



**Kewaskum High School**  
**COURSE SELECTION HANDBOOK**  
***2023-2024***

**KEWASKUM HIGH SCHOOL**  
**COURSE GUIDE 2023-2024**  
STATEMENT OF PURPOSE

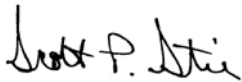
This course guide was prepared by the faculty and administration of Kewaskum High School to assist you in selecting your courses for the 2023-24 school year. It contains essential information about graduation requirements, college recommendations, suggested course sequences, and educational options. The variety and depth of the courses represent the strong commitment to education by the school board and community.

The purpose of this course description book is to assist you and your parents/guardians in your role in the education process. It is important that you and your parents/guardians familiarize yourself with the requirements for graduation at KHS. In addition, the responsibility of choosing classes is a serious one that I hope you investigate thoroughly with consideration given to creating as many opportunities for you and for your future. If at any time either you or your parents/guardians have questions about progress toward graduation, or the appropriateness of an educational program, you should contact a school counselor as soon as possible.

While the administration and Student Services Department of Kewaskum High School recognize the functional advantages of being consistent in applying the procedures of this handbook, we also recognize the great diversity in student needs. Thus we reserve the right to individualize any procedure where unusual or extenuating conditions warrant.

Make the most of the many opportunities Kewaskum High School affords you!

Sincerely,



Scott Stier, Principal

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Student Services Website  
[www.kewaskumschools.org/khs/content/counseling](http://www.kewaskumschools.org/khs/content/counseling)

School counselors will follow their respective students through graduation.

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## COURSE SELECTION PROCESS

1. Study the course descriptions. Select courses you wish to take according to the following priorities:
  - Courses needed for graduation
  - Courses needed for college and career readiness as determined by your Academic and Career Plan (ACP)
  - Discussion with your school counselor, family, and teachers
  - Courses relating to your interests and aptitudes
2. Accurately complete the Course Selection Form (separate sheet handed out in class meetings)
  - List your name and date
  - Circle and write in each course you want for next year
  - Double check that you've met prerequisites for selected courses, that you've chosen 7.5 total credits for the year, that you did not select any courses you previously earned credit for, that you're meeting graduation requirements, and that you meet the grade requirements for each course
3. You will accurately enter your course selections into Skyward during your ACP meeting. This includes entering three alternative classes.
4. Students will be able to view their next year's completed schedule before the end of the school year. Your counselor will be available to meet with you to resolve any scheduling conflicts that may arise.

### **Deadlines for Special Scheduling Circumstances:**

- Start College Now/Early College Credit
  - October 1st for Spring Semester
  - March 1st for Fall Semester

**\*Requests for special circumstances made after deadlines will not be considered.**

## KEWASKUM HIGH SCHOOL POLICY FOR SCHEDULE CHANGES

**Please note that once scheduling decisions are made, your course selections will be considered closed and are not subject to student change requests.**

In order to continue to offer the wide range of classes currently available at Kewaskum High School the following guidelines have been put into effect beginning with courses you schedule for the 2023-24 school year:

Scheduling changes will be considered by the student services department for the following reasons only:

- A level change (for example: per teacher request a math level should be adjusted to be made higher or lower to meet the students' needs)
- A conflict exists in a student schedule that prevents the student from taking one or more of the courses they selected in the registration process
- The student needs to retake a failed course to meet graduation requirements
- A special education case manager has requested a change to meet their student's needs
- Error in schedule (examples: missing a required course, a duplicate class, a hole in schedule, physical injury)

Students requesting a schedule change will need to fill out the appropriate schedule change request form located in the student services office.

Please note that all schedule changes and course drops will need to occur by the first two days of the trimester for which the course was scheduled. Changes must be approved by the student's counselor, parent or guardian, and teacher or administrator. Valid reasons for schedule changes are listed in the Kewaskum High School Schedule Change Policy.

## GRADUATION REQUIREMENTS

It is the responsibility of each student to be certain that he/she will have sufficient credits for graduation. District-School Board policy requires 25 credits.

<u>District Required</u>		<u>State Required</u>	
English	4 credits	English	4 credits
Mathematics	3 credits	Mathematics	3 credits
Social Science	3 credits	Social Science	3 credits
Science	3 credits	Science	3 credits
Physical Ed.	1.5 credits	Physical Ed.	1.5 credits
Health	0.5 credits	Health	0.5 credits
Personal Finance	0.5 credits		
Other Electives	9.5 credits to fulfill graduation requirements		
<b>Total</b>	<b>25</b>	<b>Total</b>	<b>15 credits</b>

## COLLEGE AND UNIVERSITY ENTRANCE REQUIREMENTS

Students who plan to enter college should bear in mind that graduation from high school does not guarantee admittance to college. Colleges have specific entrance requirements that vary from college to college and depend on your career choice of study. It is recommended you confer early with your school counselor so that the proper courses may be chosen in preparation for entrance to the college chosen.

### UW-System Distribution Requirements

All UW-System institutions require a minimum of 17 high school credits distributed as follows:

- I. Core College Preparatory Credits - 13 credits  
These are the same requirements of KHS in English (4), Mathematics (3), Social Studies (3), and Natural Science (3).
- II. Elective Credits - 4 credits  
Elective credits may be chosen from the core college preparatory areas, foreign language, fine arts,- computer science, and other academic areas. A minimum of 2 credits in foreign language is required for UW-Madison, and may help meet graduation requirements at other UW campuses.

## TECHNICAL COLLEGE ENTRANCE REQUIREMENTS

Most schools in the Wisconsin Technical College System (WTCS):

1. Have an open door policy--all students are eligible for admission.
2. Have more specific requirements for admission to some programs.
3. Have a first come, first served policy. Students are admitted according to the promptness of their application. Several programs at each campus currently have waiting lists.
4. Require all students to take an admissions test covering English and mathematics skills. It will determine if the student needs to take remedial courses to progress in a program.
5. Require good academic preparation and the ACT test for some two-year associate degree programs.

WTCS has 16 colleges with numerous satellite campuses throughout the State. The need for technical education is on the rise. Four- fifths of the 30 fastest growing occupations require technical education. WTCS has more than 300 career education programs in business and marketing, health care, agriculture and agri-business, trades and industry, technical fields, service occupations, and family and consumer education..

In this booklet the Moraine Park Technical College (MPTC) logo is used to indicate courses for which there is an articulation agreement for transcribed credit between KHS and MPTC. This means that completion of the high school course with a grade of “C” or better results in the student earning credits for the class at MPTC. These credits are free-of-charge to the student.



## ACADEMIC AND CAREER PLANNING (ACP)

Students are encouraged to reference the Kewaskum High School Academic & Career Planning (ACP) Guide found on the Kewaskum High School webpage when making course selections. The ACP Guide provides details on the six career pathways and sorts current courses offered at Kewaskum High School into the pathway most relevant to the course content. To further ensure courses are chosen with intention, students should reference their career exploration profile on Xello. Xello also offers college and career resources, activities, and assessments.

Please note that this high school's recommendation is required for some jobs and college applications. This recommendation is based on your high school record of scholarship, citizenship, attendance, and timeliness.

**\*Starting in 2019-2020 Kewaskum High School is fully embracing six career pathways to promote and enhance transition plans for all students. The six pathways include:**

- **Agriculture, Foods & Natural Resources**
- **Arts & Communication**
- **Business & Marketing**
- **Education & Human Services**
- **Health Sciences**
- **Manufacturing, Engineering & Skilled Trades**

## DEFINITIONS

ADVANCED PLACEMENT (AP) COURSE - Advanced Placement courses are college-level courses that prepare you to take the AP Exam in the spring. Colleges and universities will grant credit for passing the test. Each post-secondary school determines the number of credits awarded based on the student's test score and course of study. There is a one-time fee to take the test. Currently the fee is \$95 per test. In this booklet the AP logo, shown here, is used to indicate these courses. If you enroll in an AP course you are not obligated to take the AP test.



CAPP COURSE - Students are able to take this class as a CAPP class through UW-Oshkosh, thereby earning credit for both high school and college. Credits from UW-O will be earned upon successful application, acceptance, enrollment, and completion of this course. Tuition is based upon the number of credit hours for each course. The per-credit tuition amount is determined by the University of Wisconsin System and changes annually. CAPP students pay one half the per-credit tuition rate. Free & Reduced Lunch program students' tuition is further reduced. Each school district establishes its own policy relative to student payment of tuition and books. In order to receive UW-O credit students must meet all acceptance requirements or be recommended by their high school teacher. Students only taking the course to earn high school credit are not subjected to the additional fee. In this booklet the CAPP logo, shown here, is used to indicate these courses.



CREDIT – A course is worth a certain amount of “credit.” Students need a certain amount of credits to graduate; they can earn a maximum of 7.5 credits per year within the school day.

**CUMULATIVE GRADE POINT AVERAGE** - This is based on trimester grades only and will be calculated at the end of each trimester. The procedure to figure cumulative GPA includes the following:

1. Add points for all trimester grades.
2. Count number of credits attempted (Add together both earned and failed credits.)
3. Divide the total points by the total number of attempted credits.

<b>Grade Points</b>		<b>Grading Scale</b>	
Grade	Points	Grade Mark	Percent
A	4.0	A	93.00-100.00
A-	3.67	A-	90.00-92.99
B+	3.33	B+	87.00-89.99
B	3.0	B	83.00-86.99
B-	2.67	B-	80.00-82.99
C+	2.33	C+	77.00-79.00
C	2.0	C	73.00-76.99
C-	1.67	C-	70.00-72.99
D+	1.33	D+	67.00-69.99
D	1.0	D	63.00-66.99
D-	0.67	D-	60.00-62.99
F	0	F	0.00-59.99

**ELECTIVES** - Any course that a student is not required to take is called an “elective.” As the student progresses through high school, he/she will be allowed more elective courses. Examples of elective courses are: Fundamentals of Woodworking, General Physics, and Small Animal Care.

**GRADE PERIODS** - At progress report (6 weeks) and trimester (12 weeks) grade reports are uploaded to Skyward Family Access.

**PREREQUISITES** - Within the school curriculum, some courses base much of their content upon what has been learned in lower level courses. When this occurs, the higher-level course usually lists the lower level as a “prerequisite,” which must be taken and passed first.

**REQUIRED COURSES** - Courses that are required for every student to complete for graduation are called “Required Courses.” Some Required Courses are recommended to be taken during specific years in school.

**TRANSCRIPTED COURSE (TC)** - A course for which there is an articulation agreement for transcribed credit between KHS and Moraine Park Technical College (MPTC.) This means that completion of the high school course with a grade of “C” or better results in the student earning credits for the corresponding class at MPTC. These credits are free-of-charge to the student. In this booklet the MPTC logo, shown here, is used to indicate these courses. In addition, each course description lists the respective MPTC course number, name and credits.



**TRIMESTER** - The year is divided into thirds or three trimesters. One-half credit is awarded every trimester. Courses that are one trimester long receive 1/2 credit, two trimester courses receive 1 credit, and three trimester courses receive 1-1/2 credits.

## KHS Career Planning Sheet

Student Name: \_\_\_\_\_ Career Pathway: \_\_\_\_\_

This Program of Study Plan should serve as a guide, along with other career planning materials, as you continue your career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. All plans should meet high school graduation requirements as well as college entrance requirements. **Classes required for graduation from Kewaskum High School in bold.**

GRADUATION REQUIREMENTS	Freshman	CR.	Sophomores	CR.	Juniors	CR.	Seniors	CR.
ENGLISH 4 Credits	<b>English 9</b>	<b>1</b>	<b>English 10</b>	<b>1</b>	English 11 AP Language & Composition Creative Writing Mass Media Modern Myth and Mythology Dramatic Literature Modern Communication	<b>1</b> 1 .5 .5 .5 .5 .5	Creative Writing Mass Media Modern Myth and Mythology Dramatic Literature Modern Communication AP English Literature & Composition AP Language & Composition CAPP Intro to Public Speaking	.5 .5 .5 .5 .5 1 1 .5
MATHEMATICS 3 Credits	Algebra 1 Geometry Advanced Algebra w/ Trig.	1 1 1	Geometry Advanced Algebra w/ Trig. Statistics CAPP Pre Calculus Algebra 2 CAPP/AP Statistics	1 1 1 1 1 1	Advanced Algebra w/ Trig. Statistics CAPP Pre Calculus Algebra 2 CAPP/AP Statistics CAPP/AP Calculus	1 1 1 1 1 1	Advanced Algebra w/ Trig. Statistics CAPP Pre Calculus Algebra 2 CAPP/AP Statistics CAPP/AP Calculus	1 1 1 1 1 1
SOCIAL SCIENCE 3 Credits	<b>World Cultures &amp; Connections</b> or <b>AP Human Geography</b> Mock Trial and Debate	<b>1</b>  1 1	<b>American History</b> or <b>AP U.S. History</b> Intro to Psychology AP Human Geography Mock Trial and Debate Adv. Mock Trial and Debate	<b>1</b>  1 .5 1 .5 .5	<b>Government &amp; Law</b> or <b>AP U.S. Government &amp; Politics</b> Western Civilizations Mock Trial and Debate Adv. Mock Trial and Debate Law & Order Intro to Psychology CAPP/AP Psychology Intro to Sociology Intro to Economics AP Microeconomics AP Macroeconomics AP U.S. History AP Human Geography AP Comparative Gov & Politics Perspectives of War Wisconsinology	<b>1</b>  1 .5 .5 .5 .5 .5 1 1 .5 .5 .5 1 1 .5 .5 .5	AP U.S. Government & Politics Western Civilizations Mock Trial and Debate Adv. Mock Trial and Debate Law & Order Intro to Psychology CAPP/AP Psychology Intro to Sociology Intro to Economics AP Microeconomics AP Macroeconomics AP U.S. History AP Human Geography AP Comparative Gov & Politics Perspectives of War Wisconsinology	1 .5 .5 .5 .5 .5 1 1 .5 .5 .5 1 1 .5 .5 .5
SCIENCE 3 Credits	<b>Biology</b>	1	Principles of Biomedical Science Human Body Systems Intro to AgriScience Earth & Environmental Science Chemistry Astronomy Physics AP Physics 1	1 1 1 1 1 .5 1 1	Principles of Biomedical Science Human Body Systems Earth & Environmental Science Chemistry Astronomy Intro to AgriScience Physics AP Physics 1 AP Biology AP Chemistry TC Medical Terminology	1 1 1 1 1 .5 1 1 1 1 1.5 .5	Human Body Systems Earth & Environmental Science Chemistry Astronomy Intro to AgriScience Physics AP Physics 1 AP Biology AP Chemistry TC Medical Terminology	1 1 1 .5 1 1 1 1 1 1.5 .5
PHYSICALEDUCATION 2 Credits	<b>Intro to Physical Education</b> <b>Health</b>	<b>.5</b> <b>.5</b>	Fit for Life Team Sports Individual Sports Strength & Conditioning Strength & Speed for Athletic Enhancement Officiating and Coaching of Sports	.5 .5 .5 .5 .5 .5	Fit for Life Team Sports Individual Sports Strength & Conditioning Strength & Speed for Athletic Enhancement Officiating and Coaching of Sports CAPP Personal Health & Wellness	.5 .5 .5 .5 .5 .5 .5	Fit for Life Senior Physical Education Strength & Speed for Athletic Enhancement Officiating and Coaching of Sports CAPP Personal Health & Wellness	.5 .5 .5 .5 .5 .5
LIFE/WORK SKILLS .5 Credits					<b>Personal Finance</b>	<b>.5</b>		



CAREER ELECTIVES (see below)				
AGRICULTURE	GENERAL STUDIES	FAMILY AND CONSUMER SCIENCES	VISUAL ARTS	TECHNOLOGY & ENGINEERING
Horticulture & Landscaping (.5) 9-12 Agricultural Mechanics (.5) 11-12 Dairy Production & Food Processing (.5) 9-12 Introduction to AgriScience (1) 10-12 Modern Livestock Production (.5) 9-12 Small Animal Care (.5) 9-12 Wildlife and Environmental Studies 1 (.5) 9-12 Wildlife and Environmental Studies 2 (.5) 9-12	Certified Nursing Assistant (.5) 10-12 Emergency Medical Technician (1.5) 12 Health Careers (.5) 9-12 Independent Study (.5-1) 12 Student Teacher Aide (.5) 11-12 School-to-Work (1-2) 11-12 Youth Apprenticeship (1-2) 11-12	TC Culinary 1 (.5) 9-12 Culinary 2 (.5) 9-12 Intro to Education and Human Services (.5) 9-12 CAPP Individuals, Schools, & Society (.5) 11-12 Youth Apprenticeship (1) 11-12	Art Survey (.5) 9-12 Drawing I (.5) 9-12 Drawing II (.5) 9-12 Drawing III (.5) 10-12 Painting I (.5) 9-12 Painting II (.5) 9-12 Painting III (.5) 10-12 Ceramics I (.5) 9-12 Ceramics II (.5) 9-12 Stained Glass Design I (.5) 9-12 Stained Glass Design II (.5) 9-12 Sculpture and 3D Design I (.5) 9-12 Sculpture and 3D Design II (.5) 9-12 Jewelry Design I (.5) 9-12 Jewelry Design II (.5) 9-12 AP Studio (1) 11-12 TC Digital Imaging I (.5) 10-12 Digital Imaging II (.5) 10-12 CAPP Art 101 (.5) 11-12 Art Seminar (.5) 12	Architectural Design (.5) 9-12 TC Computer Aided Machining CAM (.5) 11-12 Construction Skills (.5) 10-12 Digital Communications (.5) 9-12 TC Electricity and Robotics (.5) 10-12 Small Engines (.5) 9-12 TC Engineering Design-Drafting Tech. (.5) 9-12 TC Women in Engineering (.5) 9-12 Power & Energy Engineering (.5) 9-12 Outdoor Power & Motorsports (.5) 10-12 Consumer Automotive (.5) 9-12 Fundamentals of Woodworking (.5) 9-12 Home Maintenance (.5) 9-12 Introduction to Cabinetmaking (.5) 10-12 Advanced Cabinetmaking (.5) 10-12 Graphic Communications & Printing (.5) 9-12 Advanced Graphic Communications (.5) 9-12 Video Media Production (.5) 9-12 Advanced Video Production (.5) 9-12 Metals Engineering I (.5) 9-12 TC Metals Engineering II (.5) 9-12 Welding Engineering I (.5) 9-12 TC Welding Engineering II (.5) 9-12 Graphics Work Experience (1-2) 11-12 Youth Apprenticeship (1-2) 11-12
SPANISH	MUSIC	BUSINESS EDUCATION		
Spanish 1 (1) 9-12 Spanish 2 (1) 9-12 Spanish 3 (1) 10-12 Spanish 4 (1) 11-12 CAPP Spanish (1) 12	Concert Band (1.5) 9-10 Wind Ensemble (1.5) 11-12 Concert Choir (1) 9-10 Bel Canto (1.5) 11-12	Accounting 1 (.5) 10-12 TC Accounting 2 (.5) 10-12 TC Sports, Entertainment, and Hospitality Management (.5) 11-12 TC Exploring Business (.5) 9-12 Today's Technology (.5) 9-12 Introduction to Programming with Python (.5) 9-12 Advanced Programming with Python (.5) 10-12 Computer Science Discoveries (.5) 9-12 Leadership (.5) 10-12 Youth Apprenticeship (1-2) 11-12		

## AGRICULTURE SCIENCES

**AGRICULTURAL MECHANICS (11-12) - 1/2 credit - Laude Points (1)** - The course is a hands-on shop course for agriculture students interested in working on projects of their choice. The course will provide students with knowledge in engines, hydraulics, power systems, and troubleshooting methods of dealing with equipment. It will also provide information in using rough wood and metal fabrication in creating and reconditioning existing equipment. Safety and related career opportunities will be an ongoing area of emphasis. Suggested projects include restoring older tractors, repairing wagons, feeders, trailers, etc. It is recommended that students have had some previous introductory shop work. Continued information on FFA degrees and awards will also be presented.

Prerequisite: Small Engines

**DAIRY PRODUCTION AND FOOD PROCESSING (9-12) - 1/2 credit** - Students will examine various dairy related clusters, including basic dairy science and production, dairy processing and marketing, service and supply areas of the dairy industry, and professional career opportunities available. Food handling and safety will introduce students to concepts of dairy food processing, preservation, packaging and related careers in the food science industry. Hands-on labs in cheese making, ice cream, yogurt, and other related dairy products will be presented. Continued information on FFA degrees and awards will also be presented.

**INTRODUCTION TO AGRISCIENCE (10-12) - 1 credit** - This course uses various agriculture clusters of study to emphasize the application of scientific principles as they relate to the production of food. Students will examine the science of living things, basic animal science, basic plant science, agronomic crop science, food science, environmental issues and pest management, safety in agriculture and food preparation, career opportunities and basic FFA information. Students will demonstrate abilities and knowledge through hands-on labs using hydroponics, soils, basic plant growth, food, and chemical safety. Hand-on labs in cheese making, ice cream, yogurt, and other related dairy products will be presented. Continued information on FFA degrees and awards will also be presented.

Prerequisite: Biology

**MODERN LIVESTOCK PRODUCTION (9-12) - 1/2 credit** - This course includes topics in the science and production of raising livestock. This will include units in beef, sheep, swine, horses and poultry. Aspects of raising livestock that will include farm management techniques for proper production, products and processing of meat animals, supplies and services, and professional career opportunities within the livestock industry. Students will demonstrate abilities and knowledge through numerous hands-on lab projects from feeds to meat. Continued information on FFA degrees and awards will also be presented.

**HORTICULTURE AND LANDSCAPING (9-12) - 1/2 credit** - This course involves learning about many aspects of the plant industry, beginning with seed germination and ranging to include marketing and selling mature plants. Time will be provided for developing lifelong skills in the area of plant growth and maintenance. Landscape, hydroponics, floral arrangements, and greenhouse management are just a few of the other topics to be explored. We will develop a landscape design and produce a landscape project in our community. If you don't mind getting a bit dirty from time to time, and you enjoy plants, this course is for you.

**SMALL ANIMAL CARE (9-12) - 1/2 credit** - This course offers students introductory information in the care and management of small animals. Units in animal safety, animal rights, nutrition and digestion, reproduction, diseases, animal housing and equipment, and career opportunities available in the small animal industry will be presented. Specific animal units to include dogs, cats, rabbits, reptiles, birds, fish and other common small animal pets will be covered. The course would be a good pre-requisite for students interested in pursuing a veterinary technician or doctor of veterinary medicine degree. Students should own one or more small animals. Continued information on FFA degrees and awards will also be presented.

**WILDLIFE AND ENVIRONMENTAL STUDIES 1 (9-12) - 1/2 credit** - Students will begin the course with emphasis on environmental studies, including units in basic soil, air, water, and the environment as it relates to humans and wildlife. Students will also learn basic wildlife identification and wildlife management practices

related to habitat, hunting and fishing, regulatory agencies and laws, endangered and protected species, and basic taxidermy. Students will demonstrate abilities and knowledge through numerous hands-on lab projects from land use planning to taxidermy. Taxidermy techniques will be explored and demonstrated as a lab portion of this class.

**WILDLIFE AND ENVIRONMENTAL STUDIES 2 (9-12) - 1/2 credit** - Students will expand on the skills that they learned in Wildlife and Environmental Studies 1. This class will delve more deeply into taxidermy, quality deer management, hunting and fishing. Students will demonstrate abilities and knowledge through numerous hands-on lab projects. It is required that all students acquire two animals for taxidermy. There may be fees for supplies needed for the more advanced taxidermy projects.

Prerequisite: Wildlife and Environmental Studies 1

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## BUSINESS EDUCATION

**ACCOUNTING 1 (10-12) – 1/2 credit** - Students will learn about the accounting procedures of a sole proprietorship, including journalizing, posting to the general ledger, and fiscal year-end work. Cash handling techniques along with the completion of financial statements is also covered. Practice sets are completed with an emphasis on automation through the use of the computer. The importance of technology in today's accounting practices is stressed. Accounting enables a person to manage not only his/her own money, but also to apply the concepts to a career. Many careers benefit from the knowledge of accounting principles.

**TC ACCOUNTING 2 (10-12) – 1/2 credit (MPTC 101-112 Accounting 1 - 4 credits) - Laude Points (1)** - In this trimester course students will expand their knowledge of accounting to include the financial process for corporations. Important topics include depreciation of plant assets, special journals, investments, taxes, and preparation of end of fiscal period documents. Students are the accountants for a simulated corporation to conclude the trimester. The importance and use of technology in today's accounting practices is stressed. This course is strongly recommended for those students with an interest in business. Upon completion of Accounting 1 and 2 the student may be eligible for credit from the Wisconsin Technical College System. (Laude point is only given upon completion of the capstone project)



Prerequisite: Accounting 1

**TC EXPLORING BUSINESS (9-12) – 1/2 credit (MPTC 102-110 Introduction to Business - 3 credits)** – What image comes to mind when you hear the word “business?” Some people think of their jobs, others think of the merchants they visit as consumers, and still others think of profit. Business drives the economic pulse of a nation. Whether you decide to start your own business, work for a smaller, possibly family-run business, or sign on with a large corporation, your achievements will depend on your ability to maintain the constant pace of change in today's world. This course builds the foundation and discusses the strategies that allow companies to compete in today's interactive marketplace. Students gain valuable information and skills for the workplace, as well as preparation for success.



**TC SPORTS, ENTERTAINMENT, AND HOSPITALITY MANAGEMENT (11-12) – 1/2 credit (MPTC 102-110 Introduction to Business - 3 credits & 104-102 Marketing Principles - 3 credits) - Laude Points (1)** - Sports, Entertainment, and Hospitality Management introduces the student to different types of sports entertainment and hospitality business operations by allowing them to develop their own business plan tailored to a sports or restaurant business. The students create a business and take part in day-to-day decision-making challenges. This course will also acquaint students with the basic principles relevant to their roles as citizens, consumers, employers, and employees from a sports and hospitality background. This course will utilize a virtual business simulation where the students will run a business and learn many different aspects: marketing research, location selection, financial statements, menu design, pricing, purchasing, layout, staffing, and marketing.



**TODAY'S TECHNOLOGY (9-12) – 1/2 credit** – Technology is changing all the time. Businesses are using technology to create, promote, and profit from. This course is designed to integrate multiple, up to date technology tools into the classroom and real life business situations. You will explore, create, and synthesize uses of these technologies to fit your needs. Students will get an in depth understanding how Social Media is used from a professional and business perspective. This class will look at Facebook, Twitter, LinkedIn, Pinterest, Snapchat, and Instagram from a marketing and networking perspective. We will create blogs, and understand how they can be used from a business perspective to generate a profit. Students will take on the role of digital citizenship, learning the proper etiquette of online tools and proper communication techniques utilizing technology. The class will take Google Apps to the next step to enhance their learning. Students will keep up with the ever-changing society that we live in from both a company and consumer perspective.

**PERSONAL FINANCE (Grade 11 required) – 1/2 credit - Laude Points (1) (Laude points require completion of capstone project)** - This course is designed to prepare you for a lifetime of worthwhile personal financial planning and decision-making. The tools you will learn are useful and realistic. They will help you gain control over the financial impact of the choices you make. You will learn to create and use a budget, borrow and invest wisely, account for taxes, make intelligent decisions about insurance, and plan for your financial future. We will also look at careers and proper preparation to attain success. You will learn the essentials of banking services and checking account maintenance. And you'll discover the secret to understanding and controlling your credit to save money and increase your financial security.

**LEADERSHIP (10-12) - 1/2 credit** - This class will improve the character and leadership skills of each individual in the class. The class will study 12 commonly valued traits, and students will read, write and think about these traits on a daily basis to become a better person and citizen to the school, the workplace, and to society. Students will read about positive role models who exemplify each of these traits. Students will also engage in ethical discussions, and use blogs and current events to reinforce an understanding of each trait. The students will be given opportunities to apply the concepts of the course to their personal lives, academic competencies, and future goals. Through this class, each individual will also be given the opportunity to make an impact on the community through service credit projects to understand the roles of leaders and further develop his/her character.

**INTRODUCTION TO PROGRAMMING WITH PYTHON (9-12) - 1/2 credit - Laude Points (1)** Introduction to Programming with Python teaches the fundamentals of computer programming as well as some advanced features of the Python language. This course does not assume any prior programming experience. It covers the basics of programming, and then shows how to gradually harness the power of some of Python's more advanced features. Students can take this course as their first introduction to computer science or as a secondary introductory course that explores a new language.

**ADVANCED PROGRAMMING WITH PYTHON (10-12) - 1/2 credit - Laude Points (1)** The demand for computing jobs in Wisconsin was higher than any other occupation category, and this growth is projected to continue for much of the next decade. This is the course taken after the Introductory Programming with Python.

Prerequisite: Introduction to Programming with Python

**COMPUTER SCIENCE DISCOVERIES (9-12) - 1/2 credit** - In this introductory Computer Science course, students begin by learning to code interactive art, animations, and games. Along the way, students learn key coding concepts, such as variables, looping structures, Booleans and conditionals, and user input, ultimately creating a game of their own. After that, students learn about physical computing -- programming "smart" devices to allow user input and output without the traditional keyboard, mouse, and monitor.

**YOUTH APPRENTICESHIP (11-12) – 1-2 credits** - This course is designed for students to integrate "school-based" and "work-based" learning and to provide the student with academic and occupational skills in the business field. See YOUTH APPRENTICESHIP under the GENERAL STUDIES section for more information.

## ENGLISH

A total of four credits of English are required for graduation. All students are required to take English 9 and English 10. As a Junior, students will take English 11 or AP Language, and may additionally take 1/2 credit English electives to help fulfill their required 4 credits of English. Seniors will take, AP Language, AP Literature or a combination of various 1/2 credit English courses.

**ENGLISH 9 - 1 credit** - The focus of this course will be on oral and written communication. Students will develop clear writing and speaking skills. Units covered include: exploring the cultural lens, coming of age in a time of crisis, exploring Shakespeare's world, coping strategies, and grammar. A variety of literary selections will also be used to enhance communication skills.

**ENGLISH 10 - 1 credit** - The focus of this course will be on oral and written communication as well as literary analysis. Students will develop clear writing and speaking skills. Focus on several major human concerns will be addressed through a variety of literary selections and will be used to enhance communication skills.

**ENGLISH 11 - 1 credit** - Through a close study of fiction and non-fiction, the students will study different lenses of literary analysis through a variety of texts (Macbeth, The Great Gatsby, and others). In addition, students will gain exposure to strategies involving ACT preparation through tips, practice, and discussion.

**DRAMATIC LITERATURE (11-12) - 1/2 credit** - The intent of this class is to explore plays of different eras, different genres, and different themes. Most importantly, this course offers students the opportunity to understand that dramas are to be played. These works, from Shakespeare to Miller, use dialogue and stage directions to guide students through the process of interpretation. Actors and readers are left with the job of interpreting the language and directions to find meaning, characterization, themes, and depth. Given, this isn't a theatre class, but we are reading plays, so we must approach these plays with theatre in mind.

**MODERN COMMUNICATION (11-12) - 1/2 credit** - This course introduces and develops written communication skills specifically encountered in business, post secondary education, and industry. Students will learn the job search process, including applications, resume and cover letter writing, as well as interviewing skills. Students will also learn various forms of writing such as personal essays, business letters, and other writing encountered in life after high school, while gaining an appreciation for the importance of audience.

**CAPP COMM 111- INTRODUCTION TO PUBLIC SPEAKING (12) - 1/2 credit - Laude Points (1)** - This course is designed to enhance your understanding of public speaking and to refine your presentational skills.



This course will:

- Engage you in a variety of speech formats (product pitch, job interview, debate, traditional storytelling, 4 minute informative, speech to inspire, memorized monologue/comedy set, after dinner speech, impromptus, etc.)
- Further develop your ability to communicate your ideas orally.
- Prepare you for public speaking in post secondary education environments.
- Expose you to public speaking in the professional workplace (guest speakers, field trips, etc.)

Three credits from UW-O will be earned upon successful application, acceptance, enrollment, and completion of this course.

Prerequisite: Must have passed English 11A and English 11B OR AP Language & Composition

**AP LANGUAGE AND COMPOSITION (11-12) - 1 credit - Laude Points (2)** - This course offers a rigorous preparation for college level writing and emulates a first-year college composition class by preparing students to “write effectively and confidently in their college courses across the curriculum and in their professional and personal lives” (College Board). Students will read and analyze a wide range of non-fiction texts—from newspaper editorials, to travel writing, to literary non-fiction, to biography, to sermons. Although most of the texts for the course are non-fiction, some works of fiction will be studied. In terms of reading, students will learn how to analyze and critique a wide range of non-fiction texts.



Students will become familiar with the rhetorical strategies that make for effective, persuasive writing. Specific attention will be paid to the development and analysis of a written argument. Students will learn how to identify the elements of a strong argument and will grow to improve their own written arguments. Furthermore, in terms of writing, students will improve their mastery of standard written English and will grow in their ability to produce “analytic and argumentative compositions that introduce a complex idea and develop it” through the use of evidence. Students will continue to develop their ability to revise their own writing—improving upon its strengths and removing its weaknesses.

**AP ENGLISH LITERATURE AND COMPOSITION (12) - 1 credit - Laude Points (2) -**



This English course provides a great opportunity for students to take a college level course that can help individuals prepare not only for a college literature course but also for various other subjects based on the manner in which it conducts a study of reading and writing. It supports students in the opportunity to study text at broad levels to yield multiple meanings and at very detailed levels to gain a deeper understanding and appreciation for how a text creates the meanings and impressions it does. This course is also supportive of students in nurturing their vocabulary and writing skills to maintain or raise them so students understand and practice writing short and extended pieces with a mature voice at college level expectations. This course will also help students prepare for the AP Literature and Composition exam (optional) that may, depending on the student’s score and college requirement, earn the student a college academic credit.

**CREATIVE WRITING (11-12) - 1/2 credit** - In this course, you will have the chance to improve your creative writing skills by learning, exploring, and applying devices used by writers to strengthen your writing. You will be able to demonstrate your skills through writing activities and assignments that include but are not limited to: journals, impromptu writing, fractured fairy tales, Battle Bunny Project, experimental pieces, short stories, and other genres that fit a student’s/class’ interest. This is an intensive writing course, in which you will be expected to regularly write 5-7 pages (or more for any given week). You will be expected to meet deadlines, take on new writing challenges, and push yourself to the best of your abilities.

**MASS MEDIA (11-12) - 1/2 credit** - Students interested in discussing various forms of media with a critical eye and at length would be great students in this course. Mass Media is a survey course examining print, electronic and persuasive media from a historical and critical perspective. Media discussed include newspapers, magazines, books, radio, television, advertising, social media, and the internet.

**MODERN MYTH AND MYTHOLOGY (11-12) - 1/2 credit** - This course will start with a survey of classic Greek/Roman Mythology and quickly move into a study on how those ideas and themes are translated in more modern works. We will explore the evolution of trends, and archetypes in literature and write both analytically and creatively. If you are interested in the course know that there will be extensive reading and discussion expected of you - if you enjoyed the Lit Circle units in previous classes it is likely that the format and instruction of this course will appeal to you. Students will be expected to share unique and significant insights into various texts and will also be held to high standards for formal and frequent writing. In order to succeed in the class you should be willing and able to read independently and be open to new opinions and ideas. Be advised that this course will be reading and writing intensive.

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## FAMILY AND CONSUMER SCIENCES

**TC CULINARY 1 - (9-12) - 1/2 credit (MPTC 316-148 Sanitation and Safety - 1 credits)**



- **Laude Points (1)** - In this class, students have the opportunity to explore the exciting and developing professions in the culinary industry using the National Restaurant Association’s ServSafe curriculum. Students will learn the basics of kitchen safety, measuring, baking, cooking and recipe terminology. At the end of this course students will know how to function in the kitchen and be able to make meals for themselves and others as well and earning 1 credits from MPTC for passing this course.

**CULINARY 2 - (10-12) - 1/2 credit** - Baking & Pastry Arts prepares you for successful careers as baking and pastry professionals through building a foundation of principles and skills, and then using specific applications and recipes. Students will be able to prepare a wide array of baked goods, pastries, and confections. Students will altering & preparing recipes to address other allergies/dietary restrictions.

Prerequisite: Culinary 1

**INTRODUCTION TO EDUCATION & HUMAN SERVICES - (9-12) - 1/2 credit** - This course provides students with an introduction to careers in the Education and Human Services Career Pathway. The student will learn basic child development principles and information in order to increase understanding of how humans develop and grow physically, socially, intellectually, and emotionally. Students will be introduced to basic child care and parenting knowledge as well as skills which students can use now and in the future. The class provides a foundation for students interested in working with children in future career areas and provides an opportunity to demonstrate leadership, citizenship, and teamwork skills required for success in the family, workplace, and global community. Learning activities, parenting simulation, observation techniques, and lab experiences in working with young children may be included. This course is for students interested in careers in early childhood education, child care, elementary education, or careers related closely to children such as being a counselor, psychologist, pediatric nurse, etc.

**CAPP INDIVIDUALS, SCHOOLS, & SOCIETY - (11-12) - 1/2 credit** - Interested in teaching as a profession? This is an introductory, 3 credit college-level education course through UW Oshkosh. This course provides you with an introduction to teaching as a profession in the US public education system. Students will learn what future educators need to know, understand and practice in order to one day become accomplished teachers. This will be accomplished through a study of social, political, and economic forces in U.S. Society that have a direct bearing on schools and education. A portion of this course includes working directly with students in elementary schools within the district and provides the student with hands-on teaching experiences.



Three credits from UW-O will be earned upon successful application, acceptance, enrollment, and completion of this course.

Prerequisite: 11 - 12th, 3.0 GPA or Teacher/Counselor/Administrator Approval, Intro to Education (class of 2022 exempt)

**YOUTH APPRENTICESHIP (11-12) – 1 credit** This course is designed for students to integrate “school-based” and “work-based” learning and to provide the student with academic and occupational skills in the health and tourism fields. See YOUTH APPRENTICESHIP under the GENERAL STUDIES section for more information.

Prerequisite: Consent of instructor.

# ART Curriculum

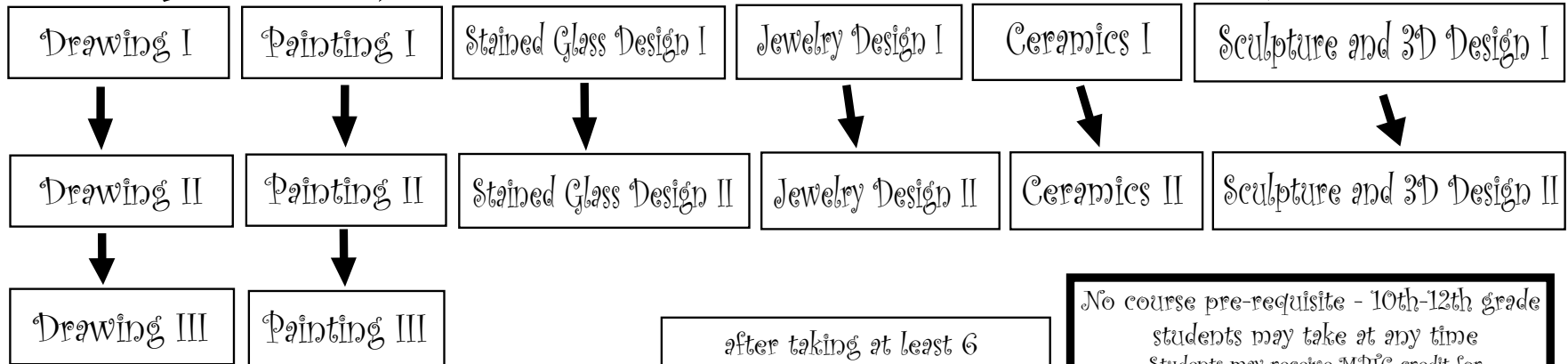


Jessica Schwan



Katie Beck

CAPP Art 101:  
 Art Survey **OR** Elements of Studio Art  
 -pre-requisite for other art courses  
 -pre-requisite for other art courses - (see course catalog for pre-requisites for this course) must be in 11th or 12th grade  
 -Students may receive 3 UWO credits for course

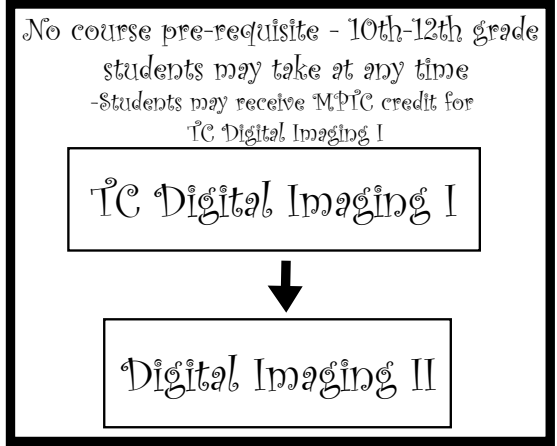


Jocelyn Abfall

Independent Seminar:  
 Upon teacher approval  
 and completion of  
 levels of courses

after taking at least 6  
 art courses listed above and  
 with art teacher  
 approval you may take

AP Studio





# FINE ARTS

## VISUAL ARTS

**ART SURVEY (9-12) - 1/2 credit** - Art Survey is an introductory art course designed to give students a basic understanding of various art processes while using a wide variety of art materials. This course gives students, with little or no experience in art, the background knowledge they need to be successful in other art courses. Skills will be developed through various materials and methods revolving around topics such as one and two point perspective, still life and portrait drawing, watercolor painting, the elements and principles of design, ceramics, sculpture, and color theory. **This course is a prerequisite for all other art courses.**

**CAPP ART 101: ELEMENTS OF STUDIO DESIGN (11-12) – 1/2 credit - Laude Points (1)**



- This course is designed to give students experiences in a variety of 2D and 3D media in an effort to expand their knowledge, appreciation and understanding of Art and Design within the context of the Liberal arts. This is a college level art course offered to juniors and seniors only.

Three credits from UW-O will be earned upon successful application, acceptance, enrollment, and completion of this course.

**This course can be taken as a prerequisite for all other art courses or can be taken during or after taking Art Survey. This course is open to ALL juniors and seniors.**

**DRAWING I (9-12) - 1/2 credit** - Drawing is a recommended “first step” for ALL areas of the curriculum (drawing being the basis for all areas of art). This course is designed to take students through a progressive curriculum that builds on one’s ability to draw realistically through the use of the elements and principles of design, three point perspective, portrait drawing, still life drawing, printmaking and various other subject matter. Students will learn how to use various drawing media such as: pencil, chalk and oil pastels, pen and ink, and charcoal.

Prerequisite: Art Survey and/or CAPP Art 101

**DRAWING II (9-12) - 1/2 credit** - Drawing II builds upon the Drawing I course by broadening and refining the skills that were previously introduced. Advanced drawing techniques and the use of challenging subject matter will be introduced such as more complex portraiture, figure drawing, landscape drawing, advanced still life drawing, and more. The use of various drawing materials and techniques will also be used. The study of vision and drawing from life, with a focus on developing a personal style, and using the students own unique ideas will be the major focus of the course.

Prerequisite: Art Survey and/or CAPP Art 101 and Drawing I

**DRAWING III (10-12) - 1/2 credit - Laude Points (1)** - This course builds upon the Drawing I & II courses by broadening and refining the skills that were previously introduced. More complex techniques and use of subject matter will be introduced such as multiple point perspective, altered portraiture, landscape drawing, combining multiple drawing techniques and media into one composition, figure drawing, and various other processes. The study of seeing and drawing from life, with a focus on developing a personal style, and using the student’s own unique ideas will be the major focus of the course.

Prerequisite: Art Survey and/or CAPP Art 101, Drawing I, and Drawing II

**PAINTING I (9-12) - 1/2 credit** - Painting I will explore various materials, processes and techniques through the elements and principles of design associated with painting as a form of art. Watercolor, acrylic, and oil painting are all some of the processes that will be explored. Students will learn how to stretch their own canvas, stretch watercolor paper, mix color and values, and paint realistically using various types of paint. A major focus of the course will be learning to paint realistically from life. Drawing is a recommended course to take prior to painting but is not required.

Prerequisite: Art Survey and/or CAPP Art 101

**PAINTING II (9-12) - 1/2 credit** - Painting II will broaden and refine techniques learned in Painting I. Students will be expected to start developing their own unique style of painting along with learning more advanced techniques and skills such as painting reflections of metal and glass, landscape painting, working with portraiture, mixing and combining different types of media and more. Students will continue working with acrylic, oil and watercolor paint on a more advanced level. Drawing is a recommended course to take prior to painting but is not required.

Prerequisite: Art Survey and/or CAPP Art 101 and Painting I

**PAINTING III (10-12) - 1/2 credit - Laude Points (1)** - This course builds upon the Painting I & II courses by broadening and refining techniques and skills previously learned. Students will be expected to continue developing their own unique style of painting along with learning more advanced techniques and skills such as: using oil, acrylic, and watercolor paint when working with the whole figure, mixed media and collage, ultra realism, portraiture, still life, landscapes and other subject matter. Students will build upon their knowledge of drawing and painting in the creation of more advanced works of art. Drawing is a recommended course to take prior to painting but is not required.

Prerequisite: Art Survey and/or CAPP Art 101, Painting I, and Painting II

**CERAMICS I (9-12) – 1/2 credit** - Students will explore the different hand-building techniques used when working with clay, such as slab, coil, and solid form construction. They will learn how to create functional, sculptural, and realistic forms while working with clay. An introduction to potter's wheel throwing will also be a major component of the course. Students will also learn how to glaze ceramics pieces using various glazing methods.

Prerequisite: Art Survey and/or CAPP Art 101

**CERAMICS II (9-12) - 1/2 credit - Laude Points (1)** - Ceramics II will take the techniques used in Ceramics I and develop them further. Potter's wheel throwing will be a major component of the course and advanced potter's wheel throwing techniques will be learned. Students will be expected to create ceramic pieces above and beyond the basic methods of working with clay. Pieces created will be greater in scale and complexity while developing a more in-depth use of techniques and processes.

Prerequisite: Art Survey and/or CAPP Art 101 and Ceramics I

**STAINED GLASS DESIGN I (9-12) - 1/2 credit** - Students will learn how to design and create stained glass panels and box forms. Techniques revolving around designing stained glass patterns, cutting glass, copper-foiling, and soldering will be learned. The techniques learned in this class will further develop an art student's 3-dimensional design skills. Additional materials will be required including the purchase of a glasscutter and safety glasses.

Prerequisite: Art Survey and/or CAPP Art 101

**STAINED GLASS DESIGN II (9-12) - 1/2 credit - Laude Points (1)** - Stained Glass Design II will build upon the foundations learned in Stained Glass Design I. Students will learn how to design and construct more complex stained glass pieces such as 3D forms, panel lamp shades, Tiffany lamp shades, kaleidoscopes, large windows, and more. Safety glasses and glasscutter are required materials. Kaleidoscope parts, Tiffany lamp forms and patterns are an additional purchase but are not required projects.

Prerequisite: Art Survey and/or CAPP Art 101 and Stained Glass Design I

**SCULPTURE AND 3D DESIGN I (9-12) - 1/2 credit** - Sculpture and 3D Design will explore techniques such as the additive and subtractive methods of working with clay, wire sculpture, kinetic sculpture, 3D problem solving through stone carving, plaster work, clay, and much more. Students will also learn the development of realistic and abstract form, the development of texture, and how to work with different types of sculptural media.

Prerequisite: Art Survey and/or CAPP Art 101

**SCULPTURE AND 3D DESIGN II (9-12) - 1/2 credit - Laude Points (1)** - Sculpture and 3D Design II will build upon the techniques and skills learned in Sculpture and 3D Design I. Students will create works that are more complex, larger in scale, challenging in skill level, and creative in thought. Various materials such as clay, found objects, plaster, wood, stone, and wire will be used to create sculptures.

Prerequisite: Art Survey and/or CAPP Art 101 and Sculpture and 3D Design I

**JEWELRY DESIGN I (9-12) - 1/2 credit** - Jewelry Design I will consist of an exploration of various jewelry and metal-smithing techniques such as soldering, gravity casting, stone and bezel setting, and the jewelry finishing processes. Students will use various types of metal, wire, stones, and other materials to create rings, bracelets, earrings, necklaces, pins, and pendants. Students will learn how to create and design jewelry that is functional and creative.

Prerequisite: Art Survey and/or CAPP Art 101

**JEWELRY DESIGN II (9-12) - 1/2 credit - Laude Points (1)** - Jewelry Design II will consist of advanced jewelry and metal-smithing techniques that are more in depth than those skills learned in Jewelry Design I. Students will learn how to create 3D metal forms/containers, will learn the process of lost wax casting, inlay, various other processes, and will use techniques learned previously in Jewelry Design I.

Prerequisite: Art Survey and/or CAPP Art 101 and Jewelry Design I

**ART SEMINAR (12) - 1/2 credit - Laude Points (1)** - This would be scheduled by filling out a contrac with the art teacher. Limit 1 credit.

**AP STUDIO (11-12) - 1 credit - Laude Points (2)** - Drawing, 2-D Design, or 3-D Design, AP Studio art is designed to provide students with a learning experience equivalent to that of an introductory college art course. Students must submit one of three different portfolios – Drawing, 2-D design or 3-D design. Each based upon different skills mastered and concepts addressed in college-level foundations courses. To earn college credit through this course, a portfolio in one of these areas consisting of 30 pieces is required and must be submitted through the AP College Board. Students are expected to complete multiple projects and assignments outside of the school day, including summer work, along with all of the required in class work. This course should only be taken by students that are ready to take on the coursework of a college student. A \$95 AP Exam fee applies to this course.



Prerequisite: Must have at least 6 art classes including Art Survey and/or CAPP Art 101 and have consent from a high school art instructor.

**TC DIGITAL IMAGING I (10-12) - 1/2 credit (MPTC 103-170 Beginning Photoshop - 2 credits)** This computer based course will focus on manipulating, creating, and developing images through the use of Adobe Photoshop and Illustrator. The students will use basic tools within the Adobe programs, create layers, adjust and apply color techniques, as well as other procedures and processes. Digital photography will be introduced in the course. Basic photography and image manipulation through the Adobe software will be learned. Students may also create projects that can be used in advertising. Students must have a jump drive for this course. A digital camera is not required, students may check one out from the art department to use.



The students will receive credit from MPTC with the successful completion of this course with a C or better.

**DIGITAL IMAGING II (10-12) - 1/2 credit - Laude Points (1)** - Students will be using more advanced techniques within Adobe Photoshop and Illustrator and will learn more about the processes and techniques of digital photography. Adobe Flash will also be introduced, students will learn the basic animation tools and techniques. Projects will encompass advanced photography techniques, studio portraiture, city landscapes, photomontage, and much more. Students will also continue learning camera handling skills, digital manipulation and printing techniques. Students must have a jump drive for this course. A digital camera is not required but recommended, students may check one out from the art department to use during the course.

Prerequisite: Digital Imaging I

## AUDIO ARTS - INSTRUMENTAL

These yearlong, performance-based courses are open to all students grades 9-12 that have prior music training on their instrument or by permission of the director. All band students will march in parades, perform as a pep band at athletic events, participate in solo and ensemble contests, and perform at various concerts throughout the year. Weekly lessons from the director are mandatory. Co-curricular opportunities are available for students interested in Jazz Ensemble, Show Choir pit band, and other small ensembles depending upon interests.

**CONCERT BAND (9-10) - 1 credit** - Students will perform on instruments in large and small ensembles, create music through improvisation and composition, learn components of music theory and history, and evaluate performances. Lessons once a week required. This ensemble will primarily perform music graded at levels 2.5-3.5 or Class B on the WSMA music list.

**WIND ENSEMBLE (11-12) - 1-1/2 credit** - This is our most advanced ensemble, playing the most challenging literature available to high school bands (WSMA class A, grade 4+). Students will perform on instruments in large and small ensembles, create music through improvisation and composition, analyze music and learn components of music theory and history, and evaluate performances. Students will be expected to demonstrate high levels of competence in the following areas: tone production, technique, expressiveness, rhythm, and sight-reading.

Prerequisite: Approval of instructor.

\*Equipment - Students are responsible for purchasing and maintaining his/her own instrument. The school has a very limited amount of instruments available for student use. These instruments include clarinet, flute, and alto sax. Larger instruments the school can provide but also these are limited in numbers (tenor sax, baritone sax, baritone, tuba, and double horn). Reeds are not provided for woodwind players. Students playing percussion instruments are required to purchase their own sticks. Percussion students are required to have one pair of concert snare drum sticks (wood tip), one pair of keyboard mallets (medium hardness), one pair of general tympani mallets, and a stick bag to store their equipment. A local music store typically will set up stick packages at a discounted price. Please see instructor for a more detailed list of sticks.

## AUDIO ARTS - VOCAL

**CONCERT CHOIR (9-10) - 1 credit** - This group is open to anyone who wants to sing. This group will focus on the fundamentals of singing, basic music theory and musical terminology. Students in this choir will also prepare a solo for solo and ensemble.

**BEL CANTO (11-12) - 1-1/2 credit** - This group makes several public appearances. These students have proven their ability to count and sight read along with the ability to hold their own part. Students in this choir can be freshman through seniors. Admittance to this group is based on audition and placement by the director.

Prerequisite: Approval of instructor.

Band and Choir Laude: 1.0 point awarded after completing one year of Band or Choir.

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## GENERAL STUDIES

**SCHOOL-TO-WORK PROGRAM (11-12)** - This course is a cooperative effort between the school district and local businesses. Upperclassmen work (in their chosen career field) and receive credit plus a salary. Students must:

- complete and file an application
- discuss placement options and requirements with coordinator
- find a job related to his/her career interest area at least one week prior to the start of the trimester
- complete approximately 15 to 28 hours of work experience weekly

**CERTIFIED NURSING ASSISTANT (10-12) - 1/2 credit - Laude Points (1)** - The Nursing Assistant program provides classroom theory, laboratory experience and clinical learning that teaches students the skills to perform duties such as taking vital signs, bathing, dressing, making beds, and other direct resident care. Community agencies are used for clinical learning and include long-term care settings. This 2 credit contracted class with Moraine Park Technical College can result in the student earning a technical diploma in nursing assistant. Similar to the CAPP Program, the course tuition cost will be \$100 per credit which is offered at a significant deduction. There will be additional costs for background checks and course manuals.

Prerequisite: Must turn 16 years old prior to class registration date.

**EMERGENCY MEDICAL TECHNICIAN (12) - 1-1/2 credit - (MPTC 531-301 EMT - 5 credits) Laude Points (2)** - This technical diploma prepares students to assess and treat health related emergencies, check a scene for hazards, and care for injured patients. Completion of the EMT course allows students to sit for the National Registry of Emergency Medical Technicians cognitive examination and State practical examination, which qualify the students for Wisconsin EMT licensure.

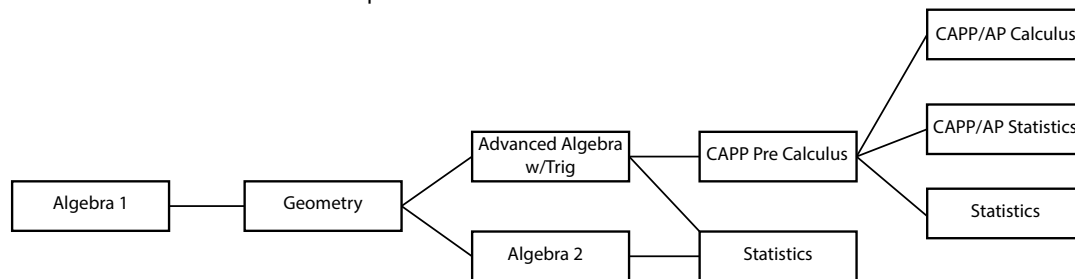
**HEALTH CAREERS (9-12) - 1/2 credit** - Are you interested in a health related career like nursing, physical therapy, sports medicine, massage therapy, or dietetics? This is a course that will introduce students to the knowledge and skills necessary for pursuing a career in a health related field. Students will be exposed to a variety of health occupations in the environmental, information, diagnostic, and therapeutic health services career clusters.

**YOUTH APPRENTICESHIP (11-12) - Laude Points (1 per trimester)** - Youth apprenticeships are available in several fields of study. In order to participate in YA, students must complete an online application, secure appropriate employment, provide their own transportation, be enrolled in at least 1.0 credit of related coursework at KHS, log 450 work hours with the approved employer throughout the school year (including summer months), and complete required paperwork and meetings with the YA coordinator throughout the year. Upon successful completion of the program, students will receive a state certificate of occupational proficiency in the related industry.

Prerequisite: Will be determined by the department/career area.

## MATHEMATICS

Mathematics Course Sequence



Three credits of mathematics are required for graduation.

Algebra, Geometry, and Advanced Algebra with Trigonometry or Algebra 2 are required for a four-year college.

**ALGEBRA 1 (9-12) - 1 credit** - The purpose of this class is to prepare the student in the basic ideas of Algebra which are the foundation of all other math classes. Topics include variable use, integer operations, equation solving, slope, linear equations and inequalities, systems of equations, factoring, radicals, and polynomials. This is a must course for students considering college or technical school.

Required: a scientific calculator, i.e., TI-30X or TI-34

**GEOMETRY (9-12) - 1 credit** - Geometry has many applications in everyday living which relate to the geometric shapes such as: rectangles, parallelograms, triangles, circles, and various three-dimensional figures. Proofs and deductive reasoning are included. This is a must course for students considering college or technical school.

Required: a scientific calculator, i.e., TI-30X or TI-34

**ADVANCED ALGEBRA WITH TRIGONOMETRY (9-12) - 1 credit - Laude Points (2)** This course includes working with a variety of functions: linear, quadratic, exponential, logarithmic, variation and cubic (and higher degree). Students must have a graphing calculator for this course. The recommended models are the Texas Instruments TI-83 plus or TI-84 Plus. These will be the models used in classroom presentations. It is required for an unrestricted entrance to almost all 4-year colleges and universities. This class could be taken concurrently with Geometry. If you are planning to take Pre-Calculus and above, you need this course.

Required: a graphing calculator, i.e., TI-83+ or TI-84+

Recommendation: student passes Algebra & Geometry with a “B-“ or better.

**STATISTICS (10-12) - 1 credit** - The purpose of the statistics course is to introduce students to concepts regarding collecting and analyzing data. Students are exposed to exploration of one- and two-variable data, sampling and experimentation, and probability distributions. This course should be an introductory course to major concepts in AP Statistics.

Required: Graphing calculator, i.e., TI-83+ or TI-84+.

Prerequisite: The student passed Algebra 1 and Geometry.

**CAPP PRE CALCULUS (10-12) - 1 credit - Laude Points (2)** - This course is designed to take a calculus course in the future. Students will study a variety of functions, including linear, trigonometric, polynomial, exponential, and logarithmic. They will work to understand them in a numerical, symbolic, graphical, and verbal manner. Analytic Geometry, Polar Coordinates, and introductory calculus topics will round out the course.



Five credits from UW-O will be earned upon successful application, acceptance, enrollment, and completion of this course.

Required: a graphing calculator, i.e., TI-83+ or TI-84+

Recommendation: student passed Advanced Algebra with Trigonometry with a “B-“ or better.

**ALGEBRA 2 (10-12) - 1 credit** - The purpose of this class is to reaffirm the concepts of Algebra 1 and expand on those ideas. This course will give you the skills to open doors to a variety of related disciplines and careers: engineering, physics, psychology, aeronautics, architecture, mechanics, business, computer science, electronics, instrumentation, and many more. This is a course for students considering college or technical school. If you are planning to take Pre- Calculus and above, you should not take this course.

Required: a scientific calculator, i.e., TI-30X or TI-34

**CAPP/AP STATISTICS (10-12) - 1 credit - Laude Points (2)** - Students who successfully complete the course and exam (There is a fee to take the exam) may receive credit for an introductory college statistics course. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. This class could be taken concurrently with Pre-Calculus or AP Calculus. This class helps students prepare for an AP examination that may qualify students to earn college credits in high school.



Three credits from UW-O will be earned upon successful application, acceptance, enrollment, and completion of this course.

Required: a graphing calculator, i.e., TI-83+ or TI-84+

Recommendation: student passed Advanced Algebra with Trigonometry with a “B-“ or better. A student may also take this course after getting a C- or better in Functions, Statistics and Trigonometry.

**CAPP/AP CALCULUS (AB) (11-12) - 1 credit - Laude Points (2)** - Calculus is for students who want to pursue, mathematics, engineering, or science careers in college. Students who successfully complete the course and exam (There is a fee to take the exam) may receive credit for an introductory college calculus course. Students will be exposed to three major topical areas, Functions, Derivatives, and Integrals. This class could be taken concurrently with AP Statistics.



Five credits from UW-O will be earned upon successful application, acceptance, enrollment, and completion of this course.

Required: a graphing calculator, i.e., TI-83+ or TI-84+

Recommendation: student passed Pre-Calculus with a “B-” or better.

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## PHYSICAL EDUCATION

1.5 credits of physical education are required for graduation. PI 8 requires that the 1.5 credit be earned over three years. Students are expected to take at least one physical education course each of the first three years of high school. Up to one additional physical education course may be added per year as an elective.

Freshmen: Intro to Physical Education and Health

**INTRO TO PHYSICAL EDUCATION (9) - 1/2 credit** - Required course for all 9th grade students. Students will have an opportunity to participate in a wide variety of team sports and individual and dual sports. They will also participate in fitness testing and learn concepts of a strength and conditioning program. Focus will be on preparing students for future P.E. course selections.

**HEALTH (9) - 1/2 credit** - Health is a basic information class that prepares students for everyday choices they will make. It investigates mental health, family and social health, the life cycle, body systems, personal health and physical fitness, nutrition, medicines and drugs, drug and alcohol abuse, and diseases and disorders.

**FIT FOR LIFE (10-12) - 1/2 credit** - Students will focus on an individualized approach to healthy living. The focus will be on key components of a healthy lifestyle; nutrition/healthy eating, physical fitness (including a personalized fitness plan), emotional supports for students will be implemented.

Students will actively participate in activities at their own level with the opportunity to set their own fitness goals including weight management, muscular development, and overall fitness. Additionally, students will explore fitness components such as; relaxation, yoga, mindfulness, pilates, dynamic stretching, and other research-based trends in physical fitness.

Prerequisite: A school counselor and physical education teacher recommendation is required to register for this course.

**TEAM SPORTS (10-12) - 1/2 credit** - This course will offer activities that focus on student participation on small or large teams throughout the units. Units offered could include, but are not limited to; soccer, flag football, softball, ultimate frisbee, speedball, lacrosse, broomball, floor hockey, volleyball, basketball, eclipse ball, team handball.

**INDIVIDUAL SPORTS (10-12) - 1/2 credit** - This course will offer activities that will focus on individual or dual participation. Units offered could include, but are not limited to; snowshoeing, tennis, disc golf, archery, yard games, fitness testing, yoga, table tennis, skating, pickleball, badminton, bowling, dance, circuit training.

**STRENGTH & CONDITIONING (10-12) - 1/2 credit** - This course is designed to familiarize the student to an individualized approach to athletic conditioning and strength training. Students will be instructed in basic principles of strength training & conditioning for personal fitness and development. Topics, which may be explored, include systematic strength training, plyometric (explosion) training, speed & agility training, physiology of exercise, and other training methods. Additionally, students will explore fitness components such as; relaxation, yoga, mindfulness, pilates, dynamic stretching, and other research-based trends in physical fitness.

**STRENGTH & SPEED FOR ATHLETIC ENHANCEMENT (10-12) - 1/2 credit** - This course is designed to optimize a student-athlete's athletic ability in terms of speed and strength. Students will be instructed in principles of speed training, powerlifting, growth mindset, and team cooperation. The student will use data tracking and analysis to mark personal growth throughout the course. This course requires regular sprinting and technical lifts.

**CAPP PERSONAL HEALTH AND PHYSICAL EDUCATION (11-12) - 1/2 credit - Laude Points (1)** A contemporary examination of the effects of lifestyle, wellness, and health promotion on the individual. Instruction in the procedures for self-evaluation as well as an individualized exercise program for the development of health fitness. Participation in a planned program of aerobic activity is required. Additionally, self-direction of health behavior, mental health, drugs, disease, and sexuality with emphasis upon the relationship of the individual to the community. In addition to the 0.5 credits earned toward graduation requirements, this course can fulfil three credits of physical education requirements as part of the CAPP partnership with UW Oshkosh.



Three credits from UW-O will be earned upon successful application, acceptance, enrollment, and completion of this course.

Prerequisite: Completion of Freshman and Sophomore PE.

Prerequisite to receive UW Oshkosh credit: Junior or Senior, Class rank in the top 25% - or - GPA of at least a 3.25 - or - ACT score of 24 and class rank in the top 50% or GPA of 2.75.

\*Note: Students may choose to take this course as a physical education/health elective and not participate in the CAPP program.

(source: <https://www.uwosh.edu/capp/internal-documents/brochure-for-parents/view>)

**OFFICIATING AND COACHING OF SPORTS (10-12) - 1/2** - This course is designed to allow youth the opportunity to participate in a sport by addressing the current WIAA officiating shortage. Students who successfully complete this officiating course will be certified to officiate through the WIAA with a "LR" license, which means "limited and restricted." Prior to graduation, a LR official can work with a regularly licensed official in JV2, middle school, and youth contests. If the student renews his/her license yearly, they may officiate JV and varsity contests.

**SENIOR PHY ED (12) - 1/2** - This class places an emphasis on life sports/activities for senior students who have successfully completed three required Physical Education courses. The student will take part in a variety of activities and have greater depth of learning into each of them.

Prerequisite: Completed 1.5 credits of Phy Ed courses.

**PHYSICAL EDUCATION INDEPENDENT PROJECT (12) - 1/2 or 1 credit** - If you are a high ability student with an interest in fitness or health, this is the course for you. Enjoy individual study or research on your area of interest. Examples would be: learning to be an athletic trainer, statistician, weight trainer, physical therapist, or physical education instructor. This course involves a lot of time but is well worth the effort. Must apply and have the consent of instructor.

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## SCIENCE

Three credits of science are required for graduation.

### SUGGESTED SCIENCE COURSE SEQUENCE

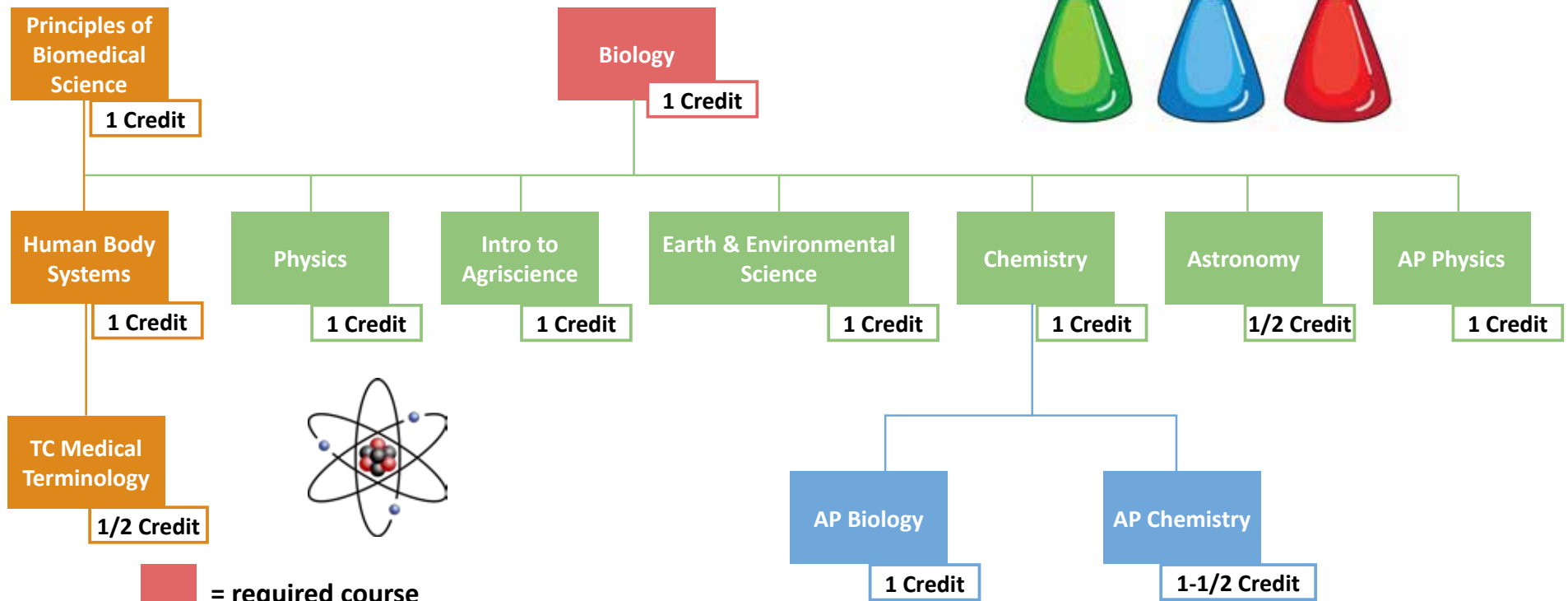
Freshmen: Biology\*

Sophomores, Juniors and Seniors: Two additional credits.

\* required course



# Progression of Science Courses



 = required course

 = Health Science pathway

- 3 Credits of science are required for graduation: Biology plus two additional credits
- Please refer to specific course descriptions for prerequisites for each course



**BIOLOGY (9) - 1 credit** - This course introduces students to the basic concepts of modern biology. It emphasizes a cellular and ecological approach to biology, and encourages the development of critical thinking skills. Classification, physiology, ecology, cells, microbiology, and genetics are among the areas studied.

**EARTH & ENVIRONMENTAL SCIENCE (10-12) - 1 credit** - Earth and Environmental Science is a one-credit course that examines the relationships between organisms and their environment. Some examples of the topics covered include - the history of Earth, an introduction to mapping, biodiversity, mining, rocks and minerals, waste, the atmosphere, weather patterns, sources of energy, and water use. Students will investigate these topics through laboratory work, fieldwork, student presentations, and various projects throughout the course. If you have already taken Environmental Science, you will not be able to take Earth & Environmental Science. If you have previously taken Earth Science, but not Environmental Science, you must apply via the Science Department to possibly enroll in the Earth & Environmental Science Course.

Prerequisite: Biology

**CHEMISTRY (10-12) - 1 credit** - Chemistry is the study of the composition, structure, and the properties of matter and the changes matter undergoes. Students will investigate basic chemistry principles by conducting laboratory experiments. Units of study include laboratory safety, classification of matter, atomic structure, writing chemical formulas, the Periodic Table, writing and balancing chemical equations, the mole concept, stoichiometry, gas laws, and types of solutions.

Prerequisite: Biology & Algebra (A “C” or better in these courses is highly recommended.)

**PRINCIPLES OF BIOMEDICAL SCIENCE (9-11) - 1 credit** - In the introductory course of the PLTW Biomedical Science program, students interested in the medical field 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.



**HUMAN BODY SYSTEMS (10-12) - 1 credit** - In the Human Body Systems (HBS) course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries.



Prerequisite: Principles of Biomedical Science

**ASTRONOMY (10-12) - 1/2 credit** - This is an introductory course in astronomy that includes an in-depth look at the universe, from its beginning to its present day organization into galaxies and star systems. Students will also examine planets, quasars, black holes, and other objects of celestial interest. This course will cover the following topics

- Unit 1- History of Astronomy (Greek constellation to Newton’s law of planetary motion)
- Unit 2- Space Exploration (Beginning of the space race to the future of inhabiting other planets)
- Unit 3 - Solar System (Formations and unique characteristics)
- Unit 4-Deep Space (life of a star, galaxies, fate of our universe)

Prerequisites: Biology and Algebra

**INTRODUCTION TO AGRISCIENCE (10-12) - 1 credit** - This course uses various agriculture clusters of study to emphasize the application of scientific principles as they relate to the production of food. Students will examine the science of living things, basic plant science, agronomic crop science, food science, environmental issues and pest management, safety in agriculture and food preparation, career opportunities and basic FFA informa-

tion. Students will demonstrate abilities and knowledge through hands-on labs using hydroponics, soils, basic plant growth, food, and chemical safety. Hand-on labs in cheese making, ice cream, yogurt, and other related dairy products will be presented. Continued information on FFA degrees and awards will also be presented.

Prerequisite: Biology

**PHYSICS (10-12) - 1 credit** - In this hands-on course students will explore physical principles found in their everyday lives. The course utilizes labs as a basis for learning and application. Students will have opportunities to study and explain the relationships between variables utilizing graphing, computer-based lab experiments, and other lab apparatus, and discussions. Topics covered include: graphing data, motion, vectors, forces, energy, waves, light and sound.

Prerequisite: Biology and Geometry (A “C” or better in these courses is highly recommended.)

**AP PHYSICS 1: ALGEBRA BASED (10-12) - 1 credit - Laude Points (2)** - AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. College Course Equivalent AP Physics 1 is a 2 Trimester Course that is the equivalent of a first-semester introductory college course in algebra-based physics. There are no prerequisite science courses, however students should have completed Geometry and be concurrently taking Algebra II or an equivalent course, to be in AP Physics 1. Students will be required to purchase a lab notebook for this course (cost not to exceed \$20)..



**AP CHEMISTRY (11-12) - 1-1/2 credit - Laude Points (3)** - AP Chemistry is a rigorous, introductory college-level course equivalent to the 2-course general chemistry sequence offered at most universities. Topics of study include: stoichiometry, solutions and molarity, atomic theory and structure, chemical bonding, gas laws, chemical equilibrium, chemical kinetics, types of reactions, thermodynamics, and electrochemistry. This course includes a laboratory component with an emphasis on laboratory techniques, inquiry, and error analysis. Students will be required to purchase a lab notebook for this course (cost not to exceed \$20). Summer homework is a requirement for this course.

Beninning in 2023-24 AP Chemistry will be offered in school years beginning with an odd year, i.e. 23-24, 25-26, etc.

Prerequisites: Chemistry and Advanced Algebra with Trigonometry (it is highly recommended that students have a ‘B’ or better in both courses).

**AP BIOLOGY (11-12) - 1 credit - Laude Points (2)** - Advanced Placement Biology is a rigorous college-level course providing an in-depth study of biology topics including ecology, biochemistry and cell biology, cell energetics and photosynthesis, genetics and evolution, animal physiology and plant physiology. Work prior to enrollment is required. This class helps students prepare for an AP examination that may qualify students to earn college credits in high school. Students will be expected to take the AP Examination in May.



Prerequisite: “C” averages in Biology and Chemistry.

**TC MEDICAL TERMINOLOGY (11-12) - 1/2 credit (MPTC 501-101 Medical Terminology - 3 credits)** Focuses on the component parts of medical terms: prefixes, suffixes and word roots. Students practice formation, analysis and reconstruction of terms. Emphasizes spelling, definition and pronunciation. Introduces operative, diagnostic, therapeutic and symptomatic terminology of all body systems, as well as systemic and surgical terminology.

## SOCIAL STUDIES

At least three credits of Social Studies including state and local government.

### SUGGESTED SOCIAL STUDIES COURSE SEQUENCE

**Freshmen:** World Cultures & Connections or AP Human Geography

**Sophomores:** American History or AP U.S. History

**Juniors and Seniors:** Government & Law or AP U.S. Government and Politics. The mandated citizenship test for graduation will be administered in Government & Law.

**WORLD CULTURES & CONNECTIONS (9) - 1 credit** - World Cultures investigates changes and continuity in human societies. The course focuses on the development of selected cultures and civilizations from the earliest times to the present. **If a student is planning on taking AP Human Geography they may bypass this required course.**

**AMERICAN HISTORY (10-12) - 1 credit** - The class uses a chronological approach to help students come to an understanding of how the U.S. changed throughout history to become what it is today. The focus is on the 20th Century to analyze how these events have impacted the development of the modern U.S. If a student is planning on taking AP US History they may bypass this required course.

**WESTERN CIVILIZATIONS (11-12) 1/2 credit** - This course emphasizes important concepts and themes in Western Civilization prior to the Scientific Revolution. As further expression of political, economic and social factors, special attention will be given to such concerns as science and technology, art, architecture and philosophies of the west. The course covers several topics: Classical Greece; The Rise and Fall of the Roman Empire; the Development of Christianity; the Middle Ages; the Renaissance; and the Reformation.

**MOCK TRIAL AND DEBATE (9-12) - 1/2 credit** - This course will provide an in depth analysis of the judicial system of the United States. Students will examine the court process through active participation in mock trials and debates. Students will learn how to construct an argument and present that argument in a proper debate format. This class is suggested for any student who has an interest in law and a desire to learn in an atmosphere that utilizes active, hands-on learning strategies.

**ADVANCED MOCK TRIAL AND DEBATE (10-12) - 1/2 credit - Laude Points (1)** - This advanced course provides an in depth analysis of the judicial system of the United States. Students will examine the court process through active participation in mock trials and debates. Students will learn how to construct an argument and present that argument in a proper debate format. Students in this class will also serve in a mentorship role for students new to Mock Trial and Debate. This class is suggested for any student who has an interest in law and a desire to learn in an atmosphere that utilizes active, hands-on learning strategies. This course extends the knowledge and skills built during Mock Trial and Debate.

Prerequisite: This course is open to students who have passed Mock Trial and Debate or who have consent of the instructor.

**GOVERNMENT AND LAW (11-12) - 1 credit** - This course familiarizes students with the various types, levels, and branches of government. Students will also explore the principles and purposes of the Constitution and Government. Emphasis is on understanding the contemporary issues and events, so the student will be able to actively participate in the decision making process. Civil and Criminal law as it applies to students will also be a focus of the course. If a student is planning on taking AP US Government and Politics as a junior or senior, they may bypass this required course.

**LAW AND ORDER (11-12) - 1/2 credit** - This advanced law course will examine and analyze the judicial system through the eyes of a lawyer, a judge, a law enforcement officer and someone accused of a crime. Students will examine the judicial system through active participation in case studies, moot courts, mock trials, and real world situations. Every society has laws that its citizens must follow. These laws help to provide society with

order and structure. This course focuses on the creation and application of laws in various areas of society. It is important for every citizen to understand how the court system works and how laws are carried out. This course extends the knowledge and skills developed in Government and Law and Mock Trial and Debate and is suggested for any student who has an interest in deepening their understanding of law and our judicial system.

**INTRODUCTION TO PSYCHOLOGY (10-12) - 1/2 credit** - This introductory course to the field of psychology explores the scientific study of human behavior, mental processes, and how they are affected and/or affect an individual's physical state, mental state, and external environment. (This course cannot be taken after receiving credit for AP Psychology).

**INTRODUCTION TO SOCIOLOGY (11-12) - 1/2 credit** - Introduction to Sociology explores relationships between social institutions, cultures, groups and individuals through observation, reasoning and research methods. Topics covered include: culture, society, groups, crime, deviance, race and ethnicity, gender, age and aging, and social activism.

**INTRODUCTION TO ECONOMICS (11-12) - 1/2 credit** - This course offers an introductory treatment of economic theory with some discussion of policy applications and economic institutions. Most of the course can be divided into two broad segments: microeconomics and macroeconomics. Microeconomics analyzes the interactions of individual consumers (households) and producers (firms) in specific markets (e.g., the market for shoes or automobiles). Macroeconomics, on the other hand, focuses at the national level, examining the determination of important national variables, such as the level and rate of growth of output (gross domestic product), the rate of inflation, the level of unemployment, as well as flows of imports and exports, and the balance of trade. Students will participate in a mock stock market game, create their own businesses, and understand the major economic situations that will affect the United States.

**CAPP/AP PSYCHOLOGY (11-12) - 1 credit - Laude Points (2)** - This AP introductory psychology class applies basic scientific principles in determining how the mind functions and why humans behave as they do. They learn about the foundations of psychology and the methods psychologists use in their science. Topics covered include: experimentation, the brain, human development, sensation, perception, learning theory, memory, thinking/ language, intelligence, motivation, emotion, personality, psychological disorders, therapy, and social psychology. College credit may be earned by passing the advanced placement test at the end of the year.



Three credits from UW-O will be earned upon successful application, acceptance, enrollment, and completion of this course.

Prerequisite: It is highly recommended that the student have a “B” average or above in entry-level social studies courses or consent of instructor.

**AP MICROECONOMICS (11-12) 1/2 credit - Laude Points (1)** - The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.



NOTE: Students may want to take Introduction to Economics before AP Microeconomics.

**AP MACROECONOMICS (11-12) 1/2 credit - Laude Points (1)** - The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price- level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. There is no single approach that an AP Macroeconomics course is expected to follow. Whatever the approach, however, AP teachers are advised to take into account certain topics generally covered in college courses.



NOTE: Students may want to take Introduction to Economics before AP Macroeconomics

**AP U.S. HISTORY (10-12) - 1 credit - Laude Points (2)** - AP History is designed to represent college-level history studies. Students are expected to leave the course with college-level writing skills, knowledge of historical events and concepts, and an ability to interpret historical documents. This class helps students prepare for an AP examination that may qualify students to earn college credits in high school. Consideration of an AP course should depend upon a student's commitment to the subject.



Prerequisite: It is highly recommended that the student have a "B" average or above in entry-level social studies courses or consent of instructor.

NOTE: This course includes summer homework that will be due on the first day of class.

**AP HUMAN GEOGRAPHY (9-12) - 1 credit - Laude Points (2)** - Human geography is the study of people and how they interact with the physical environment. In this course students will study how humans have changed the environment, how the environment has caused humans to adapt, how social organizations have come about, and other dynamics that influence the world that they live in today. Furthermore students would use methods and tools used by geographers to study these forces. This class helps students prepare for an AP examination that may qualify students to earn college credits in high school.



**AP U.S. GOVERNMENT AND POLITICS (11-12) - 1 credit - Laude Points (2)** - This AP course will give students an analytical perspective on government and politics in the United States. This course will study the concepts used to interpret U.S. government and politics supplemented by the opportunity to study and analyze specific examples. It also addresses the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. This class helps prepare students for an AP exam, which provides the opportunity to qualify to earn college credits.



Prerequisite: This course is open to juniors and seniors only. It is highly recommended that the student have a "B" average or above in entry-level social studies courses or consent of instructor.

**AP COMPARATIVE GOVERNMENT AND POLITICS (11-12) - 1/2 credit - Laude Points (1)** - AP Comparative Government and Politics is an introductory college-level course in comparative government and politics. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students cultivate their understanding of comparative government and politics through analysis of data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis. This class helps prepare students for an AP exam, which provides the opportunity to qualify to earn college credits.



**PERSPECTIVES OF WAR (11-12) - 1/2 credit** - Perspectives of War is an in-depth historical analysis of varying points of view from the major countries involved in various wars throughout history. This course will provide a historical analysis of the consequences of World Wars I & II, Korean War, Vietnam War, and War in the Middle East. The course consists of a combination of lectures and in-class discussions, documentary material, contemporary films and images will be used to supplement class discussions.

**WISCONSINOLOGY (11-12) - 1/2 credit** - Wisconsinology is a one trimester elective course designed to make students aware of Wisconsin's historical, cultural, and social heritage starting from exploration to the present with emphasis on Wisconsin's geography, customs, traditions, industries, government, recreation and more. In addition, students will examine the influences and contributions of Native Americans and famous people from the Badger state, as well as how the state utilizes its resources to gain an understanding and appreciation of Wisconsin.

## SPANISH

All foreign language students who take placement tests for English and Math in college are encouraged to take the Spanish placement test, as well. It is free, and its result will recommend a level for students to start studying Spanish in college. For example:

A student is placed into third semester Spanish. If he takes that class as a college freshman and gets an A or B, he then receives (free of tuition expenses) the two Spanish classes he tested out of. This gives him six to eight free credits on his transcript. These free credits also allow him to schedule for second semester classes (with sophomore status) earlier than other freshmen who have earned fewer credits by the end of the first semester.

Note: Taking the placement test is required in order to register for college foreign language classes. It is only a guide and in many instances a student may take the next lower or higher-level class if he feels his placement was wrong. Placement tests do not test listening or speaking skills.

**SPANISH 1 (9-12) - 1 credit** - This class is designed for students who have no prior Spanish experience or did not successfully complete one or more semesters of Spanish at the middle school. In Spanish 1 students will begin with basic Spanish language, including alphabet, numbers, and basic conversation vocabulary. The skills advance to conjugating AR, ER, and IR verbs and a few irregular verbs. Tests include reading, writing, and listening skills and projects are included for each chapter.

**SPANISH 2 (9-12) - 1 credit** - This class is designed for students who successfully completed Spanish 1 or Spanish at Kewaskum Middle School. In Spanish 2 students will become more proficient in writing, reading, listening, and speaking in the target language. Students deepen their understanding of irregular present tense verbs and begin to speak in the past tense.

Prerequisite: Spanish 1

**SPANISH 3 (10-12) – 1 credit** - This class is designed for students who successfully completed Spanish 2. The class begins with irregular present-tense verbs and advances to the preterite versus the imperfect in the past tense. Tests include reading, writing, and listening skills and projects are included for each chapter.

Prerequisite: Spanish 2

**SPANISH 4 (11-12) - 1 credit - Laude Points (2)** - This class is designed for students who successfully completed Spanish 3. The class begins with the preterite versus the imperfect and advances to the subjunctive. Tests include reading, writing, and listening skills and projects are included for each chapter.

Prerequisite: Spanish 3

**CAPP SPANISH (11-12) - 1 credit - Laude Points (2)** - This class is designed for students who successfully completed Spanish 4. The class begins with the subjunctive and advances to the passive voice. Tests include reading, writing, and listening skills and projects are included for each chapter.

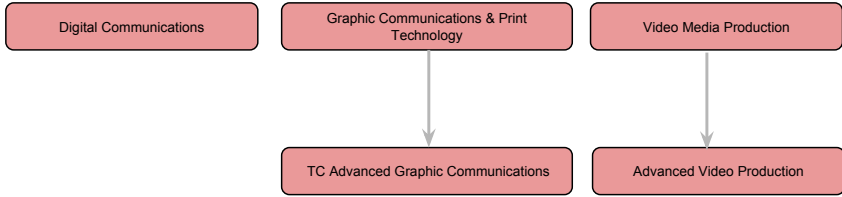


Five credits from UW-O will be earned upon successful application, acceptance, enrollment, and completion of this course. In addition, 11 credits will be granted retroactively for lower level Spanish courses.

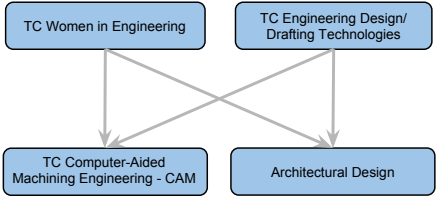
Prerequisite: Spanish 4

# Technology & Engineering Education

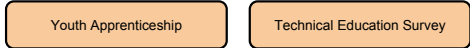
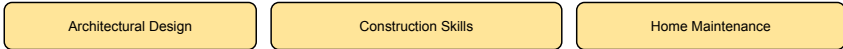
## Communications Technologies



## Engineering Technologies

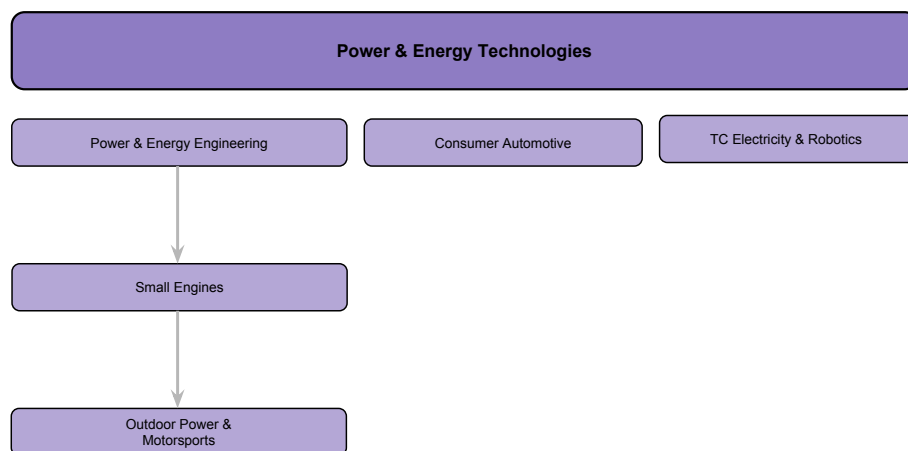
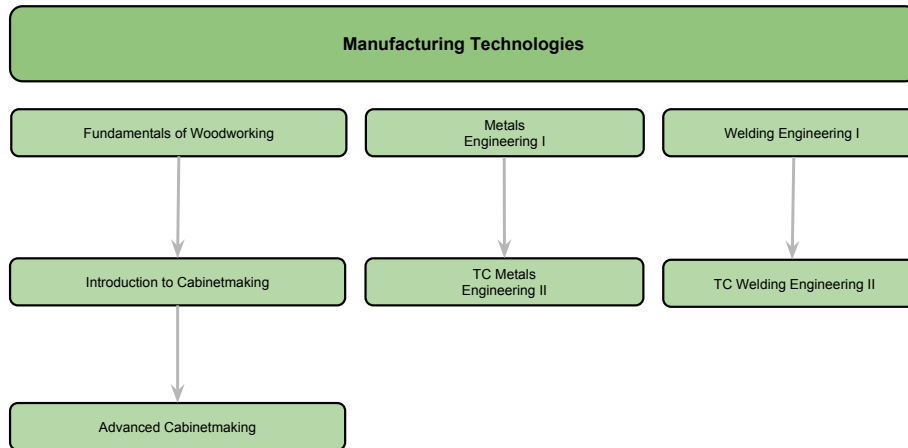


## Construction Technologies



**This diagram represents the logical progression of courses within a specific technology. See the course descriptions for prerequisites or a Technology teacher for course sequence recommendations.**





## TECHNOLOGY AND ENGINEERING EDUCATION

**ARCHITECTURAL DESIGN (9-12) – 1/2 credit** – This course will be geared towards those students who are interested in learning about what makes a “design” an “excellent design” in the world of exterior and interior architecture and design in general. What makes something appealing to the human eye? The course will engage students using model building, 2D & 3D Computer Aided Design, problem solving skills, and other required tools used in today’s professional practices of interior and exterior architecture. The classroom / studio setup will be dynamic and interactive geared towards design ideas and creations. If you are interested in the high paying careers of Architecture, Mechanical Engineering, Electrical Engineering, or Industrial Engineering, then this course is a must for you! This course is truly one of a kind and our facilities are spectacular!

**CONSTRUCTION SKILLS (10-12) - 1/2 credit** - This course will give the students a background in the construction industry. The main emphasis is given to the layout of framing materials. Main topics will include: framing a wall and floor, truss layout, foundation layout, and material estimation. In addition to classroom work there will be lab work that will include building a 1” to 1’ scale model house using actual blueprints and the possibility of building a full size shed. Safety glasses are required for this class.

Prerequisite: Fundamentals of Woodworking

**HOME MAINTENANCE (9-12) - 1/2 credit** - In Home Maintenance students will learn to be knowledgeable homeowners and/or renters. Basic information includes the use of hand tools, some power tools, and assorted building materials for the repair and maintenance of your home and equipment in your home. An in-depth discussion of each home system, Structural, HVAC, Electrical, and Plumbing provides the bulk of the course content. Safety glasses are required for this class.

**TC COMPUTER AIDED MACHINING-ENGINEERING CAM (11-12) - 1/2 credit**  
**(MPTC 617-142 Computer-Aided Manufacturing - Part A - 1 credit) - Laude Points (1)**



- Only four other schools in the United States have such a program! Students will create two and three-dimensional designs using MasterCAM software and then generate 2-D tool paths for CNC milling machines. The student will verify part programs by linking computer created geometry and tool paths to machining practices. This course is articulated with Moraine Park Technical College and is worth two free college credits.

Students will use the “state-of-the-art” CNC equipment that includes a Haas Machining Center, a Haas CNC Lathe, and a Delgado CNC Plasma Cutting System. All of these are located within the KHS Technical Education Lab! Our class will also take two different trips during the trimester to the MPTC campus to manufacture advanced designs. Students will also have the chance to speak directly to industry experts about career choices, educational needs, salary/wage possibilities, and future industry needs. Students will also study robotic systems and controls.

Many of the students that have successfully completed this course have gone on to schools such as Moraine Park Technical College, UW-Madison School of Engineering, Milwaukee School of Engineering, UW-Platteville School of Engineering, UW-Milwaukee School of Engineering, UW-Stout School of Industrial Studies, and Universal Technical Institute in Chicago.

If you are interested in the high paying careers of Mechanical Engineering, Electrical Engineering, Industrial Engineering, Tool & Die Design, Robotics & Automation, and Systems Engineering then this course is a must for you! This course is truly one of a kind and our facilities are spectacular!

**TC WOMEN IN ENGINEERING (9-12) - 1/2 credit (MPTC 617-114 CAD 3-D, Solidworks**  
**- 3 credits) - Laude Points (1)**



- This course allows the students to gain a thorough understanding along with the ability to construct and design on a computer-aided-design (CAD) system;utilizing two and three-dimensional design software (Solidworks). Elementary two and three dimensional designs for mechanical parts and architectural plans. Students develop skills in design setup and file organization, designing and editing objects, creating complex shapes, dimensioning both two and three dimensional objects, using text, display and layer control, using symbols, drawing techniques, and plotting (printing). Students will also explore the history of female engineers, female inventors, and female entrepreneurs.

Students will briefly explore the relationship between design and Computer Numerical Control using the new “state-of-the-art” CNC equipment located in the Technology & Engineering lab. Here the students will take a design created in Engineering Drafting, download their design into our CNC plasma cutting system, and manufacture their design using mild steel.

Students will also explore job opportunities, salary expectations, and required schooling for related fields.

If you are interested in the high paying careers of Mechanical Engineering, Electrical Engineering, Industrial Engineering, Manufacturing Engineering, Architecture, Mechanical Design, Tool & Die, or CNC Technologies then this course is a must for you! This course is articulated with Moraine Park Technical College and will also transfer to the Milwaukee School of Engineering, UW Stout, and UW Platteville.

**TC ENGINEERING DESIGN-DRAFTING TECHNOLOGIES (9-12) - 1/2 credit (MPTC 617-114CAD 3-D, Solidworks - 3 credits) - Laude Points (1)** - This course allows the students to gain a thorough understanding along with the ability to construct and design on a computer-aided-design (CAD) system; utilizing two and three-dimensional design software (Solidworks). Elementary two and three dimensional designs for mechanical parts and architectural plans. Students develop skills in design setup and file organization, designing and editing objects, creating complex shapes, dimensioning both two and three dimensional objects, using text, display and layer control, using symbols, drawing techniques, and plotting (printing).



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**TC ELECTRICITY AND ROBOTICS (10-12) - 1/2 credit (MPTC 602-125 Electrical and Electronic Systems 1 - 3 credits & MPTC 413-350 Beginning Electrical Concepts - 3 credits) - Laude Points (1)** - Students learn the principles and theories of electricity. They are introduced to the basic electronics components and circuits. They learn how to read electronic schematics and solder electronic components. Additional lab work is performed on residential wiring circuits. The ROBOTICS portion of the course is hands-on technology problem solving where students learn about robotics and other computer controlled machines. Included are laboratory experiences in which the student sets up and programs a robotic arm and a robotic vehicle. In addition, students will design, test, build, and trouble-shoot a BattleBot that will compete against others in the class.



Prerequisite: Algebra

**POWER AND ENERGY ENGINEERING (9-12) - 1/2 credit** - An introductory course focusing on alternative energy sources and the theory of Power. Students will build individual projects such as a catapult/trebuchet, wind power, cranes, solar electric vehicle, bridges, and more. The design and engineering of each project will be at the forefront of each activity. Students will learn how stress, load, and other variables affect the products around us. A leading edge class that offers topics for students wanting an Engineering experience!

**SMALL ENGINES (9-12) - 1/2 credit** - A great hands-on introductory course, where students learn about the traditional power of gasoline and diesel engines. They study the basic functions, tear down and reassembly procedures of small engines. Each student is responsible for providing a small four-cycle engine to be used for his/her laboratory activities or can also use a school supplied engine. Safety glasses required.

**OUTDOOR POWER AND MOTORSPORTS (10-12) - 1/2 credit - Laude Points (1)** - A course designed to meet the needs of the students who want more in-depth knowledge of engines and power systems. Automotive, ATV, lawn and garden, and industrial equipment are just a few of the topics that will be covered. Lab work and hands-on activities will be a major part of the learning environment as we look into advanced engine features and the subsystems that make them deliver performance. Transmissions, brakes, electrical, hydraulics, and much more will be discussed, designed, and tested.

Alternative Fuels will play a major role in the research and development of the class. Students will create their own "bio-diesel" and test it in a running engine. Hydrogen and Ethanol experiments and testing will expand the student's knowledge on what the future of fuel will be. Environmental effects, both positive and negative, will be a topic of discussion as we look into what the next new alternative fuel may be. Safety glasses required.

Prerequisite: Small Engines

**CONSUMER AUTOMOTIVE (9-12) - 1/2 credit - NO EXPERIENCE NECESSARY!** This course is designed for ALL student drivers. If you are going to own and operate a personal vehicle, this is a class you will benefit from. Designed for beginning drivers, the course will focus on creating an educated consumer who can make knowledgeable decisions related to purchasing and maintaining a vehicle as well as giving you a basic understanding of how automobiles work. Whether you are performing simple DIY maintenance at home or taking your vehicle to a mechanic for repair, understanding how your vehicle operates is the key to saving money!

Throughout the course we will be discussing and practicing preventive maintenance techniques that can be done at home. We will cover many topics and perform hands-on activities such as: 1. Under hood inspections (fluids, belts, hoses), 2. Removing & replacing items (wiper blades, bulbs, fuses), 3. Cooling system maintenance/checks, 4. Battery/charging system diagnosis, 5. Lubrication system maintenance, 6. Tire selection, 7. Brake system inspection, 8. Minor ignition system maintenance (spark plug, wires, firing order), 9. Car selection/purchasing, 10. Car insurance, and 11. Emergency Roadside issues. Stop feeling like you are being taken advantage of and educate yourself in a low stress, non-intimidating environment!

**FUNDAMENTALS OF WOODWORKING (9-12) - 1/2 credit** - This course is an introduction to the woodworking process. Students will become familiar with safety practices, identification of common wood species, and construction of common wood joints. The main focus of this class is on the safe use of hand, portable, and stationary power tools to create a project. This class is broken up into 40% classroom work and 60% lab work. Safety glasses are required for this class.

**INTRODUCTION TO CABINETMAKING (10-12) - 1/2 credit** - Each student is expected to complete one project of his/her own design, pre-approved by the instructor. The chosen project should force the completion of a specific cabinetmaking or furniture making process. The products chosen by the student need not be large or expensive. There are many challenging products that are reasonably priced. Topic areas covered in this class include the following: project design and planning, face frame construction techniques, drawer construction, door construction, and typical woodworking joints. Students will be expected to purchase their own material and secure a way of getting the material to school. This class is broken up into 30% classroom work and 70% lab work. Safety glasses are required for this class.

Prerequisite: Fundamentals of Woodworking

**ADVANCED CABINETMAKING (10-12) - 1/2 credit** - Advanced Cabinetmaking is the second Cabinetmaking class offered to students. Advanced Cabinetmaking main focus is developing furniture building techniques through extensive lab work. Students are expected to build a project the instructor considers more advanced than the project they built in Intro to Cabinetmaking. The chosen project should force the completion of a specific cabinetmaking or furniture making process. Topic areas reviewed and covered in this class include the following: project design and planning, face frame construction techniques, drawer construction, door construction, advanced woodworking joints such as: pocket, dovetail, biscuit, dowel, half-lap and mortise-and-tenon. Students will be expected to purchase their own material and secure a way of getting the material to school. This class is broken up into 10% classroom work and 90% lab work. Safety glasses are required for this class.

Prerequisite: Intro to Cabinetmaking

**DIGITAL COMMUNICATIONS (9-12) - 1/2 credit** - This course involves many aspects of digital communication including digital photography, desktop publishing, digital sound creation and editing. Projects will focus on combining pictures, graphics, text, audio, video, and music in a variety of ways. Software to be used may include Adobe Spark, Audacity, Google Apps, PowerPoint, Adobe Photoshop & PremierPro, as well as others.

**GRAPHIC COMMUNICATIONS & PRINTING TECHNOLOGY (9-12) - 1/2 credit** - This course is designed to introduce students to the field of graphic communications and printing. Several areas of the industry will be explored. Students will have hands-on experiences in the following areas: layout and design, typography, electronic prepress and page layout, screen printing, relief printing, offset printing, gravure printing, and digital photography. We will also investigate color and color printing.

Material for reproduction will come from both the student's artistic talents and from prepared sources. Students will study composition and design considerations for both text and graphics. Students will learn how to take a design from an idea to a computer layout, plate-making, printing, and finishing/binding. Each student will have opportunities to print multiple screen-printing projects including, T-shirts, sweatshirts, mirrors, etc., as well as vinyl window stickers, notepads, mugs and photo-magnets. Students also design and print a portfolio that contains all of their work in this class.

**TC ADVANCED GRAPHIC COMMUNICATIONS (9-12) - 1/2 credit (MPTC 103-174**



**InDesign- 2 credits) - Laude Points (1)** - This course will expand upon the topics covered in Graphic Communications & Printing Technology. Students will continue to apply their knowledge of layout & design principles and techniques to create appealing designs in screen printing, including multi-color T-shirts, relief printing and offset lithography. A wide range of uses for vinyl graphics and sublimation printing will be explored. Additional time will be spent in this course mastering advanced electronic page layout tasks.

Prerequisite: Graphic Communications & Printing Technology

**VIDEO MEDIA PRODUCTION (9-12) - 1/2 credit** - This course is designed to introduce students to the world of video media production and digital video editing. Students will learn the basic concepts, practices, and language of video production, operations, and broadcasting. In addition students will plan, storyboard, and write scripts for various video genre including commercials, narratives, training, and documentaries.

**ADVANCED VIDEO PRODUCTION (9-12) - 1/2 credit** - This course expands upon the concepts and skills introduced in Video Media Production. Greater emphasis will be placed on the "storytelling" aspect of communicating via audio and video. Students will also be challenged to increase the professionalism of their video programs through the use of advanced animation techniques using Adobe After Effects, as well as, Adobe Sound Booth for improved sound editing. Video program possibilities include news shows, sports broadcasts, training programs, documentaries, producing programs for local-access cable as well as posting video clips to the internet. This class will also include indepth critiques of, and reflections on, various video programs.

Prerequisite: Video Media Production

**METALS ENGINEERING I (9-12) - 1/2 credit** - This course is the first in a two part series at KHS. Students will be introduced to the safe operation of all metal working machines such as the lathe, mill, drill press, and welding equipment. Students will also utilize computer aided design software to create a CNC Plasma cutting project. Students will explore careers, the use of hand tools, and precision measuring devices. Safety Glasses are required. Many of the students that have successfully completed this course have gone on to schools such as: Moraine Park Technical College, UW-Madison School of Engineering, Milwaukee School of Engineering, UW-Platteville School of Engineering, UW-Milwaukee School of Engineering, UW-Stout School of Industrial Studies, and Universal Technical Institute in Chicago.

If you are interested in the high paying careers of Mechanical Engineering, Electrical Engineering, Industrial Engineering, Tool & Die Design, Robotics & Automation, and Systems Engineering then this course is a must for you! This course is truly one of a kind and our facilities are spectacular!

**TC METALS ENGINEERING II (9-12) - 1/2 credit - (MPTC 623-162 Manufacturing Processes - 3 credits) Laude Points (1)** - This course is an advanced continuation of Metals En-



gineering I. Several more advanced machines and techniques will be utilized for the manufacture and creation of projects. New machines are surface grinders, Indexing Heads, CNC Mill, CNC Lathe, and the CNC Plasma Cutting system. Students will further their development of precision measurement and testing abilities regarding metal materials. Destructive testing on specific projects will be conducted in the lab with publishable results. Safety glasses are required. Many of the students that have successfully completed this course have gone on to schools such as: Moraine Park Technical College, UW-Madison School of Engineering, Milwaukee School of Engineering, UW- Platteville School of Engineering, UW-Milwaukee School of Engineering, UW-Stout School of Industrial Studies, and Universal Technical Institute in Chicago.

If you are interested in the high paying careers of Mechanical Engineering, Electrical Engineering, Industrial Engineering, Tool & Die Design, Robotics & Automation, and Systems Engineering then this course is a must for you! This course is truly one of a kind and our facilities are spectacular!

**WELDING ENGINEERING I (9-12) - 1/2 credit** - This class focuses on developing safety skills appropriate to a welding shop environment by introducing SMAW (shielded metal arc welding), GMAW (gas metal arc welding), and CNC plasma cutting.

Students apply welding and safety skills in a variety of industrial applications on mild steel. Welding operations are performed in a lab setting under the supervision of the instructor. While using our state-of-the-art facility, students will gain an understanding of manual welding techniques, as well as, computer numerically controlled automation by designing and manufacturing a project using the CNC plasma cutting system. Main focus is welding safety and setup in the flat position.

If you are interested in the high paying careers of welding, mechanical engineering, electrical engineering, industrial engineering, tool & die design, robotics & automation, and systems engineering then this course is a must for you. Our facilities are spectacular!

**TC WELDING ENGINEERING II (9-12) - 1/2 credit - (MPTC 442-337 Welding Theory and Safety - 1 credit) Laude Points (1)** - This class is an advanced continuation of Welding



Engineering I. In this course students will focus on advanced welding techniques (horizontal & vertical positions) in MIG and Arc Welding. Students will be introduced to Gas Tungsten Arc Welding (TIG) in the flat position in both mild steel and stainless steel. Students will further develop welding techniques, as well as, proper setup of equipment and fabrication. Students will test welded projects via destructive testing and water tanks. Students will have several CNC plasma cutting projects in order to test fit-up techniques and precision.

If you are interested in the high paying careers of welding, mechanical engineering, electrical engineering, industrial engineering, Tool & Die, robotics & automation, and systems engineering then this course is a must for you. Our facilities are spectacular!

Prerequisite: Welding Engineering I

**GRAPHICS WORK EXPERIENCE (11-12) - 1 or 2 credits** - This course combines teaching the students how to perform advanced duplication (printing) processes with providing improved duplication services to the school district. The students are enrolled in a one period class for which they receive credit as well as pay. The class is limited to a maximum of two students. Students do a variety of duplicating for the district, both for individual teachers and for programs, etc.

Prerequisite: Graphic Communications & Printing Technology and Instructor approval.

**YOUTH APPRENTICESHIP (11-12) - 1 or 2 credits** - This course is designed for students to integrate “school-based” and “work-based” learning and to provide the student with academic and occupational skills in the technical education fields. Apprenticeships are available in drafting and design, manufacturing, graphic arts/printing, automotive technology, welding, agriculture, and biotechnology. See YOUTH APPRENTICESHIP under the GENERAL STUDIES section for more information.

## **ALTERNATIVES AND OPTIONS**

### **DUAL ENROLLMENT**

Dual Enrollment Programs, previously referred to as Youth Options and Course Options, allow students who meet certain requirements to take courses at a post-secondary institution, such as UWVC (Early College Credit Program) or Moraine Park Technical College (Start College Now).

Effective as of the 2018-19 school year, the Early College Credit Program (ECCP) will allow students in grades 9 through 12 to enroll in a UW System institution, or a private, non-profit institution of higher education, to take one or more nonsectarian courses, for which the student may earn high school credit, post-secondary credit, or both. The costs of courses is shared among the institution of higher education, the school district, the state, and in few cases, the student's family.

Also effective as of the 2018-19 school year, Start College Now allows high school juniors and seniors to enroll in a technical college to take one or more courses for which the student may earn high school and post-secondary credit. Courses must be above and beyond those offered at Kewaskum High School and approved by the school board.

Students interested in dual enrollment are encouraged to stop by student services for additional information about program requirements. Applications are due to the institution of higher education and need to be completed by March 1 for students interested in a fall semester course and October 1 for students interested in a spring semester course.

### **PUBLIC SCHOOL OPEN ENROLLMENT**

A limited number of students will be allowed to attend high schools in other districts.

The student is responsible for transportation. If you apply for this program, it continues to be your responsibility to make sure that you have the proper credits to graduate from the high school of your senior year attendance. Because of the long period between application for open enrollment and final placement, you should be sure to sign up for courses at KHS for next fall to ensure course selection here.

There are two ways to apply for open enrollment:

- The regular application period is used to apply for the following school year.
- The alternative application procedure is used to apply for the current school year.

For more information please visit: <https://dpi.wi.gov/open-enrollment>

### **INDEPENDENT STUDY**

Each department offers an independent project opportunity. The independent project program allows a student to go into more depth in an area of interest. The studies undertaken in a project class must be above and beyond the regular curriculum, but may not be the same curriculum as an advanced class in the subject area.

The student must be a senior with at least a 2.75 GPA in the subject area and an overall 2.0 GPA. Exceptions to the GPA requirement require administrative approval. The deadline for applications is April 1 for tri 1 and October 1 for tri 2 & 3.

The student and teacher must meet as often as the teacher requires, but at least once a week. The teacher may require that the student meet with him/her every day during a class period. The student will be scheduled for one class period daily for the project class.

A student may not receive more than 1.0 credit for an independent project. An independent project may not be taken in place of required courses. For more information, check with your school counselor while registering for classes.

## **YOUTH APPRENTICESHIP AND SCHOOL-TO-WORK**

Apprenticeship and school-to-work programs are available only to juniors and seniors. These work programs involve both class work, release time for a job, and on-the-job training.

**School-to-Work Program:** This program is a cooperative effort between the school district and local businesses. Upper classmen work (in their chosen career field) and receive credit plus a salary. A student will receive .5 credit per period worked each trimester. Students will be graded on a pass/fail basis.

\* The maximum number of credits through work-based learning will be decided by principal, counselor, and school to work coordinator.

**Youth Apprenticeship:** This program is designed to integrate “school-based” and “work-based” learning and to provide the student with academic and occupational skills. Apprenticeships may be available in, but are not limited to:

Architecture/Mechanical Design	Business
Manufacturing Production/Plastics	Tourism
Financial Services	Hotel/Motel Management
Graphic Arts/Printing	Biotechnology
Automotive Technology	Engineering
Production Agriculture	Health Insurance
Information Technology/Networking	Logistics
Welding	Manufacturing-Machining

The student takes three or more periods of applied academic courses with the remaining time spent in the apprenticeship with local business. Students must meet all the steps listed above for the school-to-work program and in addition, they must be: approved by KHS staff, and ensure forms are completed throughout the course/year.

Upon completion of the one or two-year program students receive a high school diploma, possible technical college credit, and a state certificate of occupational proficiency in the related industry.

## **STUDENT ACADEMIC RECOGNITION**

### **ACADEMIC LETTER**

All students at Kewaskum High School are eligible to earn an academic letter. This program is based upon cumulative grade point for all three trimesters of a given year. Students who achieve an annual cumulative grade point of 3.85 or higher in a given year will receive academic awards as outlined below:

- Year 1 - Academic Letter
- Year 2 - Lamp of Knowledge Pin
- Year 3 - Bar
- Year 4 - 2nd Bar

Awards are presented to students during the fall of the following year with the exception of Seniors who will receive their final award upon completion of final trimester grades.



## **NATIONAL HONOR SOCIETY**

National Honor Society is an organization whose membership is based on upholding high standards in four areas: leadership, scholarship, character, and service. To become a member, students with a 3.5 cumulative GPA or above are notified in the beginning of their junior or senior year. Those students provide evidence to support the four standards by completing an application/activity sheet and writing a letter to indicate their desire and qualifications. A faculty council reviews all application material and then chooses the most qualified students for membership. Students that are accepted into NHS must complete 24 hours of service per year and participate in NHS sponsored activities.

## **GLOBAL EDUCATION ACHIEVEMENT CERTIFICATE (GEAC):**

Students wanting to earn a Global Education Achievement Certificate (GEAC) from the Department of Public Instruction to help them with college entrance requirements and job consideration should be aware that they must take Spanish each year they are in school and earn a B or higher each trimester. Additionally, they will be required to take 4 other credits with a global focus from the list below. More information can be obtained through the Spanish Department.

### **Current list of KHS courses that meet the GEAC requirement:**

*World Cultures and Connections - 1 credit*  
*AP English Literature - 1 credit*  
*AP Macro / Micro Economics - 1/2 credit each*  
*AP Human Geography - 1 credit*  
*Western Civilizations - 1/2 credit*  
*Perspectives of War - 1/2 credit*  
*Mass Media - 1/2 credit*  
*Environmental Science - 1 credit*  
*CAPP Art 101 - 1/2 credit*  
*Art Survey - 1/2 credit*  
*Drawing 1 - 1/2 credit*  
*Painting 1 - 1/2 credit*  
*Jewelry 1 - 1/2 credit*  
*Ceramics 1 - 1/2 credit*  
*Foods 1 - 1/2 credit*  
*Concert Band - 1 credit*  
*Concert Choir - 1 credit*  
*Wind Ensemble - 1 1/2 credits*  
*Bel Canto - 1 1/2 credits*

## **HONOR ROLL**

At Kewaskum High School an Honor Roll List is generated and published three times during the school year. At the completion of each trimester a cumulative average of grades earned will be calculated.

Students have the opportunity to be listed in one of these categories:

<b>Honor Roll</b>	3.0 – 3.499
<b>High Honor Roll</b>	3.5+

## LAUDE SYSTEM

### Laude Overview

The Laude System allows us to recognize and encourage students to take appropriate courses that will better prepare them for the future. This system is a point-based system that gets combined with a student's GPA. Laude will reward a student for taking designated honors courses and will earn the student one honor point per trimester for designated courses. **(Please note that a student must successfully complete the course to earn honors points.)** Under this system, students taking Advanced Placement courses, Early College Credit, Start College Now, or CAPP courses, articulated courses, Capstone courses, and other courses designated as Advanced Standing or Honors will receive one honor point per trimester for each successfully completed course with the exception of band and choir being one point for all year enrollment.

### Our Laude System

Beginning with the Class of 2017, the Laude System will replace the present class rank system. Class rank will not be routinely provided to colleges for admissions purposes. The transcript will report the student's cumulative grade point average with an accompanying Laude point score and distinction.

**To Qualify for Cum Laude or Higher:** A student must have a cumulative GPA of 3.0 or higher and have earned a minimum of **24** honor points.

It is our belief that this system will be more fair and recognize a wider range of students. Under the Laude system, students must meet the two criteria above. Once a student meets these requirements, they can earn one of the following distinctions:

- Cum Laude (with honor/distinction) **24-39** honor points
- Magna Cum Laude (with great honor/distinction) **40-55** honor points
- Summa Cum Laude (with highest honor/distinction) **56+** honor points or more

### Laude Recognition Process

Students will be eligible for the Summa Cum Laude, Magna Cum Laude, or Cum Laude recognition by multiplying their grade point average at the end of the second trimester of their senior year times the total number of advanced classes successfully completed throughout their four years of high school.

Example:

**Trimesters of Advanced Classes**    x    **Cumulative GPA**    =    **Laude Score**

	<b>10</b>	<b>x</b>									<b>3.44</b>	<b>=</b>	<b>34.4 (Cum Laude)</b>
Sem. Laude/Cum. GPA	4	3.9	3.8	3.7	3.6	3.5	3.4	3.3	3.2	3.1	3		
20	80.0	78.0	76.0	74.0	72.0	70.0	68.0	66.0	64.0	62.0	60.0		
19	76.0	74.1	72.2	70.3	68.4	66.5	64.6	62.7	60.8	58.9	57.0		
18	72.0	70.2	68.4	66.6	64.8	63.0	61.2	59.4	57.6	55.8	54.0		
17	68.0	66.3	64.6	62.9	61.2	59.5	57.8	56.1	54.4	52.7	51.0		
16	64.0	62.4	60.8	59.2	57.6	56.0	54.4	52.8	51.2	49.6	48.0		
15	60.0	58.5	57.0	55.5	54.0	52.5	51.0	49.5	48.0	46.5	45.0		
14	56.0	54.6	53.2	51.8	50.4	49.0	47.6	46.2	44.8	43.4	42.0		
13	52.0	50.7	49.4	48.1	46.8	45.5	44.2	42.9	41.6	40.3	39.0		
12	48.0	46.8	45.6	44.4	43.2	42.0	40.8	39.6	38.4	37.2	36.0		
11	44.0	42.9	41.8	40.7	39.6	38.5	37.4	36.3	35.2	34.1	33.0		
10	40.0	39.0	38.0	37.0	36.0	35.0	34.0	33.0	32.0	31.0	30.0		
9	36.0	35.1	34.2	33.3	32.4	31.5	30.6	29.7	28.8	27.9	27.0		
8	32.0	31.2	30.4	29.6	28.8	28.0	27.2	26.4	25.6	24.8	24.0		
7	28.0	27.3	26.6	25.9	25.2	24.5	23.8	23.1	22.4	21.7	21.0		
6	24.0	23.4	22.8	22.2	21.6	21.0	20.4	19.8	19.2	18.6	18.0		

## Laude Course List

<b>Art</b>	<ul style="list-style-type: none"> <li>● Digital Imaging II</li> <li>● CAPP Art 101</li> <li>● AP Studio (2)</li> <li>● Drawing III</li> <li>● Painting III</li> <li>● Ceramics II</li> <li>● Stained Glass Design II</li> <li>● Sculpture &amp; 3D Design II</li> <li>● Jewelry Design II</li> <li>● Independent Art Seminar</li> </ul>	<b>Science</b>	<ul style="list-style-type: none"> <li>● AP Biology (2)</li> <li>● AP Chemistry (3)</li> <li>● AP Physics (2)</li> </ul>
<b>Business</b>	<ul style="list-style-type: none"> <li>● TC Accounting 2</li> <li>● TC Sports Entertainment, and Hospitality Management</li> <li>● Intro to Programming with Python</li> <li>● Adv. Programming with Python</li> <li>● Personal Finance**</li> </ul> <p>(**requires completion of capstone project)</p>	<b>Social Studies</b>	<ul style="list-style-type: none"> <li>● AP/CAPP Psychology (2)</li> <li>● AP Microeconomics (1)</li> <li>● AP Macroeconomics (1)</li> <li>● AP U.S. History (2)</li> <li>● AP Human Geography (2)</li> <li>● AP U.S. Government and Politics (2)</li> <li>● AP Comparative Government (1)</li> <li>● Advanced Mock Trial and Debate (1)</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>● AP English Literature &amp; Composition (2)</li> <li>● AP English Language &amp; Composition (2)</li> <li>● CAPP Intro to Public Speaking</li> </ul>	<b>Spanish</b>	<ul style="list-style-type: none"> <li>● Spanish 4 (2)</li> <li>● CAPP Spanish (2)</li> </ul>
<b>Family &amp; Consumer Science/ Education &amp; Human Services</b>	<ul style="list-style-type: none"> <li>● TC Culinary 1</li> <li>● CAPP Individuals, Schools &amp; Society</li> </ul>	<b>Tech Ed/Ag</b>	<ul style="list-style-type: none"> <li>● TC Computer Aided Machining-Engineering CAM</li> <li>● TC Advanced Graphic Communications</li> <li>● TC Metals Engineering II</li> <li>● TC Welding Engineering II</li> <li>● TC Women in Engineering</li> <li>● TC Engineering Design &amp; Drafting</li> <li>● TC Electricity &amp; Robotics</li> <li>● Outdoor Power Equipment</li> <li>● Ag Mechanics</li> </ul>
<b>Math</b>	<ul style="list-style-type: none"> <li>● AP/CAPP Calculus (2)</li> <li>● AP/CAPP Statistics (2)</li> <li>● CAPP Pre-Calculus (2)</li> <li>● Advanced Alg w/ Trig 2)</li> </ul>	<b>Other</b>	<p><b><u>1 point per Trimester/Semester</u></b></p> <ul style="list-style-type: none"> <li>● Certified Nursing Assisstant</li> <li>● Emergency Medical Technician (2)</li> <li>● TC Medical Terminology</li> <li>● Early College Credit</li> <li>● Start College Now</li> <li>● Youth Apprenticeship</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>● 1 point awarded for full year participation</li> </ul>	<b>Phy Ed</b>	<ul style="list-style-type: none"> <li>● CAPP Phy Ed</li> </ul>

# KEWASKUM SCHOOL DISTRICT

## Nondiscrimination Clause

The Kewaskum School District does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including gender status, change of sex or gender identity), or physical, mental, emotional, or learning disability (“Protected Classes”) in any of its student program and activities including all career and technical education opportunities.

Wis. Stat. 118.13 Pupil discrimination prohibited

(1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person’s sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

The following person/people has/have been designated to handle inquiries regarding the nondiscrimination policies: Jody Heipp, Director of Student Learning and Services, 1415 Bilgo Lane, PO Box 127, Kewaskum, WI 53040, 262-626-8427 ext 1010, [jheipp@kewaskumschools.org](mailto:jheipp@kewaskumschools.org); Julie Thoreson, Business Manager, 1455 School Street, PO Box 37, Kewaskum, WI 53040, 262-626-8427 ext 8009, [jthoreson@kewaskumschools.org](mailto:jthoreson@kewaskumschools.org)

### Reasonable Accommodation

Reasonable accommodation, including the provision of informational material in an alternative format, will be provided for qualified individuals with disabilities upon request.

To request accommodation, please contact Jody Heipp, Director of Student Learning and Services, 1415 Bilgo Lane, PO Box 37, Kewaskum, WI 53040, 262-626-8427 ext 1010, [jheipp@kewaskumschools.org](mailto:jheipp@kewaskumschools.org).

### **NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY Policy 2260**

The Board is committed to providing an equal educational opportunity for all students in the District. The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability (“Protected Classes”) in any of its student program and activities.

### **NONDISCRIMINATION IN RELATION TO CAREER AND TECHNICAL EDUCATION Policy 2421**

All courses, including Career and Technical Education courses are available without discrimination based on sex, race, color, national origin, or disability race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability, any other characteristic protected by law in any of its student programs, activities, and employment (“Protected Classes”).

### **EARLY COLLEGE CREDIT PROGRAM Policy 2271**

The Board recognizes the value to students and to the District of students participating in programs offered by the University of Wisconsin system institutions, tribally controlled colleges and private, non-profit higher education institutions in Wisconsin. The Board will allow any high school student who satisfies the eligibility requirements to participate in the Early College Credit Program (ECCP) to enroll in an approved course at an ECCP-approved institution of higher education while attending in the District. Students will be eligible to receive college and high school credit for completing course(s) at authorized institutions of higher education provided they complete the course(s) and receive a passing grade. The School District’s responsibility to pay for tuition, fees, books and other necessary materials shall be limited to eighteen (18) postsecondary credits per student.

# SCHOOL DISTRICT OF KEWASKUM

## Board Policy Manual

### 5517 - STUDENT ANTI-HARASSMENT

#### Prohibited Harassment

It is the policy of the Board of Education to maintain an educational environment that is free from all forms of harassment, including sexual harassment. This commitment applies to all District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of harassment. This policy applies to conduct occurring in any manner or setting over which the Board can exercise control, including on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will not tolerate any form of harassment and will take all necessary and appropriate actions to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the School District community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

The Board will vigorously enforce its prohibition against harassment based on the traits of sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability, or any other characteristic protected by Federal or State civil rights laws (hereinafter referred to as “Protected Characteristics”), and encourages those within the School District community, as well as third parties, who feel aggrieved to seek assistance to rectify such problems. Additionally, the Board prohibits harassing behavior directed at students for any reason, even if not based on one of the Protected Characteristics, through its policies on bullying (see Policy 5517.01 – Bullying).

Harassment may occur student-to-student, student-to-staff, staff-to-student, male-to-female, female-to-male, male-to-male, or female-to-female. The Board will investigate all allegations of harassment and in those cases where harassment is substantiated, the Board will take immediate steps designed to end the harassment, prevent its recurrence, and remedy its effects. Individuals who are found to have engaged in harassment will be subject to appropriate disciplinary action.

For purposes of this policy, “School District community” means individuals students, administrators, teachers, staff, and as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

For purposes of this policy, “third parties” include, but are not limited to, guests and/or visitors on District property (e.g., visiting speakers, participants on opposing athletic teams parent), vendors doing business with, or seeking to do business with the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

#### Other Violations of the Anti-Harassment Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation.
- B. Filing a malicious or knowingly false report or complaint of harassment.
- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one’s supervisory duties

## Definitions

### Bullying

Bullying is prohibited by Board Policy 5517.01 – Bullying. It is defined as deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student’s educational, physical, or emotional well-being. Bullying need not be based on any Protected Characteristic. Bullying behavior rises to the level of harassment when the prohibited conduct is based upon the student’s sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation of physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights.

### Harassment

Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student based on one or more of the student’s Protected Characteristics that:

- A. places a student in reasonable fear of harm to his/her person or damage to his/her property;
- B. has the effect of substantially interfering with a student’s educational performance, opportunities, or benefits; or
- C. has the effect of substantially disrupting the orderly operation of a school.

### Sexual Harassment

“Sexual harassment” is defined as unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- A. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of access to educational opportunities or program;
- B. submission or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual’s education;
- C. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual’s education, or creating an intimidating, hostile, or offensive educational environment.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. unwelcome verbal harassment or abuse;
- B. unwelcome pressure for sexual activity;
- C. unwelcome, sexually motivated or inappropriate patting, pinching, or physical contact, other than necessary restraint of students by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
- D. unwelcome sexual behavior or words including demands for sexual favors, accompanied by implied or overt threats concerning an individual’s educational status;
- E. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual’s educational status;
- F. unwelcome behavior or words directed at an individual because of gender;

Examples are:

1. repeatedly asking a person for dates or sexual behavior after the person has indicated no interest;
2. rating a person's sexuality or attractiveness;
3. staring or leering at various parts of another person's body;
4. spreading rumors about a person's sexuality;
5. letters, notes, telephones calls, or materials of a sexual nature;
6. displaying pictures, calendars, cartoons, or other materials with sexual content.

G. inappropriate boundary invasions by a District employee or other adult member of the District community into a student's personal space and personal life;

H. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history; and

I. verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

It is further the policy of the Board that a sexual relationship between staff and students is not permissible in any form or under any circumstances, in or out of the work place, in that it interferes with the educational process and may involve elements of coercion by reason of the relative status of a staff member to a student.

Not all behavior with sexual connotations constitutes sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's education, or such that it creates a hostile or abusive educational environment, or such that it is intended to, or has the effect of, denying or limiting a student's ability to participate in or benefit from the educational program or activities.

#### Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

#### Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

#### National Origin Harassment

Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

## Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's physical, mental, emotional or learning disability and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disabling condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like.

## Reporting Procedures

Students and all other members of the School District community, as well as third parties, are encouraged to promptly report incidents of harassing conduct to a teacher, administrator, supervisor, or District employee or official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall file it with the District's Anti-Harassment Compliance Officer at his/her first opportunity.

Students who believe they have been subjected to harassment are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, will not adversely affect the complaining individual's participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with knowledge that it is false.

If, during an investigation of a reported act of bullying in accordance with Policy 5517.01 – Bullying, the principal determines that the reported misconduct may have created a hostile learning environment and may have constituted harassment based on sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws, , the principal will report the act of bullying and/or harassment to one of the Compliance Officers who shall assume responsibility to investigate the allegation in accordance with this policy.

Reporting procedures are as follows:

- A. Any student who believes s/he has been the victim of harassment prohibited under this policy will be encouraged to report the alleged harassment to any District employee, such as a teacher, administrator or other employee.
- B. Any parent of a student who believes the student has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the student's teacher, building administrator or District Administrator.
- C. Teachers, administrators, and other school officials who have knowledge or received notice that a student has or may have been the victim of harassment prohibited under this policy shall immediately report the alleged harassment to the Compliance Officer.
- D. Any other person with knowledge or belief that a student has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to any District employee, such as a teacher, administrator or other employee.
- E. The reporting party or complainant shall be encouraged to use a report form available from the principal of each building or available from the District office, but oral reports shall be considered complaints as well. Use of formal reporting forms shall not be mandated. However, all oral complaints shall be reduced to writing.
- F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, each school's building principal shall be advised to designate both a male and a female Complaint Coordinator for receiving reports of harassment prohibited by this policy. At least one (1) Complaint Coordinator or other individual shall be available outside regular school hours to address complaints of harassment that may require immediate attention.



## District Compliance Officers

The Board designates the following individuals to serve as the District's "Compliance Officers" (hereinafter referred to as the "COs").

Jody Heipp  
Director of Student Learning and Services  
School District of Kewaskum  
1415 Bilgo Lane  
Kewaskum, WI 53040  
262-626-8427 ext. 1010  
jheipp@kewaskumschools.org

Julie Thoreson  
Business Manager  
School District of Kewaskum  
1455 School Street  
Kewaskum, WI 53040  
262-626-8427 ext 8009  
jthoreson@kewaskumschools.org

The names, titles, and contact information of these individuals will be published annually in the staff handbooks and on the School District's web site.

A CO will be available during regular school/work hours to discuss concerns related to harassment, to assist students, other members of the School District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the student.

Any Board employee who directly observes harassment of a student is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) business days. Thereafter, the COs must contact the student, if over age eighteen (18) or the student's parents if under the age eighteen (18), within two (2) business days to advise s/he/them of the Board's intent to investigate the alleged misconduct, including the obligation of the compliance officer to conduct an investigation following all the procedures outlined in the complaint procedures.

The COs are assigned to accept complaints of harassment directly from any member of the School District community or a visitor to the District, or to receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint, either directly or through a school building administrator, a CO will begin review and investigation or the CO will designate a specific individual to conduct such a process. The CO will prepare recommendations for the District Administrator or will oversee the preparation of such recommendations by a designee. All members of the School District community must report incidents of harassment that are reported to them to the Compliance Officer as soon as possible, but always within no more than two (2) calendar days of learning of the incident.

### Investigation and Complaint Procedure

Any student who believes that s/he has been subjected to harassment may seek resolution of his/her complaint through the procedures described below. Further, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of harassment was substantiated are set forth below.

Due to the sensitivity surrounding complaints of harassment, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. Once the complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) calendar days of the complaint being received).

If at any time during the investigation process, the investigator determines that the complaint is properly defined as Bullying, under Policy 5517.01 - Bullying and not Harassment under this Policy, because the conduct at issue is not based on a student's Protected Characteristics, the investigator shall transfer the investigation to the appropriate building principal.

### Complaint Procedure

A student who believes s/he has been subjected to harassment hereinafter referred to as the "complainant", may file a complaint, either orally or in writing with a teacher, principal, or other District employee at the student's school, the CO, District Administrator, or other District employee who works at another school or at the District level. Due to the sensitivity surrounding complaints of harassment, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. If a complainant informs a teacher, principal, or other District employee at the student's school, the CO, District Administrator, or other District employee, either orally or in writing, about any complaint of harassment, that employee must report such information to the CO within two (2) business days.

Throughout the course of the process as described herein, the CO should keep the parties informed of the status of the investigation and the decision making process.

All complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or to be actively engaging in, harassment; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

If the complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter the CO will prepare a written summary of the oral interview, and the complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the complainant from further harassment or retaliation including but not limited to a change of class schedule for the complainant or the alleged harasser, or possibly a change of school for either or both of the parties. In making such a determination, the Compliance Officer should consult the principal or District Administrator prior to any action being taken. The Complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the CO will inform the individual alleged to have engaged in the harassing conduct, hereinafter referred to as the "respondent", that a complaint has been received. The respondent will be informed about the nature of the allegations and a copy of these administrative procedures and the Board's anti-harassment policy shall be provided to the respondent at that time. The respondent must also be provided an opportunity to respond to the complaint

Within five (5) business days of receiving the complaint, the CO will initiate a formal investigation to determine whether the complainant has been subject to offensive conduct/harassment. A principal will not conduct an investigation unless directed to do so by the Compliance Officer.

Although certain cases may require additional time, the Compliance Officer will attempt to complete an investigation into the allegations of harassment within fifteen (15) calendar days of receiving the formal complaint. The investigation will include:

- A. interviews with the complainant;
- B. interviews with the respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other evidence presented by the complainant, respondent, or any other witness which is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of harassment as provided in Board policy and State and Federal law as to whether the complainant has been subject to harassment. In determining if harassment occurred, a preponderance of evidence standard will be used. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. The CO may consult with the Board Attorney before finalizing the report to the District Administrator.

Absent extenuating circumstances, within ten (10) business days of receiving the report of the CO, the District Administrator must either issue a final decision regarding whether or not the complaint of harassment has been substantiated or request further investigation. A copy of the District Administrator's final decision will be delivered to both the complainant and the respondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) business days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above.

The decision of the District Administrator shall be final. If the complainant feels that the decision does not adequately address the complaint s/he may appeal the decision to the State Superintendent of Public Instruction.

The Board reserves the right to investigate and resolve a complaint or report of harassment regardless of whether the member of the School District community or third party alleging the harassment pursues the complaint. The Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

#### Additional School District Action

If the evidence suggests that the harassment at issue is a crime or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.), the CO or District Administrator shall report the harassment to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations and crimes.

Any reports made to the local child protection service or to local law enforcement shall not terminate the CO's obligation and responsibility to continue to investigate a complaint of harassment. While the COs may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the District Administrator.

#### Confidentiality

The District will make all reasonable efforts to protect the rights of the complainant and the respondent. The District will respect the privacy of the complainant, the respondent, and all witnesses in a manner consistent with the District's legal obligations under State and Federal law. Confidentiality cannot be guaranteed however. All complainants proceeding through the investigation process should be advised that as a result of the investigation, the respondent may become aware of the complainant's identity.

During the course of an investigation, the CO will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

All public records created as a part of an investigation of a complaint of harassment will be maintained by the CO in accordance with the Board's records retention policy. Any records which are considered student records in accordance with the state or Federal law will be maintained in a manner consistent with the provisions of the law.

## Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable law. When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

Where the Board becomes aware that a prior remedial action has been taken against a member of the School District community, all subsequent sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

## Reprisal

Submission of a good faith complaint or report of harassment will not affect the complainant's status or educational environment. However, the Board also recognizes that false or fraudulent claims of harassment or false or fraudulent information about such claims may be filed. The Board reserves the right to discipline any person filing a false or fraudulent claim of harassment or false or fraudulent information about such a claim.

The District will discipline or take appropriate action against any member of the School District community who retaliates against any person who reports an incident of harassment prohibited by this policy or participates in a proceeding, investigation, or hearing relating to such harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

## Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of discriminatory practices. The District Administrator will develop a method of discussing this policy with the School District community. Training on the requirements of non-discrimination and the appropriate responses to issues of harassment will be provided to the School District community at such times as the Board in consultation with the District Administrator determines is necessary or appropriate.

This policy shall be reviewed at least annually for compliance with local, State, and Federal law.

The District shall conspicuously post a notice including this policy against harassment in each school in a place accessible to the School District community and members of the public. This notice shall also include the name, mailing address and telephone number of the Complaint Coordinators, the name, mailing address and telephone number of the State agency responsible for investigating allegations of discrimination in educational opportunities, and the mailing address and telephone number of the United States Department of Education, Office for Civil Rights.

A summary of this policy shall appear in the student handbook and shall be made available upon request of parents, students, and other interested parties.

48.981, Wis. Stats.

118.13, Wis. Stats.

PI. 9, 41 Wis. Admin. Code

Fourteenth Amendment, U.S. Constitution

20 U.S.C. 1415

20 U.S.C. 1681 et seq., Title IX of Education Amendments Act

20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974

29 U.S.C. 794, Rehabilitation Act of 1973

42 U.S.C. 1983

42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964

42 U.S.C. 2000d et seq.

42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990

34 C.F.R. Sec. 300.600-300.662

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