taught from a basic text with class periods comprised of lecture, discussion, and group activities. Different types of media covering government operations will be used.

*Why this course is important:*

This is a general course covering the importance of federal, state, and local governments. You will be able to see the importance of these government, and how they effect your daily lives.

**Economics**

Course Code: SSECO  
 Grade: 11-12  
 Prerequisites: None  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Each semester

*What you will learn in this course:*

The goals of this course for you are to: \*Describe the basic characteristics of the American economic system with the emphasis on the role of private property, the price system, and competition; \*Demonstrate how fundamental economic concepts such as markets, economic incentives, and opportunity costs operate in the American and other economic systems; \*Develop an understanding of the economic principles that influence business decisions; \*Describe the economic roles governments play in a market economy; \*Help to understand the need for ethical standards in business leaders; producers, and consumers; \*Foster appropriate life, study, and decision-making skills; \*Enable opportunities to explore careers, consumer issues, and other aspects of personal economics; \*Provide “hands-on” experience in the operation of a business enterprise, and; \*Provide opportunities to interact with representatives of the business community.

*How you will learn in this course:*

This course will be taught from a basic text and study guides with class periods comprised of lecture, discussion, and group activities. Different types of media covering the American economic system will be used. One class period a week will be taught by a business person from the community.

*Why this course is important:*

The course is an applied economics course covering the workings of the American economic system. You will be able to see the importance of our economic system, and how it effects your daily life.

**Psychology**

Course Code: SSPSY  
 Grade: 11-12  
 Prerequisites: None  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Each semester

*What you will learn in this course:*

This course is established so that students will: \*Develop an awareness of the complexity of human behavior. \*Develop a better understanding of one’s own behavior as well as the behavior of others. \*Develop the ability to think critically and independently. \*Develop an understanding his or her own self-concept. \*Explore interesting aspects of psychology and how they relate to everyday life.

*How you will learn in this course:*

This course will be taught from a basic text with class periods comprised of lecture, discussion, and group activities. Videotapes covering current topics will be used periodically.

*Why this course is important:*

This course is a practical course and is preparatory in its nature. Most university and technical school majors require a psychology course as part of their programs. This course will prepare students for psychology courses in these institutions. Psychology is also valuable to everyday life. The more a person knows about the sources of their behavior and the behavior of others, the more prepared they are for making decisions in his/her own life.

**\*AP Psychology**

Course Code: SSCPA/SSCPB  
 Grade: 11-12  
 Prerequisite: Psychology recommended  
 Course Length: One Year  
 Course Credit: 1.0  
 Offered: Yearly

\*Laude Course

**Please see page 88 for more information on the AP Program.**

Fee: The AP test costs \$96.

*What you will learn in this course:*

You will study Psychology at an introductory college course level. Successful completion of the semester Psychology course is highly recommended.

*How you will learn in this course:*

You will read, study, and analyze the key topics in Psychology including personality, learning, research, testing, social psychology, psychopathology, and psychotherapy.

*Why this course is important:*

Successful completion of this class prepares students for more specialized and in depth studies in Psychology at the college level. In May, you will take the Psychology College Board Advanced Placement test. If you earn a 3, 4, or 5 on this test, you will receive college credit or advanced placement in your university, depending on established practices.

### Sociology

Course Code: SSSOC  
 Grade: 11 & 12  
 Prerequisites: None  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

*What you will learn in this course:*

This course is established so that you will: \*Understand basic human needs and the role society plays in helping people fulfill these needs; \*Understand the origins of groups and societies; \*Study the behavior of individuals as members of groups; \*Develop an understanding of what a society is and how it works and changes; \*Develop an understanding of theories of deviant behavior and the effects of deviant behavior on society, and; \*Develop a critical assessment of solutions to current social problems.

*How you will learn in this course:*

This course will be taught from a current sociology text with class periods comprised of lecture, discussion, and group activities. Videotapes covering current topics will be used, and students conduct empirical research. Field trips and guest speakers will be used when possible.

*Why this course is important:*

A knowledge of sociology is extremely important in these times of changing roles and values. It is essential that you are aware of the effects of society on individual behavior and the responsibility each individual has to society. Understanding the behavior of an individual as a member of a group allows persons to better understand themselves and others.

### Leadership in School and the Community

Course Code: SSLEA  
 Grade: 9-12  
 Prerequisite: None  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

*What you will learn in this course?*

At the completion of the course students would have/be able to:

- Organize and direct group activities
- Enhance communication skills
- Work on individual goals in leadership
- Apply leadership in various activities and situations

*How you will learn in this course?*

Learning will take place through lectures, guided interactions, group exercises, and application activities both in school and the community.

*Why this course is important?*

This course will help you:

- Demonstrate the commitment and responsibility behind being a leader inside and outside the school community.
- Work together to build cooperation and spirit.
- Demonstrate proper public speaking skills in both professional and non-professional capacities.

- Demonstrate the application of leadership skills such as decision-making, goal setting, effective communication, leadership, organization and time management skills, and concrete strategies to implement change.

# Technology Education

## Course Offerings by Grade

| 9th Grade                                  | 10th Grade                                 | 11th Grade                                 | 12th Grade                                 |
|--|--|--|--|
| Wood Fundamentals and Design               |
| CAD 1: Computer Aided Design & Engineering |
| STEM Geometry                              | STEM Geometry                              | STEM Geometry                              |  |
| Metal Fabrication and Machining            | *CAD II                                    | *CAD II                                    | *CAD II                                    |
| Intro To Technology                        | Wood Structures and Design                 | Wood Structures and Design                 | Wood Structures and Design                 |
| Robotics                                   | *Construction Concepts                     | *Construction Concepts                     | *Construction Concepts                     |
|  | *Engineering, Programming and Design       | *Engineering, Programming and Design       | *Engineering, Programming and Design       |
|  | Intro To Technology                        | Intro To Technology                        | Intro To Technology                        |
|  | Metal Fabrication and Machining            | Metal Fabrication and Machining            | Metal Fabrication and Machining            |
|  | *Advanced Metal Fabrication and Machining  | *Advanced Metal Fabrication and Machining  | *Advanced Metal Fabrication and Machining  |
|  | Electricity and Electronics                | Electricity and Electronics                | Electricity and Electronics                |
|  | Robotics                                   | Robotics                                   | Robotics                                   |
|  | *Robotics II                               | *Robotics II                               | *Robotics II                               |
|  | *Project G.R.I.L.L                         | *Project G.R.I.L.L                         | *Project G.R.I.L.L*                        |

### \*Laude Courses

- \*Advanced Metal Fabrication 1.0
- \*Construction Concepts 1.0
- \*CAD II 1.0
- \*Engineering, Programming and Design .5
- \*Project GRILL 1.0
- \*Robotics II .5

## Primary Programs of Study in Technology Education

- Manufacturing
- Architecture and Construction
- Science Technology Engineering and Mathematics

| Manufacturing                              | Architecture and Construction              | Science Technology Engineering and Mathematics |
|--|--|--|
| CAD 1: Computer Aided Design & Engineering | Wood Fundamentals and Design               | STEM Geometry                                  |
| STEM Geometry                              | CAD 1: Computer Aided Design & Engineering | *Engineering and Design                        |
| *CAD II                                    | *CAD II                                    | CAD 1: Computer Aided Design & Engineering     |
| Intro To Technology                        | *Construction Concepts                     | *CAD II  |
| Metal Fabrication and Machining            | Wood Structures and Design                 | Intro To Technology                            |
| *Advanced Metal Fabrication and Machining  | Electricity and Electronics                | Metal Fabrication and Machining                |
| Electricity and Electronics                | Robotics                                   | *Advanced Metal Fabrication and Machining      |
| Robotics                                   | *Robotics II                               | Electricity and Electronics                    |
| *Robotics II                               | *Project G.R.I.L.L                         | Robotics                                       |
| *Project G.R.I.L.L                         |  | *Robotics II                                   |
|  |  | *Project G.R.I.L.L                             |

## TECHNOLOGY EDUCATION

Mr. Ed Hughes, M.S., UW Stout  
Mr. Curtis Teunissen, B.S., UW Stout

### Introduction to Technology

Course Code: TEITE  
Grade: 9-12  
Prerequisite: None  
Course Length: One semester  
Course Credit: 0.5  
Offered: Yearly

#### *What you will learn in this course:*

This course will study the past, present, and future of technology systems as well as their impact on society, and the environment. Students will develop knowledge and skills involved in communications, transportation, conventional/alternative energy systems and custom manufacturing. These areas will be taught in both a classroom settings and with numerous hands-on activities and experiences. Examples of units covered include: basic engine rebuilding, manufacturing systems, electronics, energy systems, communication, precision measurement and the design process.

#### *How you will learn in this course:*

Through a combination of hands-on activities, demonstrations, and discussion.

#### *Why is this course important:*

Manufacturing is an important part of our local economy. Many people give very little thought to how products are designed and made. This course gives students in-sight to how manufacturing and the design process works and gives them the skills to enter into employment related to this project.

### Electricity/Electronics

Course Code: TETEE  
Grade: 10-12  
Prerequisites: None  
Course Length: One semester  
Course Credit: 0.5  
Offered: Yearly

#### *What you will learn in this course:*

This class will involve theory and hands on learning of modern AC and DC electrical circuits and systems. Students will work with various labs to understand concepts and safety in residential wiring, automotive systems and various modern electrical devices. All students will diagnose and test circuits and components with a digital multimeter. Alternative electrical energy-producing devices will be covered and electrical motor construction and testing will also take place. Students will also be responsible for the purchase and construction of an individual electronics project. This class will challenge you to overcome your fear of electricity and its complicated stigma. Learn to understand and respect the technology that makes modern life possible.

#### *How you will learn in this course:*

Students will use Algebra and basic math skills to apply electrical theory and application on a variety of projects, labs, and self-discovery experiments. Guest speakers, field trips, and video presentations will be used when applicable.

#### *Why this course is important:*

Electricity is the backbone of what makes modern life possible. With the proper knowledge and safety techniques students will be able to use the skills learned in this class throughout their personal and professional lives.

### Metal Fabrication and Machining—Welding I

Course Code: TEMFM  
Grade: 9-12  
Prerequisites: None  
Course Length: One semester  
Course Credit: 0.5  
Offered: Yearly

#### *What you will learn in this course:*

Metal is the primary resource and building block in our manufacturing economy. This is an exploratory course into the world of metal fabrication and machining. Students will build skills and knowledge in sheet metal, welding and cutting (SMAW, GMAW, GTAW, OFC, PAC), and machining skills on lathes and mills. Within these areas, the student will learn proper safety and use of machines and hand tools used in metalworking. Students will learn techniques in precision measuring, plan reading, problem solving, design and careers available in metalworking. A variety of projects will be constructed as a platform for the students to learn the skills taught in this class.

#### *How you will learn in this course:*

Students will learn by listening, seeing, and doing. The approach to learning in this class is that of the Journeymen and Apprentice. Students will learn through trial and error on a variety of projects. Quality and accuracy is highly emphasized all finished products.

#### *Why this course is important:*

The metal working industry is a very important part of our local and national economies. Try to go through the day without touching a metal object or something that was created in a metal die. Students need to become familiar with what the industry has to offer in our area and to explore opportunities. **Articulated-Advanced credit standing (2 credits) through LTC for Welding Intro with a grade of B for high school course.**

### \*Advanced Metal Fabrication and Machining —Welding II

Course Code: TEAMA  
Grade: 10-12  
Prerequisites: Metal Fabrication and Machining  
Course Length: One year  
Course Credit: 1.0  
Offered: Single Period One year or Double Period One Semester

**One advanced standing credit at LTC—Welding**

\*Laude Course

*What you will learn in this course:*

Students who wish to continue on with more advanced level projects in metal fabrication and machining will be able to refine their skills in this class. Students will complete a variety of machining projects on manual machines and exploring CNC machines. Students will learn advanced welding techniques and complete large scale individual or partner projects in a self-paced setting. Students may also work jointly with other Tech Ed classes to complete advanced metal fabrication on Project Grill. If you are a self-driven learner and need an open shop setting that allows you to express your building skills, this class is for you.

*How you will learn in this course:*

Students will learn by listening, seeing, and doing. The approach to learning in this class is that of the Journeymen and Apprentice. Students will learn through trial and error on a variety of projects. Quality and accuracy is highly emphasized all finished products.

*Why this course is important:*

Students with aptitude for metal working will be able to have their skills and further the depth of study. The course will lay the foundation for success in post-graduate pursuits, tech school, or employment.

**Articulated-Advanced credit standing (2 credits) through LTC Welding Maintenance Intro with a grade of B for high school course.**

**Wood Fundamentals and Design**

Course Code: TEWHT  
Grade: 9-12  
Prerequisites: None  
Course Length: One semester  
Course Credit: 0.5  
Offered: Yearly

*What you will learn in this course:*

Students will be introduced to the basics of working with wood. Students will design and create their own projects while gaining an understanding of properties of different wood species and learning safe operation of hand and power tools.

*How you will learn in this course:*

Through instructor-selected activities, you will participate in needed processes to complete project construction.

*Why this course is important:*

Wood is a basic component in our lives. Through this course you will be able to make better selections and uses of wood while learning to use and maintain common equipment. You will use creativity and problem-solving skills to design and create your own projects.

**Wood Structures and Design**

Course Code: TEWPT  
Grade: 10-12  
Prerequisites: Wood Fundamentals and Design  
Course Length: One semester  
Course Credit: 0.5  
Offered: Yearly  
*The Sawblade certification will be administered to students enrolled in this course.*

*What you will learn in this course:*

Students will build on what they've learned in Wood Fundamental and Design as well as a further study of wood qualities to design and create a piece of cabinet furniture including doors and/or drawers.

*How you will learn in this course:*

Through instructor-selected activities, you will participate in needed processes to complete project construction.

*Why this course is important:*

Wood is a basic component in our lives. Through this course you will be able to make better selections and uses of wood while learning to use and maintain common equipment. You will use creativity and problem-solving skills to design and create your own projects.

**\*Construction Concepts**

Course Code: TECNC  
Grade: 10-12  
Prerequisites: Wood Fundamentals and/or Instructor approval  
Course Length: One semester  
Course Credit: 1.0 (2 class periods/day)  
Offered: Yearly  
\*Laude Course

*What you will learn in this course:*

This class provides students with up-to-date information on building materials and construction methods along with practical hands-on learning. Some of the areas covered include building site layout, foundations, masonry work, wall and roof framing, plumbing, heating, ventilating and air conditioning, and electrical installation, and interior and exterior finishes. This course is designed to expose students to the many career opportunities in the construction industry.

*How you will learn in this course:*

Students will learn through demonstrations, class discussions, and hands-on activities. Guest presenters and field trips to construction sites will complement classroom instruction.

*Why this course is important:*

The demand for skilled trades people is increasing with an aging workforce. Job opportunities are, and will continue to be abundant. Many are unaware of the outstanding wages and benefits earned by these occupations.

**CAD I—Computer Aided Design & Engineering**

Course Code: TEC1  
 Grade: 9-12  
 Prerequisites: None  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

*What you will learn in this course:*

In this course you will learn basic 2D and 3D computer aided design and modeling techniques that can be used to solve engineering problems. The design and engineering software used will be AutoCad and Solidworks. Students will gain an understanding on how an engineer, architect, and other technical professionals use technology to solve problems. Students will learn the engineering and design process and they will apply that process within a team environment to solve a given engineering challenge. Students will be exposed to the Design and Innovation lab where they will build and test their designs

*How you will learn in this course:*

Through demonstrations, practical exercises, CAD training guides, videos, and guest speakers.

*Why this course is important:*

This course is a must for students interested in drafting, design, and engineering. This course is a prerequisite for CAD II courses.

**\*CAD II**

Course Code: TEC2A/TEC2B  
 Grade: 10-12  
 Prerequisites: CAD I or STEM Geometry  
 Course Length: Year  
 Course Credit: 1.0  
 Offered: Yearly

\*Laude Course

**The Certified SolidWorks Associate—Academic Exam will be administered to students enrolled in this course.**

*What you will learn in this course:*

This course is a continuation of CAD I with an emphasis on mechanical and architectural drafting/design. You will learn the principles, procedures, and materials used in designing and constructing a single family residence along with developing mechanical drawings. A strong emphasis will be placed on large project work that includes engineering drawings of mechanical components along with a complete set of residential building drawings.

*How you will learn in this course:*

The course will be taught from a standard architectural and mechanical design text, lectures, demonstrations, and CAD exercises including design challenges. The software you will learn is Solidworks, REVIT and AutoCAD.

*Why this course is important:*

Any student considering a career in engineering, industrial design or residential design will need the basic knowledge and skills learned in this course. Experience gained in computer use is essential in today's society.

**\*Engineering, Programming and Design**

Course Code: TEEAD  
 Grade: 10-12  
 Prerequisites: CAD I or STEM Geometry or Instructor approval  
 Course Length: One semester  
 Course Credit: 0.5  
 Offered: Yearly

\*Laude Course

*What you will learn in this course:*

This course is for the student wishing to further his/her knowledge and preparation for a career in engineering, mechanical design, computer aided machining or tool and die. Students will be exposed to the new Design and Innovation Lab where they will work with computer aided drafting (CAD), computer aided machining (CAM) and computer numerical control (CNC) equipment. Some of the topics include blueprint reading, geometric tolerancing, engineering design process and rapid prototyping. The curriculum is project based so bring your ideas and enthusiasm to make this class one of your most memorable high school experiences!

*How you will learn in this course:*

The course will be taught from current CAD/CAM text and tutorials, demonstrations, CAD/CAM exercises, videos and field trips. Students will also learn problem-solving procedures used by the industry to create new products.

*Why this course is important:*

Any student considering a career in Industrial Design, Machine Trades, or Engineering will need the knowledge and skills covered in the course.

**\*STEM Geometry**

Course Code: MASGA/MASGB  
 Grade: 9-12  
 Prerequisite: Algebra I  
 Course Length: One year  
 Course Credit: 1.0 math credit & 0.5 tech education credit  
 Offered: Yearly

See page 61 for a description of this course.

\*Laude Course (starting 2020-21 school year and beyond)

**Robotics**

Course Code: TEROB  
 Grade: 9-12  
 Prerequisites: None  
 Course Length: November - March  
 Credits: 0.5  
 Offered: Yearly

**Primarily completed outside of the school day.**

*What you will learn:*

Robotics I is an introductory course in the design and control of a tele-operated and autonomous robot. Students will select one of the following core areas of study: Programming, Electrical, Computer Aided Design, Business, Fabrication/Machining and Analysis. The students must attend a minimum of 90 hours training during the pre-season and build season to receive credit. The class is organized around a team "Robo Riot 3418" that uses the First Robotics design challenge to achieve the curricular goals. First Robotics is a varsity sport for the mind it combines the excitement of sport with the rigor of science and technology. The class typically starts in November and will end at the end of March.

*How you will learn:*

The core areas of study are taught by practicing engineers, technicians, teachers, and business mentors from local industry which includes Kohler, Curt Joa, Sargento, Panel Tech, and Sheboygan Chevrolet. The meeting times will vary based on the schedules of the mentors. The students will attend pre-season meeting before the official kickoff of the design challenge which occurs the first Saturday of January. After the kickoff this time is referred to as the build season. The build season is 6 weeks of intense design/build of the competition robot. Students are expected to attend a minimum of 10 hrs per week during the build season.

*Why is this course important:*

Robots are used in every technological industry, including automotive, aerospace, electronics and computer, chemical, manufacturing, telecommunications, consumer products, medicine and health, optics, agriculture, nuclear, mining, space, and textile. While technology continues to bring cyber and physical worlds together, the demand for robotics engineers and designers will continue to increase. *“The FIRST® Robotics Competition (FRC®) combines the excitement of sport with science and technology to create a unique varsity Sport for the Mind™. FRC helps high-school-aged young people discover the rewarding and engaging world of innovation and engineering.”*

**\*Robotics II**

Course Code: TERO2  
 Grade: 11-12  
 Prerequisites: Prior 2 Years of Robotics  
 Course Length: November - March  
 Credits: 0.5  
 Offered: Yearly  
 Primarily completed outside of the school day.  
 \*Laude Course

*What you will learn:*

Robotics II is an advanced course in the design and control of a tele-operated and autonomous robot. To be enrolled in this course you must be a student captain in one of the following core areas of study: Programming, Electrical, Computer Aided Design, Business, Fabrication/Machining and Analysis. Guidelines and Expectations:

1. To be considered, all potential student captains must complete an application during the application time period.
2. After submitting an application, all applicants will take part in an interview with advisors and mentors on the leadership committee.
3. All student captains must be available for at least 30 minutes before and after every meeting to meet as a committee and prepare for team meetings.
4. All student captains must have reliable methods for communication with each other and in their subgroups.
5. All student captains must be available to attend every competition, demonstration, and outreach event the team participates in.
6. The captains must attend a minimum of 90 hours training during the pre-season and build season to receive credit.
7. Manages and organizes the leadership team
8. Acts as the “voice of the team” and is a spokesperson for the team
9. Maintains team unity and ensures proper year-round communication
10. Coordinates Robo Riot Robotics Team programs and scheduling with team advisors and mentors

11. Organizes workshops and ensures team members are adequately prepared for technical tasks
12. Communicates technical needs with machine shops and other in-kind sponsors
13. Manages and organizes the team during FRC build
14. Leads technical portions of the FRC Program
15. Organizes design reviews during build season
16. Ensures a daily task list is made at the lab
17. Ensures proper organization and productivity amongst students at the lab
18. Ensures build schedule (Gantt chart) is created and deadlines are met
19. Ensures lab is cleaned and organized
20. Manages parts to manufacture list during build season and works with Business Director to oversee the parts to order list

**\*Project G.R.I.L.L.**

Course Code: TEPG1/TEPG2  
 Grade: 10-12  
 Prerequisite: Metals 1 or CAD 1  
 Course Length: One year, advanced standing credits are available through LTC for their welding & maintenance program or machining program for one and two year participants.  
 Course Credit: 1.0  
 Offered: Single period one year, participation will be required outside of school hours as well.

*\*Laude Course**What you will learn in this course:*

This course’s focus is on the Sheboygan County Project G.R.I.L.L. program, *“Growing Readiness in Learning & Leading.”* Throughout the year, students will learn how to design and manufacture a grill while highlighting how the manufacturing process works. Content to be covered involves measurement, design, engineering, management, advertising and marketing, finance, fabrication, teamwork, and proper documentation of the work completed. These skills are crucial to today’s manufacturing industries. Students will be given numerous opportunities to develop connections with people in manufacturing and technical college programs.

*How you will learn in this course:*

Through a combination of hands-on activities, demonstrations, field trips, teamwork, and the overall group project.

*Why is this course important:*

Manufacturing is an important part of our local economy. Many people give very little thought to how products are designed and made. This course gives students in-sight to how manufacturing and the design process works and gives them the skills to enter into employment related to this project.

# World Language

## Course Offerings by Grade

| 9th Grade | 10th Grade | 11th Grade   | 12th Grade  |
|-----------|------------|--------------|-------------|
| Spanish I | Spanish II | *Spanish III | *Spanish IV |

Or, if students have completed Spanish I at the middle school:

| 9th Grade  | 10th Grade   | 11th Grade  | 12th Grade |
|------------|--------------|-------------|------------|
| Spanish II | *Spanish III | *Spanish IV | *Spanish V |

### Primary Programs of Study for World Language

- Arts, A/V Technology & Communications
- Business Administration
- Education
- Health Sciences
- Hospitality & Tourism
- Law, Public Safety, Corrections & Security
- Marketing

World Language connects in some way to every career cluster. Please ask your language instructor or your school counselor for more information to find out how.

### \*Laude Courses

- \*Spanish III 1.0
- \*Spanish IV 1.0
- \*Spanish V 1.0

## WORLD LANGUAGE

Mr. Brian Peterson, B.A., UW-Green Bay, M.S., Univ of Phoenix  
Ms. Rebecca Syverson, B.A., UW-Eau Claire

### Spanish I

Course Code: WLS1A/WLS1B  
Grade: 9-12  
Prerequisite: None  
Course Length: One year  
Course Credit: 1.0  
Offered: Yearly

\*Students may take a free placement exam their senior year for retro-credit at the college level. Students may earn up to 16 credits after completion of Spanish IV.

#### *What you will learn in this course:*

Spanish I is an introductory course to the Spanish language. You will learn basic skills used in communication: listening comprehension, reading, writing, and speaking. You will also be introduced to the Hispanic culture.

#### *How you will learn in this course:*

You will learn through small and large group interaction, oral presentations, Spanish and English instruction, projects, and written assignments.

#### *Why this class is important:*

This course includes basic information about the Hispanic culture by introducing you to the differences between our two communities.

### Spanish II

Course Code: WLS2A/WLS2B  
Grade: 10-12  
Prerequisite: Spanish I  
Course Length: One year  
Course Credit: 1.0  
Offered: Yearly

\*Students may take a free placement exam their senior year for retro-credit at the college level. Students may earn up to 16 credits after completion of Spanish IV.

#### *What you will learn in this course:*

Spanish II builds on the concepts learned in Spanish I. You will learn more in-depth concepts used in oral and written communication with an emphasis on speaking and writing.

#### *How you will learn in this course:*

You will learn through active participation, small group interaction, classroom presentations, written assignments, and assigned projects.

#### *Why this course is important:*

A more in-depth focus on the Hispanic language and culture provides an opportunity to learn day to day events occurring in the life of people in Hispanic countries. This course is open to high school students who have completed Spanish I and incoming freshmen who have completed at least one year of Spanish. The latter must be recommended for Spanish II by the instructor.

### \*Spanish III

Course Code: WLS3A/WLS3B  
Grade: 11-12  
Prerequisite: Spanish II  
Course Length: One year  
Course Credit: 1.0  
Offered: Yearly

\*Laude Course

\*Students may take a free placement exam their senior year for retro-credit at the college level. Students may earn up to 16 credits after completion of Spanish IV.

#### *What you will learn in this course:*

Spanish III builds on concepts learned in Spanish I and II. The focus of this class is on immersion, conversational Spanish, and advanced grammatical concepts.

#### *How you will learn in this course:*

You will learn through active participation, oral presentations, individualized projects, group interaction, and written assignments.

#### *Why this course is important:*

You will develop an increased competence in your ability to converse and read in Spanish along with an appreciation of Spanish literature.

### \*Spanish IV

Course Code: WLS4A/WLS4B  
Grade: 12  
Prerequisite: Spanish III  
Course Length: One year  
Course Credit: 1.0  
Offered: Yearly

\*Laude Course

\*Students may take a free placement exam their senior year for retro-credit at the college level. Students may earn up to 16 credits after completion of Spanish IV.

#### *What you will learn in this course:*

Spanish IV builds on concepts learned in Spanish I, II, and III. By using total immersion, you will develop more advanced conversational and grammatical skills. Advanced vocabulary and basic works of literature are the focus for learning in this course.

#### *How you will learn in this course:*

The approach to learning centers around increased responsibility for learning through semi-independent study skills, oral presentations, projects, and written assignments.

#### *Why this course is important:*

This course pulls together the first three years of knowledge so that you may be able to express opinions, thoughts, and ideas completely and meaningfully in Spanish. Successful completion of the course and a placement examination will allow you the opportunity to earn *up to 16 credits* of college-level Spanish at colleges and universities throughout the United States. Please check with colleges and universities regarding their policies on retroactive credits.

**\*Spanish V**

Course Code: WLS5A/WLS5B  
 Grade: 12  
 Prerequisite: Spanish IV  
 Course Length: One Year  
 Credit: 1.0  
 Offered: Yearly based on interest  
 \*Laude Course

*What you will learn in this course:*

Spanish V continues to build on concepts learned in Spanish I, II, III and IV. This course will be conducted entirely in Spanish. Students will experience a comprehensive grammar review focusing on refinement of previous concepts and an introduction to grammatical nuances. Students will make cultural comparisons between the Hispanic world the US. A greater emphasis will be placed on reading and evaluating short stories, poems, legends, mini-novels and film.

*How you will learn in this course:*

The approach to learning centers around increased responsibility for learning through semi-independent study skills, oral presentations, projects, and written assignments.

*Why this course is important:*

This course will continue to move the student toward language and cultural fluency. Successful completion of the course and placement examination will allow you the opportunity to earn up to 16 credits of college-level Spanish at colleges and universities throughout the United States. Please check with colleges and universities regarding their policies on retroactive credits.

## Seal Of Biliteracy

*What is the Seal of Biliteracy?*

An award earned by students who demonstrate that they are biliterate and bicultural or multiliterate and multicultural in English and one or more additional languages by the high school graduation.

*What is the purpose?*

To publicly demonstrate the value placed on attaining high levels of bilingualism and biculturalism in any language.  
 To recognize and honor students for their achievements in becoming biliterate and bicultural.  
 To prepare students to be global citizens and community members.

Please see your World Language teacher for additional information.

# College Level Coursework

These following programs are the most common for students to pursue for post-secondary learning experiences.

|                 | Advanced Placement (AP)   | Concurrent Academic Progress Program (CAPP)   | College Credit in High School (CCIHS)   | Dual Credit (DC)  | Early College Credit/Start College Now Program  |
|-----------------|---|---|---|---|---|
| Description     | Advanced Placement is a program run by College Board that allows students to take courses in your high school that can earn college credit and/or qualify the student for more advanced classes when he/she begins college. | CAPP is an accredited program offered to high school students by Lakeland University. CAPP classes are pre-qualified and allow high schools to offer Lakeland University credit and high school credit for the same class. Students will have a formal transcript from Lakeland University for a CAPP course. | CCIHS is an accredited program offered to high school students by University of Wisconsin -Green Bay. CCIHS classes are pre-qualified and allow high schools to offer UW-GB credit and high school credit for the same class. Students will have a formal transcript from UW-GB for a CCIHS course. | Dual credit (DC) is a type of concurrent enrollment used to describe concurrent enrollment within the WI Technical College System (WTCS). All concurrent enrollment courses are dual in that a student receives a formal transcript from the provider. WCTC course standards and grading expectations will be followed in all DC courses. | The WI Early College Credit (UW & private colleges) and Start College Now (technical colleges) programs allow students to take college level coursework through a post-secondary institution. |
| Location        | Sheboygan Falls High School   | Sheboygan Falls High School   | Sheboygan Falls High School   | Sheboygan Falls High School   | All participating UW system institutions, private, and Wisconsin's Technical Colleges   |
| Courses Offered | AP Calculus<br>AP English Language<br>AP English Literature<br>AP Psychology  | CAPP Biology*<br>CAPP Pre-Calculus<br>CAPP US History   | CCIHS Chemistry   | College and Career Ready Math (LTC), Animal & Vet Science, Horticulture (FVTC)  | See timetables of classes at the institutions of interest.  |
| Instructed by   | SFHS Instructors  | SFHS Instructors<br><small>* offered on an every other year basis</small>   | SFHS Instructors  | SFHS Instructors  | College professors/instructors  |
| Laude Course?   | Yes, all  | Yes, all  | Yes   | Yes, all  | Yes, all  |

|                    | Advanced Placement (AP)  | Concurrent Academic Progress Program (CAPP)  | College Credit in High School (CCIHS)  | Dual Credit (DC)   | Early College Credit/Start College Now Prog   |
|--------------------|--|--|--|--|---|
| Requirements       | <p>Check the prerequisites for the course.</p> <p>Students are allowed to take any AP test without taking a course if they feel they are academically prepared. Let your counselor know to order the test.</p>   | <p>Check the prerequisites for the course.</p>   | <p>Check the prerequisites for the course.</p>   | <p>Check the prerequisites for the course.</p>   | <p>18 credit total. Admission requirements are set by the institution awarding credit. <b>Must fill out an application by October 1 for second semester and March 1 for first semester.</b> Course must not be offered in District.</p>   |
| Credit Opportunity | <p>All AP exams are based on a 5 point scale. To earn college credit or receive advanced standing, a student must score a 3, 4, or 5 on the exam. How a course will transfer to a particular college will depend on how the student scores. Therefore, it is important to examine how the Advanced Placement course will transfer to your child's college of interest.</p> | <p>Students will receive dual credit for this course—both at the SFHS and Lakeland University. Depending on the course, students can earn 3 or 4 credits. Students must earn a B- or higher to receive post-secondary credit. You will have a transcript at Lakeland University for courses completed.</p> | <p>Students will receive dual credit for this course—both at the SFHS and UW-GB. For CCIHS Chemistry, student earn 5 college credits. Students must earn a B- or higher to receive post-secondary credit. You will have a transcript at UW-GB for courses completed.</p> | <p>Grades are earned through the college awarding credit. Taking any form of concurrent enrollment begins your official college transcript. In some cases, you apply prior to taking the course. In others, you apply for your credits following successful completion of the course. Credit transfer is at the sole discretion of your selected post-secondary institution.</p> | <p>Grades are earned through the college awarding credit and transferred to your transcript for credit. You are officially admitted as a student to the post-secondary institution before starting the course. Credit transfer is at the sole discretion of your selected post secondary institution.</p> |
| Cost               | <p>Cost of the test: \$95. A reduced fee of \$33 is available for students who receive free or reduced lunch—please stop in the counseling office for more information. (as of 1/11/21)</p>  | <p>Cost is \$90 per credit. Courses are either 3 or 4 credits, depending on the course.</p>  | <p>Cost is \$100 per credit. CCIHS is 5 credit course, so the cost of this course is \$500.</p>  | <p>None</p>  | <p>Transportation is the only cost. SFHS covers the cost of the course and books. The student is responsible for the cost of the course if the student fails the course.</p>  |

# Work Based and Service Learning

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## What is Work Based and Service Learning?

Sheboygan Falls High School offers a variety of opportunities for students outside of the classroom for exposure to careers and other areas of interest. This is typically done through hands-on experiences in the work environment. These opportunities can be either paid or unpaid, depending on the placement.

## Why choose a Work Based and/or Service Learning Activity?

Work Based learning options offer students the ability and opportunity to:

- experience a career of interest first hand and know if that career is for them,
- work with a mentor who has experience in the career field of interest,
- apply what they have learned in the classroom to the work environment,
- earn money while gaining career experience,
- revise their ACP if necessary, and
- gain skills and attitudes that will help them in their post-secondary option .

Service learning options offer students the ability and opportunity to:

- learn how to be productive through service to others,
- serve as a learning experience to help students shape their lives and become part of a caring community, and
- give back to the community and know the joy that comes from giving of time and talent to others.

# Work-Based Learning Opportunities

## ACP Distinguished Credentials

|                       |   |
|-----------------------|---|
| <i>Grade:</i>         | <i>9-12</i>                               |
| <i>Prerequisite:</i>  | <i>See below</i>                          |
| <i>Course Length:</i> | <i>Four Years</i>                         |
| <i>Credit:</i>        | <i>.5 credit awarded after completion</i> |

What does it look like for a SFHS Graduate to be College, Career, and Community Ready? The elements of the College, Career, and Community Ready Credentialing process are research based proven indicators that students are prepared to be successful beyond high school. At SFHS, we focus on the individual and each individual student has his or her unique path to life after high school. Students have the opportunity to earn Distinguished Credential Honor.

*Requirements: Minimum 3.2 GPA, Laude Status, ACP Components Met with Presentation, 95% Attendance, Complete 4 Job Shadows + reflections, Proficient in Soft Skills Eval + Reflections, 50+ hours of Service, + Additional Indicators*

**See your Counselor for more information.**

## Youth Apprenticeship

The Lakeshore Area School to Work Consortium runs the Youth Apprenticeship Program, which is a group of business partners, schools, and instructional staff. The student chooses the area of youth apprenticeship that they wish to apply for. The student must complete an application, submit letters of recommendation and in some cases, complete a job shadow prior to the March deadline. The student will then interview with potential employers. If accepted into the program, the student will be attending classes at LTC, receive on the job training, plus attend high school for half the school day. There are one and two year youth apprenticeships. The one year youth apprenticeships can be completed during the junior or senior year of high school. The two year youth apprenticeship programs must be applied for during the spring of their sophomore year. Youth apprenticeships are available in the following areas:

*Agriculture: Plants and Animals*

*Architecture and Construction*

*Finance: Accounting, Banking*

*STEM: Bio Science, Mechanical Drafting/Engineering*

*Health: Dietary Aide, Nursing Assistant*

*Manufacturing*

*Hospitality and Culinary*

*Transportation/Distribution: Auto, Supply Chain*

*Information Technology: Graphics and Web*

**Want to apply? Please talk with your school counselor for more information.**

## Co-Ops

### **What is a Co-Op Experience?**

Co-ops are 75-90 hour experiences (1 quarter) over a 9 week period, and paid at a rate of \$10/hour, open to juniors or seniors enrolled in a high school technology education course. Students will earn .5 credit upon completion of their Co-Op. This “real world” experience provides a deep understanding of the various processes and departments within a manufacturing facility.

### **What are the requirements for students?**

Students must be juniors or seniors in school and be enrolled in a technology education course.

### What is the Goal of a Co-Op Experience?

Many of our students have been exposed to Manufacturing and Engineering in courses in high school, but may not have a good understanding of how that knowledge is applied on a daily basis in a manufacturing setting. The Co-Ops allow students to see a variety of career possibilities while gaining awareness of what skills and knowledge are needed for which jobs. It is possible that the co-op experience could also lead to a Youth Apprenticeship placement, scholarship or full-time employment.

### Which employers currently offer Co-Op?

|                       |                      |
|-----------------------|----------------------|
| American Orthodontics | Johnsonville Sausage |
| Bemis Manufacturing   | Rockline Industries  |
| Curt Joa              | Sargento             |
| Kohler Company        | Vollrath Company     |

**Want to apply? Please talk with your school counselor for more information.**

### Work Release

|                           |   |
|---------------------------|---|
| <b>Grade:</b>             | <i>12</i>   |
| <b>Prerequisite:</b>      | <i>Employment, an interview with counselor and paperwork completed</i>                    |
| <b>Course Length:</b>     | <i>One semester (may be taken both semesters)</i>   |
| <b>Course Hrs/Credit:</b> | <i>One or Two class hours/0.50 credit per class hour (max of 1.0 credit per semester)</i> |

The work release is intended for an individual interested in earning credit for their work experience at a job of their choosing. The student can be released from school one or two class hours each day. This opportunity will be graded on a pass/fail basis. The student must:

- Complete the necessary paperwork in a timely manner,
- Submit a minimum of 90 hours of work experience per .5 credit to the Counseling Office,
- Be in good academic standing the semester prior to work release and during work release,
- Maintain a good attendance record (less than 5 unexcused absences/tardies per semester),
- Have good behavioral record, and
- Continue employment throughout the semester.

**Note:** If a student is taking a full load of classes and working part-time, he/she may use this program to earn additional credits.

### Job Shadowing

|                           |  |
|---------------------------|--|
| <b>Grade:</b>             | <i>9-12</i>  |
| <b>Prerequisite:</b>      | <i>Complete Job Shadow request through Inspire Wisconsin</i> |
| <b>Course Hrs/Credit:</b> | <i>This program is not for course credit</i>                 |

Students may gain experience in a career of interest by participating in a job shadow through Inspire Wisconsin. Students log into their Xello account and choose a career of interest. They then go to the Inspire Wisconsin box on the bottom of the screen and click on Related Companies. Students choose a company of interest, click on activities and select job shadow. Students may choose to participate in a virtual or in person job shadow:

For a virtual job shadow, students must register and one-two weeks later, they will be sent a video of the job shadow.

For an in person job shadow, it may take up to three weeks to schedule it. Once a job shadow has been scheduled, students need to bring in a note from a parent to excuse them to the high school office and obtain a pre-arranged absence form.

Students must arrange their own transportation to the job shadow.

# Service Learning Opportunities

## Service Learning Club

|                       |   |
|-----------------------|---|
| <i>Grades:</i>        | <i>9-12</i>   |
| <i>Prerequisites:</i> | <i>Member of Service Learning Club</i>                        |
| <i>Credit:</i>        | <i>0.5 for 150 hours of community service over four years</i> |

The Service Learning Club of Sheboygan Falls High School is designed to teach students how to be productive through helping others. It serves as a learning experience through which our students can shape their lives and become part of a caring community. Students will learn the importance of volunteerism to the individual, family, school, agencies and society.

To log hours and be eligible for .5 credit, students must be members of the club and must log all hours on the website Transeo. Transeo is available on Classlink. Students are responsible for logging their hours. Students may choose to participate in service learning opportunities offered by the club adviser or they may choose their own service learning opportunities.

## Key Club

|                       |  |
|-----------------------|--|
| <i>Grades:</i>        | <i>9-12</i>  |
| <i>Prerequisites:</i> | <i>none</i>  |
| <i>Credit:</i>        | <i>If a concurrent member of Community Service Club for 0.5 for 150 hours of community service over four years</i> |

Key Club is an international student-led organization which provides its members with opportunities to provide service, build character, and develop leadership through community and school related service projects. Many activity projects are coordinated with the local Sheboygan Falls Kiwanis club. There are dues each year. These dues pay the National and State Key Club dues. To be eligible for the .5 credit, students must log all hours on the website Transeo. Transeo is available on Classlink. Students are responsible for logging their hours.

# **SHEBOYGAN FALLS HIGH SCHOOL ACTIVITIES**

## **ATHLETICS**

### ***Male***

| <i>Fall</i>   | <i>Winter</i> | <i>Spring</i> |
|---------------|---------------|---------------|
| Cross Country | Basketball    | Golf          |
| Football      | Wrestling     | Tennis        |
| Soccer        | Swimming      | Track         |
| Dance Team    | Hockey        | Baseball      |
|               | Dance Team    |               |

### ***Female***

| <i>Fall</i>   | <i>Winter</i> | <i>Spring</i> |
|---------------|---------------|---------------|
| Cross Country | Basketball    | Golf          |
| Dance Team    | Dance Team    | Soccer        |
| Swimming      | Wrestling     | Softball      |
| Tennis        |               | Track         |
| Volleyball    |               |               |



## **CLUBS & ACTIVITIES**

|                                    |  |
|------------------------------------|--|
| Chess Club                         | Outdoor Adventure Club                     |
| Class Officer (elected)            | School Musical/Stage Crew                  |
| Close-Up Club                      | Senior Application Club                    |
| Coffee & Cards Club                | Service Learning Club                      |
| FIRST Robotics Club                | Society of Fine Arts (SOFA) (nominated)    |
| Fishing Club                       | Sound and Lighting Crew                    |
| Forensics                          | Spanish National Honor Society (nominated) |
| Future Business Leaders of America | Student Council (elected)                  |
| FFA                                | Tabletop Gaming Club                       |
| GSA                                | Video Game Club                            |
| International Dance Club           |  |
| Key Club                           |  |
| National Honor Society (nominated) |  |

Please see pages 95-97 for more detailed descriptions of clubs.

# **SFHS Club Descriptions**

## **Chess Club**

*Club Adviser: Mr. Henney A105*

Sheboygan Falls High School Chess Club (that's our official name with the United States Chess Federation!) promotes the game of chess and encourages members to play with the purpose of improving their playing skills. Students may join the Chess Club during the first month of each semester; the first session costs students nothing, but they are expected to pay five dollars in dues when they attend a second meeting. Dues pay for the club's membership in the United States Chess Federation as well as for purchasing new equipment for the club. We invite all students--novices, beginners, experienced players; girls and boys--to "check" out the club and to always bring their best game!

## **Class Officer Positions:**

*Class Advisers: Freshmen - Mr. Pfister, Sophomores – Mr. Ford, Juniors – Mrs. Todd and Mrs. Stahlkopf, Seniors – Ms. Flagstad and Mrs. Hasler*

A way to represent your class is by becoming a class officer. Positions are determined through an annual voting process and include President, Vice President, Treasurer and Secretary. Responsibilities vary according to grade level and typically include the following activities: Freshmen – homecoming window decorating, Sophomores – homecoming window decorating, Juniors – homecoming window decorating and prom, Seniors – homecoming window decorating, senior class t-shirts, senior trip and graduation planning.

## **Close Up Club**

*Club Advisers: Ms. Flagstad A110 & Ms. Hackbarth A111*

CLOSE UP is a club run by the social studies department to give students an opportunity to learn more about the government and current issues. It enables students to participate in trips to Madison and Washington D.C. As a member you will: become actively involved in government and community, strengthen knowledge of how the political process works, increase awareness of domestic and international issues, discuss issues with state legislators, members of Congress and staff, Washington Press Corp, and other experts, participate in a trip to Madison to visit the Capitol building, Veteran's Museum, Executive Residence, participate in Washington D.C. study visits to historical site and cultural neighborhoods, build self-confidence and build lasting friendships. Activities include: monthly club meetings during Enhancement period, Candy Bar Sale – November and December, Political Party Work – before November elections, Salvation Army Bell Ringing - We also take our Madison trip in March/April. Approximately every 3 years the Close Up Club members travel to Washington DC. Unlike many field trips, *Close Up Washington is more than just visits to monuments and museums. Instead, students participate in workshops and meet with members of Congress or their staff, representatives of cabinet departments and members of the media.*

## **Fishing Club**

A club dedicated to conservation and the enjoyment of the outdoors. A culminating experience to Canada is one of the highlights of the fun and energetic club. The dues are \$10.00 and are due at the beginning of the school year.

## **Future Business Leaders of America (FBLA)**

*Club Adviser: Mr. Conklin A242*

FBLA is a nationally-affiliated student organization which focuses on leadership development through a variety of academic, community service, and social opportunities. Students do not need to be enrolled in business classes or have definite plans to enter the business field after graduation to join. FBLA plans community service, social, and fundraising events throughout the year. We also attend conferences throughout the state and country where students can compete in academic competitions during the year. We have qualified many members to compete at the state level and a few at the national level every year! Some of the other activities throughout the year include the following: a blood drive, Seniors vs Staff Basketball Game, and the SFHS Badminton Tournament. To join this student organization, you must fill out a short form and pay dues of \$20 during signup in September.

## **FFA**

*Club Adviser: Mr. Brunner E116*

What is FFA? FFA is no longer just a production agriculture (farming) based program. In 1988 the name was changed from Future Farmers of America to the current National FFA Organization. This was done to establish the diversity of agriculture in our nation. The National FFA Organization is committed to the individual student, providing a path to achievement in premier leadership, personal growth and career success. The organization is expanding the nation's view of "traditional" agriculture and finding new ways to infuse agriculture into today's classroom.

What do we do? \*National FFA Convention (Oct in Indianapolis), \*State Convention (June in Madison), \*Judging Teams, \*Falls Fest, \*Fruit Sales, \*Speaking Contests, \*Volleyball, \*Roadside Clean-up, and much, much more. It costs \$13.00 annually to participate. These dues go to pay the National and State FFA dues and you will receive the New Horizons Magazine.

## **GSA**

*Club Adviser: Ms. Tews A203 & Mr. Guy A209*

The SFHS GSA is a LGBTQ+ organization that empowers and trains members of the LGBTQ+ community and their allies to advocate, organize, and mobilize an initiative to create a safe and welcoming school environment. ANYONE can join: a member of the LGBTQ+ community, an ally, a friend, a teacher, or someone who wants to learn more.

## **International Club**

*Club Adviser: Ms. Syverson, A140*

The goal of the International Club is to encourage knowledge and understanding of the world and other cultures. The club was formed to support the exchange students. This club provides an opportunity for the students of SFHS to know these students from other countries outside of class. Activities have included attending music and play performances, films, and dining experiences at area restaurants with international cuisine. There are no deadlines for joining. Dues are \$5.

## **Key Club**

*Club Adviser: Ms. Tews, A203 & Ms. Syverson, A240*

Key Club is an international student-led organization which provides its members with opportunities to provide service, build character, and develop leadership through community and school related service projects. Making a difference in our own backyard... Many activity projects are coordinated with the local Sheboygan Falls Kiwanis club. Dues are \$13. These dues pay the National and State Key Club dues. Students should log their service hours on Transeo.

## **NHS (National Honor Society)**

National Honor Society (NHS): NHS is a society of upperclassmen who have been chosen because of their Scholarship, Character, Leadership, and Service. Members are invited to apply if they have a 3.4 GPA at the beginning of their junior year. The applications are then reviewed by a faculty council in early fall. Students are chosen based on their high school career in those four areas listed above. The induction ceremony takes place in November. After induction, all members are expected to remain in good standing in all four areas. Students volunteer at various activities throughout the school and their own communities throughout the year, giving a total of 15 service hours. They also hold fundraisers to help fund a scholarship for a senior at the end of the year. Students should log their service hours on Transeo.

## **Outdoor Adventure Club**

*Club Adviser: Mr. Pfister Gym*

The Adventure Club offers students opportunity to participate a yearly trip that would be decided at the beginning of the school year. The trip would likely occur during a long weekend during the school year or right when school is finished. The trip would be based around some sort of outdoor, wilderness adventure.

Requirements: All grades are able to participate but there may be a limited number of students allowed to come. Anyone participating in any activity must be in good standing with the school (behavior and grades) and have necessary paperwork prior to participating. To "reserve" a spot, a non-refundable (some exceptions may apply) down payment will be required and the remainder of the expenses will be covered by the student. Fundraising for the expenses can be a possibility based on student interest. Parents will be required to attend at least one informational meeting held prior to going on the trip.

## **Senior Application Club**

*Club Adviser: Ms. Enright A210*

Senior Application Club is dedicated to helping seniors with their essays as they apply to colleges and for scholarships.

## **Service Learning (Volunteering) Club**

*Club Adviser: Ms. Jarosch Counseling Office*

The Volunteer/Service Learning Club is designed to teach students how to be productive through helping others. It serves as a learning experience through which our students can shape their lives and become part of caring and connected community. Students will learn the importance of volunteerism to the individual, family, school, agencies and society. Students enroll on the Transeo website that tracks their service hours. Last day to join is November 1.

## **SOFA (Society Of Fine Artists)**

*Club Adviser: Mr. Loppnow D115*

SOFA is a club made up of individuals that would like to be able to gather together as artists and take part in projects that go beyond those offered in art courses. Members must be artists that have completed two art courses at an exemplary level, and meet the approval of both the club adviser and club president. Activities may include throwing pottery, painting murals, and gallery/exhibit visitations. At the end of the school year SOFA also organizes an art exhibit of student work, that is open to the public.

## **Sound & Lighting Club**

*Club Adviser: Mr. Beekhuizen D137*

The Sound & Lighting Club provides technical assistance to activities that take place in the High School Auditorium. Responsibilities of a Sound & Lighting Club member are to set lights for concerts and programs, work with microphones and other audio equipment, and control the lighting and audio boards for programs held in the auditorium. If you are interested in technology and enjoy working with a wide variety of people, this is the club for you.

## **Spanish National Honor Society**

*Club Advisers: Ms. Syverson A140 and Mr. Peterson A147*

The Spanish National Honor Society is designed to recognize students who have excelled in the Spanish Language. Members are chosen by their World Language teacher based on specific criteria set forth by the national organization. There is an Induction Ceremony held in the Spring of each year.

## **Student Council**

*Club Adviser: Ms. Hackbarth A111*

Representatives from the student body meet to share students' ideas, interests, and concerns with teachers and principals. We help raise funds for and plan school wide activities to Homecoming and SnoBall along with other social events, community projects, helping people in need, and school reform.

## **TableTop Gaming**

*Club Adviser: Ms. Tews A203*

The TableTop Gaming club is for students that share an interest in playing non-digital strategy games with others. Students can socialize and compete with each other, while playing games that stretch their imagination.

## **Video Game Club**

*Club Adviser: Mr. Wojciehowski D154*

This club plays Super Smash Brothers and other video games on a variety of devices (Wi, N64, and Game Cube) and is intended to be a leisure and competitive club. It costs \$6 to join and that covers tournament materials, awards, and food. We are currently testing out various tournament formats and are hoping to gain more members. This year we were able to meet up with another video game club in Port Washington and played a tournament against them!