

# East High School

# COURSE CATALOG

## 2021-2022



# Table of Contents

MMSD Graduate Vision .....	3
Personalized Pathways.....	4
Health Services Pathway Program of Study .....	5
Information Technology & Communication Program of Study.....	6
Scheduling Options in Pathways.....	7
Choosing Courses and Creating My Schedule .....	8
How many credits do I need to earn a diploma from MMSD?.....	8
What specific courses do I need to earn my diploma?.....	8
Graduation Requirements .....	9
Can I get physical education credit for participation in a sport?.....	10
What if I took high school equivalent courses in middle school? .....	10
Planning for After High School.....	11
Credit requirements for after high school .....	11
College testing .....	12
What if I hope to be a student athlete in college? .....	13
Opportunities for Advanced Coursework and College Credit .....	14
Personalizing Your Learning Experience & Earning High School Credit .....	18
Flexible Course Opportunities.....	21
Additional Programs and Learning Opportunities .....	23
Advancement Via Individual Determination (AVID).....	23
Dual Language Immersion .....	25
Global Scholars Program & Seal of Biliteracy.....	26
Course Request Process & Course Catalog Change Procedures .....	28
Changing a Course Request.....	28
Adding/Dropping a Course.....	28
Finishing an “Incomplete” .....	28
Applying for Early Graduation .....	29
School Contact Information.....	29
<b>East High School Course Catalog .....</b>	<b>30</b>



**Madison has a vision for all students – that they will not only graduate, but graduate with the skills and abilities necessary to be successful in college, career, and community.**

We want our students to master academic content, build creativity, confidence and cultural competence, gain a strong sense of self and interpersonal skills and have a growth mindset to help them continually develop the skills and abilities to be successful. This vision for Madison’s graduates was developed with input from more than 2500 staff, students, and community members. And it is through our students that this vision comes to life.

Our graduates display a diversity of strengths, interests, skills, and bright futures that exist for every child in MMSD. In each of our students, we see them for who they are and who they are becoming.

 <p><b>CONFIDENCE</b> I advocate for myself, my ideas, and how I learn best to reach my goals.</p>	 <p><b>COMMUNITY CONNECTION</b> I'm an active participant in my community.</p>	 <p><b>INTERPERSONAL SKILLS</b> I collaborate and problem-solve with others, as a team member and a leader.</p>	 <p><b>GROWTH MINDSET</b> I can learn anything and I look at mistakes as valuable learning opportunities.</p>
 <p><b>WELLNESS</b> I make choices that are good for my mind and body.</p>	 <p><b>CREATIVITY</b> I approach challenges with an open, creative mind and a love for learning.</p>	 <p><b>CULTURAL COMPETENCE</b> I build meaningful connections with people who are different from me to learn from one another.</p>	 <p><b>SELF-KNOWLEDGE</b> I know who I am and what I can do.</p>



# I'm on a Pathway. Try and keep up.

As a current or future high school student, you have a key decision to make about what you want your high school experience to be going forward. You can attend classes traditionally or apply to a Personalized Pathway.

## What does that mean?

All students attend high school every day for the same number of hours, taking all the required coursework that others take as well as any electives and advanced courses you choose. You will explore future options, set academic goals, and build relationships with your teachers and peers.

**In a Personalized Pathway**, you'll learn in a close-knit community, set academic goals, explore college and career options and tackle challenging classes, all around a broad theme that's connected to the world around you.

- See how your classes connect to each other and to the real world.
- Discover possibilities and apply what you learn to life after high school. You'll map out and refine your path to success after high school by exploring your unique interests and goals.
- Explore your passions and connect to your community. College visits, guest speakers, field trips, mock interviews, service learning, working with mentors, clinical experience and internships or apprenticeships are all a part of Pathways. These in-school and out-of-school experiences, tied to the broad pathways theme, help you prepare for college or your future profession.
- We combine all the great things about a traditional high school experience with a broad theme to take your learning deeper. You will explore this theme as it connects to the world around you.

The next two pages show an example schedule or program of study that students in each pathway could take.



***“Pathways allows us to address individual student needs as a dedicated team. We aren’t teaching “islands” where kids stop by for 50 min and move on. They know that we are a cohesive group who are going to work together to make sure they are successful.”***

– Erin Ennis, Pathways Teacher

***“My first Pathways class I have every day is English. If my teacher brings up something... and then I hear it next hour in History, it really helps my understanding.”***

– Maggie, Pathways student



# A high school experience that's engaging and purposeful – East's Public Health Academy for Social Justice – Program of Study

	9th	10th	11th	12th
<b>PATHWAYS CORE COURSES</b>	<b>ENGLISH</b> English 1 stand alone honors or earned honors (1.0)	English 2 earned honors (1.0) OR AP Seminar (1.0)	English 3 (1.0) OR AP Language & Composition (1.0)	Intro to College Reading and Writing (1.0) OR AP Literature & Composition (1.0)
	<b>SCIENCE</b> Biology stand alone honors or earned honors (1.0)	Chemistry stand alone honors or earned honors (1.0)	General Physics (1.0) OR Math Physics (1.0)	Open for Choice in or outside Pathway (see below for Recommended Pathways Course options)
	<b>SOCIAL STUDIES</b> US History stand alone honors or earned honors (1.0)	World History stand alone honors or earned honors (1.0)	Modern U.S. History (.5)	Open for Choice in or outside Pathway (see below for Recommended Pathways Course options)
<b>ELECTIVES</b> Graduation Requirements include: Financial Literacy (.5), Physical Education (1.5), Health (.5), Humanities (1.0) theater, music, visual art or world language Many 4-Year Colleges require 2 or more years of a Single World Language	Health Science Exploration (.5) Required Pathways CORE Course	Law & Ethics (.5) Required Pathways CORE Course OR Body Structure & Function (.5) Required Pathways CORE Course	Medical Terminology (.5) OR Sociology (1.0)	Principles of Biomedical Sciences OR Anatomy & Physiology OR Certified Nursing Assistant OR AP Psychology
	Elective (.5)	Elective (.5)	Elective (.5)	Elective (.5)
	Elective (.5)	Elective (.5)	Elective (.5)	Elective (.5)
	Elective (.5)	Elective (.5)	Elective (.5)	Elective (.5)
	Elective (.5)	Elective (.5)	Elective (.5)	Elective (.5)
	Elective (.5)	Elective (.5)	Elective (.5)	Elective (.5)
<b>MATHEMATICS</b> in or outside Pathway Many 4-year colleges require four years of Math	Full credit of math (1.0)	Full credit of math (1.0)	Full credit of math (1.0)	Open for Choice (1.0)

**Pathways CORE Courses**

English, science, social studies and health science (and in some cases Math) concepts are brought together around a broad theme.

**AVID students** can take another elective such as World Language/Music/Art for 4 years while in Pathways



2

Information Technology & Communication Pathway

A high school experience that's engaging and purposeful – East's Information and Communication Technology Academy - Empowering Voice Through Innovation

		9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>PATHWAYS CORE COURSES</b>	<b>ENGLISH</b>	<b>English 1</b> stand alone honors or earned honors (1.0)	<b>English 2</b> earned honors (1.0) OR <b>AP Seminar</b> (1.0)	<b>English 3</b> (1.0) OR <b>AP Language &amp; Composition</b> (1.0)	<b>Intro to College Reading and Writing</b> (1.0) OR <b>AP Literature &amp; Composition</b> (1.0)
	<b>SCIENCE</b>	<b>Biology</b> stand alone honors or earned honors (1.0)	<b>Chemistry</b> (1.0) stand alone honors or earned honors (1.0)	<b>Physics</b> (1.0) OR <b>Math Physics</b> (1.0)	<b>Open for Choice</b> in or outside Pathway (see below for Recommended Pathways Course options)
	<b>SOCIAL STUDIES</b>	<b>US History</b> stand alone honors or earned honors (1.0)	<b>World History</b> stand alone honors or earned honors (1.0)	<b>Modern U.S. History</b> (.5)	<b>Open for Choice</b> in or outside Pathway (see below for Recommended Pathways Course options)
<b>ELECTIVES</b> Graduation Requirements include: Financial Literacy (.5), Physical Education (1.5), Health (.5), Humanities (1.0) theater, music, visual art or world language Many 4-Year Colleges require 2 or more years of a Single World Language	<b>Bit &amp; Bytes</b> (.5) Required Pathways CORE Course	<b>Graphic Design / Desktop Publishing</b> (.5) OR <b>Intro to Programming</b> (1.0) Required Pathways CORE Course	<b>Video Production</b> (1.0) OR <b>Adv. Video Production</b> (1.0) OR <b>AP Computer Science Principles</b> (1.0) OR <b>Yearbook</b> (1.0)	<b>Computer Hardware Essentials</b> (1.0) OR <b>AP Computer Science</b> (1.0) OR <b>Adv. Video Production</b> (1.0) OR <b>Writing for the Media &amp; Publication</b> (1.0)	
	<b>Elective</b> (.5)	<b>Elective</b> (.5)	<b>Elective</b> (.5)	<b>Elective</b> (.5)	
	<b>Elective</b> (.5)	<b>Elective</b> (.5)	<b>Elective</b> (.5)	<b>Elective</b> (.5)	
	<b>Elective</b> (.5)	<b>Elective</b> (.5)	<b>Elective</b> (.5)	<b>Elective</b> (.5)	
	<b>Elective</b> (.5)	<b>Elective</b> (.5)	<b>Elective</b> (.5)	<b>Elective</b> (.5)	
	<b>Elective</b> (.5)	<b>Elective</b> (.5)	<b>Elective</b> (.5)	<b>Elective</b> (.5)	
<b>MATHEMATICS</b> in or outside Pathway Many 4-year colleges require four years of Math	<b>Full credit of math</b> (1.0)	<b>Full credit of math</b> (1.0)	<b>Full credit of math</b> (1.0)	<b>Open for Choice</b> (1.0)	

**Pathways CORE Courses**

English, science and social studies (and in some cases Math) concepts are brought together around a broad theme.

**AVID students** can take another elective such as World Language/Music/Art for 4 years while in Pathways



## Sample Schedule - Pathways

Here's a sample schedule showing what your course load could look like while in one of the themed Pathways vs. the traditional route.

See pages 23-25 for additional scheduling options around AVID and DLI programming.

Traditional 9 <sup>th</sup> Grade		Pathways 9 <sup>th</sup> Grade		 <b>EXPERIENTIAL LEARNING OPPORTUNITIES</b> Awareness Learning ex. Field-trip or Guest Speaker <b>INTEGRATED PROJECTS</b>
ENGLISH 1	English 1 (honors options)	ENGLISH 1	English 1 (honors options)	
SCIENCE	Biology (honors options)	SCIENCE	Biology (honors options)	
SOCIAL STUDIES	U.S. History (honors options)	SOCIAL STUDIES	U.S. History (honors options)	
MATHEMATICS		MATHEMATICS		
PHYSICAL EDUCATION	ELECTIVE	PHYSICAL EDUCATION	Pathways Core Course	
ELECTIVE		ELECTIVE		
ELECTIVE		ELECTIVE		





## Academic Advising and Post-Secondary Planning

We know that it seems like there is a lot to know - and a lot of decisions to make - about choosing courses, making decisions about academic programs, and planning for after high school. Although these decisions are ultimately yours to make (with consultation and support from your family), there are many, many people at your high school who are ready to help you be successful on your journey to graduation. Additionally, throughout your high school journey you will get opportunities to explore your options through hands-on exploration opportunities, through reflecting on your growth, through developing and updating a post high school action plan, and through using Xello--an online post-high school planning tool.

## Choosing Courses and Creating My Schedule

### How many credits do I need to earn a diploma from MMSD?

Typically, students need somewhere between 22 and 26 credits to earn an MMSD diploma. If you transfer into MMSD from another school district during your high school years, the number of credits required to graduate from MMSD will be determined by your MMSD high school.

I Will Complete...	Credits needed for Graduation
9th - 12th grade at East, La Follette, West, or Memorial with a 7-period schedule	22 credits needed for graduation
10th - 12th grade having spent some time at East, West, or Memorial <b>and</b> some time at La Follette	24-26 credits needed for graduation
Will graduate from an MMSD high school but spent some of my time in 9th-12th grade at a school outside of MMSD	Credits needed vary

If you have additional questions, we encourage you to meet with your school counselor to understand the credit requirements that match your individual situation. Specific policy language about MMSD graduation requirements can be found in our Board of Education Procedures Documents under [Policy #3540: Graduation Requirements](#).

To support you in staying on track for graduation, we also have a requirement for the total number of credits you need in your schedule each year. Typically, students will need to have the following number of credits each year, for a 7-period day:

- 9th-11th grade: 6 credits
- 12th grade: 5 credits

Exceptions to this must be approved by your school principal and the MMSD Board of Education.

### What specific courses do I need to take to earn my MMSD diploma?

See an overview of the graduation requirements on the next page. Most MMSD students will be required to meet these requirements in order to receive a diploma. In some instances, students with Individualized Education Plans or who are English Language Learners may have modified graduation requirements.



# Graduation Requirements

**22**<sup>\*</sup>  
credits

**4**

credits

English

- Including English 1 and English 2

**3**

credits

Math

**3**

credits

Science

**3**

credits

Social Studies

- Including US History and Modern US History  
- Pass the state Civics exam

**6**<sup>1/2</sup>

credits

Electives

- Including 1 credit of Humanities

**1**<sup>1/2</sup>

credits

Physical Education

**1**<sup>1/2</sup>

credits

Health

\*\*

Financial Literacy

For more information, visit [mmsd.org/grad-requirements](https://mmsd.org/grad-requirements)

\*La Follette class of 2021 and 22 may have different credit requirements due to the change from a block schedule. See your counselor for details.

\*\*Successful completion of a course that incorporates financial literacy is required. It does not need to be a standalone course.



For students who are...	English	Math	Science	Social Studies	Additional Requirements
In the graduating class of June 2021 and beyond	4 credits <i>Including successful completion of English 1 and English 2</i>	3 credits <i>Including successful completion of courses in algebraic and geometric concepts</i>	3 credits <i>Including successful completion of courses in biological <b>and</b> physical sciences</i>	3 credits <i>Including successful completion of US History and one semester of Modern US History</i>	1.5 credits Physical Education .5 credit Health Education  Civics Exam*  1 credit of Humanities (e.g., Art, Theater, Music, World Language, etc.)  .5 credit Financial Literacy

\*In addition to earning the specific credits identified, all graduating students must also complete a **state-administered civics examination**. Students who do not receive special education services must achieve a proficiency of 65% or higher to fulfill the requirement. Students who receive special education services must participate in, and complete, the examination to fulfill the requirement. The test is currently available in the following languages: English, Spanish, Hmong, Arabic, Chinese, French, Japanese, Khmer, Korean, Mandinka, Nepali, Vietnamese, Somali, Tibetan, Wolof, and American Sign Language (in collaboration with Wisconsin School for the Deaf).

A more detailed description of the graduation requirements outlined above is provided in the policy language in our Board of Education Procedures Documents under [Policy #3540: Graduation Requirements](#).

### Can I get Physical Education credit for participation in a high school sport?

If you complete three seasons of an MMSD Board approved sport, in good standing, you have the opportunity to apply for Physical Education Replacement Credit (PERC). Through PERC, students can request approval to substitute a half-credit of English, math, science or social studies (above and beyond graduation requirements in those areas) for a half-credit of PE. There are also eligibility requirements that must be met in order to receive credit: You must be an athlete in good standing for the full season of your sport, meet your academic eligibility requirements and not incur any suspensions during your season. The list of board approved sports can be found in our [Board of Education Procedures #3160 Interscholastic Athletics](#) and the policy language governing the PERC process can be found in our Board of Education [Procedures #3540: Graduation Requirements](#).

For more information and/or to get an application for PERC, please visit your high school athletic office or reach out to the contact listed on page 29.

### What if I took high school equivalent courses while I was in middle school?

If you took high school equivalent courses while in 7th or 8th grade and passed - these credits count towards your total graduation requirements in the subject area in which they were earned. These courses will be listed on your high school transcript and the credits earned should be reflected in the Credit Summary feature of your high school transcript. If you have questions about this, please check-in with your high school counselor. Board policy language guiding this practice can be found under [Policy #3541](#) in the MMSD Board of Education Procedures documents.



## Planning for After High School

### What about credit requirements for post-secondary education options like college, university, apprenticeship programs, etc.?

Each college, university, and training program has a specific set of entrance requirements and unique standards for what it considers to be “appropriate high school coursework.” We strongly encourage you to begin exploring admissions requirements for post-secondary options of interest early in high school. Your high school counseling department has a variety of resources that can help you learn more about how to choose courses that help you keep your options open for after high school. One especially important way to support your exploration in this area is [Xello](#), an online post-high school exploration tool. As in middle school, you will also spend time in high school participating in Academic and Career Planning lessons and experiences with teachers and counselors to support you in exploring and preparing for your personal post-high school aspirations. You will be supported to develop a post-high school action plan to guide you in your planning.

Though every post-secondary program will have its own specific entry requirements, a few general suggestions are:

- Post-Secondary Institutions want to know you are ready for college-level challenges:
  - » Take rigorous classes, such as Honors, Advanced Placement, college-level courses or Advanced CTE classes.
  - » Find a good balance between rigorous courses and your extracurricular activities. Colleges like to see that a student is involved in their school community.
  - » Post-Secondary Institutions appreciate what they call “well-rounded” coursework.
  - » Elective courses in the arts, music, technical areas and languages support this well-roundedness.
  - » A number of selective colleges and universities require students to have at least **2 years of a world language** to be eligible for admission. The recommendation from colleges is that students should take two years of the same language while in high school. Some colleges may require more.
- Specific Programs may want to see more of certain types of courses, based on the program:
  - » Many apprenticeship programs want to see strong math, reading and writing preparation.
  - » Some programs - especially those with heavy science, engineering, or math focus - may want to see more math coursework than we require for graduation.
  - » Visual Arts, Music and Design programs often require submission of a portfolio and will want to see evidence of advanced coursework in the visual and/or performing arts.
- The more selective and competitive the post-secondary program, the more likely they will want to see four years in all core subject areas (i.e., English, math, science and social studies).
  - » UW-Madison and other highly selective college admissions staff recommend 4 years of English, math, social studies and science as well as three to four years of sequential world language study in one language.



**Two Thirds**  
**of MMSD Graduates**  
**Enroll in a 2 or 4 Year**  
**College**



## College Testing

Due to COVID-19, and many students not having access to take college entrance tests, many colleges and universities are no longer requiring students to submit ACT or SAT scores. They are calling their admissions requirement as “test optional”. This means that you may choose to share your test scores or not and that you will not be penalized by not sharing your scores. You will want to research the postsecondary institutions that you are intending to apply to know if they are requiring these scores or not. If you do take the SAT or ACT, most four-year colleges and universities will accept either but students who are applying to more highly competitive schools, or are interested in applying to a wide range of scholarships, may want to consider taking both if their schools are not “test optional”. In addition, some competitive schools and programs will request that interested students take SAT subject tests to demonstrate mastery in a particular content area.

Visit our College and Career Planning websites to learn more!

[mmsd.org/college-planning](https://mmsd.org/college-planning)  
[mmsd.org/career-planning](https://mmsd.org/career-planning)

You can take the ACT or SAT as many times as you want. For admissions purposes, most colleges and universities will use your highest score, if a score is required. 12th graders need to pay attention to the admissions timelines for your schools of interest so that you have taken the appropriate assessments and have had your scores submitted by the application deadline.

## ACT ([www.act.org](http://www.act.org))

American College Test - the ACT is a national college admissions test that consists of subject tests in English, mathematics, reading, and science. The ACT plus writing includes the four subject tests plus an additional writing assessment. ACT results are accepted by all four-year colleges and universities in the United States and are preferred by the UW system. All juniors are required to take the ACT at least once, during a district-administered assessment in spring. Students can re-take the ACT in their junior or senior year, if needed. For qualifying students, two fee waivers (that cover the cost of the test) are available for the ACT. Students may request that their scores be automatically shared with up to four postsecondary institutions at the time of testing. After registration students who test using a fee waiver can also request up to an additional 20 score reports for free.

Note that many colleges and universities are going “test optional” due to COVID-19. This means that you are no longer required to share ACT scores for admissions. Be sure to research your schools of choice to know if they are “test optional” or not.

## PSAT/NMSQT ([www.cb.org](http://www.cb.org))

Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test is a practice test for the SAT. This test is also used to determine National Merit semifinalists. The PSAT/NMQST is offered in mid-October and is open to 10th and 11th grade students. Students interested in being considered for National Merit status must take this exam in their junior year. National Merit is a scholarship program that identifies and recognizes academically high-performing students. Many National Merit finalists receive scholarship awards either through the National Merit Scholarship Corporation or the postsecondary institution they elect to attend.

## SAT & SAT Subject Tests ([www.cb.org](http://www.cb.org))

Scholastic Assessment Test - the SAT is a globally recognized college admission test that lets you show colleges some of what you know and how well you can apply that knowledge in the areas of reading, writing, and math. Most students take the SAT during their junior and/or senior year of high school. SAT subject tests are additional tests that are specific to particular subject areas such as math, science, English, history and languages. Fee waivers are available for qualifying students. Some post-secondary institutions may use SAT subject tests to support course placement decisions and/or admission decisions to specific postsecondary programs.



Note that many colleges and universities are moving to “test optional” due to COVID-19. This means that you are no longer required to share SAT scores for admissions. Be sure to research your schools of choice to know if they are “test optional” or not.

### ACT Preparation

All students have access to free ACT test preparation through the Method Test Prep program linked to their Xello account. Method Test Prep provides a range of test preparation resources ranging from brief sets of practice questions in each subject area up to timed full-length practice tests. Additional resources for test preparation can be found on the testing websites: ACT: [www.act.org](http://www.act.org) and SAT: [www.collegeboard.org](http://www.collegeboard.org)

### What if I hope to be a student athlete in college?

If you are interested in being part of a Division I, II, or III athletic team during your college or university career, you will need to be aware of the eligibility requirements outlined by the [National Collegiate Athletic Association](http://www.ncaa.org). The NCAA establishes very specific guidance about what high school courses you take, how well you do in them, (i.e., your GPA), and your performance on the ACT or SAT. For specific information about eligibility requirements for Division I, II, and III, we encourage you to review the information that can be found at <http://www.ncaa.org/student-athletes/future> and to consult with your school counselor. To make sure that you are keeping on track with preparing to be eligible, the NCAA also recommends the following actions:



9th Grade	10th Grade	11th Grade	12th Grade
<p>Meet with your high school counselor to share your interest in working towards Div I, II, or III athletic eligibility.</p> <p>Make sure to choose NCAA-approved courses as you schedule for 10th grade.</p>	<p>Register with the NCAA Eligibility Center at <a href="http://eligibilitycenter.org">eligibilitycenter.org</a>.</p> <p>Make sure to choose NCAA-approved courses as you schedule for 11th grade.</p>	<p>Check in with your counselor to make sure you will graduate on time with all required NCAA core courses.</p> <p>*Take the ACT or SAT and submit your scores to NCAA.</p> <p>Have your preliminary transcript sent to NCAA.</p>	<p>Finish your last NCAA core courses, earning a minimum of 2.3 GPA.</p> <p>*Take ACT or SAT again if necessary to achieve needed score(s).</p> <p>After April 1st - request final amateurism certification decision from the NCAA eligibility center.</p> <p>After graduation, ensure your final transcript is sent - with proof of graduation - to NCAA.</p>
<p>Monitor your academic performance to make sure you are meeting the grade point average and course completion expectations established by NCAA.</p>			

\*Students who initially enroll full time during the 2021-22 academic year and intend to play NCAA Division I or II athletics will not be required to take a standardized test to meet NCAA initial-eligibility requirements.



# Opportunities for Advanced Coursework and Early College Credit

As you choose courses, we also want to make sure you know about all of the opportunities that exist for advanced learning experiences so that you can take advantage of them during your four years of high school. Taking advanced coursework can support you in a variety of ways:



- The number-one predictor of **success on the ACT** is what courses a student takes. More rigorous courses directly correlate to higher ACT scores. We know that ACT scores open doors to college and scholarships.
- Universities look at the level of courses that students take. **Universities would rather see respectable grades in more challenging courses than a higher GPA with less challenging courses.**
- Advanced courses teach you how to **think and ask questions**. Essential skills that you need to do **college level work**.
- Students who take challenging courses often **earn college credit, reducing the expense** of the tuition bill in college.
- Students who take challenging courses in high school are **less likely to need remedial college courses, reducing that tuition bill again!**
- Students who challenge themselves are **more engaged in high school**.
- The AP Program offers a number of **AP Scholar Awards** to students for outstanding performance on AP Exams. If you qualify, colleges will recognize this achievement.
- These classes can **increase your chances for college-specific merit aid**. Approximately 31 percent of colleges and universities will consider a student's AP coursework when making decisions about which students will receive scholarships.
  - » Students who have AP classes on their transcript impress financial aid officers—this often translates into a student receiving more free money to pay for college. (<https://www.teenlife.com/blogs/benefits-ap-classes>)
- You will have **more flexibility in college**. With several basic classes out of the way, you may want to add a second major or minor, take more electives, or study abroad and still graduate in four years. If you have multiple interests, having taken AP courses and scoring high enough on your AP exam in high school can make it more feasible to add a minor or even a second major to your undergraduate academic plan. Part of the fun of college is exploring classes outside of your requirements. Having AP credits will also free you to take more elective courses, which can also help you zero in on a major sooner.

Your school counselor and/or content teacher is a great resource if you would like to know more about any of the opportunities described below. You will also receive information about all these opportunities during the scheduling workshops with your school counselor that take place at your school, typically in January, each year.

Additional information about each of these opportunities is also available on the Madison Metropolitan School District website. Webpage links and contact information for each type of opportunity is provided on the next page.



Type of Advanced Coursework	What is it? & Why take it?	How do I choose this type of course? Who can I contact for more information?
Advanced & Honors	<p>Honors courses provide opportunities for learners to explore course material at a broader, deeper and more complex level than the standard course.</p> <p>Advanced courses typically offer students who have taken introductory-level courses to deepen their knowledge and skill. The number-one predictor of success on the ACT is what courses a student takes. More rigorous courses directly correlate to higher ACT scores. ACT scores are generally one component of the college application and/or scholarship process.</p> <p>We encourage all students to find the right level of challenge and academic “stretch” that keeps them connected to, and interested in, their experiences as a learner. All students are encouraged to enroll in advanced courses in at least one department of interest to them while in high school, as students who challenge themselves are more engaged in high school.</p> <p>Many colleges and universities offer college level credit if you place into a higher level of a World Language, which is accessible by taking an advanced level World Language course.</p>	<p>Advanced or Honors courses are offered at your high school and you can select them when you choose your courses each year using Xello. These courses are open to all students and can be a benefit to take as students who challenge themselves are more engaged in high school.</p> <p>If you are wondering whether an Honors or Advanced course would be the right fit for you, we encourage you to speak with your current teachers as well as students who have taken the course(s) you are considering, as well as to consult with your school counselor and family.</p>
Earned Honors	<p>Some 9th and 10th grade courses at each high school offer Earned Honors opportunities. To earn honors in these courses, students must earn a C or better in the course and have an average of 3.2 or higher on predetermined performance assessments. Students do not need to predetermine if they would like to pursue the honors option.</p>	<p>Contact your school counselor for more information and to determine which courses are offered for Earned Honors.</p>

Chart continues on next page



Type of Advanced Coursework	What is it? & Why take it?	How do I choose this type of course? Who can I contact for more information?
Advanced Placement (AP) Courses	<p>AP courses use college-level curriculum and assessments. They help you be more prepared for college-level work by introducing you to the pace and challenge of a college-level class. Any student may enroll in an Advanced Placement course.</p> <p>At the end of an AP course you can choose to take the AP exam. <b>Many colleges and universities award college credit (or let you access more advanced college courses) if you earn a high score (3, 4 or 5) on the AP exam.</b></p> <p>Madison Virtual Campus (MVC) can provide fully online access to AP courses if scheduling issues exist or availability of the course at your school is limited. Enrollment in an AP class at another MMSD high school may be possible through the use of Virtual Learning Space (VLS) equipment.</p>	<p>AP courses are offered at your high school and you can select them when you choose your courses (using Xello) in the spring.</p> <p>For more information:  <a href="https://assessment.madison.k12.wi.us/advanced-placement-information">https://assessment.madison.k12.wi.us/advanced-placement-information</a></p> <p>For more information regarding Madison Virtual Campus or Virtual Learning Space access to AP classes, talk to your school counselor.</p> <p>See school-specific contact information on page 29.</p>
Dual Transcribed Credit (DTC) Courses	<p>Dual Transcribed Credit Courses use college-level curriculum and assessments and help you experience the rigor and pace of college-level material. You will earn high school credit for a DTC course and, <b>if you complete the course with a “C” grade or better, you also receive college credit on a college transcript.</b></p> <p>Many of these college credits are transferable to other colleges and universities.</p>	<p>Dual Transcribed Credit courses are offered at your high school.</p> <p><b>Ask your counselor for a list of current offerings.</b></p> <p>DTC courses are marked “DTC” in the course guide and on your transcripts.</p>
Project Lead the Way Courses	<p>Project Lead the Way (PLTW) courses are challenging, engaging, hands-on classroom experiences. PLTW courses in Engineering and Biomedical Sciences are offered.</p> <p>Students who successfully complete the nationally developed end-of-course assessment may be eligible for college credit through the Milwaukee School of Engineering (MSOE) or other colleges and universities. With transcribed credit, many colleges and universities will award college credits toward your program or major.</p>	<p>PLTW courses are offered at your high school.</p> <p>PLTW courses are marked “PLTW” in the course guide and on your transcripts.</p>

Chart continues on next page



Type of Advanced Coursework	What is it? & Why take it?	How do I choose this type of course? Who can I contact for more information?
<p><a href="#">Youth Apprenticeship (YA) Program</a></p> <p>Technical Coursework and <a href="#">Work-based Learning</a></p>	<p>Youth Apprenticeship courses are for 11th and 12th graders. The YA program combines academic and technical preparation with hands-on job experience. There are 12 state approved YA career cluster areas.</p> <p>YA students take technical-related coursework at either their high school or through a technical college/university and also spend time each semester in a workplace.</p> <p>College YA courses earn both high school and college credit. Work hours (during school year or summer) also earn high school credit.</p>	<p>There is an application process for Youth Apprenticeship courses. Typically, students will start this process in their 10th grade year, prior to making their junior year schedule.</p> <p>You can work with your school counselor to connect to the YA application process.</p> <p><a href="https://cte.madison.k12.wi.us/youth-apprenticeship">https://cte.madison.k12.wi.us/youth-apprenticeship</a></p>
<p>Start College Now and Early College Credit Program</p>	<p>The <b>Start College Now (SCN)</b> program provides juniors and seniors (11th and 12th graders) with the opportunity to take approved courses at Wisconsin Technical Colleges during the fall or spring semester.</p> <p>The <b>Early College Credit Program (ECCP)</b> allows juniors and seniors (11th and 12th graders) the opportunity to take approved courses at Wisconsin public (University of Wisconsin) and private universities.</p> <p>Course tuition and fees are at no cost to the student, provided MMSD's board of education determines that the course is eligible for high school credit and is not comparable to a course currently offered in any of the MMSD high schools or programs. Students are eligible to take up to 18 credits, and no more than 2 courses at a time, over the course of their junior and senior years.</p> <p>Students who successfully complete their college courses earn both high school and college credit.</p>	<p>There is an application process for both of the Early College Credit Options.</p> <p>Students can apply for summer courses only through ECCP; application deadline is <b>February 1st</b>.</p> <p>Students interested in a Fall course must apply by <b>March 1st</b> of the prior spring.</p> <p>Students interested in a Spring course must apply by <b>October 1st</b> of the prior Fall.</p> <p>Completed applications should be given to your school counselor who will submit them for you.</p> <p>Your school counselor will also help you explore how best to plan the rest of your high school schedule to accommodate your courses.</p> <p><a href="https://cte.madison.k12.wi.us/early-college-credit-options">https://cte.madison.k12.wi.us/early-college-credit-options</a></p> <p>Jen Wegner  <a href="mailto:jwegner@madison.k12.wi.us">jwegner@madison.k12.wi.us</a>  608-663-5229</p>



# Personalizing Your Learning Experience & Earning High School Credit

As an MMSD student you have access to a variety of educational experiences that happen both within and outside of your high school classroom. Some of these opportunities won't show up in your high school course catalog but can help enhance or extend the experiences you are having in your classes. These experiences include courses offered through our online learning platform (Madison Virtual Campus), self-designed independent study projects, experiential and work-based learning opportunities and unique district-wide course offerings. They offer you more choices and greater opportunity to personalize your learning experience during high school.

Typically, these experiences:

- Have a sign-up or application process and specific requirements that must be met to earn high school credit.
- Require additional learning and preparation time, outside of your school day.

A brief description of each of these programs is provided below. We encourage you to talk with your parents, teachers and school counselor to learn more about whether or not one of these options might be a good match for you based on your interests, skills, and goals.

Type of Experience	What is it? How does it work?	How do I earn credit?
<p>Volunteer/Work-Based, Experiential Learning Experiences</p>	<p>Volunteer/Work-Based, Experiential Learning Experiences, including job-shadowing, internships, supervised, paid (or unpaid) employment, and apprenticeships offer a great opportunity to earn valuable knowledge and skills outside of the high school classrooms.</p> <p>Students who engage in district-approved volunteer or work-based, experiential learning opportunities and complete the program requirements may earn up to 5 elective credits, and apply these credits to fulfill graduation requirements.</p> <p>Credits are earned based on hours of experience with 45 hours = .25 credits, 90 hours = .5 credits, etc.</p> <p>Students who have graduated from eighth grade are eligible to earn experiential elective work/volunteer credit the summer before their freshman year begins</p> <p>The specific guidelines for earning credit are provided in MMSD's <a href="#">Board of Education Policy #3150</a></p>	<p>Your counselor can help you understand how to set-up a work-based, experiential learning opportunity that is credit eligible and/or how to apply for credit for an existing part-time job that you currently already have.</p> <p>More information about Work-Based Experiential Learning can also be accessed from:</p> <p>Jen Wegner  <a href="mailto:jwegner@madison.k12.wi.us">jwegner@madison.k12.wi.us</a>            608-663-5229</p>



Type of Experience	What is it? How does it work?	How do I earn credit?
<p>Foundations of Leadership (FOL)</p>	<p>An experiential, social justice and leadership development course based on the experiences of youth of color and LGBTQ+ youth. (Delivered in partnership with GSAFE). Course experiences include project-based learning, collaborative group work, discussions and community involvement.</p> <p>Students from all high schools are eligible to apply or be nominated as rising 9th graders or as 10th graders - <a href="#">Application/Nomination form</a> (<a href="https://forms.gle/YXQLBjnubUiB4R3N6">https://forms.gle/YXQLBjnubUiB4R3N6</a>)</p> <p>Participants meet on Mondays from 3:15-4:45 at the Red Gym (UW-Madison campus). Transportation provided.</p> <p>To hear why FOL students choose this course, watch our video: <a href="https://youtu.be/OZ0swdi6M0Q">https://youtu.be/OZ0swdi6M0Q</a></p>	<p>Students can earn .25 elective credits per semester. Credits are earned through attendance, self-assessments &amp; projects. For more information about FOL, contact:</p> <p>Amanda Jamae, Advanced Learning, <a href="mailto:amjamae@madison.k12.wi.us">amjamae@madison.k12.wi.us</a> Enrollment; Transportation</p> <p>Ali Muldrow, GSAFE Co-Director, <a href="mailto:ali@gsafewi.org">ali@gsafewi.org</a> Course Instructor</p> <p>Sherie Hohs, LGBTQ+ Lead, <a href="mailto:shohs@madison.k12.wi.us">shohs@madison.k12.wi.us</a> Recruitment</p> <p>For more information on FOL, go to GSAFE's website: <a href="https://sites.google.com/madison.k12.wi.us/lgbtqia/students/foundations-of-leadership-course">https://sites.google.com/madison.k12.wi.us/lgbtqia/students/foundations-of-leadership-course</a></p>
<p>Independent Study</p>	<p>Independent Study provides an opportunity to earn credit for a self-designed, independently completed project.</p> <p>If you are interested in designing an Independent Study project, you will need to:</p> <ol style="list-style-type: none"> <li>1. Develop your project idea and document it in an Independent Study Contract application</li> <li>2. Find a teacher or other certified staff member who is willing to be your project advisor.</li> <li>3. Submit your proposal at your school and see if it gets approved for credit by your building principal.</li> </ol> <p>If you are interested in Independent Study we encourage you to meet with your school counselor to learn more about the process (including application deadlines) and to obtain a copy of the application.</p>	<p>Once you submit your Independent Study Contract your project will be reviewed by school staff. If it is approved by your school, you will be eligible for credit once you have provided evidence that you have successfully met the learning goals that you identified in your project proposal.</p> <p>Credit is provided based on project hours: 45 hours = .25 credit 90 hours = .50 credit</p> <p>Students can earn:</p> <ul style="list-style-type: none"> <li>• up to 1 credit in Independent Study within a given year,</li> <li>• up to 1 credit in Independent Study in a given subject area,</li> <li>• and can apply up to 2 credits towards meeting graduation requirements</li> </ul> <p>Specific board policy language regarding Independent Study can be found in our <a href="#">Policy #4029</a>.</p>



Type of Experience	What is it? How does it work?	How do I earn credit?
<p>Madison Virtual Campus (MVC) Online Courses</p>	<p>MVC is a district-wide program that provides access to online courses for MMSD students. MVC helps meet student needs for staying on track to graduation, accessing courses not offered at their school, and taking courses they otherwise cannot fit into their current schedule. MVC students will work with an online coach at their school and an online WI licensed teacher for their content course.</p> <p>Courses available to MMSD students are listed in the MVC Course Catalog (<a href="https://curriculum.madison.k12.wi.us/mvc-online-courses">https://curriculum.madison.k12.wi.us/mvc-online-courses</a>). Courses include core, Advanced Placement and electives.</p>	<p>If you are interested in MVC, contact your school counselor to learn more about the application process. Spots in MVC are limited and priority is typically given to students closest to graduation and/or students who have other compelling needs. (<a href="https://goo.gl/hkKp3W">https://goo.gl/hkKp3W</a>)</p> <p>More information about MVC can be found on our district website: <a href="https://secondary.madison.k12.wi.us/mvc">https://secondary.madison.k12.wi.us/mvc</a></p> <p>See school-specific contact information on page 29.</p>
<p>Early College STEM Academy</p>	<p>The Early College STEM (Science, Technology, Engineering, Math) Academy is a partnership between the Madison school district and Madison College. The Academy is designed to expand access to college courses in science, technology, engineering and math and to increase opportunities for students to earn college credit in high school at no cost to them or their families.</p>	<p>High school sophomores, who meet eligibility requirements receive an invitation to apply for the Academy. A committee reviews applications, interviews applicants and then selects students who will be invited to enroll in the program. Students enrolled in the program will attend 11th and 12th grade at Madison College, learning in classes taught by Madison College instructors, as well as Madison school district teachers.</p> <p>For more information see your School Counselor.</p>



# Flexible Course Opportunities

## Are you...

- Looking for a way to **access a course** you want to take, but currently can't in your schedule?
- Interested in **accelerating** to earn your credits needed for graduation?
- Open to being **flexible** with your learning?
- A good **time manager** or wanting to work on those skills?
- Looking for **something a little different** during your day, or extra?
- Motivated to learn in a **technology-driven** environment?



## Details

In addition to fully online courses available through Madison Virtual Campus (MVC), you also have several other virtual opportunities for courses next year.

## Benefits

- Meet a graduation requirement
- Creative scheduling options available (Free up a class period during your school day, or take an additional credit)
- Possibility to accelerate and get ahead in your credits for graduation

## A Note About Virtual Learning Space (VLS) courses:

Each comprehensive high school has access to a Virtual Learning Space (VLS) telepresence system that can be used to connect classrooms together if schedules align. The virtual connection allows groups of students and a teacher to participate in a class together at the same time, while located at different buildings. Students will be physically present at their own school and will meet with their teacher and other classmates virtually. There may be online content to support learning. Learn more about taking a class over a system like our VLS on this website: <http://tinyurl.com/MMSDVLS>. Talk to your school counselor if you are interested in taking a class at another MMSD high school through VLS access. There are several planned offerings noted in the "Flexible Course" section in this catalog, and other connections may be possible.

## Advanced Placement German (VLS)

In the AP German Language and Culture course, students continue to develop and refine their German proficiency in interpersonal, interpretive, and presentational communication. The course is comparable to a third year college course. The class is conducted exclusively in German. Authentic German written texts and audio sources are used to enhance students' reading and listening comprehension. Through the continual integration of listening, speaking, reading and writing skills, students review and refine their grammatical and vocabulary knowledge and develop an enhanced cultural understanding of German-speaking countries in contemporary and historical contexts. The course develops students' awareness and appreciation of German culture, social practices, and perspectives. Assessment of student proficiency is based on the rubrics used to assess student performance on the AP German Language & Culture Exam. This is a Virtual Learning Space (VLS) course.

## Blended Personal Finance course

This blended learning course is part online and part face-to-face. It will be delivered through two face-to-face meetings (TBD by school) and through flexible online modules that allow you to work on your own time (5-10 hours per week) while gaining valuable life skills and knowledge. Personal Finance is one of the most useful classes you can take in order to prepare for your future! It is proven that poor financial decisions can lead to an accumulated debt spiral that will prevent you from saving and planning for a secure financial future. Learn





about careers and college, financial decision making and goal setting, budgeting, saving and investing, credit, insurance, and more!

### **Online Health Education**

This online course is recommended for 10th graders to satisfy the 0.5 credit graduation requirement for Health Education. This course is designed to provide opportunities to practice the necessary skills to become health literate individuals through application of knowledge, developing attitudes and skills to make positive decisions, and taking action to promote and protect one's health and the health of others. This course will be taught by a Health Education teacher within the student's school building to support learning. The course will be completed through online modules, which can be completed at any time in one's daily schedule. Students may also have the potential to meet face-to-face with classmates and the teacher during the semester (TBD by school). The recommended time spent in the course is 5-10 hours per week. This is not a Madison Virtual Campus course.

### **Online Physical Education**

This online course is recommended for 10th through 12th graders to satisfy 0.5 Physical Education credits of the total 1.5 credits required for graduation. The course is designed to

provide students with opportunities to deepen their physical literacy by applying knowledge and skills of various fitness and activity concepts and principles. Students will have opportunities to self-reflect and set goals to take steps to maintain an active and healthy lifestyle. There will be a regular amount of physical activity required to fulfill the course expectations, typically to be tracked/completed on a weekly basis. This course will be taught by a Physical Education teacher within the student's school building to support learning. The course will be completed through online modules, which can be completed at any time in one's daily schedule. Students may also have the potential to meet face-to-face with classmates and the teacher during the semester (TBD by school). The recommended time spent in the course is 5-10 hours per week. If you have taken a Madison Virtual Campus Phy Ed class before, you may not be eligible for this class.

### **Ho-Chunk Language**

Through partnership with the Ho-Chunk Nation, MMSD is able to offer Ho-Chunk through the Facilitated Language Study (FLS) course. In schools where FLS is not offered, students may be able to access the course virtually, depending upon capacity, scheduling, student interest and/or availability of resources.

FLS is a non-traditional language study class where students use a variety of materials and resources to learn a chosen language and cultural elements related to the places where the language is spoken. The teacher-facilitator instructs the groups in critical language learning methods and students participate in language learning activities, working individually as well as cooperatively in small language cohorts. Native and non-native-speaking tutors provide oral practice. The first year of this course covers introductory curriculum in the chosen language as well as language learning techniques. Subsequent years continue study in the chosen language.

If interested, please contact your school's World Language department chair or Claudine Clark, World language teacher Leader at [cclark@madison.k12.wi.us](mailto:cclark@madison.k12.wi.us)

### **Want to know more?**

Talk to your school counselor to look at possibilities.



## Additional Programs and Learning Opportunities

### Advancement Via Individual Determination (AVID)

#### What is AVID/TOPS?

AVID/TOPS is a college readiness system, in partnership with Boys & Girls Clubs of Dane County, that includes an elective course for students in grades 7-12. The AVID/TOPS targets students of color, low-income students, and first-generation college students in the academic middle with a GPA between 2.0 and 3.5. In the elective course, students keep the same AVID teacher and AVID/TOPS throughout high school. The elective course focuses on organizational strategies, study skills, critical thinking, tutorial support, and career and college awareness. On Mondays and Wednesdays, AVID/TOPS learn the important skills, habits and knowledge that will make them successful in high school and college. On Tuesdays and Thursdays, college-age tutors work with small groups of AVID/TOPS students to help them better understand their classwork. On Fridays, AVID/TOPS students visit colleges, listen to motivational speakers and engage in fun activities that will prepare them for college success. AVID/TOPS students visit over 10 colleges in 4 years. In addition, AVID/TOPS students have the opportunities for paid summer job internships, community mentors and a paid career exploration experience. What's more, every AVID/TOPS student gets college coaching from the beginning of their senior year and continuing until college graduation.



#### Does AVID/TOPS work?

Yes! Years of [AVID/TOPS Data](#) prove AVID/TOPS helps students succeed in high school and college. AVID/TOPS has been evaluated by researchers at the University of Wisconsin-Madison and they consistently found that AVID/TOPS significantly and positively impacts student achievement.

1. 100% of students in the AVID Elective Class graduate in 4 years
2. The AVID/TOPS class increases students' GPAs
3. AVID/TOPS students take more Advanced Placement (AP) and Honors courses and they earn higher grades in these courses.
4. Students in the AVID Elective class are more likely to enroll in college and more likely to graduate from college.

#### Why does AVID/TOPS work?

AVID/TOPS is a fully integrated partnership between MMSD and the Boys & Girls Club of Dane County that provides students in the AVID Elective Class with opportunities to succeed in the classroom and explore career and community activities that will prepare them for their future. Students in the AVID/TOPS elective class are more successful because of four key program supports.

1. AVID/TOPS places students in a rigorous curriculum and gives them the support to achieve.
2. AVID/TOPS teaches students specific strategies to succeed in high school and get into a good college.
3. Students stay with their AVID/TOPS peers for four years providing for a community of positive and motivated peers and supportive adults.
4. AVID/TOPS students are surrounded by a team of adults who advocate for every student's success.

#### What is the AVID/TOPS application and selection process?

AVID/TOPS targets students in the academic middle (GPAs between 2.0-3.5 and middle to high tests scores) with the desire to go to college and the willingness to work hard. Typically, they will be the first in their families to attend college, and come from groups traditionally underrepresented in higher education. These are students who are capable of completing a rigorous curriculum but would benefit from structured support. In the fall semester, high schools will invite all 8th grade students, who fit the target criteria to apply for the AVID/TOPS 9th grade elective class.



**Note: students who participate in AVID in middle school must also apply to participate in high school.** Once invited, interested students must 1) complete an AVID/TOPS application, 2) submit a teacher recommendation, and 3) interview with high school AVID/TOPS Site Team members. Then each high school AVID/TOPS Site Team will select the students who can enroll in the 9th grade AVID/TOPS elective course. **Students who are not initially selected to be in the 9th grade AVID/TOPS elective class may still join AVID/TOPS until the first semester of their junior year, so long as they fit the criteria.** Students interested in joining AVID/TOPS after the first semester of 9th grade should contact the AVID Coordinator at their high school.

## Sample Schedule - AVID

Here's what a sample schedule would look like while taking the AVID elective course.

Traditional 9 <sup>th</sup> Grade	AVID 9 <sup>th</sup> Grade	AVID and Pathways 9 <sup>th</sup> Grade
ENGLISH 1 English 1 stand alone honors or earned honors (1.0)	ENGLISH 1 English 1 stand alone honors or earned honors (1.0)	ENGLISH 1 English 1 stand alone honors or earned honors (1.0)
SCIENCE Biology stand alone honors or earned honors (1.0)	SCIENCE Biology stand alone honors or earned honors (1.0)	SCIENCE Biology stand alone honors or earned honors (1.0)
SOCIAL STUDIES U.S. History stand alone honors or earned honors (1.0)	SOCIAL STUDIES U.S. History stand alone honors or earned honors (1.0)	SOCIAL STUDIES U.S. History stand alone honors or earned honors (1.0)
MATHEMATICS	MATHEMATICS	MATHEMATICS
PHYSICAL EDUCATION   ELECTIVE	PHYSICAL EDUCATION   ELECTIVE	PHYSICAL EDUCATION   PATHWAYS ELECTIVE
ELECTIVE	AVID ELECTIVE COURSE	AVID ELECTIVE COURSE
ELECTIVE	ELECTIVE	ELECTIVE
		<b>EXPERIENTIAL LEARNING OPPORTUNITIES</b> Awareness Learning ex. Field-trip or Guest Speaker <b>INTEGRATED PROJECTS</b>

## AVID Coordinator Contact List by School

School	AVID Coordinator	Phone number	Email address
East High School	Kate Brien	(608) 204-1673	<a href="mailto:kbrien@madison.k12.wi.us">kbrien@madison.k12.wi.us</a>
La Follette High School	Lindsay Simonson	(608) 204-3731	<a href="mailto:ldsimonson@madison.k12.wi.us">ldsimonson@madison.k12.wi.us</a>
La Follette High School	Anne Hank Braga	(608) 204-3588	<a href="mailto:amhank@madison.k12.wi.us">amhank@madison.k12.wi.us</a>
Memorial High School	Johanna Golden	(608) 663-6261	<a href="mailto:jgolden@madison.k12.wi.us">jgolden@madison.k12.wi.us</a>
West High School	Danielle Borneman	(608) 204-4988	<a href="mailto:dborneman@madison.k12.wi.us">dborneman@madison.k12.wi.us</a>



## Dual Language Immersion

Dual Language Immersion (DLI) programs offer MMSD students the opportunity of becoming bilingual, biliterate and to develop multicultural skills and dispositions while accessing grade-level content area standards. For the 2020-2021 SY, high school continuation courses are offered at East High School (9th-10th), La Follette High School (9th-12th), Memorial High School (9th), and West High (9th, 10th, and 11th).

What are DLI courses? As part of the district's Dual Language Immersion high school continuation program, the following classes are offered:

- Spanish Language Arts 1 & 2 (9th and 10th grade)
- Spanish Literature and Language Arts 1 Advanced Placement (11th grade)
- Spanish Literature and Language Arts 2 Advanced Placement (12th grade)
- US History in Spanish (9th grade)
- World History in Spanish (10th grade)
- Ethnic Studies (or alternate course at some high schools) in Spanish
- Latin American Studies (or alternate course at some high schools) in Spanish

## Sample Schedule - Dual-Language Immersion (DLI)

Here's what a sample schedule would look like for a student in DLI.

Traditional 9 <sup>th</sup> Grade		DLI 9 <sup>th</sup> Grade		DLI and Pathways 9 <sup>th</sup> Grade	
ENGLISH 1	English 1 stand alone honors or earned honors (1.0)	ENGLISH 1	English 1 stand alone honors or earned honors (1.0)	ENGLISH 1	English 1 stand alone honors or earned honors (1.0)
SCIENCE	Biology stand alone honors or earned honors (1.0)	SCIENCE	Biology stand alone honors or earned honors (1.0)	SCIENCE	Biology stand alone honors or earned honors (1.0)
SOCIAL STUDIES	U.S. History stand alone honors or earned honors (1.0)	SOCIAL STUDIES	U.S. History (DLI) In Spanish (1.0)	SOCIAL STUDIES	U.S. History (DLI) In Spanish (1.0)
MATHEMATICS		MATHEMATICS		MATHEMATICS	
PHYSICAL EDUCATION	ELECTIVE	PHYSICAL EDUCATION	ELECTIVE	PHYSICAL EDUCATION	PATHWAYS ELECTIVE
ELECTIVE		SPANISH LANGUAGE ARTS (World Language)		SPANISH LANGUAGE ARTS (World Language)	
ELECTIVE		ELECTIVE		ELECTIVE	

**EXPERIENTIAL LEARNING OPPORTUNITIES**

Awareness Learning  
ex. Field-trip or Guest Speaker

**INTEGRATED PROJECTS**



## Wisconsin Global Scholars Program & Seal of Biliteracy

If you have particular interests in global studies and world languages, there are two opportunities that you can pursue that allow you to engage more deeply in this interest area and earn special recognition for your efforts.

Global Scholars Program (GSP)	Seal of Biliteracy (SBL)
<p>The GSP recognizes students who have demonstrated knowledge of the world, awareness of diverse cultures and perspectives, and strong communication and collaboration skills.</p> <p>Interested students engage in additional learning experiences, including reading books and exploring media of choice with a multicultural or global focus, completing a community service project, participating in extracurricular events, and preparing a final reflection on your experience as a global scholar.</p>	<p>The Wisconsin Seal of Biliteracy is awarded to graduating high school students in districts with a Department of Public Instruction-approved program, who have demonstrated achievement in bilingualism, biliteracy and multicultural competence in two or more languages (English and a partner language) by successfully participating in the development of the languages through our schools, their families and the community.</p> <p>The Seal of Biliteracy honors the incredible benefit that comes from striving to become multilingual and recognizes the important role that multilingualism can play in supporting culturally competent graduates.</p>
<p>Students interested in the program submit a statement of intent form to their school's GSP coordinator and then work with their instructors to complete and share their portfolio of experiences.</p> <p>Students who successfully complete their portfolio are awarded the distinction of Wisconsin Global Scholar by the Wisconsin Department of Public Instruction. More information can be found at:  <a href="http://www.globalwisconsin.org/the-policy">http://www.globalwisconsin.org/the-policy</a>  <a href="https://dpi.wi.gov/international-education/achievement-certificate">https://dpi.wi.gov/international-education/achievement-certificate</a></p>	<p>Students interested in the program should contact their school's Seal of Biliteracy coordinator and then work with their instructors to complete and share their portfolio of experiences.</p> <p>Students who successfully complete their portfolio are awarded the Wisconsin Seal of Biliteracy by the Wisconsin Department of Public Instruction.</p> <p>In addition, more information can be found at:  <a href="https://assessment.madison.k12.wi.us/seal-biliteracy">https://assessment.madison.k12.wi.us/seal-biliteracy</a>  <a href="https://dpi.wi.gov/english-learners/wi-seal-of-biliteracy">https://dpi.wi.gov/english-learners/wi-seal-of-biliteracy</a></p>



## GSP and SBL Contact Information by School

School	Coordinator(s)	Phone	Email
East High School	Kelsey Aouane (GSP and SBL)	School: (608)204-1790	kfaouane@madison.k12.wi.us
	Spencer Hesse (GSP and SBL)	School: (608)204-1833	sdhesse@madison.k12.wi.us
La Follette High School	Kristin Montgomery (GSP and SBL)	Google Voice: (608)352-9088	kkmontgomery@madison.k12.wi.us
	Andrew Schwei (GSP and SBL)	Google Voice: (608)572-7228	atschwei@madison.k12.wi.us
	Tony Jennaro (DLI Coordinator)	Google Voice: (608)571-4873 School: (608)204-3588	awjennaro@madison.k12.wi.us
Memorial High School	Jenni Zupan (GSP)	School: (608)663-5990	jzupan@madison.k12.wi.us
	Jamie Sparks (GSP)	School: (608)663-5990	jespearks@madison.k12.wi.us
	Christina Skrede (SBL)	School: (608)663-5990	cmskrede@madison.k12.wi.us
West High School	Elizabeth Gosling (GSP and SBL)	Google Voice: (608)620-3236 School: (608)204-3511	emgosling@madison.k12.wi.us
	Deana Zorko (GSP and SBL)	School: (608)204-3511 Google Voice: (608)515-8896	dzorko@madison.k12.wi.us
	Faith Hoenecke (DLI Coordinator)	School: (608)204-3511 Google Voice: (608)492-4332	fahoenecke@madison.k12.wi.us



# Course Request Process & Course Change Procedures

## How will I select my courses?

Each year, (typically in January) you will have the opportunity to select courses for the following school year: During course selection you will receive information about the various courses that are available to you from both school counselors and teachers. You will have the opportunity to consult with your teachers, your family, and your school counselor in order to make choices that support you in exploring your interests, complete graduation requirements and build the knowledge and skills needed to support your personal post-secondary plans. Other resources that will support you in your decision making include your Academic and Career Plan experiences and the postsecondary exploration and planning tools in your Xello account. We recommend that you review your transcript (accessible through your Infinite Campus account or from your school counselor) each semester to ensure that your academic record is accurate and up-to-date. Your transcript can also help you to identify what credits still need to be completed as you progress towards meeting all of your graduation requirements. If you have any questions about required coursework, we encourage you and a key adult to make an appointment with your school counselor at any time.

## Who will help me select my courses?

Your school counselor, teachers and family may assist you in selecting the courses that will best align with your interests, skills and postsecondary goals. It is always recommended to review your selected courses with these adults.

## Changing a Course Request

It is important to select your courses wisely in January, you may make adjustments to your course requests throughout the spring by speaking to your school counselor. All changes should be made before the school year ends.

Schedule changes will only be made during fall enrollment if:

- A student did not pass a class that was required and/or the student's schedule does not meet grade level or graduation requirements.
- A student did not pass a class that was a prerequisite for another class.
- A student's Early College Credit or Start College Now course or other approved MMSD course conflicts with the student's schedule.
- Summer School course work necessitates a change in the student's schedule.

## Adding/Dropping a Course

Each school has specific procedures for adding and dropping courses once the school year has begun. However, a student who is carrying more than the required number of credits may request to drop a class for a study hall anytime within the first seven weeks of the semester (7-period day) provided the student still carries the minimum number of credits and appropriate courses needed to stay on track for graduation.

## Finishing an "Incomplete"

The "I" (Incomplete) grade in a course at the end of a semester implies that the student will have an opportunity to complete the course for credit. To change a semester grade of "I" to a passing grade, the student must successfully complete the course within a nine-week period at the beginning of the next semester. Any student who does not make up work within the nine-week period will automatically receive "F" for the course unless granted an extension by SLC principal. Upon student completion of work, the teacher will complete a Grade Change form and submit it to the appropriate office.

Note: If an athlete receives an Incomplete, they become instantly ineligible. They only have 10 days to make up the work, and then eligibility will be regained.



## Applying for Early Graduation

Juniors and Seniors interested in the possibility of early graduation - that is, finishing graduation requirements, and earning your diploma, prior to your expected graduation date you will want to share this interest with your school counselor. Your counselor will want to arrange a meeting with you and your parents or guardians to discuss your interest and make sure that you and your family have all the information that you need to make the best decision. **If you decide to pursue early graduation, you and your family will need to complete a request form and have it approved by your school.** Then, your counselor will help you to map out a plan for completing your graduation requirements at a more accelerated pace.

Any student who graduates in January of their senior year is eligible for all awards, privileges and distinctions given to the graduating class. As with any graduate, it is ultimately an early graduate's responsibility to become aware of and apply for these honors and to coordinate with the neighborhood secretary regarding graduation materials and activities.

## Important Contacts

### Counselors

Monique Billings: Counselor Tenney Neighborhood  
608-204-1627  
mdblillings@madison.k12.wi.us

Robin Murphy: ELL Counselor (All Neighborhoods)  
608-204-1637  
rlmurphy@madison.k12.wi.us

Sarah Elmore: AVID Counselor (All Neighborhoods)  
608-204-1647  
selmore@madison.k12.wi.us

Michelle Olson: Counselor Yahara Neighborhood  
608-204-1665  
mmolson2@madison.k12.wi.us

Laura Gillis: Counselor Warner Neighborhood  
608- 204-1635  
lgillis@madison.k12.wi.us

Ashley Schuchardt: Counselor Olbrich Neighborhood  
608-204-1636  
aaschuchardt@madison.k12.wi.us

### Physical Education Replacement Waiver Contact (PERC)

Thomas Rogness: Athletic Director  
608-204-1720  
tjrogness@madison.k12.wi.us

### Advanced Placement (AP) Course Contact

Kate Brien: AP Coordinator  
608-204-1673  
kbrien@madison.k12.wi.us

### Madison Virtual Campus (MVC) Contact

Paul Milisch: MVC Contact/Mentor Teacher  
608-204-1708  
pmilisch@madison.k12.wi.us



ART Course Name	Semesters Offered	Course Number(s)	Grade Levels			
			09	10	11	12
2-D Design	Semester 1	ART2015	X	X	X	X
3-D Design	Semester 2	ART2025	X	X	X	X
2-D Techniques Advanced	Semester 1	ART2045		X	X	X
3-D Techniques Advanced	Semester 2	ART2065		X	X	X
Drawing 1	Semester 1 or 2	ART2125	X	X	X	X
Drawing 2	Semester 1 or 2	ART2085	X	X	X	X
Drawing 3	Semester 1 or 2	ART2095			X	X
Drawing 4	Semester 1 or 2	ART2155			X	X
Painting 1	Semester 1 or 2	ART3015/3025	X	X	X	X
Painting 2	Semester 1 or 2	ART3031/3032		X	X	X
Painting 3	Semester 1 or 2	ART3041/3042				X
Ceramics & Sculpture 1	Semester 1 or 2	ART4011/4012/4013/4014	X	X	X	X
Ceramics & Sculpture 2	Semester 1 or 2	ART4021/4022/4023/4024	X	X	X	X
Ceramics & Sculpture 3	Semester 1 or 2	ART4031/4032/4033/4044			X	X
Ceramics & Sculpture 4	Semester 1 or 2	ART4045				X
Art Metals 1	Semester 1 or 2	ART5011/5012	X	X	X	X
Art Metals 2	Semester 1 or 2	ART5021/5022			X	X
Art Metals 3	Semester 1 or 2	ART5031/5032				X
Graphic Design: Branding & Typography 1	Semester 1	ART6051		X	X	X
Graphic Design: Branding & Typography 2	Semester 1	ART6061		X	X	X
Photography 1	Semester 2	ART6015	X	X	X	X
Art Advanced	Semester 1 or 2	ART9021/9022			X	X

## 2-D Design

**ART2015**

**.5 credit**

**Semester 1**

**Grades: 9, 10, 11, 12**

*Lab fee: \$20*

*Meets Recommendation: FA, GEAC*

*Meets Humanities Course Requirement*

Interested in illustration, printmaking, collage, and design? This fall semester class exploratory focuses primarily on two-dimensional work. It is an excellent class for both students who are interested in pursuing serious study in art and those who want a creative break in their day. Experiences will include exploration of elements of art and principles of design, history and cultural applications, contemporary artists, careers, the art of critique and art appreciation. Hands-on art making activities may include work with colored pencils, pastels, paint, ink, paper and fabric.

## 3-D Design

**ART2025**

**.5 credit**

**Semester 2**

**Grades: 9, 10, 11, 12**

*Lab fee: \$20*

*Meets Recommendation: FA, GEAC*

*Meets Humanities Course Requirement*

Interested in art metals, glass, ceramics, sculpture, and design? This spring semester exploratory focuses primarily on three-dimensional work. It is an excellent class for both students who are interested in pursuing serious study in art and those who want a creative break in their day. Art vocabulary and technique are taught through expressive hands-on art making experiences. Experiences will include exploration of elements of art and principles of design, history and cultural applications, contemporary artists, careers, the art of critique and art appreciation. Units of study may include cardboard design, glass, metal, clay, and papier-mâché, found art, and wire sculpture.

## 2-D Techniques Advanced

**ART2045**

**.5 credit**

**Semester 1**

**Grades: 10, 11, 12**

*Lab fee: \$30*

*Meets Recommendation: FA, GEAC*

*Signature of instructor recommended.*

*Meets Humanities Course Requirement*

*Recommended: 2-D Design.*

Loved your first class in 2D Design? Take it again! In this fall semester class, take your ideas a step further with colored pencils, pastels, paint, ink, fabric and paper. Continue your artistic adventures through advanced units in illustration, printmaking, bookmaking, painting and design with the new option of 2-D Techniques Advanced 1. Experiences will include study of elements of art and principles of design, history, cultural applications, contemporary artists, careers, the art of critique, and art appreciation.

## 3-D Techniques Advanced

**ART2065**

**.5 credit**

**Semester 2**

**Grades: 10, 11, 12**

*Lab fee: \$30*

*Meets Recommendation: FA, GEAC*

*Signature of instructor recommended.*

*Meets Humanities Course Requirement*

*Recommended: 3-D Design.*

Loved your first class in 3D Design? Take it again! In this spring semester class, move your ideas a step further with metal, glass, clay, papier-mâché, found art, wire, and cardboard. Experiences will include study of elements of art and principles of design, history, cultural applications, contemporary artists, careers, the art of critique, and art appreciation. Continue your artistic adventures through varied experiences and independent projects in sculpture and design with the new option of 3-D Techniques Advanced.

## Drawing 1

**ART2125**

**.5 credit**

**Semester 1 or 2**

**Grade: 9, 10, 11, 12**

*Lab Fee: \$20*

*Meets Recommendation: FA*

*Meets Humanities Course Requirement*

This introductory drawing course is designed to further develop student skills and creative thought processes through an in-depth study of various mediums and techniques. Students will create a wide variety of drawings using various mediums, and learn fundamentals like shading, still-life, portraiture, human anatomy, contour, shading, two-point perspective, grid and life drawing. Student experiences will include exploration of elements of art and principles of design, history and cultural applications, contemporary artists, careers, the art of critique and art appreciation.

## Drawing 2

**ART2085**

**.5 credit**

**Semester 1 or 2**

**Grades: 9, 10, 11, 12**

*Lab fee: \$20*

*Meets Recommendation: FA, GEAC*

*Signature of instructor recommended.*

*Meets Humanities Course Requirement*

*Recommended: Drawing 1.*

This course builds on skills and concepts learned in Drawing 1. This course allows you to refine and expand skills learned in Drawing 1 while offering new experiences and challenges. Opportunities will be given for students to sharpen their drawing skills and creativity while generating images from their experiences. Experiences will include study of elements of art and principles of design, history, cultural applications, contemporary artists, careers, the art of critique, student work portfolio and art appreciation.

## Drawing 3

**ART2095**

**.5 credit**

**Semester 1 or 2**

**Grades: 11, 12**

*Lab fee: \$20*

*Meets Recommendation: FA, GEAC*

*Signature of instructor recommended.*

*Meets Humanities Course Requirement*

*Recommended: Drawing 2.*

This course encourages advanced art studio pursuit per individual contract-based curriculum. Students will continue to explore their vision using various drawing and printmaking mediums, while focusing on series and developing a personal portfolio. This class will help the young artist expand not only their artistic abilities, but to attain a more professional quality in their work.

## Drawing 4

**ART2155**

**.5 credit**

**Semester 1 or 2**

**Grades: 12**

*Lab fee: \$20*

*Signature of instructor recommended.*

*Recommended: Drawing 3.*

*Meets Recommendation: FA, GEAC*

*Meets Humanities Course Requirement*

This course is designed for the advanced student trying to develop a personal portfolio for college admission. Much of the studio pursuit will be student directed on a contract-based curriculum. The young artist will aspire to build a body of work using multiple mediums to strengthen their portfolio from previous endeavors.

## Painting 1

**ART3015/3025**

**.5 credit**

**Semester 1 or 2**

**Grades: 9, 10, 11, 12**

*Lab fee: \$20*

*Meets Recommendation: FA*

*Meets Humanities Course Requirement*

This course will include study of elements of art and principles of design, history, cultural applications, contemporary artists, careers, the art of critique, and art appreciation. Student experience will include using a variety of painting techniques in media such as watercolor, tempera, and acrylic polymers [as well as] matting pictures, stretching and framing canvas. Students will study color theory, sketchbook research, portraiture, and still life.

The spring semester explores oil paints and watercolors on a variety of painting surfaces. Understanding and originality of design will be emphasized. Experiences will include study of elements of art and principles of design, history, cultural applications, contemporary artists, careers, the art of critique, and art appreciation. Units of study include blending exercises, color theory, stretching a canvas, the still life, compositional geometry, and research assignments.

## Painting 2

**ART3031/3032**

**1.0 credit**

**Semester 1 or 2**

**Grades: 10, 11, 12**

*Lab fee: \$20*

*Signature of instructor required.*

*Recommended: Painting 1.*

*Meets Recommendation: FA, GEAC*

*Meets Humanities Course Requirement*

In the spring semester Painting 2 class, students continue to develop their painting skills and explore creative directions in their work. Concepts presented in ART3025 will be continued. Students will have more independent projects. Experiences will include study of elements of art and principles of design, history, cultural applications, contemporary artists, careers, the art of critique, and art appreciation. Units of study may include miniature watercolor paintings, advanced watercolor techniques, "neutral" watercolor concepts, the use of the grid and distorted grid in composition, research, and choice paintings.

## Painting 3

**ART3041/3042**

**.5 credit**

**Semester 1 or 2**

**Grade: 12**

*Lab fee: \$30*

*Signature of instructor required.*

*Recommended: Painting 2.*

*Meets Recommendation: FA, GEAC*

This is an advanced level painting class that may be taken for either or both semesters. Painting 3 continues to build upon the skills learned in Painting 1 and 2. If needed, both sections may be taken in the same semester. Some Painting 3 students have completed permanent installation school murals in this class. Experiences will include study of elements of art and principles of design, history, cultural applications, contemporary artists, careers, the art of critique, and art appreciation. Units of study include independent projects in advanced watercolor, acrylic and oil techniques, research paintings and papers, regular sketchbook assignments.

## Ceramics & Sculpture 1

**ART4011/4013**

**.5 credit**

**Semester 1**

**Grades: 9, 10, 11, 12**

**ART4012/4014**

**.5 credit**

**Semester 1**

**Grades: 9, 10, 11, 12**

*Lab fee: \$20*

*Meets Recommendation: FA, GEAC*

*Meets Humanities Course Requirement*

The study of the ceramic arts provides opportunities to explore the expressive side of sculpture and the design and functional aspects of pottery. A variety of ceramic sculpture techniques will be taught and used by the student to creatively solve artistic problems presented in class. Training on the potter's wheel will focus on foundational pottery forms. Students will utilize finishing techniques and processes with attention to craftsmanship. Experiences will include study of elements of art and principles of design, history, cultural applications, contemporary artists, careers, the art of critique, and art appreciation. Students interested in solving three-dimensional artistic challenges which involve inventive thinking and direct involvement with a highly versatile material should consider this course.

## Ceramics & Sculpture 2

**ART4021/4023**

**1.0 credit**

**Semester 1**

**Grades: 9, 10, 11, 12**

**ART4022/4024**

**1.0 credit**

**Semester 2**

**Grades: 9, 10, 11, 12**

*Lab fee: \$30*

*Meets Recommendation: FA, GEAC*

*Recommended: Successful completion of ANY two semesters of Ceramics & Sculpture 1. Meets Humanities Course Requirement*

This course will build on the experiences, knowledge and techniques presented in Ceramics & Sculpture I. Students will have the opportunity to focus on wheel-thrown or hand-built ceramics as they work through a series of design problems. Students are encouraged to develop their inventive thinking, creativity and craftsmanship through vigorous involvement with the media to emphasize exploration of form, texture, and surface decoration while fostering personal expression and the development of a unique artistic style. An expanded investigation of ceramics will include historical, cultural and career elements while examining contemporary trends and artists.

## Ceramics & Sculpture 3

**ART4033/4034**

**.5 credit**

**Semester 1 or 2**

**Grades: 11, 12**

*Lab fee: \$30*

*Meets Recommendation: FA, GEAC*

*Recommended: Successful completion of two semesters of Ceramics & Sculpture 2. Meets Humanities Course Requirement*

Fall semester of this advanced class gives the self-motivated student an opportunity to design their own projects in cooperation with the instructor. Experiences will include study of elements of art and principles of design, history, cultural applications, contemporary artists, careers, the art of critique, and art appreciation. Units of study include focus projects, independent projects, and sketchbook/research assignments.

Spring semester of this advanced class gives the self-motivated student an opportunity to design their own projects in cooperation with the instructor. Experiences will include study of elements of art and principles of design, history, cultural applications, contemporary artists, careers, the art of critique, and art appreciation. Units of study include focus projects, independent projects, and sketchbook/research assignments.

## Ceramics & Sculpture 4

**ART4045**

**.5 credit**

**Semester 1 or 2**

**Grade: 12**

*Lab fee: \$30*

*Meets Recommendation: FA, GEAC*

*Signature of instructor required.*

*Meets Humanities Course Requirement*

*Recommended: Successful completion of two semesters of Ceramics & Sculpture 3.*

This advanced class gives the self-motivated student an opportunity to design their own projects in cooperation with the instructor. Experiences will include study of elements of art and principles of design, history, cultural applications, contemporary artists, careers, the art of critique, and art appreciation. Units of study include independent projects, sketchbook/journal assignments, and research project/paper.

## Art Metals 1

**ART5011/5012**

**.5 credit**

**Semester 1 or 2**

**Grades: 9, 10, 11, 12**

*Lab fee: \$60*

*Meets Recommendation: FA, GEAC*

The fall semester course is the **FIRST SEMESTER** of Art Metals 1 and provides a comprehensive study of jewelry making and art metal design, with emphasis on fabrication skills and soldering. Work with torches, jewelers saw, files, metals, and cabochon stones in the creation of rings, pins, and pendants. This is a class for mature and hardworking students who take pride in their work. Experiences will include study of elements of art and principles of design, history, cultural applications, contemporary artists, careers, the art of critique, and art appreciation. Units of study include: soldering, fabrication, lapidary work, and stone setting. Students must take **BOTH** semesters of Art Metals 1 to be eligible for Art Metals 2.

The spring semester course is the **SECOND SEMESTER** of Art Metals 1 and provides a comprehensive study of design and technique used in jewelry making. Learn how to use a jeweler's saw, files, forming tools, wax, and wire in the creation of sculpture, rings, pins and pendants. This is a class for mature and hardworking students who take pride in their work. Experiences will include study of elements of art and principles of design, history, cultural applications, contemporary artists, careers, the art of critique, and art appreciation. Units of study include low relief sculpture, cold joining, lost wax casting, and beadwork. Students must take **BOTH** semesters of Art Metals 1 to be eligible for Art Metals 2.

## Art Metals 2 – Fabrication & Lost Wax Casting

**ART5021/5022**

**.5 credit**

**Semester 1 or 2**

**Grades: 11, 12**

*Lab fee: \$60*

*Meets Recommendation: FA, GEAC*

*Signature of instructor required.*

*Meets Humanities Course Requirement*

*Recommended: Successful completion of both semesters of Art Metals 1.*

This is an advanced level where self-motivated students pursue their skills and ideas from what they learned in Art Metals 1. Experiences will include study of elements of art and principles of design, history, cultural applications, contemporary artists, careers, the art of critique, and art appreciation.

Fall Semester – Fabrication - Units of study include advanced soldering, fabrication, stone setting, and jewelry design.

Spring Semester – Lost Wax Casting - Units of study include advanced forming, riveting, lost wax casting and wire and beadwork.

## Art Metals 3

**ART5031/5032**

**.5 credit**

**Semester 1 or 2**

**Grade: 12**

*Lab fee: \$60*

*Meets Recommendation: FA, GEAC*

*Signature of instructor required.*

*Meets Humanities Course Requirement*

*Recommended: Successful completion of Fabrication and Lost Wax Casting in Art Metals 2.*

This is an advanced level class where self-motivated students pursue their skills and ideas from what they learned in Art Metals 1 and 2. Experiences will include study of elements of art and principles of design, history, cultural applications, contemporary artists, careers, the art of critique, and art appreciation. Units of study include research and self-determined area of study.

## Graphic Design: Branding & Typography 1

**ART6051**

**.5 credit**

**Semester 1**

**Grades: 10, 11, 12**

*Lab fee: \$15*

*Meets Recommendation: FA, CTE, GEAC*

*Recommended: Previous art classes in 2-D Design, Drawing, or both.*

*Meets Humanities Course Requirement*

This fall semester visual art class explores ideas used by commercial artists and graphic designers with emphasis on **Branding and Typography**. Expect to “bridge the gap” between traditional media and computerized digital formats. Units of study may include advertising design, calligraphy, lettering, and typography. Artists will produce flyers, posters, and/or brochures to be used throughout the building and district. Traditional commercial art concepts will be used, along with digital solutions that involve computer design programs like Adobe Photoshop and Illustrator. Experiences will include study of elements of art and principles of design, history, cultural applications, contemporary artists, careers, the art of critique, and art appreciation.

## Graphic Design: Branding & Typography 2

**ART6061/6062**

**.5 credit**

**Semester 1**

**Grades: 10, 11, 12**

*Lab fee: \$15*

*Meets Recommendation: FA, GEAC*

*Signature of instructor required.*

*Meets Humanities Course Requirement*

*Recommended: Successful completion of Graphic Design: Branding & Typography 1.*

This course is designed for the student wishing to explore the skills developed in the first year of Graphic Design. Teacher and student will design the individual goals and expectations for the semester and/or year. Student must attend with Graphic Design class. Experiences will include study of elements of art and principles of design, history, cultural applications, contemporary artists, careers, the art of critique, and art appreciation. Units of study include independent study, weekly journal, and research project.

## Photography 1

**ART6015**

**.5 credit**

**Semester 2**

**Grades: 9, 10, 11, 12**

*Lab fee: \$15*

*Meets Recommendation: FA, GEAC*

*Meets Humanities Course Requirement*

This is an introductory course for students of all levels who are interested in digital photography. In this course you will learn the fundamentals of photography, composition, and how to use a digital camera with manual controls effectively, maximizing the effect shutter speed, aperture and ISO have on your exposures. Students will learn digital imaging techniques to create both black and white and color artwork. Students will also learn how to creatively compose photographs with a variety of subject matter, study the elements of composition, the use of light, narrative portraiture, and surrealism to create personally meaningful artwork. Students will learn how to use Photoshop to edit and enhance your photos. A digital camera with manual controls is recommended for this course, but not required.

## Art Advanced

**ART9021/9022**

**.5 credit**

**Semester 1 or 2**

**Grades: 11, 12**

*Lab fee: \$30*

*Meets Recommendation: FA, GEAC*

*Signature of instructor required.*

*Meets Humanities Course Requirement*

*Recommended: Previous art classes or portfolio of work.*

An Advanced Art student is required to attend class daily within another art class taught by the art instructor advisor. (If there are enough students, Advanced Art will be held as a separate class.) The Advanced Art student is a serious artist who also works on projects outside of class time. This is an advanced class where self-motivated students pursue their skills and ideas from previous art classes and personal research. Some Advanced Art students previously completed permanent installation murals in this class. Other students have created their Pre-College and Art School portfolios. Experiences will include study of elements of art and principles of design, history, cultural applications, contemporary artists, careers, the art of critique, and art appreciation. Units of study include portfolio development, art critique, independent projects, regular sketchbook work, and research projects/papers. Take Advanced Art as a yearlong class in which you can create and submit an **AP Portfolio** for college credit.

# COURSE CATALOG

# AVID

AVID Course Name	Semesters Offered	Course Number(s)	Grade Levels			
			09	10	11	12
AVID 1	Semester 1 and 2	AVD1011/1012	X			
AVID 2	Semester 1 and 2	AVD1021/1022		X		
AVID 3	Semester 1 and 2	AVD1031/1032			X	
AVID 4	Semester 1 and 2	AVD1041/1042				X

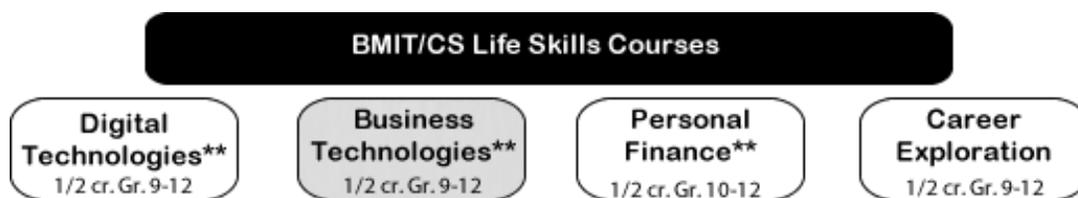
AVID is a college readiness elective course for qualifying students to develop the academic and social skills needed to be successful in post-secondary education. Students in the program enroll in an AVID course where they learn goal setting, note-taking, writing skills, and reading strategies for each of their high school years. Motivational activities include speakers, field trips, college visits, and seminars. Additionally, AVID students will be highly encouraged to enroll in advanced courses in high school.

Prerequisites: AVID program students have average to high test scores, a 2.0-3.5 qualifying GPA, college potential with support, desire, and determination. AVID students must also meet one or more of the following criteria: first to attend college, historically underserved in four-year colleges, low income, and/or have special circumstances. Students apply and are admitted into the program as soon as their freshman year and as late as first quarter of their junior year. Please see one of the AVID Coordinators, Steve Somerson and Kate Brien, or the AVID Counselor, Sarah Elmore, for an application.

BUSINESS, MARKETING and IT Course Name	Semesters Offered	Course Number(s)	Grade Levels			
			09	10	11	12
Intro to Business and Marketing	Semester 1 or 2	BUS2065	X	X	X	X
Digital Technologies	Semester 1 or 2	CMP1025	X	X	X	X
Accounting	Semester 1 and 2	BUS2011/2012		X	X	X
Advanced Accounting	Semester 1 and 2	BUS2031/2032			X	X
Personal Finance	Semester 1 or 2	BUS2055/V-BUS2050		X	X	X
Professional Communications	Semester 1 or 2	BUS4075		X	X	X
Law and Ethics	Semester 1 or 2	BUS3015		X	X	X
Bits and Bytes: Computer Media	Semester 1 or 2	CMP1045	X	X	X	X
Business Technologies 1	Semester 1 or 2	CMP4035	X	X	X	X
Business Technologies 2	Semester 1 or 2	CMP4045	X	X	X	X
Video Production	Semester 1 or 2	CMP4075		X	X	X
Advanced Video Production	Semester 1 and 2	CMP4081/4082			X	X
Web Design	Semester 1 or 2	BUS4015	X	X	X	X
Yearbook Design and Publishing	Semester 1 and 2	CMP1061/1062	X	X	X	X
Intro to Programming	Semester 1 and 2	CMP2011/2012	X	X	X	X
Marketing and Sales	Semester 1	MRK1015	X	X	X	X
Advertising & Social Media	Semester 2	MRK1035	X	X	X	X
Sports and Event Management	Semester 1 or 2	MRK1045			X	X
Career Exploration	Semester 1 or 2	BUS9015	X	X	X	X
Graphic Design and Desktop Publishing	Semester 1 or 2	CMP1055	X	X	X	X
Innovation Zone 1: Entrepreneurship	Semester 1	BUS4095	X	X	X	X
Innovation Zone 2: Be Your Own Boss	Semester 2	MRK1055			X	X
<b>WORK-BASED LEARNING OPTIONS</b>						
Career Internship	Semester 1 or 2	CTE9041/9042			X	X
Youth Apprenticeship	Semester 1 and 2	Application Process – See Counselor			X	X

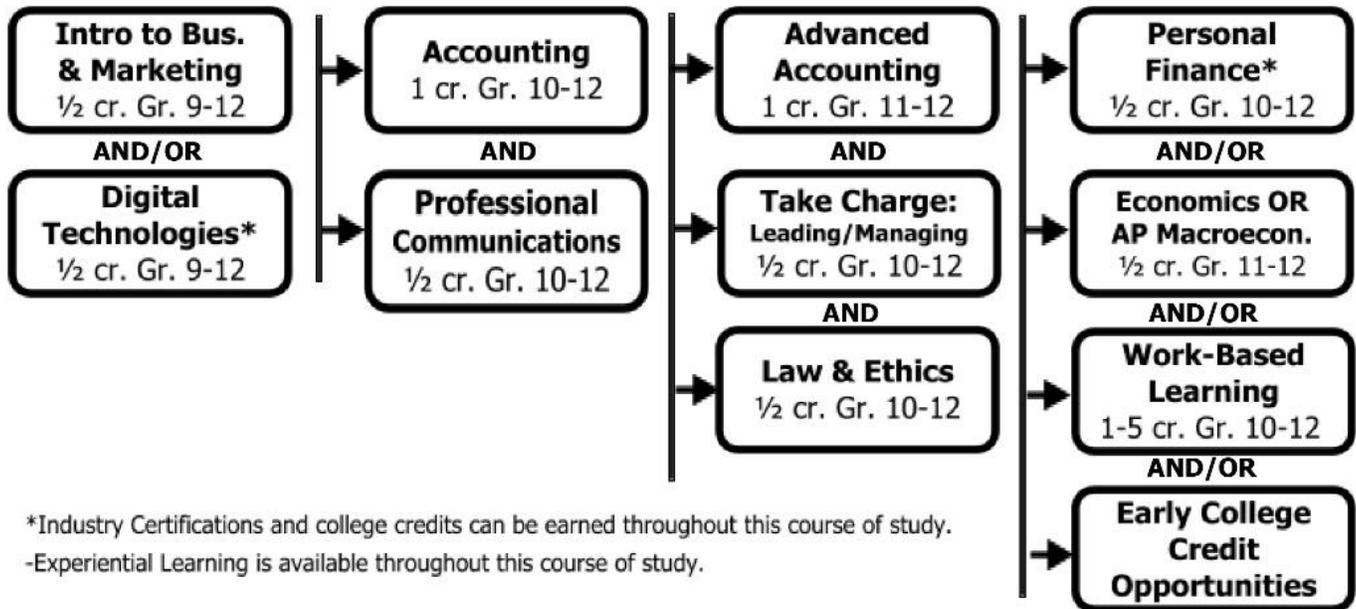
**Statement for ALL course study maps:**

All course study maps represent a **suggested** sequence of courses leading to capstone, work-based learning, and post-secondary experiences which will assist students in being as successful as possible after leaving high school. Although each student will **personalize** their experiences, the earlier a student begins this sequence, the more opportunities students will have to fully explore the educational and community options available. These sequences should be coupled with appropriate core courses, as well as life-skills and courses in a student’s area of interest.

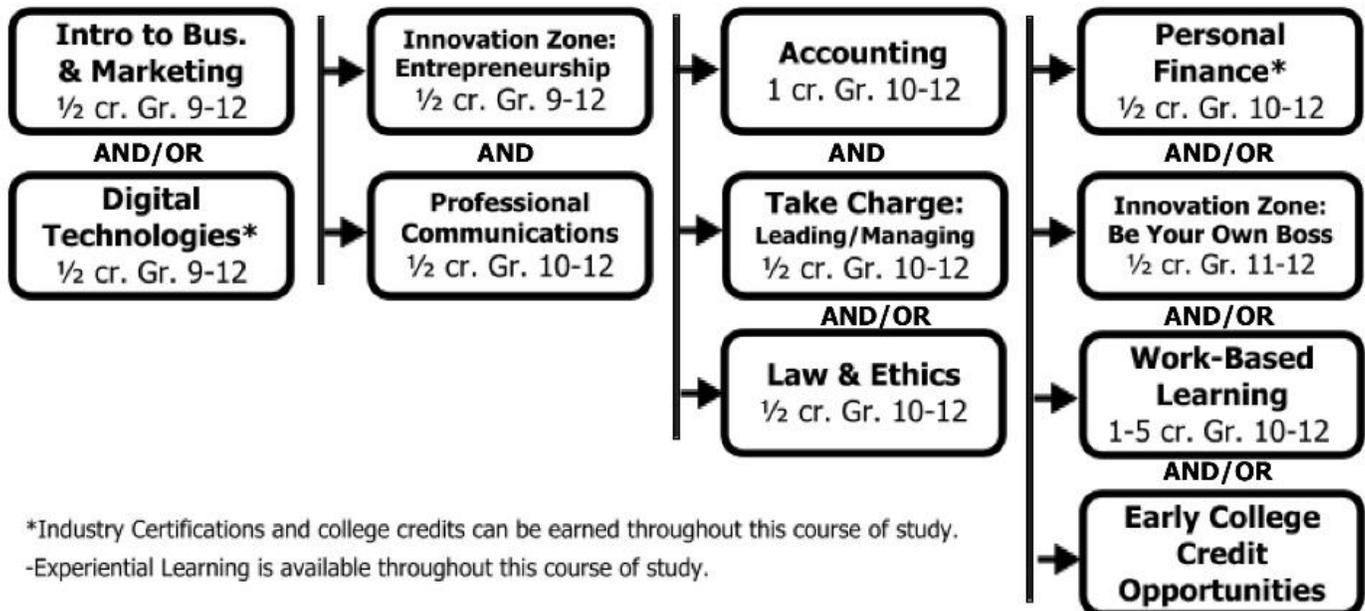


\*\* Industry Certification can be earned  
 College credits can be earned

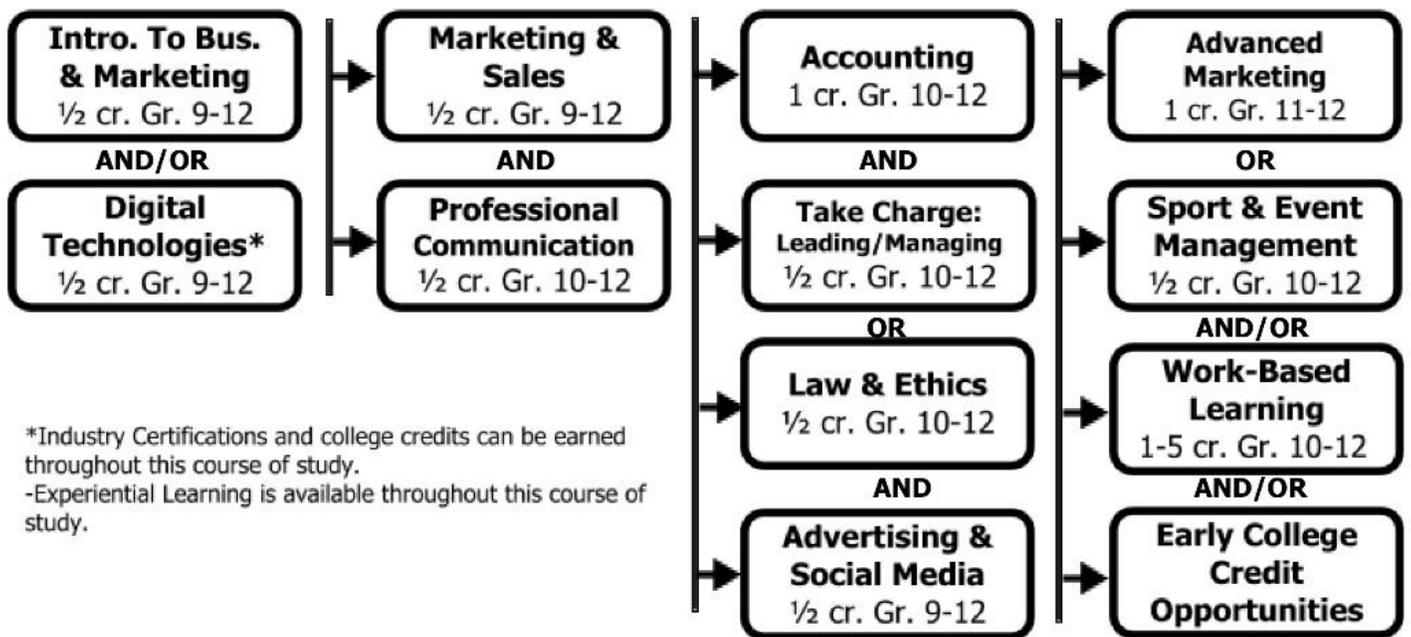
Finance/Accounting Course of Study



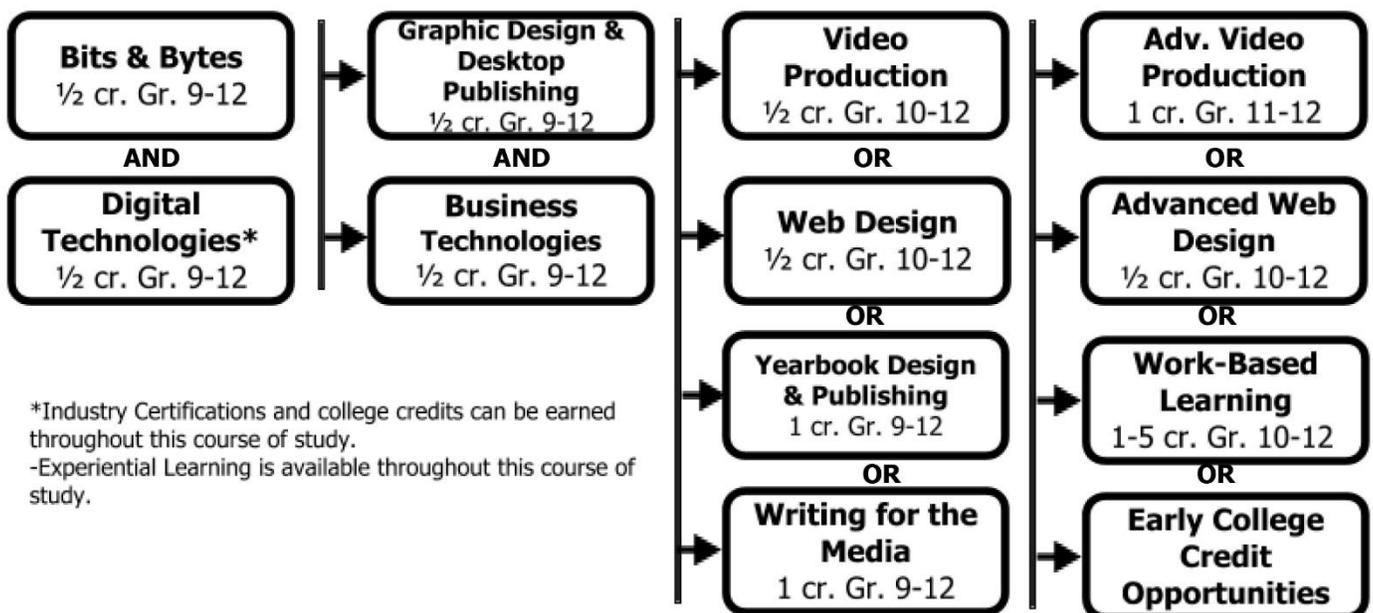
Entrepreneurship/Management Course of Study



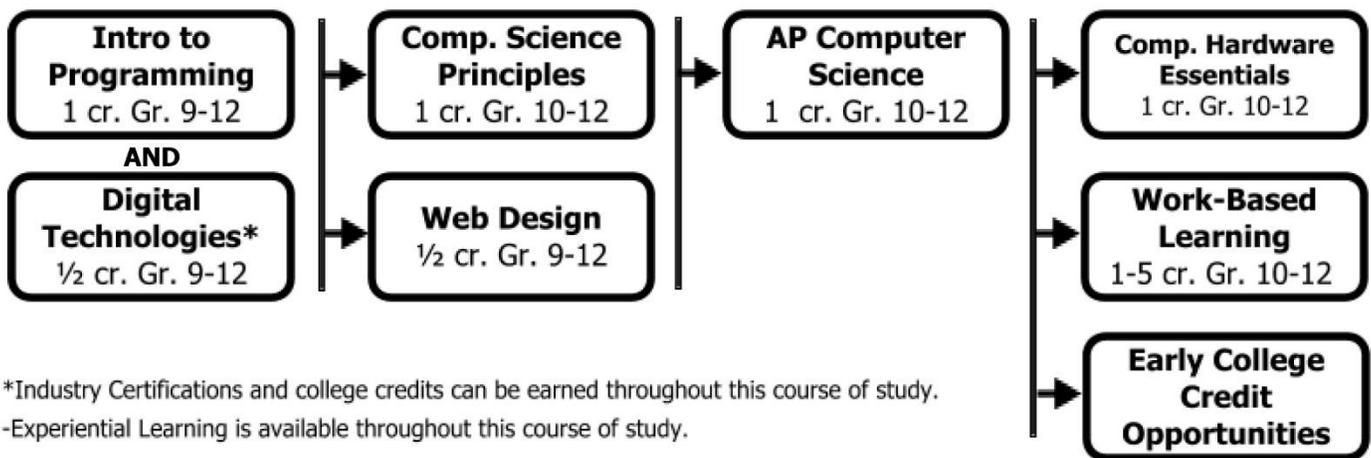
Marketing Course of Study



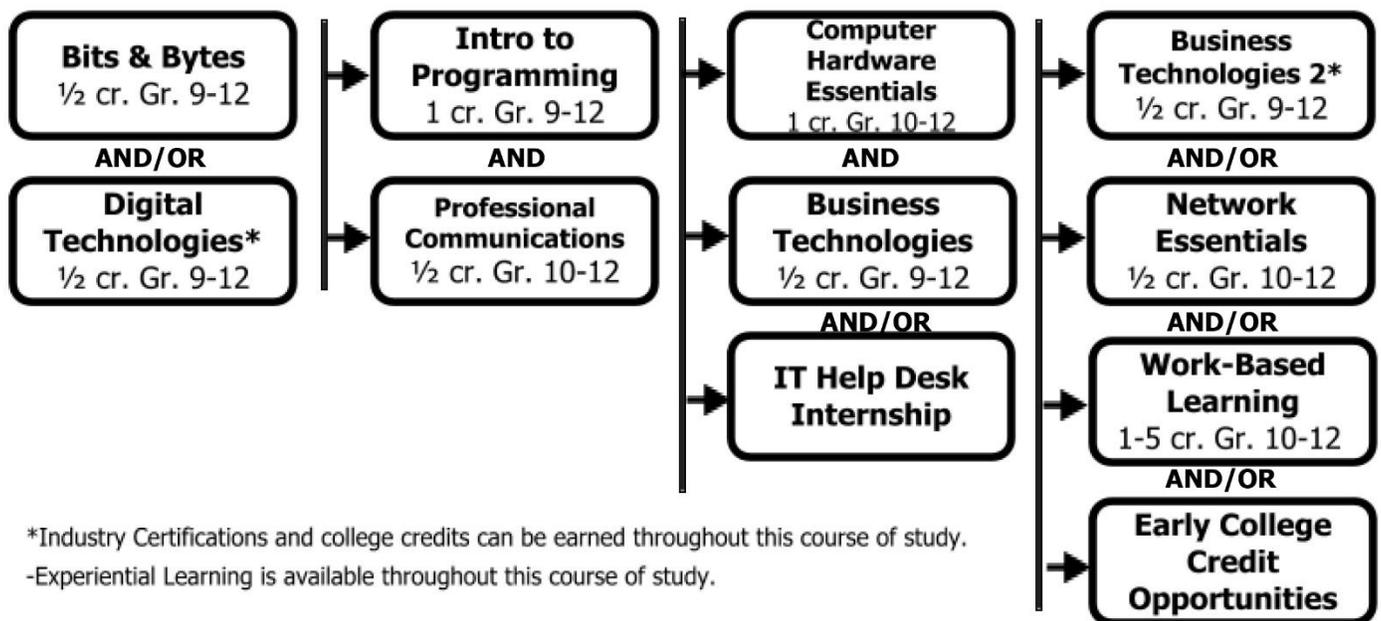
Web & Digital Communications Course of Study



**Programming & Software Development Course of Study**



**Information Support & Services Course of Study**



# COURSE CATALOG

# BUSINESS, MARKETING & IT EDUCATION

## Intro to Business & Marketing

**BUS2065**

**.5 credit**

**Semester 1 or 2**

**Grades: 9, 10, 11, 12**

*Meets Recommendation: CTE*

Knowledge is power and this course is perfect for introducing and preparing you to view the world in a whole new way. Through hands-on projects, guest speakers, and real-life activities, you will be exposed to concepts relating to our global economy and the economic way of thinking, types of business organizations, cultural traditions, competition, current business trends and developments, and basic marketing and business concepts.

## Digital Technologies

**CMP1025**

**.5 credit**

**Semester 1 or 2**

**Grades: 9, 10, 11, 12**

*Meets Recommendation: CTE*

A must-have course for all students who want to be successful in today's technology-driven world. You'll work in a real-world environment and prepare for success in your high school years, college, or employment by using advanced concepts in word processing, spreadsheets, databases, desktop design, keyboarding, and presentations, as well as gain hands-on experience with the latest online and digital tools. You will also be exposed to emerging technologies and their practical use in education and beyond!

## Accounting

**BUS2011/2012**

**1.0 credit**

**Semester 1 and 2**

**Grades: 10, 11, 12**

*Meets Recommendation: CTE*

Accounting is the key to opening the door to the business world and that is why it is called the "language of business." Every business in our society is impacted by accounting-based decisions. In addition, accounting is essential in many occupations as well as being useful in comprehending your personal finances. Understanding how accounting data is accumulated through the double-entry procedure and the reporting and basic analysis of this financial information are key outcomes of the course. Other topics covered include payroll, inventory, depreciation, and career exploration. This is an important college preparatory course for students planning to major in any area of business.

## Advanced Accounting\*\*

**BUS2031/2032**

**1.0 credit**

**Semester 1 and 2**

**Grades: 11, 12**

*Meets Recommendation: CTE*

*Successful students will have completed Accounting with a "C" or better.*

Give yourself the competitive edge! Whether your post-secondary plans include education or going straight to the working world, Advanced Accounting is for the young professional who wants to understand "how" a business operates. Emphasis is given to the analysis and interpretation of financial activity, preparing and interpreting financial statements, and applying accounting theory in decision making. This class will prepare you to manage, report, interpret, and analyze financial data as well as help you to develop the skills necessary to understand the "story behind the numbers"! \*\*Dual/transcripted credit is offered by Madison College with transfer possibilities to other colleges and universities.

## Personal Finance\*

**BUS2055/ V-BUS2050**

**.5 credit**

**Semester 1 or 2**

**Grades: 10, 11, 12**

*Fulfills Financial Literacy Graduation Requirement*

Personal finance is one of the most useful classes you can take in order to prepare for your future! It is proven that poor financial decisions can lead to an accumulated debt spiral that will prevent you from saving and planning for a secure financial future. Learn to manage your personal financial affairs through real life applications. Areas of study include investing, banking, taxes, credit, acquiring insurance and loans, budgeting, and successful employment skills. Technology is infused throughout this course, with applications ranging from personal money management to preparation of income tax forms to evaluating investment options.

\*Walk away from this class with the WISE Financial Literacy Certification. Also available online.

# COURSE CATALOG

# BUSINESS, MARKETING & IT EDUCATION

## Professional Communications

**BUS4075** .5 credit Semester 1 or 2 Grades: 10, 11, 12

*Meets Recommendation: CTE*

Communication is a skill set that is extremely important in the pursuit of academic and career success. Whether you are planning to go to work immediately upon graduation, attend a technical college, or go to a four-year university, communication skills are crucial. A survey of the top Fortune 500 companies indicates that strong communication skills accompanied by teamwork are the most important skills in job effectiveness. This course will incorporate project-based learning, professional presentations, and case studies. Various topics that will be covered in this course include corporate presentations, business and international etiquette, "netiquette", digital tools in business, communication strategies, and professional workplace procedures.

## Law & Ethics

**BUS3015** .5 credit Semester 1 or 2 Grades: 10, 11, 12

*Meets Recommendation: CTE*

What can you do if you've been tricked into a poor contract? Where would you take your lawsuit? How high up the court structure can your case go? Learn answers to these and other legal questions pertaining to both personal and business law applications. This course is designed to familiarize you with the basic legal principles relevant to your roles as citizens, consumers and employees. Content includes the origin of law, criminal and civil law, the court system, business ethics, basic elements of contracts, intellectual property, consumer laws, employer-employee relations, and environmental law. Emphasis throughout the course will be given to application of basic principles of law to everyday situations through case studies, possible field trips, and class discussion. You will also undertake a "mock trial" experience, which provides firsthand experience in a courtroom atmosphere.

## Bits & Bytes: Computer Media

**CMP1045** .5 credit Semester 1 or 2 Grades: 9, 10, 11, 12

*Meets Recommendation: CTE*

Like computers? Want to learn about the many areas of information technology through fun, real-world projects? You will explore programming, acoustical/sound manipulation, graphic design, web design and animation, multimedia, troubleshooting and support, along with basic network configuration. Career options in information technology (IT) will also be discussed. This course is the gateway to many other IT pathway courses.

## Business Technologies 1\*/\*\*

**CMP4035** .5 credit Semester 1 or 2 Grades: 9, 10, 11, 12

*Meets Recommendation: CTE*

Master the features of Microsoft Office and enjoy the benefits in both your academic and business careers. No matter what your career choice, you will be expected to have professional software application skills. In any business, time is money. People who know how to successfully use Excel, Word, PowerPoint, Publisher, and Access give themselves a competitive advantage in the job market. Advance your skills in up to three of the five areas of Microsoft Office each time you take this course. \*A valuable option available to you is the opportunity to become certified as a Microsoft Office Specialist (MOS). This MOS credential is globally recognized by colleges and the modern workplace and distinguishes an individual as qualified and knowledgeable in Microsoft applications. This course can be taken more than once to complete additional certifications. \*\*Dual/transcripted credit is offered by Madison College with transfer possibilities to other colleges and universities. May be repeated for credit.

# COURSE CATALOG

# BUSINESS, MARKETING & IT EDUCATION

## Business Technologies 2 \*/\*\*

**CMP4045** .5 credit Semester 1 or 2 Grades: 9, 10, 11, 12

*Meets Recommendation: CTE*

Master the features of Microsoft Office and enjoy the benefits in both your academic and business careers. No matter what your career choice, you will be expected to have professional software application skills. In any business, time is money. People who know how to successfully use Excel, Word, PowerPoint, Publisher, and Access give themselves a competitive advantage in the job market. Advance your skills in up to three of the five areas of Microsoft Office each time you take this course. \*A valuable option available to you is the opportunity to become certified as a Microsoft Office Specialist (MOS). This MOS credential is globally recognized by colleges and the modern workplace and distinguishes an individual as qualified and knowledgeable in Microsoft applications. This course can be taken more than once to complete additional certifications. \*\*Dual/transcripted credit is offered by Madison College with transfer possibilities to other colleges and universities. May be repeated for credit.

## Video Production

**CMP4075** .5 credit Semester 1 or 2 Grades: 10, 11, 12

*Meets Recommendation: CTE*

This course will teach students the basics of photography, camera functions, video editing, media analysis, and filmmaking. Students will work individually and in groups to write, shoot, and edit their own projects. Sample student projects during the semester include PSA's, commercials, short films, music video and news stories. Selected videos are screened during class throughout the semester to enhance the critique process. Students will work with the following software on desktop computers: **Adobe Premiere Pro and Adobe Photoshop.**

## Advanced Video Production

**CMP4081/CMP4082** 1.0 credit Semester 1 and 2 Grades: 11, 12

*Successful students will have completed Video Production with a "C" or better.*

*Meets Recommendation: CTE*

Students develop more sophisticated and complex productions, using special effects and inserting computer graphics to produce, direct, crew and edit school and personal programs. This will include work with longer format video projects to be used both on school-based and district-based events. Students will also explore the use of advanced software including **Adobe After Effects, Soundtrack Pro, DVD Studio Pro.** Students will also work with music video, TV drama, on an individual project basis. They may develop a video portfolio, which can be used for college and career placement.

## Web Design

**BUS4015** .5 credit Semester 1 or 2 Grades: 9, 10, 11, 12

*Meets Recommendation: CTE*

Do you want to create your own personal place on the Internet to start an online business or personal social site? In this Web Design course, students will use a variety of design software to organize, create, publish, and manage a web site. Course content includes creating a variety of graphic elements including video, animations, rollover effects, backgrounds, and page images.

## Yearbook Design & Publishing

**CMP1061/CMP1062** 1.0 credit Semester 1 and 2 Grades: 9, 10, 11, 12

*Meets Recommendation: CTE*

It is highly recommended to complete Graphic Design and Desktop Publishing or get teacher recommendation for this class. This course is a one-credit course driven by student decision-making along with rigorous curriculum to learn industry standard software packages, production processes and deadline achievement. The focus is producing a quality yearbook for the student body. Students learn to write concise body copy and captions as well as to operate various desktop publishing software packages. Color theory, photographic composition, layout and design concepts and image use will be taught and used in the process of the creation of the yearbook. In addition, students are introduced to marketing and advertising principles to make their published work a success. This course is great for those students who work well independently and within a team environment. Each student will be influential in many decisions made about the creation and design of the yearbook. May be repeated for credit.

# COURSE CATALOG

# BUSINESS, MARKETING & IT EDUCATION

## Introduction to Programming

**CMP2011/CMP2012**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

*Meets Recommendation: CTE*

An introductory course in computer programming which offers an exposure to a variety of programming environments. Students will learn how to approach a program and will learn about the basic formats used in programming. Skills learned in this course will give students a strong background to enter additional programming courses. Units of study could include problem solving, web design, introduction to programming, app inventor, data analysis, and robotics. Anyone with an interest in computer science and/or information technology is welcome.

## Marketing & Sales

**MRK1015**

**.5 credit**

**Semester 1**

**Grades: 9, 10, 11, 12**

*Meets Recommendation: CTE*

What do Apple, ESPN, Twitter, Google, and Nike have in common? They are all successful marketers! Learn the skills and methods that have helped these companies to become some of the world's most recognized and celebrated brands. Marketing touches the lives of people on a daily basis as family members, consumers, and employees. This course will provide the opportunity for you to gain valuable marketing insight, knowledge, and skills in the processes and procedures that occur from the creation of a product/service to the consumption of those products/services by the consumer. You will explore the functions of marketing with a specific emphasis on promotion, selling, market research, distribution, and pricing.

## Advertising & Social Media

**MRK1035**

**.5 credit**

**Semester 2**

**Grades: 9, 10, 11, 12**

*Meets Recommendation: CTE*

Advertising and Social Media is designed to challenge you in analyzing topics related to advertising, social media, and customer service; as well as designing visual and digital media for real-life application. Classroom activities will showcase fun and challenging case studies that will provide a good understanding of many careers in business and marketing.

## Career Exploration

**BUS9015**

**.5 credit**

**Semester 1 or 2**

**Grades: 9, 10, 11, 12**

*Meets Recommendation: CTE*

YOU'RE HIRED! Words everyone wants to hear when interviewing. Explore your career interests while learning how to accomplish your goals. In doing so, you will develop your resume, interviewing skills, and portfolio. Classroom discussions and activities relate to job attainment and advancement (promotions). Students in this course will begin progress toward the Wisconsin Employability Skills Certificate and the ACT WorkKeys exam leading to the National Career Readiness Certificate.

## Graphic Design and Desktop Publishing

**CMP1055**

**.5 credit**

**Semester 1 or 2**

**Grades: 9, 10, 11, 12**

*Meets Recommendation: CTE*

This course provides skill development in one of the fastest growing technology based industries, graphic design and prepress. Students will learn electronic procedures of designing/producing and editing publications using industry standard software (Adobe Creative Suite) and processes. Students will create, format, illustrate, design, edit/revise, and print publications. Proofreading, document composition/design, and communication competencies, along with digital photography and graphic design elements are also included. Skills learned in this class lend themselves towards many exciting careers.

## Innovation Zone 1: Entrepreneurship

**BUS4095**

**.5 credit**

**Semester 1**

**Grades: 9, 10, 11, 12**

*Meets Recommendation: CTE*

Innovate! Explore! Create! Take a Risk! Learn about the fascinating inner workings of being an entrepreneur. Learn about business, marketing, finance, management and more while you develop your own school based enterprise. Find your inner entrepreneurial spirit to someday be your own boss.

# COURSE CATALOG

# BUSINESS, MARKETING & IT EDUCATION

## Innovation Zone 2: Be Your Own Boss

MRK1055

.5 credit

Semester 2

Grades: 11, 12

*Meets Recommendation: CTE*

*Successful students will have completed Innovation Zone 1: Entrepreneurship with a "C" or better.*

If you are one of the seventy percent of all high school students who say they want to start their own business, this is the class for you! Expand on your knowledge from Innovation Zone: Entrepreneurship. Develop a startup business framework and learn from local entrepreneurs to work through problems you will encounter. Pitch your idea at a city-wide event. Successful students will have completed Innovation Zone 1: Entrepreneurship with a "C" or better.

## Sports and Event Management

MRK1045

1.0 credit

Semester 1 or 2

Grades 11, 12

*Meets Recommendation: CTE*

Billions of dollars are spent annually on sports and other forms of entertainment. This fascinating service area is a growing industry that employs advertising and promotion agents, personal assistants, sports agents, event planners, and many other professionals. You will apply the fundamental principles and concepts in sports and event management and develop critical thinking and decision-making skills through hands-on, real-world projects. Classroom instruction will be reinforced through guest speakers, case studies, and field trips.

## WORK-BASED LEARNING OPTIONS

### Career Internship

CTE9041/9042

1.0 credit

Semester 1 or 2

Grades: 11, 12

*Meets Recommendation: CTE*

GET PAID\*, RECEIVE CREDIT AND GAIN EXPERIENCE. Couples classroom learning with valuable, on-the-job work experience in a field related to the student's career interest. Build decision making and leadership skills while applying classroom knowledge in a real and career specific setting. Previous internship placements have included: Engineering, Construction, Culinary Arts, Medical, Dentistry, Information Technology, Accounting, Finance, Marketing, Interior Design, Journalism, and Criminal Justice/Law Enforcement to name just a few. A great resume enhancer and conversation piece during your next job interview and/or scholarship application. At the time of course completion and on the job hours, students may be eligible to be awarded a State Certified Employability Skills Certificate or other Skills Certificate.

### State Skills Co-Op\* (*Application process required--see counselor for more information.*)

**Prerequisite: Junior or senior status. On track for high school graduation and completion of technical-related courses within the local high school.**

State Skills Co-op offers high school juniors and seniors a course of study that combines learning in school with learning on the job and getting paid for it. Students learn technical and employability skills validated by business and industry representatives in cooperation with high school, technical college and university instructors. The student attends high school part of the day, taking coursework related to his/her field of interest, and works part of the day. Current Co-op Programs offered include Business, Marketing, & Information Technology.

### Youth Apprenticeship\* (*Application process required--see counselor for more information*)

**Prerequisite: Junior or senior status. On track for high school graduation and completion of technical-related courses within the local high school.**

Youth Apprenticeships (YA) are opportunities for juniors or seniors to start preparing for a career while still in high school. One and two-year programs combine rigorous academic preparation, relevant occupational instruction, and paid work-based learning from an employer. You will attend regular classes in your high school, in addition to technical-related classes at Madison College or some other central site. You will work an average of 12-15 hours per week. These hours may be obtained during the summer along with during the school year, and may or may not be during the school day. Students are responsible for transportation and other course supplies and materials. Current YA Programs offered include Finance & Accounting and Information Technology.

**\*Industry Certification  
\*\*College Credit**

# COURSE CATALOG

# ENGLISH AS A SECOND LANGUAGE

ENGLISH AS A SECOND LANGUAGE Course Name	Semesters Offered	Course Number(s)	Grade Levels			
			09	10	11	12
<b>ENGLISH</b>						
English Fundamentals	Semester 1 and 2	A-ENG1311/1312	X	X	X	X
Literacy Skills 1	Semester 1 and 2	A-GEN2291/2292	X	X	X	X
Intermediate English	Semester 1 and 2	ENG1301/1302	X	X	X	X
Literacy Skills 2	Semester 1 and 2	A-GEN2301/2302	X	X	X	X
Advanced English	Semester 1 and 2	ENG1271/1272	X	X	X	X
Literacy Skills 3	Semester 1 and 2	A-GEN2311/2312	X	X	X	X
English for Academic Success	Semester 1 and 2	A-ENG1281/1282	X	X	X	X
Literacy Skills 4	Semester 1 and 2	A-GEN2321/2322	X	X	X	X
Reading Strategies	Semester 1 and 2	A-ENG2261/2262	X	X	X	X
<b>MATH</b>						
Algebra 1	Semester 1 and 2	A-MAT1011/1012	X	X	X	X
Geometry	Semester 1 and 2	A-MAT2011/2012	X	X	X	X
<b>SCIENCE</b>						
Biology	Semester 1 and 2	A-SCI1031/1032	X	X	X	X
Chemistry	Semester 1 and 2	SCI8011/8012		X	X	X
Physics	Semester 1 and 2	SCI7091/7092		X	X	X
Sheltered Meteorology	Semester 1 or 2	SCI9060	X	X	X	X
Sheltered Geology	Semester 1 or 2	SCI9070	X	X	X	X
<b>SOCIAL STUDIES</b>						
World History – Overview	Semester 1 and 2	A-SOC2011/2012	X	X	X	X
Social Studies Fundamentals	Semester 1 and 2	A-SOC1203/1204	X	X	X	X
U.S. History	Semester 1 and 2	A-SOC1011/1012	X	X	X	X
<b>GENERAL</b>						
Health Education	Semester 1 or 2	A-PHY1035	X	X	X	X
Academic Skills	Semester 1 and 2	A-GEN4203/4204	X	X	X	X

The ESL/Bilingual Program offers non-remedial, sheltered courses in language arts, social studies, science, and math to English Language Learners on the basis of language proficiency. East High's ESL course descriptions indicate a range of language proficiency levels which correspond to the English proficiency required for understanding course content. The range may be used as a general guideline for student placement; however, the ACCESS assessment is not always an accurate reflection of an individual student's English language and academic skills. Teacher discretion should also be used for placement of students into appropriate course. The English Language Proficiency (ELP) Levels are determined by the WIDA ACCESS Placement Test. ELP Level recommendations are listed in each course descriptions

## ENGLISH

### English Fundamentals

**A-ENG1311/1312**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

**ELP Level: 1**

*Meets Recommendation: GEAC*

This year-long course, designed for newcomer English language learners in grades 9-12, is the equivalent of English 1. The curriculum focuses on English language acquisition in the four domains of reading, writing, listening, and speaking referencing the CCSS for English/Language Arts as well as WIDA's English Language Development Standards. Students use adapted and authentic texts including textbooks, leveled readers, informational, and literary texts to develop literacy and discussion skills in English. An emphasis on organizational and study skills necessary for success in American high schools is included.

# COURSE CATALOG

# ENGLISH AS A SECOND LANGUAGE

## Literacy Skills 1

**A-GEN2291/2292**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

**ELP Level: 1**

*Meets Recommendation: GEAC*

These courses are for beginning ELLs only: ELP Level 1. The courses focus on the basics of English language development while acknowledging Common Core State Standards and WIDA Standards in its approach. All receptive and productive approaches (reading, writing, speaking, and listening) are incorporated. **This course is designed to be taken with English Fundamentals.**

## Intermediate English

**AND**

## Literacy Skills 2

**ENG1301/1302**

**A-GEN2301/2302**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

**ELP Levels: 1, 2**

**1.0 credit**

*Meets Recommendation: GEAC*

This year-long course, designed for intermediate English language learners in grades 9 - 12, is aligned to the scope and ELA standards of English 2. The curriculum focuses on English language acquisition in the four domains of reading, writing, listening, and speaking referencing the CCSS for English/Language Arts as well as WIDA's English Language Development Standards. Students use adapted and authentic texts including textbooks, leveled readers, informational, and literary texts to improve their ability to read, write, and think critically about the course's themes and topics. Students develop literacy and discussion skills while engaging in both collaborative work with their peers as well as independent work. Students create shorter and extended writing in the modes of narrative, informative/explanatory, and argumentative texts while leveraging technology, the research process, and the writing process to develop and publish writing. An emphasis on organizational and study skills necessary for success in American high schools is included.

## Advanced English

**AND**

## Literacy Skills 3

**ENG1271/1272**

**A-GEN2311/2312**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

**ELP Levels: 2, 3**

**1.0 credit**

*Meets Recommendation: GEAC*

This year-long course is designed for Advanced English learners in grades 9-12 with ELP Levels between 2.5-3.5 in the area of literacy, is aligned to the scope and ELA standards of English 3. The curriculum focuses on English language acquisition in the four domains of reading, writing, listening, and speaking referencing the CCSS for English/Language Arts as well as WIDA's English Language Development Standards. Students use adapted and authentic texts including textbooks, leveled readers, informational, and literary texts to improve their ability to read, write, and think critically about the course's themes and topics. Students develop literacy and discussion skills while engaging in both collaborative work with their peers as well as independent work. Students create shorter and extended writing in the modes of narrative, informative/explanatory, and argumentative texts while leveraging technology, the research process, and the writing process to develop and publish writing. An emphasis on organizational and study skills necessary for success in American high schools is included.

## English for Academic Success **AND** Literacy Skills 4

**A-ENG1281/1282**

**A-GEN2321/2322**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

**ELP Levels: 3, 4**

**1.0 credit**

*Meets Recommendation: GEAC*

These courses align with Common Core State Standards and WIDA Standards leveled to ELLs at ELP Levels high 2, 3 and 4. All receptive and productive approaches (reading, writing, speaking, and listening) are incorporated. The courses focus on informational texts and literature in a multicultural environment. Learning strategies are taught integrating reading and writing to ensure further English Language Arts success. **These courses are designed to be taken together.**

## Reading Strategies

**A-ENG2261/2262**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

**ELP Levels: 2, 3**

*Meets Recommendation: GEAC*

ELLs in this course will strengthen reading comprehension and vocabulary competencies. Explicit instruction on reading strategies as well as vocabulary expansion and the writing process will be the main focus of this course.

# COURSE CATALOG

# ENGLISH AS A SECOND LANGUAGE

## MATH

### Algebra 1

**A-MAT1011/1012**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

**ELP Levels: 1, 2**

Learn algebra and improve your English skills at the same time. Algebra topics that you will learn include linear equations, inequalities, systems of equations, quadratic equations, exponents, exponential equations and more. Through conversations, reading, writing, charts, graphs and equations you will learn many ways to solve and explain algebraic problems. You will earn the same credit as mainstream algebra so you'll be ready for geometry!

### Geometry

**A-MAT2011/2012**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

**ELP Levels: 1, 2**

Learn geometry and logic skills and improve your English skills at the same time. Geometry topics that you will learn include Geometric terms, properties about lines and angles, triangles, and quadrilaterals. You will also learn about area, volume, and trigonometry. You will build your logic skills and ability to think critically. You will earn the same credit as mainstream Geometry, so you will be ready for the next math classes.

## SCIENCE

### Biology

**A-SCI1031/1032**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

**ELP Levels: 1, 2**

This course is an introduction to biology – the study of living things. You will learn about plants and animals and how they interact with their environment. This class may not be offered every year, since it will occasionally alternate with Physical Science and Chemistry.

### Chemistry

**SCI8011/8012**

**1.0 credit**

**Semester 1 and 2**

**Grades: 10, 11, 12**

**ELP Levels: 1, 2**

Students learn Chemistry while improving oral and written English language skills. Chemistry topics will learn include: atomic structure and reactions, mass and energy relationships in chemical reactions, periodic arrangement of elements, reactions of acids and bases, and the nature of chemical bonding. Student understanding is developed through lab experiments and group work involving critical thinking skills and problem solving. Students earn the same credit as mainstream Chemistry and are prepared for additional science courses that may follow. This class may not be offered every year, as it will occasionally alternate with ESL Physics.

### Physics

**SCI7091/7092**

**1.0 credit**

**Semester 1 and 2**

**Grades: 10, 11, 12**

**ELP Levels: 1, 2**

Students learn Physics while improving oral and written English language skills. Topics investigated in the course include: motion, Newton's laws, gravity, momentum, energy and others as relevant to student interest. In physics, students will inquire about the world and apply skills in observation, experimentation, and reasoning in order to construct explanations of natural phenomena. The course units follow those in the AP Physics 1 course and students earn the same credit as the standard course so that they are prepared for additional science courses that may follow. This class may not be offered every year, as it will occasionally alternate with ESL Chemistry.

# COURSE CATALOG

# ENGLISH AS A SECOND LANGUAGE

## Sheltered Meteorology

**SCII9060** .5 credit Semester 1 or 2 Grades: 9, 10, 11, 12

**ELP Levels: 1, 2**

This one semester lab-based course introduces the atmospheric physical processes important to understanding climate, weather, and forecasting for the earth's surface. Students will observe, record, analyze, and discuss meteorological phenomena. Students will additionally learn of sources for weather data, weather analysis tools, and important scientific and social applications of meteorological information.

## Sheltered Geology

**SCI9070** .5 credit Semester 1 or 2 Grades: 9, 10, 11, 12

**ELP Levels: 1, 2**

This one semester lab-based course focuses on the study of the materials and processes of Earth. Units of study include: rocks and minerals, structure of the Earth, plate tectonics, earthquakes, volcanoes, mountain building, rocks, geologic time, and fossils.

## SOCIAL STUDIES

### World History – Overview

**A-SOC2011/2012** 1.0 credit Semester 1 and 2 Grades: 9, 10, 11, 12

**ELP Levels: 1, 2**

Students will study topics in World History ranging from world religions to revolutions and independence movements, with an emphasis on reading, writing, and critical thinking skills. This class is offered every-other-year, alternating with Social Studies Fundamentals.

### Social Studies Fundamentals

**A-SOC1203/1204** 1.0 credit Semester 1 and 2 Grades: 9, 10, 11, 12

**ELP Levels: 1, 2**

Students will study U.S. History from the Ice Age to the Civil War, with an emphasis on reading, writing, and critical thinking skills. This class is offered every-other-year, alternating with World History.

### U.S. History

**A-SOC1011/1012** 1.0 credit Semester 1 and 2 Grades: 9, 10, 11, 12

**ELP Levels: 2, 3**

In this class we will study the history of the United States from Reconstruction until World War II. You will learn about how different domestic and world events affected the lives of African Americans, American Indians, immigrants, women, and workers in the United States. Emphasis is placed on reading comprehension, vocabulary building, and writing in the content area.

## GENERAL

### Health Education

**A-PHY1035** .5 credit Semester 1 or 2 Grades: 9, 10, 11, 12

**ELP Levels: 1, 2, 3**

This health course is specifically designed for English Language Learners. Health Education is a course designed to provide skills-based learning experiences that support students in becoming health literate individuals. The course will focus on analyzing internal and external influences, accessing health resources, communicating effectively with others, making healthy decisions, setting personal goals, practicing healthy behaviors, and advocating for personal and community health. Critical content will include personal health and wellness, healthy eating, mental and emotional health, alcohol and other drugs, and human sexuality.

### Academic Skills

**A-GEN4203/4204** 1.0 credit Semester 1 and 2 Grades: 9, 10, 11, 12

**ELP Levels: 1, 2, 3, 4, 5**

This course supports English language learners who are looking for additional support in instructional and organizational skills. Students will focus on writing, reading, organization & time management skills.

REQUIRED COURSES	ENGLISH Course Name	Semesters Offered	Course Number(s)	Grade Levels			
				09	10	11	12
REQUIRED COURSES	English 1 (Earned Honors)	Semester 1 and 2	ENG1011/1012	X			
	English 1 Honors	Semester 1 and 2	ENG1021/1022	X			
	English 2 (Earned Honors)	Semester 1 and 2	ENG1041/1042		X		
	English 2 Honors	Semester 1 and 2	ENG1051/1052		X		
ENGLISH ELECTIVES	English 3	Semester 1 and 2	ENG1071/1072			X	
	English 3 Honors	Semester 1 and 2	ENG1081/1082			X	
	Introduction to College Writing And Reading Strategies (ICWRS)	Semester 1 and 2	ENG7511/3232				X
	AP Language and Composition	Semester 1 and 2	ENG2011/2012			X	X
	AP Literature and Composition	Semester 1 and 2	ENG3011/3012			X	X
	AP Seminar	Semester 1 and 2	ENG9961/9962		X	X	X
	AP Research	Semester 1 and 2	ENG8021/8022			X	X
	Creative Writing	Semester 1 or 2	ENG2025		X	X	X
	Creative Writing Advanced	Semester 1 or 2	ENG2035			X	X
	Contemporary Literature 1	Semester 1 or 2	ENG3055			X	X

## REQUIRED COURSES

### English 1 (Earned Honors)

**ENG1011/1012**                      **1.0 credit**                      **Semester 1 and 2**                      **Grade: 9**

In this year-long course, students build on their learning from grade 8 as they develop their skills and understandings from the Common Core State Standards grades 9-10 band. Reading, discussing, and writing in response to high-quality, high-interest literary and informational texts develop students' ability to synthesize ideas within and across texts, analyze the choices authors make, use knowledge of language and its conventions, acquire and use vocabulary words, and foster the joy of reading. Using collaborative discussions and activities enables students to understand the importance of considering various perspectives. Students write for a variety of purposes and audiences, using the writing process and technology to create and publish narrative, informative/explanatory, and argument texts. This is an Earned Honors course where all students will be exposed to challenging content and supported to recognize their talents and skills as advanced learners capable of honors-level mastery. Students may earn honors credit when they demonstrate high levels of learning on key assessments.

### English 1 Honors

**ENG1021/1022**                      **1.0 credit**                      **Semester 1 and 2**                      **Grade: 9**

Honors English 1 parallels the core curriculum with greater rigor. A course that receives an honor designation has expectations for students that are measurably broader, deeper, and/or more complex in comparison to its standard course.

### English 2 (Earned Honors)

**ENG1041/1042**                      **1.0 credit**                      **Semester 1 and 2**                      **Grade: 10**

In this year-long course, students continue to develop their skills and understandings from the Common Core State Standards grade 9-10 band. Students engage with both literacy and informational texts to hone their ability to read, write, and think critically about the course's themes and topics while engaging in both collaborative work with their peers as well as independent work. Students write shorter and extended texts in the modes of narrative, informative/explanatory, and argumentative texts, leveraging technology, the research process, and the writing process to develop and publish writing. This is an Earned Honors course where all students will be exposed to challenging content and supported to recognize their talents and skills as advanced learners capable of honors-level mastery. Students may earn honors credit when they demonstrate high levels of learning on key assessments.

### English 2 Honors

**ENG1051/1052**                      **1.0 credit**                      **Semester 1 and 2**                      **Grade: 10**

Honors English 2 parallels the core curriculum with greater rigor. A course that receives an honors designation has expectations for students that are measurably broader, deeper, and/or more complex in comparison to its standard course.

## ENGLISH ELECTIVES

### English 3

**ENG1071/1072**

**1.0 credit**

**Semester 1 and 2**

**Grade: 11**

*Meets Recommendation: GEAC*

In this year-long course, students build on their learning from grade 10 as they develop their skills and understandings from the Common Core State Standards grades 11-12 band. Reading, discussing, and writing in response to high-quality, high-interest literary and informational texts develop students' ability to synthesize ideas within and across texts, analyze the choices authors make, use knowledge of language and its conventions, acquire and use vocabulary words, and foster the joy of reading. Using collaborative discussions and activities enables students to understand the importance of considering various perspectives. Students use the writing process and technology to create and publish narrative, informative/explanatory, and argument texts.

### English 3 Honors

**ENG1081/1082**

**1.0 credit**

**Semester 1 and 2**

**Grade: 11**

*Meets Recommendation: GEAC*

Honors English 3 parallels the core curriculum while moving at an accelerated pace. This course requires increased expectations of autonomy and independence regarding academics, social interactions, and behavior. Students entering this course may engage in reading and writing over the summer.

### Introduction to College Writing and Reading & Study Skills (ICWRS)

**ENG7511/ENG3232**

**1.0 credit**

**Semester 1 and 2**

**Grade: 12**

This course focuses on enhancing college reading and study techniques and offers students extended practice in applying these strategies to a variety of college level materials. Emphasis will be given to developing the critical thinking and reading skills necessary to be successful college readers. Topics covered will include identifying main ideas and supporting details, highlighting and annotating text, summary writing and making inferences. While assuming competence in basic paragraph and essay structure, Introduction to College Writing also reinforces principles of composition that employ critical thinking for writing and develops grammatical competence and writing style. Through multiple revisions and workshops, students will acquire writing process awareness, self-advocacy skills for understanding and managing assignments, and information literacy skills to prepare students for college reading and writing. This class is designed to prepare students for most college-level classes and prepare students for writing in many career fields. Successful completion of this course does allow the opportunity for both high school and Madison College credit (dual/transcripted credit).

### AP Language and Composition

**ENG2011/2012**

**1.0 credit**

**Semester 1 and 2**

**Grades: 11, 12**

*Meets Recommendation: GEAC*

This course is designed to satisfy the requirements set by the College Board for the Advanced Placement (AP) English Language and Composition course. The purpose of this course is to help students write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. While this course is offered to all junior and senior students, enrolled students should be aware that the course is intended to be rigorous, and that the work and content will be challenging. This course will primarily focus on composition in the genre *essay*, but will also delve into elements of oration, visual mediums, and fiction. Analysis of rhetoric, argument and style are at the crux of our work together. The course culminates with the AP exam in May. Students who choose to take the exam may be granted advanced placement, college credit, or both as a result of satisfactory performance. While students are not required to take the exam, taking it is strongly encouraged.

### AP Literature and Composition

**ENG3011/3012**

**1.0 credit**

**Semester 1 and 2**

**Grades: 11, 12**

*Meets Recommendation: GEAC*

Students in this course will write to understand, write to explain, and write to evaluate. A key component will be learning and applying critical strategies when reading and analyzing literature, including formalist, biographical, psychological, historical, gender, mythological, reader-response and deconstructionist strategies. Students will investigate literature through these lenses, examining modeled examples of these approaches by critics, as well as other students, and learning how to employ these approaches in their own essay writing. Students will write timed essays and college entrance essays. They will also be prepared for the Advanced Placement exam through the study of literary terms and concepts. Units of study include literary terms and devices, expository

# COURSE CATALOG

# ENGLISH

writing, creative writing and submission to publications, poetry, British and World Literature. The course culminates with the AP exam in May. Students who choose to take the exam may be granted advanced placement, college credit, or both as a result of satisfactory performance. While students are not required to take the exam, taking it is strongly encouraged.

## AP Seminar

ENG9961/9962

1.0 credit

Semester 1 and 2

Grades: 10, 11, 12

*Meets Recommendation: GEAC*

In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. 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.

## AP Research

ENG8021/8022

1.0 credit

Semester 1 and 2

Grades: 11, 12

*Meets Recommendation: GEAC*

In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic paper. 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.

## Creative Writing

ENG2025

.5 credit

Semester 1 or 2

Grades: 10, 11, 12

In this semester-long course, imaginative writers are provided opportunities to write poetry, short stories, memoirs and other creative works. The course includes a discussion of creativity, readings by and about creative people, and the compilation of a portfolio of creative assignments. The teacher uses direct instruction as well as a workshop format.

## Creative Writing Advanced

ENG2035

.5 credit

Semester 1 or 2

Grades: 11, 12

*Recommended: Creative Writing*

This course follows the same format as Creative Writing. Because of its individualized nature, an advanced student will continue studies they began in the first Creative Writing class. Units of study include a variety of writing forms. Participation in Expressions magazine is encouraged.

## Contemporary Literature 1

ENG3055

.5 credit

Semester 1 or 2

Grades: 11, 12

*Meets Recommendation: GEAC*

In this semester-long course, students will be exposed to themes in literature which are relevant to today's young adults: themes of personal relationships, survival, and identity. In addition, students will develop awareness of their own cultural heritage as they examine the roles of culture, privilege, and of power in society. Students will discuss sensitive topics such as race, gender, class, and sexuality. Assignments may include, but are not limited to, literary analysis, presentations/performance, formal essays, and group discussion.

FSC & HEALTH Course Name	Semesters Offered	Course Number(s)	Grade Levels			
			09	10	11	12
<b>HOSPITALITY</b>						
Culinary Basics	Semester 1 or 2	FCS1015	X	X	X	X
International Cuisine	Semester 1 or 2	FCS1025		X	X	X
ProStart Chef 1	Semester 1 or 2	FCS1030		X	X	X
ProStart Chef 2	Semester 1 or 2	FCS1045		X	X	X
<b>HUMAN SERVICES</b>						
Child Development (Birth – 5 Years)	Semester 1	FCS2015		X	X	X
Parenting and Children	Semester 2	FCS2035	X	X	X	X
Careers with Children (ACCT Certification)	Semester 1 or 2	FCS2025			X	X
Healthy Relationships	Semester 1 or 2	FCS2055			X	X
Independent Living	Semester 1 or 2	FCS2065		X	X	X
<b>FASHION &amp; INTERIOR DESIGN</b>						
Fashion & Sewing	Semester 1 or 2	FCS3015	X	X	X	X
Fashion Merchandising & Advanced Sewing	Semester 1 or 2	FCS3025		X	X	X
Interior Architecture	Semester 1 or 2	FCS3045		X	X	X
<b>HEALTH SCIENCE</b>						
Health Science Exploration	Semester 1 or 2	FCS4010	X	X	X	X
Medical Terminology	Semester 1 or 2	FCS4025		X	X	X
Medical Terminology for dual credit**	Semester 1 or 2	FCS4030		X	X	X
Body Structure & Function	Semester 1 or 2	FCS4065		X	X	X
Nursing Assistant*	Semester 1 or 2	FCS4045			X	X
Nursing Assistant – Non-Certification	Semester 1 or 2	FCS4085		X	X	X
<b>WORK-BASED LEARNING OPTIONS</b>						
Career Internship	Semester 1 or 2	CTE9041/9042			X	X
Youth Apprenticeship	Semester 1 and 2	Application Process – See Counselor			X	X

Family & Consumer Science Life Skills Courses

**Culinary Basics**  
1/2 cr. Gr. 9-12

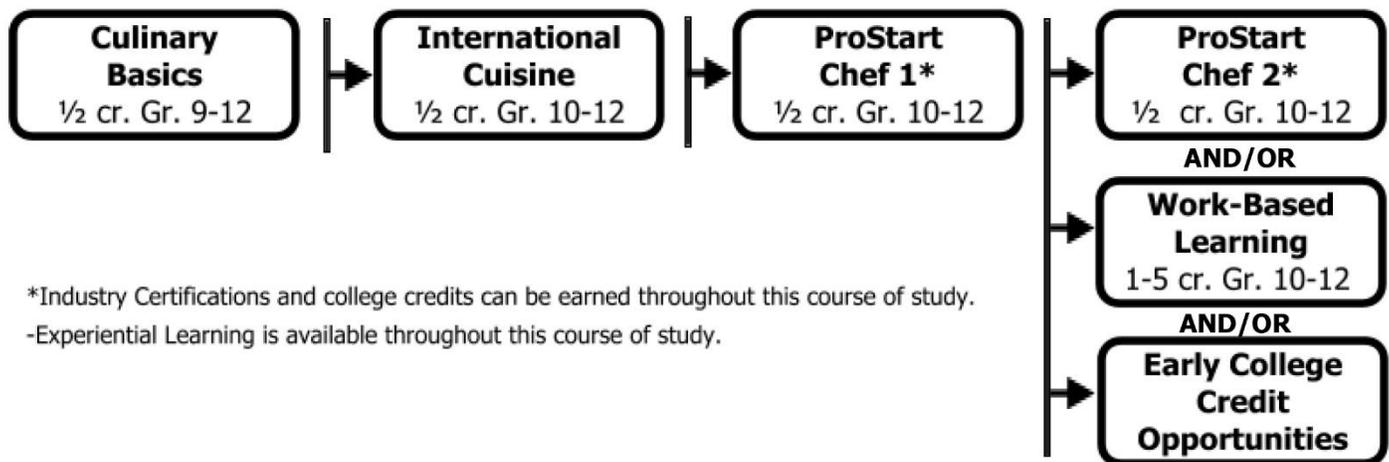
**Fashion & Sewing**  
1/2 cr. Gr. 9-12

**Independent Living\*\***  
1/2 cr. Gr. 10-12

**Healthy Relationships**  
1/2 cr. Gr. 11-12

This course of study map represents a **suggested** sequence of courses leading to capstone, work-based learning, and post-secondary experiences which will assist students in being as successful as possible after leaving high school. Although each student will **personalize** their experiences, the earlier a student begins this sequence, the more opportunities students will have to fully explore the educational and community options available. These sequences should be coupled with appropriate core courses, as well as life-skills and courses in a student’s area of interest.

Hospitality: Restaurant & Food/Beverage Course of Study



\*Industry Certifications and college credits can be earned throughout this course of study.  
 -Experiential Learning is available throughout this course of study.

This course of study map represents a **suggested** sequence of courses leading to capstone, work-based learning, and post-secondary experiences which will assist students in being as successful as possible after leaving high school. Although each student will **personalize** their experiences, the earlier a student begins this sequence, the more opportunities students will have to fully explore the educational and community options available. These sequences should be coupled with appropriate core courses, as well as life-skills and courses in a student’s area of interest.

**Culinary Basics**

**FCS1015** .5 credit Semester 1 or 2 Grades: 9, 10, 11, 12  
 Lab fee: \$30 Meets Recommendation: CTE

This course is for students who want to learn food preparation techniques. Units of study include: nutrition, safety and sanitation, proper use of equipment, etiquette, and menu planning. Teamwork is emphasized so you will enjoy working in kitchen labs and will develop a love of fresh healthy food. May be repeated for credit.

**International Cuisine**

**FCS1025** .5 credit Semester 1 or 2 Grades: 10, 11, 12  
 Lab fee: \$30 Meets Recommendation: CTE, GEAC

Successful students will have completed Culinary Basics with a “C” or better.

Expand your knowledge of global cuisine by researching and cooking foods from different regions of the world. Explore unique serving and eating styles. Make foods authentic to the Grande Cuisines of Italy, China, Mexico, France, and more.

**ProStart Chef 1 – formerly Gourmet Chef/ProStart 1**

**FCS1030** .5 credit Semester 1 or 2 Grades: 10, 11, 12  
 Lab fee: \$30 Meets Recommendation: CTE

Successful students will have completed Culinary Basics with a “C” or better.

Explore the food and hospitality industries as you study like a chef. Learn proper and safe, advanced, gourmet cooking techniques. Units include: preparing healthy food in sanitary kitchen-labs; professionalism in food service; perfecting knife skills; plating; salads; soup making; sandwiches and pizza; practicing good restaurant-style food service while participating in catering projects. ProStart is an initiative of the National Restaurant Association that offers a variety of scholarships and entry into culinary competitions.

# COURSE CATALOG

# FAMILY & CONSUMER SCIENCES/HEALTH

**ProStart Chef 2 – formerly Gourmet Chef 2/ProStart**

**FCS1045**

**.5 credit**

**Semester 1 or 2**

**Grades: 10, 11, 12**

*Lab fee: \$30*

*Meets Recommendation: CTE*

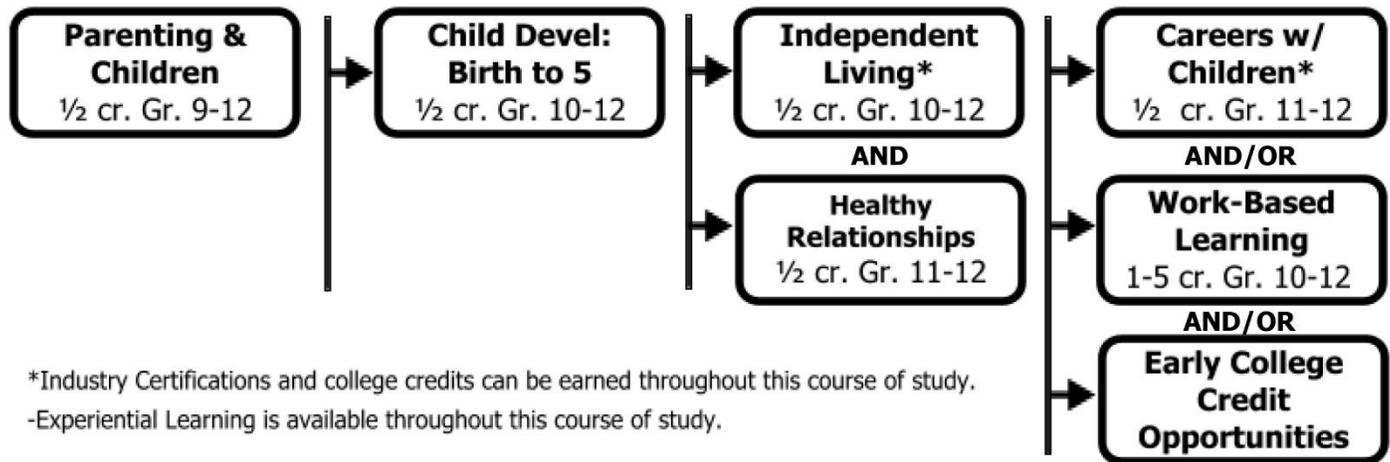
*Successful students will have completed ProStart Chef 1 with a “C” or better.*

Sharpen your culinary skills preparing restaurant quality cuisine! Fine tune your sense of flavor! Students will use a variety of cooking techniques. Units include breakfast foods, fruits, vegetables, potatoes, grains and pasta; meat, poultry, fish, baking and pastry including cake decorating. Interest in attending a 2-year or 4-year college in the culinary field is a bonus but not required. Students will have several restaurant and catering opportunities. ProStart is an initiative of the National Restaurant Association that offers a variety of scholarships and entry into culinary competitions.

**ProStart** is a nationwide, two-year program for high school students that develops the best and brightest talent into tomorrow's industry leaders. From culinary techniques to management skills, ProStart's industry-driven curriculum provides real-world educational opportunities and builds practical skills and a foundation that will last a lifetime. By bringing industry and the classroom together, ProStart gives students a platform to discover new interests and talents and opens doors for fulfilling careers. It all happens through a curriculum that teaches all facets of the restaurant and foodservice industry, inspires students to succeed and sets a high standard of excellence for students and the industry. With national and local support from industry members, educators, the National Restaurant Association Educational Foundation and state restaurant associations, ProStart reaches 90,000 students nationwide. Upon completion of ProStart certification requirements the students may earn up to 13 credits at the University of Wisconsin Stout.

<http://prostart.restaurant.org/>

## Human Services: Early Childhood Development Course of Study



This course of study map represents a **suggested** sequence of courses leading to capstone, work-based learning, and post-secondary experiences which will assist students in being as successful as possible after leaving high school. Although each student will **personalize** their experiences, the earlier a student begins this sequence, the more opportunities students will have to fully explore the educational and community options available. These sequences should be coupled with appropriate core courses, as well as life-skills and courses in a student's area of interest.

# COURSE CATALOG

# FAMILY & CONSUMER SCIENCES/HEALTH

## Parenting and Children

**FCS2035**

**.5 credit**

**Semester 2**

**Grades: 9, 10, 11, 12**

*Meets Recommendation: CTE*

*Students must have a clean background check to participate in the Preschool or volunteer in a daycare center per caregiver law HFS 12.*

What can we, as parents, do to help children grow to their fullest potential? Students explore how to teach skills as varied as toilet training and reading, while fostering their family's culture and values. Students will have opportunities to explore realistic life experiences by taking home a baby simulator. Units of study include: effective parenting, health and safety of children, children's nutrition, teaching the love of learning, and working with children with various needs.

## Child Development (Birth – 5 Years)

**FCS2015**

**.5 credit**

**Semester 1**

**Grades: 10, 11, 12**

*Meets Recommendation: CTE*

*Students must have a clean background check to participate in the Preschool or volunteer in a daycare center per caregiver law HFS 12.*

This course focuses on the growth and development of children from conception to age five. Students will learn about the various areas of development (physical, cognitive, emotional, social, and moral) as a child grows. Opportunities for real-world application may include taking home a baby simulator. This course is valuable to those who decide to be parents or those who will be working with children in the future.

## Careers with Children (ACCT Certification)

**FCS2025**

**.5 credit**

**Semester 1 or 2**

**Grades: 11, 12**

*Meets Requirement: CTE*

*Lab fee: \$10*

*Successful students will have completed Child Development (Birth – 5 Years) and/or Parenting and Children with a "C" or better.*

*Students must have a clean background check to participate in the Preschool or volunteer in a daycare center per caregiver law HFS 12.*

This course is for students who are capable of earning their Assistant Child Care Teacher (ACCT) Certification through the Department of Public Instruction, valuable for any career involving children. This class is challenging, and rewarding, as students plan and operate their own "in-house" preschool applying course knowledge and skills. "The Wisconsin Technical College System (WTCS) Early Childhood Education Programs will grant a student who has successfully completed the DPI approved ACCT Course from a Wisconsin high school, three elective credits upon acceptance into, and demonstrated success within, the WTCS Early Childhood Education Program (#10-307-1)."

## Healthy Relationships

**FCS2055**

**.5 credit**

**Semester 1 or 2**

**Grades: 11, 12**

*Meets Recommendation: CTE*

This course takes a mature look at the many aspects surrounding relationships and sexuality. Students taking this course should be willing to participate in a discussion based format. Units of study include: understanding ourselves, communication, decision-making, relationships, abstinence, and family crisis.

## Independent Living

**FCS2065**

**.5 credit**

**Semester 1 or 2**

**Grades: 10, 11, 12**

*Meets Recommendation: CTE*

Prepare yourself for a life after high school. Personal growth, financial literacy, legal responsibilities, protective behaviors – many topics to make your transition to the real world easier.





# COURSE CATALOG

# FAMILY & CONSUMER SCIENCES/HEALTH

## Medical Terminology

**FCS4025**

**.5 credit**

**Semester 1 or 2**

**Grades: 10, 11, 12**

*Participation in HOSA club is recommended.*

*Meets Recommendation: CTE*

*Successful students will have completed Health Science Occupations with a "C" or better.*

Students will gain knowledge of medical terminology, vocabulary and abbreviations used in health related careers. Students will practice formation, analysis and reconstruction of terms. There is an emphasis on spelling, definition and pronunciation. The class is an introduction to operative, diagnostic, therapeutic and symptomatic terminology of all body systems related to health careers. Students are invited to participate in Health Occupations Students of America (HOSA) Club activities, community service and competitive state and national events. If you are interested in a career as a medical translator, transcriptionist, physician assistant, nurse, or any health-related career, this course is for you. The class is an introduction to language used in body systems related to health care careers. Dual/transcripted credit is offered by Madison College with transfer possibilities to other colleges and universities.

## Medical Terminology for dual credit\*\*

**FCS4030**

**.5 credit**

**Semester 1 or 2**

**Grades: 10, 11, 12**

The class is an introduction to operative, diagnostic, therapeutic and symptomatic terminology of all body systems. Students will gain knowledge of medical terminology, vocabulary and abbreviations used in health-related careers. Students will practice formation, analysis and deconstruction of medical terms. Interpretation of written material will be addressed. There is an emphasis on spelling, definition and pronunciation. Students interested in the health care field are invited to participate in Health Occupation Students of America (HOSA) Club which sponsors community service projects and competitions at state and national levels.

*\*\*This is a college level course taught at the high school. Transcripted credit (3cr) through Madison College is available to 11th & 12th graders - Apply during first week of class. Must pass with 74% or better to avoid "W" (withdrawn) on transcript. Advanced standing (2 cr) available to 10th graders with a B or better, but will result in a "W" (withdrawn) on Madison College transcript. Not a transfer-credit course but is required at UW-Madison to enter the PA and PT graduate programs.*

## Nursing Assistant\*

**FCS4045**

**1 credit**

**Semester 1 or 2**

**Grades: 11, 12**

*Lab fee: \$30*

*Meets Recommendation: CTE*

*Successful students will have completed Body Structure & Function with a "C" or better and/or have taken Medical Terminology prior to taking this course. Grade 11-12. This course is taught by a registered nurse from Madison College. Students seeking employment in any health care field will find this a valuable first step! Nursing Assistant is a Prerequisite to all Wisconsin Technical College System nursing programs and some 4-year college admissions to nursing programs. Units of study and skills include: human development, infection control, patient transfer, body in health and disease, personal care and hygiene, nutrition, and special care. \*To meet certification requirements, students must pass both theory and clinical experiences in a local health care agency arranged by the teacher, maintain a grade of 75% or better, and meet attendance requirements. A successful background check, TB skin tests, and certification test fee are required, but may be covered in whole or in part by the district. Class meets for additional hours of lab and clinical time on weekends, mornings, evenings, and/or breaks.*

## Nursing Assistant Non-Certification

**FCS4085**

**.5 credit**

**Semester 1 or 2**

**Grades: 10, 11, 12**

*Lab fee: \$30*

*Meets Recommendation: CTE*

*Successful students will have completed Health Science Occupations with a "C" or better. It is also strongly recommended that students complete Medical Terminology and Body Structure and Function. This course does not result in certification. Students learn and apply caregiving skills in lab settings. Students seeking employment in any health care field will find this a valuable first step. Units of study and skills include: human development, infection control, patient transfer, body in health and disease, personal care and hygiene, nutrition and special care.*

**Principles of Biomedical Science (PLTW) – SCI7010 – See SCIENCE page 74**

## WORK-BASED LEARNING OPTIONS

### Career Internship

CTE9041/9042

1.0 credit

Semester 1 or 2

Grades: 11, 12

*Meets Recommendation: CTE*

GET PAID\*, RECEIVE CREDIT AND GAIN EXPERIENCE. Couples classroom learning with valuable, on-the-job work experience in a field related to the student's career interest. Build decision making and leadership skills while applying classroom knowledge in a real and career specific setting. Previous internship placements have included: Engineering, Construction, Culinary Arts, Medical, Dentistry, Information Technology, Accounting, Finance, Marketing, Interior Design, Journalism, and Criminal Justice/Law Enforcement to name just a few. A great resume enhancer and conversation piece during your next job interview and/or scholarship application. At the time of course completion and on the job hours, students may be eligible to be awarded a State Certified Employability Skills Certificate or other Skills Certificate.

### State Skills Co-Op\* (*Application process required--see counselor for more information.*)

**Prerequisite: Junior or senior status. On track for high school graduation and completion of technical-related courses within the local high school.**

State Skills Co-op offers high school juniors and seniors a course of study that combines learning in school with learning on the job and getting paid for it. Students learn technical and employability skills validated by business and industry representatives in cooperation with high school, technical college and university instructors. The student attends high school part of the day, taking coursework related to his/her field of interest, and works part of the day. Current Co-op Programs offered include Family & Community Services, Food Service, Health Science, and Child Care Teacher.

\*Industry Certification  
\*\*College Credit

# COURSE CATALOG

# MATHEMATICS

MATHEMATICS Course Name	Semesters Offered	Course Number(s)	Grade Levels			
			09	10	11	12
Algebra 1 (Earned Honors)	Semester 1 and 2	MAT1011/1012	X			
Geometry	Semester 1 and 2	MAT2011/2012	X	X	X	X
Geometry Honors	Semester 1 and 2	MAT2021/2022	X	X	X	X
Algebra 2/Trigonometry	Semester 1 and 2	MAT3011/3012	X	X	X	X
Pre-Calculus	Semester 1 and 2	MAT3061/3062	X	X	X	X
Algebra 3	Semester 1 and 2	MAT4011/4012	X	X	X	X
AP Statistics	Semester 1 and 2	MAT5041/5042	X	X	X	X
AP Calculus AB	Semester 1 and 2	MAT5021/5022	X	X	X	X
AP Calculus BC	Semester 1 and 2	MAT5031/5032	X	X	X	X
Algebra 1 for the Upper Grades	Semester 1 and 2	MAT6021/6022		X	X	X
Algebra 1 for the Trades	Semester 1 and 2	MAT1071/1072		X	X	X
Advanced Algebra (Transcripted Credit)	Semester 1 and 2	MAT5011/5012			X	X
Advanced Algebra with Financial Applications	Semester 1 and 2	MAT6011/6012			X	X
AP Computer Science – Principles	Semester 1 and 2	CMP4011/4012		X	X	X
AP Computer Science A	Semester 1 and 2	CMP2021/2022		X	X	X

Students must complete three credits of mathematics in high school to meet graduation requirements, including a minimum of Algebra and Geometry.

### Example Courses Of Study:

(Please see Mathematics Department Course Map on next page.)

### Advanced Algebra with Financial Applications Course Of Study

Geometry --> Advanced Algebra with Financial Applications -->Algebra 2/Trigonometry

Algebra 2/Trigonometry --> Advanced Algebra with Financial Applications --> Algebra 3

Algebra 2/Trigonometry --> Advanced Algebra with Financial Applications --> Advanced Algebra for Transcript Credit

**Note, Advanced Algebra with Financial Applications could be taken concurrently with higher mathematics classes.**

### Advanced Algebra Transcripted Credit Course Of Study

Geometry --> Advanced Algebra Transcripted Credit -->Algebra 2/Trigonometry

Algebra 2/Trigonometry --> Advanced Algebra Transcripted Credit --> Algebra 3

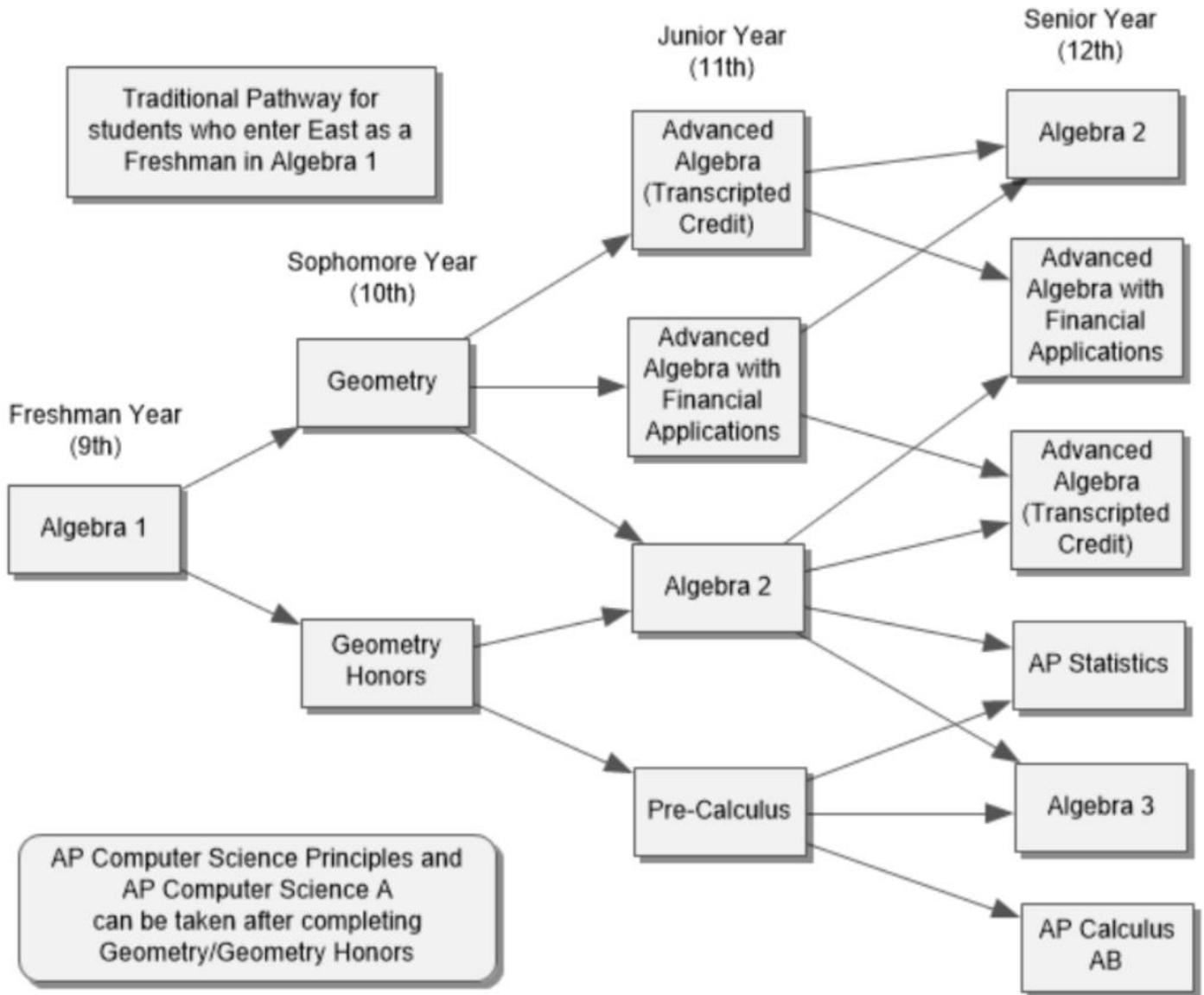
Algebra 2/Trigonometry --> Advanced Algebra Transcripted Credit--> Advanced Algebra with Financial Applications

**Note, ONLY 11th and 12th graders may take Advanced Algebra (Transcripted Credit).**

**Students who have completed Algebra 3 or higher SHOULD NOT be enrolled in AATC, rather they could choose AP Calc AB, AP Statistics, AP Comp Sci Principles, or AP Comp Sci A as another math credit**

### AP Statistics Course Of Study

AP Statistics must be taken after at least Algebra 2/Trigonometry or Pre-Calculus and may be taken concurrently with Algebra 3, AP Calculus AB, AP Calculus BC, Algebra Concepts for Transcript Credit (ACTC), or Advanced Algebra with Financial Applications



This course of study map represents a **suggested** sequence of courses leading to capstone, work-based learning, and post-secondary experiences which will assist students in being as successful as possible after leaving high school. Although each student will **personalize** their experiences, the earlier a student begins this sequence, the more opportunities students will have to fully explore the educational and community options available. These sequences should be coupled with appropriate core courses, as well as life-skills and courses in a student’s area of interest.

# COURSE CATALOG

# MATHEMATICS

## Algebra 1 (Earned Honors)

**MAT1011/1012**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9**

In this course, students will practice applying mathematical ways of thinking to real world issues and challenges. Topics include; systems of linear equations and inequalities, linear, exponential, and quadratic relationships, and introductory statistics. Students will be challenged to think and reason both critically and mathematically by exploring multiple methods to solve real world problems. This course emphasizes mathematical modeling to analyze situations, and understand them better in order to make decisions. This course is aligned to the Common Core State Standards (CCSS) and follows the Traditional Pathway, as outlined in Appendix A. The CCSS Mathematical Practice Standards are applied throughout this course. This is an Earned Honors course where all students will be exposed to challenging content and supported to recognize their talents and skills as advanced learners capable of honors-level mastery. Students may earn honors credit when they demonstrate high levels of learning on key assessments.

## Geometry

**MAT2011/2012**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

*Recommended: Successful completion of both semesters of Algebra 1, or equivalent.*

The purpose of this geometry course is to understand the attributes and relationships of geometric figures which can be applied in diverse contexts. Topics include, but are not limited to, congruence, similarity, right triangle trigonometry, geometric properties of figures, modeling, probability, transformations and constructions. Geometry is devoted primarily to plane Euclidean geometry, studied with and without coordinate systems. This course is aligned to the Common Core State Standards (CCSS) and closely follows the Traditional Pathway, as outlined in Appendix A. The CCSS Mathematical Practice Standards are applied throughout this course.

## Geometry Honors

**MAT2021/2022**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

*Recommended: Successful completion of Algebra 1 with a grade of B or higher.*

Geometry Honors parallels the core curriculum with greater levels of rigor. A course that receives an honors designation has expectations for students that are measurably broader, deeper, and/or more complex in comparison to its standard course. **Note: May not receive credit for both Geometry Honors and Geometry.**

## Algebra 2/Trigonometry

**MAT3011/3012**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

*Recommended: Successful completion of either Geometry or Geometry Honors.*

This course reviews and extends all topics from Algebra 1, then adds the study of trigonometric and other non-linear functions, with an emphasis on data modeling. Units of study include: recursion; linear, exponential, logarithmic, and power functions; matrices; polynomials; trigonometry. **Graphing calculator (TI-83 or 84) is needed.**

## Pre-Calculus

**MAT3061/3062**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

*Recommended: Successful completion of Geometry Honors with a grade of B or higher.*

The intended course to follow Pre-Calculus is AP Calculus AB. The emphasis is on functions, theory of equations, transcendental functions, analytic geometry, and applied word problems. This course combines materials from MAT 311/312 (Alg2/Trig) and MAT 411/412 (Algebra 3); therefore, it requires both proficiency and acceleration of algebraic concepts. Units of study include: functions, polynomials, trigonometry, sequences, series, probability, and conics. **Graphing calculator (TI-83 or 84) needed. Students need to complete a summer packet.**

## Algebra 3

**MAT4011/4012**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

*Recommended: Successful completion of Algebra 2/Trigonometry with a grade of C or better.*

Units of study include: functions, conic sections, parametric equations, sequences, series, limits, probability, statistics, and trigonometry. **Algebra 3 will prepare students for college-level mathematics such as Calculus and Statistics. Graphing calculator (TI-83 or 84) is needed.**

# COURSE CATALOG

# MATHEMATICS

## Advanced Algebra for Transcribed Credit

**MAT5011/5012**                      **1.0 credit + 3 tech college credits\*\***                      **Semester 1 and 2**                      **Grades: 11, 12**

*Recommended: Completion of Algebra 1 (or equivalent) and Geometry.*

*Students who have successfully completed Algebra 3 or higher are not appropriate for this course.*

Advanced Algebra for Transcribed Credit provides a thorough coverage of topics in an introductory college-level algebra course. The course focuses on skills and techniques used to simplify and solve linear, polynomial, radical and rational expressions and equations with an emphasis on solving problems with real-world applications. Units of study include: second year algebraic concepts and solving real-world application problems.

**\*\*Upon completion of this course with at least a C, you will receive 1 mathematics credit from MMSD and 3 technical college credits from Madison College. College credit is at no cost to the student for students who complete the online Madison College application and enroll in the class.**

**Note: the credit at Madison college is non-degree bearing and non-transferrable. Students who successfully take Algebra 2 and above will test into a higher class at Madison college and have no need for the dual credit option.**

## AP Statistics

**MAT5041/5042**                      **1.0 credit**                      **Semester 1 and 2**                      **Grades: 9, 10, 11, 12**

*Recommended: Successfully passed Algebra 2/Trig, or higher math course.*

This course will cover statistics at the level of an introductory college course. The College Board's AP syllabus is followed. Topics covered include nature of data, descriptive statistics, probability, hypothesis testing, inference, regression, and variance. Students will work on college-preparatory skills including analytical reading, writing, and using an electronic discussion board (such as Moodle). Units of study include: exploring data, planning a study, anticipating patterns, probability, and making statistical inference. The College Board recommends that statistics is taught using real-world applications which may include election statistics, poverty, racial disparities, and other timely and relevant topics. **College credit may be earned through the Advanced Placement (AP) examination. Graphing calculator (TI-83 or 84) needed.**

## AP Calculus AB

**MAT5021/5022**                      **1.0 credit**                      **Semester 1 and 2**                      **Grades: 9, 10, 11, 12**

*Recommended: Must have successfully passed Pre-Calculus or Algebra 3.*

This is a college course, which develops the concepts and skills of a first semester university course over an entire year. Problems are approached from symbolic, numerical and graphical perspectives. Units of study include: limits, derivatives and their applications, integrals and their applications.

**College credit may be earned through the Advanced Placement (AP) examination. Graphing calculator is required (preferably the TI-83 or 84, NOT the TI-89 or the prohibited TI-92). Summer packet completion is required.**

## AP Calculus BC

**MAT5031/5032**                      **1.0 credit**                      **Semester 1 and 2**                      **Grades: 9, 10, 11, 12**

*Recommended: Must have successfully passed AP Calculus AB.*

This course is for students who successfully complete AP Calculus AB. Content includes material from a standard university second semester Calculus course and additional topics as time and student interest allow. Proof writing, problem solving, and technology use are emphasized. Units of study include: integration techniques, infinite series, differential equations, and vectors. **College credit may be earned through the Advanced Placement (AP) Examination. Summer packet completion is required.**

## Algebra 1 For the Upper Grades

**MAT6021/6022**                      **1.0 credit**                      **Semester 1 and 2**                      **Grades: 10, 11, 12**

Algebra 1 for Upper Grades is typically for students in grades 10, 11, or 12 who do not yet have two (2) completed and verified semesters of Algebra 1 on their transcripts. Topics include linear, exponential, and quadratic equations and graphs, developed within contexts of practical value to older students. Upon completion, a student would be prepared to take Geometry the following school year.

# COURSE CATALOG

# MATHEMATICS

## Algebra 1 for the Trades

**MAT1071/1072**

**1.0 credit**

**Semester 1 and 2**

**Grades: 10, 11, 12**

Algebra 1 for the Trades will provide practical mathematics skills utilized in a wide variety of trade, technical and other occupational areas including: plumbing, electrical/construction trades, machine technology, HVAC, landscaping, automotive, allied health and many more. Students taking this course will participate in hands-on/experiential learning opportunities, create/build projects, meet guest speakers and gain new understanding of both mathematics and potential trades careers. This course is currently reserved for students who do not yet have two (2) completed and verified semesters of Algebra 1 on their transcripts. Upon completion, a student would be prepared to take Geometry the following school year.

## Advanced Algebra with Financial Applications

**MAT6011/6012**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

*Recommended: Successful completion of Geometry or higher.*

Advanced Algebra with Financial Applications is a college-preparatory course that will use sophisticated mathematics to give students the tools to look critically at business and personal financial data and apply it to the real world. It is an algebra-based, technology-rich program that uses Algebra I skills in financial settings. The course employs algebra, pre-calculus, probability and statistics, calculus and geometry to solve financial problems that occur in everyday life. Real-world problems in investing and banking transactions, business modeling, consumer and purchasing data, and employment/retirement values are solved by applying the relevant mathematics.

## AP Computer Science – Principles

**CMP4011/4012**

**1.0 credit**

**Semester 1 and 2**

**Grades: 10, 11, 12**

*Recommended: Successful completion of Geometry and some coding experience.*

In this course students will see how the principles of computer science allow people to change the world. Students will be introduced to the big ideas of computer science: Creativity, Abstraction, Data, Algorithms, Programming, Internet, and Impact. Students in this course prepare to take the AP Computer Science Principles exam in May, as well as the 'Create' Performance Task. This course can count as a third credit of math toward state and district graduation requirements but is likely to count as Computer Science, not Math, for college admissions purposes. **College credit may be earned through the Advanced Placement (AP) examination.**

## AP Computer Science A

**CMP2021/2022**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

*Recommendation: Successful completion of Geometry or higher math course, Intro to Programming or AP Computer Science Principles (or equivalent experience).*

The goals of the AP Computer Science A course are comparable to those in the introductory course for computer science majors offered in many college and university computer science departments. It is not expected that all students in the AP Computer Science A course will major in computer science at the university level. This course is intended to serve both as an introductory course for computer science majors and as a course for people who will major in other disciplines and want to be informed citizens in today's technological society. Students will design, implement, and analyze solutions to problems. They will use standard data structures and algorithms to solve new problems. They will write fluently in Java programming language, and understand the structure of object-oriented languages. This course will count as a math credit. **\*\*College credit may be earned through the Advanced Placement (AP) examination.**

MUSIC Course Name	Semesters Offered	Course Number(s)	Grade Levels			
			09	10	11	12
Concert Orchestra	Semester 1 and 2	MUS3031/3032	X	X		
Symphony Orchestra	Semester 1 and 2	MUS3021/3022		X	X	X
Philharmonic Orchestra	Semester 1 and 2	MUS3041/3042		X	X	X
Chorale	Semester 1 and 2	MUS2011/2012	X	X		
Concert Choir	Semester 1 and 2	MUS2071/2072		X	X	X
Treble Chorus	Semester 1 and 2	MUS2021/2022		X	X	X
Sinfonietta	Semester 1 and 2	MUS1071/1072		X	X	X
Symphonic Band	Semester 1 and 2	MUS1031/1032		X	X	X
Concert Band	Semester 1 and 2	MUS5031/5032	X	X		
Beginning Instrumental Music (Piano)	Semester 1	MUS4015	X	X	X	X
Music Theory – Advanced Placement	Semester 1	MUS4095		X	X	X
History of American Popular Music	Semester 2	MUS4025		X	X	X
Hand Drumming	Semester 2	MUS4035	X	X	X	X
Guitar 1	Semester 1 or 2	MUS4045	X	X	X	X
Guitar 2	Semester 2	MUS4055	X	X	X	X
Hip Hop Studies	Semester 1 or 2	MUS4075	X	X	X	X

### Concert Orchestra

**MUS3031/3032**

**1.0 credit**

**Semester 1 and 2**

**Grade: 9, 10**

*Performances Required*

*Meets Recommendation: FA*

The Concert Orchestra is offered to provide freshmen string students extensive experience in string orchestra performance. As part of a structured and comprehensive four year curriculum, students receive training in specialized techniques in preparation for enrollment in upper level Orchestras. The Concert Orchestra presents three concerts per year.

### Symphony Orchestra

**MUS3021/3022**

**1.0 credit**

**Semester 1 and 2**

**Grades: 10, 11, 12**

*Performances are required.*

*Meets Recommendation: FA*

Symphony Orchestra is open to all students in grades 10-12 with previous string performance experience. Further development of technical and musical skills are pursued with more advanced string orchestra literature. Students receive additional training, which may include, specialized techniques, history, theory, technique, and musicality, performance practices, and chamber music, placing an emphasis on the musical independence of each member of the ensemble.

### Philharmonic Orchestra

**MUS3041/3042**

**1.0 credit**

**Semester 1 and 2**

**Grades: 10, 11, 12**

*Signature of instructor required.*

*Meets Recommendation: FA*

*Performances are required.*

Philharmonic Orchestra is an advanced orchestras open to all 12th grade students with at least two years' experience in high school orchestra. This ensemble performs the most advanced level of music in the East High Orchestra Department. 10th and 11th grade students may be considered for Philharmonic Orchestra based previous experience, permission from the teacher, and instrumentation needs. This group may also explore full orchestra literature and places an emphasis on the musical and technical independence of each member of the ensemble.

## Chorale

**MUS2011/2012**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10**

*Performances are required and Chorale performs in at least one required concert per quarter.*

*Meets Recommendation: FA*

Students in this year-long course will study and perform music from a wide variety of cultures and time periods. Emphasis is placed on improving technical ability, tone production, music literacy, performance expectations, evaluation of musical performances, and interpersonal skills. Students are expected to be contributing members of their ensemble and attend performances/dress rehearsals outside the school day as a major part of the grade. This ensemble is generally Soprano, Alto, Tenor, & Bass voicing. Students of all gender identities are welcome. Please see instructor for questions.

## Concert Choir

**MUS2071/2072**

**1.0 credit**

**Semester 1 and 2**

**Grades: 10, 11, 12**

*Required: Signature of instructor.*

*Meets Recommendation: FA*

*Membership by audition only; Concert Choir performs in at least one required concert per quarter.*

Concert Choir is Madison East's premier choral ensemble. Students must AUDITION for this ensemble. Emphasis is given to improving vocal technique, tone production, music literacy, performance expectations, evaluation of musical performances, and interpersonal skills. Students will learn vocal technique which they can apply to a spectrum of music genres. In addition to one formal concert per quarter, the Concert Choir is involved in the Big 8 Choral Music Festival each fall and performs annually at district middle schools. This ensemble is generally Soprano, Alto, Tenor, & Bass voicing. Students of all gender identities are welcome. Please see instructor for questions.

## Treble Chorus

**MUS2021/2022**

**1.0 credit**

**Semester 1 and 2**

**Grades: 10, 11, 12**

*Recommended: Signature of instructor.*

*Meets Recommendation: FA*

*Performances are required and Treble Chorus performs in at least one required concert per quarter.*

East High School's upperclassman Treble Chorus will study and perform a wide variety of music written for treble chorus. Music will be selected from the wide spectrum of cultures and genres. Emphasis is placed on improving technical ability, tone production, music reading skills, critical thinking, interpersonal skills, and evaluation of performances. Students in Treble Chorus will study music written for soprano and alto voices, and choirs are open to and respectful of all gender identities. Students are expected to be contributing members of their ensemble and participate in dress rehearsals and quarterly performances as a major part of their grade.

## Sinfonietta

**MUS1071/1072**

**1.0 credit**

**Semester 1 and 2**

**Grades: 10, 11, 12**

*Recommended: Audition for membership. Signature of instructor required.*

*Meets Recommendation: FA*

*Performances are required.*

Sinfonietta is an advanced band open to all 12th grade students with at least two years' experience in high school band. This ensemble performs the most advanced level of music in the East High Band Department. 10th and 11th grade students may audition for membership in Sinfonietta and will be placed in the ensemble based on audition results and instrumentation needed for ensemble. Members of Sinfonietta will also participate in the Purgolder Pep Band and can choose to participate in East High Jazz and the district solo and ensemble festival.

## Symphonic Band

**MUS1031/1032**

**1.0 credit**

**Semester 1 and 2**

**Grades: 10, 11, 12**

*Meets Recommendation: FA*

Students in Symphonic Band experience activities that emphasize the development and advancement of instrument technique, development of ensemble performance skills, tone production, tuning, fundamentals of music theory, music reading, and listening skills. The goal of the ensemble is the performance of the finest band repertoire at the highest levels of commitment, dedication, and musicianship.

# COURSE CATALOG

# MUSIC

## Concert Band

**MUS5031/5032**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10**

*Recommended: Signature of instructor  
Performances are required.*

*Meets Recommendation: FA*

The music department offers Concert Band to entering 9<sup>th</sup>-grade woodwind, brass, and percussion students for the study and performance of quality wind ensemble music. Class activities emphasize the development of instrument technique, tone production, tuning, fundamentals of music theory, music reading, and listening skills. Concert Band is a preparatory class for Symphony Band and Wind Ensemble. Concert Band may also be used by 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade musicians as lab band for learning a secondary instrument. Several evening concerts throughout the school year are a requirement of this course.

## Beginning Instrumental Music (Piano)

**MUS4015**

**.5 credit**

**Semester 1**

**Grades: 9, 10, 11, 12**

*No prior musical experience necessary.*

*Meets Recommendation: FA*

This course is designed for students who would like to learn how to play the piano/keyboard and has an emphasis on instrumental production.

## Music Theory – Advanced Placement

**MUS4095**

**.5 credit**

**Semester 1**

**Grades: 10, 11, 12**

*Recommended: Signature of instructor.*

*Meets Recommendation: FA*

*No prior musical experience necessary.*

This AP course studies the basic concepts of theory including scales, note reading, clefs, chord, transposition, 4- part writing, formal analysis, and ear training. Computers are also used to explore the technology side of music theory.

## History of American Popular Music

**MUS4025**

**.5 credit**

**Semester 2**

**Grades: 10, 11, 12**

*Meets Recommendation: FA, GEAC*

The History of American Popular Music will explore the progression of American popular music from the beginning of the 20th century to today. Students will study the cultural impact of a variety of American musical styles including jazz, folk, be-bop, rock and roll, country, rap, and hip-hop. Students will also examine the life and times of some of America's most popular composers and performers and how they influenced or continue to influence American culture.

## Hand Drumming

**MUS4035**

**.5 credit**

**Semester 2**

**Grades: 9, 10, 11, 12**

*Meets Recommendation: FA, GEAC*

This course examines the musical styles of hand drumming developed in Africa and the Caribbean countries, and South America. Instruments to be studied include the congas, bongos, shekere, claves, and timbales. Students will also learn the samba, bassa nova, and other unique hand drumming styles.

## Guitar 1

**MUS4045**

**.5 credit**

**Semester 1 or 2**

**Grades: 9, 10, 11, 12**

*Meets Recommendation: FA*

Guitar 1 is an introductory elective course designed to study basic, beginning guitar and guitar styles. Class guitars are provided. Basic techniques include: correct instrument posture, aural skills, folk/pop/rock chord types (major, minor, and 7th chords) and standard strumming styles for accompaniment and blues patterns. In addition, students will learn how to read music notation, TAB, and chord symbols. Advanced topics for individual exploration may include fingerpicking, elementary classical technique, barre shapes, advanced note reading (Jazz & Classical), and Rock & Blues improvisation. If you already have a good understanding of basic chords (C, G, Em, E, A, Am, D, D7) and can read TAB, enroll in guitar 2.

**Guitar 2**  
**MUS4055**

**.5 credit**

**Semester 2**

**Grades: 9, 10, 11, 12**

*Meets Recommendation: FA*

Guitar 2 offers advanced instruction and guided independent work in the various genres introduced in Guitar 1. The genres include Folk, Country, and Bluegrass, Blues and Rock, Jazz and Classical. Specific techniques include melodic flatpicking, advanced Travis-style finger picking, Blues and Rock solo improvisation and barre chord applications. The course will also cover the study and analysis of well-known pop guitar transcriptions using both notation and tablature and extensive note reading in both the Jazz and Classical idioms.

**Hip Hop Studies**  
**MUS4075**

**.5 credit**

**Semester 1 or 2**

**Grades: 9, 10, 11, 12**

*Meets Recommendation: FA*

Hip-hop culture is the focus of this course, from its precursors in the African-American musical diaspora, to its inception in the Bronx in the 1970s, to the global force it has become today. Hip-hop education is rooted in identifying and building upon the intellectual abilities exemplified within Hip-Hop music and pedagogy. Students will study hip-hop history through lecture, reading, class discussion, in-class demonstrations, performance, and extensive listening. Students will look critically upon the ability to perform this music through a combination of the four elements of hip hop culture: emcee techniques, beat production, dance and graffiti. One performance outside of school will also be expected as part of the course requirements.

# COURSE CATALOG

# PHYSICAL EDUCATION

PHYSICAL EDUCATION Course Name	Semesters Offered	Course Number(s)	Grade Levels			
			09	10	11	12
PE1: Foundations of Physical Activity	Semester 1 or 2	PHY1015	X			
Health Education	Semester 1 or 2	PHY1035		X		
Health Education (Online)	Semester 1 or 2	V-PHY1030		X		
Physical Education 2	Semester 1 or 2	PHY1025		X	X	X
Team & Individual Sports 1	Semester 1 or 2	PHY2015		X	X	X
Team Sports 2	Semester 1 or 2	PHY3025		X	X	X
Weight Training 1	Semester 1 or 2	PHY4015		X	X	X
Social Dance	Semester 1 or 2	PHY6015		X	X	X
Challenges and Adventure	Semester 1 or 2	PHY5015		X	X	X
Lifeguard Training, Pro CPR, and First Aid	Semester 1 or 2	PHY7025		X	X	X
Personal Fitness	Semester 1 or 2	PHY4035		X	X	X
Peer Partners Lifetime Sports and Activities	Semester 1 or 2	PHY7085		X	X	X
Fitness Lifestyle Design (Online)	Semester 1 or 2	V-PHY4040		X	X	X

## PE1: Foundations of Physical Activity

**PHY1015** .5 credit Semester 1 or 2 Grade: 9

*Required of all 9th grade students.*

Foundations of Physical Activity is a course that provides opportunities for students to experience a wide variety of physical activities to promote lifelong health and wellness. Through this semester-long course, students will strive to refine various motor skills and movement patterns, increase understanding of activity strategies and concepts, and enhance physical fitness knowledge and performance. Participation in fitness and lifetime activities throughout the course will help students develop skills in teamwork, sportsmanship, and communication. This course aims to support students in developing an intrinsic connection to the importance of lifelong physical activity.

## Health Education

**PHY1035** .5 credit Semester 1 or 2 Grade: 10

Health Education is a course designed to provide skills-based learning experiences that support students in becoming health literate individuals. The course will focus on analyzing internal and external influences, accessing health resources, communicating effectively with others, making healthy decisions, setting personal goals, practicing healthy behaviors, and advocating for personal and community health. Critical content will include personal health and wellness, healthy eating, mental and emotional health, alcohol and other drugs, and human sexuality.

## Health Education (Online)

**V-PHY1035** .5 credit Semester 1 or 2 Grade: 10

This online course is recommended for 10th graders to satisfy the 0.5 credit graduation requirement for Health Education. This course is designed to provide opportunities to practice the necessary skills to become health literate individuals through application of knowledge, developing attitudes and skills to make positive decisions, and taking action to promote and protect one's health and the health of others. This course will be taught by a Health Education teacher within the student's school building to support learning. The course will be completed through online modules, which can be completed at any time in one's daily schedule. Students may also have the potential to meet face-to-face with classmates and the teacher during the semester (TBD by school). The recommended time spent in the course is 5-10 hours per week. This is not a Madison Virtual Campus course. **Space in the course may be limited.**

## Physical Education 2

**PHY1025** .5 credit Semester 1 or 2 Grades: 10, 11, 12

This course is designed to give students opportunities to enhance fitness and skills in a variety of sport settings. Possible units of study include: tennis, fitness, games, volleyball, basketball, soccer, floor hockey, team handball, lacrosse and badminton.

# COURSE CATALOG

# PHYSICAL EDUCATION

## Team & Individual Sports 1

**PHY2015** .5 credit Semester 1 or 2 Grades: 10, 11, 12

This course is offered for students interested in participating in lifetime sport activities. Possible units include: tennis, archery, badminton, pickle ball, ping pong, darts, air hockey, bowling, horseshoes, bocce ball, foosball, basketball, volleyball and games.

## Team Sports 2

**PHY3025** .5 credit Semester 1 or 2 Grades: 10, 11, 12

This class provides students with activities to enhance fitness and skills in a variety of team and individual sport offerings. Possible units include: touch football, basketball, games, volleyball, soccer, floor hockey, lacrosse and team handball.

## Weight Training 1

**PHY4015** .5 credit Semester 1 or 2 Grades: 10, 11, 12

This course is designed to provide an opportunity for students to increase strength through a variety of free weight exercises. Students will perform and record their performance for 2 strength programs, 1 foundational strength program and 1 student-designed strength program. Other content that will be covered through the program consist of nutrition, anatomy, and kinesiology. Throughout the course cardiovascular endurance activities will provide students opportunities to push themselves and supplement their strength development.

## Social Dance

**PHY6015** .5 credit Semester 1 or 2 Grades: 10, 11, 12

*Meets Recommendation: GEAC*

This course is designed to provide the beginning social dance student with skills in numerous varieties of dance. These varieties include: fox trot, waltz, swing, polka, cha cha, tango, rumba, square and folk dance, latin dances, and country line dances. Other wellness activities and dance movements will be explored. Units of study will include basic dance steps, position and formations, dance terminology, and learn about other cultures through dance. Develop a better appreciation for dance. Increase self-esteem.

## Challenges and Adventure

**PHY5015** .5 credit Semester 1 or 2 Grades: 10, 11, 12

*Course fee: \$40*

This class takes advantage of the ropes course in our field house. It is intended to provide an approach to physical education based on taking safe physical risks, using a variety of problem-solving techniques, and thereby achieving specified objectives that are determined by each class of students and their instructor. You will learn belaying skills and participate in the required climbing activities. As you overcome the challenges of these courses you have fun while you learn about yourself and others, and grow physically, mentally, and emotionally!

## Lifeguard Training/Pro CPR/First Aid

**PHY7025** .5 credit Semester 1 or 2 Grades: 10, 11, 12

*Course fee: \$135*

Requirements: Better than average swimming skills, must be able to swim 300 meters without stopping using front crawl and breast stroke. Can surface dive to a depth of 7-10 feet and retrieve a 10 pound object. Students will learn basic first aid skills, adult child and infant rescue breathing, choking procedures, CPR, AED usage, water rescue skills for conscious and unconscious victims, and spinal injury management. Many class periods will be spent in the pool. Students can earn certification in Life Guarding and CPR/AED for the professional Rescuer after successfully completing final skill scenarios and written tests from the American Red Cross. After successful completion of the class students will be ready to lifeguard at a public or private pool. Course fee of \$130.00 covers textbooks from the American Red Cross, pocket mask, certification cards, and supplies/materials.

## Personal Fitness

**PHY4035** .5 Credit Semester 1 or 2 Grades: 10, 11, 12

This course is to help you learn new and classic exercise techniques, movement patterns, from simple bodyweight movements to pushing your limits to help you develop a personal fitness plan for a stronger faster healthier you. There will be a combination of cardio and strength with group and independent workouts.

## Peer Partners Lifetime Sports and Activities

**PHY7085**

**.5 Credit**

**Semester 1 or 2**

**Grades: 10, 11, 12**

This course is specifically designed to meet the needs of students who need moderate-intensity physical activity to promote their general fitness and social skill development. Emphasis is placed on social interaction; the ability of each student to become involved with his/her community/vocational opportunities. Able-bodied students will increase participation of students with disabilities by modeling positive behavior, offering appropriate encouragement and providing one-on-one attention for skill development activities, increasing the knowledge base of able-bodied students in accord with students with significant cognitive and/or physical disabilities in a fun, active manner. The individualized or small group instructional format emphasizes change in student health habits through a variety of fun, supportive group activities. Use of individualized and team lifetime recreational games promotes improvement in the student's general muscle strength, muscle endurance, joint flexibility, and aerobic fitness.

## Fitness Lifestyle Design

**V-PHY4040**

**.5 credit**

**Semester 1 or 2**

**Grades: 10, 11, 12**

This online course is recommended for 10th through 12th graders to satisfy 0.5 Physical Education credits of the total 1.5 credits required for graduation. The course is designed to provide students with opportunities to deepen their physical literacy by applying knowledge and skills of various fitness and activity concepts and principles. Students will have opportunities to self-reflect and set goals to take steps to maintain an active and healthy lifestyle. There will be a regular amount of physical activity required to fulfill the course expectations, typically to be tracked/completed on a weekly basis. This course will be taught by a Physical Education teacher within the student's school building to support learning. The course will be completed through online modules, which can be completed at any time in one's daily schedule. Students may also have the potential to meet face-to-face with classmates and the teacher during the semester (TBD by school). The recommended time spent in the course is 5-10 hours per week. If you have taken a Madison Virtual Campus Phy Ed class before, you may not be eligible for this class. **Space in the course may be limited.**

## Physical Education Replacement Credit (PERC) Procedure (Revised August 2020)

**Physical Education Replacement Credit (PERC) Overview:** PERC allows a student to reduce the required 1.5 Physical Education graduation credit to 1.0 by completing the following:

- Three athletic seasons (in good standing) throughout their high school years AND
- Successful completion of an additional English, mathematics, health, social studies or science (above and beyond the minimum graduation requirements)

**Application Process:** Once all the above requirements are met a student may apply for a Physical Education Replacement Credit (PERC). Instructions are below. This practice is guided by MMSD Board of Education Policy #3540.

- Step 1: Student has completed or (in the case of a senior athlete) has a plan to complete three seasons, in good standing, of an approved athletic activity (See MMSD Athletic Code for a complete list).
- Step 2: Student successfully completes a course above and beyond the MMSD graduation requirements in one of the following areas: English, mathematics, health, social studies or science.
- Step 3: Students indicate on their sophomore, junior, or senior year course card during the course selection process that they want to obtain PERC credit. Students can also communicate their interest in PERC with their school counselor in other means such as junior conferences or regular check-ins.
- Step 4: Counselor determines need of credit replacement (i.e. student might already have 1.5 PE credits and not need it) and that student has met the academic requirements (student already completed or is scheduled to take a course beyond graduation requirements).
- Step 5: Counselor verifies completion of three athletic seasons in good standing with the Athletics Department.
- Step 6: Once everything has been verified, the school counselor communicates to the Registrar that this student is eligible for PERC.
- Step 7: Registrar updates student's transcript.

**PERC Recommendations, Denials & Appeals:** Students must be aware that seasons need to be completed successfully, so using athletic seasons during a senior year opens up the risk the waiver may not be granted if the season is not completed.

SCIENCE Course Name	Semesters Offered	Course Number(s)	Grade Levels			
			09	10	11	12
Biology (Earned Honors)	Semester 1 and 2	SCI1021/1022	X		X	
Biology Honors	Semester 1 and 2	SCI1031/1032	X			
AP Biology	Semester 1 and 2	SCI1091/SCI1092			X	X
Advanced University Research in the Sciences	Summer/Fall	SCI9010		X	X	
Geology	Semester 1 or 2	SCI4045		X	X	X
Meteorology	Semester 1 or 2	SCI4065		X	X	X
Limnology and Oceanography	Semester 1 or 2	SCI4075		X	X	X
Astronomy	Semester 1 or 2	SCI5025		X	X	X
Principles of Biomedical Science (PLTW)	Semester 1 and 2	SCI7011/7012		X	X	X
Chemistry	Semester 1 and 2	SCI3031/3032		X	X	X
Chemistry Honors	Semester 1 and 2	SCI3041/3042		X		
AP Chemistry	Semester 1 and 2	SCI3061/3062			X	X
Physics	Semester 1 and 2	SCI7091/7092			X	X
AP Physics 1	Semester 1 and 2	SCI2041/2042			X	X
AP Physics 2	Semester 1 and 2	SCI20021/20022				X
Anatomy & Physiology	Semester 1 and 2	SCI1081/1082			X	X
AP Environmental Science	Semester 1 and 2	SCI4011/4012			X	X

## Biology

**SCI1021/1022**

**1.0 credit**

**Semester 1 and 2**

**Grade: 9, 11**

Biology is a lab-oriented course for students to develop their skills and understandings of science as described by the Next Generation Science Standards. Students will develop their science skills by asking questions, modeling natural phenomena, planning and conducting investigations, analyzing data, and constructing and presenting evidence-based arguments through actively investigating the major themes of biology including: Ecology and Ecosystems, Evolution, Cells to Organisms, and the Process of Carbon Cycling. This is an Earned Honors course where all students will be exposed to challenging content and supported to recognize their talents and skills as advanced learners capable of honors-level mastery. Students may earn honors credit when they demonstrate high levels of learning on key assessments.

## Biology Honors

**SCI1031/1032**

**1.0 credit**

**Semester 1 and 2**

**Grade: 9**

Biology Honors parallels the core curriculum with greater rigor in skills and content. A course that receives an honors designation has expectations for students that are measurably broader, deeper, and/or more complex in comparison to its standard course.

## AP Biology

**SCI1091/1092**

**1.0 credit**

**Semester 1 and 2**

**Grade: 11, 12**

AP Biology is a college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes - energy and communication, genetics, information transfer, ecology, evolution, and interactions. The course prepares students for the Advanced Placement biology exam, possibly resulting in science credit at many colleges/universities. More information is available online from the College Board website.

## Advanced University Research in the Sciences

**SCI9010**

**.5 credit Summer/.25 Fall**

**Summer/Fall**

**Grades: 10, 11**

*½ MMSD Summer School Credit (\$20.00 summer school enrollment)*

*¼ MMSD Fall Term Credit (no additional charge)*

*1 UW Madison Independent Study Credit (paid by MMSD)*

*Prerequisites: Current sophomore or junior*

This course is open to students from all MMSD high schools and has limited enrollment. **Students are chosen based on a written application and two teacher recommendations.** Application forms and directions, abstracts of previous intern research, contact information for the program coordinator and additional information about the program are available on the website at [science.mmsd.org/internship](http://science.mmsd.org/internship).

## Geology

**SCI4045** .5 credit Semester 1 or 2 Grades: 10, 11, 12

This one semester lab-based course focuses on the study of the materials and processes of Earth. Units of study include: rocks and minerals, structure of the Earth, plate tectonics, earthquakes, volcanoes, mountain building, rocks, geologic time, and fossils.

## Meteorology

**SCI4065** .5 credit Semester 1 or 2 Grades: 10, 11, 12

This one semester lab-based course introduces the atmospheric physical processes important to understanding climate, weather, and forecasting for the earth's surface. Students will observe, record, analyze, and discuss meteorological phenomena and learn of sources for weather data, weather analysis tools, and important scientific and social application of meteorological information.

## Limnology & Oceanography

**SCI4075** .5 credit Semester 1 or 2 Grades: 10, 11, 12

*Recommended: Successful completion of Biology and Chemistry*

This advanced one semester lab-based course examines properties of the world's oceans and fresh water systems. Units of study include: properties of water, currents, salinity, temperature and oxygen distribution, stratifications, types of living organisms found in water environments, adaptations of those organisms for survival, and distribution.

## Astronomy

**SCI5025** .5 credit Semester 1 or 2 Grades: 10,11, 12

*Recommended: Successful (C or better highly recommended) completion of Geometry or signature of instructor. Completion of at least one semester of a physical science. Some evening observing times at school through semester.*

This semester course surveys the basic topics and concepts of astronomy. Concepts are developed with a historical perspective, and discovery through observation, modeling, and quantitative analysis. Activities include labs, computer simulations, in-person and remote observing, discussions, journal, and papers/projects. Units of study include: celestial motions, solar system, gravitation and orbits, light, stellar evolution, cosmic distances, and the origin and fate of the Universe.

## Principles of Biomedical Science (PLTW)

**SCI7011/7012** 1 credit Semester 1 and 2 Grades: 10, 11, 12

*\$20 fee*

Prerequisite: 10th graders require approval of the Department Chair to register, open enrollment for 11th and 12th graders. In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. Successful completion of this course does allow the opportunity for both high school and college credit (dual/transcripted credit) through several accredited universities (3 transcripted college credits).

## Chemistry

**SCI3031/3032** 1.0 credit Semester 1 and 2 Grade 10, 11, 12

*Recommended: Successful completion of 2 semesters of Algebra.*

Chemistry is a lab-oriented course in which students will develop their critical thinking and problem solving skills through the exploration of matter, energy, and chemical change. Frequently working together, students will make predictions, conduct investigations, and use models to explain observations and the surrounding world. Throughout the course, students will also focus on the analysis of data, both descriptive and mathematical. Completion of this course will prepare students for advanced science courses, including Advanced Placement (AP) Chemistry.

## Chemistry Honors

**SCI3041/3042** 1.0 credit Semester 1 and 2 Grades: 10, 11, 12

*Recommended: Successful completion of 2 semesters of Algebra.*

Chemistry Honors parallels the core chemistry curriculum with greater rigor in skills and content. A course that receives an honors designation has expectations for students that are measurably broader/deeper/more complex in comparison to its standard course.

## AP Chemistry

**SCI3061/3062**

**1.0 credit**

**Semester 1 and 2**

**Grades: 11, 12**

*Recommended: Successful completion of Chemistry as well as Physics and Algebra 2/Trigonometry or taken concurrently.*

This lab-based course is designed to expand on students' basic knowledge of chemistry and prepare students to take the Advanced Placement Chemistry exam for college credit and/or college placement. Credit awarded depends on exam score and college. Students will perform experiments, explain results with mathematical and molecular models and analyze and identify unknown chemicals. Topics covered will include: atomic theory and structure, bonding, oxidation-reduction and electrochemistry, thermodynamics, organic chemistry, kinetics, equilibrium, acid base theory and reaction writing.

## Physics (replaces General Physics)

**SCI2031/2032**

**1.0 credit**

**Semester 1 and 2**

**Grades: 11, 12**

*Recommended: Chemistry and grades of C or better in Algebra 1 and Geometry.*

This course is designed for students interested in learning Physics, but who intend to pursue a career not closely tied to science. The course emphasizes student-centered development of conceptual models. Topics include: motion, Newton's laws, gravity, momentum, energy and additional topics as time allows. Considerable effort is made to relate Physics theory to naturally occurring events and everyday experiences. Labs, problem solving, demonstrations and student presentations are used to help students develop thinking skills. This course covers the same topics as AP Physics 1, but not as deeply.

## AP Physics 1 (replaces Math Physics)

**SCI2041/2042**

**1.0 credit**

**Semester 1 and 2**

**Grades: 11, 12**

*Strongly Recommended: Chemistry and concurrent enrollment in Algebra/Trig or higher math. Grades of B or better in prior math/science courses highly recommended. Students may not take both Physics and AP Physics 1.*

A study of the basic concepts of time, space, matter, motion, momentum, energy, light, magnetism, electricity, and waves. The student is expected to inquire about their physical world through reason, observation, and experimentation. The student will also develop skills at expressing and analyzing experimental results. Some emphasis is also given to the historical, philosophical, and aesthetic aspects of the physical universe. Units of study include: motion, forces, momentum, energy, waves, sound, and light.

## AP Physics 2 (replaces AP Math Physics 1 & AP Physics C)

**SCI20021/20022**

**1.0 credit**

**Semester 1 and 2**

**Grades: 12**

*Recommended: Completion of AP Physics 1 with a B or better and completion of/enrollment in Pre-Calculus.*

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

## Anatomy & Physiology

**SCI1081/1082**

**1.0 credit**

**Semester 1 and 2**

**Grades: 11, 12**

*Recommended: Successful completion of both semesters of Chemistry.*

A study of the function and structure (both large scale and microscopic) of the human body. Scientific principles will be applied to gain an understanding of the why's, where's, and how's of the body. A course for students interested in science, especially those considering going on in a medical or health related field. Units of study include: histology, skeletal system, muscle physiology, nervous system, central nervous system, circulatory system, blood and the immune system, digestive system, and a cat dissection. The endocrine system will be covered if time permits.

## AP Environmental Science

**SCI4011/4012**

**1.0 credit**

**Semester 1 and 2**

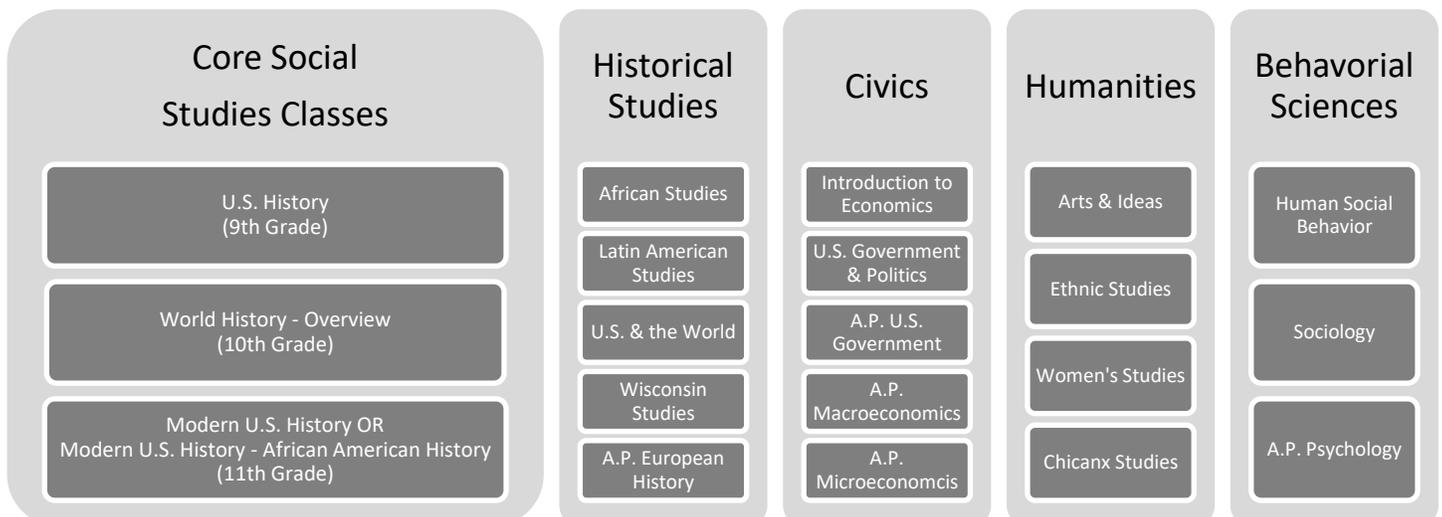
**Grades: 11, 12**

*Recommended: Biology (C/better), Chemistry (C/better), Physics (C/better), Algebra (C/better). Meets Recommendation: GEAC*

This rigorous course will focus on investigating ecological and environmental concepts and their interrelatedness. Students will design their own research projects and will conduct a wide variety of lab investigations to study how environmental systems interact. Students will research local, national and global-scale environmental issues in order to apply class knowledge and understand how the environment is connected with ethics, economics, and government.

Course Name	Semesters Offered	Course Number(s)	Grade Levels			
			09	10	11	12
U.S. History (Earned Honors)	Semester 1 and 2	SOC1011/1012	X			
U.S. History – Honors	Semester 1 and 2	SOC1031/1032	X			
U.S. History – Spanish (DLI)	Semester 1 and 2	SOC6071/6072	X			
World History – Overview (Earned Honors)	Semester 1 and 2	SOC2011/2012		X		
World History – Overview Honors	Semester 1 and 2	SOC2021/2022		X		
World History – Spanish (DLI)	Semester 1 and 2	SOC6081/6082		X		
Economics	Semester 1 or 2	SOC3015		X	X	X
Human Social Behavior	Semester 1 or 2	SOC4065		X	X	X
U.S. Ethnic Studies	Semester 1 or 2	SOC4075		X	X	X
U.S. Government	Semester 1 or 2	SOC5025		X	X	X
Chicanx/Latinx Studies	Semester 1 or 2	SOC2060		X	X	X
Modern U.S. History	Semester 1 or 2	SOC1045			X	
Modern U.S. History – Honors	Semester 1 or 2	SOC1055			X	
Modern U.S. History – African American History	Semester 1 or 2	SOC1075			X	
Ethnic Studies - Spanish (DLI)	Semester 1 or 2	SOC6095			X	
Wisconsin Studies	Semester 1 or 2	SOC1095			X	X
Issues of Western Civilization – Arts & Ideas	Semester 1 or 2	SOC2085			X	X
AP European History	Semester 1 and 2	SOC2091/2092			X	X
AP Macroeconomics	Semester 2	SOC3025			X	X
AP Microeconomics	Semester 2	SOC3035			X	X
AP Psychology	Semester 1 and 2	SOC4051/4052			X	X
Particular Topics in Sociology	Semester 1 or 2	SOC4095			X	X
World People Studies – Women	Semester 1 or 2	SOC4125			X	X
United States & World Affairs	Semester 1 or 2	SOC5015			X	X
AP U.S. Government & Politics	Semesters 1 and 2	SOC5051/5052			X	X
Area Studies – Africa	Semester 1 or 2	SOC6015			X	X
Area Studies – Latin America	Semester 1 or 2	SOC6025			X	X
Foundations of Leadership	Semester 1 or 2	SOC7035			X	X

Each student must take each of the Core courses in order to graduate. Each student must also take at least one elective, for a total of three (3) credits in Social Studies in order to graduate. It is recommended for all students to take at least one Social Studies elective their senior year.



## U.S. History (Earned Honors)

**SOC1011/1012**                      **1.0 credit**                      **Semesters 1 and 2**                      **Grade: 9**

U.S. History is a comprehensive course that provides students with a survey of the history of the United States, examining time periods from Reconstruction through the World War II era. Students will explore the following questions: What influences policy? How does change happen? How is power gained and maintained? How does change happen? How do race, class, and gender shape the American experience? And, what is my role in society? Within each unit, students will build their historical thinking, reading, and writing skills. This is an Earned Honors course where all students will be exposed to challenging content and supported to recognize their talents and skills as advanced learners capable of honors-level mastery. Students may earn honors credit when they demonstrate high levels of learning on key assessments.

## U.S. History – Honors

**SOC1031/1032**                      **1.0 credit**                      **Semesters 1 and 2**                      **Grade: 9**

U.S. History Honors parallels the core curriculum with greater rigor. A course that receives an honors designation has expectations for students that are measurably broader, deeper, and/or more complex in comparison to its standard course.

## U.S. History – Spanish (DLI)

**SOC6071/6072**                      **1.0 credit**                      **Semesters 1 and 2**                      **Grade: 9**

This course is taught in Spanish and is designed for bilingual learners. The course emphasizes active and critical exploration of history covering the period from the Civil War through WWII. Analysis of primary sources will introduce students to the voices of people who make history. Through classroom discussion, experiential activities and individualized research, students explore patterns of change, the continuity of ideas and defining turning points in US History. Students use the central concepts of capitalism, democracy, equality and justice as a backdrop in their investigation of the following topics: the rise of industrialization, organized labor’s response, the immigrant experience, the struggle for racial equality, and the emergence of the U.S. as a world power following the Great Depression and the two world wars. An additional focus of this course is to improve students’ writing, reading and discussion skills in Spanish and in alignment with the Common Core State Standards. . This course is designed for students enrolled in the district’s dual language immersion and developmental bilingual programs. Other interested students should consult with guidance counselor prior to registering for this course.

## World History – Overview (Earned Honors)

**SOC2011/2012**                      **1.0 credit**                      **Semester 1 and 2**                      **Grade: 10**

*Recommended: Completed U.S. History or U.S. History – Honors.*

Students will become aware of the rich heritage and contributions of the entire world and its historic interdependence. The focus will be on the diversity, the history and the culture of the world’s people. Students will examine the rise and fall of nations and empires as well as the diffusion of ideas. Various semester projects and research papers are required in this course. Students are expected to participate in class discussions, read, complete homework and research projects outside of class. Units of study include: Africa, Asia, Europe, Indian Subcontinent, the Americas, and the Middle East.

## World History – Overview Honors

**SOC2021/2022**                      **1.0 credit**                      **Semesters 1 and 2**                      **Grade: 10**

*Recommended: Successfully completed U.S. History or U.S. History – Honors.*

*Meets Recommendation: GEAC*

World History - Overview Honors parallels the core curriculum with greater rigor. A course that receives an honors designation has expectations for students that are measurably broader, deeper, and/or more complex in comparison to its standard course. This is an Earned Honors course where all students will be exposed to challenging content and supported to recognize their talents and skills as advanced learners capable of honors-level mastery. Students may earn honors credit when they demonstrate high levels of learning on key assessments.

# COURSE CATALOG

# SOCIAL STUDIES

## World History – Spanish (DLI)

**SOC6081/6082**

**1.0 credit**

**Semesters 1 and 2**

**Grade: 10**

This course is taught in Spanish and is designed for bilingual learners. The course challenges students to explore the historical events, geographical of change, intellectual revolutions and cultural traditions that shaped the modern world. As students examine the changing political, social and economic institutions in Asia, Africa, Europe and the Americas over time, they will discuss international issues and explore solutions to world problems. While developing an understanding and appreciation for the world's diversity, students will become critical thinkers by developing inquiry and discussion skills. This course is designed for students enrolled in the district's dual language immersion and developmental bilingual programs. Other interested students should consult with guidance counselor prior to registering for this course

## Economics

**SOC3015**

**.5 credit**

**Semester 1 or 2**

**Grades: 10, 11, 12**

*Meets Recommendation: GEAC*

*Recommended: Completed U.S. History or U.S. History – Honors. Completed Algebra. Completed English 1.*

This course is an introduction to the field of economics. Students will address and master the principles of economics and various issues such as personal finance, the laws of demand and supply, public policy decisions, labor and management relations, global trade, and environmental economics. The student who selects this class should feel comfortable using graphs, performing basic math, and reading on a daily basis. Students who pass this course will not only satisfy most of the state Economics standards, but will also be highly prepared to take Advanced Placement Economics or a college economics course. Units of study include: basic economics principles, elements of microeconomics, banking and finance, elements of macroeconomics, issues in global economics, and topics in environmental economics.

## Human Social Behavior

**SOC4065**

**.5 credit**

**Semester 1 or 2**

**Grades: 10, 11, 12**

*Recommended: Completed U.S. History or U.S. History – Honors. Consent of instructor required for sophomores.*

Human Social Behavior (formerly Psychology) examines the basics of psychology, looking at its historical roots, its different approaches, and its varying methods. Class will further explore adolescent development, self-concept, prejudice, and social influence. Questions explored include: Why do we act the way we do around others? What makes someone normal? What is normal? Psychological thinking underlies all human behavior, so knowledge of psychology can be helpful to all individuals regardless of career path. While not a necessary prerequisite, it is recommended that this class be taken as a foundation to AP Psychology in order to build the unique psychological thinking, reading, and writing skills needed to get the most out of your AP Psychology experience.

## U.S. Ethnic Studies

**SOC4075**

**.5 credit**

**Semester 1 or 2**

**Grades: 10, 11, 12**

*Recommended: Completed U.S. History or U.S. History – Honors.*

*Meets Recommendation: GEAC*

This course is designed to understand and learn about the many diverse groups in the United States. Students will be studying five different units: one on White Privilege and then units which focus on the modern day issues facing Native Americans, African Americans, Latinos and Asian Americans. The course content will be presented through readings, files and other media. Students are expected to engage in group discussions, work in small groups for projects and be ready to present information before the class. Many activities in the course ask students to be self-directed and allow them to choose topics they want to learn about. The course will also require students to think deeply about the issues being talked about in class, often asking students to journal on their reactions to articles and movies and share them with other students in class. This course is also designed to help you examine your own views and beliefs about ethnicity.

## U.S. Government

**SOC5025**

**.5 credit**

**Semester 1 or 2**

**Grades: 10, 11, 12**

Students enrolled in U.S. Government will learn how to think carefully and critically about how they fit into the U.S. political system. The main focus of the course will be about how students can become active and engaged members of their community, state, and nation and explore ways which they can work to solve problems in their community. Areas of emphasis will include voting and political participation, elections, the Bill of Rights, and institutions of government. We will also explore the American political process by looking at issues through current events.

# COURSE CATALOG

# SOCIAL STUDIES

## Chicanx/Latinx Studies

**SOC2060** .5 credit Semester 1 or 2 Grades: 10, 11, 12

*Recommended: Completed U.S. History and World History*

Chicanx/Latinx Studies is a multidisciplinary program designed to teach students the historical, cultural, social, and political experience of Chicanx and Latinx, with an emphasis on the development of culture of the Chicanx/Latinx communities in California and the West. This course will focus on the 20th century to present Chicanx movement.

## Modern U.S. History

**SOC1045** .5 credit Semester 1 or 2 Grade: 11

*Recommended: Completed U.S. History, and World History, or related, alternative elective.* Meets Recommendation: GEAC

This course covers social, political, and economic history from 1950s to the present. There are various writing and research projects required in this course. Students are expected to participate in class discussions, read, and complete homework and research projects outside of class. Units of study include: role of the U.S. in post-World War II era, Modern Civil Rights movement, the culture of the 1960s, the Vietnam War, and the Watergate scandal.

## Modern U.S. History – Honors

**SOC1055** .5 credit Semester 1 or 2 Grade: 11

*Meets Recommendation: GEAC*

*Recommended: Successfully completed U.S. History or U.S. History – Honors, and World History or World History – Honors.*

This course provides a study of the political, economic, and social history of the United States from the end of WWII to the present. Students will be required to be self-motivated and exhibit a compelling interest in contemporary U.S. history. This section will emphasize U.S. foreign policy and reaction to Communism, as well as domestic issues, economic issues, and historiography. Students should be prepared for self-guided readings (primary and secondary), document-based questions, papers within each unit on the readings and class discussion, debate topics that are relevant to the units with evidence to support their arguments, scholarly presentations, and finally, essay and objective exams. Units of study include: the Cold War Era, the Modern Civil Rights Era, Korea and Vietnam Wars, Watergate, the Fall of Communism, and contemporary issues.

## Modern U.S. History – African American History

**SOC1075** .5 credit Semester 1 or 2 Grade: 11

*Recommended: Completed U.S. History, and World History, or related, alternative elective.*

This course parallels Modern U.S. History and focuses on how African Americans viewed and engaged with key points and events from World War II through the present. Analysis and ongoing discussions of foreign and domestic issues will lead students to reflect critically on African American struggles within, and contributions to, the society we live in today.

## Ethnic Studies - Spanish (DLI)

**SOC6095** .5 credit Semester 1 or 2 Grade: 11

This course examines ethnicity and identity in modern-day America, exploring topics of power, prejudice, intersectionality, and organizing for positive change. Students will explore these issues from a historical perspective (how have historical ideas about ethnicity and difference shaped our identities?), a sociological perspective (how do our differences and similarities shape how we act and interact?), a civic perspective (how does identity connect to a sense of belonging and access to power?), and a cultural perspective (how do we express our identities through art?). Students will engage in a variety of research methods, including interviews, close reading of challenging texts, field observations, and art analysis. Students will produce a variety of texts including an ethnographic study, a formal research paper, and an oral history podcast presentation. This course is offered in Spanish as part of the Dual Language Immersion Social Studies track (recommended for DLI 11th graders).

# COURSE CATALOG

# SOCIAL STUDIES

## Wisconsin Studies

**SOC1095** .5 credit Semester 1 or 2 Grades: 11, 12

*Recommended: Completed U.S. History and World History.*

This course will encourage students to develop a greater understanding of, and participate in, the communities in which they live. Units of study include: history of Wisconsin from the glacial period to the present; First Nation cultures from the Paleolithic period through the present, including treaty rights and the reservation system; European settlement from the fur trade through statehood; and past to present immigration. Wisconsin will be a microcosm for studying the country at large in regards to present and past social, political, economic and racial issues.

## Issues of Western Civilization – Arts and Ideas

**SOC2085** .5 credit Semester 1 or 2 Grades: 11, 12

*Recommended: Successful completion of World History.*

*Meets Recommendation: GEAC*

Known as Arts & Ideas, this course is an advanced look at the cultural and intellectual history of the thought, architecture, philosophy, drama, painting, sculpture, literature, and music of Europe & the Western World from ancient to modern time focusing particularly on how the arts, thought and culture reflect one another. Students should be open-minded, and ready for mature and in-depth discussion of and reflection upon often controversial works and points of view.

## AP European History

**SOC2091/2092** 1.0 credit Semester 1 and 2 Grades: 11, 12

*Meets Recommendation: GEAC*

*Recommended: Successful completion of World History, strong GPA, determination and persistence to succeed.*

*This is a year-long, sequential course. Students will not be permitted to enroll in the second semester without successful completion of the first semester. This class helps prepare students to pass the Advanced Placement test in European history in May.*

The study of European history since 1450 (High Renaissance to the present) introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing the narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical perception, and (c) an ability to express historical understanding in writing. Units of study include: Renaissance and Reformation, Age of the Absolutist State, Age of Enlightenment, French Revolution and Napoleonic Wars, Unification with Germany, Age of Imperialism, Global Wars, and Postwar Europe.

## AP Macroeconomics

**SOC3025** .5 credit Semester 2 Grades: 11, 12

*Recommended: C or better grade in Algebra; B or better in English. Successful completion of U.S. History and World History.*

*This class helps prepare students to pass the Advanced Placement test in macroeconomics in May.*

This is a fast-paced, intensive course designed to help the student see how and why public policy is made in economic terms. Students will learn about the trade-offs between inflation and unemployment, how fiscal policy is conducted, the structure of the Federal Reserve, how monetary policy is conducted, and how the American economy interacts with the rest of the world. Units of study include: basic economic principles, measurement of economic performance, aggregate supply and economic growth, aggregate demand and inflation, macroeconomic policies, and the global economy. This course is offered every other school year in odd numbered years; for example, AP Macro will be offered next in the 2022-2023 school year.

# COURSE CATALOG

# SOCIAL STUDIES

## AP Microeconomics

SOC3035

.5 credit

Semester 1 or 2

Grades: 11, 12

Meets Recommendation: GEAC

*Recommended: C or better grade in Algebra; B or better in English. Successful completion of U.S. History and World History.*

*This class helps prepare students to pass the Advanced Placement test in microeconomics in May.*

This is a fast-paced, intensive course designed to help the student see how and why public policy is made in economic terms. Students will learn about the trade-offs between inflation and unemployment, how fiscal policy is conducted, the structure of the Federal Reserve, how monetary policy is conducted, and how the American economy interacts with the rest of the world. Units of study include: basic economic principles, measurement of economic performance, aggregate supply and economic growth, aggregate demand and inflation, macroeconomic policies, and the global economy. This course is offered every other school year in even numbered years; for example, AP Micro will be offered next in the 2021-2022 school year.

## AP Psychology

SOC4051/4052

1.0 credit

Semester 1 and 2

Grades: 11, 12

*Recommended: Grade of "B" or better in Psychology. Successful completion of U.S. History and World History.*

*This class helps prepare students to pass the Advanced Placement test in psychology in May.*

This college-level introductory survey course is designed to take the highly motivated psychology student further into the systematic and scientific study of behavioral and mental processes. Students will learn the major core concepts and theories of psychology while examining research methods and ethical standards. Detailed discussion, debate, formal and informal writing, quizzes and tests will be used to assess student progress.

## Particular Topics in Sociology

SOC4095

.5 credit

Semester 1 or 2

Grades: 11, 12

*Recommended: Completed U.S. History and World History.*

Meets Recommendation: GEAC

In this class you will learn about society and how it shapes our lives and the world around us. We will explore issues of culture, social structure, social inequality, social institutions, and social change from the group level. This class will help students view the world through a different lens and will help them navigate their increasingly complex and diverse community. Units of study will include: the sociological perspective, culture, socialization, social organization, social inequality, deviance and conformity, and social institutions. Students will also create a research project and complete a paper based on their findings.

## World People Studies – Women

SOC4125

.5 credit

Semester 1 or 2

Grades: 11, 12

*Recommended: Successful completion of U.S. History and World History.*

Meets Recommendation: GEAC

Students should have an interest in examining the experiences of women over time and how gender roles and stereotypes influenced and continue to influence politics, media, societal structures, law, etc. Some of the topics discussed in this class are: gender and gender stereotypes, gender and the media, gender and violence, political activism, feminism, sexual violence, gender based discrimination, etc. The course is organized thematically by integrating historical and modern day women's and gender issues through an intersectional lens. The course emphasizes the analysis of source materials, reading, writing, and discussion. Reflection and research papers are required. Students will work both individually and collaboratively in class and group work will be expected. All students who are interested in analyzing the role of gender in society, nationally and internationally, are encouraged to take the class. This course is open to all genders.

## United States & World Affairs

SOC5015

.5 credit

Semester 1 or 2

Grades: 11, 12

*Recommended: Completed U.S. History and World History.*

Meets Recommendation: GEAC

This course examines a variety of global issues and the impact and influence of the United States in the modern world. We will explore the inter-relationship of politics and economics, decolonization, terrorism, regional conflicts, public health, and the process of "globalization." The objective is essentially to provide students with an understanding of the root causes, dynamics, and effects of U.S. foreign policy since World War Two.

## AP U.S. Government & Politics

**SOC5051/5052**                      **1.0 credit**                      **Semesters 1 and 2**                      **Grades: 11, 12**

*Recommended: Successful completion of U.S. History and World History. Consent of instructor required for sophomores.*

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes and behaviors. You will also engage in disciplinary practices that require you to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, you will complete a political science research or applied civics project.

## Area Studies – Africa

**SOC6015**                                      **.5 credit**                                      **Semester 1 or 2**                                      **Grades: 11, 12**

*Recommended: Successful completion of World History.*

*Meets Recommendation: GEAC*

This area studies course provides a culturally relevant and uniquely authentic learning experience by examining the history and cultures of Africa-as viewed through print and video and digital materials. Topics of study include: pre-colonial African civilizations; how European colonization affected African societies; the home rule and independence movements of the twentieth century; and how current events connect with the African continent. Students should be prepared to complete a research project, create a short documentary video, read articles and view movies outside of class and participate in weekly class discussions.

## Area Studies – Latin America

**SOC6025**                                      **.5 credit**                                      **Semester 1 or 2**                                      **Grades: 11, 12**

*Recommended: Completed U.S. History and World History.*

*Meets Recommendation: GEAC*

This area studies course examines the history of modern Latin America. We will look at the legacies of the conquest, slave trade, and European colonization. We will also examine the regional and global significance of the Haitian and Cuban revolutions as examples of independence struggles that resonated far beyond their borders. Other topics of study include: “neo-colonization” and debt as post-colonial mechanisms of control in Latin America and the Caribbean, the Cold War and military regimes in Latin America, “Liberation Theology” and the Catholic Church, the role of the United States in the region since the Spanish American War, the emerging power of Brazil, Mexico since the Mexican Revolution, migration and immigration, and the rich cultural contributions of Latin America to the US in music, film, and spoken work.

## Foundations of Leadership

**SOC7035**                                      **.5 credit**                                      **Semester 1 or 2**                                      **Grades: 11, 12**

Foundations of Leadership is a course designed to support and challenge students to examine their own identities and express their own leadership style and ability. This is an interdisciplinary class which draws on literature, history, social issues, current events, art, speech, etc. to explore the identities of leaders who are often left out of the mainstream curriculum specifically leaders of color, women, and GLBTQ+ people. This class affirms the identities, contributions and leadership styles of traditionally marginalized groups. We will analyze our society and how our students can be transformative agents of change through their exploration of leadership. The academic skills emphasized in this class are reading, writing, critical thinking, discussion, collaboration, leadership, public speaking, research, and service learning. Students will be empowered by this course to both develop and demonstrate their leadership as they explore the role of their voice within their education as they choose the topics and projects that inspire them. Students will leave this class with the skills and tools to investigate, propose solutions, and organize for leadership within their communities, our country, and our world.

# COURSE CATALOG

# SPECIAL EDUCATION

SPECIAL EDUCATION Course Name	Semesters Offered	Course Number(s)	Grade Levels			
			09	10	11	12
<b>ENGLISH</b>						
Life Skills English	Semester 1 and 2	A-ENG1221/1222	X	X	X	X
Reading and Writing 1	Semester 1 and 2	A-ENG2241/2242	X	X	X	X
Reading and Writing 2	Semester 1 and 2	A-ENG2251/2252	X	X	X	X
English Fundamentals (On-Line)	Semester 1 and 2	A-ENG1231/1232	X	X	X	X
<b>HEALTH</b>						
Health Education ( On-Line)	Semester 1 or 2	A-PHY1038		X	X	X
Peer Partners Lifetime Sports & Activities	Semester 1 or 2	PHY7085		X	X	X
<b>MATH</b>						
Life Skills Math	Semester 1 and 2	A-MAT1201/1202	X	X	X	X
Consumer Math	Semester 1 and 2	A-MAT1251/1252			X	X
Math 1,2,3 (Trans Math)	Semester 1 and 2	Varies	X	X	X	X
Math Fundamentals (On-Line)	Semester 1 and 2	A-MAT1211/1212	X	X	X	X
Math Skills (Geometry)	Semester 1 and 2	A-GEN2251/2252		X	X	X
Math Skills (Advanced Algebra)	Semester 1 and 2	A-GEN2251/2252			X	X
<b>READING*</b>						
<i>*All reading courses are assigned by a reading specialist.</i>						
<b>ACADEMIC SUPPORTS</b>						
Academic Skills	Semester 1 and 2	A-GEN4201/4202		X	X	X
<b>SCIENCE</b>						
Science Fundamentals (On-Line)	Semester 1 and 2	A-SCI2061/2062	X	X	X	X
<b>SOCIAL STUDIES</b>						
Social Studies Fundamentals (On-Line)	Semester 1 and 2	A-SOC1201/1202	X	X	X	X
<b>VOCATIONAL &amp; SOCIAL/EMOTIONAL</b>						
Supported Employment Skills	Semester 1 and 2	A-GEN3231/3232				X
Competitive Employment Skills	Semester 1 and 2	A-GEN3241/3242	X	X	X	X
Vocational Skills	Semester 1 and 2	A-GEN3211/3212			X	X
Community Vocational Experience (Renewing Futures)	Semester 1 and 2	A-GEN3291/3292	X	X		
Personal Growth & Development	Semester 1 and 2	A-GEN3231/3232	X	X	X	X
Transition Skills	Semester 1 and 2	A-GEN3221/3222	X	X	X	X
<b>ALTERNATIVE PROGRAMS*</b>						
<i>*Involvement in any of the following programs is determined through an IEP team decision that includes an East High School representative.</i>						
Off-Campus 9 <sup>th</sup> Grade Program*	Semester 1 and 2	Varies	X			
Transition Academy*	Semester 1 and 2	Varies		X	X	X
Crossroads*	Semester 1 and 2	Varies			X	C

# COURSE CATALOG

# SPECIAL EDUCATION

## ENGLISH

### Life Skills English

**A-ENG1221/1222**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

A course designed for students who are nonreaders and need functional, life skills related to literacy. This course focuses on letter recognition and sight word identification with an emphasis on everyday words used in school, shopping, and transportation, health, safety, recreation, and home settings. Students may repeat this class for further skill development.

### Reading and Writing 1

**A-ENG2241/2242**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

This course is designed to encourage students who may benefit from more specific instruction in English to re-engage in reading and writing, and to foster their individual voice and strengths through a variety of engaging fiction and non-fiction works. This class will also address grammar, acquisition of vocabulary and close-reading skills. Students with reading levels from 3<sup>rd</sup> – 5<sup>th</sup> grade would benefit from this class

### Reading and Writing 2

**A-ENG2251/2252**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

This course focuses on reading, writing and vocabulary development. Students will actively read novels, short stories and poetry and be able to synthesize these readings in a clear and concise way. Students will produce coherent writing in which the development, organization, mechanics and style are the focus. Journal writing will be done daily. Students with reading levels from 6<sup>th</sup> – 8<sup>th</sup> grade would benefit from this class.

### English Fundamentals (On-Line)

**A-ENG1231/1232**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

English Fundamentals is an online curriculum available for students that are self-dedicated to working independently on a computer. Classes available include: English 1, 2, 3, 4, Language Arts 300-800.

## HEALTH & PHYSICAL EDUCATION

### Health Education (On-Line)

**A-PHY1038**

**.5 credit**

**Semester 1 or 2**

**Grades: 10, 11, 12**

Health Fundamentals – an online curriculum available for students that are self-dedicated to working independently on a computer. Classes available include: Health, or Human Anatomy.

### Peer Partners Lifetime Sports and Activities

**PHY7085**

**.5 Credit**

**Semester 1 or 2**

**Grades: 10, 11, 12**

This course is specifically designed to meet the needs of students who need moderate-intensity physical activity to promote their general fitness and social skill development. Emphasis is placed on social interaction; the ability of each student to become involved with his/her community/vocational opportunities. Able-bodied students will increase participation of students with disabilities by modeling positive behavior, offering appropriate encouragement and providing one-on-one attention for skill development activities, increasing the knowledge base of able-bodied students in accord with students with significant cognitive and/or physical disabilities in a fun, active manner. The individualized or small group instructional format emphasizes change in student health habits through a variety of fun, supportive group activities. Use of individualized and team lifetime recreational games promotes improvement in the student's general muscle strength, muscle endurance, joint flexibility, and aerobic fitness.

## MATH

### Life Skills Math

**A-MAT1201/1202**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

This course focuses on useful, every day mathematical skills such as sequencing, identifying patterns, collecting and analyzing data, understanding and counting money, creating a schedule, and following multi-step directions. Students will engage in real world scenarios with assistive technology and adult supports. Students may repeat this class for further skill development.

# COURSE CATALOG

# SPECIAL EDUCATION

## Consumer Math

**A-MAT1251/1252**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

This course is designed for seniors, or juniors with permission of instructor, who have a basic grasp of math computation skills, but need additional instruction and application of these skills as a consumer and in preparation for independent living after high school.

## Math 1 (Trans Math Level 1)

**A-MAT1221/1222**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

*Placement in Transmath is based off of a math assessment and recommendation of Transmath teacher.*

This course is designed for students who need instruction in the foundational skills for successful entry into grade level math and may be scoring two or more years below grade level on standardized tests. The course utilizes Transmath, a comprehensive mathematics intervention that provides key foundational skill-building and problem-solving experiences through multisensory strategies. Transmath level one focuses on number sense.

## Math 2 (Trans Math Level 2)

**A-MAT1231/1232**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

*Placement in Transmath is based off of a math assessment and recommendation of Transmath teacher.*

This course is designed for students who need instruction in the foundational skills for successful entry into grade level math and may be scoring two or more years below grade level on standardized tests. The course utilizes Transmath, a comprehensive mathematics intervention that provides key foundational skill-building and problem-solving experiences through multisensory strategies. Transmath level two focuses on rational numbers.

## Math 3 (Trans Math Level 3)

**A-MAT1241/1242**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

*Placement in Transmath is based off of a math assessment and recommendation of Transmath teacher.*

This course is designed for students who need instruction in the foundational skills for successful entry into grade level math and may be scoring two or more years below grade level on standardized tests. The course utilizes Transmath, a comprehensive mathematics intervention that provides key foundational skill-building and problem-solving experiences through multisensory strategies. Transmath level three focuses on Algebraic Thinking and Reasoning and builds on pre-algebraic skills.

## Math Fundamentals (On-Line)

**A-MAT1211/1212**

**1.0 credit**

**Semester 1 and 2**

**Grades: 10, 11, 12**

Math Fundamentals is an online curriculum available for students that are self-dedicated to working independently on a computer. Classes available include: Math 300-800, Algebra, and Geometry.

## Math Skills (Geometry)

**A-MAT2201/2202**

**1.0 credit**

**Semester 1 and 2**

**Grades: 10, 11, 12**

Pre-teaching and re teaching Geometry concepts, support with homework assignments for math and studying for assessments. For students concurrently enrolled in Geometry.

## Math Skills (Advanced Algebra)

**A-GEN2251/2252**

**1.0 credit**

**Semester 1 and 2**

**Grades: 11, 12**

Pre-teaching and re teaching Algebraic concepts, support with homework assignments for math and studying for assessments. For students concurrently enrolled in Algebra 2/Trig or Algebra Concepts.

## READING\*

*\*All reading courses are assigned by a reading specialist.*

## ACADEMIC SUPPORTS

### Academic Skills

**A-GEN4201/4202**                      **1.0 credit**                      **Semester 1 and 2**                      **Grade: 10, 11, 12**

This course is designed for students who need additional support in learning academic skills to help them better themselves in their classes. Instruction is dedicated to: time management, organizational strategies, self-advocacy skills, understanding their Individual Education Plans, Self-Advocacy and learning about post-secondary opportunities/life.

## SCIENCE

### Science Skills

**A-GEN2271/2272**                      **1.0 credit**                      **Semester 1 and 2**                      **Grades: 10, 11, 12**

Pre-teaching and re teaching Chemistry concepts, support with homework assignments for chemistry, extended time for labs, and studying for assessments. For students concurrently enrolled in Chemistry.

### Science Fundamentals (On-Line)

**A-SCI2061/2062**                      **1.0 credit**                      **Semester 1 and 2**                      **Grades: 10, 11, 12**

Science Fundamentals is an online curriculum available for students that are self-dedicated to working independently on a computer. Classes available include: Biology, Chemistry, Earth Science, Int. Physics/Chemistry, Science 300-800, Physics, Rocks/Minerals and Nervous Systems.

## SOCIAL STUDIES

### Social Studies Fundamentals (On-Line)

**A-SOC1201/1202**                      **1.0 credit**                      **Semester 1 and 2**                      **Grades: 9, 10, 11, 12**

*Meets Recommendation: GEAC*

Social Studies Fundamental is an online curriculum available for students that are self-dedicated to working independently on a computer. Classes available include: Economics, Government, History/Geography 300-800, US Reconstruction to Present, World Civilization, World History, The Polar Region or Modern India.

## VOCATIONAL & SOCIAL-EMOTIONAL

### Supported Employment Skills

**A-GEN3231/3232**                      **1.0 credit**                      **Semester 1 and 2**                      **Grades: 12**

This course is designed for students with significant long-term support needs to be successful in a job setting. The focus of this class is to work on the skills to prepare students for working in the community. These include: preparing for a job, meal preparation, dressing appropriately, getting to work on time, riding public transportation, task completion, and resume building. Supported assistance is provided for on the job training as needed. This course is designed for students whose cohort have graduated and need long-term support through Aging and Disability Resource Center and the Division of Vocational Rehabilitation. Students can repeat this class until June after they turn 21 years old.

### Competitive Employment Skills

**A-GEN3241/3242**                      **1.0 credit**                      **Semester 1 and 2**                      **Grades: 9, 10, 11, 12**

Employed students are required to submit bi-weekly documentation of hours worked, participate goal setting and evaluation of vocational competencies to earn experiential learning credit.

# COURSE CATALOG

# SPECIAL EDUCATION

## Vocational Skills

**A-GEN3211/3212**                      **1.0 credit**                      **Semester 1 and 2**                      **Grades: 11, 12**

Students who need vocational instruction and experiential learning opportunities in school and community. Students who need in instruction in social/emotional skills for workplace success. Students may be eligible for DVR services. This course is designed for students who have the ability to work independently in the future.

## Community Vocational Experience (Renewing Futures)

**A-GEN3211/3212**                      **1.0 credit**                      **Semester 1 and 2**                      **Grades: 9, 10**

Students design and participate in a plan to increase self-determination, improve functioning in school and community, increase transition planning. Course includes instruction in social emotional learning skills as well as collaborative

## Personal Growth & Development

**A-GEN3231/3231**                      **1.0 credit**                      **Semester 1 and 2**                      **Grades: 9, 10, 11, 12**

The course is designed for students who need explicit instruction in social skills, appropriate relationships, and life skills health. Course may be repeated for further skill development.

## Transition Skills

**A-GEN3221/3222**                      **1.0 credit**                      **Semester 1 and 2**                      **Grades: 9, 10, 11, 12**

Students who need support in transitioning to the school day. Personal care and hygiene instruction and tools for emotional regulation. Course may be repeated for further skill development.

## ALTERNATIVE PROGRAMS\*

\*Involvement in any of the following alternative programs is determined by an IEP team that includes an East High School representative.

### Off-Campus 9<sup>th</sup> Grade Program\*

**Course Codes Vary**                      **Credits Vary**                      **Semester 1 and 2**                      **Grades: 9**

The East High School P.R.I.D.E Program is designed for 9th and 10th grade students whose: (1) Least Restrictive Environment (LRE) has historically been, and continues to be, within the small group setting -OR- (2) the regular education setting, even with supplementary aids and services is not currently the student's LRE. The East High School P.R.I.D.E program provides direct instruction in social-emotional skills as well as core academics at a neutral, half-day site in an effort to support and promote academic success. The East High School P.R.I.D.E program curriculum is connected to the social-emotional competency areas, regular education content area standards, and is directly tied to MMSD's Graduate Vision.

### Transition Academy\*

**Course Codes Vary**                      **Credits Vary**                      **Semester 1 and 2**                      **Grades: 10, 11, 12**

Students will be provided small-group instruction in core academics, health and study skills at an off-campus site. Students will also engage in social-emotional, vocational and experiential learning.

### Crossroads\*

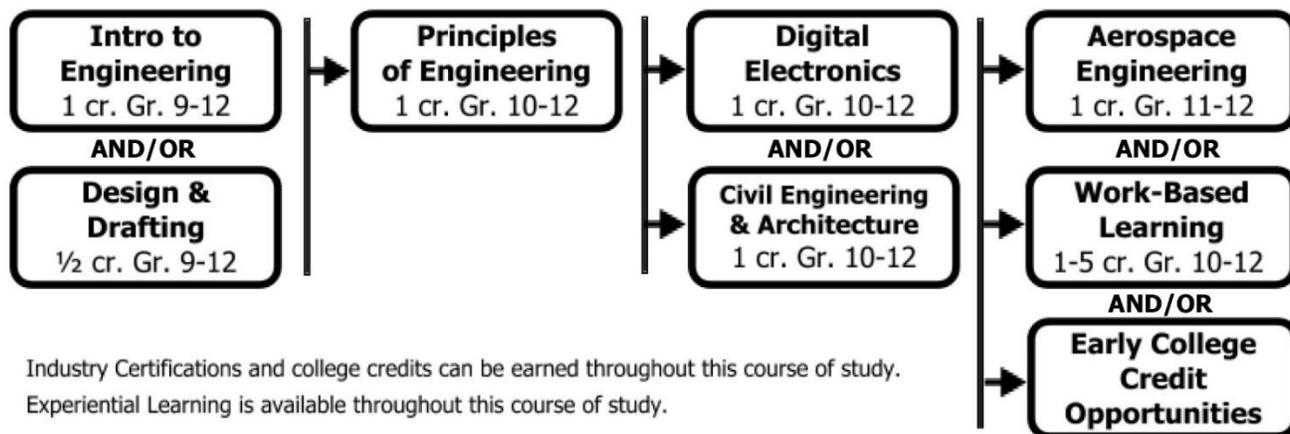
**Course Codes Vary**                      **Credits Vary**                      **Semester 1 and 2**                      **Grades: 11, 12**

Crossroads is a hands-on, self-paced, accelerated credit attainment alternative for Juniors and Seniors designed using a set of competencies aligned to Common Core Academic Standards. Replaced curriculum is available in all subject areas with competencies taught through specific tasks. Grading is \*Pass/\*Fail. Students earn modified credits and need to be on a modified credit attainment or Portfolio path for graduation. With IEP team approval, enrollment is rolling, therefore students can enter at any time. With approval and if available, students may enroll in more than one class period a day.

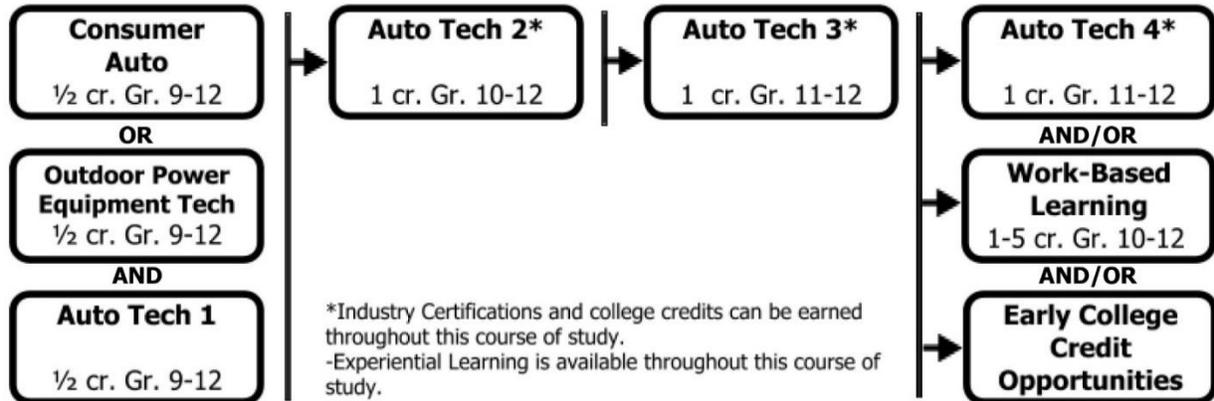
TECHNOLOGY EDUCATION Course Name	Semesters Offered	Course Number(s)	Grade Levels			
			09	10	11	12
<b>PROJECT LEAD THE WAY (PLTW)</b>						
Introduction to Engineering (PLTW)	Semester 1 and 2	TEC1011/1012	X	X	X	X
Principles of Engineering (PLTW)	Semester 1 and 2	TEC1021/1022		X	X	X
Digital Electronics (PLTW)	Semester 1 and 2	TEC1031/1032		X	X	X
<b>TRANSPORTATION</b>						
Consumer Auto	Semester 1 or 2	TEC2015	X	X	X	X
Outdoor Power Equipment Technology	Semester 1 or 2	TEC2025	X	X	X	X
Automotive Technology 1	Semester 1 or 2	TEC2035	X	X	X	X
Automotive Technology 2	Semester 1 and 2	TEC2041/2042		X	X	X
Automotive Technology 3	Semester 1 and 2	TEC2051/2052			X	X
Automotive Technology 4	Semester 1 and 2	TEC2061/2062			X	X
<b>CONSTRUCTION AND MANUFACTURING</b>						
Design & Drafting	Semester 1 or 2	TEC4015	X	X	X	X
Wood Fabrication 1	Semester 1 or 2	TEC3015	X	X	X	X
Wood Fabrication 2	Semester 1 or 2	TEC3045	X	X	X	X
Wood Fabrication 3	Semester 1 and 2	TEC3051/3052		X	X	X
Wood Fabrication 4	Semester 1 and 2	TEC3061/3062			X	X
Fundamentals of Construction	Semester 1 and 2	TEC3031/3032		X	X	X
Metals Manufacturing 1	Semester 1 or 2	TEC4035	X	X	X	X
Metals Manufacturing 2	Semester 1 or 2	TEC4045		X	X	X
<b>WORK-BASED LEARNING OPTIONS</b>						
Career Internship	Semester 1 or 2	CTE9041/9042			X	X
Youth Apprenticeship	Semester 1 and 2	Application Process – See Counselor			X	X

The course of study maps represent a **suggested** sequence of courses leading to capstone, work-based learning, and post-secondary experiences which will assist students in being as successful as possible after leaving high school. Although each student will **personalize** their experiences, the earlier a student begins this sequence, the more opportunities students will have to fully explore the educational and community options available. These sequences should be coupled with appropriate core courses, as well as life-skills and courses in a student’s area of interest.

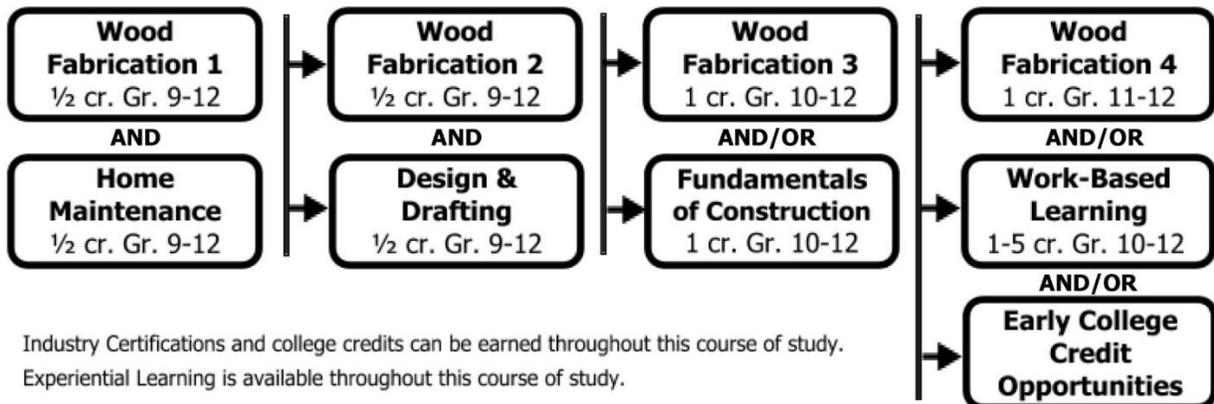
## Engineering (Project Lead the Way) Course of Study



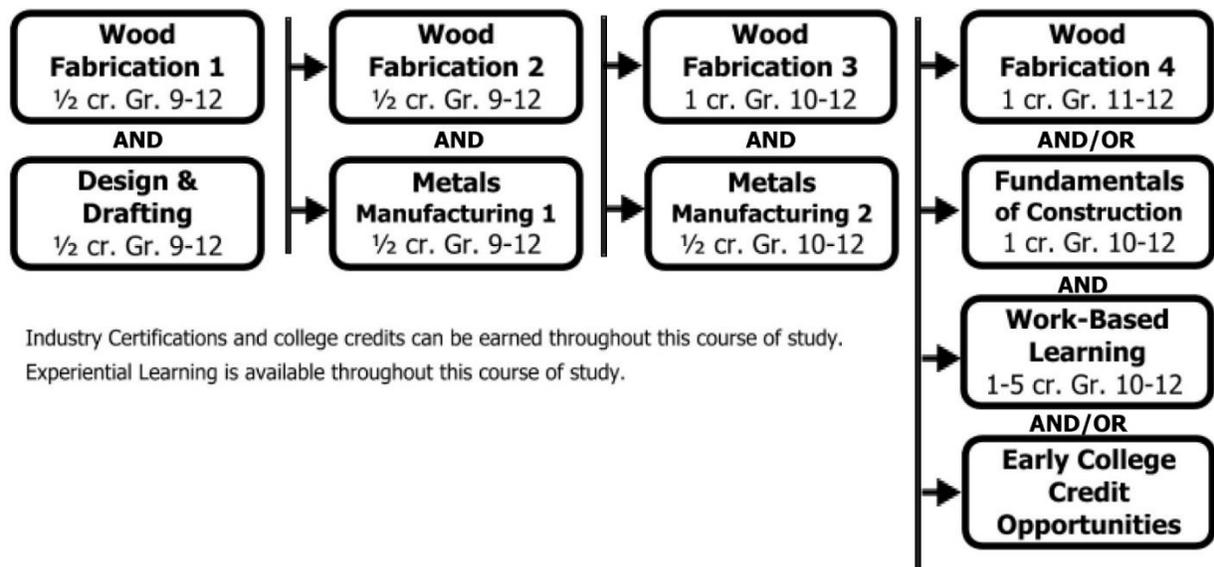
Transportation/Auto Course of Study



Construction Course of Study



Manufacturing Course of Study



## PROJECT LEAD THE WAY (PLTW)

### Introduction to Engineering (PLTW)

**TEC1011/1012**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

*Course fee: \$30*

*Meets Recommendation: CTE*

*Recommended: Completion of Algebra or currently enrolled.*

This course introduces students to the design process and the tools used in product development. Students will experience first-hand the activities in which engineers engage throughout the design cycle. Development of design briefs, sketching, 3D solid modeling, and prototyping through computer-aided drafting are part of the course. Students will have the opportunity to learn ways in which design techniques apply to many fields, such as healthcare, business, art and animation, manufacturing, engineering, etc. Problem-solving and math as it applies to producing products and services for today's society are emphasized.

Dual/transcripted credit is offered by Milwaukee School of Engineering [MSOE] with transfer possibilities to other colleges and universities.

### Principles of Engineering (PLTW)

**TEC1021/1022**

**1.0 credit**

**Semester 1 and 2**

**Grades: 10, 11, 12**

*Course fee: \$30*

*Meets Recommendation: CTE*

*Recommended: Geometry or currently enrolled.*

Students will experience engineering and design technology and use various technological systems and manufacturing processes that demonstrate ways in which engineers and technicians use math, science and technology to benefit people. This course will be a mix of hands-on and academic activities including computer aided design projects, research activities, case studies, team product development, and discussions on the social and political consequences of technological change. Dual/transcripted credit is offered by Milwaukee School of Engineering [MSOE] with transfer possibilities to other colleges and universities.

### Digital Electronics (PLTW)

**TEC1031/1032**

**1.0 credit**

**Semester 1 and 2**

**Grades: 10, 11, 12**

*Course fee: \$20*

*Meets Recommendation: CTE*

*Recommended: Algebra 1.*

Digital electronics and micro-computers. This is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. (Dual/transcripted credit is offered by Milwaukee School of Engineering [MSOE] with transfer possibilities to other colleges and universities.

### Computer Integrated Manufacturing (PLTW)

**TEC1051/1052**

**1.0 credit**

**Semester 1 and 2**

**Grades: 11, 12**

*Course fee: \$30*

*Meets Recommendation: CTE*

*Recommended: Completion of Introduction to Engineering OR completion of Metals Manufacturing 1 and Metals Manufacturing 2.* Students will take the three-dimensional modeling skills they learned in Introduction to Engineering and combine them with the building and manufacturing processes learned in Principles of Engineering to a whole new level that includes rapid prototyping and using a three-dimensional printer. Using Autodesk Inventor and other computer programs, students will create actual models and prototypes with Computer-Numeric-Control machines, robotic arms and automated manufacturing. Dual/transcripted credit is offered by Milwaukee School of Engineering [MSOE] with transfer possibilities to other colleges and universities.

## TRANSPORTATION

### Consumer Auto

**TEC2015**

**.5 credit**

**Semester 1 or 2**

**Grades: 9, 10, 11, 12**

*Course fee: \$20*

*Meets Recommendation: CTE*

This course is designed for the students who would like to own and maintain a personal vehicle. This course covers basic car care, under hood inspection (fluids, belts, hoses), removing & replacing items (wiper blades, bulbs, fuses), cooling system maintenance, battery/charging system diagnosis, lubrication system maintenance, tire information, brake inspection, minor ignition system maintenance (spark plug, wires, firing order), car buying, car insurance, and service information.

# COURSE CATALOG

# TECHNOLOGY EDUCATION

## Outdoor Power Equipment Technology

**TEC2025** .5 credit Semester 1 or 2 Grades: 9, 10, 11, 12  
*Semester Course fee: \$20* Meets Recommendation: CTE  
Students in class will study the theory and operation of two- and four-stroke engines. They will gain hands-on experience by disassembling, analyzing, and reassembling small engines. Students will be encouraged to bring in projects needing repair from home. This course integrates and reinforces basic science and mathematical concepts while providing hands-on experience for students. Student is responsible for course supplies and materials.

## Automotive Technology 1

**TEC2035** .5 credit Semester 1 or 2 Grades: 9, 10, 11, 12  
*Semester Course fee: \$20* Meets Recommendation: CTE  
*Successful students will have completed Consumer Auto or Outdoor Power Equipment with a "C" or better.*

This course focuses on the operation of basic vehicle and engine systems. Students will work both individually and in teams getting hands-on experience in performing routine maintenance of automobile systems, inspections of components and light repairs of malfunctioning parts. This is an entry-level course in the study of the automobile and its systems. It will meet the needs of the students who just want to know more about the vehicles they will be driving. Students will learn through a combination of regular class work (written assignments, lectures, discussions, and tests) and hands-on lab activities, based on NATEF Standards. By using professional service and testing equipment, the student will become safe and lightly skilled at routine service and maintenance of automobiles.

## Automotive Technology 2

**TEC2041/2042** 1.0 credit Semester 1 and 2 Grades: 10, 11, 12  
*Semester Course fee: \$20* Meets Recommendation: CTE  
*Successful students will have completed Auto Technology 1 with a "C" or better.*

This course is designed for more in depth study of the automotive profession. It offers an introduction to automotive competencies in all eight of the ASE automotive certification categories. This course is designed for those students interested in entering the automotive profession or gaining a solid foundation in the automotive field.

## Automotive Technology 3

**TEC2051/2052** 1.0 credit Semester 1 and 2 Grades: 11, 12  
*Semester Course fee: \$20* Meets Recommendation: CTE  
*Successful students will have completed Auto Technology 2 with a "C" or better.*

This course is designed for further study of the automotive profession. It offers further practice with automotive competencies in electrical/electronic systems, brake systems, suspension and steering systems, and engine performance systems.

## Automotive Technology 4

**TEC2061/2062** 1.0 credit Semester 1 and 2 Grades: 11, 12  
*Semester Course fee: \$20* Meets Recommendation: CTE  
*Successful students will have completed Auto Technology 3 with a "C" or better.*

This course is designed for further study of the eight ASE certification areas and an opportunity for advanced students to learn more about emission diagnosis and spend more time working on projects in all of the eight ASE certification areas. This class should lead to students receiving ASE student certification in most of the certification areas as well as mobile A/C recovery and recycling certification.

## CONSTRUCTION AND MANUFACTURING

### Design and Drafting

**TEC4015** .5 credit Semester 1 or 2 Grades: 9, 10, 11, 12

*Semester course fee: \$30*

*Meets Recommendation: CTE*

This introduction to design and drafting covers the basics of creating a technical drawing using both sketching and computer-aided drafting systems. Students will become familiar with the basic commands and functions of the software while they solve problems and design solutions both on paper and 3-Dimensionally on the computer. Students will learn the basics of architecture design and techniques also. Students will learn major house and building styles by mimicking these styles while designing buildings

### Wood Fabrication 1 – formerly Introduction to Woodworking

**TEC3015** .5 credit Semester 1 or 2 Grades: 9, 10, 11, 12

*Semester Course fee: \$30*

*Meets Recommendation: CTE*

This foundational course puts students in the driver’s seat of their manufacturing and/or construction pathway. Applying safety, measurement, hand and power tools, students will produce a variety of projects using wood. From material preparation to the final product, students will use basic production processes, working drawings and a plan of procedure to complete skill developing projects.

### Wood Fabrication 2 – formerly Furniture and Cabinetmaking

**TEC3045** .5 credit Semester 1 or 2 Grades: 9, 10, 11, 12

*Semester Course fee: \$30*

*Meets Recommendation: CTE*

*Successful students will have completed Wood Fabrication 1 with a “C” or better.*

This course is a continuation of the Wood Fabrication sequence using modern materials and processes. Students will learn advanced skills related to cabinet and furniture making, the use of panel products and jigs and fixtures. Students will explore career opportunities in wood product manufacturing.

### Wood Fabrication 3 – formerly Advanced Furniture and Cabinetmaking

**TEC3051/3052** 1.0 credit Semester 1 and 2 Grades: 10, 11, 12

*Semester Course fee: \$40*

*Meets Recommendation: CTE*

*Successful students will have completed Wood Fabrication 2 with a “C” or better.*

Wood Fabrication 3 gives students the opportunity to expand their knowledge of Wood Product Manufacturing. Based on their previous experience in this pathway students will work in teams to analyze problems and find solutions. Creativity, collaboration, time management, and teamwork skills are a must as products are developed from design, costing, to assembly and quality control.

### Wood Fabrication 4\*\* – formerly Fine Woodworking

**TEC3061/3062** 1.0 credit Semester 1 and 2 Grades: 11, 12

*Semester Course fee: \$40*

*Meets Recommendation: CTE*

*Successful students will have completed Wood Fabrication 3 with a “C” or better.*

This capstone course is based on student mastery of manufacturing processes, utilizing the design process. Students will build projects, create and document the complete design and manufacture process from idea to completion. \*\*Dual/transcripted credit is offered by Madison College with transfer possibilities to other colleges and universities.

### Fundamentals of Construction – formerly Introduction to Construction

**TEC3031/3032** 1.0 credit Semester 1 and 2 Grades: 10, 11, 12

*Semester Course fee: \$30*

*Meets Recommendation: CTE*

*Successful students will have completed Wood Fabrication 1 with a “C” or better.*

In this hands-on focused light construction course, students will prepare for a career in the skilled trades. Through actual planning and building, this class will design and construct a small structure. Topics covered include: job site safety, drafting, construction codes and fundamentals.

# COURSE CATALOG

# TECHNOLOGY EDUCATION

## Metals Manufacturing 1

TEC4035

.5 credit

Semester 1 or 2

Grades: 9, 10, 11, 12

*Semester Course fee: \$20*

*Meets Recommendation: CTE*

This course is designed to acquaint students with hot and cold processes for manufacturing products with metal. Projects are completed in the areas of metal cutting, sheet metal-bending and construction, threading-interior and exterior, welding—spot, arc, and oxyacetylene. Units of study include: basic metals processes.

## Metals Manufacturing 2

TEC4045

.5 credit

Semester 1 or 2

Grades: 10, 11, 12

*Semester Course fee: \$20*

*Meets Recommendation: CTE*

*Successful students will have completed Metals Manufacturing 1 with a "C" or better.*

This is a sequential course to Metals Manufacturing 1 and covers advanced operations and techniques in the following metal fabrication processes: CNC machine shop, sheet metals, and welding. Completion of assigned group and individually developed projects is required. Units of study include: advanced individual projects, team project, and manufacturing industry.

## WORK-BASED LEARNING OPTIONS

### Career Internship

CTE9041/9042

up to 2 credits

Semester 1 or 2

Grades: 11, 12

*Meets Recommendation: CTE*

GET PAID\*, RECEIVE CREDIT AND GAIN EXPERIENCE. Couples classroom learning with valuable, on-the-job work experience in a field related to the student's career interest. Build decision making and leadership skills while applying classroom knowledge in a real and career specific setting. Previous internship placements have included: Engineering, Construction, Culinary Arts, Medical, Dentistry, Information Technology, Accounting, Finance, Marketing, Interior Design, Journalism, and Criminal Justice/Law Enforcement to name just a few. A great resume enhancer and conversation piece during your next job interview and/or scholarship application. At the time of course completion and on the job hours, students may be eligible to be awarded a State Certified Employability Skills Certificate or other Skills Certificate.

### State Skills Co-Op\* (*Application process required--see counselor for more information.*)

**Prerequisite: Junior or senior status. On track for high school graduation and completion of technical-related courses within the local high school.** State Skills Co-op offers high school juniors and seniors a course of study that combines learning in school with learning on the job and getting paid for it. Students learn technical and employability skills validated by business and industry representatives in cooperation with high school, technical college and university instructors. The student attends high school part of the day, taking coursework related to his/her field of interest, and works part of the day. Current Co-op Programs offered include Construction and Electronics.

### Youth Apprenticeship\* (*Application process required--see counselor for more information*)

**Prerequisite: Junior or senior status. On track for high school graduation and completion of technical-related courses within the local high school.**

Youth Apprenticeships (YA) are opportunities for juniors or seniors to start preparing for a career while still in high school. One and two-year programs combine rigorous academic preparation, relevant occupational instruction, and paid work-based learning from an employer. You will attend regular classes in your high school, in addition to technical-related classes at Madison College or some other central site. You will work an average of 12-15 hours per week. These hours may be obtained during the summer along with during the school year, and may or may not be during the school day. Students are responsible for transportation and other course supplies and materials. Current YA Programs offered include Auto Technician and Construction.

\*Industry Certification

\*\*College Credit

# COURSE CATALOG

# THEATRE

THEATRE Course Name	Semesters Offered	Course Number(s)	Grade Levels			
			09	10	11	12
Theatre 1	Semester 1 or 2	THR7015	X	X	X	X
Theatre 2: Stagecraft	Semester 1 or 2	GEN7025		X	X	X
Spoken Word	Semester 1 or 2	GEN7065		X	X	X

## Theatre 1

**THR7015**

**.5 credit**

**Semester 1 or 2**

**Grades: 9, 10, 11, 12**

*Meets Recommendation: FA*

*Meets Humanities Course Requirement*

Theatre 1 offers an introduction to the various Theatre Arts with a focus on performance. Students use an experiential learning model to explore Improvisation, the process of working in groups, Oral Interpretation of Literature, Pantomime, Acting, and learning techniques for more theatre work. The culminating assessments for the various units are performance projects which allow the student a great deal of choice, flexibility, and autonomy. In addition, theater experiences, such as, the viewing of a professional theatre performance and/or participating in crew for a class performance are also included in this course.

## Theatre 2: Stagecraft

**GEN7025**

**.5 credit**

**Semester 1 or 2**

**Grades: 10, 11, 12**

*Meets Recommendation: FA*

*Meets Humanities Course Requirement*

Theatre 2: Stagecraft is the study of production techniques, design, and careers in the performing arts. Students in Theatre 2 study scenery construction/painting, sound production, costuming, properties, and stage management. Theatre 2 involves hands-on learning with work that directly contributes to the theatrical performances of the Eastside Players.

## Spoken Word

**GEN7065**

**.5 credit**

**Semester 1 or 2**

**Grades: 10, 11, 12**

*Meets Recommendation: FA*

*Meets Humanities Course Requirement*

Spoken Word is a performance class that focuses on the history, conventions, and performance of Spoken Word Poetry. In the first quarter of the course students create their own poetry portfolio, and the second quarter of the course is focused on performance.

# COURSE CATALOG

# WORLD LANGUAGE

WORLD LANGUAGE Course Name	Semesters Offered	Course Number(s)	Grade Levels			
			09	10	11	12
French 1	Semester 1 and 2	FOR1011/1012	X	X	X	X
French 2	Semester 1 and 2	FOR1021/1022	X	X	X	X
Spanish 1	Semester 1 and 2	FOR2011/2012	X	X	X	X
Spanish 2	Semester 1 and 2	FOR2031/2032	X	X	X	X
Spanish for Native Speakers (Year 2)	Semester 1 and 2	FOR2081/2082	X	X	X	X
Spanish Language Arts - DLI	Semester 1 and 2	FOR8051/8052	X			
Spanish Literature & Lang Arts II - DLI	Semester 1 and 2	FOR8061/8062		X		
Facilitated Foreign Language	Semester 1 and 2	FOR8011/8012		X	X	X
French 3	Semester 1 and 2	FOR1031/1032		X	X	X
Spanish 3	Semester 1 and 2	FOR2041/2042		X	X	X
French 4	Semester 1 and 2	FOR1041/1042		X	X	X
Spanish 4	Semester 1 and 2	FOR2051/2052		X	X	X
French 5	Semester 1 and 2	FOR1051/1052			X	X
French Language - Advanced Placement	Semester 1 and 2	FOR1061/1062			X	X
Spanish 5	Semester 1 and 2	FOR2061/2062			X	X
Spanish Language - Advanced Placement	Semester 1 and 2	FOR2071/2072			X	X
Spanish Literature and Culture – Advanced Placement	Semester 1 and 2	FOR8081/8082			X	X
Southeast Asian Language for Native Speakers 1	Semester 1 and 2	A-FOR2091/2092	X	X	X	X
Southeast Asian Language for Native Speakers 2	Semester 1 and 2	FOR2101/2102		X	X	X
Southeast Asian Language for Native Speakers 3	Semester 1 and 2	A-FOR2111/2112			X	X

Students may elect from several foreign languages offered at East High School – French, Spanish or Facilitated Language Study. Instruction in French and Spanish is given in a four-year sequence, from beginning to advanced. Facilitated Language Study is described below. Placement of incoming 9<sup>th</sup> graders, in the appropriate level of French or Spanish is determined by middle school teacher’s recommendations or by a placement test given during the spring semester preceding the student’s enrollment at East. The study of a foreign language involves learning new terminology, how to interpret information, decoding language, making meaning of text, and interpreting visual cultural cues. Basic skills of communication, team building, cooperation, respect for others, and tolerance for differences are all marketable skills developed in the foreign language classroom. Foreign language students also develop competencies in information technologies. Both the Madison Metropolitan School District and the community are aware that foreign language study better prepares students to participate in the global community.

## French 1

**FOR1011/1012**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

French 1 is an introductory course that uses the ACTFL World Readiness for Language Learning Standards and the Common Core State Standards. Students will learn how to communicate in French through simple conversation and develop skills in listening, speaking, reading and writing in the language. They will explore the language and culture of the French-speaking world. Through speaking and listening to mostly French in class, students will develop the ability to communicate with ease in French at a basic level around familiar topics like self and family, school, preferences, and everyday customs.

## French 2

**FOR1021/1022**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

*Recommended: Successful completion of French 1 or consent of instructor based on equivalent experience.*

French 2 is a course that uses the ACTFL World Readiness for Language Learning Standards and the Common Core State Standards. Students will learn how to communicate in French through simple conversation and develop skills in listening, speaking,

reading and writing in the language. They will further explore the language and culture of the French-speaking world. Through speaking and listening to mostly French in class, students will develop the ability to communicate with ease in French at a basic level around familiar topics like self and family, school, preferences, every day and leisure activities, celebrations, travel, and compare one's customs to those of the French-speaking world.

## Spanish 1

**FOR2011/2012**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

Spanish 1 is an introductory course that uses the ACTFL World Readiness for Language Learning Standards and the Common Core State Standards. Students will learn how to communicate in Spanish through simple conversation and develop skills in listening, speaking, reading and writing in the language. They will explore the language and culture of the Spanish-speaking world. Through speaking and listening to mostly Spanish in class, students will develop the ability to communicate with ease in Spanish at a basic level around familiar topics like self and family, school, preferences, and everyday customs.

## Spanish 2

**FOR2031/2032**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

Spanish 2 is a course that uses the ACTFL World Readiness for Language Learning Standards and the Common Core State Standards. Students will expand their ability to communicate in Spanish through simple conversation and continue to develop skills in listening, speaking, reading and writing in the language. They will further explore the language and culture of the Spanish-speaking world through use of authentic and created materials. Through speaking and listening to mostly Spanish in class, students will expand their abilities to communicate with ease in Spanish at a basic level around more themes like self and others, daily life in the community, home and family, and local and global community.

## Spanish for Native Speakers (Year 2)

**FOR2081/2082**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

This course is for Spanish heritage students and alternates years with 'Spanish for Native Speakers (Year 1)'. Students will practice listening, speaking, reading and writing through a wide variety of text excerpts, multi-media presentations and focus on grammar concepts specific to heritage learners. Students completing this course will be eligible to complete the AP Language and Culture Exam and obtain college credit for qualifying scores.

## Spanish Language Arts - DLI

**FOR8051/8052**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9**

This course, in alignment with the Common Core State Standards, emphasizes reading, understanding, and reacting in writing to literature written in Spanish. In this course students will build upon prior knowledge of grammar, vocabulary, word use and the mechanics of writing. They will develop and apply this learning through the four skill domains of reading, writing, listening and speaking through linguistically and culturally authentic tasks. In this course, students will be introduced to literary genres through texts written in Spanish for a Spanish speaking audience from a range of historical eras and geographical contexts. This course is designed for students enrolled in the district's dual language immersion and developmental bilingual programs. Other interested students should consult with guidance counselor prior to registering for this course.

## Spanish Literature & Language Arts II - DLI

**FOR8061/8062**

**1.0 credit**

**Semester 1 and 2**

**Grades: 10**

In this year-long course, students build on Spanish Language Arts 1 skills and further develop their Spanish literacy skills and understandings from the Common Core State Standards and ACTFL World Readiness for Language Learning Standards. Students hone their abilities to read, write and think critically while engaging in collaborative work with peers that provide practice in speaking, listening, and academic vocabulary usage. Students work with a range of authentic Spanish language texts, both literary and informational around universal themes of identity, beauty, friendship, and the influence of technology. The course is conducted almost exclusively in Spanish and focuses on accurate communication through different domains in the Spanish language. Extensive reading, vocabulary building, and grammar practice develop greater student language proficiency and prepare students for the AP Language and Culture Spanish course. This course is designed for students enrolled in the district's dual language immersion and developmental bilingual programs. Other interested students should consult with guidance counselor prior to registering for this course.

# COURSE CATALOG

# WORLD LANGUAGE

## Facilitated Foreign Language

**FOR8011/8012**

**.5 or 1.0 credit**

**Semester 1 and 2**

**Grades: 10, 11, 12**

*Meets Recommendation: GEAC*

*Recommended: Completion of French 2 or Spanish 2 with a minimum grade of "B" each semester or consent of instructor based on equivalent experience. Special Notes/Requirements: Signature of teacher required. The language studied is chosen by the student, however languages offered may be limited by student interest and/or availability of resources. **Current language possibilities: Arabic, Mandarin Chinese, Japanese, and Advanced French and Spanish (for students who have completed Level 5).***

This course is designed for highly motivated learners who wish to study a language aside from the traditional offerings in French and Spanish, or students who have completed French or Spanish level 5 and wish to design their own course of study to continue to progress in the language. In this non-traditional language study class, students will use a variety of materials and resources to learn a chosen language and cultural elements related to the countries where the language is spoken. The teacher-facilitator will instruct the groups in critical language learning methods and students will participate in language learning activities, working individually as well as cooperatively in small language cohorts. Native and non-native-speaking tutors will provide oral practice. The first year of this course will cover introductory curriculum in the chosen language as well as language learning techniques. Subsequent years will continue study in the chosen language.

## French 3

**FOR1031/1032**

**1.0 credit**

**Semester 1 and 2**

**Grades: 10, 11, 12**

*Recommended: Successful completion of French 2 or consent of instructor based on equivalent experience.*

French 3 is a course that transitions students' proficiency from novice to more intermediate levels of language acquisition and production using the ACTFL World Readiness for Language Learning Standards and the Common Core State Standards. Through speaking and listening to mostly French in class, students will refine their proficiency in listening, speaking, reading, and writing in French while developing a greater understanding of the variety of cultures in the French-speaking world through the study of familiar themes like health and wellness, technology, the environment and the arts.

## Spanish 3

**FOR2041/2042**

**1.0 credit**

**Semester 1 and 2**

**Grades: 10, 11, 12**

*Recommended: Successful completion of Spanish 2 or consent of instructor based on equivalent experience.*

Spanish 3 is a course that transitions students' proficiency from novice to more intermediate levels of language acquisition and production using the ACTFL World Readiness for Language Learning Standards and the Common Core State Standards. Through speaking and listening to mostly Spanish in class, students will refine their proficiency in listening, speaking, reading, and writing in Spanish while developing a greater understanding of the variety of cultures in the Spanish-speaking world through the study of familiar themes like art, food and health and relationships.

## French 4

**FOR1041/1042**

**1.0 credit**

**Semester 1 and 2**

**Grades: 11, 12**

*Recommended: Successful completion of French 3 or consent of instructor based on equivalent experience.*

This course is designed to hone skills in all modes of communication-interpretive reading and listening, and interpersonal and presentational speaking and writing. French is the language of instruction and fluency is acquired systematically through immersion. The teacher promotes exclusive use of French by students, and a variety of methods/tools are used to make the language relevant and useful. Grammar stretches skills learned in levels 1-3 with an emphasis placed on verb tenses. Vocabulary expansion is stressed with authentic reading materials from novels, music, current events. Compositions focus on accuracy and succinct self-expression in relationship to themes studies, as well as overall comprehensibility and fluency. Many activities in class are aligned with French 5/AP expectations and designed to prepare students for French 5 and the possibility of Advanced Placement. Subjects studied include (but are not limited to): French history, Fantôme de l'Opéra, Le Petit Prince, and colonization and its effect on the French-speaking world.

# COURSE CATALOG

# WORLD LANGUAGE

## Spanish 4

**FOR2051/2052**

**1.0 credit**

**Semester 1 and 2**

**Grades: 11, 12**

*Recommended: Successful completion of Spanish 3 or consent of instructor based on equivalent experience.*

This course provides opportunities for students to use and perfect the skills acquired in previous courses. It completes the structured study of grammar and vocabulary and begins to emphasize individual expression through oral presentations, advanced compositions, small group discussions, and the reading of literary selections chosen for their cultural and/or personal relevance. Video, audio and web-based activities will be used to expand language acquisition. Teacher promotes exclusive use of Spanish in class. Students are expected to actively participate using oral and written forms. A variety of methods and materials will be used to promote authentic communication. Students will: read, understand, and discuss information in Spanish; narrate and describe in present, past, and future time frames both orally and in writing; recognize and appreciate cultural perspectives; express and defend opinions.

## French 5

**FOR1051/1052**

**1.0 credit**

**Semester 1 and 2**

**Grade: 12**

*Recommended: Successful completion of French 4 or consent of instructor based on equivalent experience.*

Emphasis is on all forms of communication and the student will polish their language skills while reviewing the grammar structures learned in previous years. Authentic reading materials may include contemporary short stories, plays, and poems. Students will increase their fluency in French by writing in short assignments and through oral activities. Assessment strategies will prepare students for college placement exams. Units of study include: grammar review units, story writing and oral presentations on notable Francophones and Paris. Read, understand, and discuss information learned from authentic materials. Narrate and describe in present, past, and future time frames in oral and written forms. Recognize and appreciate cultural perspectives. Express and defend opinions. Explore options in a situation and handle difficult activities and unexpected events.

## French Language – Advanced Placement

**FOR1061/1062**

**1.0 credit**

**Semester 1 and 2**

**Grade: 12**

*Placement is based on successful completion of French 4 and/or recommendation of the French teacher.*

This course is equivalent to an intermediate conversation and composition course at the college level and is accredited by the College Board. The course content reflects the interests that are common to the students and teacher in the areas of world challenges, science and technology, contemporary life, identity, family and community and aesthetics, as identified by the Advanced Placement exam guidelines. Students will increase their fluency in French by writing bi-weekly in on-line journals and through oral activities. Materials for this course include authentic audio and video recordings, web-based newspapers, magazines, literary works, and grammar review texts. Assessment strategies target preparation for the AP French Language Examination, given in May. The AP French Language Examination is optional, not required. Units of study include: grammar review units, story writing and oral presentations on notable Francophones and Paris. Read, understand, and discuss information learned from authentic materials. Narrate and describe in present, past and future time frames in oral and written forms. Recognize and appreciate cultural perspectives. Express and defend opinions. Explore options in a situation and handle difficult activities and unexpected events.

## Spanish 5

**FOR2061/2062**

**1.0 credit**

**Semester 1 and 2**

**Grade: 12**

*Recommended: Successful completion of Spanish 4 or consent of instructor based on equivalent experience.*

Varied activities help develop students' conversational ability since all communication in class is conducted in Spanish. Reading materials in their original form include contemporary short stories, poems, and novels. Video activities will be used to expand language acquisition. Writing skills are refined through original compositions and grammar is reviewed according to students' needs. Students who take this course prepare themselves for further study of Spanish at the college level. Practice exams will prepare students for the placement tests administered by many colleges and universities to incoming freshman. Students must actively participate using oral and written forms, read, understand, and discuss information learned from authentic materials. Narrate and describe in present, past, and future time frames in oral and written forms. Recognize and appreciate cultural perspectives. Express and defend opinions.

# COURSE CATALOG

# WORLD LANGUAGE

## Spanish Language – Advanced Placement

**FOR2071/2072**

**1.0 credit**

**Semester 1 and 2**

**Grade: 11, 12**

*Placement is based on successful completion of Spanish 4, and/or the recommendation of the Spanish teacher.*

This course is equivalent to an intermediate conversation and composition course at the college level and is accredited by the College Board. The course content reflects the interests that are common to the students and teacher in the areas of history, the arts, current events, and sports, as identified by the Advanced Placement exam guidelines. Materials for this course include authentic audio and video recordings, web-based newspapers, magazines, literary works, and grammar review texts. Assessment strategies target preparation for the AP Spanish Language Examination, given in May. The AP Spanish Language Examination is optional, not required. Units of study include: grammar review units, story writing and oral presentations. Read, understand, and discuss information learned from authentic materials. Narrate and describe in present, past and future time frames in oral and written forms. Recognize and appreciate cultural perspectives. Express and defend opinions. Explore options in a situation and handle difficult activities and unexpected events.

## Spanish Literature and Culture – Advanced Placement

**FOR8081/8082**

**1.0 credit**

**Semester 1 and 2**

**Grade: 12**

The AP Spanish Literature and Culture course, conducted entirely in Spanish, is comparable to an intermediate level college course and prepares students for the AP Spanish Literature & Culture Exam. Students are expected to use Spanish exclusively in class. The curriculum is designed according to the College Board AP Spanish Literature and Culture Course Requirements. This course will introduce students to an extensive required reading list of stories, novels, poetry, drama, and essays from Spanish, Latin American, and United States Hispanic literature. Students will gain greater competence not only with Spanish language and literature, but also with social, historical, environmental, and cultural issues. Students who elect this class will be expected to complete some prerequisite summer reading and additional study sessions during the academic year to meet course requirements.

## Southeast Asian Language for Native Speakers 1

**A-FOR2091/2092**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

Southeast Asian Language for Native Speakers 1 (Hmong 1) is an introductory course intended for native speakers of Hmong that uses the ACTFL World Readiness for Language Learning Standards and the Common Core State Standards. Students will improve their native language skills through conversation and further skills in listening, speaking, reading and writing in the language. In this class, students will develop awareness and knowledge of the history, origins, extent, and importance of the Hmong Language. Students will gain knowledge, linguistic accuracy, and fluency in formal and informal oral and written language.

## Southeast Asian Language for Native Speakers 2

**FOR2101/2102**

**1.0 credit**

**Semester 1 and 2**

**Grades: 9, 10, 11, 12**

Southeast Asian Language for Native Speakers 2 (Hmong 2) is a continuation course intended for native speakers of Hmong that uses the ACTFL World Readiness for Language Learning Standards and the Common Core State Standards. Students will improve their native language skills through conversation and further skills in listening, speaking, reading and writing in the language. Students will extend and deepen their knowledge about Hmong literacy by reading Hmong and non-Hmong texts as well as by discussing and writing about Hmong issues.

## Southeast Asian Language for Native Speakers 3

**A-FOR2111/2112**

**1.0 credit**

**Semester 1 and 2**

**Grades: 11, 12**

Southeast Asian Language for Native Speakers 3 (Hmong 3) is a continuation course intended for native speakers of Hmong that uses the ACTFL World Readiness for Language Learning Standards and the Common Core State Standards. Students will advance their native language skills through conversation and further skills in listening, speaking, reading and writing in the language. Students will extend and deepen their knowledge about Hmong literacy by reading Hmong and non-Hmong texts as well as by discussing and writing about Hmong issues.