



# Course Selection Handbook 2020-2021



## Contact Information:

School District of Janesville  
Educational Services Center, 527 S. Franklin Street, Janesville, WI 53548  
Phone: (608) 743-5000 Fax: (608) 743-7491



Rock University High School  
Blackhawk Technical College Campus  
Room 1303  
6004 South County Road G  
Janesville, WI 53546  
608-743-7426

Angela Kerr - Dean of Students / Teacher

[akerr@janesville.k12.wi.us](mailto:akerr@janesville.k12.wi.us)

608-743-7427

Kolleen Onsrud - RUHS Principal

[konsrud@janesville.k12.wi.us](mailto:konsrud@janesville.k12.wi.us)

608-290-2537

Heidi McGraw - School Counselor

[hmcgraw@janesville.k12.wi.us](mailto:hmcgraw@janesville.k12.wi.us)

608-743-7428

Erin Jensen - Humanities Teacher

[erinjensen@janesville.k12.wi.us](mailto:erinjensen@janesville.k12.wi.us)

608-743-7425

Stephanie Villarello - Science Teacher

[svillarello@janesville.k12.wi.us](mailto:svillarello@janesville.k12.wi.us)

608-743-7429

Shane Lilly - Mathematics Teacher

[slilly@janesville.k12.wi.us](mailto:slilly@janesville.k12.wi.us)

608-743-7424

Jocelyn Breidenstein - Paraprofessional

[jbreidenstein@janesville.k12.wi.us](mailto:jbreidenstein@janesville.k12.wi.us)

608-743-7426

# The Mission of Rock University High School

*To inspire and empower all students to reach their full potential by providing them a college preparatory learning experience. The students' learning experience includes an emphasis on STEM and humanities so that students acquire the knowledge, skills and practices to become critical and creative thinkers, problem solvers, innovators, leaders and collaborators. RUHS ensures that graduates can apply what they have learned in order to compete and succeed in a global economy emerging with innovation.*

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**Our Vision:** *Rock University High School (RUHS) provides a small, student-centered school that empowers students to move from consumers of information to creators of their own learning. RUHS is a place where creativity, innovation and flexibility are rewarded, mistakes are viewed as opportunities, and learning is ongoing. RUHS prepares all students with the skills, knowledge and dispositions needed to be successful in college, meaningful careers, and life.*

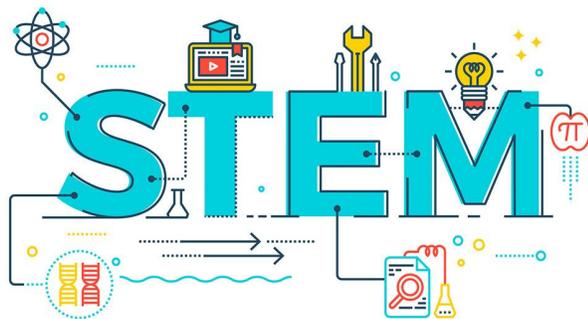
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Rock University High School follows a middle college model, allowing students to earn an accredited high school diploma while also earning credits towards a college certificate or degree. Located at the main campus of Blackhawk Technical College and meaningfully connected to a wide variety of community and business resources, RUHS students have unique opportunities to participate in real-world learning while earning credits towards an Associate's Degree from Blackhawk Technical College.



Working independently and with faculty mentors and peers, students blend coursework with firsthand experience to achieve personal and professional success. Faculty mentors guide students through a problem-based curriculum that encourages students to view issues from multiple perspectives, ask tough questions, and thoughtfully arrive at solutions. Learning follows a natural, authentic path of inquiry.

RUHS uses the concept of STEM to organize and personalize the curriculum:



STEM relies on inquiry-based learning that involves students in original research, critical thinking, and problem solving. Students explore current issues, working collaboratively to develop optimal solutions. Students become skilled at solving problems by drawing from different disciplines--science, technology, engineering, the arts and language, and mathematics--and effectively communicate their insights through proposals, research, and projects.

# CREDITS REQUIRED OVER 4-YEARS TO EARN A DIPLOMA

## School District of Janesville Requirements

Curricular Area	Credit Requirements Class of 2020 & 2021	Credit Requirements Class of 2022 and Beyond
*English	4.0	4.0
Math	3.0	3.0
Social Studies **	3.0	3.0
Science (see courses below)	1.0 Physical Science 1.0 Bio/Life Science 1.0 Additional Science Credit	1.0 Physical Science 1.0 Bio/Life Science 1.0 Additional Science Credit
Phy. Ed.	1.5	1.5
Seminar	0.5	0.5
Personal Finance	0.5	0.5
Health *	NA	0.5
Additional Credit in: English, Math, Science, or Social Studies	1.0	NA
Total Required Credits	16.5	16.5
Total Elective Credits	10.0	10.0
Total Credits Required for Graduation***	26.5	26.5

*\*For the graduating classes of 2020 & 2021, one semester of Health is required for high school graduation; this requirement may be earned by having completed one semester in 7th or 8th grade or be taken in high school. Beginning with the graduating classes of 2022, 0.5 credits in Health is required for high school graduation.*

*\*\*1.0 credit must be US History (included in Humanities 10) or AP American History (not offered at RUHS)*

*\*\*\*Students must meet Civics Test requirement*

### **RUHS Options for Physical Science +**

TC Chemistry  
Physics  
Principles of Engineering

### **RUHS Options for Bio/Life Science +**

Biology  
PLTW Principles of Biomedical Science  
AP Environmental Science

*+ Additional Science Course offerings are available through the School District of Janesville.*

*RUHS Intervention classes (i.e. Achieve Literacy and Achieve Numeracy) do not count toward core English or Math credits. They do count toward elective credits required for graduation.*

## FOUR-YEAR PLAN

This worksheet is designed to assist students and parents, along with the help of a counselor and other staff members in planning a high school program which will satisfy graduation requirements and prepare students for post-graduation. You are not obligated to take all the classes you list on this worksheet. You will have an opportunity to plan a schedule each year for the coming year.

### WORKSHEET

Grade 9	Course	Credit		Grade 10	Course	Credit
	Student Success (or first semester at RUHS)	0.5			Peer Group 10 / Seminar	0.5
	Peer Group 9 / Seminar	0.5				
<b>Grade 9</b>	Credit Total			<b>Grade 10</b>	Credit Total	
Grade 11	Course	Credit		Grade 12	Course	Credit
	Peer Group 11 / Seminar	0.5			Peer Group 12 / Seminar	0.5
<b>Grade 11</b>	Credit Total			<b>Grade 12</b>	Credit Total	

**Additional classes may be added to the planning sheet.**

**Service Learning (25 hours = 0.25 credits) - To be completed prior to graduation (earn up to 1.0 Service Learning credits on your high school transcript).**

# UNIVERSITY OF WISCONSIN SYSTEM ENTRANCE REQUIREMENTS

All University of Wisconsin System institutions require a minimum of 17 high school credits. Thirteen of the seventeen credits are distributed as follows:

## I. Core College Preparatory Credits (13 credits)

English	4 credits	Social Science	3 credits
Mathematics	3 credits	Natural Science	3 credits

*Some University of Wisconsin schools recommend exceeding the minimum core college preparatory courses for admissions.*

## II. Elective Credits

Elective credits may be chosen from the above core college preparatory areas, world language\*, fine arts, computer science and other academic areas. Some UW System institutions may also accept vocational courses for some of these 4 elective credits.

Each institution may specify additional credit requirements for the remaining 4 credits and may specify required content for all 17 credits. Please consult your high school counselor or check the college catalogue, or consult the college's website.

The ACT or SAT college entrance exam must be taken in the spring of the junior year. Institutions in the UW System may have different class rank requirements for admission. These class rank requirements are subject to change at any time. Admission is determined by the class rank at the end of the junior year. Check with your counselor or college admissions office for each school's class rank requirement.

\*World Language Requirements - UW-Madison requires 3-4 credits and UW-Eau Claire require 2 credits of a single world language for admission. UW- Platteville requires 2 years of a single world language in high school, or 1 year of college world language to graduate.

## **WISCONSIN TECHNICAL COLLEGE ENTRANCE REQUIREMENTS**

Technical college preparation should include a comprehensive high school curriculum to ensure success. The following are recommended\* high school courses/credits for adequate preparation for a technical college program:

Technical College RECOMMENDED Preparatory Coursework:

<u>Subject</u>	<u>Credits</u>
English	4
Math	3-4
Science	3-4
Social Studies	3-4
Technical Courses	3-4

\*Check Blackhawk Technical College website for most current information.

## Global Education Achievement Certificate (GEAC)



### **The Wisconsin Global Education Achievement Certificate (GEAC)**

*Inspiring and preparing  
students to be globally  
competent*

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#### **Requirements & Application Process**

Craig High School • Parker High School  
ARISE Virtual Academy • Rock River Charter School  
Rock University High School • TAGOS Leadership Academy

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The Global Education Achievement Certificate is a distinction that School District of Janesville students have the opportunity to earn through coursework, experiences and reflections to develop cultural literacy, participation in global activities, and contributions through global service projects. To be considered, students must document those activities and reflections as evidence of meeting the Global Scholar criteria for review by the Global Scholar committee. Names of students whom the committee verifies to have successfully met the Global Scholar criteria will be submitted to the Wisconsin Department of Public Instruction (DPI) for award. Students who receive a Global Education Achievement Certificate from DPI, will have the Global Scholar designation recorded on their transcripts at the time of graduation, and may receive a Global Education Achievement seal on their diploma.

#### **REQUIREMENTS**

1. Coursework
  - a. Four credits in one world language (including English courses for students whose native language is not English)
  - b. Four credits in courses with global content. One credit may be one year of a second world language.
2. Eight Reflections demonstrating cultural literacy
  - a. Minimum of four reflections on books
  - b. Minimum of one reflection on art, music, or film
3. Participation in school wide global activities
4. A minimum of twenty hours work on a global service project.

#### **APPLICATION PROCESS**

Students choosing to work towards the Global Education Achievement Certificate are responsible for all activities and documentation. Students should contact School Counselor or Dean of Students with questions or concerns. Qualifying seniors must submit documentation of all requirements including the attached documentation “trackers” and eight reflections via Google folder shared with [geac@janesville.k12.wi.us](mailto:geac@janesville.k12.wi.us). Google folders must be named with “First Name and Last Name, GEAC Application, Graduation Year.” Complete folders must be shared by the last day of 3rd quarter prior to graduation.

**COURSEWORK PLANNER/TRACKER FOR  
GLOBAL EDUCATION ACHIEVEMENT CERTIFICATION**

World Language Coursework—Required 4.0 credits in one language	
Native Language:	Language of Coursework:
<p>Approved World Language courses include: French I, French II, French III, French IV Honors, French V Honors, AP French, Spanish I, Spanish II, Spanish III, Spanish IV Honors, Spanish V Honors, AP Spanish, Spanish for Heritage Speakers I, Spanish for Heritage Speakers II, Chinese I, Chinese II, Chinese III, Chinese IV Honors, Chinese V Honors. For students whose native language is not English, approved English courses include: Beginning English Language Development, English for Mastery I, English for Mastery II, English for Mastery III, and any English Department courses that count for required English credits.</p>	
1.	
2.	
3.	
4.	

Additional Coursework—Required 4.0 credits	
<p>Approved courses include: Social Studies/Economics: World Civilizations, AP World History: Modern, Global Studies, AP Human Geography, International Business, Economics, Humanities A, Humanities B Fine &amp; Culinary Arts: History Through Art I, History Through Art II, Global Foods Science: Wildlife Ecology, AP Environmental Science, English: English 10, English 12, Contemporary Lit, *English Literature I, *English Literature II Other: International Seminar * Courses no longer offered</p>	
1.	
2.	
3.	
4.	

**CO-CURRICULAR ACTIVITIES PLANNER/TRACKER (GEAC)**

<p>Approved Activities: Amnesty International, French Club, French Honor Society, Spanish Club, Spanish Honor Society, Russian Club (CHS only), Sierra Club, Sign Language Club, Human Relations, Japanese Club (PHS only) Activities Which May Be Approved Based on Evidence of Global Content: Honor Society, Science Honor Society, Quill &amp; Scroll, Debate, Teen Book Club, International travel and/or being a host family for an international guest.</p>	<p>Advisor Signature</p>
1.	
2.	
3.	
4.	

**GLOBAL COMMUNITY SERVICE PLANNER/TRACKER (GEAC)**

Global Service Hours—Minimum of 20 Hours Required				
Date	Service Activity	Related Organization* (if applicable)	Hours	Adult Signature

Add additional rows as needed.

\*School-based organizations which may provide opportunities for global service learning: Amnesty International, Kiwanis Key Club, Leo Club, Lettermen’s Club, Link Crew, Octagon Club, Sierra Club, Live United, Parker Green Squad, BRO, SIS, Latino Leadership

## REFLECTIONS PLANNER (GEAC)

Reflections on Books, Art, Music, and/or Film—8 Required including at least 4 Books and 1 Film		
Title of Work	Type of Work (book, art, music, film)	Reflection Method (written, presentation, other)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

## Early College Credit Program and Start College Now

These programs allow public high school juniors and seniors who meet certain requirements to take post-secondary courses at a Wisconsin Technical College, a UW System College or University, a Wisconsin Tribally Controlled College, or a Wisconsin Private, Nonprofit College or University.

**Start College Now.** These rules will look most like the former Youth Options, however, this program only applies to the Wisconsin Technical Colleges. Same application deadlines (March 1st and October 1st) and process. The new forms are available [here](#).

The second program is called **Early College Credit Program** and applies to any UW System institution, any Wisconsin Private College and any tribal college in Wisconsin. This is now open to students in 9th - 12th grades, however, they must meet the UW system admissions requirements in order to be eligible. Same application deadlines (March 1st and October 1st). We will continue to check that students are taking advantage of our courses before enrolling in UW courses so we will not approve comparable courses. The new forms are available [here](#).

Students must select one program, as they cannot be enrolled in both a **Start College Now class** and an **Early College Credit Program** class at the same time. In both cases, all application materials are due by March 1st and October 1st deadlines.

The program provides opportunities for high school students to get a head start on a technical certificate or an associate or bachelor's degree, to learn more about a field or career of interest, and/or to develop specific skills for entering the workforce immediately after high school graduation.

Through these programs, the school board will determine if a desired college course can be taken for high school credit and is not comparable to a current course offered by the district. In such cases, and unless the student fails to complete or get a passing grade in the course, the district will pay the cost of tuition and fees and the student will receive both high school and college credit. This high school credit will then count toward the student meeting high school graduation requirements needed to earn a high school diploma.

Application Deadlines: Fall semester deadline for applying is March 1 and spring semester deadline is October 1.

**Early College Credit Program and Start College Now and Additional Information  
can be picked up in the RUHS office.**

## RUHS CORE/REQUIRED COURSE OFFERINGS

### **LIFETIME HEALTH AND FITNESS (0.5 CREDIT) - Offered each semester**

**Course Description:** This class is designed to help students improve their overall physical fitness and knowledge by involving students in choice of their physical fitness routine. The emphasis of this course is to introduce the students to a wide variety of personal fitness concepts that they may actively engage in outside of the classroom setting. Students will complete a physical activity log (documenting date, time, and activity) and submit 54 hours for 0.5 credits.

*1.5 credits of physical education are required for graduation.*

### **PERSONAL FINANCE (0.5 CREDIT) - Offered Semester 1 or Semester 2**

**Course Description:** This course is designed to equip high school students with the knowledge and skills necessary to manage their personal finances effectively. Students will learn “Real Life” skills, which they can utilize throughout their own lives. Students will learn about investing in a variety of securities (stocks, bonds, mutual funds, etc). Other topics covered include: careers, post-secondary planning, financial aid, college applications, analyzing pay and benefits, taxes, budgeting, use of banking services, real estate, credit, buying an automobile, buying a home and insurance.

*Required prior to graduation.*

### **SEMINAR / PEER GROUP 9, 10, 11, 12 (0.5 CREDIT) - Year Long Course**

**Course Description:** Seminar is a required course for all students at RUHS. A variety of seminars will be offered throughout the year relating to Academic & Career Planning, Climate & Culture, District Promises, and/or State/Curriculum Requirements.

### **SERVICE LEARNING (0.25 CREDIT) - Offered each semester**

**25 hours = 0.25 Credit required prior to graduation**

**Course Description:** Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning. Students conduct a total of twenty five hours of independent service-learning projects to fulfill the graduation requirement. Students will propose their service and which organization they will perform the service. Students perform service projects in the community, independent of their school, and keep track of the hours of service and reflections in Career Cruising.

*Some alternate Service Learning activities are also available:*

### **HISTORICAL RESEARCH METHODS COMPETITION**

**(25 hours Service Learning or 0.25 CREDIT)**

**Course Description:** This is an extension of the Historical Research Methods Seminar and is for students who want to compete at the Wisconsin Regional National History Day in February and the Wisconsin State National History Day in April (students must be selected to attend state). The NHD competition allows students to “present” their Historical Methods project and to be a part of the historical conversation amongst Wisconsin Students. Students who compete in regionals have the opportunity to advance to the state and national competition. **Students choosing to participate in NHD competitions will be responsible for charges and fees (\$10-\$20).**

# RUHS CORE/REQUIRED COURSE OFFERINGS

## CONTINUED

### **STEM COMPETITION**

**(25 hours Service Learning or 0.25 CREDIT)**

**Course Description:** This is an extension of the STEM Research Methods Seminar and is for students who want to complete in the MathWorks Math Modeling (M3) Challenge. Through participation, students experience what it's like to work as a team to tackle a real-world problem under time and resource constraints, akin to those faced by professional mathematicians working in industry. The Challenge awards \$100,000 in scholarships.

The scholarship contest for high school juniors and seniors only, however all students are encouraged to participate. **The Challenge is entirely Internet-based with no registration or participation fees.**

### **TECH SQUAD (25 hours Service Learning or 0.25 CREDIT) - Year Long Commitment**

**Course Description:** Are you good with technology? Students will use hands-on skills to assist staff and other students with basic and advanced technology needs, such as setting up projectors, managing Google Drive and online resources, and problem solving other computer issues. This course will prepare students for work in the technology field, as well as provide skills for post-secondary life in the 21st Century.

### **YEARBOOK (25 hours Service Learning or 0.25 CREDIT) - Year Long Commitment**

**Course Description:** Students will publish a yearbook for their peers. They will learn the basics of yearbook journalism. Students interested in photography will study photo composition, organization, and editing. This course will NOT count as one of the four required English credits.

### **STUDENT SUCCESS (0.5 CREDIT) - Offered Semester 1 or Semester 2**

**Course Description:** This is a course designed to assist with student development of the academic and research skills / study habits necessary for success in a blended learning instructional model with Guided Inquiry at the foundation of the academic program. Students will work closely with faculty advisors to establish and monitor individual goals.

*Required for all students entering RUHS.*

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## **ENGLISH**

### **ACHIEVE LITERACY (0.5 CREDITS) - Offered Each Semester**

**Course Description:** This course will use online Achieve3000 software to aid students in improving their reading and writing abilities. For many RUHS students who plan to go to college or into the workforce reading at a 12th grade reading level is essential for success. This course is mandatory for students who are below benchmark with reading and is encouraged and recommended for all students who want to improve their reading / writing skills.

This course is independent, but involves weekly due dates and is monitored closely by RUHS staff.

*This is an Intervention Course and does not count toward core English credit requirement.*

### **AP SEMINAR (1.0 CREDIT) - Year Long Course**

**Description:** AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

**Prerequisites:** Recommended in grades 10 or 11

### **AP RESEARCH (1.0 CREDIT) - Year Long Course**

**Description:** AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

**Prerequisites:** AP Seminar

### **GREAT WORLD TEXT (0.5 CREDITS) - Year Long Course**

**Course Description:** Great World Texts in Wisconsin connects high school students across the state to scholars at UW-Madison through the shared project of reading and discussing a classic piece of world literature. Students will read the selected novel and study works related to and/or that inspired it. Through in depth discussion, activities, and final interpretation projects created by the students students will dissect and understand a literary classic on a deeper level. Students and their projects will be required to attend the GWT conference on the UW-Madison Campus in the spring.

### **HUMANITIES 9 (2.0 CREDITS) - Year-Long Course**

**1.0 credit in Global Studies (Social Studies) + 1.0 credit in Cultural Literature (English)**

**Course Description:** Humanities 9 examines the diversity of the world through a regional, analytical, and cultural perspective. This course will examine the relationship between literature, culture, and historical events in different regions of the world in order for students to better understand the world view of the people of certain regions and continually evolving relationships between regions. Such an understanding is rooted in an investigation of cultural, geographic, historic, economic, anthropological, and the political nature of the world's numerous and diverse cultures. There will be an emphasis on human and physical geography as well as regional literature. The course content will include the study of the fundamentals of geography, elements of culture, elements of literature in the investigation of many regions of the world.

### **HUMANITIES 10 (2.0 CREDITS) - Year Long Course**

**1.0 credit in US History (Social Studies) + 1.0 Credit in American Literature (English)**

**Course Description:** Using this multidisciplinary approach, this year long course examines United States history through literature, film, group projects, class discussions, guest speakers and primary source documents. Students will evaluate the impact that various events, legislation, movements, and figures have had on citizens, societies, nations, and the world. The inquiry-based learning will be a major part of this course as students complete the research process. During this course, students will be expected to perform extensive, independent reading and analysis of text. Students are also expected to be civically engaged in class and the community; these experiences will aid the student to pass the United States Citizenship Test which is a state graduation requirement.

### **TC SPEECH (0.5 CREDIT) - Offered Each Semester**

**Course Description:** This course explores the fundamentals of effective oral presentation to small and large groups. Topic selection, audience analysis, methods of organization, research, structuring evidence and support, delivery techniques, and other essential elements of speaking successfully, including the listening process, form the basis of the course.

### **TC WRITTEN COMMUNICATION (0.5 CREDITS) - Offered Semester 1 or Semester 2 (New for 2019-20)**

**Course Description:** This course is designed for learners to develop knowledge and skills in all aspects of the writing process. Planning, organizing, writing, editing, and revising are applied through a variety of activities. Students will analyze audience and purpose, use elements of research, and format documents using standard guidelines. Individuals will develop critical reading skills through analysis of various written documents.

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## **MATHEMATICS**

### **ACHIEVE NUMERACY (0.5 CREDITS) - Offered Each Semester**

**Course Description:** This course will use online software to aid students in improving their math skills and comprehension. This course is mandatory for students who are below benchmark with math and is encouraged and recommended for all students who want to improve their math skills. This course is mostly independent, but involves weekly due dates and is monitored closely by RUHS staff.

*This is an Intervention Course and does not count toward core Math credit requirement.*

### **INTEGRATED MATH I (1.0 CREDIT) - Year Long Course**

**Course Description:** The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other, and by applying linear models to data that exhibit a linear trend. Students will use properties and theorems involving congruent figures to deepen and extend prior understanding of geometric knowledge. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards will also be applied throughout the course.

### **INTEGRATED MATH II (1.0 CREDIT) - Year Long Course**

**Course Description:** This course will start with a focus on geometric vocabulary, transformations in the coordinate plane, triangles, and congruence. Quadratic expressions, equations, and functions and their characteristics will be explored. Real and complex numbers will be introduced as well. Students will also focus on similarity and right triangle trigonometry. Properties of circles will round out the course. The Mathematical Practice Standards will also be applied throughout the course. This course will prepare students for Integrated Math III.

### **INTEGRATED MATH III (1.0 CREDIT) - Year Long Course**

**Course Description:** This course is designed to be taken after Integrated Math II building on the concepts covered. The focus of the course will include conic sections, polynomial relationships, rational relationships, radical relationships, trigonometry, mathematical modeling, and geometric modeling. The Mathematical Practice Standards will also be applied throughout the course. This course will prepare students for Precalculus and/or TC Mathematical Reasoning.

### **TC MATHEMATICAL REASONING (0.5 CREDIT) - Offered Semester 1**

**Course Description:** All college students, regardless of their major, need to be able to make reasonable decisions about fiscal, environmental, and health issues that require quantitative reasoning skills. An activity based approach is used to explore numerical relationships, graphs, proportional relationships, algebraic reasoning, and problem solving using linear, exponential and other mathematical models. Students will develop conceptual and procedural tools that support the use of key mathematical concepts in a variety of contexts.

**Prerequisites:** Integrated Math Sequence or consent of instructor.

### **TC PRECALCULUS (1.0 CREDIT) - Year Long Course**

**Course Description:** The purpose of this course is to take a graphing calculator approach to understanding the following types of functions: algebraic, polynomial, exponential, logarithmic and trigonometric functions.

A student can take this class for credit through UW-Oshkosh\* (5.0 credits).

**Prerequisites:** Integrated Math Sequence.

### **TC STATISTICS (1.0 CREDIT) - Year Long Course**

**Course Description:** College level Statistics introduces students to the major concepts and tools for collecting, organizing, analyzing, and interpreting data. Students will explore patterns in data, plan and conduct a study through sampling and experimentation, anticipating patterns using probability and simulation, and estimate population parameters. Introductory statistics is typically required for majors such as social sciences, health sciences and business. Science, engineering and mathematics majors usually take an upper-level calculus-based course in statistics, for which this Statistics course is preparation. A student can earn 3.0 credits through UW-Oshkosh\*.

**Prerequisites:** Integrated Math Sequence.

\*A student must apply as a special student to UW-Oshkosh and complete the Math Placement test prior to taking this course to earn UW-Oshkosh credit. Registration must be completed by July 30, and Math Placement test must be completed by August 15. The student/family is responsible for paying for the credits through UW-Oshkosh.

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## **SCIENCE**

### **AP ENVIRONMENTAL SCIENCE (1.0 CREDIT) - Year Long Course**

**Course Description:** Environmental Science course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

**Prerequisites:** Integrated Math I, Biology, and Chemistry

### **BIOLOGY (1.0 CREDIT) - Year Long Course**

**Course Description:** This introductory survey course is designed to help the student develop a better understanding of living things and of life functions. Units studied include the nature of science, cells and cell processes, ecology, nature of DNA, genetics, reproduction and development, evolution and the change of species over time, and biodiversity.

### **PRINCIPLES OF BIOMEDICAL SCIENCE (PLTW) (1.0 CREDIT) - Year Long Course**

**Course Description:** This course provides an introduction to the biomedical sciences through hands-on projects and problems. Students investigate concepts of biology and medicine using a case study approach. They will determine the factors that led to the death of a fictional woman as they sequentially piece together evidence found in her medical history and her autopsy report.

**Prerequisite:** Biology (may be taken concurrently)

### **PRINCIPLES OF ENGINEERING (PLTW) (1.0 CREDIT) - Year Long Course (New for 2019-20)**

**Course Description:** Are you interested in applying your math and science skills through a mix of hands-on and academic activities? Principles of Engineering are designed to introduce students to the fundamental skill sets necessary to be a successful engineer. Utilizing technology to design experiments, students will fabricate products which meet specific industry requirements. Students may also participate in case studies and team projects.

**Prerequisites:** Introduction to Engineering Design

### **TC CHEMISTRY (1.0 CREDIT) - Year Long Course**

**Course Description:** The main topics studied are the metric system, problem solving, matter, atomic structure, bonding, the periodic table, periodic relationships, chemical equations, kinetic molecular theory, gas laws, solutions, acids, bases and salts. A solid Algebra background is necessary to comprehend the math concepts in this course. Chemistry is recommended for careers in health, as well as careers requiring a technical or technological background.

**Prerequisites:** Algebra 1, Integrated Math I (or equivalent)

### **TC PHYSICS I (1.0 CREDIT) - Year Long Course**

**Course Description:** AP Physics I is an introductory, algebra-based STEM course. The course covers motion; work, energy, and power; mechanical waves, and sound. It will also introduce electric circuits. Students will gain knowledge through class discussion, problem solving, and laboratory activities. Students will have the opportunity to take the Advanced Placement exam or earn 5 credits from UW-Oshkosh\*.

\*A student must apply as a special student to UW-Oshkosh and complete the Math Placement test prior to taking this course to earn UW-Oshkosh credit. Registration must be completed by July 30, and Math Placement test must be completed by August 15. The student/family is responsible for paying for the credits through UW-Oshkosh.

## **SOCIAL STUDIES**

### **AP PSYCHOLOGY (1.0 CREDIT) - Year Long Course (New for 2019-20)**

**Course Description:** Advanced Placement Psychology is a course that introduces students to the scientific study of behavior and mental processes in humans and animals. Units of study include history, foundations and careers, critical scientific thinking and statistical reasoning, neurobiology, nature, nurture and human diversity, development, sensation and perception, states of consciousness, learning, memory, thinking and language, intelligence, motivation and emotion, theories of personality, psychological disorders and therapy, stress and health, and social psychology. Students will study the entire college curriculum before the Advanced Placement exam in May. The focus of the course is to foster critical thinking and an understanding of human behavior that allows the individual the opportunity to create healthier relationships throughout the lifespan. Students can expect to participate in activities that incorporate community resources and active participation as a means of making direct connections between their studies and relationships. Students will have the opportunity to take the Advanced Placement exam.

### **CRITICAL ISSUES FORUM (0.5 CREDIT) - Year Long Course**

**Course Description:** In this course students to work together as a team to think outside the box and be a part of the world conversation about one of the world's most controversial issues: Nuclear Nonproliferation and Disarmament. As a team, students will focus their research on CIF selected themes and topics. Two (based on school population) CIF ambassadors will be selected by the instructor(s), the Dean of Students, and the RUHS Board. This opportunity allows students to be a part of the world conversation on educating for peace at the forum. **Students chosen as CIF ambassadors will be responsible for a portion of CIF charges and fees.**

**Prerequisites for Ambassadors:** Speech or Consent of Instructor

### **HISTORICAL RESEARCH METHODS SEMINAR (0.5 CREDIT) - Offered 1st Semester Only**

**Course Description:** In this course, students will be trained in the craft of inquiry based historical research and presentation necessary for participation in the National History Day (NHD) competition. The course promotes 21st Century skills by utilizing modern research methods and technology to promote the study of history. Through their research students are to analyze their sources and connect their topic to the NHD theme. Students will learn to present their findings in historical papers, museum-style exhibits, original dramatic performances, multimedia documentaries, or interactive websites. **Students may advance to regional or state competition with their project.**

### **HUMANITIES 9 (2.0 CREDITS) - Year Long Course**

#### **1.0 credit in Global Studies (Social Studies) + 1.0 credit in Cultural Literature (English)**

**Course Description:** Humanities 9 examines the diversity of the world through a regional and analytical perspective. Students will explore and analyze governments, economies, peoples, and cultures from around the world in this course. Instruction emphasizes the structures and policies of the United States and how they compare to other systems in the international community. Students apply critical thinking and research skills to examine current events and contemporary issues. Through Guided Inquiry, Research, and Literature, students will explore global economic systems, human rights, world health, environmental issues, and the role of the United States and the United Nations in a changing world. This class is designed to eliminate much of the confusion surrounding these issues and allow students to form their own opinions on matters that affect their world. Students will evaluate the issues and propose solutions from a variety of perspectives. The purpose of this course is to provide students with the knowledge and skills to be participating citizens of our increasingly interconnected world.

## **HUMANITIES 10 (2.0 CREDITS) - Year Long Course**

### **1.0 credit in US History (Social Studies) + 1.0 Credit in American Literature (English)**

**Course Description:** Using this multidisciplinary approach, this year long course examines United States history through literature, film, group projects, class discussions, guest speakers and primary source documents. Students will evaluate the impact that various events, legislation, movements, and figures have had on citizens, societies, nations, and the world. The inquiry-based learning will be a major part of this course as students complete the research process. During this course, students will be expected to perform extensive, independent reading and analysis of text. Students are also expected to be civically engaged in class and the community; these experiences will aid the student to pass the United States Citizenship Test which is a state graduation requirement.

## **TC SOCIOLOGY (0.5 CREDIT) - Offered Semester 1 or Semester 2**

Throughout this course, students will develop a sense of connection to society and how that connection impacts and is impacted by social forces. Students will look for social causes to behavior and the behavior of others such as racial, gender, and age discrimination. Special attention will be given to the sociological institutions of education, government, religion and family as they relate to social development.

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# **RUHS ELECTIVE COURSE OFFERINGS**

## **ACT PREP (0.5 CREDIT) - Year Long Course (Highly recommended for all juniors)**

**Course Description:** Students will learn test taking strategies and measure growth in math, science, English, reading, and writing skills to prepare for success on the ACT and WorkKeys Tests.

## **HISTORICAL RESEARCH METHODS COMPETITION**

### **(25 hours Service Learning or 0.25 CREDIT)**

**Course Description:** This is an extension of the Historical Research Methods Seminar and is for students who want to compete at the Wisconsin Regional National History Day in February and the Wisconsin State National History Day in April (students must be selected to attend state). The NHD competition allows students to "present" their Historical Methods project and to be a part of the historical conversation amongst Wisconsin Students. Students who compete in regionals have the opportunity to advance to the state and national competition.

**Students choosing to participate in NHD competitions will be responsible for charges and fees (\$10-\$20).**

## **INTRODUCTION TO ENGINEERING DESIGN (PLTW) (1.0 CREDIT) - Year Long Course (New for 2020-21)**

**Course Description:** This course is designed to introduce students to the design process and the tools used in product development. Students enrolled in Introduction to Engineering Design will learn through first-hand experience the activities that engineers engage in throughout the design cycle. Development of design briefs, sketching, 3D solid modeling and prototyping will provide the foundation for activities in Introduction to Engineering Design.

### **PRE-INTERNSHIP SEMINAR (0.5 CREDIT) - Offered Semester 1 (New for 2019-20)**

**Course Description:** During the Pre-Internship Seminar the student will begin the Career Portfolio by updating career goals, complete a resume, cover letter, and practice Interview techniques. The student will also learn about safety, sexual harassment, ethical behavior, workplace perceptions and complete a weekly reflection log based on knowledge gained from the weekly topic. This course will prepare students for part 2 of the internship process - the Worksite Internship Experience.

### **STEM COMPETITION**

#### **(25 hours Service Learning or 0.25 CREDIT)**

**Course Description:** This is an extension of the STEM Research Methods Seminar and is for students who want to complete in the MathWorks Math Modeling (M3) Challenge. Through participation, students experience what it's like to work as a team to tackle a real-world problem under time and resource constraints, akin to those faced by professional mathematicians working in industry. The Challenge awards \$100,000 in scholarships. The scholarship contest for high school juniors and seniors only, however all students are encouraged to participate. **The Challenge is entirely Internet-based with no registration or participation fees.**

### **TECH SQUAD (25 hours Service Learning or 0.25 CREDIT) - Year Long Commitment**

**Course Description:** Are you good with technology? Students will use hands-on skills to assist staff and other students with basic and advanced technology needs, such as setting up projectors, managing Google Drive and online resources, and problem solving other computer issues. This course will prepare students for work in the technology field, as well as provide skills for post-secondary life in the 21st Century.

**Prerequisites:** Must have good working knowledge of technology in general and Mac/Apple products.

### **TC MEDICAL TERMINOLOGY (0.5 CREDIT) - Offered Semester 1 or Semester 2**

**Course Description:** Medical terminology is the study of the principles of medical word building to help the student develop the extensive medical vocabulary used in health care occupations. Students receive a thorough grounding in basic medical terminology through a study of root words, prefixes and suffixes.

### **WORKSITE INTERNSHIP EXPERIENCE (0.5 CREDIT) - Offered Semester 2 (New for 2019-20)**

**Course Description:** The Worksite Internship Experience, which occurs after the Pre-Internship Seminar, becomes the place for active and immersive learning. The Internship Coach guides students during both experiences. During the worksite internship experience, students will maintain a journal or log focusing on specific observations and reflections. Students will also meet as a cohort, on campus. The weekly meetings provide students with a forum for questions and a time to share and reflect on their Worksite Internship experience. During the final week of the Worksite Internship Experience students will compose a profile of their experience. They will share their experiences and reflections at the end of year Open House with parents and other students. Worksite Mentors are invited to the Open House. Students will update their resume and share an evaluation of their experience with their Worksite Sponsor and Internship Coach.

**Prerequisite:** Pre-Internship Seminar or Consent of Instructor

### **YEARBOOK (25 hours Service Learning or 0.25 CREDIT) - Year Long Commitment**

**Course Description:** Students will publish a yearbook for their peers. They will learn the basics of yearbook journalism. Students interested in photography will study photo composition, organization, and editing. This course will NOT count as one of the four required English credits.

## **WORLD LANGUAGE**

### **SPANISH I (1.0 CREDIT) - Year Long Course**

**Course Description:** This is a beginning Spanish language course for the student who desires to understand, speak, read and write Spanish. It is also the start of a study about Spanish-speaking countries including their people, cultures, and influences in the U.S. and on each other. It is taught with an emphasis on grammar and conversation. Any student interested in people and other cultures would benefit from Spanish I.

### **SPANISH II (1.0 CREDIT) - Year Long Course**

**Course Description:** A continuation of Spanish I, Spanish II builds upon beginning concepts and introduces the past tense. Emphasis is on understanding and speaking, as well as writing. Students will be introduced to authentic Spanish literature. This course allows students to continue to study cultures of Spanish-speaking countries, as well as to improve communication skills in Spanish.

**Prerequisites:** Spanish I

### **SPANISH III (1.0 CREDIT) - Year Long Course**

This course is a continuation of Spanish II, so emphasis is placed on listening and speaking. New grammatical concepts will be introduced. Vocabulary and new expressions are stressed in oral and written conversations and in varied activities. Students will explore authentic Spanish literature. Many countries and their traditions are explored.

**Prerequisites:** Spanish II

### **SPANISH IV (1.0 CREDIT) - Year Long Course (*New for 2019-20*)**

This course continues to focus on advanced grammar and concepts. This challenging course emphasizes speaking and listening to offer a greater understanding of the culture and current events of the Spanish speaking world. Students will continue to explore authentic Spanish literature. Students attending a university may be eligible for retroactive credits based upon demonstrated proficiency in the language.

**Prerequisites:** Spanish III



# SITE SPECIFIED or DISTANCE LEARNING CLASSES with PARKER / CRAIG

The School District of Janesville sometimes offers a course as a **site specific course** or via **Telepresence technology**. When enrollment does not reach the minimum Board of Education requirement to offer a class at each high school (Parker / Craig), consideration is given to offer the course at Craig or at Parker only, or via Telepresence technology.

A **Telepresence classroom** uses technology to link to multiple sites and allows one teacher to conduct a class in multiple buildings simultaneously and minimizes student travel.

If the Board of Education decides courses at Craig / Parker will be held via Telepresence technology, Rock University High School students will also be allowed to participate (given we have adequate technology and space available at the time of the class).

RUHS currently has three Telepresence options for students to connect with Craig, Parker, and/or Monticello High School; two table-top machines for one or two students to connect to a class, and one large group machine for a small or large group to connect to a class.

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## TRANSCRIPTED CREDIT (TC)

Transcribed Credit agreements allow high school students the opportunity to take actual BTC courses at their local high schools. Classes offered for Transcribed Credit are free of charge to the student and are taught by high school teachers who are certified by the Wisconsin Technical College System. Upon successful completion of the class (students must receive a "C" grade or better); students receive an official BTC transcript that is recognized by many technical colleges in the state of Wisconsin. Classes for Transcribed Credit vary by high school so check with your school counselor or Student Services Specialist to find out what classes are available to you. Please look for the BTC symbol, which identifies specific courses which may be granted Technical College Credit. Courses are subject to change at the start of the school year based on staffing.



## ADVANCED STANDING (AS) CREDIT

Advanced Standing courses are equivalent to a BTC course and are taught by high school teachers. Classes offered for Advanced Standing credit are free of charge to the student and are taught in the local high school. Students who receive a "B" or better are awarded technical college credit only when they enroll in a program at BTC. Advanced Standing classes vary by high school so check with your school counselor to find out what classes are offered to you at your school. Please look for the BTC symbol, which identifies specific courses which may be granted Technical College Credit.



## ADVANCED PLACEMENT COURSES

### WHAT IS ADVANCED PLACEMENT?

The Advanced Placement Program (AP) is a cooperative educational endeavor between high schools, Blackhawk Technical College, colleges or universities. It allows students to enroll in college-level courses while in high school, and gives them the opportunity to show mastery by taking an AP exam.

### AP EXAM

AP exams are given during the month of May. Every student takes the same exam at the same time. Each exam consists of two sections. The first section is made up of multiple-choice questions. The other section consists of free-response questions in various formats: essays, digitally recorded responses, analysis of historical documents, extended problem solving, etc.

### AP GRADES

The AP grading scale is as follows:

- 5 Extremely well qualified
- 4 Well qualified
- 3 Qualified
- 2 Possibly qualified
- 1 No recommendation

Students will receive their grade report in July. Most technical colleges, colleges, and universities accept AP scores of 3 or above.

### BENEFITS OF AP

Students may receive credit, advanced placement or both at most colleges and universities. The amount of credit received varies on the college, AP score, and the subject. Some colleges grant up to six college credits for a score of 5. Students are also able to move into a higher level class at college as a freshman. This not only translates into time saved, but also a financial savings for each credit earned while in high school. It is possible for a student to take enough AP exams to enter college at a sophomore standing.

### COST OF AP EXAMS

Students do have to pay for each exam taken. The cost is approximately \$94 per exam. Students who are eligible to participate in the Federal Free or Reduced-Price Lunch Program will receive a waiver for the exam fee.

### AP EXAM TIMELINE

October – Online Registration Opens

March 29th at midnight - registration for AP exams and exam fee due

May - AP exams

July - results of exams