

# La Follette High School

# **COURSE CATALOG**

## 2020-2021



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Dear Students and Families,

It is my pleasure to welcome you to the 2020-2021 school year! We are excited to offer an incredible scope of courses and programs that we hope will build on your strengths, ignite your passions and interests, and meet your needs in the upcoming year.

Our school district has a vision that you will not only graduate, but graduate with the skills and abilities to be successful in college, career, and community. We want you 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 you continually build the skills and abilities to be successful.

This vision for Madison's graduates comes to life in our students, and we hope that through the coursework included in this guide, every student will have the opportunities and experiences necessary to meet their goals and aspirations for the future.

We encourage you to devote time to thoughtful planning of your educational journey here in MMSD. Utilize the talents of our school counselors, teachers, administrators, and student services staff as you seek to make informed decisions about your future. Staff can provide insight and advice as you navigate the numerous choices that present themselves within this course selection- planning guide. Most importantly, have candid discussions with your parents about career interests, plans after high school, and the variety of pathways to reach your goals.

I am very excited about the upcoming 2020-2021 school year and all it has to offer.

Jane Belmore  
Interim Superintendent





**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 – La Follette's Health Care Leaders Academy – Program of Study

	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	
<b>PATHWAYS CORE COURSES</b>	<b>ENGLISH</b> stand alone honors or earned honors (1.0)	<b>English 1</b> stand alone honors or earned honors (1.0)	<b>English 2</b> stand alone honors or earned honors (1.0)	<b>English 3</b> (1.0) OR <b>AP Language &amp; Composition</b> (1.0)	<b>English 4</b> (1.0) OR <b>AP Literature &amp; Composition</b> (1.0)
	<b>SCIENCE</b> stand alone honors or earned honors (1.0)	<b>Biology</b> stand alone honors or earned honors (1.0)	<b>Chemistry</b> stand alone honors or earned honors (1.0)	<b>General 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> stand alone honors or earned honors (1.0)	<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) OR <b>AP US History</b> (1.0)	<b>Social Issues</b> (.5)
<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>Health Science Exploration</b> (.5) Required Pathways CORE Course	<b>Health</b> (.5) Required Pathways CORE Course	<b>Biotech I</b> (.5) OR <b>Medical Terminology</b> (.5) OR <b>Anatomy &amp; Physiology</b> (1.0)	<b>Biotech I</b> (.5) OR <b>AP Biology</b> (1.0)	
	<b>Elective</b> (.5)	<b>Body Structure &amp; Function</b> (.5) Required Pathways CORE Course	<b>Elective</b> (.5)	<b>Leadership</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>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, social studies and health science 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 – La Follette's ITC Academy:  
**Changing the Face of Information Technology and Communication**

		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> stand alone honors or earned honors (1.0) <b>OR</b> <b>AP Seminar</b> (1.0)	<b>English 3</b> (1.0) <b>OR</b> <b>AP Language &amp; Composition</b> (1.0)	<b>English 4</b> (1.0) <b>OR</b> <b>College Reading and Writing</b> Dual Credit (1.0)
	<b>SCIENCE</b>	<b>Biology</b> stand alone honors or earned honors (1.0)	<b>Chemistry</b> stand alone honors or earned honors (1.0)	<b>General Physics</b> (1.0) <b>OR</b> <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>OR</b> <b>AP US History</b> (1.0)	<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>Video Production</b> (.5) <b>OR</b> <b>Intro to Programming</b> (1.0) Required Pathways CORE Course	<b>Graphic Design</b> (.5) <b>OR</b> <b>AP Computer Science A</b> (1.0)	<b>Project Management</b> (.5)	
	<b>Elective</b> (.5)	<b>Elective</b> (.5)	<b>Elective</b> (.5)	<b>Professional Communication</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, social studies and health science 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 page 25 and 26 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, 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 10th-12th grade at a school outside of MMSD	Credits needed vary

If you have additional questions, we encourage you to meet with your 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?

Because of recent revisions to our graduation requirements (Summer 2016), the specific courses that you need to earn a diploma from MMSD varies depending on your grade level. Some variation may also exist for students receiving Special Education services based on their Individualized Education Plan or for students who are English Language Learners based on their individual learning needs. Please see the chart on the next page for more information.



# 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

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

credits

Financial Literacy

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

<sup>\*</sup>La Follette class of 2020, 21 and 22 may have different credit requirements due to the change from a block schedule. See your counselor for details.

<sup>\*\*</sup>Starting with the class of 2021



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 participate in an MMSD board approved sport, you have the opportunity to apply for Physical Education Replacement Credit (PERC) in your junior or fall of senior year. Through PERC, 11th and 12th grade 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 is an application process and applications must be completed and submitted **before** your athletic season begins. 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 32.

### 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 - with your parent or educational guardian's support - completed the process of requesting to have these courses included on your high school transcript, these credits *count* towards your total graduation requirements. These courses should 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.

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 the most challenging courses possible and consider experiencing at least some Honors, Advanced Placement, or college-level coursework.
- 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

Almost all two and four-year colleges require applicants to submit some form of assessment scores as part of the application process. To determine what assessment(s) are needed you will want to review the admissions information for your post-secondary institutions of interest. Most four-year colleges and universities will accept either the ACT or SAT 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. 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. 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.

### 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.

### 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)

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>			



# Opportunities for Advanced Coursework and 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 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 32.</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). With transcribed credit from MSOE, 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, or Monique Billings (contact info below) 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>Monique Billings  <a href="mailto:mbillings@madison.k12.wi.us">mbillings@madison.k12.wi.us</a>  608-663-5384</p>
<p>Start College Now and Early College Credit</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 (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 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>Monique Billings  <a href="mailto:mdbillings@madison.k12.wi.us">mdbillings@madison.k12.wi.us</a>            608-663-5384</p>



Type of Experience	What is it? How does it work?	How do I earn credit?
Foundations of Leadership (FOL)	<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://goo.gl/forms/t66FwHQpaYCLFPBi2">https://goo.gl/forms/t66FwHQpaYCLFPBi2</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>Leanne Born, Advanced Learning, <a href="mailto:lewesselhoft@madison.k12.wi.us">lewesselhoft@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://www.gsafewi.org/programs/youth-leadership/foundations-of-leadership/">https://www.gsafewi.org/programs/youth-leadership/foundations-of-leadership/</a></p>
Independent Study	<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 32.</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.

### **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 Core Course
ELECTIVE	AVID ELECTIVE COURSE	AVID ELECTIVE COURSE
ELECTIVE	ELECTIVE	ELECTIVE

**EXPERIENTIAL LEARNING OPPORTUNITIES**  
Awareness Learning  
ex. Field-trip or Guest Speaker

**INTEGRATED PROJECTS**

## 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>
East High School	Steve Somerson	(608) 204-1533	<a href="mailto:ssomerson@madison.k12.wi.us">ssomerson@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		EXPERIENTIAL LEARNING OPPORTUNITIES Awareness Learning ex. Field-trip or Guest Speaker  INTEGRATED PROJECTS
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 Core Course	
ELECTIVE		SPANISH LANGUAGE ARTS (World Language)		SPANISH LANGUAGE ARTS (World Language)		
ELECTIVE		ELECTIVE		ELECTIVE		



## Wisconsin Global Education Achievement Certificate & 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 Education Achievement Certificate (GEAC)	Seal of Biliteracy
<p>The GEAC 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 GEAC 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 the 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>

### GEAC and SBL Contact Information by School

School	Coordinator(s)	Phone	Email
East High School	Kathy Grimm (GEAC and SBL) Spencer Hesse (GEAC and SBL)	(608)204-1799 (608)204-1833	kgrimm@madison.k12.wi.us sdhesse@madison.k12.wi.us
La Follette High School	Mikaela Hagen (GEAC and SBL)	(608)204-3600	mhagen@madison.k12.wi.us
Memorial High School	Jenni Zupan (GEAC only) Jamie Sparks (GEAC only)	(608)663-5990 (608)204-2093	jzupan@madison.k12.wi.us jespearks@madison.k12.wi.us
West High School	Megan Cunningham Deana Zorko	(608)204-4100 (608)204-3511	mecunningham@madison.k12.wi.us dzorko@madison.k12.wi.us



# Student and Staff Support

The Department of Student & Staff Support works collaboratively with the Department of Student Services and other departments across the central office to support the development of healthy, safe, and thriving school communities that create a true sense of belonging for all stakeholders. This includes support in the following areas:

## Culture and Climate

Support for the development of the four foundation practices, Culturally Responsive Teaching (CRT), Restorative Justice (RJ), Social Emotional Learning (SEL), and Positive Behavior Interventions and Supports (PBIS). This also includes support for mindfulness systems across MMSD, and for staff wellness.

## School-Based Support Teams

Support and professional learning for the School Social Workers, School Counselors, School Psychologists, School Nurses and Nurse Assistants (NAs), Behavior Education Assistants (BEAs) and PBIS Coaches. This also includes support for school teaming structure, and for the development of the tiered intervention systems they provide for students.

## Mental Health

Support for the array of mental health interventions across MMSD, including Behavioral health in Schools (BHS), Bounce Back, CBITS, SBIRT, FACE Kids groups, and Building Bridges support for families.

## Health Services

Support for the health offices supported by nurses and nurse assistants, and for the individualized health supports for students in every school.

Our department is committed to the physical, mental, and behavioral well-being of all students and staff in MMSD. We pride ourselves on supporting every school to be thriving school where every child graduates college, career, and community ready.

# Student Services

In alignment to the district's Strategic Framework, the mission of the Department of Student Services is to ensure that all students, especially those with disabilities, are engaged in high quality curriculum and instruction within inclusive educational environments leading to deep learning which results in college, career, and community readiness.

The Department of Student Services has two overarching areas of responsibility:

5. Provide specialized services and supports such that students with disabilities are appropriately identified and receive a free appropriate public education through special education/related services and/or §504 accommodations resulting in meaningful benefit.
6. Provide state and federal resources to remove educational barriers and equitably support students, staff and families.

Student Services staff provide the necessary resources and supports to assist schools in increasing student access to high quality instruction, especially those experiencing barriers to success in areas such as attendance, achievement, behavior, physical health, mental health and basic needs. By promoting wellness for the whole child, this department contributes to the district vision of preparing all children to be college, career and community ready upon graduation.



# English as a Second Language Courses and English Language Learner Supports

## Who takes English as a Second Language (ESL) courses?

ESL courses are designed for students whose native language is not English and who have tested as eligible for English language development services. ESL courses are designed for students who have recently entered the U.S. and students at emerging and developing levels of proficiency in English. ESL courses include instruction in English Language Arts, mathematics, science, and social studies taught by teachers who are certified in both the content area and English as a Second Language.

## What additional supports are available for English Language Learners?

Students identified as English learners, and whose parent/guardians who want learning support services for their student, receive an English learner Individual Plan of Service. This plan explains the students English language level related to Listening, Speaking, Reading and Writing, and specifies the types of supports the school will provide to them. English learners benefit from access to linguistically and culturally attentive instruction and related services as coordinated by English as a second language, bilingual, and content area licensed educators in the general education classroom, working in collaboration with administrators and bilingual counselors.

**English as a second language (ESL)** educators and bilingual resource teachers (BRT) provide specialized instruction as specified in the English learner student's Individual Plan of Service within and outside of the classroom to English learners in general education environments with instruction in English and/or dual language education environments.

**Bilingual counselors** are also available at each high school to assist English language learners with course selection and post-secondary planning.

**English as a second language teachers, bilingual resource teachers, and bilingual counselors** also serve as case managers. Case managers (a) provide a school-based contact/advocate for parents and students, (b) document English learner data, and (c) explain data management to parents in order to keep them informed of students' academic progress/status. This work is part of the student and families' rights in relation to the English learner student's Individual Plan of Service.

**Bilingual Resource Specialists (BRS)** offer translation and interpretation in students' home languages as a supplemental resource in general education classrooms. In addition, these highly-trained individuals serve as a conduit between families and schools to build lasting and supportive learning relationships.



## Interventions & Options for Credit Recovery

### What do I do if I need additional support or if I need to recover a class?

Some students may need additional supports to achieve grade level skills. High schools have processes in place to identify students who need extra support in addition to their core courses.

Some of these supplemental support opportunities are non-credit bearing (e.g., tutoring, in class supports, supported study halls) and some are credit bearing (e.g., Read 180 course, System 44 course, Language Live, blended online course). These supplemental supports and interventions are available to all students based on criteria specific to each supplemental support option. Please see your counselor to discuss literacy and math intervention courses that may be available at your school as credit bearing classes. Other non-credit bearing supplemental support options are afforded to students through a comprehensive high school schedule where extra time is designated.

Students who earned a failing semester grade in one or more core courses are eligible for Credit Recovery. Credit Recovery is most commonly defined as a structured means for students to regain credit in order to graduate from high school. The length of credit recovery courses shall be dictated by the skills and knowledge the student needs to recover and not be a fixed length of seat time. Core academic credits include credits required for graduation in English, social studies, mathematics, physical education, health and science. For these courses, students must retake the same course required for graduation (see [Board Policy 3540](#)). Credit Recovery courses can be delivered in a face-to-face class, an online class, or in a blended class using Apex Learning online during the school year or during summer school. If a student is taking online credit recovery courses, a maximum of two per year is allowed.

## Course Request Process & Course Change Procedures

### How will I select my courses?

Each year, (typically in January or February) 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.

### Counselor contact information

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

Schedule changes will only be made during 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 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**

If you are 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.



## Acceptable Use Policy for Technology

As learning integrates technology into coursework, it is important to note the responsibilities and expectations of devices and the internet within the district. To read the Acceptable Use Policy, please visit <https://ts.madison.k12.wi.us/aup>. In addition to Board Policies, high school students should adhere to the following guidelines as established high schools in the following [agreement](#).

### Social Media Usage

Social Media is an integral part of the Madison Metropolitan School District's (MMSD) communications strategy. The District recognizes its value, the role it can play in enhancing communication with our many audiences, and its role within the classroom. There are many factors to consider when using social media and as such students should use social media per Board Policy 3721 (Student Policy, Procedures, and Rules for Using Information Technology). When we as an online community follow these policies it protects our students and community in a respectful and relevant manner.

### Student Use of Social Media

Students should always exercise the utmost caution when participating in any form of social media or online communications, both within MMSD's community and beyond, and abide by all District policies when pursuing the development of the school-affiliated site for education purposes.

The district is committed to the security and privacy of student data. Teachers will only use digital resources that are compliant with state and federal laws related to student records and online safety and are an essential tool for student learning goals. Teachers will also communicate with parents how social media is used within their classrooms.

## Important Contacts at La Follette High School

	Counselor	Phone	Email	Book Directly
Southern	Jena Acker	204-3665	<a href="mailto:jacker@madison.k12.wi.us">jacker@madison.k12.wi.us</a>	<a href="http://jacker.youcanbook.me">jacker.youcanbook.me</a>
Howard	Judy Christensen	204-3614	<a href="mailto:jdchristense@madison.k12.wi.us">jdchristense@madison.k12.wi.us</a>	<a href="http://judychristensen.youcanbook.me">judychristensen.youcanbook.me</a>
AVID	Betsy Peterson	204-3664	<a href="mailto:blpeterson@madison.k12.wi.us">blpeterson@madison.k12.wi.us</a>	<a href="http://blpeterson.youcanbook.me">blpeterson.youcanbook.me</a>
Spelman	Amy Schwab	204-3663	<a href="mailto:aschwab@madison.k12.wi.us">aschwab@madison.k12.wi.us</a>	<a href="http://aschwab.youcanbook.me">aschwab.youcanbook.me</a>
Tuskegee	Calvin Taylor	204-3662	<a href="mailto:cetaylor@madison.k12.wi.us">cetaylor@madison.k12.wi.us</a>	<a href="http://cetaylor.youcanbook.me">cetaylor.youcanbook.me</a>
ELL	Emily Valdivia	204-3615	<a href="mailto:eavaldivia@madison.k12.wi.us">eavaldivia@madison.k12.wi.us</a>	<a href="http://eavaldivia.youcanbook.me">eavaldivia.youcanbook.me</a>

### PERC contact:

Mark Krall, Athletic Director  
608-204-3656

### Advanced Placement course contact:

Cherie Thibodeaux, Assistant Principal  
608-204-3612

### Madison Virtual Campus contact:

Anna D'Amelio  
608-204-3559



# LA FOLLETTE HIGH SCHOOL

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ART		COURSE NUMBER	Recommended Grade Levels			
			09	10	11	12
Drawing 1	\$ 20 Fee	ART2075	X	X	X	X
Drawing 2	\$ 20 Fee	ART2080	X	X	X	X
Drawing 3	\$ 30 Fee	ART2090		X	X	X
Drawing and Prints 4	\$ 30 Fee	ART2150				X
Painting 1 - Acrylics	\$ 20 Fee	ART3015	X	X	X	X
Painting 2	\$ 20 Fee	ART3030	X	X	X	X
Painting 3	\$ 30 Fee	ART3040			X	X
Painting 4	\$ 30 Fee	ART3050				X
Art Metals 1	\$ 60 Fee	ART5015	X	X	X	X
Art Metals 2	\$ 60 Fee	ART5020		X	X	X
Art Metals 3	\$ 60 Fee	ART5030			X	X
Art Metals 4	\$ 60 Fee	ART5040				X
Ceramics and Sculpture 1	\$ 20 Fee	ART4015	X	X	X	X
Ceramics and Sculpture 2	\$ 30 Fee	ART4020	X	X	X	X
Ceramics and Sculpture 3	\$ 30 Fee	ART4030			X	X
Ceramics and Sculpture 4	\$ 30 Fee	ART4040				X
Portfolio	\$ 30 Fee	ART9030				X

\*Course fees are subject to change. You may be eligible for a fee waiver or reduction. The fee waiver request is included in the August online enrollment process under the socioeconomic status section. Your request will be reviewed by authorized school district personnel.

BUSINESS, INFO TECH, COMPUTERS, MARKETING		COURSE NUMBER	Recommended Grade Levels			
			09	10	11	12
Accounting		BUS2010		X	X	X
Advanced Accounting		BUS2030			X	X
Personal Finance		BUS2055		X	X	X
Intro to Business & Marketing		BUS2065	X	X	X	X
AP Macroeconomics		BUS2085			X	X
AP Microeconomics		BUS2095			X	X
Professional Communications		BUS4075		X	X	X
Career Exploration		BUS9015	X	X	X	X
Writing for the Media		CMP1070		X	X	X
Marketing & Sales		MRK1015	X	X	X	X
Advanced Marketing (DTC)		MRK1020			X	X
Advertising & Social Media		MRK1035	X	X	X	X
Sport and Event Management		MRK1045			X	X
Innovation Zone 1: Entrepreneurship		BUS4095	X	X	X	X
Innovation Zone 2: Be Your Own Boss		MRK1055			X	X
Take Charge: Leading and Managing!		BUS4085				X
Web Design		BUS4015	X	X	X	X
Digital Technologies		CMP1025	X	X	X	X
Bits & Bytes: Computer Media		CMP1045	X	X	X	X
Graphic Design and Desktop Publishing		CMP1055	X	X	X	X
Yearbook Design and Publishing		CMP1060	X	X	X	X
Business Technologies 1		CMP4035	X	X	X	X
Business Technologies 2		CMP4045	X	X	X	X
Video Production		CMP4075		X	X	X
Introduction to Programming		CMP2010	X	X	X	X
AP Computer Science		CMP2020		X	X	X
Law and Ethics		BUS3015		X	X	X
Career Internship		CTE9040			X	X

<b>DUAL LANGUAGE IMMERSION</b>		<b>COURSE NUMBER</b>	<b>Recommended Grade Levels</b>			
			<b>09</b>	<b>10</b>	<b>11</b>	<b>12</b>
Spanish Literature and Language Arts 1 (DLI)		FOR8050	X	X		
US History in Spanish (DLI)		SOC6070	X	X		
Spanish Literature and Language Arts 2 (DLI)		FOR8060	X	X		
World History in Spanish (DLI)		SOC6080		X		
Ethnic Studies in Spanish (DLI)		SOC6095			X	X
Latin American Studies in Spanish (DLI)		SOC7015			X	X
AP Spanish Language		FOR2070			X	X
AP Spanish Literature & Culture		FOR8080			X	X
Language and Community Engagement		FOR8095		X	X	X

<b>ENGLISH</b>		<b>COURSE NUMBER</b>	<b>Recommended Grade Levels</b>			
			<b>09</b>	<b>10</b>	<b>11</b>	<b>12</b>
English 1		ENG1010	X			
English 1 Honors		ENG1020	X			
English 2		ENG1040		X		
English 2 Honors		ENG1050		X		
AP Seminar		ENG9960		X		
English 3		ENG1070			X	
English 3 Honors		ENG1080			X	
AP Language & Composition		ENG2010			X	
English 4		ENG1110				X
English 4 Honors		ENG1120				X
AP Literature and Composition		ENG3010			X	X
Creative Writing		ENG2025		X	X	X
Creative Writing Advanced		ENG2035			X	X
Public Speaking		ENG6015		X	X	X
Film Studies		ENG4015		X	X	X
Literature of a People-Rising Up		ENG3175		X	X	X
Intro to College Reading (DTC)		ENG7515				X
Intro to College Writing (DTC)		ENG3235				X

<b>ENGLISH AS A SECOND LANGUAGE</b>		<b>COURSE NUMBER</b>	<b>Recommended Grade Levels</b>			
			<b>09</b>	<b>10</b>	<b>11</b>	<b>12</b>
English Fundamentals		A-ENG1290	X	X	X	X
Intermediate English		A-ENG1300	X	X	X	X
Advanced English		A-ENG1270	X	X	X	X
English for Academic Success		A-ENG1280	X	X	X	X
Math Fundamentals		A-MAT1210	X	X	X	X
Algebra 1		A-MAT1010	X	X	X	X
Geometry		A-MAT2010	X	X	X	X
Algebra 2/Trigonometry		A-MAT3010	X	X	X	X
US History		A-SOC1010	X	X	X	X
World History – Overview		A-SOC2010	X	X	X	X
Modern US History		A-SOC1040			X	X
Social Issues		A-SOC4010			X	X
Biology		A-SCI1030	X	X	X	X
Chemistry		A-SCI3030	X	X	X	X
Physics		A-SCI2030		X	X	X
Health		A-PHY1035		X	X	X

FAMILY AND CONSUMER SCIENCE		COURSE NUMBER	Recommended Grade Levels			
			09	10	11	12
Culinary Basics	\$ 30 Fee	FCS1015	X	X	X	X
International Cuisine	\$ 30 Fee	FCS1025		X	X	X
ProStart Chef 1	\$ 30 Fee	FCS1035		X	X	X
ProStart Chef 2	\$ 30 Fee	FCS1045		X	X	X
Child Development (Birth – 5 Years)		FCS2015		X	X	X
Careers w/ Children ACCT	\$ 10 Fee	FCS2025			X	X
Parenting & Children		FCS2035	X	X	X	X
Healthy Relationships		FCS2055			X	X
Independent Living		FCS2065		X	X	X
Fashion & Sewing	\$ 30 Fee	FCS3015	X	X	X	X
Interior Architectural	\$ 20 Fee	FCS3045		X	X	X
Health Science Exploration		FCS4015	X	X	X	X
Medical Terminology		FCS4025		X	X	X
Body Structure & Function		FCS4065		X	X	X
Fundamentals of Nursing Assistant	\$ 30 Fee	FCS4095			X	X
Nursing Assistant	\$ 30 Fee	FCS4045			X	X
Career Internship		CTE9040			X	X

\*Course fees may be subject to change. You may be eligible for a fee waiver or reduction. The fee waiver request is included in the August online enrollment process under the socioeconomic status section. Your request will be reviewed authorized school district personnel.

INTERDEPARTMENTAL STUDIES		COURSE NUMBER	Recommended Grade Levels			
			09	10	11	12
SAT/ACT		GEN6050		X	X	X
Film Studies		ENG4015		X	X	X
AVID 1		AVD1010	X			
AVID 2		AVD1020		X		
AVID 3		AVD1030			X	
AVID 4		AVD1040				X

MATHEMATICS		COURSE NUMBER	Recommended Grade Levels			
			09	10	11	12
Algebra 1		MAT1010	X			
Geometry		MAT2010	X	X		
Geometry Honors		MAT2020	X	X		
Advanced Algebra (Transcripted Credit)		MAT5010			X	X
Advanced Algebra w/ Financial		MAT6010		X	X	X
Algebra 2 / Trigonometry		MAT3010	X	X	X	X
Algebra 2 / Trigonometry Honors		MAT3020	X	X	X	
Algebra 3		MAT4010		X	X	X
Pre-Calculus		MAT3060		X	X	X
AP Statistics		MAT5040		X	X	X
AP Calculus AB		MAT5020			X	X
AP Calculus BC		MAT5030			X	X
AP Computer Science		CMP2020		X	X	X

MUSIC		COURSE NUMBER	Recommended Grade Levels			
			09	10	11	12
Concert Band		MUS1040	X			
Wind Ensemble		MUS1090		X	X	X
Jazz Ensemble		MUS1080	X	X	X	X
Jazz Ensemble - Early Bird		MUS1085	X	X	X	X

MUSIC		COURSE NUMBER	Recommended Grade Levels			
			09	10	11	12
Concert Orchestra		MUS3030	X			
Symphonic Orchestra		MUS3020		X		
Philharmonic Orchestra		MUS3040			X	X
Chorale		MUS2010	X	X		
Concert Choir		MUS2070		X	X	X
Advanced Concert Choir (Voices)		MUS2060		X	X	X
Show Choir		MUS2040		X	X	X
Guitar 1		MUS4045		X	X	X
Hip Hop Studies		MUS4075			X	X

PHYSICAL EDUCATION / HEALTH		COURSE NUMBER	Recommended Grade Levels			
			09	10	11	12
Physical Education 1		PHY1015	X			
Health Education		PHY1035		X		
Early Bird Health Education		PHYZ1035		X		
Physical Education 2		PHY1025		X		
Individual Sports	\$ 20 Fee	PHY2035			X	X
Team Sports 1		PHY3015			X	X
Weight Training 1		PHY4015		X	X	X
ProCPR/First Aid	\$ 70 Fee	PHY5085		X	X	X
Lifeguard Training	\$135 Fee	PHY5095		X	X	X
Challenges and Adventure	\$ 40 Fee	PHY5015			X	X
Sports Officiating	\$ 20 Fee	PHY7045			X	X
Social Dance		PHY6015		X	X	X
Personal Fitness		PHY4035			X	X
Introduction to Sports Medicine	\$ 25 Fee	PHY7055			X	X

\*Course fees may be subject to change. You may be eligible for a fee waiver or reduction. The fee waiver request is included in the August online enrollment process under the socioeconomic status section. Your request will be reviewed authorized school district personnel.

READING		COURSE NUMBER	Recommended Grade Levels			
			09	10	11	12
Read 901		RDG1030	X	X	X	X
Read 902		RDG1040		X	X	X

SCIENCE		COURSE NUMBER	Recommended Grade Levels			
			09	10	11	12
Biology		SCI1020	X			
Biology Honors		SCI1030	X			
Biology 2		SCI1050			X	X
Anatomy and Physiology		SCI1080				X
AP Biology		SCI1090			X	X
Biotechnology 1		SCI9085			X	X
Chemistry		SCI3030		X	X	X
Chemistry Honors		SCI3040		X	X	X
AP Chemistry		SCI3060			X	X
Earth Science 1		SCI4020			X	X
General Physics		SCI2030		X	X	X
Math Physics		SCI2040		X	X	X
Math Physics 2		SCI2060			X	X
Advanced Science & Engineering		SCI5030			X	X
Advanced University Research in the Sciences		SCI9010			X	

<b>SCIENCE</b>		<b>COURSE NUMBER</b>	<b>Recommended Grade Levels</b>			
			<b>09</b>	<b>10</b>	<b>11</b>	<b>12</b>
AP Environmental Science		SCI4010			X	X

<b>SOCIAL STUDIES</b>		<b>COURSE NUMBER</b>	<b>Recommended Grade Levels</b>			
			<b>09</b>	<b>10</b>	<b>11</b>	<b>12</b>
U.S. History		SOC1010	X			
U. S. History Honors		SOC1030	X			
World History – Overview		SOC2010		X		
World History – Overview Honors		SOC2020		X		
Modern US History		SOC1045			X	X
Particular Topics in US Government		SOC1085			X	X
Human Social Behavior		SOC4065			X	X
Social Issues		SOC4015			X	X
Ethnic Studies		SOC4075			X	X
World People Studies – Women		SOC4120			X	X
AP World History		SOC2040		X		
AP European History		SOC2090		X	X	X
AP U.S. History		SOC1060			X	X
AP Psychology		SOC4050			X	X
AP World History		SOC2040		X		
AP U.S. Government & Politics		SOC5040			X	X
U. S. History in Spanish (DLI)		SOC6070	X			
World History in Spanish (DLI)		SOC6080		X		
Ethnic Studies in Spanish (DLI)		SOC6095			X	X
Latin American Studies in Spanish (DLI)		SOC7015			X	X
Foundations of Leadership		SOC7035			X	X

<b>SPECIAL EDUCATION PROGRAM (Listed in Departments)</b>		<b>COURSE NUMBER</b>	<b>Recommended Grade Levels</b>			
			<b>09</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>SPECIAL EDUCATION ENGLISH</b>						
Life Skills Reading		A-RDG1240	X	X	X	X
Reading Fundamentals		A-RDG1250	X	X	X	X
Literature Fundamentals 11-12		A-ENG3200			X	X
<b>SPECIAL EDUCATION MATHEMATICS</b>						
Life Skills Math		A-MAT1200	X	X	X	X
Math Fundamentals		A-MAT1210	X	X	X	X
Math 1		A-MAT1220	X	X	X	X
Math 2		A-MAT1230	X	X	X	X
Math 3		A-MAT1210	X	X	X	X
<b>SPECIAL EDUCATION PHYSICAL EDUCATION / HEALTH</b>						
Life Skills Physical Education		A-PHY1205	X	X	X	X
Life Skills Health		A-PHY1225	X	X	X	X
<b>SPECIAL EDUCATION READING</b>						
Reading 1		A-RDG1200	X	X	X	X
Reading 2		A-RDG1210	X	X	X	X
Reading 3		A-RDG1220	X	X	X	X
Reading Fundamentals		A-RDG1250	X	X	X	X
Literature Fundamentals 11-12		A-ENG3200			X	X
<b>SPECIAL EDUCATION WORK CREDIT</b>						
Introductory Vocational Skills		A-GEN3200	X	X	X	X
Supported Employment Skills		A-GEN3230			X	X
Competitive Employment Skills		A-GEN3240		X	X	X
Post-Grad Supported Employment		A-GEN3250				X+

<b>TECHNOLOGY AND ENGINEERING</b>		<b>COURSE NUMBER</b>	<b>Recommended Grade Levels</b>			
			<b>09</b>	<b>10</b>	<b>11</b>	<b>12</b>
Design and Drafting	\$ 30 Fee	TEC4010	X	X	X	X
Wood Fabrication 1	\$ 20 Fee	TEC3010	X	X	X	X
Home Maintenance & Improvement (WCA)	\$ 30 Fee	TEC3020	X	X	X	X
Fundamentals of Construction	\$ 30 Fee	TEC3030		X	X	X
Wood Fabrication 2	\$ 30 Fee	TEC3040	X	X	X	X
Wood Fabrication 3	\$ 40 Fee	TEC3050		X	X	X
Wood Fabrication 4	\$ 40 Fee	TEC3060			X	X
Introduction to Engineering (PLTW)	\$ 30 Fee	TEC1010	X	X	X	X
Principals of Engineering (PLTW) – ES (Equivalent Science)	\$ 30 Fee	TEC1020		X	X	X
Civil Engineering & Architecture	\$ 30 Fee	TEC1040		X	X	X
Digital Electronics (PLTW) – EM (Equivalent Math)	\$ 20 Fee	TEC1030		X	X	X
Consumer Auto	\$ 20 Fee	TEC2010	X	X	X	X
Outdoor Power Equipment Technology	\$ 20 Fee	TEC2020	X	X	X	X
Automotive Technology 1 / Engine Systems	\$ 20 Fee	TEC2030	X	X	X	X
Automotive Technology 2	\$ 20 Fee	TEC2040		X	X	X
Automotive Technology 3	\$ 20 Fee	TEC2050			X	X
Automotive Technology 4 / Advanced Engines	\$ 20 Fee	TEC2060			X	X
Career Internship		CTE9040			X	X

\*Course fees may be subject to change. You may be eligible for a fee waiver or reduction. The fee waiver request is included in the August online enrollment process under the socioeconomic status section. Your request will be reviewed by authorized school district personnel.

<b>WORLD LANGUAGES</b>		<b>COURSE NUMBER</b>	<b>Recommended Grade Levels</b>			
			<b>09</b>	<b>10</b>	<b>11</b>	<b>12</b>
American Sign Language 1		FOR4010	X	X	X	X
American Sign Language 2		FOR4020	X	X	X	X
American Sign Language 3		FOR4030		X	X	X
American Sign Language 4		FOR4040		X	X	X
French 1		FOR1010	X	X	X	X
French 2		FOR1020	X	X	X	X
French 3		FOR1030	X	X	X	X
French 4		FOR1040		X	X	X
French 5		FOR1050			X	X
AP French Language		FOR1060			X	X
German 1		FOR3010	X	X	X	X
German 2		FOR3020	X	X	X	X
German 3		FOR3030		X	X	X
German 4		FOR3040		X	X	X
AP German Language		FOR3050			X	X
Spanish 1		FOR2010		X	X	X
Spanish 2		FOR2030	X	X	X	X
Spanish 3		FOR2040	X	X	X	X
Spanish 4		FOR2050		X	X	X
Spanish 5		FOR2060			X	X
AP Spanish Language		FOR2070			X	X
AP Spanish Literature		FOR8080			X	X
Spanish Literature and Language Arts 1 (DLI)		FOR8050	X	X		
Spanish Literature and Language Arts 2 (DLI)		FOR8060	X	X		
Language and Community Engagement		FOR8095		X	X	X

# ART

## Drawing 1

ART2075

1/2 credit

Humanities  
Grades 9-12

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

ART2080

1 credit

Humanities  
Grades 10-12

### **Recommendation: Drawing 1**

Students will get more involved in their ability to manipulate various mediums such as charcoal, pastel, and ink just to name a few. Opportunities will be given for students to sharpen their drawing skills and creativity while generating images from their experiences. Moreover, rather than drawing being offered as an end to itself, students will continue to create prints from their drawings using such techniques as dry-point, etching, and relief.

\* A fee may apply for this course. See listing on pages 28 for more information.

## Drawing 3

ART2090

1 credit

Humanities  
Grades 10-12

### **Recommendation: Drawing 2**

This course encourages advanced art studio pursuit per individual contact-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. \* A fee may apply for this course. See pages 28.

## Drawing and Prints 4

ART2150

1 credit

Humanities  
Grades 12

### **Recommendation: Drawing 3**

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. \* A fee may apply for this course. See listing on page 28 for more information.

## Portfolio

ART9030

1 credit

Humanities  
Grades 12

### **Recommendation: Drawing 4**

This class is reserved for the serious artist who has aspirations of attending art school. It will allow students to seriously focus on their work and artistic production in order to create a portfolio which is required for acceptance to most art schools. The student will take slides and develop a coherent body of work that will span several art mediums to best express the student's abilities and direction.

## Painting 1 - Acrylics

ART3015

1/2 credit

Humanities  
Grades 9-12

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.

## Painting 2

ART3030

1 credit

Humanities  
Grades 9-12

### **Recommendation: Painting 1**

This course serves as an extension of previous painting classes. In this class, students may continue to explore traditional as well as modern painting mediums and techniques, such as acrylic, watercolor, and digital painting. Other topics may include: mixed media, portfolio creation, acrylic, watercolor, printmaking, and water-based oil. Advanced media applications in acrylic polymer and watercolor are introduced. Students continue to develop their painting skills and explore creative directions in their work. Experiences will include study of elements of art and principles of design, color theory, history, cultural applications, contemporary artists, careers, the art of critique, and art appreciation. \* A fee may apply for this course. See page 28.

## Painting 3

ART3040

1 credit

Humanities  
Grades 11-12

### **Recommendation: Painting 2**

This course encourages advanced art studio pursuit. Students are involved in developing their art curriculum, based on their area of interest and need. Creativity is stressed while continuing to improve technical skills. Students develop perseverance, problem solving, independent research, vocabulary, and oral speaking. This class resembles an artist community. \* A fee may apply for this course. See listing on page 28.

<b><u>Painting 4</u></b>	ART3050	1 credit	Humanities Grade 12
<b><i>Recommendation: Painting 3</i></b>			
This course encourages advanced art studio pursuit. The emphasis is on creativity, problem solving, perseverance, whole brain thinking through continued skill building and practice of these skills. Students enhance their expertise and continue to develop their areas of interest. Independent research, vocabulary, oral speaking, perseverance and problem solving are also stressed. This case resembles an artist community. * A fee may apply for this course. See listing on page 28.			
<b><u>Art Metals 1</u></b>	ART5015	1/2 credit	Humanities Grades 9-12
This course will provide students with an introductory experience in the design and fabrication of jewelry and sculpture in semi-precious materials. By using metal as an art form students will learn to incorporate the elements and principles of design into their pieces while working with a variety of tools and processes. Basic studio skills such as proper care of tools and equipment, studio safety procedures and working vocabulary associated with a variety of techniques will be emphasized. A variety of methods will be explored, including but not limited to: sawing, filing, piercing, soldering, cold joining, texturing, enameling and making of chains. * A fee may apply for this course. See listing on page 28.			
<b><u>Art Metals 2</u></b>	ART5020	1 credit	Humanities Grades 10-12
<b><i>Recommendation: Art Metals 1</i></b>			
This course offers the advanced student instruction in new techniques such as glass bead making, cuttlebone and lost wax casting, cabochon stone setting, surface treatments, box making multi-joint soldering as well as other advanced techniques. Metallurgy and the study of precious and semi-precious stones will be covered. An increasing emphasis will be placed on original design and craftsmanship. * A fee may apply for this course. See listing on page 28.			
<b><u>Art Metals 3</u></b>	ART5030	1 credit	Humanities Grades 11-12
<b><i>Recommendation: Art Metals 2</i></b>			
This course emphasizes construction of utilitarian forms as well as sculpture and jewelry. Students will create hollow forms and learn techniques such as die-forming, raising, forging, chasing, and repousse. Advanced design skills and originality will be emphasized as students design a "series" of jewelry pieces. A demonstration of setting faceted stones in prong and tube settings will be given and students will have the option of incorporating these techniques into their designs. * A fee may apply for this course. See listing on page 28.			
<b><u>Art Metals - Advanced</u></b>	ART5040	1 credit	Humanities Grade 12
<b><i>Recommendation: Art Metals 3</i></b>			
This course encourages advanced studio pursuits for students who have successfully completed the previous 3 Metals courses. Students will create a piece of work for the Scholastic Art Awards competition, which challenges design and technical skills. Lapidary techniques will be introduced and students will grind, sand and polish a stone from scratch and incorporate it into a piece of their choice. Individual work and vision will be emphasized and careers in metals fields will be explored. * A fee may apply for this course. See listing on pages 30-36 for more information.			
<b><u>Ceramics and Sculpture 1</u></b>	ART4015	1/2 credit	Humanities Grades 9-12
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 elements 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. A fee may apply for this course. See listing on pages 30-36 for more information.			
<b><u>Ceramics and Sculpture 2</u></b>	ART4020	1 credit	Humanities Grades 9-12
<b><i>Recommendation: Ceramics and Sculpture 1</i></b>			
This course will build on the experiences, knowledge and techniques presented in Ceramics and 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.* A fee may apply for this course. See listing on pages 30-36 for more information.			

**Ceramics and Sculpture 3**

ART4030

1 credit

Humanities

***Recommendation: Ceramics and Sculpture 2***

Grades 11-12

In this course students will engage in a contract based instructor directed course of student. Students enrolling in this class should have a strong and consistent work ethic, advanced skill in numerous clay forming, decorating and glazing techniques, and the ability to be productive while working independently. At this level students will be expected to find and develop "personal voice" in their creative expression with an emphasis placed on effective communication of their thought processes. Students will also be introduced to glaze mixing and formulation and have opportunity to assist in the loading and firing of kilns. \* A fee may apply for this course. See listing on pages 30-36 for more information.

**Ceramics and Sculpture 4**

ART4040

1 credit

Humanities

***Recommendation: Ceramics and Sculpture 3***

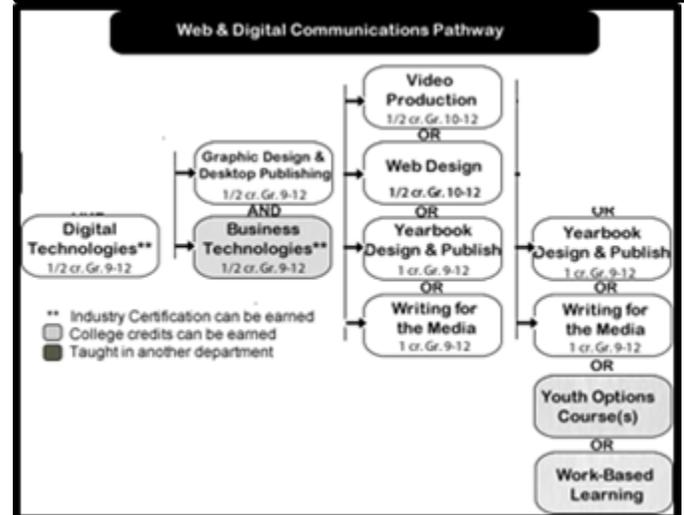
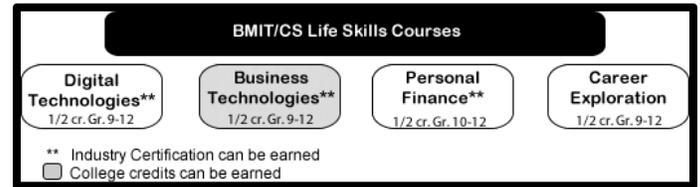
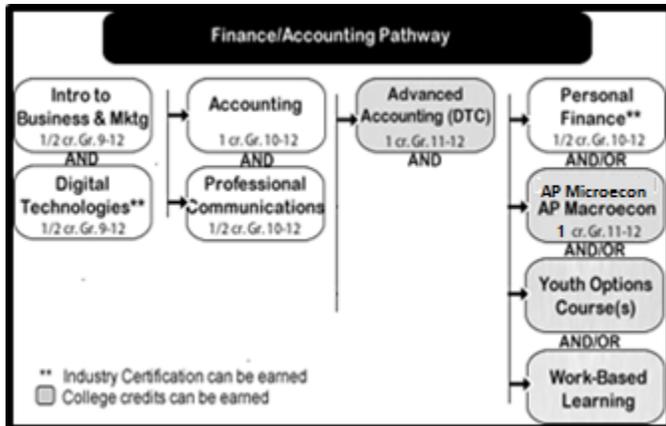
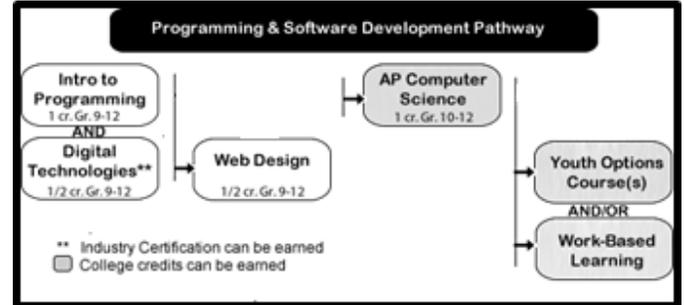
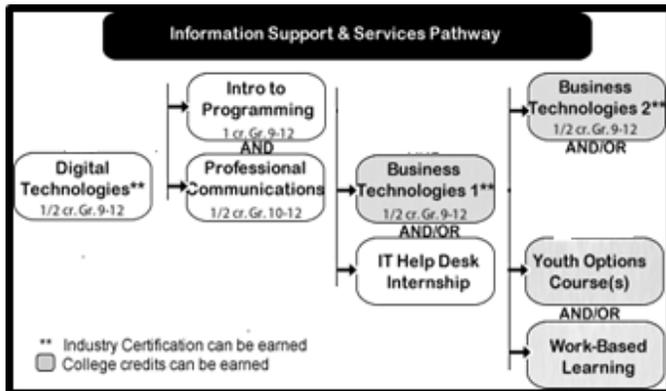
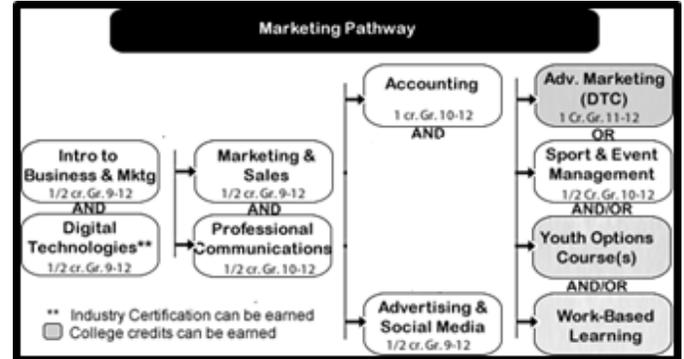
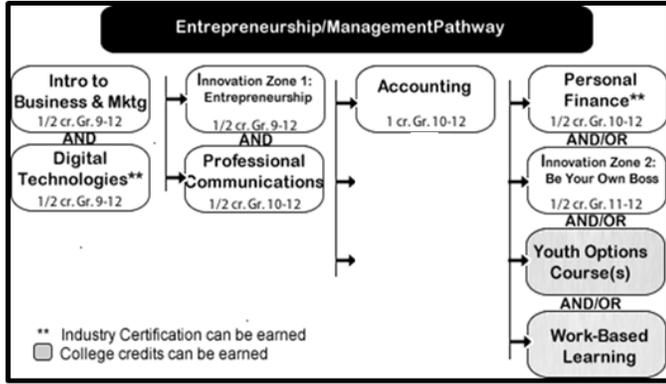
Grade 11-12

In this course students will engage in a contract based, self-directed, instructor mentored course of study and therefore must possess a wealth of conceptual ideas that can result in thought provoking finished forms. A student's acquired knowledge from all previous ceramics courses should be evident in an established "style", a well-developed aesthetic, and advanced critiquing, designing, crafting and glazing skills. Students should demonstrate fluency in their communicative ability using clay as their "language." Students are expected to have a very strong personal work ethic, an awareness of clay-working traditions as applicable to craft and fine art as well as a firm understanding of the transformation of wet clay to finished form. Students enrolling in this course will be required to participate in all aspects of their production process and should have identified ceramic arts as a "passion," possible lifelong hobby or the chosen major/minor for their college career. \* A fee may apply for this course. See listing on pages 30-36 for more information.

# BUSINESS, INFORMATION TECHNOLOGY / COMPUTER SCIENCE AND MARKETING EDUCATION

Statement for ALL course sequence maps:

These course sequence 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.



## BUSINESS EDUCATION

### Accounting

BUS2010

1 credit

Career & Tech Ed  
Grades 10-12

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

BUS2030

1 credit

Career & Tech Ed  
Grades 11-12

#### ***Recommendation: Accounting***

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"!

### Personal Finance

BUS2055

1/2 credit

Career & Tech Ed  
Grades 10-12

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. **This class fulfills the financial literacy graduation requirement.**

### Law & Ethics

BUS3015

1/2 credit

Career & Tech Ed  
Grades 10-12

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.

### Intro to Business & Marketing

BUS2065

1/2 credit

Career & Tech Ed  
Grades 9-12

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.

### AP Macroeconomics

BUS2085

1/2 credit

Career & Tech Ed

### AP Microeconomics

BUS2095

1/2 credit

Career & Tech Ed  
Grade 11-12

Advanced Placement Economics covers both micro and macro economic issues. Microeconomics provides instruction in each of the following areas: basic economic concepts, the nature and functions of product markets, factor markets, and market failure and the role of government. Macroeconomics provides instruction in each of the following areas: basic economic concepts, measurement of economic performance, national income and price determination, financial sector, inflation, unemployment, and stabilization policies, economic growth and productivity, open economy: international trade and finance. Students who elect to take AP Economics qualify to take the Advanced Placement exams in both Micro and Macro Economics in the spring of the year. Since Micro and Macro Economics are two distinct courses in college, doing well on those exams can equate to substantial money savings in the future. This is an excellent course choice for anyone, especially for those students who are interested in majoring in business at the collegiate level.

**Professional Communications**

BUS4075

1/2 credit

Career & Tech Ed  
Grades 10-12

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.

**Career Exploration**

BUS9015

1/2 credit

Career & Tech Ed  
Grades 9-12

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.

**Writing for the Media**

CMP1070

1 credit

Career & Tech Ed  
Grades 10-12***Teacher recommendation for multiple credit***

ARE YOU INTERESTED IN JOURNALISM? Acting like a true journalist gives this class a genuine and unique feel. Learning newspaper and advertising design, successful interviewing skills, building journalistic writing skills and working under a business-like, deadline-oriented atmosphere are just a few aspects of this class. Students will learn to quickly and effectively work under pressure, how to think critically and objectively, and other essential characteristics that are needed in all careers. If you enjoy writing, graphic design and photography, this student-run newspaper may be that missing piece to complete your set of great high school experience. Those interested in editor positions may apply and take the class for the entire school year. Students can take this class more than once for credit. *May be repeated for credit.*

**MARKETING EDUCATION****Marketing & Sales**

MRK1015

1/2 credit

Career & Tech Ed  
Grades 9-12

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.

**Advanced Marketing**

MRK1020

1 credit

Career & Tech Ed  
Grades 11-12***Recommendation: One semester or more of marketing classes.***

Advanced Marketing is designed to expand the concepts of Marketing and Sales if you are interested in a marketing career. Classroom focus is group instruction with the opportunity to apply "real-life" situations to the real world while working with the school based enterprise and local business partners. (Dual/transcripted credit is offered by Madison College with transfer possibilities to other colleges and universities.)

**Advertising and Social Media**

MRK1035

1/2 credit

Career & Tech Ed  
Grades 9-12

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.

**Sport & Event Management**

MRK1045

1/2 credit

Career & Tech Ed  
Grades 11-12

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.

**Innovation Zone 1: Entrepreneurship**

BUS4095

1/2 credit

Career & Tech Ed  
Grades 9-12

Innovate! Explore! 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.

**Innovation Zone 2: Be Your Own Boss** MRK1055 1/2 credit Career & Tech Ed  
 Grades 11-12

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

**Recommendation: To be successful student must have one semester or more of marketing classes**

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.

**Take Charge: Leading and Managing!** BUS4085 1/2 credit Career & Tech Ed  
 Grades 12

Learn management and leadership skills that span across all functions of a business and your life. Current business and community topics and events will play a role in learning how the role of a manager/leader continues to evolve. In this class you will learn how to plan, organize and implement various management, supervisory, and leadership strategies and techniques to be truly successful!

## INFORMATION TECHNOLOGY/COMPUTER SCIENCE

**Web Design** CMP4015 1/2 credit Career & Tech Ed  
 Grades 9-12

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.

**Digital Technologies** CMP1025 1/2 credit Career & Tech Ed  
 Grades 9-12

A must-have course for all students who want to be successful in today's technology-driven world. You'll work in real-world environments 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!

**Bits & Bytes: Computer Media** CMP1045 1/2 credit Career & Tech Ed  
 Grades 9-12

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.

**Graphic Design and Desktop Publishing** CMP1055 1/2 credit Career & Tech Ed  
 Grades 9-12

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.

**Yearbook Design & Publishing** CMP1060 1 credit Career & Tech Ed  
 Grades 9-12

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. Be influential in many decisions made about the creation and design of the yearbook. *May be repeated for credit.*

**Business Technologies 1** CMP4035 1/2 credit Career & Tech Ed  
**Business Technologies 2** CMP4045 1/2 credit Career & Tech Ed  
 Grades 9-12

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.)

**Video Production**

CMP4075

1/2 credit

Career & Tech Ed  
Grades 10-12

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.

**Introduction to Computer Programming**

CMP2010

1 credit

Career & Tech Ed  
Grades 9-12

***Recommendation: Completion of Algebra 1***

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.

**AP Computer Science**

CMP2020

1 credit

Career & Tech Ed or Math  
Grades 10-12

***Recommendation: Completion of Algebra 2-Tri, Intro. to Computer Programming or consent of instructor.***

This course uses the Java language and is comparable to an introductory programming course offered in colleges and universities. Students will deepen their understanding of the basic programming structures and techniques. Students who have taken this course have often gone on into careers in computer related fields, although anyone with an interest in programming is welcome. This course will prepare students to take the Advanced Placement Computer Science exam.

**Career Internship**

CTE9040

1 credit per Sem

Career & Tech Ed

***Application process required--see counselor for more information***

(2 credits max)

Grades 11-12

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

**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 conversion 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***

***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, Family & Community Services, Food Service, Construction, Electronics, Health Science, Child Care Teacher **\*Industry Certification**

**Youth Apprenticeship**

***Application process required--see counselor for more information***

***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, Biotechnology, Construction, Finance & Accounting, Health Services, Culinary/Hospitality/Tourism, Information Technology, and Pharmacy Technician **\*\*College Credit**

## DUAL LANGUAGE IMMERSION

### Spanish Literature and Language Arts 1

FOR8050

1 credit

For Lang  
Grade 9-10

***Recommendation: Participation in middle school DLI program or meets minimum Spanish proficiency level for course***

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.

### US History in Spanish

SOC6070

1 credit

Soc Stds  
Grade 9-10

***Recommendation: Participation in middle school DLI program or meets minimum Spanish proficiency level for course***

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.

### Spanish Literature and Language Arts 2

FOR8060

1 credit

For Lang  
Grade 9-10

***Recommendation: Completion of Spanish Literature and Language Arts 1 or meets minimum Spanish proficiency level for course.***

Students in this course will develop Spanish grammar, usage, and fluency through a variety of contexts. Extensive reading, vocabulary building, and grammar practice develop greater student fluency and prepare students for an AP Spanish course. The course is conducted exclusively in Spanish and will help students refine their communication skills in past, present, and future tenses. 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 in Spanish

SOC6080

1 credit

Soc Stds  
Grade 10

***Recommendation: Participation in DLI program or meets minimum Spanish proficiency level for course***

This course is taught in Spanish and is designed for bilingual learners. The course challenges students to explore the historical events, geographical forces 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.

### Ethnic Studies in Spanish

SOC6095

1/2 credit

Soc Stds  
Grade 11-12

***Recommendation: Participation in DLI program or meets minimum Spanish proficiency level for course***

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 English for 11th and 12th grade students and in Spanish as part of the Dual Language Immersion Social Studies track (recommended for DLI 11th graders).

**Latin America Studies in Spanish**

SOC7015

1/2 credit

Soc Stds  
Grade 12

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. The course covers pre-Columbian Indigenous societies, the period of Spanish conquest and rule, the struggle for independence, and the current efforts to modernize and stabilize the wide variety of Latin American nations. The course will be taught entirely in Spanish and will include primary source and current event analysis, formal research and academic writing, guest speakers, and in-class discussion.

**AP Spanish Language**

FOR2070

1 credit

For Lang  
Grades 11-12

***Recommendation: Spanish 4***

AP Spanish is a continuation of the Spanish program with focus on refining all skills of listening, speaking, reading, and writing. There is a greater emphasis on discussion and conversation in Spanish, and the classes will rely on a variety of resources, including textbooks, literature, video, and online content. Students who enroll in the AP level course will also practice for the AP Spanish Language exam. This course is conducted entirely in Spanish. Access to a cassette recorder is required for AP practice exams.

**AP Spanish Literature & Culture**

FOR8080

1 credit

For Lang  
Grade 11-12

***Recommendation: Spanish 5 or AP Spanish Language***

The high school AP Spanish Literature course, conducted entirely in Spanish, is comparable to an intermediate college level class 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 Course Requirements. The 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 in Spanish language and literature but also in social, environmental, and cultural issues. Students who elect this class will be expected to complete some summer work and possibly attend "book club" sessions to allow for completion of all required readings.

**Language and Community Engagement**

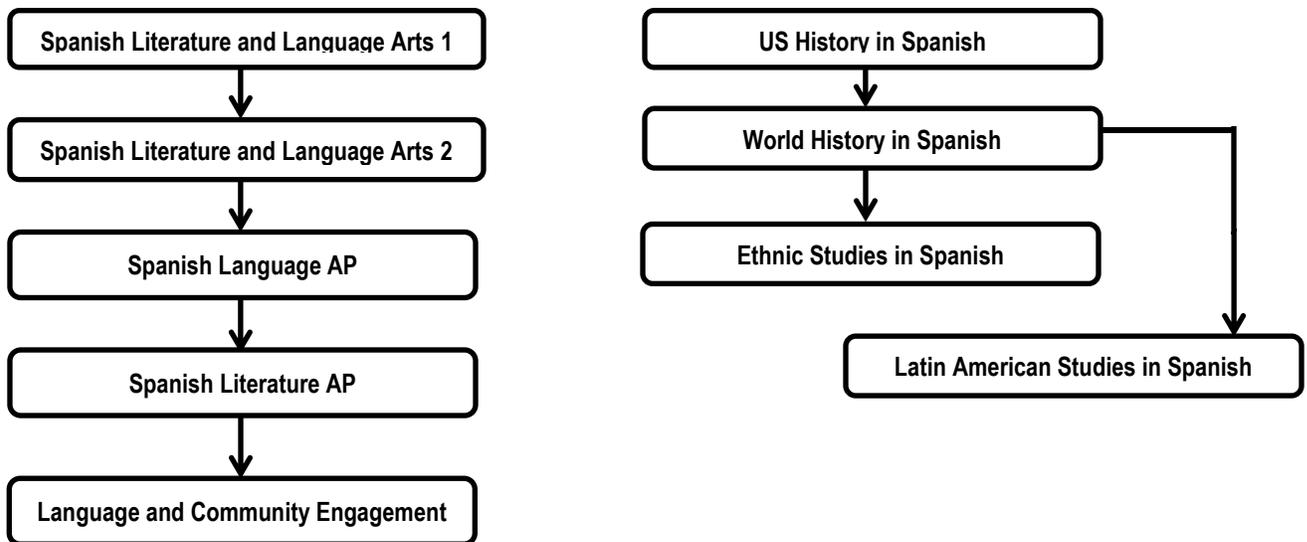
FOR8095

1/2 credit

For Lang  
Grade 10-12

Students who have studied a language in school or are heritage speakers will have the opportunity to continue their language study in an individualized way with an emphasis on using the language outside of a classroom setting and in the local and global community. Students will also be able to pursue the Seal of Biliteracy through this coursework. Through opportunities for engagement in the target language, students will explore individualized cultural areas of interest. Opportunities to engage in language use and exploration outside of the classroom will be a major focus. The course will culminate in a student-led project that reflects the semester's learning.

**Recommended Dual Language Immersion Course Sequence**



# ENGLISH

Four years of English are required of all students.

<b><u>English 1</u></b>	ENG1010	1 credit	English Grade 9
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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.

<b><u>Extended Literacy</u></b>	EXTLIT1010	1 credit	Elective Grade 9
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This 9th-grade course is a companion for English 1. Students in Extended Literacy experience pre-teaching, re-teaching and extra practice with skills presented in English 1, aligned to the Common Core State Standards. Students are selected for this course in the spring by a committee based on individual assessment results.

<b><u>English 1 Honors</u></b>	ENG1020	1 credit	English Grade 9
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Honors English 1 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.

<b><u>English 2</u></b>	ENG1040	1 credit	English Grade 10
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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 literary 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.

<b><u>English 2 Honors</u></b>	ENG1050	1 credit	English Grade 10
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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.

<b><u>AP Seminar</u></b>	ENG9960	1 credit	English Grade 10
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AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academics and real-world topics and issues by analyzing articles, research studies and other foundational, literacy and philosophical texts; listening to speeches, broadcast, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspective in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. This 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.

<b><u>English 3</u></b>	ENG1070	1 credit	English Grade 11
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English 3 is a survey of American literature including contemporary short stories, poetry, drama, nonfiction and novels. Throughout the course, students will write several essays in response to argumentative, narrative and informational texts. Students will write for a variety of audiences and purposes, including journals, essays, and personal narratives. Students will also continue to develop impromptu writing skills and research techniques. Selected texts will include a variety of 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> century authors, including but not limited to Dickinson, Miller, O'Connor and Poe.

<b><u>English 3 Honors</u></b>	ENG1080	1 credit	English Grade 11
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See [English 3](#). Starting with the same basic course, the survey is more intensive, demanding more individual interpretation and initiative required. Students will write journals, essays, personal memoir, and a research paper.

**AP Language & Composition**

ENG2010

1 credit

English  
Grade 11

AP Language and Composition is a writing-intensive course in American Literature and current events, focusing primarily on non-fiction: autobiography, essays, articles, speeches, and so on. The intent of this course is to offer a more rigorous alternative to English 3 Honors, and to prepare students to take the AP Language and Composition test in the spring. Students will become proficient in reading and understanding rhetoric, and writing in the different genres of non-fiction, such as the persuasive essay and the personal narrative. Students will maintain a writing notebook throughout the class and will be expected to revise their writing regularly. Required reading will be chosen from the following list: Thoreau's Walden, Fitzgerald's The Great Gatsby, Miller's The Crucible, O'Brien's The Things They Carried, Noah's Born a Crime, Gaines' A Lesson Before Dying, Bryan Stevenson's Just Mercy, and essays by Emerson, Toni Morrison and Louise Erdrich. One summer reading book and paper may also be required.

**English 4**

ENG1110

1 credit

English  
Grade 12

The English 4 curriculum includes reading and writing narrative and informational texts. In addition to a study of Hamlet and its timeless themes and reading and writing science fiction, students will choose from various novels from which they will make meaningful connections and gain a greater understanding of the human experience. Writing experiences will include argumentative narrative and informational research. With an emphasis supporting claims with relevant evidence, students will collaborate to complete various projects and presentations.

**English 4 Honors**

ENG1120

1 credit

English  
Grade 12

English 4 Honors is designed for students with above average writing and reading skills. The English 4 curriculum includes reading and writing narrative and informational texts; a study of Hamlet and its timeless themes. Additionally we will be reading and writing science fiction. Students will choose from various novels from which they will make meaningful connections and gain a greater understanding of the human experience. Writing experiences will include argumentative narrative and informational research. With an emphasis supporting claims with relevant evidence, students will collaborate to complete various projects and presentations. Students will be assessed more rigorously and will be challenged with additional reading, writing and thinking tasks beyond the regular English 4 expectations.

**AP Literature and Composition**

ENG3010

1 credit

English  
Grade 11-12

Advanced Placement Literature and Composition will engage students in the careful reading and critical analysis of imaginative literature. Students will consider structure, style, themes, figurative language, imagery, symbolism, and tone. The course will include intensive study of representative works from various genres and periods; reading will be both wide and deep. Writing in AP Literature and Composition reinforces reading. It will include attention to developing and organizing ideas in clear, coherent, and persuasive language, a study of the elements of style, and emphasis on precision and correctness. Before the class even begins, students need to see the teacher for the required reading list and assignments due the first week of class. This course will prepare students to take the Advanced Placement exam.

**Creative Writing**

ENG2025

1/2 credit

English  
Grades 10-12

Creative Writing offers imaginative writers opportunities to write poetry, short stories, and memoirs. The course includes a discussion of creativity, readings by and about creative people, and the compilation of a portfolio of creative assignments. The teacher will use direct instruction as well as a workshop format.

**Creative Writing Advanced**

ENG2035

1/2 credit

English  
Grades 10-12

This course will provide creative writers time to work on their own projects and receive critical feedback from their peers. After brief surveys of autobiography, fiction and poetry, students will read and write in one genre. Weekly workshops will be integrated into the class. Drama and novel writing are other possible projects.

**Public Speaking**

ENG6015

1/2 credit

English  
Grades 10-12

This speech course will help students learn how to organize their thoughts and speak clearly in both informal and formal presentations. While some of the speeches are delivered in an impromptu or casual style, most are carefully researched and prepared using strategic organizational strategies and a formal outline. Students will have experience giving many different types of speeches to their classmates. The teacher will make careful critiques of the speeches and will hold conferences with students regarding the speeches performed during the semester. As a result of taking Public Speaking, students improve their articulation, poise, eye contact, gestures, organization of ideas, confidence and ability to effectively communicate in various situations.

**Film Studies**

ENG4015

1/2 credit

**Elective**

Grades 10-12

Students are introduced to film history and criticism as they carefully examine great movies from the 1920s to the present. Students begin to develop their skills and understandings from the Common Core State Standards grades 11-12 band, recalling and practicing those developed from the 9-10 band. Students hone their abilities to read, write, and think critically while engaging in collaborative work with their peers that provides opportunity to practice speaking, listening, and vocabulary acquisition and use. Each week, students will watch two famous and influential movies from a particular decade, discuss the films, and write argumentative journals. The final project for this course will be an essay on a director of the student's choice or an analysis of the themes of a particular decade.

**Literature of a People-Rising Up**

ENG3175

1/2 credit

English

Grades 10-12

This intermediate level course will explore literature and drama that focuses on marginalized voices struggling to rise up against established authority. Through the study of a wide variety of genres--spoken word poetry, speeches, plays, novels, essays, graphic novels, and hip hop--students will critically interpret themes revolving around power, oppression, justice, culture, assimilation, and identity. Student work will involve close reading, personal creative expression through narrative, poetry, music, plays, and/or spoken word, and literal and lyrical analyses.

**Intro to College Reading (DTC)**

ENG7515

1/2 credit

English

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. 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).

**Intro to College Writing (DTC)**

ENG3235

1/2 credit

English

Grade 12

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).

**SPECIAL EDUCATION ENGLISH**

\*\*\*These courses are available to students who have an IEP. Courses are selected by IEP teams and case managers. These courses meet graduation requirements but typically offer curriculum that does not meet 4 year college requirements.

**Life Skills Reading**

A-RDG1240

1 credit

English

Grades 9-12

This course is designed to improve student's skills at reading, writing, speaking, and listening. It includes units that cover reading and writing for students who function at the 8th percentile or lower and need curriculum based upon practical situations of the adult world, as well as reading and writing for leisure enjoyment.

**Reading Fundamentals**

A-RDG1250

1 credit

English

Grades 9-12

Reading Fundamentals is a literacy class designed to increase basic reading and writing skills. Students focus on increasing their list of recognized sight words, decoding skills, recalling information from text, improving handwriting legibility, and word choice.

**Literature Fundamentals 11-12**

A-ENG3200

1 credit

Elective

Grades 11-12

This class will focus on engaged reading and writing, using primarily student-selected literature and topics. Students will read at their level and at their own pace to develop a sense of independence and competence. Students will read widely across genres, and literature featuring authentic representations of diversity will have a prominent place in the classroom. Students will write extensively by journaling, responding to reading, and writing informational and argumentative texts. All of these tasks will support college, career, and community readiness.

## ENGLISH AS A SECOND LANGUAGE

The ESL/Bilingual Programs offers courses in English as a second language, social studies, science and math to students in grades 9 – 12 on the basis of English language proficiency. These courses may not be selected without permission from the ESL department.

### **English Fundamentals**

ENG1290

1 credit

English  
Grades 9-12

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. Meets Requirement for Global Education Achievement Certificate (GEAC)

### **Intermediate English**

ENG1300

1 credit

English  
Grades 9-12

#### **Recommended for ELP levels 1.5-2.5**

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. Meets Requirement for Global Education Achievement Certificate (GEAC).

### **Advanced English**

ENG1270

1 credit

English  
Grades 9-12

#### **Recommended for ELP levels 2-3**

This year-long course is designed for Advanced English learners in grades 9-12 with English language proficiency 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. Meets Requirement for Global Education Achievement Certificate (GEAC).

### **English for Academic Success**

A-ENG1280

1 credit

English  
Grades 9-12

#### **Recommended for ELP levels 3-4**

This course focuses on reading grade-level books with support. Students will read a variety of texts from around the world as they learn reading and writing strategies. Students will learn to discuss, write about, and appreciate various forms of literature. Additionally, students will learn vocabulary and practice advanced grammar that typically gives ELLs difficulty. This class is recommended for students who are mostly included in the mainstream environment, but wish to have additional language support as they continue to improve and use English in the academic environment.

### **Math Fundamentals**

A-MAT1210

1 credit

Math  
Grades 9-12

#### **Recommended for ELP Level 1**

This course is designed to bridge the gap in math skill development from Middle School to High School Algebra. The CCSS Mathematical Practice Standards are applied throughout this course. The WIDA Language standards for Mathematics are used for this course.

<b><u>Algebra 1</u></b>	A-MAT1010	1 credit	Math
<b>Recommended for ELP levels 2-3</b>			Grades 9-12
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. The WIDA Language standards for Mathematics are used for this course.			
<b><u>Geometry</u></b>	A-MAT2010	1 credit	Math
<b>Recommended for ELP levels 2-3</b>			Grades 9-12
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. The WIDA Language standards for Mathematics are used for this course.			
<b><u>Algebra 2/Trigonometry</u></b>	A-MAT3010	1 credit	Math
<b>Recommended for ELP levels 2-3</b>			Grades 10-12
The skills and concepts of Algebra I will be expanded and extended in this course. The course includes the study of linear, quadratic, exponential, logarithmic, and other functions to investigate relationships that can be modeled with such functions. Students will be introduced to complex numbers and trigonometric relationships will be explored. The pace of the course is designed to help students spend more time on skill development. A graphing calculator is required to be used as a tool for understanding. This course is recognized as a third year of math by colleges looking at applicants and the CCSS Mathematical Practice Standards are applied throughout. The WIDA Language standards for Mathematics are used for this course.			
<b><u>US History</u></b>	A-SOC1010	1 credit	Social Studies
<b>Recommended for ELP levels 2-3</b>			Grades 9-12
US History 9 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 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. The WIDA Social Studies standards are utilized throughout this course.			
<b><u>World History - Overview</u></b>	A-SOC2010	1 credit	Social Studies
<b>Recommended for ELP levels 2-3</b>			Grades 9-12
World History –Overview challenges students to explore the historical events, geographical forces 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 while developing inquiry and discussion skills. This course utilizes the WIDA Social Studies standards.			
<b><u>Modern US History</u></b>	A-SOC1045	1/2 credit	Social Studies
<b>Recommended for ELP levels 2-3</b>			Grades 11-12
This course will focus on important topics in recent American History, including the Civil Rights Movement, other social movements for equality, the Cold War, and the role of the US in the world. The course will be taught through, films, readings, discussions, and small group activities. This course utilizes the WIDA Social Studies standards.			
<b><u>Social Issues</u></b>	A-SOC4015	1/2 credit	Social Studies
<b>Recommended for ELP levels 2-3</b>			Grades 11-12
Social Issues is a course focused on current events in our society. Students will explore many perspectives on controversial issues and participate in discussions and debates. Issues addressed may include: gun control, crime, immigration, women's health, climate change, drug use, etc. The course will be taught through, films, readings, discussions, and small group activities and will support students beginning and continuing to learn English utilized the WIDA Social Studies Standards.			
<b><u>Biology</u></b>	A-SCI1030	1 credit	Science
<b>Recommended for ELP levels 2-3</b>			Grades 9-12
This is a laboratory-oriented course where students will be actively involved in investigating biological concepts and processes. Students will study the processes of science, biological chemistry, the cell, plant and animal structure and function, introductory genetics, animal kingdom, evolution and ecology. This course will support students beginning to learn English.			

**Chemistry**

A-SCI3030

1 credit

Science

**Recommended for ELP levels 2-3**

Grades 9-12

This class is designed for English language learners at English language proficiency levels 2 and 3. 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.

**Physics**

A-SCI2030

1 credit

Science

**Recommended for ELP levels 2-3**

Grades 10-12

This class is designed for English language learners at English language proficiency levels 2 and 3. 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.

**Health**

A-PHY1035

1/2 credit

Health

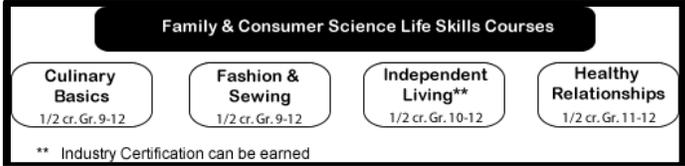
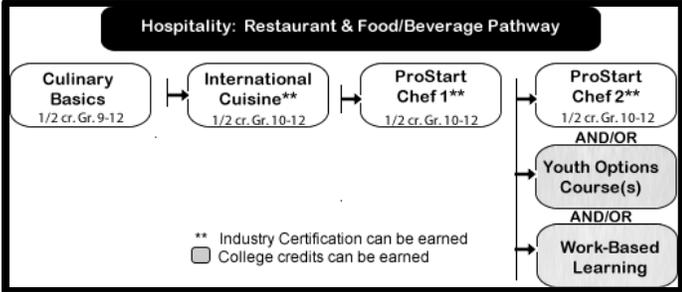
**Recommended for ELP levels 1-3**

Grades 10-12

The health course is designed to improve knowledge and attitudes in ways that facilitate decision making and positive health behaviors. Course curriculum focuses on overall wellness. Course content includes: physical health, fitness and nutrition, mental health, alcohol and other drugs, and human growth, development and sexuality.

# FAMILY AND CONSUMER SCIENCE

## CULINARY



**Culinary Basics** FCS1015 1/2 credit Career & Tech Ed  
Grades 9-12

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.* \* A fee may apply for this course. See listing on pages 30-36 for more information.

**International Cuisine** FCS1025 1/2 credit Career & Tech Ed  
Grades 10-12

**Recommendation: Culinary Basics**

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; soup making; cooking with fruits, vegetables, potatoes and grains; 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.

\* A fee may apply for this course. See listing on pages 30-36 for more information.

**ProStart Chef 1** FCS1035 1/2 credit Career & Tech Ed  
Grade 10-12

**Recommendation: International Cuisine**

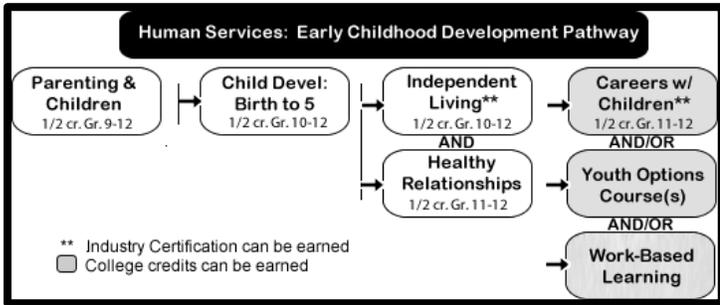
Explore the food and hospitality industries as you study like a chef. Learn proper and safe, advanced, gourmet cooking techniques. Units include: preparing healthy food in sanitary kitchen-labs; professionalism in food service; perfecting knife skills; plating; soup making; cooking with fruits, vegetables, potatoes and grains; 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. \* A fee may apply for this course. See listing on pages 30-36 for more information.

**ProStart Chef 2** FCS1045 1/2 credit Career & Tech Ed  
Grade 10-12

**Recommendation: ProStart Chef 1**

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, 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.

## HUMAN SERVICES



### Child Development (Birth – 5 Years)

FCS2015

1/2 credit

Career & Tech Ed  
Grades 10-12

**Students must have a clean background check to participate in the Preschool or volunteer in a childcare center (Per state statute HFS12).**

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. \* A fee may apply for this course. See listing on pages 30-36 for more information.

### Parenting and Children

FCS2035

1/2 credit

Career & Tech Ed  
Grade 9-12

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.

### Careers with Children (ACCT Certification)

FCS2025

1/2 credit

Career & Tech Ed  
Grade 11-12

**Recommendation: Child Development (Birth - 5 Years)**

**Students must have a clean background check to participate in the Preschool or volunteer in a childcare center (Per state statute HFS12) and must be 16 3/4 by the end of the term.**

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). \* A fee may apply for this course. See listing on pages 30-36 for more information.

### Healthy Relationships

FCS2055

1/2 credit

Career & Tech Ed  
Grade 11-12

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

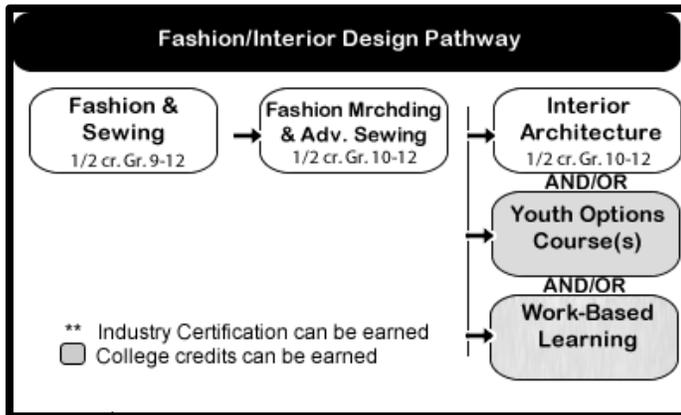
FCS2065

1/2 credit

Career & Tech Ed  
Grades 10-12

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. **This class fulfills the financial literacy graduation requirement.**

## DESIGN



### Fashion & Sewing

FCS3015

1/2 credit

Career & Tech Ed  
Grades 9-12

All students from any level of sewing ability will learn to use a sewing machine and pattern to plan and complete sewing projects. Fashion, sewing, and consumer skills are emphasized. A variety of career options in the clothing and fashion industries are explored. Each student will complete at least one machine sewing project using pattern and construction skills. Advanced students may work ahead on new skills independently. Units of study include: fabrics and their care, line and design, color, pattern selection, clothing construction, and careers. \* A fee may apply for this course. See listing on pages 30-36 for more information.

### Interior Architecture

FCS3045

1/2 credit

Career & Tech Ed  
Grades 10-12

Are you a creative person? This course provides an opportunity to study how environments affect people. Learn ways to select and improve your surroundings. Consider housing needs and values, use elements and principles of design to analyze your environment, investigate architectural styles, create floor plans and models, design and decorate a space, and have fun! \* A fee may apply for this course. See listing on pages 30-36 for more information.

## HEALTH SCIENCE

Health Science courses benefit students interested in the Health Science Career Cluster area. Related pathways provide students with a foundation for planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. Students are encouraged, but not required, to join the related student organization of Health Occupations Students of America (HOSA).

**These courses are also open to students outside of the Health Services Pathway.**

### Health Science Exploration

FCS4015

1/2 credit

Career & Tech Ed  
Grades 9-12

Get a jump start on a career in the rapidly growing health care industry. Many describe this introductory course as a "make or break" in their decision to go into health care before investing in college tuition. Learn to use basic medical equipment while exploring the many career opportunities in health care. In this interdisciplinary course students will become introduced to medical terminology, health care delivery systems, legal and ethical health care issues, personal health financial literacy and employability and job seeking skills. This course is a highly recommended for the Nursing Assistant certification course. 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 members are able to compete at the state and national events. \* A fee may apply for this course. See listing on pages 30-36 for more information.

### Medical Terminology

FCS4025

1/2 credit

Career & Tech Ed  
Grade 10-12

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. (Dual/transcripted credit is

offered by Madison College with transfer possibilities to other colleges and universities.) \* A fee may apply for this course. See listing on pages 30-36 for more information.

**Body Structure & Function** FCS4065 1/2 credit Career & Tech Ed  
Grade 10-12

***Recommendation: Health Science Occupations***

Designed to cover topics of body structure and function at an introductory level, this course prepares students for advanced study in Medical Terminology, Certified Nursing Assistant, and Physiology and Anatomy courses. Students use hands-on activities and anatomy in clay to understand and remember the body systems and how they are viewed and treated by medical personnel. Discussions center around prevention, pathology, diagnostics, therapies, emerging technology, and related careers. *Participation in HOSA (Health Occupations Students of America) club is recommended.* \* A fee may apply for this course. See listing on pages 30-36 for more information.

**Fundamentals of Nursing** FCS4095 1/2 credit Career & Tech Ed  
Grade 11-12

***Recommendations: Health Science Occupations, Body Structure & Function***

Nursing skills and procedures are taught according to the guidelines of the state of Wisconsin to become a C.N.A. In this class, we will be doing hands-on skills in patient care including transfers, bed making, personal hygiene, nutrition and activities of daily living. Upon successful completion of this course, the student will go on to the Nursing Assistant class. \* A fee may apply for this course. See listing on pages 30-36 for more information.

**Nursing Assistant** FCS4045 3/4 credit Career & Tech Ed  
Grade 11-12

***Recommendations: Health Science Occupations, Body Structure & Function***

This course is team taught by a vocationally certified teacher and a registered nurse. Students learn and apply care giving skills in lab and professional settings. 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. 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 FCS4010 Health Science Occupations (and La Follette students must also pass FCS4090 - Fundamentals of Nursing), complete clinical experiences in a local health care agency arranged by the teacher, maintain a grade of 75% or better, and meet attendance requirements. The school is not responsible for transportation. A medical checkup, TB skin tests, successful background check and \$115 certification test fee are required. Class meets for additional hours of lab and clinical time on weekends, mornings, evenings, and/or breaks.

**Career Internship** CTE9040 1 credit per Sem Career & Tech Ed  
Grades 11-12

***Recommendation: Students must complete a program application and interview.***(2 credits max)

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

**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 conversion 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***

***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, Family & Community Services, Food Service, Construction, Electronics, Health Science, Child Care Teacher \***Industry Certification**

**Youth Apprenticeship**

***Application process required--see counselor for more information***

***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, Biotechnology, Construction, Finance & Accounting, Health Services, Culinary/Hospitality/Tourism, Information Technology, and Pharmacy Technician \*\***College Credit**

## FAMILY AND CONSUMER SCIENCES – DISTRICT COURSES NOT AT LHS (SEE YOUR COUNSELOR)

### Principles of Biomedical Science

SCI7010

1 credit

Career &amp; Tech Ed

#### **Recommendation: Freshman level science and teacher's signature**

Grades 10-12

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. **Course Fee: \$20. This course is offered only at Memorial.**

### Human Body Systems

SCI7020

1 credit

Career &amp; Tech Ed

#### **Recommendation: Principles of Biomedical Science**

Grades 10-12

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. **Course Fee: \$20. This course is offered only at Memorial.**

### Medical Interventions

SCI7030

1 credit

Career &amp; Tech Ed

#### **Recommendation: Human Body Systems**

Grades 11-12

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. (Dual/transcripted credit is offered by Milwaukee School of Engineering [MSOE] with transfer possibilities to other colleges and universities.) **Course Fee: \$20. This course is offered only at Memorial.**

### Biomedical Innovation

SCI7040

1 credit

Career &amp; Tech Ed

#### **Recommendation: Medical Interventions**

Grades 11-12

In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution. Dual/transcripted credit is offered by Milwaukee School of Engineering [MSOE] with transfer possibilities to other colleges and universities.) **Course Fee: \$20. This course is offered only at Memorial.**

## INTERDEPARTMENTAL STUDIES

### SAT/ACT

GEN6055

1/2 credit Elective  
Grades 10-12

If you are planning on going to a four or five year college and taking the ACT or SAT college admissions test, this course will prove helpful to you. This ACT/SAT PREP course offers you a prep opportunity to maximize test performance, learn how to extend your vocabularies, increase your comprehension of difficult passages, learn how to write a position/support essay, etc. The primary emphasis will be on ACT prep.

### Film Studies

ENG4015

1/2 credit Elective  
Grades 10-12

In this ½ credit course (one quarter in La Follette's 4-block system, or one semester if every other day), students are introduced to film history and criticism as they carefully examine great movies from the 1920s to the present. Students begin to develop their skills and understandings from the Common Core State Standards grades 11-12 band, recalling and practicing those developed from the 9-10 band. Students hone their abilities to read, write, and think critically while engaging in collaborative work with their peers that provides opportunity to practice speaking, listening, and vocabulary acquisition and use. Each week, students will watch two famous and influential movies from a particular decade, discuss the films, and write argumentative journals. The final project for this course will be an essay on a director of the student's choice or an analysis of the themes of a particular decade.

### AVID

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, organization, 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.

Criteria we consider when selecting AVID students include: first to attend college, historically underserved in four-year colleges, low income, average to high test scores, a 2.0-3.5 qualifying GPA, college potential with support, desire, and determination and/or have special circumstances. **Students apply and are admitted into the program beginning with their freshman year. Please see a counselor for the application.**

#### AVID 1

AVD1010

1 credit

Elective  
Grade 9

#### AVID 2

AVD1020

1 credit

Elective  
Grade 10

#### AVID 3

AVD1030

1 credit

Elective  
Grade 11

#### AVID 4

AVD1040

1 credit

Elective  
Grade 12

# MATHEMATICS

The following sequences are recommended in the area of mathematics to ensure that students have the proper background knowledge. Courses may be taken from any of the sequences. If you have a question, please see a math teacher or counselor.

The Madison Metropolitan School District requires three (3) credits of mathematics classes for graduation. One credit must be earned from a course in algebraic concepts, and one credit from a course in geometric concepts. Please see your counselor for details. Every course above Algebra 1 has recommendations which are intended to help students choose the appropriate class sequence. The following table is intended as a guideline. Please speak with your current math instructor and/or counselor for further clarification.

## Common Mathematics Course Sequences

Grade 9	Grade 10	Grade 11	Grade 12
Algebra 1	Geometry	Algebra 2 / Trigonometry	Algebra 3
Algebra 1	Geometry	Algebra 2 / Trigonometry	Advanced Algebra Transcribed Credit
Algebra 1	Geometry	Advanced Algebra with Financial Applications	Algebra 2 / Trigonometry
Algebra 1	Geometry	Algebra 2 / Trigonometry Honors	AP Statistics
Geometry Honors	Algebra 2 / Trigonometry Honors	Pre-Calculus	AP Calculus AB
Geometry Honors	Algebra 2 / Trigonometry Honors	Pre-Calculus	AP Statistics
Geometry Honors	Algebra 2 / Trigonometry Honors	AP Calculus AB	AP Calculus BC

**\*Calculators:** Graphing calculators are used for instruction and homework in all math classes after geometry; therefore a **graphing calculator** is **required** for all math courses after algebra and geometry. The recommended calculators are the TI-83 or TI-84 models. We have a limited number of graphing calculators in a rental program. If a student plans to continue studying math after high school, it is strongly recommended they purchase a calculator while taking Algebra 2/ Trigonometry so they can become proficient with the calculator while in high school.

**Honors Courses (\*\*)** These are designed for the serious student with plans to pursue a math or science related career. Students should expect a challenging course with significant outside of class assignments.

**Advanced Placement (AP) Courses** The math department offers these AP courses: Calculus AB – 4 or 5 college credits, Calculus BC- 8 or 10 college credits, and Statistics – 4 or 3 college credits.

**Special Education Program (\*\*)** This course is available to students who have an IEP and is selected by IEP teams and case managers. The course meets graduation requirements but typically does not offer curriculum that meets 4 year college requirements.

### Algebra 1

MAT1010

1 credit

Math  
Grade 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.

<b><u>Geometry</u></b>	MAT2010	1 credit	Math Grades 9-11
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.			
<b><u>Geometry Honors</u></b>	MAT2020	1 credit	Math Grades 9-10
Geometry Honors parallels the core geometry 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.			
<b><u>Advanced Algebra w/ Financial</u></b>	MAT6010	1 credit	Math Grades 10-12
<b>Recommendation: Successful completion of Algebra 1 and Geometry.</b>			
Financial Algebra uses 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, life advanced algebra skills, probability, and statistics 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.			
<b><u>Advanced Algebra (Transcripted Credit)</u></b>	MAT5010	1 credit	Math Grade 11–12
<b>Recommendation: Senior status and successful completion of Algebra 1 and Geometry.</b>			
Advanced Algebra for Dual/Transcripted 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, exponential, radical and rational expressions and equations, with an emphasis on solving problems with real-world applications. Upon completion of this course with a grade of “C” or better in both terms and on the cumulative final, you will receive both 1 elective mathematics credit from MMSD and 3 technical college credits* from Madison College. You will receive an official transcript from the technical college verifying the grade and the granting of technical college credit.			
*College credit at no cost to the student is available based upon an agreement between MMSD and a postsecondary institution and students' successful completion of identified course requirements.			
<b><u>Algebra 2 / Trigonometry</u></b>	MAT3010	1 credit	Math Grades 10-12
<b>Recommendation: Successful completion of Geometry</b>			
The skills and concepts of Algebra I will be expanded and extended in this course. The course includes the study of linear, quadratic, exponential, logarithmic, and other functions to investigate relationships that can be modeled with such functions. Students will be introduced to complex numbers and trigonometric relationships will be explored. The pace of the course is designed to help students spend more time on skill development. A graphing calculator is required to be used as a tool for understanding. This course is recognized as a third year of math by colleges looking at applicants and the CCSS Mathematical Practice Standards are applied throughout.			
<b><u>Algebra 2 / Trigonometry Honors</u></b>	MAT3020	1 credit	Math Grades 9-11
<b>Recommendation: Successful completion of Geometry or Geometry Honors</b>			
The skills and concepts of Algebra I will be expanded and extended in this course. The course includes the study of linear, quadratic, exponential, logarithmic, and other functions to investigate relationships that can be modeled with such functions. Complex numbers, linear programming, polynomials, and the many relationships of trigonometry will be explored. The pace of this course is geared towards the advanced student. A graphing calculator is required to be used as a tool for understanding. This course is recognized as a third year of math by colleges looking at applicants and the CCSS Mathematical Practice Standards are applied throughout.			
<b><u>Algebra 3</u></b>	MAT4010	1 credit	Math Grades 10-12
<b>Recommendation: Successful completion of Algebra 2 – Trigonometry</b>			
The purpose of this course is to prepare students for AP Statistics as well as the abstract and theoretical mathematics encountered in college and technical programs in business, physical and social sciences, and medical fields. A graphing calculator is required to be used as a tool for understanding. In this course algebraic, trigonometric, and statistical concepts are integrated to model real-world phenomena. Students explore relationships between equations and their graphs, analyze data and simulate probability problems.			
<b><u>Pre-Calculus</u></b>	MAT3060	1 credit	Math Grades 10-12
<b>Recommendation: Successful completion of Alg 2 - Trig Honors or Alg 2 - Trig</b>			
The purpose of this course is to prepare students for the study of calculus either in high school or as a first course in college or technical school. This is an honors level course and topics included are transformations, justification, functions, trigonometry, limits, sequences and series, polar equations, parametric equations, conic sections, and vectors.			

**AP Statistics** MAT5040 1 credit Math  
**Recommendation: Algebra 3 or Algebra 2 - Trigonometry Honors** Grades 10-12  
 This course will follow the Advanced Placement (AP) Statistics Outline. Topics covered include exploring data, planning a study, anticipating patterns (probability), and statistical inference. The course will be of particular benefit to students planning to major in business, social sciences, natural sciences, mathematics, and law.

**AP Calculus AB** MAT5020 1 credit Math  
**Recommendation: Successful completion of Pre-Calculus** Grades 11-12  
 This course will follow the Advanced Placement (AP) Calculus (AB) outline. In Calculus AB, students study the unifying themes of limits, derivatives, and integrals. These concepts are learned through a variety of small group and individual investigations.

**AP Calculus BC** MAT5030 1 credit Math  
**Recommendation: Successful completion of AP Calculus AB** Grades 11-12  
 This course will follow the Advanced Placement (AP) Calculus (BC) outline. Topics from Calculus AB will be reviewed and applied to advanced topics. New topics studied will include parametrics, polynomials, series, vectors, differential equation and applications of integrals.

**AP Calculus Combined AB/BC** MAT5025 2 credits Math  
**Recommendation: Successful completion of Pre-Calculus** Grade 12  
 This course is a double period and covers the material in both AP Calculus AB and Ap Calculus BC. During 1st semester student study the unifying themes of limits, derivatives, and integrals. New topics in 2nd semester include parametrics, polynomials, series, vectors, differential equation and applications of integrals. These concepts are learned through a variety of small group and individual investigations. Students will be prepared to take the AP Calculus BC exam.

**SPECIAL EDUCATION MATHEMATICS**

\*\*\*These courses are available to students who have an IEP. Courses are selected by IEP teams and case managers. These courses meet graduation requirements but typically offer curriculum that does not meet 4 year college requirements.

**Life Skills Math** A-MAT1200 1/2 credit Elective  
 Grades 9-12  
 This course is designed to improve student's skills at math. It includes units that cover math for students who function at the 8th percentile or lower and need curriculum based upon practical situations of the adult world.

**Math Fundamentals** A-MAT1210 1 credit Elective  
 Grades 9-12  
 This course is designed to improve students' skills at math, and will address functional skills such as basic math computations, telling time, and using money.

**Math 1** A-MAT1220 1 credit Elective  
 Grades 9-12  
 Course determined based on placement screener and case manager recommendation  
 Transmath I class is a comprehensive mathematics intervention that provides key foundational skill building and problem solving experiences for students lacking the foundational skills necessary for algebra and students scoring two or more years below grade level. Focuses on place value, whole numbers, operations, arrays, prime numbers, factors exponents, fractions data estimation, measurement, area and shapes. This course addresses skills that are necessary for success in Math 2.

**Math 2** A-MAT1230 1 credit Elective  
 Grades 9-12  
 Course determined based on placement screener and case manager recommendation  
 Transmath 2 is a comprehensive mathematics intervention that provides key foundational skill building and problem solving experiences for students lacking the foundational skills necessary for algebra and students scoring two or more years below grade level. Focuses on fractions, operations, estimation, decimal numbers, percent and probability, integers, angle measurements, dimensional geometry, and data. Course addresses skills that are necessary for success in Math 3.

**Math 3** A-MAT1240 1 credit Elective  
 Grades 9-12  
 Course determined based on placement screener and case manager recommendation  
 Transmath III class is a comprehensive mathematics intervention that provides key foundational skill-building and problem-solving experiences by targeting instruction with fewer topics, taught in greater depth. Transmath III is for students lacking the foundational skills necessary for Algebra and students scoring two or more years below grade level. Focuses on: rational numbers, variables, ratios and proportions, algebraic expressions and equations, inequalities, algebraic patterns, order of operations, coefficients, irrational numbers, functions, coordinate graphs, slope, Pythagorean Theorem, dimensional Geometry, angle measurement, and rate. Course addresses skills that are necessary for success in Algebra 1 and Geometry.

# MUSIC

## Concert Band 1

MUS1040

1 credit

Humanities

**Recommendation:** *2-3 years of concert band participation in middle school*

Grade 9

The music department offers Concert Band to entering 9th-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 10th, 11th, and 12th grade musicians as lab band for learning a secondary instrument. Several evening concerts throughout the school year are a requirement of this course.

## Wind Ensemble

MUS1090

1 credit

Humanities

**Recommendation:** *Concert band participation background*

Grades 10-12

Wind Ensemble is open to sophomores, juniors, and seniors, and is comprised of some of the finest wind and percussion players in the school. The goal of the ensemble is the performance of the finest band repertoire at the highest levels of commitment, dedication, and musicianship. The Wind Ensemble performs at local concerts and may be involved in a trip to a festival or to work with a guest clinician/conductor. Additional performance venues include: Marching Band and Pep Band for various athletic events, parades, and community service events.

## Jazz Ensemble

MUS1080

1 credit

Humanities

**Recommendation:** *Concurrent registration in symphony band or wind ensemble*

Grades 9-12

The La Follette band program provides an opportunity for students of the appropriate instrumentation to participate in a jazz ensemble that studies, rehearses, and performs music in the “big band jazz” idiom. Music selection touches upon a wide variety of jazz styles and eras including swing, bebop, Latin, funk, jazz-rock, fusion, and others. Seating is generally limited to the following: 5-7 saxophones, 4-7 trumpets, 4-7 trombones, 1-2 piano, 1-2 guitar, 1-2 bass, and 1-3 percussion. Course work consists of regular rehearsals as well as concerts (and the possibility of workshops or festivals) scheduled throughout the school year. Students will be expected to prepare their music and come to class willing to experience a wide variety of performance opportunities including jazz improvisation. Attendance at required performances is mandatory.

## Jazz Ensemble - Early Bird

MUS1085

1/2 credit

Humanities

**Recommendation:** *Concurrent registration in symphony band or wind ensemble*

Grades 9-12

An opportunity for students with playing experience (and appropriate instrumentation) to study and perform jazz in a big band format. Music selection touches upon a wide variety of jazz styles and eras including swing, bebop, Latin, funk, jazz-rock, fusion, and others. Course work consists of regular rehearsals two to three times per week as well as concerts (and the possibility of workshops or festivals) scheduled throughout the school year. Students will be expected to prepare their music and come to class willing to experience a wide variety of performance opportunities, including basic jazz improvisation. Attendance at required performances is mandatory. NOTE: as an “early bird” class this group meets at 7:15 a.m., before the start of the regular school day.

## Concert Orchestra

MUS3030

1 credit

Humanities

**Recommendation:** *Strings background*

Grade 9

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 to four concerts per year. There are also opportunities that may include district music festivals and working with guest conductors/clinicians.

## Symphony Orchestra

MUS3020

1 credit

Humanities

**Recommendation:** *Strings background*

Grade 10

Symphony Orchestra is open to all students in grade 10 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

MUS3040

1 credit

Humanities

**Recommendation:** *Strings background*

Grades 11-12

Philharmonic Orchestra is open to all juniors and seniors with a strings background. Students receive additional training in specialized techniques for the preparation and performance of advanced repertoire. The class meets every other day for the entire school year. The Philharmonic Orchestra presents three concerts per year, provides music for school functions, and participates in the La Follette Area Strings Festival.

**Chorale**

MUS2010

1 credit

Humanities  
Grades 9-10

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 part of the grade.

This ensemble is generally Soprano, Alto, Tenor, & Bass voicing. Students of all gender identities are welcome.

**Concert Choir**

MUS2070

1 credit

Humanities  
Grades 10-12

Students in this year-long course will continue to 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.

**Advanced Concert Choir (Voices)**

MUS2060

1 credit

Humanities  
Grades 10-12**Audition Required**

Students in this year-long course will also study and perform music from a wide variety of cultures and time periods but using more advanced vocal technique. Advanced Concert Choir is an elite ensemble with more challenging literature and a faster paced rehearsal process compared to other ensembles. Auditions are held in the spring before fall term. This audition will determine if a student is vocally capable of the literature and technique to meet the curriculum expectations. The advanced nature of this class requires students to have a high degree of individual responsibility and accountability as well as the utmost personal integrity. There may personal expenses for transportation and performances.

This ensemble is generally Soprano, Alto, Tenor, & Bass voicing. Students of all gender identities are welcome.

**Show Choir**

MUS2040

1 credit

Humanities  
Grades 10-12**Audition Required**

Students in this year long course will study and perform modern and popular music including: jazz, pop, a cappella and will include some choreography. Show Choir is also La Follette's premier traveling performance ensemble. Students should expect more performance opportunities compared to other choirs. Auditions are held in the spring before fall term. Auditions consist of a voice placement test and dance portion to ensure students are capable to meet the curriculum expectations. There may personal expenses for costumes and/or transportation. Students are expected to enroll in a regular choral ensemble in addition to show choir.

This ensemble is generally Soprano, Alto, Tenor, & Bass voicing. Students of all gender identities are welcome.

**Guitar I**

MUS4045

1/2 credit

Humanities  
Grades 10-12**Enrollment priority determined by grade level**

Guitar I 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 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.

**Hip Hop Studies**

MUS4075

1/2 credit

Humanities  
Grades 11-12

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 part of the grade.

**\*\* Because the performing ensembles present concerts throughout the school year and repertoire is selected based on the students enrolled, it is expected that students will schedule the class for the entire academic year. Exceptions to the full year commitment and/or unavoidable scheduling conflicts should be discussed with the director.**



**Team Sports 1**

PHY3015

1/2 credit

Phy Ed  
Grades 11-12

Team Sports is designed for students who are interested in team sports. Units which are offered include: basketball, volleyball, softball, floor hockey, flag rugby, flag football, lacrosse, soccer, ultimate frisbee, and other team activities. An emphasis on sportsmanship and leadership skills is a major component of the course. Developing a healthy level of fitness is a component of each of the units, with fitness assessment being a major part of the final examination

**Weight Training 1**

PHY4015

1/2 credit

Phy Ed  
Grades 10-12***Recommendation: Completed Phy Ed 2***

This course is designed to offer the student the opportunity to make significant strength gains through the use of progressive resistance primarily using free weights. Although emphasis is on individual strength improvement, anatomy and the physiological basis of strength will be important aspects of the course. The ability to follow a training program and understand its components will be emphasized during the course. Fitness assessment will be a major part of the final examination. For students repeating the course, advanced knowledge of unit topics will be emphasized along with student leadership within the class.

**ProCPR/First Aid**

PHY5085

1/2 credit

Phy Ed  
Grades 10-12

This course is for students who want to learn First aid, CPR, AED skills but do not want to be lifeguard certified. Students will learn basic first aid skills, adult, child, and infant skills in rescue breathing, choking procedures for conscious / unconscious, CPR and AED usage. Students can earn certification from the American Red Cross for CPR/AED for the Professional rescuer and 1<sup>st</sup> aid upon successful completion of skill tests and written tests. Course fee of \$70.00 covers textbooks from the American Red Cross, pocket mask, certification cards and supplies/materials.

**Lifeguard Training**

PHY5095

1/2 credit

Phy Ed  
Grades 10-12***Recommendation: Better than average swimming skills, can swim 300 meters without stopping using front crawl and/or breast stroke. Can surface dive to a depth of 7-10 feet and retrieve a 10 pound object. Tread water for 2 minutes legs only.***

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 Lifeguarding 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. You must be 15 before the last day of the class to get certified. Course fee of \$135.00 covers textbooks from the American Red Cross, pocket mask, certification cards and supplies/materials.

**Challenges and Adventure**

PHY5015

1/2 credit

Phy Ed  
Grades 11-12

This class will focus on the development of communication and cooperation skills through team building and problem solving activities. Students will have the opportunity to participate in high and low ropes course activities as well as developing basic leadership skills through the sharing activities with other La Follette students. \$40.00 Fee includes a field trip opportunity for canoeing and/or climbing.

**Sports Officiating**

PHY7045

1/2 credit

Phy Ed  
Grades 11-12

This course will provide students with the knowledge and skills necessary for officiating sporting events within the recreational community. Officiating rules for the following sports will be taught: football, basketball, volleyball, soccer, and softball. Reading of rule books, completing work sheets to officiating classroom games are required. \* A fee applies for this course. See listing on pages 30-36 for more information.

**Social Dance**

PHY6015

1/2 credit

Phy Ed  
Grades 10-12

Are you someone who likes to dance? Then join social dance. This course is designed to provide the beginning social dance student with a variety of dance experiences. Social dance can be used to fulfill the PE requirement.

**Personal Fitness**

PHY4035

1/2 credit

Phy Ed  
Grades 11-12

If you are looking for a class to get you in shape and have fun at the same time, this is the one for you. Activities may include spinning (bikes), group strength, walking, rollerblading, water aerobics, fitness videos, disc golf, Kettle bells, med balls. May also include some team sports: badminton, Ultimate Frisbee, and tennis. Pre, mid, and post fitness assessments are a significant part of your grade.

**Introduction to Sports Medicine**

PHY7055

1/2 credit

Phy Ed  
Grades 11-12

This course is designed to provide the student with an overview of sports medicine with an emphasis on injury prevention, emergency care, and injury management. Students will be able to identify the members of the sports medicine team and describe their roles in dealing with the injured athlete. They will also learn bandaging and taping techniques as applied to a variety of musculoskeletal problems. \* A fee for this course covers the cost of bandaging and taping supplies used during the course. See listing on pages 30-36 for more information.

**PE course substitution policy for Juniors and Seniors only.** A student who participates in a WIAA sanctioned athletic activity may, upon application and approval, be permitted to complete a maximum of a single additional one-half credit (.5) towards graduation in English, social studies, mathematics or science in lieu of one half credit (.5) of physical education. In order to be eligible for a credit substitution a STUDENT **must**:

1. have prior written approval from the principal or his/her designee;
2. participate in a WIAA athletic activity for an entire season during grade 11 or the fall season of grade 12;
3. be an athlete in good standing during the entire season including regular attendance at all practices and competitions;
4. not have been suspended for any period during the season as a result of a violation of the athletic code;
5. remain academically eligible during the entirety of the season;
6. not have missed more than two weeks or 25% of the season, whichever is less, due to illness or injury; and,
7. submit a written application for approval prior to enrolling in the substitute course.

If a request to substitute credit for physical education is denied, a written appeal may be submitted to the Assistant Superintendent for Secondary Schools within 10 calendar days of the denial. The Assistant Superintendent shall issue a written decision within 5 business days. The Assistant Superintendents decision is final.

**SPECIAL EDUCATION PHYSICAL EDUCATION/HEALTH**

\*\*\*These courses are available to students who have an IEP. Courses are selected by IEP teams and case managers. These courses meet graduation requirements but typically offer curriculum that does not meet 4 year college requirements.

**Life Skills Physical Education**

A-PHY1205

1/2 credit

Required  
Grades 9-12

***Criteria to enroll: Consent of case manager***

This class is designed for students with disabilities, and is part of their IEP. Students may receive therapy services within the context of this class. This class is team taught by special education and physical education teachers. Units include skill instruction in the following areas: individual exercise, cooperative games, swimming, and rhythms.

**Life Skills Health**

A-PHY1225

1/2 credit

Elective  
Grades 9-12

This class will focus on nutrition, relationships, personal health, safety and activities for leisure time and develop social interaction skills. Activities to include such things as; games, exercise, sports, hobbies, crafts, movies, etc. Exact course content will be determined by student needs, interests and abilities. This class is appropriate in the term when adaptive physical education is not taught.

## READING

According to Madison Metropolitan School District's graduation requirements, for students to earn an English credit for a course taken, the course must incorporate instruction in written communication and composition, oral communication, grammar, and usage of the English language, and literature. The course must use grade-level Common Core State Standards for English Language Arts that include instruction in reading literature and informational texts, writing, speaking and listening, and language. Supplemental and intervention courses are available to all students who demonstrate a need beyond core instruction and will offer elective credits.

<b><u>Read 901</u></b>	RDG1030	1 credit	English Grade 9-12
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**Read 901** is an intensive reading program designed to meet the needs of students whose reading achievement is two or more years behind their grade level. The course consists of large group instruction, a computer lab, independent reading, and small group instruction. Students placed in this class have scored at the minimal or basic reading level on the state test and have a level of 1, 2, or 3 on the Scholastic reading Inventory.

**Class size is limited to 15 students.**

<b><u>Read 902</u></b>	RDG1040	1 credit	English Grade 10-12
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**Recommendation: Reading 901**

Have you completed the first semester of Read 901 and need to continue improving your reading skills? This class is designed for those students who have already taken a semester of this interactive reading course and need additional instruction to improve their reading ability. Students placed in this class must have a recommendation from their Read 180 teacher and have an appropriate lexile level.

## SPECIAL EDUCATION READING

\*\*\*These courses are available to students who have an IEP. Courses are selected by IEP teams and case managers. These courses meet graduation requirements but are not accepted by 4 year colleges.

<b><u>Reading 1</u></b>	A-RDG1200	1 credit	Elective Grades 9-12
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*Recommendation: RI Score under 300 Lexile*

This is a direct instruction class focusing on foundational reading skills with emphasis on developing decoding skills of students who have not mastered phonics rules, basic word attack skills, and phonemic awareness. Students read words in isolation and short passages. Students must be able to attend to instruction. **Students enrolled in this class must also be enrolled in English 1, 2, 3, or 4.**

<b><u>Reading 2</u></b>	A-RDG1210	1 credit	Elective Grades 9-12
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*Recommendation: RI Score between 300-500*

Focus of this class is continued development of advanced phonics, word attack skills, and fluency. Students will be expected to read short passages, write dictated sentences, work in small groups and work independently for up to 45 minutes. Students enrolled in this class must also be enrolled in **English 1, 2, 3, or 4.**

<b><u>Reading 3</u></b>	A-RDG1220	1 credit	Elective Grades 9-12
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*Recommendation: RI Score between 500-700*

Focus of this class is continued development of fluency and comprehension. Students will be expected to read short novels independently, write a basic paragraph, work in small groups and work independently for up to 45 minutes. Students enrolled in this class must also be enrolled in **English 1, 2, 3, or 4.**

<b><u>Life Skills Reading</u></b>	A-RDG1240	1 credit	Elective Grades 9-12
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This course is designed to improve student's skills at reading, writing, speaking, and listening. It includes units that cover reading and writing for students who function at the 8th percentile or lower and need curriculum based upon practical situations of the adult world, as well as reading and writing for leisure enjoyment.

<b><u>Reading Fundamentals</u></b>	A-RDG1250	1 credit	Elective Grades 9-12
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Reading Fundamentals is a literacy class designed to increase basic reading and writing skills. Students focus on increasing their list of recognized sight words, decoding skills, recalling information from text, improving handwriting legibility, and word choice.

**Literature Fundamentals 11-12**

A-ENG3200

1 credit

Elective  
Grades 11-12

This class will focus on engaged reading and writing, using primarily student-selected literature and topics. Students will read at their level and at their own pace to develop a sense of independence and competence. Students will read widely across genres, and literature featuring authentic representations of diversity will have a prominent place in the classroom. Students will write extensively by journaling, responding to reading, and writing informational and argumentative texts. All of these tasks will support college, career, and community readiness.

**Guided Study**

A-GEN4230

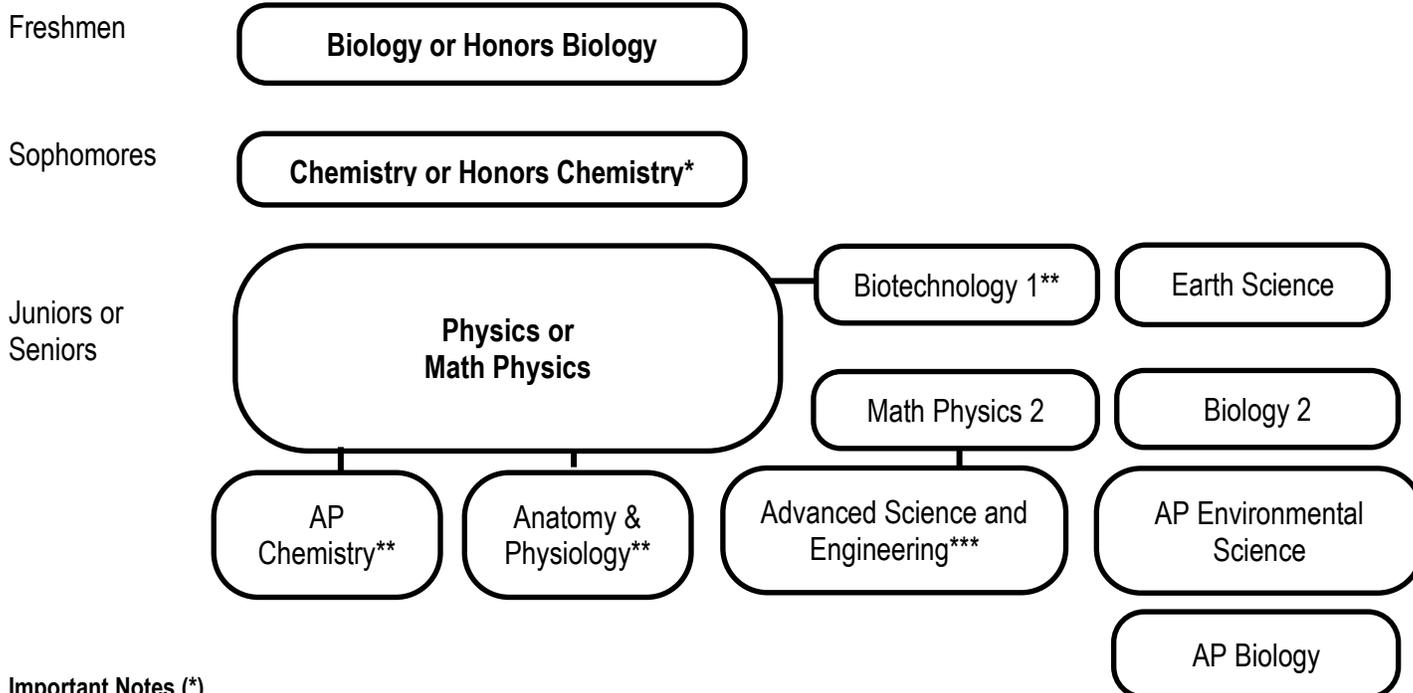
1/2 credit

Elective  
Grades 9-12

This is a structured study hall. Students will work in small groups and individually with teachers to focus on study skills, self-advocacy skills, and self-regulation skills. Guided Study will connect students to resources that will help them succeed in the high school setting.

# SCIENCE

Science graduation requirements have changed recently. Students graduating in May of 2017, or later, will need a minimum of three credits of Science. Students will be required to have at least one biological science, one physical science, and a science class of their choice. If you are not sure which science course to take, please talk to your science teacher or counselor. Most colleges will require classes that are printed in **BOLD**



### Important Notes (\*)

\* In the process of changing to a Biology, Chemistry, Physics sequence for all students. Some 2020-2021 10<sup>th</sup> graders may still be enrolled in the Biology, Physics, Chemistry sequence of courses.

\*\* Biotechnology 1, AP Chemistry, and Anatomy & Physiology should only be taken after Chemistry.

\*\*\* Advanced Science and Engineering should only be taken after Math Physics 2.

### Biology

SCI1020

1 credit

Science  
Grades 9

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.

### Biology Honors

SCI1030

1 credit

Science  
Grades 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.

### Biology 2

SCI1050

1 credit

Science  
Grades 11-12

### **Recommendations: Biology**

This course offers a survey of the plant and animal kingdoms as a foundation course for college bound students interested in majoring in the biological sciences. It is also an elective for any students interested in biology. Special emphasis will be placed on Wisconsin biological communities with extensive field research opportunities. Collection, observation, microscopy, dissection, and experimentation are used to study the structure, function, and importance of organisms. Also included are subjects such as taxonomy, adaptation, evolution, extinction, and ecology.

<b><u>Anatomy and Physiology</u></b>	SCI1080	1 credit	Science Grades 12
<b><i>Recommendations: Biology</i></b>			
This is an elective course designed for motivated students with high ability in science, especially those interested in careers in the health sciences. Topics will include medical terminology, molecular and cell biology, histology, and human anatomy and physiology. Human anatomy will be studied using dissection to illustrate the various organ systems in humans.			
<b><u>AP Biology</u></b>	SCI1090	1 credit	Science Grades 11-12
<b><i>Recommendations: Biology, Chemistry, Physics</i></b>			
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.			
<b><u>Biotechnology 1</u></b>	SCI9085	1/2 credit	Science Grades 11-12
<b><i>Recommendations: Biology, Chemistry (may be taken concurrently)</i></b>			
This course introduces students to the fundamental scientific principles of biotechnology, bioethics, and the variety of careers in biosciences, as well as the commercial and regulatory characteristics of the biosciences. Throughout the semester, students will learn how key concepts from biology, chemistry, and physics apply to modern applications within the biological sciences as well as the career opportunities in biotechnology. The target audience includes all students interested in exploring the field of biotechnology by providing foundational concepts and establishing laboratory procedures in a range of disciplines such as biology, chemistry, biochemistry, molecular biology, microbiology, genetics, and immunology. This course may be offered as a dual credit course for students to earn dual transcribed credit through Madison College.			
<b><u>Chemistry</u></b>	SCI3030	1 credit	Science Grades 10-12
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 through basic algebra.			
<b><u>Chemistry Honors</u></b>	SCI3040	1 credit	Science Grades 10-12
<b><i>Recommendations: Algebra-Trig, Math Physics</i></b>			
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, and/or more complex in comparison to its standard course. Completion of this course will prepare students for advance science courses, including Advanced Placement (AP) Chemistry.			
<b><u>AP Chemistry</u></b>	SCI3060	1 credit	Science Grades 11-12
<b><i>Recommendations: Chemistry Honors or Chemistry</i></b>			
This 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.			
<b><u>Earth Science</u></b>	SCI4020	1 credit	Science Grades 11-12
Earth Science is a laboratory and engineering based class where daily attendance and participation are mandatory. Students will face the challenges of understanding, predicting, and engineering for the natural disasters that impact humans around the planet. Students will also work as a class to find and develop the resources necessary for human settlements on a planet beyond our solar system. Topics of study: Movement of the Earth's crust, global climate change, water on the Earth, human impact on the environment, astronomy, satellites, relativity, engineering practices, and terraforming.			
<b><u>General Physics</u></b>	SCI2030	1 credit	Science Grades 10-12
<b><i>Recommendations: Algebra</i></b>			
Topics include experimental design, constant and accelerated motion, Newton's Laws, two-dimensional motion (including circular motion), work, energy, and momentum. Students enrolling in this course should have good algebra skills and be able to calculate slopes, solve simple quadratic equations, use slope-intercept form to write the equation of a linear graph, and solve for any variable in a linear equation. Students will acquire critical thinking and problem solving skills and practice data collection and measurement techniques. Students will play a major part in their own learning through presentations and classroom discussions centered around experiments and assignments. Computers and related technology are used for data collection and analysis.			

**Math Physics** SCI2040 1 credit Science  
**Recommendations: Algebra** Grades 10-12  
 Topics studied include experimental design, constant and accelerated motion, Newton's Laws, two-dimensional motion (including circular motion), work, energy, and momentum. Students will acquire critical thinking and problem solving skills as well as several laboratory skills including experimental design, data acquisition, and measurement techniques. Students will play a major part in their own learning by participating in presentations and classroom discussions centered around their experiments and assignments. The use of computers and related technology is emphasized for both data acquisition and data analysis. This course proceeds at a faster pace and requires greater application of mathematics than General Physics.

**Math Physics 2** SCI2060 1 credit Science  
**Recommendations: Math Physics, Algebra/Trig** Grades 11-12  
 This class completes the study of introductory physics concepts started in math physics. Topics include rotational motion, mechanical waves, sound, light, geometric optics, electrostatics, circuits, and magnetism. The course emphasizes exploring physical phenomena through hands-on activities but also requires rigorous calculations and problem solving. **Students who complete Math Physics and Math Physics 2 will be well prepared to take the A.P. Physics 1 test.**

**Advanced Science & Engineering** SCI5030 1 credit Science  
**Recommendations: Math Physics 2, Algebra-Trig.** Grades 11-12  
 This class is designed for students planning to pursue careers in the physical sciences or engineering. Topics include graphical analysis, scaling, electromagnetic induction, thermodynamics, fluids, special relativity, atomic structure, quantum mechanics and nuclear physics. Most topics will be studied through hands-on curriculum and class discussions. Problem solving techniques and connections to engineering and engineering projects will be emphasized throughout the course. **Students who complete Math Physics 2 and Advanced Science & Engineering will be well prepared to take the A.P. Physics 2 test.** Students who wish to take Advanced Science and Engineering without taking Math Physics 2 should talk with their instructor for supplemental work.

**AP Environmental Science** SCI4010 1 credit Science  
**Recommendations: Biology, Chemistry (may be taken concurrently)** Grades 11-12  
 AP Environmental Science is a college-level, introductory environmental science course. The course will prepare interested students for the Advanced Placement Exam in Environmental Science, given in May and possibly resulting in college credit. This course will provide students with an understanding of how the natural world works, the interrelationships living things have with each other and with their environment, and how to identify environmental problems. Students will develop their understanding through a variety of laboratory experiences, including an independent research project. The La Follette Arboretum and other nearby natural areas will be used for field study.

**Advanced University Research in the Sciences** SCI9015 ½ MMSD credit Summer School (\$20) Science  
 ¼ MMSD credit Fall Term credit 1 UW Independent Study  
**Recommendations: Current sophomores or juniors, successful completion of 2-3 years of both science and math, available a minimum of 9 weeks of summer to work on campus, available approximately 25 hours/week.**  
**Students are chosen based on a written application and two teacher recommendations.**  
 This course is open to students from all MMSD high schools and is limited to one cohort per year. 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 <http://scienceweb.madison.k12.wi.us/internship>

## SOCIAL STUDIES

In order to graduate, all students are required to earn three credits in social studies, specifically including U.S. History and Modern U.S. History. AP U.S. History may be substituted for Modern U.S. History.

### U.S. History

SOC1010

1 credit

Required  
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 the nature of change, how power is gained and maintained, what influences policy, how race, class and gender shape the American experience and their individual role in society. Within each unit, students will build their historical thinking, reading, writing, speaking and listening skills. Students will also increase their skills of reading and writing through Close Readings strategies of primary and secondary sources and through Document Based Questions. By focusing on thesis statements, using evidence and examples, students will increase their knowledge of U.S. History and increase their reading and writing skills.

### U.S. History Honors

SOC1030

1 credit

Required  
Grade 9

U.S. History 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. Students will also increase their skills of reading and writing through Close Readings strategies of primary and secondary sources and through Document Based Questions. By focusing on thesis statements, using evidence and examples, students will increase their knowledge of U.S. History and increase their reading and writing skills.

### World History - Overview

SOC2010

1 credit

Soc Studies  
Grade 10

World History Overview is a one credit survey course covering the timeframe from the beginning of recorded history to the present day. Students will become aware of the rich heritage and contributions of the world and its interdependence. Students will explore the nature of change, how power is gained and maintained, what influences policy, how race, class, and gender shape the global experience and shape individual's role within society. Students are expected to participate in class discussions, complete homework and readings, write papers, complete projects, including DBQs, to develop their ability to read, write, research, and think like a historian. As students examine the changing political, social and economic institutions in Asia, Africa, Europe, Oceania, and the Americas over time, they will focus 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, geographical forces of change, intellectual revolutions, and cultural traditions that shaped the modern world. Students will discuss international issues and explore solutions to world problems and become critical thinkers while developing inquiry and discussion skills. Students will continue to increase their skills of reading and writing through using Close Readings strategies of primary and secondary sources and through Document Based Questions. By focusing on thesis statements, using evidence and examples, and use of academic language students will increase their knowledge of World History and increase their reading and writing skills.

### World History - Overview Honors

SOC2020

1 credit

Soc Studies  
Grade 10

World 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. Students will continue to increase their skills of reading and writing through using Close Readings strategies of primary and secondary sources and through Document Based Questions. By focusing on thesis statements, using evidence and examples, and use of academic language students will increase their knowledge of World History and increase their reading and writing skills.

### Modern US History

SOC1045

1/2 credit

Required  
Grade 11-12

Modern U.S. History is a thematic course that surveys the political, social, and economic history of the United States from the post-WWII era to the present day. Students will explore the following themes: the impact of competing ideologies in the post-WWII era, the politics of power and its effects on society, and the challenges in the transition from the Superpower era to a globalized world. Within each unit, students will build their historical thinking, reading, writing, speaking and listening skills. Students will continue to increase their skills of reading and writing through using Close Readings strategies of primary and secondary sources and through Document Based Questions using fewer scaffolds. By focusing on thesis statements, using evidence and examples, and use of academic language students will increase their knowledge of modern day U.S History and increase their reading and writing skills.



**AP Psychology**

SOC4050

1 credit

Soc Studies  
Grades 11-12

This course is for students wanting a more in depth view of psychology. Through the use of psychological methods, students will explore psychology in learning/intelligence theory, development, mental disorders, group behavior, the biological bases of behavior, sensation and perception, cognition, and memory. Through labs, lectures and presentations this class is structured to provide support and success on the AP Psychology exam. It is strongly recommended that students have taken Human Social Behavior and passed with a "C" or higher prior to taking AP Psychology. Near the end of the school year, students have the option of taking the Advanced Placement examination in Psychology and qualifying for college credit. The reading is college-level, extensive, and designed for students who are highly motivated and who have strong independent skills. Tests are objective and essay.

**AP U. S. Government and Politics**

SOC5040

1 credit

Soc Studies  
Grades 11-12

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. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a required political science research or applied civics project. Near the end of the school year, students have the option of taking the Advanced Placement examination in Psychology and qualifying for college credit. The reading is college-level and extensive. Tests are both objective and essay. All U.W. System campuses grant credit for a passing grade on the AP exam. More information is available at: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>.

**AP World History**

SOC2040

1 credit

Soc Studies  
Grades 10

AP World History is a college-level course that analyzes global patterns of historical development and exchange from roughly 8000 B.C.E. to the present. Using primary and secondary sources, AP World History students will track historical change and continuity within and across six periods of study, paying close attention to unifying course themes and accompanying learning objectives. Great emphasis is placed on the honing of historical thinking skills, such as chronological reasoning, comparison, contextualization, argumentation, interpretation, and synthesis. The course culminates with the national AP World History examination, which will be administered in May. If successful on the national examination, students could receive college credit at their preferred university.

**US History in Spanish (DLI)**

SOC6070

1 credit

Soc Studies  
Grade 9-10

***Recommendation: Participation in middle school DLI program or meets minimum score requirement for ESL student.***

This course is taught in Spanish and is designed for bilingual learners. 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 nature of change, how power is gained and maintained, what influences policy, how race, class and gender shape the American experience and their individual role in society. Within each unit, students will build their historical thinking, reading, writing, speaking and listening skills. 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. Other interested students should consult with guidance counselor prior to registering for this course.

**World History in Spanish (DLI)**

SOC6080

1 credit

Soc Studies  
Grade 10

***Recommendation: Participation in middle school DLI program or meets minimum score requirement for Spanish Proficiency.***

This course is taught in Spanish and is designed for bilingual learners. The course challenges students to explore the historical events, geographical forces 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.

**Ethnic Studies in Spanish (DLI)**

SOC6095

1/2 credit

Soc Studies  
Grade 11 -12

***Recommendation: Participation in middle school DLI program or meets minimum score requirement for Spanish Proficiency.***

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).

**Latin America Studies in Spanish (DLI)**

SOC7015

1/2 credit

Soc Studies  
Grade 12

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. The course covers pre-Columbian Indigenous societies, the period of Spanish conquest and rule, the struggle for independence, and the current efforts to modernize and stabilize the wide variety of Latin American nations. The course will be taught entirely in Spanish and will include primary source and current event analysis, formal research and academic writing, guest speakers, and in-class discussion.

**Foundations of Leadership**

SOC7035

1/2 credit

Soc Studies  
Grade 11-12

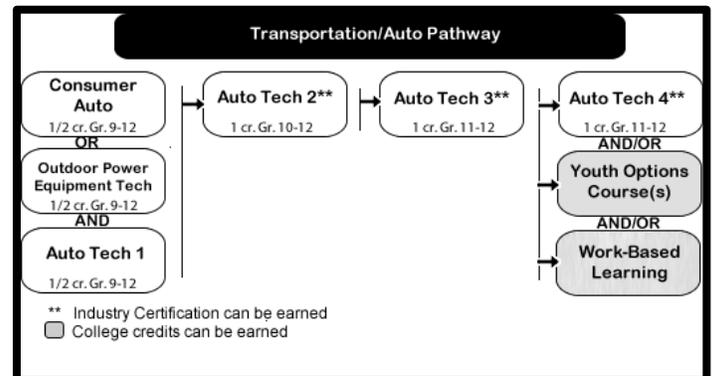
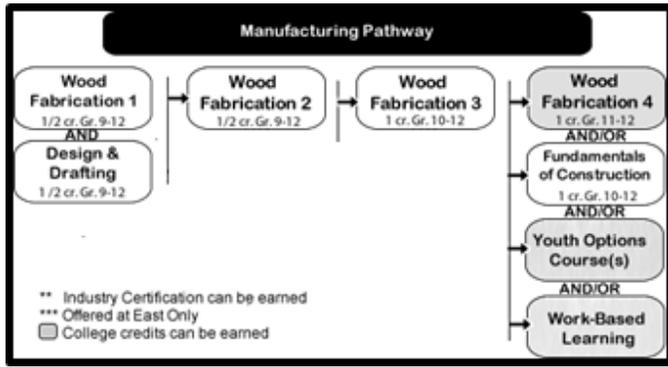
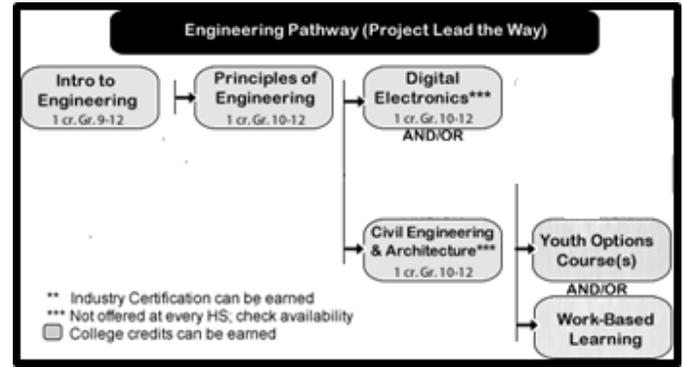
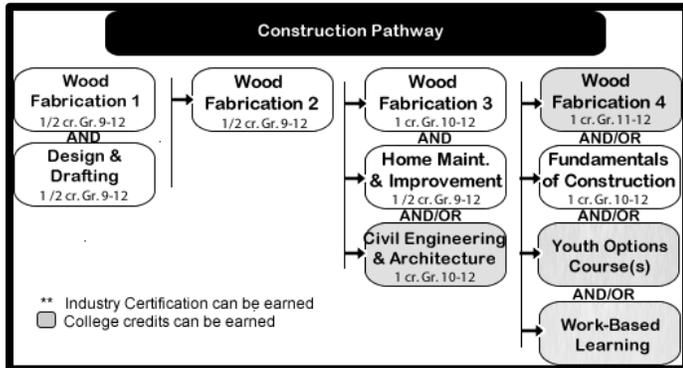
Foundations of Leadership is designed to support and challenge students to examine their own identities and express their own leadership style and ability. This is an interdisciplinary class which draws on literature, history, social issues, current events, art, speech, etc. to explore the identities 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 this class with the skills and tools to investigate, propose solutions, and organize for leadership within their communities, our country, and our world.

# TECHNOLOGY AND ENGINEERING

Statement for ALL course sequence maps:

These course sequence 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.



## WOODS AND CONSTRUCTION

### Design and Drafting

TEC4015

1/2 credit

Career & Tech Ed  
Grades 9 -12

This introduction to design and drafting covers the basics of creating a technical drawing, using both sketching and computer-aided drafting systems. Student 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. \* A fee may apply for this course. See listing on pages 30-36 for more information.

### Home Maintenance & Improvement

TEC3025

1/2 credit

Career & Tech Ed  
Grade 9-12

This course covers the fundamental systems that comprise a residential dwelling including electrical, plumbing, framing etc. Students will learn practical maintenance and home improvement skills that apply to both future homeowners and those interested in the skilled trades. Students are responsible for course supplies and materials. \* A fee may apply for this course. See listing on pages 30-36 for more information.

<b><u>Fundamentals of Construction</u></b>	TEC3030	1 credit	Career & Tech Ed Grades 10-12
<b>Recommendation: Wood Fabrication 1 or Home Maintenance and Improvement</b>			
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. Students are responsible for course supplies and materials. * A fee may apply for this course. See listing on pages 30-36 for more information.			

<b><u>Wood Fabrication 1</u></b>	TEC3015	1/2 credit	Career & Tech Ed Grade 9-12
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. Students are responsible for course supplies and materials. * A fee may apply for this course. See listing on pages 30-36 for more information.			

<b><u>Wood Fabrication 2</u></b>	TEC3045	1/2 credit	Career & Tech Ed Grades 9 -12
<b>Recommendation: Wood Fabrication 1</b>			
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. Students are responsible for course supplies and materials. * A fee may apply for this course. See listing on pages 30-36 for more information.			

<b><u>Wood Fabrication 3</u></b>	TEC3050	1 credit	Career & Tech Ed Grades 10-12
<b>Recommendation: Wood Fabrication 2</b>			
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. Students are responsible for course supplies and materials. * A fee may apply for this course. See listing on pages 30-36 for more information.			

<b><u>Wood Fabrication 4</u></b>	TEC3060	1 credit	Career & Tech Ed Grades 11-12
<b>Recommendation: Wood Fabrication 3</b>			
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.) Students are responsible for course supplies and materials. * A fee may apply for this course. See listing on pages 30-36 for more information.			

## PROJECT LEAD THE WAY

<b><u>Introduction to Engineering – Project Lead The Way</u></b>	TEC1010	1 credit	Career & Tech Ed Grade 9-12
<b>Recommendation: Algebra recommended or currently enrolled</b>			
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.) * A fee may apply for this course. See listing on pages 30-36 for more information.			

<b><u>Principles of Engineering – Project Lead The Way- ES</u></b>	TEC1020	1 credit	Career & Tech Ed/Science Grade 10-12
<b>Recommendation: Geometry recommended or currently enrolled</b>			
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.) * A fee may apply for this course. See listing on pages 30-36 for more information.			

<b><u>Digital Electronics - Project Lead The Way-EM</u></b>	TEC1030	1 credit	Career & Tech Ed/Math Grades 10-12
<b>Recommendation: Algebra</b>			
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.) . This course may be used to meet the third credit of math graduation requirement. * A fee may apply for this course. See listing on pages 30-36 for more information.			

**Civil Engineering & Architecture – Project Lead The Way**

TEC1040

1 credit

Career & Tech Ed  
Grades 10-12**Recommendation: Geometry recommended or currently enrolled****Recommendation: Introduction to Engineering or Principles of Engineering**

In this class you will learn about Civil Engineering and Architecture, using the design process to solve real world problems and apply your creative skills to hands-on-projects. You will use state -of- the-art software to design residential and commercial buildings. This course covers topics such as the roles of civil engineers and architects, project planning, building design, project documentation and presentation, and interior design. (Dual/transcripted credit is offered by Milwaukee School of Engineering [MSOE] with transfer possibilities to other colleges and universities.)

\* A fee may apply for this course. See listing on pages 30-36 for more information.

**TRANSPORTATION****Consumer Auto**

TEC2015

1/2 credit

Career & Tech Ed  
Grades 9-12

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. Students are responsible for course supplies and materials. \* A fee may apply for this course. See listing on pages 30-36 for more information.

**Outdoor Power Equipment Technology**

TEC2025

1/2 credit

Career & Tech Ed  
Grades 9-12

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. Students are responsible for course supplies and materials. \* A fee may apply for this course. See listing on pages 30-36 for more information.

**Automotive Technology 1 / Engine Systems**

TEC2035

1/2 credit

Career & Tech Ed  
Grades 9-12

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 ASE Standards. By using professional service and testing equipment, the student will become safe and lightly skilled at routine service and maintenance of automobiles. \* A fee may apply for this course. See listing on pages 30-36 for more information.

**Automotive Technology 2**

TEC2040

1 credit

Career & Tech Ed  
Grades 10-12**Recommendation: Auto Tech 1**

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. \* A fee may apply for this course. See listing on pages 30-36 for more information.

**Automotive Technology 3**

TEC2050

1 credit

Career & Tech Ed  
Grades 11-12**Recommendation: Auto Tech 2**

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. \* A fee may apply for this course. See listing on pages 30-36 for more information.

**Automotive Technology 4 / Advanced Engines**

TEC2060

1 credit

Career & Tech Ed  
Grades 11-12**Recommendation: Auto Tech 3**

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. \* A fee may apply for this course. See listing on pages 30-36 for more information.

**Career Internship**

CTE9040

1 credit per Sem

Career &amp; Tech Ed

***Application process required--see counselor for more information*** (2 credits max)

Grades 11-12

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

**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 conversion 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******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, Family & Community Services, Food Service, Construction, Electronics, Health Science, Child Care Teacher **\*Industry Certification**

**Youth Apprenticeship*****Application process required--see counselor for more information******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, Biotechnology, Construction, Finance & Accounting, Health Services, Culinary/Hospitality/Tourism, Information Technology, and Pharmacy Technician **\*\*College Credit**

## TECHNOLOGY & ENGINEERING - DISTRICT COURSES NOT AT LHS (SEE YOUR COUNSELOR)

### Aerospace Engineering (Project Lead The Way)

TEC5040

1 credit

Career & Tech Ed

Aerospace is a two-semester advanced level, integrated, project-based science course with an emphasis on the application of concepts from biology, chemistry and physics as the controlling factors behind the processes and equipment in aviation and space exploration. Units of instruction include aviation history, aerodynamics, wind tunnel testing, aircraft stability and design, physiology of flight, aerospace materials science, space exploration, and autonomous vehicle design. Major engineering projects include design evaluation and flight performance prediction of a radio-controlled aircraft, engineering cycle of design/build/test/revise for custom catapult gliders and solid-engine rockets, and autonomous vehicle design (mechanical design, electrical circuits and programming). Most lessons are reinforced through the use of computer technology and software such as Microsoft Excel, X Plane, Autodesk Inventor 3D modelling software, AERY Glider Design, and RockSim. Field trips during the year offer the opportunity to pilot single-engine aircraft under the guidance of certified flight instructors and to experience kit built aircraft manufacturing, the EAA museum, and aircraft restoration. The course is only offered at Memorial. (Dual/transcripted credit is offered by Milwaukee School of Engineering [MSOE] with transfer possibilities to other colleges and universities.)

### Computer Integrated Manufacturing (Project Lead The Way)

TEC1050

1 credit

Career & Tech Ed  
Grades 11-12

**Recommendation: Completion of Introduction to Engineering and Principles of Engineering with a passing grade OR completion of Metals Manufacturing 1 and Metals Manufacturing 2 with a passing grade. Course offered at: EAST (see counselor if interested)**

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.) **Course Fee: \$30**

### Engineering Design and Development (Project Lead The Way)

TEC1070

1 credit

Career & Tech Ed  
Grade 12

**Recommendation: At least one Project Lead The Way course and teacher's signature.**

**Course offered at: MEMORIAL (see counselor if interested)**

Engineering Design & Development is the capstone research and development course for all of the engineering courses. Engineering Design and Development is an engineering research course in which students work in teams to research, design, and construct a solution to an open-ended engineering problem. Students apply principles developed in the preceding engineering course(s) and are guided by the teacher and community mentor/professional engineers. At the end of the course, students must submit a final written report and defend their solutions to a panel of outside reviewers. (Dual/transcripted credit is offered by Milwaukee School of Engineering [MSOE] with transfer possibilities to other colleges and universities.) **Course Fee: \$30**

# WORLD LANGUAGES

## WHY STUDY A WORLD LANGUAGE?

### STUDYING A WORLD LANGUAGE

- Satisfies foreign language college ENTRANCE REQUIREMENT \*
- Allows you to fulfill the College of Letters and Science (L&S) foreign language GRADUATION REQUIREMENT at UW-Madison.\*\*
- Prepares you to receive RETROACTIVE CREDIT at any UW campus.\*\*\*
- Enhances JOB OPPORTUNITIES both in the United States and abroad.
- Allows you to participate in TRAVEL PROGRAMS.
- Increases MULTICULTURAL awareness.
- Improves English COMMUNICATION SKILLS.

\*Two years of a foreign language are necessary for ENTRANCE to UW-Madison and UW-Eau Claire.

\*\*For students completing undergraduate degrees in the College of Letters and Science.

1. For the B.A. degree:

Completion of 4th semester college course or equivalent 4th year high school course of a foreign language.

OR

Completion of 3rd semester college course or equivalent 3rd year high school course plus one other language through 2nd semester college course or equivalent 2nd year high school course of a foreign language.

2. For the B.S. degree: - Completion of 3rd semester college course or equivalent 3rd year high school course of a foreign language.

***A maximum of two years of American Sign Language may be counted toward the foreign language requirement of the B.A. or B.S. degree in the UW-Madison College of Letters and Science.***

Students who have had previous non-college instruction in French, German, Hebrew, Latin, or Spanish must take the UW placement test if they intend to continue studying that language at UW-Madison. Students who have completed non-college work in other languages will need to consult with appropriate advisers upon entering UW-Madison. Since AP credit is above the language requirement level, any student receiving AP credit will automatically satisfy the L&S language requirement without further testing.

\*\*\*Upon completion of high school courses, a student may take a foreign language course at any UW campus. If the student receives a "B" in the course, he will receive retroactive credit for equivalent courses prior to the level. Sixteen university credits are the maximum credits given. For further questions or explanation, contact foreign language teachers or a counselor.

### American Sign Language 1 (ASL1)

FOR4010

1 credit

For Lang  
Grades 9-12

Students will develop their knowledge and skills of American Sign Language by participating in interpersonal (expressive and receptive signing), interpretive (reading/interpreting another person's signs), and presentational (expressive signing) modes of communication. These modes of communication will be incorporated in order to strengthen all language skills. Students will gain proficiency through authentic materials, real-life experiences, and cultural connections. Included are the cultural aspects of the Deaf community: their challenges, perspectives, community and history. Instruction will be tailored to meet the needs and strengths of all learners through differentiation, technology, and multicultural curriculum.

### American Sign Language 2 (ASL 2)

FOR4020

1 credit

For Lang  
Grades 9-12

#### ***Recommendation: ASL 1***

ASL II will permit students to further pursue learning American Sign Language. It will advance the students' understanding of vocabulary, grammar and discourse of the language. The class will concentrate on improving students receptive and expressive signing skills. Students will develop their receptive skills via group activities, classroom presentations, use of their text book and observing and interacting with the teacher and Deaf presenters. Students' expressive skills will be developed through individual (video) taping, class activities, and interacting with the teacher and Deaf presenters. The course will also focus on rules of grammar, and cultural features of the Deaf community. Students will be required to sign in front of class.

### American Sign Language 3 (ASL 3)

FOR4030

1 credit

For Lang  
Grades 10-12

#### ***Recommendation: ASL 2***

ASL III will build on signing skills acquired in ASL I and II. It will concentrate more intensively on expressive and receptive signing. Students will be required to sign more often in front of the class, to each other, on video tapes and to Deaf people. They will also be "reading" (watching and understanding) many signed stories instructions and conversations. Rules of grammar and Deaf culture will be explored in-depth. Students will be required to write reports related to past and current deaf-related issues. Opportunities to use signing skills outside of the classroom will be provided.

**American Sign Language 4 (ASL 4)** FOR4040 1 credit For Lang  
***Recommendation: ASL 3*** Grades 10-12  
 ASL 4 will build on ASL skills acquired in ASL 1, 2, and 3. It will develop an in-depth knowledge of ASL vocabulary, syntax, non-manual markers and culture. It will introduce real-life applications in the classroom by inviting native speakers and visitors. The class will have the opportunity to visit deaf-related environments such as deaf schools and service centers. The students will conduct community/survey projects such as teaching young children, providing the training of ASL and its culture to emergency professionals such as police departments, etc. The entire class will be conducted in ASL.

**French 1** FOR1010 1 credit For Lang  
 Grades 9-12  
 French 1 is based on communication and culture. Students will be introduced to these through listening, speaking, reading, and writing. Active oral participation is essential. The students will also start learning about different Francophone countries throughout the world. In French 1, this will include not only Paris and other regions of France, but Quebec and West Africa as well. (As the student continues through the program, they also continue studying other areas such as Louisiana, Polynesia and other European countries.)

If the student continues in the program after French 1, they will also be offered the opportunity to participate in a trip to France or other French-speaking country. Trips may be on alternate years. These may include touring and/or family stay, with language acquisition and acculturation as a goal.

**French 2** FOR1020 1 credit For Lang  
 Grades 9-12  
***Recommendation: French 1***  
 French 2 is a course that uses the ACTFL World Readiness for Language Learning Standards and the Common Cores 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, everyday and leisure activities, celebrations, travel, and compare one's costumes to those of the French-speaking world.

**French 3** FOR1030 1 credit For Lang  
 Grades 9-12  
***Recommendation: French 2***  
 Students continue their study of the French language and French cultures. Conversation, writing and reading will be expanded. Students will be introduced to new grammar concepts, as well as various literature and movie selections. French is spoken almost exclusively in class.

**French 4** FOR1040 1 credit For Lang  
 Grades 10-12  
***Recommendation: French 3***  
 Students will improve oral and written skills, incorporating additional grammar study along with new vocabulary and writing compositions. A special emphasis will be placed on literature and cinema of the French speaking world. French is spoken almost exclusively in class.

**French 5** FOR1050 1 credit For Lang  
**AP French Language** FOR1060 1 credit For Lang  
***Recommendation: French 4 or teacher recommendation*** Grades 11-12  
 Students continue to work toward proficiency in speaking, listening, reading and writing. Conversation, composition, grammar review and literature are essential components of this course. As in French IV, a special emphasis will be placed on literature and cinema of the French speaking world. French is spoken exclusively in class. Students at the French V level will have the option to prepare for and take the AP French exam. Access to a cassette tape recorder is required for students planning to take the AP exam.

**German 1** FOR3010 1 credit For Lang  
 Grades 9-12  
 German 1 is an introduction to the language and culture of the German speaking countries. Students develop a basic vocabulary primarily through listening and speaking skills with a secondary emphasis on reading. Emphasis is placed on listening to spoken German and learning to speak with simple terms. Emphasis will also be placed on motivating students to see value in the continuing language/culture learning process. German grammar, some reading, and a small amount of writing will be taught toward the goal of establishing beginning level proficiency in the language. A variety of additional resources and activities, are used to emphasize the listening and speaking approach to language learning and proficiency.

**German 2** FOR3020 1 credit For Lang  
 Grades 9-12  
***Recommendation: German 1***  
 German 2 is an intermediate course that uses the ACTFL World Readiness for Language Learning Standards and the Common Cores State Standards. Students will learn how to communicate in German through more complex 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 German-speaking world. Through speaking and listening to mainly German in class, students will progress in their ability to communicate in German at an intermediate level around relevant daily life topics like travel, personal interests, food, shopping, health, and holidays and customs.

<b><u>German 3</u></b>	FOR3030	1 credit	For Lang Grades 10-12
<b><i>Recommendation: German 2</i></b>			
Throughout this intermediate-level course students will become more autonomous with their language use. The emphasis in German 3 is on reading for meaning and oral expression. Interpreting written text and expressing ideas more freely in writing will be given greater attention at this level of proficiency. Reading materials include but are not limited to short mystery stories. German 3 familiarizes students with highlights of past centuries and provides glimpses of contributions made in science, literature, and the arts. Activities include the creation of videos for presentations. A review of grammatical structure is included.			
<b><u>German 4</u></b>	FOR3040	1 credit	For Lang Grades 10-12
<b><i>Recommendation: German 3</i></b>			
Intensive work in oral comprehension and speaking is continued in German 4. The focal point is the reading and interpretation of the German short story. There is also heavy emphasis on writing, and individual oral expression in German, in addition to improved reading ability. Students will continue to develop speaking and listening skills by conducting peer interviews, engaging in debates, giving oral presentations, and participation in role-play activities. The German-speaking world of today is brought to light through discussions of such topics as the environment, social problems, health, media and technology. As they continue to relate these topics to their own cultures, students will be able to appreciate Goethe's observation that "you do not know your own language and culture until you have learned another."			
<b><u>AP German Language</u></b>	FOR3050	1 credit	For Lang Grades 11-12
<b><i>Recommendation: German 4</i></b>			
This course will provide an advanced level study of German and afford students the opportunity to:			
<ul style="list-style-type: none"> <li>• Develop communication skills relating to the cultural diversity in German-speaking countries</li> <li>• Develop increased understanding of objectives from German 1, 2, 3 and 4</li> <li>• Communicate more fluently in individual and group situations</li> <li>• Read texts and follow-up discussions in German</li> <li>• The entire class is conducted in German.</li> </ul>			
<b><u>Spanish 1</u></b>	FOR2010	1 credit	For Lang Grades 9-12
Spanish 1 is an introductory class where students will develop skills in reading, writing, speaking, listening and understanding in the target language. Students will explore the cultures and language of the Spanish-speaking world in connection to familiar topics like self and family, school, preferences, and everyday customs and practices. Emphasis will be given to the speaking communication mode through the use of a variety of instructional resources and materials. At the end of this course students will be able to handle short everyday social interactions, understand the main idea of a message, and communicate with ease on basic topics.			
<b><u>Spanish 2</u></b>	FOR2030	1 credit	For Lang Grades 9-12
<b><i>Recommendation: Spanish 1 or its equivalent</i></b>			
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.			
<b><u>Spanish 3</u></b>	FOR2040	1 credit	For Lang Grades 9-12
<b><i>Recommendation: Spanish 2</i></b>			
Students will refine listening, speaking, reading, and writing skills in Spanish while developing a greater understanding of the variety of cultures in the Spanish-speaking world. Students are expected to use Spanish for communication in class, with limited use of English. Written and spoken communication will be refined and students will be able to communicate effectively in present and past tenses, as well as give instructions and express wishes. Students will be evaluated on all modes of communication. Students who have not taken Spanish 2 should take a placement test before enrolling in this course.			
<b><u>Spanish 4</u></b>	FOR2050	1 credit	For Lang Grade 10-12
<b><i>Recommendation: Spanish 3</i></b>			
Students in this course review/learn all common Spanish tenses and grammatical moods. More extensive reading, vocabulary building, and grammar practice develop greater student fluency and prepare students for Spanish 5. This course is conducted almost exclusively in Spanish, and will help students refine their communication skills in past, present, and future tenses.			

<b><u>Spanish 5</u></b>	FOR2060	1 credit	For Lang Grades 11-12
<b><i>Recommendation: Spanish 4 or Spanish Language Arts 2 (DLI)</i></b>			
Spanish 5 is a continuation of the Spanish program with a focus on refining all skills of listening, speaking, reading and writing. There is a greater emphasis on discussion and conversation in Spanish, and the course is conducted almost entirely in Spanish. Students will focus on reading authentic texts from different Spanish-speaking countries around the world.			
<b><u>AP Spanish Language</u></b>	FOR2070	1 credit	For Lang Grades 11-12
<b><i>Recommendation: Spanish 4 or Spanish Language Arts 2 (DLI)</i></b>			
AP Spanish is a continuation of the Spanish program with focus on refining all skills of listening, speaking, reading, and writing. There is a greater emphasis on discussion and conversation in Spanish, and the course is conducted entirely in Spanish. In this course students will study challenging authentic literature to prepare themselves for college-level Spanish classes. The six themes studied are Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students will also practice for the AP Spanish Language exam.			
<b><u>Spanish Literature and Language Arts 1 (DLI)</u></b>	FOR8050	1 credit	For Lang Grade 9-10
<b><i>Recommendation: Participation in middle school DLI program or heritage speaker with placement test.</i></b>			
In this course students will be exposed to literature and current issues in the Spanish-speaking world. 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 and is conducted entirely in Spanish. Other students who speak Spanish at home may be eligible and should consult with a guidance counselor prior to registering for this course.			
<b><u>Spanish Literature and Language Arts 2 (DLI)</u></b>	FOR8060	1 credit	For Lang Grade 9-10
<b><i>Recommendation: Participation in DLI program or heritage speaker with placement test.</i></b>			
In this one credit course, students further develop their Spanish literacy skills and understanding 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 Spanish language texts, both literary and informational around universal themes of identity, beauty, friendship and the influence of technology. The course is conducted 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 Spanish Language and Culture course.			
<b><u>AP Spanish Literature &amp; Culture</u></b>	FOR8080	1 credit	For Lang Grade 11-12
<b><i>Recommendation: AP Spanish Language</i></b>			
The high school AP Spanish Literature course, conducted entirely in Spanish, is comparable to an intermediate college level class 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 Course Requirements. The 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 in Spanish language and literature but also in social, environmental, and cultural issues. Students who elect this class will be expected to complete some summer work and possibly attend "book club" sessions to allow for completion of all required readings.			
<b><u>Language and Community Engagement</u></b>	FOR8095	1/2 credit	For Lang Grade 10-12
Students who have studied a language in school or are heritage speakers will have the opportunity to continue their language study in an individualized way with an emphasis on using the language outside of a classroom setting and in the local and global community. Students will also be able to pursue the Seal of Biliteracy through this coursework. Through opportunities for engagement in the target language, students will explore individualized cultural areas of interest. Opportunities to engage in language use and exploration outside of the classroom will be a major focus. The course will culminate in a student-led project that reflects the semester's learning.			

## WORK CREDIT-SPECIAL EDUCATION

\*\*\*These courses are available to students who have an IEP. Courses are selected by IEP teams and case managers. These courses meet graduation requirements but typically offer curriculum that does not meet 4 year college requirements.

### **Introductory Vocational Skills**

A-GEN3200

1 credit

Elective  
Grades 9-12

This course is designed to introduce ninth and tenth grade students to a variety of vocational experiences within the school setting. Students will explore jobs and learn and develop early work habits and skills.

### **Supported Employment Skills**

A-GEN3230

1 credit

Elective  
Grades 10-12

This course is designed to provide community experiences in beginning vocational skills. Students will participate in volunteer jobs in order to build both work skills and resumes for future paid jobs. Students appropriate for this class have moderate to severe disabilities.

### **Competitive Employment Skills**

A-GEN3240

1 credit

Elective  
Grades 11-12

The Competitive Employment program is an opportunity for functional job skills training in the Madison metropolitan community based on a student's individual education plan (IEP) goals. Students may work during the scheduled school day. A special education teacher will monitor the student's progress and address vocational IEP goals. The purpose of this program is to assist students in developing vocational skills and attitudes necessary for competitive employment. Students are also encouraged and given assistance in finding employment. Students in this program are given credit for working.

### **Vocational Skills**

A-GEN3210

1 credit

Elective  
Grades 11-12

This course is designed to provide experiences that will help students gain employability skills necessary for successful competitive employment. Students explore employment options and learn job skills through volunteering for jobs in school and in the community.

### **Post Grad Supported Employment Skills**

A-GEN3250

1 credit

Elective  
Post Grad Only

This course is for students who are age 18 and over, who are in the final stages of transition out of high school. Students appropriate for this program have significant needs. Case managers should work with the transition teacher to determine if the program is appropriate.