



DC EVEREST  
*Junior*  
HIGH

# ACADEMIC AND CAREER HANDBOOK 2025-2026

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## Planning Your Course of Studies

Dear D.C. Everest Junior High Students,

The D.C. Everest Junior High Course Guide is designed to help you make informed decisions about your program of study as you continue to explore your interests, discover your talents, and gain hands-on learning experience in the classroom and within our community.

D.C. Everest offers a broad curriculum designed to help students prepare for a 21st-century career, balance professional and personal responsibilities, and be prepared — at any point in their post-secondary life — to be a successful learner on the job or while attending a two- or four-year college or university. The curriculum is designed around 16 Career Clusters that provide secondary students with the opportunity to explore career fields and areas of study while earning four- and two-year college credits, attaining industry credentials, gaining hands-on classroom experience, and completing work-based learning opportunities prior to graduation.

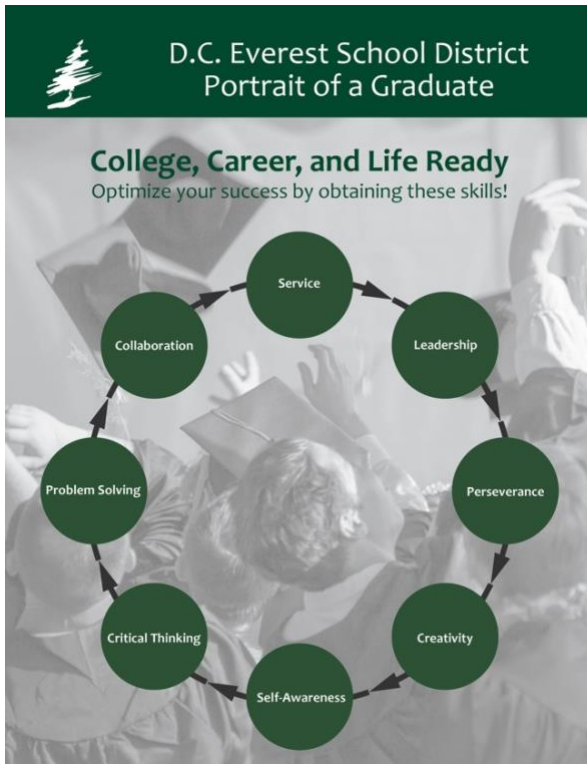
The DCE Junior High provides students with a range of supports, services, and resources as they transition from the DCE Middle School and prepare for advanced study at the DCE Senior High. Your time at the DCE Junior High will offer you unique opportunities to challenge yourself and explore career and personal interests. As you consider your program of study, consider your previous academic work, present interests, abilities, and future goals. It also is important to review the admission requirements of colleges or technical schools within this guide (and at the specific schools you may be interested in) or the educational expectations of the career field or military branch you are interested in. Students and parents/guardians are encouraged to discuss a chosen program of study with a counselor.

### **PORTRAIT OF A GRADUATE**

To ensure DCE students have the lifelong learner, career and life skills to succeed, at the secondary level students are assessed based on a variety of researched-based metrics to determine their preparedness, help them set goals, and advance their interests as they progress through the DCE Middle School, Junior High and Senior High. Recognizing each student has unique goals, interests, and skill sets, our Portrait of a Graduate framework considers the whole person to determine student readiness. At the DCE Junior High this includes the breadth and depth of their coursework, participation in extracurricular/cocurricular activities, standardized test scores, grades, community service, and ability to demonstrate soft skills within and beyond the classroom.

These same metrics serve as guideposts that help students make informed choices about the courses, extracurricular activities, and community service they engage in based on their personal and professional goals.

At the DCE Junior High, we help students develop a learner's mindset that will ensure they become lifelong learners capable of advancing their skill sets with on-the-job or post-secondary academic training. We help them secure career skills by developing an understanding of what it takes to secure a job, sustain employment, and attain credentials that differentiate them from their peers. And we prepare them for the variability and challenges they will face in life by focusing on the "soft skills" (leadership, collaboration, service, creativity, critical thinking, perseverance, self-awareness, and problem solving) they need to become a responsible and productive member of the community.



## D.C. Everest Portrait of a Graduate

### College, Career and Life Ready

Optimize your success by obtaining these skills:

- Service
- Leadership
- Perseverance
- Creativity
- Self-Awareness
- Critical Thinking
- Problem Solving
- Collaboration

## ACADEMIC AND CAREER PLANNING

We are committed to helping our students connect what they are learning now with future college and career opportunities. Our Academic and Career Program provides students with tools that assist them in making informed choices about their interests, career fields, and postsecondary education/training options while helping them develop — and modify — personalized goals/plans throughout their academic career at DCE.

At the DCE Junior High, our core courses prepare students for advanced study upon graduation, help them develop lifelong learning and workplace skills, and allow them to explore different learning styles that suit their personal preferences. These courses are supplemented by the exploratory experiences offered through our elective courses, where students can discover and develop their personal strengths and interests. We also offer a variety of career exploration experiences within and beyond the classroom that provide students with the opportunities to learn from local community leaders, entrepreneurs, laborers, and professionals.

## CAREER CLUSTERS

The district's secondary course guides incorporate nationally identified Career Clusters and Pathways. At the DCE Junior High, core and elective courses are arranged into 16 career clusters (each cluster is a grouping of careers that require similar knowledge and skills). Almost all career possibilities can be found within the Clusters (see pages 13-14). Sharing career and educational goals with your school counselor, working with the Xello website, and exploring Clusters on the [Career Tech website \(www.careertech.org\)](http://www.careertech.org) can help students choose relevant coursework designed to meet their personal educational and career goals.

## CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

Involvement in activities beyond the school day is often a predictor of a student's engagement and success during the school day. We strive to provide a wide range of co-curricular and extracurricular clubs and activities to help students explore their interests outside of the classroom, compete with their peers, hone their academic/career/life skills, serve their community, and develop leadership and collaborative skills.



## STUDENT SERVICES CONTACTS

Our school counselors are available if you have questions related to any course offering, interventions, or enrichment. We encourage you to contact our student services staff.

- [Teresa Pederson](mailto:tpederson@dce.k12.wi.us), ([tpederson@dce.k12.wi.us](mailto:tpederson@dce.k12.wi.us)) School Counselor, 715.359.0511 ext. 3506
- [Leah Wipperfurth](mailto:lwipperfurth@dce.k12.wi.us), ([lwipperfurth@dce.k12.wi.us](mailto:lwipperfurth@dce.k12.wi.us)) School Counselor, 715.359.0511 ext. 3507
- [Peg Piepenburg](mailto:ppiepenburg@dce.k12.wi.us), ([ppiepenburg@dce.k12.wi.us](mailto:ppiepenburg@dce.k12.wi.us)) Student Services Secretary, 715.359.0511 ext. 3505

## Graduation Requirements

### MINIMUM CREDIT REQUIREMENTS FOR JUNIOR HIGH STUDENTS

GRADE 8	
1 Credit	English
1 Credit	Social Studies
1 Credit	Mathematics
1 Credit	Science
.5 Credit	Physical Education
2 Credits	Electives
<b>6.5 Credits Minimum Total</b>	
GRADE 9	
1 Credit	English
1 Credit	Social Studies
1 Credit	Mathematics
1 Credit	Physical Science
.5 Credit	Physical Education
2 Credits	Electives
<b>6.5 Credits Minimum Total</b>	



## Graduation Requirements for All Students

All students must earn a total of 23.5 credits to graduate

Required credits: 15.5

Additional credits: 8.0 (can be taken from any department)

<b>MATHEMATICS</b>	<b>3 CREDITS REQUIRED</b>
	Grade 9 - Math (1 credit)
	2 additional math credits
<b>SOCIAL STUDIES</b>	<b>3 CREDITS REQUIRED</b>
	Grade 9 - American Institutions (1 credit) OR AP American Government (1 credit) OR Action Civics (1 credit)
	Grade 10 - Global Studies (.5 credit) OR AP European History (1 credit) OR AP Human Geography (1 credit) OR AP World History (1 credit)
	Grade 11 - 20th Century American (1 credit) OR AP US History (1 credit) OR American Studies (1 credit)
	One additional social science course senior year to equal 3 total credits of social studies
<b>SCIENCE</b>	<b>3 CREDITS REQUIRED</b>
	Grade 9 - Physical Science (1 credit) OR Honors Physical Science (1 credit)
	Grade 10 - Biology (1 credit) OR Honors Chemistry (1 credit)
	Grade 11 - Chemistry OR Honors Chemistry (1 credit) OR AP Biology (2 credits) OR additional science credit
<b>ENGLISH</b>	<b>4 CREDITS REQUIRED</b>
	Grade 9 - English 9 (1 credit) OR Honors English 9 (1 credit)
	Grade 10 - English 10 (1 credit) OR Honors English 10 (1 credit)
	Grade 11 - English 11 (1 credit) OR AP Language and Composition (1 credit) OR American Studies (1 credit)
	Grade 12 - 1 credit of English electives
<b>PHYS ED</b>	<b>1.5 CREDITS REQUIRED</b>
	Grade 9 - Physical Education (.5 credit)
	Grade 10 - Fitness for Life (.5 credit)
	One additional physical education elective
<b>HEALTH</b>	<b>.5 CREDITS REQUIRED</b>
<b>FINANCIAL LITERACY</b>	<b>.5 CREDITS REQUIRED</b>
	Finance DE (.5 credit) OR Consumer Education (.5 credit) OR Personal Finance and Economics (.5 credit)



## High School Courses Recommended for Four-Year Colleges

Minimum Requirements are Listed	
<b>English</b>	Four years: English 9 or English 9 Honors, English 10 or English 10 Honors, English 11 or American Studies or AP Language and Composition, and 1 credit of English electives.
<b>Mathematics</b>	Three years: Algebra, Geometry, and Algebra II as a minimum required for most four-year universities. Highly recommend a senior year math course.
<b>Science</b>	Three years: Physical Science, Biology, and one additional science lab course (Chemistry, Physics, etc.)
<b>Social Studies</b>	Three years
<b>World Language</b>	World language is recommended by all schools, but only required by some (ex. UW Madison and Marquette University require two years.)

Students are encouraged to exceed the minimum requirements as the average student getting admitted may have four years of English, Math, Science and Social Studies. Some colleges may have more specific entrance requirements and/or additional suggestions for college prep. **Students are responsible for checking with the individual colleges they are considering for this information.**



Students attending a D1 or D2 college and want to play sports **MUST** meet NCAA Academic Eligibility. [Registration and academic requirements are on the NCAA website.](https://web3.ncaa.org/ecwr3/) (<https://web3.ncaa.org/ecwr3/>). It is the responsibility of the student and parent to know and adhere to the eligibility requirements.

**The following resources are available for checking specific college requirements for Wisconsin schools:**

[University of Wisconsin System \(uwhelp.wisconsin.edu\)](http://uwhelp.wisconsin.edu)

[Wisconsin's Private Colleges \(http://wisconsinsprivatecolleges.org/\)](http://wisconsinsprivatecolleges.org/)

## High School Courses Recommended for WI Tech Colleges

<b>English</b>	Four years: including reading, writing, speaking, and listening skills.
<b>Mathematics</b>	Two years: Algebra and Geometry.
<b>Science</b>	Two years: Physical Science, Biology, and sometimes Chemistry.
<b>Social Studies</b>	Three years: One year each of U.S. History, World History, and Social Science.
<b>Critical Skills</b>	Career and technical education courses related to computers, fine arts, and other vocational education areas.
<b>Critical skills</b>	Coursework in particular interest areas, extracurricular participation, and other experiences that lend themselves to specific career preparation.

There are no general course admission requirements for WI Technical Colleges, however individual programs may require specific courses for admission. The following resource is available for checking specific requirements for the [WI Technical Colleges \(wtcsystem.edu\)](http://wtcsystem.edu)





## Extended Learning Time (ELT)

All students in the DCE Junior High are required to take at least 6.5 credits and will be placed in ELT. Due to ELT, students will not be able to take more than 7 credits. ELT ensures all students have a study hall built into their day and allows students to use this time to work with staff members to receive assistance or engage in enrichment opportunities.

## Adding/Dropping Courses

Course changes based on **inappropriate placement only** will be made with teacher and parent/guardian approval based on course availability during the first week of the semester. A “Drop/Add Form” must be obtained from the Student Services Office.

## Honors Program

The Honors Program is designed to academically challenge students in the core courses: math, science, social studies, and English. Our Honors Program is based on the principle of self-selection. Please read the description carefully. Each Honors course has suggested requirements a student should be able to meet to be successful in that course.

### FREQUENTLY ASKED QUESTIONS ABOUT THE HONORS PROGRAM

#### **How do I decide if Honors courses are right for me?**

For all Honors courses, good time management and organizational skills play an important role in helping students be successful. Honors courses typically require a higher level of independent, advanced study and work outside the classroom. For specific information, please read the course descriptions and requirements below. If you are still unsure, contact your current teachers to discuss whether the Honors Program is a good fit for you.

#### **How many Honors courses can I take?**

You may take as few as one or as many as four Honors courses in a semester. This decision should be based on your academic strengths, subjects of greatest interest, and in consideration of other demands on your time (sports, family, work, etc.).

#### **Will participation in an Honors course affect what electives will fit into my schedule?**

Possibly, due to the times elective and Honors courses are available. We will make every effort to schedule the courses you request; however, in some cases a choice may have to be made between an Honors course and an elective.

#### **Once I am in the Honors Program, may I drop out?**

Yes, but the exit criteria must be met and will not happen immediately. Recommendations for a change of placement can come from a teacher, counselor, student, or parent/guardian. If such a recommendation is brought forth, a meeting of the individuals listed above will be conducted to determine a plan of action. If a student's placement changes by exiting the Honors Program, it should occur at the start of a quarter or semester.

#### **Will taking these courses help me get into college?**

Yes. Colleges consider the rigor of your high school program when determining acceptance.



## Weighted Grades/Laude Information

### WEIGHTED GRADE INFORMATION

Beginning with the 2025-2026 school year, the D.C. Everest School District is implementing a weighted grade system. The new weighted grade system will be on a 5.0 scale and will assign students enrolled in Advanced Placement (AP) and Dual Enrollment (DE) with an additional 1.0 GPA added to their grade, as long as that grade is a CD or better. Students enrolled in an honors course or a course where the student earns an industry recognized certification will receive a .5 GPA boost. These courses provide students with rigorous learning experiences as well as skills that prepare them for college and career pathways. All courses that are weighted will also be recognized as Laude.

**START COLLEGE NOW (SCN) AND EARLY COLLEGE CREDIT PROGRAM (ECCP) COURSES WILL BE PUT ON THE TRANSCRIPT AS A 1.0 ADDITION TO THE GPA FOR THAT COURSE.**

**COLLEGE COURSES NOT APPROVED THROUGH SCN OR ECCP WILL NOT BE ADDED TO THE STUDENT'S HIGH SCHOOL TRANSCRIPT.**

### LAUDE INFORMATION

The Laude system provides incentives for students to challenge themselves by participating in high-level curricula and better preparing themselves for post-secondary educational opportunities. It uses a point-based system to recognize students who complete high-level coursework in grades 9 through 12. To be considered for a Laude award, a student must first earn a cumulative GPA of 3.5 or higher. The Laude score will be determined by counting the number of semester credits successfully completed by the student for all pre-approved Laude courses throughout their high school career. One laude point is earned for each semester per period of enrollment in qualifying courses. The exception to this rule is AP Physics and AP Calculus BC which earn two Laude points per semester, per period.

#### Laude honors distinctions and point requirements:

- **Cum Laude** - (honor distinction): 15 to 24 points
- **Magna Cum Laude** - (great honor distinction): 25 to 34 points
- **Summa Cum Laude** - (highest honor distinction): 35 or more points

### WEIGHTED GRADE SYSTEM TO BE IMPLEMENTED IN THE FALL OF 2025-2026 FOR ALL 9-12 STUDENTS

Grade	Non-Weighted Courses	Honors/Certification	Advanced Placement/Dual Enrollment
A	4.0	4.5	5
AB	3.5	4.0	4.5
B	3.0	3.5	4.0
BC	2.5	3.0	3.5
C	2.0	2.5	3.0
CD	1.5	2.0	2.5
D	1.0	1.0	1.0
F	0.0	0.0	0.0
Grades of D/F will not receive an additional GPA boost.			



## HONORS – CERTIFICATIONS - ADVANCED PLACEMENT - DUAL ENROLLMENT CLASSES

<b>Honors/Certification</b> 0.5 addition to GPA	<b>Advanced Placement/Dual Enrollment</b> 1.0 addition to GPA	
<b>BUSINESS, MARKETING AND IT</b>	<b>AGRISCIENCE</b>	<b>MUSIC</b>
Finance II	Large Animal Science DE	Music Theory DE
Advanced Game Design	Plant Science DE	<b>SCIENCE</b>
<b>ENGLISH</b>	<b>ART</b>	AP Biology
English 10 Honors	AP Art and Design	AP Physics C: Mechanics
English 9 Honors	<b>BUSINESS, MARKETING AND IT</b>	AP Chemistry
<b>MATHEMATICS</b>	Accounting II DE	Human Biology DE
Algebra II Honors	AP Computer Science Principles	Physics Traditional DE
Geometry (Grade 9 only)	Business Management DE	<b>SOCIAL STUDIES</b>
<b>MUSIC</b>	Computer Hardware DE	AP Comparative Politics
All Honors Music Courses	Finance DE	Current Events Crime and Justice DE
<b>OTHER</b>	Marketing Principles DE	AP Psychology
Youth Apprenticeship	Microsoft Essentials DE	Sociology DE
<b>PHYSICAL EDUCATION</b>	Web Design DE	AP U.S. Govnt and Politics Gr 9
Lifeguard Training	Sales Principles DE	AP Human Geography
Personal Defense IV (red and brown belts)	<b>ENGLISH</b>	AP U.S. History
Personal Defense V (brown and above belts)	AP Language and Composition	AP World History
<b>SCIENCE</b>	AP Literature and Composition	AP African American Studies
Chemistry Honors	Written Communication DE	Introduction to Diversity Studies DE
Honors Physical Science Gr 9	<b>FAMILY AND CONSUMER ED</b>	<b>TECHNOLOGY EDUCATION</b>
<b>SOCIAL STUDIES</b>	Careers with Kids DE	Advanced Welding DE
Honors Action Civics Gr 9	Foods II DE	Architectural Design DE
<b>TECHNOLOGY EDUCATION</b>	Foods III DE	Auto Service Fundamentals DE
Construction Trades	Medication Terminology DE	3D Technology II DE
<b>WORLD LANGUAGE</b>	Food Science and Nutrition DE	Advanced Machining DE
French V	<b>MATHEMATICS</b>	STEM Robotics DE
German V	Algebra III DE	Power Sports DE
Spanish V	AP Pre-Calculus	Wood Manufacturing II DE
Mandarin Chinese III	AP Calculus AB	Automotive Powertrain Systems DE
Mandarin Chinese IV	AP Calculus BC	Automotive Support Systems DE
	AP Statistics	<b>WORLD LANGUAGE</b>
	Applied Calculus DE	French VI DE
		German VI DE
		Spanish VI DE



## Answers to Frequently Asked Questions

The information included on the following pages should assist both students and parents/guardians in making appropriate decisions regarding courses to take for the school year.

### **Can I make a request to have a certain teacher for my student?**

No, it is not possible to select specific teachers. We utilize a computer to generate student schedules randomly to ensure every student is enrolled in a majority of his or her selected classes.

### **If I fail a course in ninth grade, do I have to retake the course next year?**

All 9th grade credits count towards high school graduation requirements. Therefore, if the course is in a required subject area (English, social studies, mathematics, science, or physical education), the course or its equivalent will have to be taken some time during the remaining years of high school.

### **What is a credit?**

A credit is a numerical value placed on a course. This value is based on the frequency and length of time a course meets. A course meeting five days a week all year long is one credit. A course meeting five days a week for a semester is a half credit.

### **How many credits must I take at the DCE Junior High?**

A minimum of 6.5 credits must be taken by 8th and 9th grade students at the DCE Junior High School.

### **Do I have to take a study hall?**

Yes. Everyone will receive one Extended Learning Time period. This time can be used as a study hall or to work with teachers. There are no courses offered during this time, so it is not possible to take more than 7 credits.

### **What is the difference between an elective and a required course?**

A required course is a course you must take to meet graduation requirements. An elective course is one you choose to take. Please note that once a student selects an elective course, they are expected to complete all requirements of that course just as they would a required course.

### **How does the work I complete during ninth grade count toward my graduation requirements?**

All the individual courses completed in ninth grade count towards the 23.5 credits for graduation. Each student's grade point average (GPA) begins to accumulate starting with the first semester of the ninth grade. Therefore, grades earned in ninth grade are on your permanent record. If a student fails a course, they may be retained or partially retained at the Junior High for the following school year.





## Online Course Registration

### LOGGING INTO THE PORTAL

1. Log in to Campus Student/Campus Parent, select More from the Index.
2. Select Course Registration. A list of Course Registration Enrollments displays.
3. Select the desired enrollment. This is usually the next school year's enrollment.

### REQUIRED, REQUESTED AND ALTERNATE COURSES

Courses that your counselor added display as Required. Changes to these requests cannot be made (but you can discuss these choices with your counselor).

- PE
- Math
- Social Studies (9th grade only)

The courses you requested display as Requests. These requests can be modified (changed to alternates, removed, etc.)

- Choose Add Course to pick your course.
- Pick English and Science first (8th graders must also pick a Social Studies)
- Then pick your electives.

The courses you requested as alternates display as Alternates. These requests can be modified (changed to requests, removed, etc.)

- Choose Add Course to pick your alternates.
- Pick at least three (3) alternative courses.

**Change** a course request to an alternate by selecting it from your list of courses and clicking the Convert to Alternate button. **Delete** a request by clicking the red X from the Search Results or by selecting the course and clicking Delete Request.

When your counselor begins adding courses to student schedules, requested courses, and required courses are given a higher priority for placement on your schedule. Alternate course requests are placed when the requested or required courses cannot be placed.

### COURSE UNITS

Request the majority of units needed for the grade level. This is indicated by the Units mark.

- The first number (e.g., 26/28) tells how many units the student has requested.
- The second number (e.g., 26/28) tells how many total units are needed.

You will need to make sure you have at least 26 units in your schedule.

- This will give you 6.5 credits, which is required of all students. This means you will have a study hall for the full year and one semester you will have an extra study hall.
- If you would like to have only one study hall for the full year, then you must sign up for 28 units.







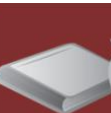





# Career Clusters and Pathways

Our Academic and Career Handbook is designed to incorporate nationally recognized career clusters and pathways. There are 16 Career Clusters and 79 Pathways - career clusters are a group of careers that require similar knowledge/skills, and a career pathway is a focused path within that cluster. Students can use the career clusters to help identify relevant courses and steps to prepare for their post-secondary options. By connecting their education to future goals, career clusters have shown to increase motivation, engagement and rigorous course selection.

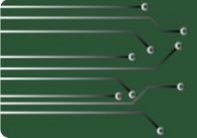



Throughout this publication you will see icons identifying each of the 16 career clusters. To help guide you in your course selection, each cluster has a brief description, a list of possible careers along with the required education or training and recommended high school courses. The courses are recommendations only and not all-inclusive; classes should be substituted based upon the student's individual interests. Almost all career possibilities can be found within these 16 career clusters. Students at D.C. Everest High School have the opportunity to take coursework relevant to all of the career clusters. For detailed information on the career clusters and their pathways, scan the QR code to direct you to the [WI DWD website](http://dwd.wisconsin.gov). ([dwd.wisconsin.gov](http://dwd.wisconsin.gov))



## The 16 Career Clusters

 <b>Agriculture, Food, &amp; Natural Resources</b>	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
 <b>Architecture &amp; Construction</b>	Careers in designing, planning, managing, building, and maintaining the built environment.
 <b>Arts, AV Tech &amp; Communication</b>	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
 <b>Business, Management &amp; Administration</b>	Business Management and Administration careers encompass planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.
 <b>Education &amp; Training</b>	Planning, managing, and providing education and training services, and related learning support services.
 <b>Finance</b>	Planning, services for financial and investment planning, banking, insurance, and business financial management.
 <b>Government &amp; Public Administration</b>	Executing governmental functions to include governance, national security, foreign service, planning, revenue and taxation, regulation and management and administration at the local, state, and federal levels.
 <b>Health Sciences</b>	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
 <b>Hospitality &amp; Tourism</b>	Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel-related services.
 <b>Human Services</b>	Preparing individuals for employment in career pathways that relate to families and human needs.



 <b>Information Technology</b>	Building linkages in IT occupations framework: for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.
 <b>Law, Public Safety, Corrections &amp; Security</b>	Planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services.
 <b>Manufacturing</b>	Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.
 <b>Marketing, Sales &amp; Service</b>	Planning, managing, and performing marketing activities to reach organizational objectives.
 <b>STEM</b> Science - Technology Engineering - Math	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
 <b>Transportation, Distribution &amp; Logistics</b>	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.
<b>MY TOP THREE CAREER CLUSTERS OF INTEREST ARE:</b>	
<b>1.</b>	
<b>2.</b>	
<b>3.</b>	



# Agriculture Food and Natural Resources

This career cluster is for you if you enjoy working with animals, plants, food or the outdoors. Agriculture in Wisconsin includes science, marketing, service, production, supply, processing, and preservation of the food supply, plants, animals, and natural resources. This area employs more than 12% of Wisconsin's workforce.

## **PATHWAYS IN THIS CLUSTER:**

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

Career Options - AG, Food and Natural Resources

**RECOMMENDED SCE COURSES**



Marketing Principles DE	Small Engines	Plant Science DE
Honors Chemistry	WI Natural Resources	Human Biology DE
Small Animal Science	World Language	Food Science and Nutrition DE
Large Animal Science DE	Chemistry	AP Biology
Technology in Agriculture		
<b>WORK-BASED LEARNING AND INDUSTRY STANDARD CERTIFICATION OPPORTUNITIES</b>		
Career Capstone	Job Shadow	Youth Apprenticeship
Employability Skills		
<b>RELEVANT DCE CO-CURRICULAR/STUDENT ORGANIZATIONS</b>		
FFA	Fishing Team	

<b>DIRECT FROM HIGH SCHOOL:</b> Entry, job training or minimal experience		
Beekeeper	Landscape Laborer	Pet Shop Worker
Crop Sprayer	Logger	Stable Worker
Farm Worker	Nursery Worker	Vet Hospital Worker
Fisherman	Pet Groomer	

<b>ASSOCIATE DEGREE OR TECHNICAL TRAINING:</b> Community or technical college, apprenticeships		
Arborist	Golf Course Manager	Landscape Designer
Bio-Tech Lab Technician	Waste-Water Technician	Turf Manager
Greenhouse Manager	Forestry Technician	Horticulturist
Cheese Maker	Genetic Technologist	Vet Technician
Crop and/or Animal Farmer	Fish and Game Officer	

<b>BACHELOR'S OR HIGHER DEGREE:</b> Universities		
Agricultural Commodities Broker	Botanist	Plant Pathologist
Agricultural Educator	Entomologist	Soil Geologist
Agricultural Engineer	Food Scientist	Soil Scientist
Agricultural Sales and Communications	Game Warden	Toxicologist
Agricultural Banker	Geneticist	USDA Inspector
Animal Psychologist	Greenhouse Operator	Veterinarian
Animal Scientist	Landscape Architect	Wildlife Biologist
Biochemist	Marine Biologist	Zoologist



# Architecture and Construction

This career cluster is for you if you enjoy working with machinery, building materials, construction, designing, art projects and math. Careers in designing, planning, managing, building, and maintaining the built environment.

## **PATHWAYS IN THIS CLUSTER:**

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



**CAREER OPTIONS – ARCHITECTURE AND CONSTRUCTION**

<b>RECOMMENDED DCE COURSES</b>		
3D Design Technology I	Construction Trades	Physics
3D Design Technology II DE	Wood Manufacturing I	Business and Information Technology courses
Architectural Design DE	Wood Manufacturing II DE	Physical education courses
Construction	Wood Manufacturing III	Math courses
<b>WORK-BASED LEARNING</b>		
Youth Apprenticeship	Ag/Technology Internship	Job Shadow
Career Capstone		
<b>INDUSTRY STANDARD CERTIFICATION</b>		
Career Connections	Employability Skills	Woodwork Career Alliance – Sawblade Certification
<b>CO-CURRICULAR/STUDENT ORGANIZATIONS</b>		
Habitat for Humanity House	Construction Trades	Skills USA
<b>DIRECT FROM HIGH SCHOOL:</b> Entry, job training or minimal experience		
Construction Laborer	Highway Maintenance	Grading and Leveling Machine Operator
Construction Worker Helper	Worker	Heavy Equipment Operator
Fence Builder	Roofer	Groundskeeper and Gardener
<b>ASSOCIATE DEGREE OR TECHNICAL TRAINING:</b> Community or technical college, apprenticeships		
HVAC Technician	Drywall Installer	Tile Setter
Architectural Drafter	Electrician	Civil Engineering Technician
Bricklayer	Glazier	Electrical Engineering Technician
Carpenter	Pipefitter	Plumber
Cement Mason		
<b>BACHELOR'S OR HIGHER DEGREE:</b> Universities		
Architect	Civil Engineer	Grounds Supervisor
Building Contractor	Cost Estimator	Interior Design
C.A.D. Designer	Electrical Engineer	Landscape Architect



## Arts, A/V Technology and Communication

This career cluster is for you if you are creative, enjoy working with people, performing, writing, designing projects, musical instruments and theatre. Careers include designing, producing, exhibiting, performing, writing and publishing multimedia content. This field also involves the visual and performing arts, journalism and entertainment services.

- Audio/Video Technology and Film
- Journalism and Broadcasting
- Performing Arts
- Printing Technology
- Telecommunications
- Visual Arts



**CAREER OPTIONS – ARTS, A/V TECHNOLOGY AND COMMUNICATIONS**

<b>RECOMMENDED DCE COURSES</b>		
Home Economics Related Occupations (H.E.R.O.)	Game Design	Music Courses
Web Design DE	Art Courses	Yearbook
<b>WORK-BASED LEARNING</b>		
Youth Apprenticeship	Job Shadow	
<b>CO-CURRICULAR/STUDENT ORGANIZATIONS</b>		
Jazz Ensemble	School magazine, “Point of Convergence”	Chamber Choir
School paper, “The Jet”	Yearbook	Forensics

<b>DIRECT FROM HIGH SCHOOL:</b> Entry, job training or minimal experience		
Floral Designer	Proofreader	Mural Painter
Food Stylist	Sign Designer/Painter	Photographer
Musician	Stained Glass	Pre-Press

<b>ASSOCIATE DEGREE OR TECHNICAL TRAINING:</b> Community or technical college, apprenticeships		
Animator	Prepress Technician	Sign Painter
Bookbinder	Printing Press Operator	Potter
Broadcast Technician	Recording Technician	Graphic Designer
Caption Writer	Taxidermist	Music Repair Technician
Communications Line Maintainers	Public Relations Manager	Recording Technician

<b>BACHELOR'S OR HIGHER DEGREE:</b> Universities		
Animator	Illustrator	Videographer
Artist	Journalist	Composer
Cinematographer	Architect	Musician
Interior Designer	Music Teacher	Art Teacher
Photographer	Art Therapist	Music Repair
Graphic Designer	Reporter	Videographer



## Business, Management and Administration

This career cluster is for you if you enjoy working with people, computers and numbers, leading groups, managing complex projects, and organizing ideas. Business Management and Administration can encompass planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.

### **PATHWAYS IN THIS CLUSTER:**

- Management
- Business Financial Management and Accounting
- Human Resources
- Business Analysis
- Marketing and Communications
- Administrative and Information Support



**CAREER OPTIONS – BUSINESS, MANAGEMENT AND ADMINISTRATION**

<b>RECOMMENDED DCE COURSES</b>		
Career Capstone	Applied Calculus DE	Finance DE or Finance II
Business Management DE	Marketing Principles DE	Accounting II DE
AP Calculus	Creative Marketing Solutions	Microsoft Essentials DE
AP Statistics	Marketing Foundations	
<b>WORK-BASED LEARNING</b>		
Job Shadow	Youth Apprenticeship	Career Capstone
<b>CO-CURRICULAR/STUDENT ORGANIZATIONS</b>		
FBLA	Student Council	DECA
<b>INDUSTRY STANDARD CERTIFICATION</b>		
Employability Skills	Microsoft Office Specialist	

<b>DIRECT FROM HIGH SCHOOL:</b> Entry, job training or minimal experience		
Bank Teller	Hospital Admitting Clerk	Billing, Cost and Rate Clerk
Caterer	Typist	Data Entry Clerk
Mail Clerk	Human Resources Clerk	Receptionist

<b>ASSOCIATE DEGREE OR TECHNICAL TRAINING:</b> Community or technical college, apprenticeships		
Accountant	Stenographer	Industrial Clerk
Administrative Assistant	Tax Preparer	Management Trainee
Computer Operator	Court Reporter	Word Processor
Small Business Owner	Funeral Director	Retail Sales Supervisor

<b>BACHELOR'S OR HIGHER DEGREE:</b> Universities		
Accountant - CPA	Human Resources Manager	Travel Agency Manager
Advertising Manager	Marketing Manager	Business and Industry Consultant
Art Director	Sales Representative	Event Planner
Healthcare Administrator	Theater Manager	Musician's Agent



## Education and Training

This career cluster is for you if you enjoy working with people, helping and serving others, leading, learning, coaching and teaching. Planning, managing, and providing education and training services, and related learning support services.

### **PATHWAYS IN THIS CLUSTER:**

- Administration and Administrative Support
- Professional Support Services
- Teaching/Training



**CAREER OPTIONS – EDUCATION AND TRAINING**

<b>RECOMMENDED DCE COURSES</b>		
Parenting and Family	Psychology or AP Psychology	Speech
Careers with Kids DE	Sociology DE	Communications Courses
Microsoft Essentials DE		
<b>WORK-BASED LEARNING</b>		
Career Capstone	Job Shadow	
<b>INDUSTRY CERTIFICATION</b>		
ACCT - Assistant Childcare Teacher	Community Service	
<b>CO-CURRICULAR/STUDENT ORGANIZATIONS</b>		
FCCLA	Student Council	

<b>DIRECT FROM HIGH SCHOOL:</b> Entry, job training or minimal experience		
Aerobics Instructor	Dance Teacher	Self-Enrichment Teacher
Child Care Assistant	Library Assistant	

<b>ASSOCIATE DEGREE OR TECHNICAL TRAINING:</b> Community or technical college, apprenticeships		
Computer Installation and Demonstration	Teacher Assistant	Sign Language Assistant
Preschool Teacher	Library Technician	

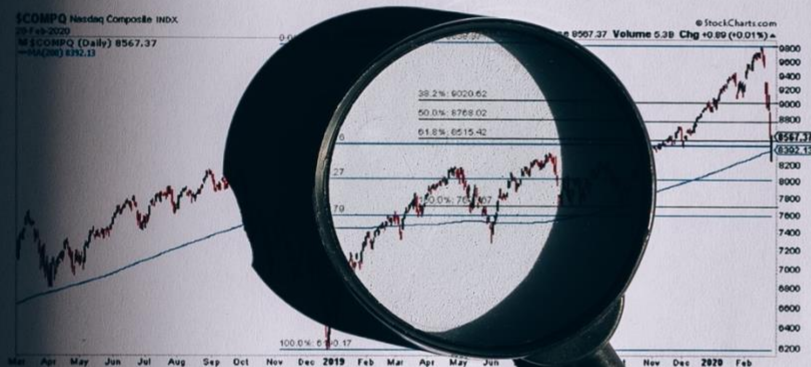
<b>BACHELOR'S OR HIGHER DEGREE:</b> Universities		
Apprenticeship Consultant	School Psychologist	School Counselor
Bilingual Educator	Secondary School Teacher	University Professor
Educational Administrator	Teacher of the Blind	Training Program Manager
Instructional Coordinator	Vocational Education Teacher	Elementary School Teacher
Kindergarten Teacher	Librarian	Special Education Teacher
Music Teacher	Speech-Language Pathologist	Adult Literacy Teacher

# Finance

This career cluster is for you if you enjoy working with details, reports, money, numbers and math. Planning, services for financial and investment planning, banking, insurance, and business financial management.

## PATHWAYS IN THIS CLUSTER:

- Financial and Investment Planning
- Business Financial Management
- Banking and Related Services
- Insurance Services



**CAREER OPTIONS – FINANCE**

<b>RECOMMENDED DCE COURSES</b>		
Accounting I/Accounting II DE	Marketing Foundations	Creative Marketing Solutions
Consumer Education	Microsoft Essentials DE	Applied Calculus DE
Finance DE/Finance II	Marketing Principles DE	Business Management DE
<b>WORK-BASED LEARNING</b>		
Career Capstone	Job Shadow	Youth Apprenticeship
<b>INDUSTRY STANDARD CERTIFICATION</b>		
Employability Skills		
<b>CO-CURRICULAR/STUDENT ORGANIZATIONS</b>		
FBLA	Math Team	DECA

<b>DIRECT FROM HIGH SCHOOL:</b> Entry, job training or minimal experience		
Bill and Account Collector	Brokerage Clerk	Cashier - School Store

<b>ASSOCIATE DEGREE OR TECHNICAL TRAINING:</b> Community or technical college, apprenticeships		
Accountant	Insurance Agent	Brokerage Clerk
Investigator and Adjustor	Claim Adjuster	Loan Officer
Financial Institution Manager	Personal Property Appraiser	

<b>BACHELOR'S OR HIGHER DEGREE:</b> Universities		
Accountant - CPA	Credit Analyst	Economist
Actuary Auditor	Credit Card Operations Manager	Financial Advisor
Brokerage Clerk	Insurance Underwriter	Stockbroker
Business and Industry Consultant	Investment Advisor	Real Estate Appraiser
Controller	Music Store Accountant	School District Business Manager



## Government and Public Administration

This career cluster is for you if you enjoy working with people, helping and serving others, discussing politics, completing projects, working with systems and debating ideas. Executing governmental functions to include governance: national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.

### **PATHWAYS IN THIS CLUSTER:**

- Governance
- National Security
- Foreign Service
- Planning
- Revenue and Taxation
- Regulation
- Public Management





**CAREER OPTIONS – GOVERNMENT AND PUBLIC ADMINISTRATION**

<b>RECOMMENDED DCE COURSES</b>		
Criminal Justice	Accounting I/Accounting II DE	College Prep English and Math
AP Comparative Politics	AP Statistics	Applied Calculus DE
Speech	World Language	
<b>WORK-BASED LEARNING</b>		
Job Shadow	Career Capstone	
<b>CO-CURRICULAR/STUDENT ORGANIZATIONS</b>		
Student Council	Mock Trial	Forensics

<b>DIRECT FROM HIGH SCHOOL:</b> Entry, job training or minimal experience		
Mail Carrier	Mail Handling Machine Operator	Postal Clerk
License Clerk	Driver's License Examiner	Infantry Forces

<b>ASSOCIATE DEGREE OR TECHNICAL TRAINING:</b> Community or technical college, apprenticeships		
Accountant	Coroner	Infantry Forces
Association Executive	City Planning Aid	Special Forces
Postmaster	Building Inspector	Title Examiner

<b>BACHELOR'S OR HIGHER DEGREE:</b> Universities		
Accountant	Equal Opportunity Specialist	Music Administrator
Public Utilities Mgmt.	Infantry Officer	Political Scientist
Aviation Security Consultant	Lawyer	Special Operations Officer
Urban Planner	Occ. Health and Safety Specialist	Peace Corp. Volunteer
Social Services Administrator	Translator/Interpreter	City Manager
Emergency Mgmt. Specialist	Legislator	

## Health Science

This career cluster is for you if you are naturally curious, enjoy research and working with people, pay attention to details, meeting deadlines, and enjoy science class. Planning, managing, and providing therapeutic services, diagnostic services, health information, support services, and biotechnology research and development.

### **PATHWAYS IN THIS CLUSTER:**

- Therapeutic Services
- Diagnostic Services
- Health Information
- Support Services
- Biotechnology Research and Development



**CAREER OPTIONS – HEALTH SCIENCE**

<b>RECOMMENDED DCE COURSES</b>		
Exploring Health Careers	Young Adult Medicine	Physics
Medical Terminology DE	Biology/AP Biology	Chemistry
College Prep Math and English	Human Biology DE	
<b>WORK-BASED LEARNING</b>		
Youth Apprenticeship	Career Capstone	Job Shadow
<b>INDUSTRY STANDARD CERTIFICATION</b>		
Employability Skills	Community Service	
<b>CO-CURRICULAR/STUDENT ORGANIZATIONS</b>		
HOSA	Science Club	FCCLA

<b>DIRECT FROM HIGH SCHOOL:</b> Entry, job training or minimal experience		
Certified Nursing Assistant	Hospital Admitting	Food Service Worker
Clerk		

<b>ASSOCIATE DEGREE OR TECHNICAL TRAINING:</b> Community or technical college, apprenticeships		
Emergency Medical Technician	Registered Nurse	Dental Assistant
Home Health Aide	Surgical Technician	Dental Hygienist
Massage Therapist	Translator and Interpreter	Dialysis Technician
Physical Therapy Aide	Ultrasound Technician	Radiology Technician
Emergency Medical Technician	Medical Assistant	

<b>BACHELOR'S OR HIGHER DEGREE:</b> Universities		
Athletic Trainer	Pharmacist	Podiatrist
Chiropractor	Primary Care Physician	Oral Surgeon
Dentist	Psychiatrist	Registered Nurse
Dietician	Surgeon	Nurse Practitioner
Occupational Therapist	Geneticist	Anesthesiologist
Music Therapist	Statistician	Hemotherapist



## Hospitality and Tourism

This career cluster is for you if you enjoy interacting with people, leading projects, exploring solutions, meeting customers' needs, are flexible and creative. Hospitality and tourism encompasses the management, marketing and operations of restaurants and other food service, lodging, attractions, and recreation events and travel-related services.

### PATHWAYS IN THIS CLUSTER:

- Restaurant and Food/Beverage Services
- Lodging
- Travel and Tourism
- Recreation, Amusements and Attractions





**CAREER OPTIONS – HOSPITALITY AND TOURISM**

<b>RECOMMENDED DCE COURSES</b>		
Foods I/Foods II DE/Foods III DE	Business Management DE	Business and Information Technology Courses
Food Science and Nutrition DE	Consumer Education	World Language
Home Economics Related Occupations (H.E.R.O.)	Marketing Foundations	Speech
Parenting and Family	Marketing Principles DE	Applied Calculus DE
Careers with Kids DE	Creative Marketing Solutions	Microsoft Essentials DE
<b>WORK-BASED LEARNING</b>		
Youth Apprenticeship	Career Capstone	Job Shadow
<b>INDUSTRY STANDARD CERTIFICATION</b>		
Employability Skills	ServSafe Food Manager	Community Service
<b>CO-CURRICULAR/STUDENT ORGANIZATIONS</b>		
FCCLA	DECA	FBLA

<b>DIRECT FROM HIGH SCHOOL:</b> Entry, job training or minimal experience		
Baggage Porter and Bellhop	Guide	Short Order Cook
Decorator	Usher	Food Attendant
Concierge	Janitor	Furniture Refinisher
Gaming Change Person	Hotel Clerk	Dressing Room Attendant
Booth Cashier	Waiter/Waitress	Restaurant Host/Hostess

<b>ASSOCIATE DEGREE OR TECHNICAL TRAINING:</b> Community or technical college, apprenticeships		
Club Manager	Restaurant Manager	Conference Planner
Taxidermist	Food Services Supervisor	Translator (Interpreter)
Household Manager	Caterer	Motel and Hotel Manager
Concierge	Recreation Director	Restaurant Cook/Chef

<b>BACHELOR'S OR HIGHER DEGREE:</b> Universities		
Archivist	Historian	Resort Manager
Coach	Musician's Agent	Theater Manager
Conservation	Park Ranger	Translator (Interpreter)
Archivist	Recreation Director	Zookeeper



A person is sitting at a round glass table. On the table are two glasses of water and a small white notebook with a pen resting on it. The table is set on a wooden floor. The person's legs and hands are visible, and they appear to be in a relaxed, possibly waiting or listening, posture.

## Human Services

This career cluster is for you if you are a natural caretaker, enjoy interacting with others, resolving conflicts, serving people, are caring, logical and nonjudgmental. Preparing individuals for employment in career pathways that relate to families and human needs.

### **PATHWAYS IN THIS CLUSTER:**

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

**CAREER OPTIONS – HUMAN SERVICES**

<b>RECOMMENDED DCE COURSES</b>		
Parenting and Family	Psychology or AP Psychology	Exploring Health Careers
Careers with Kids DE	Sociology DE	Speech
Home Economics Related Occupations (H.E.R.O.)	Finance DE/Finance II or Consumer Education	Applied Calculus DE
<b>WORK-BASED LEARNING</b>		
Career Capstone	Job Shadow	
<b>INDUSTRY STANDARD CERTIFICATION</b>		
Employability Skills	Community Service	
<b>CO-CURRICULAR/STUDENT ORGANIZATIONS</b>		
FCCLA		

<b>DIRECT FROM HIGH SCHOOL:</b> Entry, job training or minimal experience		
Aerobics Instructor	Crossing Guard	Household Cook
Nanny		

<b>ASSOCIATE DEGREE OR TECHNICAL TRAINING:</b> Community or technical college, apprenticeships		
Community Organization Worker	Skin Care Specialist	Cosmetologist
Embalmer	Funeral Director	Child Care Assistant
Institutional Cook	Preschool Teacher	Nail Technician
Shoe Repairer		

<b>BACHELOR'S OR HIGHER DEGREE:</b> Universities		
Dietician	Psychologist	Alcohol and Drug Abuse Counselor
Investment Advisor	School Counselor	Career Counselor
Liturgical Minister	Sociologist	Financial Counselor
Clergy	Social Worker	Personal Counselor
Music Therapist	Vocational Rehab Counselor	Religious Worker
Placement Counselor	Psychiatrist	Alcohol and Drug Abuse Counselor

## Information Technology

This career cluster is for you if you enjoy working with machines, technical data, processes, are logical, persistent, precise and enjoy long periods of concentration. Building linkages in IT occupations framework for entry- level, technical, and professional careers related to design, development, support and management of hardware, software, multimedia, and systems integration services.

### **PATHWAYS IN THIS CLUSTER:**

- Network Specialist
- Information Support and Services
- Interactive Media
- Programming and Software Development





**CAREER OPTIONS – INFORMATION TECHNOLOGY**

<b>RECOMMENDED DCE COURSES</b>		
Game Design	App Design	Web Design DE
AP Computer Science Principles	Microsoft Essentials DE	Computer Hardware DE
Advanced Game Design		
<b>WORK-BASED LEARNING</b>		
Career Capstone	Job Shadow	Youth Apprenticeship
<b>INDUSTRY STANDARD CERTIFICATION</b>		
Employability Skills	CompTIA A+	MOS
<b>CO-CURRICULAR/STUDENT ORGANIZATIONS</b>		
FBLA	Yearbook	School Paper, “The Jet”
School Magazine, “Point of Convergence”		

<b>DIRECT FROM HIGH SCHOOL:</b> Entry, job training or minimal experience
Careers in this field require more than minimal experience or on-the-job training.

<b>ASSOCIATE DEGREE OR TECHNICAL TRAINING:</b> Community or technical college, apprenticeships		
Computer Support Specialist	Sound Manager	Computer Systems Analyst
Tool Programmer	Recording Engineer	Webmaster

<b>BACHELOR'S OR HIGHER DEGREE:</b> Universities		
Animator	Software Engineer	Computer Programmer
Computer Engineer	Webmaster	Computer Security Specialist
Computer Network Coordinator	Video Game Designer	Information Specialist
Database Administrator	Computer Systems Analyst	Medical and Scientific Illustrator
Scientific and Engineering Programmer	Illustrator	



## Law, Public Safety, Corrections and Security

This career cluster is for you if you enjoy working with people, being in positions of authority, and following rules/procedures while working under high pressure. Planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services.

### **PATHWAYS IN THIS CLUSTER:**

- Correction Services
- Emergency and Fire Management Services
- Security and Protective Services
- Law Enforcement Services
- Legal Services



**CAREER OPTIONS – LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY**

<b>RECOMMENDED DCE COURSES</b>		
AP Comparative Politics	Current Events - Crime and Justice DE	Strength and Conditioning
Criminal Justice	Personal Defense	
<b>WORK-BASED LEARNING</b>		
Job Shadow		
<b>CO-CURRICULAR/STUDENT ORGANIZATIONS</b>		
Mock Trial	Student Council	

<b>DIRECT FROM HIGH SCHOOL:</b> Entry, job training or minimal experience		
Correctional Officer	Parking Enforcement Officer	Crossing Guard
Security Guard	Dispatcher	

<b>ASSOCIATE DEGREE OR TECHNICAL TRAINING:</b> Community or technical college, apprenticeships		
Bailiff	Firefighter	Park Ranger
Copyright Law	Legal Secretary	Police Officer
Court Reporter	Musician Law	Fire Inspector
Emergency Medical Technician	Paralegal Assistant	Police Canine Trainer

<b>BACHELOR'S OR HIGHER DEGREE:</b> Universities		
Adjudicator	Lawyer	Private Detective
Arbitrator	Park Ranger	State Patrol Officer
FBI Agent	Probation and Parole Officer	Police Officer
Forensic Science Technician	Fingerprint Examiner	Conservation Warden
Judge	Correctional Officer Supervisor	Judicial Law Clerk



# Manufacturing



This career cluster is for you if you enjoy working with your hands, tools and materials, seeing projects proceed from start to finish, and applying knowledge to improve and produce products. Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

## **PATHWAYS IN THIS CLUSTER:**

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

**CAREER OPTIONS – MANUFACTURING**

<b>RECOMMENDED DCE COURSES</b>		
Advanced Machining DE	3D Design Technology DE II	STEM Robotics DE
Introduction to Welding and Machining	Wood Manufacturing I	Engineering Tomorrow
Advanced Welding DE	Wood Manufacturing II DE	DCE Enterprise
3D Design Technology I	Wood Manufacturing III	
<b>WORK-BASED LEARNING</b>		
Career Capstone	Job Shadow	Youth Apprenticeship
<b>INDUSTRY STANDARD CERTIFICATION</b>		
Employability Skills	Woodwork Career Alliance – Saw Blade Certification	
<b>CO-CURRICULAR/STUDENT ORGANIZATIONS</b>		
SkillsUSA		

<b>DIRECT FROM HIGH SCHOOL:</b> Entry, job training or minimal experience		
Apparel and Home Furnishings Dyer	Hand Worker	Brush Painter
Production and Planning Clerk	Engraver	Oil Well Driller

<b>ASSOCIATE DEGREE OR TECHNICAL TRAINING:</b> Community or technical college, apprenticeships		
Apparel Patternmaker	Locksmith	Electronic Engineering Technician
Combination Welder	Musical Instrument Repair	Electrical Engineer
Computer Technician	Quality Control Technician	Industrial Engineering Technician
Electrical Appliance Serviceman	Tool and Die Maker	Machinist

<b>BACHELOR'S OR HIGHER DEGREE:</b> Universities		
Electrical Engineer	Industrial Engineer	Communications Operations Manager
Electronic Engineer	Mechanical Engineer	Production Supervisor
Engineering Manager	Musical Instrument Design	Stage and Sound Equipment Manager
Environmental Engineer	Occupational Health and Safety Inspector	



## Marketing, Sales and Service

This career cluster is for you if you enjoy shopping, making displays, promoting ideas and giving presentations, and are creative, independent and influential to others. Planning, managing, and performing marketing activities to reach organizational objectives.

### **PATHWAYS IN THIS CLUSTER:**

- Management and Entrepreneurship
- Professional Sales and Marketing
- Buying and Merchandising
- Marketing Communications and Promotion
- Marketing Information Management and Research
- Distribution and Logistics
- E-Marketing



**CAREER OPTIONS – MARKETING, SALES AND SERVICE**

<b>RECOMMENDED DCE COURSES</b>		
Marketing Foundations	Microsoft Essentials DE	Creative Marketing Solutions
Marketing Principles DE	Business Management DE	Applied Calculus DE
Sports and Entertainment Marketing	AP Economics	Speech
Accounting	AP Statistics	
<b>WORK-BASED LEARNING</b>		
Career Capstone	Job Shadow	Youth Apprenticeship
<b>INDUSTRY STANDARD CERTIFICATION</b>		
General Marketing Skill Certificate	Employability Skills	
<b>CO-CURRICULAR/STUDENT ORGANIZATIONS</b>		
DECA	School Store	FBLA

<b>DIRECT FROM HIGH SCHOOL:</b> Entry, job training or minimal experience		
Antique/Collectible Dealer	Counter Clerk	Front Line Supervisor
Cashier	Customer Service Rep.	Telemarketer
Classified Ad Clerk	News Vendor	Wedding Planner

<b>ASSOCIATE DEGREE OR TECHNICAL TRAINING:</b> Community or technical college, apprenticeships		
Advertising Layout Designer	Auctioneer	Buyer
Advertising Sales Representative	Auto Salesperson	Sales (B2C or B2B)
Real Estate Agent		

<b>BACHELOR'S OR HIGHER DEGREE:</b> Universities		
Advertising Account Executive	Public Relations Manager	Insurance Agent
Advertising Manager	Purchasing Agent	Purchasing Manager
Business Agent	Research Analyst	Market Research Analyst
Marketing Manager	Public Relations Practitioner	Real Estate Broker



## Science, Technology, Engineering and Math

This Career Cluster is for you if you are detailed, explorative yet precise, enjoy analyzing data and researching to investigate solutions to problems. Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.

### **PATHWAYS IN THIS CLUSTER:**

- Engineering and Technology
- Science and Math



**CAREER OPTIONS – SCIENCE, TECHNOLOGY, ENGINEERING AND MATH**

<b>RECOMMENDED DCE COURSES</b>		
Engineering Tomorrow	AP Pre-Calculus	3D Design Technology II DE
Physics	AP Calculus	Technology Education courses
AP Biology	AP Statistics	Computer Hardware DE
Chemistry	AP Computer Science	
AP Chemistry	3D Design Technology I	
<b>WORK-BASED LEARNING</b>		
Career Capstone	Job Shadow	Youth Apprenticeship
<b>INDUSTRY STANDARD CERTIFICATION</b>		
Employability Skills		
<b>CO-CURRICULAR/STUDENT ORGANIZATIONS</b>		
Math Team	SkillsUSA	

<b>DIRECT FROM HIGH SCHOOL:</b> Entry, job training or minimal experience
Statistical Clerk

<b>ASSOCIATE DEGREE OR TECHNICAL TRAINING:</b> Community or technical college, apprenticeships		
Computer Support Specialist	Sound Manager	Computer Systems Analyst
Tool Programmer	Recording Engineer	Webmaster

<b>BACHELOR'S OR HIGHER DEGREE:</b> Universities		
Biological Technician	Mechanical Engineering Technician	Electronics Engineering Technician
Chemical Technician	Nuclear Technician	Petroleum Technician
Civil Engineering Technician	Mathematical Technician	Industrial Engineering Technician
Environmental Technician	Mechanical Engineering Technician	Electronics Engineering Technician
Veterinary Technician	Mechanical Engineer	Astronaut





## Transportation, Distribution and Logistics

This Career Cluster is for you if you enjoy traveling, planning details, and are observant, logical, and efficient. Planning, management and movement of people, materials and products by road, air, rail, and water. It also includes related professional and technical services such as infrastructure planning and management, logistics, and maintenance of equipment and facilities.

### **PATHWAYS IN THIS CLUSTER:**

- Transportation Operations
- Logistics Planning and Management Services
- Warehousing and Distribution Center Operations
- Facility and Mobile Equipment Maintenance
- Transportation Systems/Infrastructure Planning, Management and Regulation
- Sales and Service

**CAREER OPTIONS – TRANSPORTATION, DISTRIBUTION AND LOGISTICS**

<b>RECOMMENDED DCE COURSES</b>		
Consumer Car Care	Automotive Support Systems	Creative Marketing Solutions
Automotive Powertrain Systems	Marketing Foundations	Business and Information Technology courses
Automotive Service Fundamentals DE	Marketing Principles DE	Small Engines
<b>WORK-BASED LEARNING</b>		
Career Capstone	Youth Apprenticeship	Job Shadow
<b>INDUSTRY STANDARD CERTIFICATION</b>		
Employability Skills	S/P2 Auto	
<b>CO-CURRICULAR/STUDENT ORGANIZATIONS</b>		
SkillsUSA		
<b>DIRECT FROM HIGH SCHOOL:</b> Entry, job training or minimal experience		
Bus Driver	Shipping and Receiving Clerk	Deckhand
Traffic Clerk	Delivery Driver	Uber Driver
Highway Maintenance Worker	Light Truck Driver	Reservation and Ticket Clerk
Service Station Attendant		

<b>ASSOCIATE DEGREE OR TECHNICAL TRAINING:</b> Community or technical college, apprenticeships		
Aircraft Mechanic	Railroad Conductor	Auto Body Technician
Security Consultant	Automobile Painter	Travel Agent
Cartographic Technician	Flight Attendant	Diesel Technician
Motorcycle Technician		

<b>BACHELOR'S OR HIGHER DEGREE:</b> Universities		
Airline Pilot	Mechanical Engineer	Air Traffic Controller
Mining Manager	Astronaut	Public Health Sanitarian
Locomotive Engineer	Travel Agency Manager	



# DCE Junior High Courses



**Throughout the Courses Section, the “\*” prior to a course title denotes Laude Course Credit for 9<sup>th</sup> Grade**

All courses at the DCE Junior High incorporate the D.C. Everest academic standards and benchmarks into the curriculum. [Questions about the district’s standards and benchmarks can be accessed on the District web page](https://www.dce.k12.wi.us/district-info/district-notices/academic-standards-notices) (<https://www.dce.k12.wi.us/district-info/district-notices/academic-standards-notices>)





## Agriculture

<b>Introduction to Agriculture – AGR89161</b>	<b>.5 credit</b>	<b>8<sup>th</sup> and 9<sup>th</sup> Grade Elective</b>
Introduction to Agriculture will allow students to explore the modern agriculture industry. An opportunity to explore ag leadership and the more than 200 career and business opportunities in agriculture will be delivered in an exciting face-to-face format that will be interesting every day. Field trips to local agriculture businesses and production operations will make the class content realistic.		
<b>Introduction to Technology in Agriculture – AGR89163</b>	<b>.5 credit</b>	<b>8<sup>th</sup> and 9<sup>th</sup> Grade Elective</b>
<p>Discover how technology is transforming the world of farming, the way we grow food, and care for the planet! In this hands-on course designed for 8th and 9th graders, you'll explore the exciting intersection of technology and agriculture. Learn how modern technology, robotics, GPS, the Internet of things, and sensors are being used to grow crops, care for animals, and ensure a safer, more reliable food supply for everyone.</p> <p>Through engaging projects, experiments, and teamwork, you'll dive into topics like sustainable farming, precision agriculture, and how cutting-edge innovations are helping us feed future generations. Whether you're curious about science, engineering, or how food gets to your table, this class is your gateway to understanding the high-tech side of agriculture.</p> <p>Get ready to think creatively, solve problems, and imagine a world where technology makes farming smarter, greener, and better equipped to meet the challenges of a growing world. No experience required—just bring your curiosity and willingness to learn!</p>		







## Art

8th Grade Courses	Prerequisite	Credits
8th grade Art	None	.5 credit
Art for Therapy and Wellness	None	.5 credit
9th Grade Courses	Prerequisite	Credits
Art for Therapy and Wellness	None	.5 credit
Art Foundations This course will count as the prerequisite for advanced courses at the Senior High School	None	.5 credit
Drawing 1	Art Foundations	.5 credit
Ceramics 1	Art Foundations	.5 credit



<b>8<sup>th</sup> Grade Art – ART8151</b>	<b>.5 credit</b>	<b>8<sup>th</sup> Grade Elective</b>
<p>8th grade Art is a bridge course to help you transition from middle school to high school art. This course is designed to jump start students' creativity and self-expression and help build basic art skills. Students will investigate visual journaling, drawing, digital art, ceramics and sculpture while utilizing the art elements and design principles. This class can be taken any semester in 8th grade.</p>		
<b>Art Foundations – Art9151</b>	<b>.5 credit</b>	<b>9<sup>th</sup> Grade Elective</b>
<p>Art Foundations is an exhilarating journey into the world of visual arts designed to ignite your creativity and unleash your artistic potential! This course is not just about creating art; it's about discovering the power of expression, unlocking your imagination, and mastering the foundational skills that will set the stage for a lifetime of artistic exploration. You will have the chance to explore a variety of media including drawing, painting, sculpture, and ceramics.</p> <p><b>PREREQUISITE: NONE</b></p>		
<b>Art for Therapy and Wellness – ART89151</b>	<b>.5 credit</b>	<b>8<sup>th</sup> and 9<sup>th</sup> Grade Elective</b>
<p>Nurture your soul through creative expression! In this course, we transcend the traditional boundaries of art education to explore the profound impact of creative expression on mental and emotional well-being. Get ready to embark on a unique exploration of art as a therapeutic tool, fostering holistic wellness and self-discovery. Through guided exercises, mindfulness techniques, and reflective practices, unlock the power of art to illuminate your inner world and foster a deeper understanding of yourself.</p> <p><b>PREREQUISITE: NONE</b></p>		
<b>Drawing I – ART9152</b>	<b>.5 credit</b>	<b>9<sup>th</sup> Grade Elective</b>
<p>Welcome to Drawing I, where the ordinary transforms into the extraordinary, and a blank page becomes your canvas for boundless creativity! This course is your gateway to the captivating world of drawing, where lines dance, shadows breathe, and every stroke tells a story. Concepts explored include drawing three-dimensional forms from observation and imagination, composition, and linear perspective. Get ready to embark on an artistic journey that will not only refine your skills but also unleash the artist within.</p> <p><b>PREREQUISITE: ARTS FOUNDATION</b></p>		
<b>Ceramics I – ART9153</b>	<b>.5 credit</b>	<b>9<sup>th</sup> Grade Elective</b>
<p>Dive into the tactile world of clay! Learn the essentials of handling, shaping, and molding this versatile medium. From wedging to coiling, pinch pots to slabs, master the foundational techniques that will be the building blocks of your ceramic creations. Feel the thrill of the spinning poetry wheel beneath your hands as you transform a lump of clay into functional and artistic vessels. Explore the nuances of centering, pulling, and shaping to create pottery that reflects your unique style.</p> <p><b>PREREQUISITE: ARTS FOUNDATION</b></p>		



## Business Education



<b>Business 101 – BUS8956</b>	<b>.5 credit</b>	<b>8<sup>th</sup> and 9<sup>th</sup> Grade Elective</b>
<p>Business 101 is an engaging class where you'll explore business through hands-on simulations and teamwork. You'll dive into key business concepts such as marketing, budgeting, customer service, management, and product development. One of the exciting projects in this class is designing your own food truck! You'll work with your team to develop a menu, create a business plan, and implement strategies to attract and serve customers. This class gives you the chance to explore business concepts, collaborate with peers, and gain valuable skills that will help you succeed in the world of business.</p>		
<b>Everest Entrepreneurs – BUS952</b>	<b>1 credit</b>	<b>9<sup>th</sup> Grade Elective</b>
<p>Everest Entrepreneurs is an exciting, year-long experiential learning class that transforms students into real, confident entrepreneurs. Throughout the class, students develop business ideas, write business plans, pitch their plans to a panel of investors, and launch their businesses by the end of the school year. Complete with dynamic guest speakers from the local business community and exciting behind-the-scenes field trips to local businesses, the exciting, project-based approach empowers students to take charge of their futures and learn the value of business ownership.</p>		
<b>Marketing Foundations – BUS9161</b>	<b>.5 credit</b>	<b>9<sup>th</sup> Grade Elective</b>
<p>Marketing Foundations will prepare you with an understanding of the broad field of marketing. Topics covered include sales, marketing strategies, business and economic concepts. Leadership skills are practiced in class through role playing, public speaking activities and solving real business problems. Students enrolled in Marketing Foundations operate and manage the school store. Earn valuable retail experience by running a small business on-site. As a marketing student you become a member of the nationally recognized organization, DECA. DECA gives you opportunities to participate in leadership workshops at the local, state and national levels. DECA members from around the world and businesspeople identify DECA as a remarkable experience in the preparation of emerging leaders and entrepreneurs.</p>		
<b>Invest in Your Future – BUS8954</b>	<b>.5 credit</b>	<b>8<sup>th</sup> and 9<sup>th</sup> Grade Elective</b>
<p>This personal finance class is designed to help you build essential money management skills for a successful future! In this class, you'll learn the importance of saving and investing, exploring how to grow your money through strategies like setting financial goals and understanding stocks and bonds. We'll also dive into credit and loans, so you'll know how to borrow responsibly and avoid common pitfalls like debt traps. Budgeting will be a key focus, teaching you how to plan your spending and saving to stay in control of your finances. Lastly, you'll sharpen your consumer skills by learning to compare prices, and make smart financial decisions in your everyday life!</p>		
<b>Tech for Teens - BUS8955</b>	<b>.5 credit</b>	<b>8<sup>th</sup> and 9<sup>th</sup> Grade Elective</b>
<p>This is an exciting new class designed to help you build the skills you need to succeed in the business world and beyond. You'll improve your word processing, presentation, and spreadsheet skills using Google Docs, Slides, and Sheets—essential tools for organizing and presenting your ideas. You'll also work on increasing your keyboarding speed and accuracy, making it easier to complete tasks efficiently. Plus, dive into the fun of drag-and-drop coding and explore problem-solving and teamwork with LEGO Education SPIKE robots. Whether you're preparing for future careers or just want to sharpen your tech skills, this class has something for everyone!</p>		



## English

### EIGHTH-GRADE ENGLISH HONORS VERSUS REGULAR ENGLISH 8

Students selecting Honors English 8 should look forward to being challenged in reading, writing, and language study. Having an interest in the language arts and being motivated to grow as a reader, writer, speaker, listener, and thinker are important. This course goes into greater depth, and students study the above skills and knowledge at a deeper level. Conversations and literature discussions in class are often richer. Grammar, vocabulary, and sentence structure study are all more complex (go into greater detail). Essays often include stronger analysis and thought. Honors students are usually intrinsically motivated to learn and do well. They complete their work on time and with care. If a student or parent/guardian is uncertain about the choice, eighth grade is a perfect time to try an Honors course before high school.

English 8 – ENG831	1 credit	8 <sup>th</sup> Grade
Eighth-grade English Language Arts is a year-long course that integrates reading, writing, speaking, and listening. Students explore expository texts, literature, and drama, enhancing critical reading skills. They apply this knowledge to self-selected books and craft reading responses. Throughout the year, students engage with essential questions guiding their exploration of classic and contemporary literature and essay writing. The course also hones writing skills for different audiences, refines grammar, style, and vocabulary, while fostering critical thinking and effective communication.		
Honors English – ENG832H	1 credit	8 <sup>th</sup> Grade
English 8 Honors follows the same general curricula as English 8 with an emphasis on advanced and/or accelerated texts, writing, speaking and listening activities and assessments. (In order to handle the rigors of this course, a student should have earned a B or higher in past English/reading courses. English 8 is open-enrollment based; however, students who currently exhibit the organizational and study skills, test scores, and work ethic needed to succeed in this course have been identified by current English and reading teachers.)		
English 9 – ENG931	1 credit	9 <sup>th</sup> Grade
English 9 is a survey course focusing on reading, writing, speaking, and listening skills. Students will be exposed to an array of different texts, writing, speaking, and listening opportunities. We will explore the themes of conflict, responsibility of heroes, knowledge vs. understanding, and defining differences. All students will have the opportunity to self-select popular young adult literature for voice and choice reading.		
*Honors English – ENG932H	1 credit	9 <sup>th</sup> Grade
English 9 Honors is a survey course diving deeply into reading, writing, speaking, and listening skills. Students will be exposed to an array of different classical and young adult texts, writing, speaking, and listening opportunities. We will explore the themes of conflict, responsibility of heroes, knowledge vs. understanding, and defining differences. All students will have the opportunity to self-select popular young adult literature of voice and choice reading. (A spring STAR Reading score in the 25th percentile or higher is recommended, as well as a B or higher in past English course, to ensure students can handle the pace and workload of the course).		





## Elective Courses

<b>Video Production 1 – ELE89118</b>	<b>.5 credit</b>	<b>8<sup>th</sup> and 9<sup>th</sup> Grade Elective</b>
Have you ever wondered what it would be like to be on a film/video design team? If so, this course is for you. After learning the basic processes used to make a narrative film/video (use of the camera, storyline development, editing techniques, etc.), students will work in design/production teams to develop a screen-effective story. By the end of the course, students will have created at least one group and one independent narrative film/video project. iPads will be used on a daily basis. Students should be willing to take advantage of opportunities to work outside of school hours on student projects in both individual and group settings.		
<b>Foundations of Leadership – ELE9120</b>	<b>.5 credit</b>	<b>9<sup>th</sup> Grade Elective</b>
Vince Lombardi once said, “Leaders aren’t born; they are made.” The ability to positively lead and to be led exists in each and every person no matter the circumstances. This semester-long course focuses on developing the foundational leadership elements and skills a person needs to self-lead as well as lead others. Course curriculum focuses on understanding and developing an individual’s values, goal setting, and positive habits as well as studying confidence, vulnerability, and communication skills. Coursework will include leadership and motivational-theme texts with an emphasis on small-group discussions, reflective journaling, service projects as well as guest speakers.		









## Family/Consumer Education

<b>Choices - FAC8971</b>	<b>.5 credit</b>	<b>8<sup>th</sup> and 9<sup>th</sup> Grade Elective</b>
<p>What should I be when I grow up? How can I make good choices? How can I prepare food that is healthy? In CHOICES you will practice solving problems like these. Activities include hands-on lessons like preparing healthy snacks, completing a sewing project, and developing employability skills. CHOICES will give students an opportunity to practice group and independent work skills.</p>		
<b>Teen Living Skills - FAC8972</b>	<b>.5 credit</b>	<b>8<sup>th</sup> and 9<sup>th</sup> Grade Elective</b>
<p>Do you want a chance to not only make money, but also learn how to spend and save it wisely? Then TLS is the course for you! The focus of TLS is to prepare students for the real world. Students will have an opportunity to learn about personal financial topics such as credit cards, loans, interest, savings, investing, budgeting, and checkbook management. Students will then take a “risk” by participating in a simulated business project. During this entrepreneurship project, students will work in small groups, choose a product, set up company production, advertise and market the product, then split the profits.</p>		
<b>Foods I - FAC972</b>	<b>.5 credit</b>	<b>9<sup>th</sup> Grade Elective</b>
<p>Foods 1 is an introductory course into the culinary arts, which will enhance your life skills for those who strive for healthy lifestyles and balanced wellness. In addition to healthy living, students will gain hands-on experience working in culinary careers. Students have the opportunity to apply, practice and involve themselves in lab experiences to reinforce culinary skills learned in class. Students are engaged in multiple hands-on activities: etiquette, cooking basics, grains, baking basics, spices and herbs, protein, fruits and vegetables, and chef competitions.</p> <p>This course is the same as Foods 1 at the High School.</p> <p><b>FOOD ALLERGY NOTICE:</b> Proper sanitation procedures will be followed, however, please be aware that food allergens may be present in the foods room. Communicate all allergies to your teacher.</p>		
<b>Pathways to Success in FACE - FAC971</b>	<b>.5 credit</b>	<b>9<sup>th</sup> Grade Elective</b>
<p>What do you want to be when you grow up? Do you want to be a teacher or a counselor? Are you interested in health care or other careers where you can help people? Then Pathways to Success in Family and Consumer Education is the course for you! We will explore careers in the areas of Human Services, Health Sciences, and Education and Training to learn about what these careers involve. Upon completion of this course, students will be able to identify careers they are interested in and what steps need to be taken to advance toward a future career in one of these areas.</p>		



## Mathematics

The math department and the ESS team will place students in courses based on the student's needs and the course requirements.

<b>Pre-Algebra Readiness – MAT804</b>	<b>1 credit</b>	<b>8<sup>th</sup> or 9<sup>th</sup> Grade</b>
This course has restricted access. Entrance to this course is determined by an ESS team. Students enrolled in this course will receive instruction at their level of understanding with the goal to be one year behind grade level by the end of the year.		
<b>Pre-Algebra – MAT800</b>	<b>1 credit</b>	<b>8<sup>th</sup> or 9<sup>th</sup> Grade</b>
This course is instructed using a problem-solving approach designed to connect mathematics to other disciplines. Working cooperatively, students will develop the foundation for Algebra 1. Students will work with, analyze, and solve problems involving linear, inverse variation, and exponential relationships. Geometry will be explored through an understanding of congruent and similar objects and the Pythagorean Theorem.		
<b>Algebra Readiness – MAT8900</b>	<b>1 credit</b>	<b>8<sup>th</sup> or 9<sup>th</sup> Grade</b>
<b>ALGEBRA READINESS HAS RESTRICTED ACCESS. ENTRANCE TO THIS COURSE IS DETERMINED BY A DISTRICT ESS TEAM.</b> This course provides hands-on, manipulative-based approach to master algebraic concepts and skills. Students will explore the core objectives of Algebra allowing them to access the higher levels of math.		
<b>Algebra 1 – MAT8908</b>	<b>1 credit</b>	<b>8<sup>th</sup> Grade Honors ( MAT802H )/9<sup>th</sup> Grade ( MAT900)</b>
<b>IN GENERAL, STUDENTS FROM MAT800 PROGRESS TO MAT900</b> Working cooperatively, students will explore algebraic expressions and equations. They will investigate polynomials and begin to create equations that describe relationships between quantities. Graphing and its relationship to solutions will be emphasized throughout the course. 		
<b>*Geometry – MAT901H</b>	<b>1 credit</b>	<b>9<sup>th</sup> Grade Honors</b>
Working cooperatively, students will build on their previous understanding of the relationships between shapes with a focus on transformations. Triangles will be investigated through similarity, which leads into an introduction to Trigonometry. The basic understanding of area, surface area, and volume will be expanded on to describe formulas and explain why they work. 		
<b>PREREQUISITE: ALGEBRA I</b>		
<b>Algebra I Honors – MAT8909</b>	<b>1 credit</b>	<b>8<sup>th</sup> or 9<sup>th</sup> Grade</b>
Working students explore algebraic expressions and equations. They will investigate polynomials and begin to create equations that describe relationships between quantities. Graphing and its relationship to solutions will be emphasized throughout the course. The Algebra 1 Honors course is cooperatively a faster paced and a more in-depth version of Algebra 1. If this course is too rigorous or fast paced for students, they will be moved into Algebra I. 		
<b>*Honors Algebra II – MAT05</b>	<b>1 credit</b>	<b>9<sup>th</sup> Grade Honors</b>
Admittance restricted to students as per guidelines above, with admission limited to those with teacher recommendation and parent/guardian approval. Topics include the basic Algebra II curriculum plus a study of functions and limits. A graphic calculator is required. Students will be bussed to the JHS after taking Honors Algebra II 1st hour at the HS and will have first hour study hall at the JHS to allow for travel time without missing other courses. 		
<b>PREREQUISITE: GEOMETRY</b>		
<b>TEACHER SIGNATURE AND PRINCIPAL APPROVAL ONLY; THIS COURSE IS TAKEN AT THE HIGH SCHOOL DURING FIRST HOUR.</b>		
<b>Math Matters – MAT801/MAT903</b>	<b>1 credit</b>	<b>8<sup>th</sup> (MAT801)/9<sup>th</sup> Grade (MAT903)</b>
This is a second math course taken in conjunction with Pre-Algebra (MAT800) or Algebra I (MAT900). It is designed to help bring students who are behind in their math skills up to grade level. In this course, students will preview Pre-Algebra/Algebra concepts while working on developing basic skills that may not have been mastered yet. In order to maintain the effectiveness of the Math Matters course, enrollment in this course is limited to 18 students per hour.		





## Music

MUSIC - INSTRUMENTAL		
<b>Concert Band – MUS881</b>	<b>1 credit</b>	<b>8<sup>th</sup> Grade Elective</b>
<p>8th Grade Concert Band is open to 8th grade students who have had at least one year of band instruction. Increased technical proficiency using appropriate band literature and technical materials is one of the primary goals of the course. In addition to classroom and concert experiences, students are encouraged to participate in the District Solo &amp; Ensemble Festival. All performances are viewed as an extension of the classroom; therefore, attendance is required.</p> <p><b>PREREQUISITE: 7<sup>TH</sup> GRADE BAND</b></p>		
<b>*Concert Band – MUS981</b>	<b>1 credit</b>	<b>9<sup>th</sup> Grade Elective</b>
<p>9th Grade Concert Band is open to 9th grade students who have at least two years of band instruction. The primary objective of this course is improved performance through the study of advanced musical benchmarks and quality band literature. 9th Grade Concert Band members will learn marching band techniques and will perform in the Memorial Day Parade in downtown Wausau. In addition to classroom and concert experiences, students are encouraged to participate in the District Solo &amp; Ensemble Festival. All performances are viewed as an extension of the classroom; therefore, attendance is required. To obtain Laude credit for this music course, students will need to perform a Class A or B solo or small ensemble at the District Solo and Ensemble Festival and earn a Division II rating or higher.</p> <p><b>PREREQUISITE: 8<sup>TH</sup> GRADE BAND</b></p> <p><b>Students in honors band/choir/orchestra must participate in solo and ensemble in a quartet, trio, duet or a solo, using the Wisconsin School Music Association music rating of a class A or B event, and receive a rating of 2 or better.</b></p>		
<b>Everest Jazz Ensemble – MUS8982</b>	<b>.5 credit</b>	<b>8<sup>th</sup> and 9<sup>th</sup> Grade Elective</b>
<p>Concert Jazz Ensemble affords interested 8th and 9th grade students the opportunity to perform music of the jazz idiom. Special emphasis is placed upon the student's comprehension of swing, Latin, funk, &amp; rock styles as well as improvisation. Permission of the instructor is required, and students must be concurrently enrolled in Concert Band or Orchestra. If you are interested in playing guitar, piano, or bass guitar, you must have approval by the director. All performances are viewed as an extension of the classroom; therefore, attendance is required. Can be repeated in 9th grade for credit.</p>		
MUSIC - STRINGS		
<b>String Orchestra – MUS883</b>	<b>1 credit – Full Year</b>	<b>8<sup>th</sup> Grade Elective</b>
<p>This course is open to students who have at least one year of playing experience on a stringed instrument. The objective of this course is to improve string technique in performance on their chosen instrument. Group performances will be the main emphasis with concentration in the areas of rehearsal, music theory, fingering, and bowing technique. Students will perform in evening performances and at the 8th grade and/or district solo and ensemble. All performances are viewed as an extension of the classroom; therefore, attendance is required. Each student will be issued a concert uniform worn at all performances.</p>		
<b>*String Orchestra – MUS983</b>	<b>1 credit</b>	<b>9<sup>th</sup> Grade Elective</b>
<p>This course is open to students who have at least two years of playing experience on a stringed instrument. The objective of this course is to improve performance technique on their chosen instrument. Group performances will be the main emphasis with concentrations in the areas of rehearsal, music theory, fingering, and bowing technique. Students will perform in evening performances and the district solo and ensemble festival. All performances are viewed as an extension of the classroom; therefore, attendance is required. Each student will be issued a concert uniform worn at all performances. To obtain Laude credit for this music course, students will need to perform a Class A or B solo or small ensemble at the District Solo and Ensemble Festival and earn a Division II rating or higher. Full year.</p> <p><b>Students in honors band/choir/orchestra must participate in solo and ensemble in a quartet, trio, duet or a solo, using the Wisconsin School Music Association music rating of a class A or B event, and receive a rating of 2 or better.</b></p>		



MUSIC - VOCAL		
<b>Mixed Choir – MUS884</b>	<b>1 credit</b>	<b>8<sup>th</sup> Grade Elective</b>
Eighth Grade Mixed Choir meets every day of the week. It is open to any student who is interested in singing in a choir. Members are exposed to a wide range of choral literature. Emphasis is given to proper use of the voice, vocal technique, tone, diction, sight singing, theory, and appropriate rehearsal and concert etiquette. Special consideration is given to the unique issues related to the changing voice, and repertoire is selected based upon these factors. Students will perform in at least four public concerts per year and a local clinic during school. Students planning to sing in ninth grade or in high school should be singing in eighth grade choir. All performances are viewed as an extension of the classroom; therefore, attendance is required.		
<b>*Mixed Choir – MUS984</b>	<b>1 credit</b>	<b>9<sup>th</sup> Grade Elective</b>
9th Grade Mixed Choir meets every day of the week. It is open to any student who is seriously interested in singing in a choral group. Previous eighth grade choir experience is strongly recommended. Members are exposed to a wide range of choral literature. Continued emphasis is given to the proper use of the changing voice, vocal technique, tone, diction, sight singing, theory, and appropriate concert etiquette. Students will perform in at least four public concerts per year and are encouraged to participate at the local Solo & Ensemble Festival. <i>Students planning to sing in high school should be singing in 9<sup>th</sup> grade choir.</i> All performances are viewed as an extension of the classroom; therefore, attendance is required. To obtain Laude credit for this music class, students will need to perform a Class A or B solo or small ensemble at the District Solo and Ensemble Festival and earn a Division II rating or higher.  <b>Students in honors band/choir/orchestra must participate in solo and ensemble in a quartet, trio, duet or a solo, using the Wisconsin School Music Association music rating of a class A or B event, and receive a rating of 2 or better.</b>		
<b>*Treble Choir I – MUS8983</b>	<b>.5 credit</b>	<b>8<sup>th</sup> and 9<sup>th</sup> Grade</b>
Treble Choir I is open to any eighth and ninth grade woman who wishes to have a singing experience in an all-women's group. Members will be exposed to a wide range of choral literature. Emphasis is given to proper use of the voice, vocal technique, tone, diction, sight singing, theory, and appropriate rehearsal and concert etiquette. Students will perform in at least two public concerts for the semester. The opportunity is given for participation in the district Solo & Ensemble Festival. Students planning to sing in high school should be singing in a junior high choir. All performances are viewed as an extension of the classroom; therefore, attendance is required.  <b>SEMESTER ONE</b>		
<b>*Treble Choir II – MUS8986</b>	<b>.5 credit</b>	<b>8<sup>th</sup> and 9<sup>th</sup> Grade Elective</b>
Treble Choir II is open to eighth and ninth grade women who wish to have a singing experience in an all-women's group. Members will be exposed to a wide range of choral literature. Emphasis is given to proper use of the voice, vocal technique, tone, diction, sight singing, theory, and appropriate rehearsal and concert etiquette. Students will perform in at least two public concerts for the semester. The opportunity is given for participation in the district Solo & Ensemble Festival. <i>Students planning to sing in high school should be singing in a junior high choir.</i> All performances are viewed as an extension of the classroom; therefore, attendance is required.  <b>½ CREDIT (SECOND SEMESTER)</b> <b>PREREQUISITE TREBLE CHOIR I</b>  <b>9<sup>th</sup> Grade Only: Students in honors band/choir/orchestra must participate in solo and ensemble in a quartet, trio, duet or a solo, using the Wisconsin School Music Association music rating of a class A or B event, and receive a rating of 2 or better.</b>		



## Physical Education

Physical education at the D.C. Everest Junior High is designed to develop an understanding and appreciation for health-related personal activities through physical, mental, social and emotional experiences. It is our belief that physical education is at the center of everything we do as it promotes a sound mind and a sound body. It provides students the opportunity to establish physical fitness patterns that help them understand the value of physical activity as it relates to long-term wellness. Finally, it helps all students learn about and be exposed to a variety of activities. Physical education is an integral segment of the total educational process through which selected activities contribute to our students' total development.

The following is a brief outline of activities offered at each grade level. The curriculum will include fitness activities and assessments throughout each unit.

Activities offered at each grade level are as follows:

<b>Physical Education – PHY861</b>	<b>.5 credit</b>	<b>8<sup>th</sup> Grade</b>
<b>Activities offered in 8<sup>th</sup> Grade:</b>		
Alcohol Education Adventure Education Fitness Testing Weight Training Speed-a-way	Floor Hockey Outdoor Games Basketball Volleyball	Golf Tennis Physical Fitness Soccer
<b>Physical Education – PHY961</b>	<b>.5 credit</b>	<b>9<sup>th</sup> Grade</b>
<b>Activities offered in 9<sup>th</sup> Grade:</b>		
Alcohol Education Badminton Outdoor Cooperative Activities Fitness Testing	Volleyball Archery Weight Training	Dance Adventure Education Use of Heart Rate Monitors

## Reading

<b>Reading Workshop – RDG8942</b>	<b>.5 credit</b>	<b>8<sup>th</sup> and 9<sup>th</sup> Grade Elective</b>
<p>Reader's Workshop is designed for students in grades 8 and 9, reading at or above grade level. It encompasses skills needed in reading all types of materials, strategic skills to aid in learning how to interpret literature, and vocabulary enrichment. It also allows students to maintain interest in reading, gives them class time to engage in literary talk, and employs higher order thinking skills as students summarize, note their thoughts, and question their responses. This course effectively integrates the reading and writing process and gives students the nudges necessary to keep them growing as life-long readers.</p> <p><b>STUDENTS MAY TAKE THE COURSE ONCE IN 8TH GRADE AND ONCE IN 9TH GRADE.</b></p>		





## Science

Eighth- and ninth-grade science courses help students build their “scientific literacy” skills and continue preparing students for high school and graduation.

All eighth-grade students are required to take Earth Science or Inquiry-Based Earth Science.


All ninth-grade students are required to take either Physical Science or Honors Physical Science. All students are required to complete 3 credits of high school science starting with ninth grade Physical Science. Most students will take both a Biology and Chemistry course once at the DCE Senior High, providing them with 3-4 science credits. Many students will also take a Physics course when at the Senior High, providing them with 4-5 high school science credits. The DCE Senior High offers various AP science courses, which students can begin taking as Juniors. Some advanced science students begin this process by taking Honors Chemistry as Sophomores at the Senior High.

Earth Science – SCI811	1 credit	8 <sup>th</sup> Grade
Earth Science is a full-year course covering concepts in geological, physical, and chemical processes as they relate to the earth, its planetary neighbors, aspects of the broader universe and society. Topics include: astronomy, geology, meteorology, and our local water-based environments.		
Honors Earth Science – SCI812H	1 credit	8 <sup>th</sup> Grade
<p>The 8th grade Honors Earth Science program provides highly motivated and highly skilled independent learners with an opportunity to be challenged in Earth Science. While the topics learned are the same as the Earth Science course, this course is more student-centered and inquiry-based than the traditional Earth Science course. All students will be expected to be independent learners, leaders and presenters in order to be successful. You will be required to complete work outside of classroom time.</p> <p><b>STUDENTS MUST MEET ALL OF THE FOLLOWING PREREQUISITES FOR PLACEMENT IN THE INQUIRY-BASED SCIENCE COURSE:</b></p> <ul style="list-style-type: none"> <li>• iReady reading score of 609 or higher</li> <li>• iReady math score of 508 or higher</li> <li>• AB or higher in current math and science courses</li> <li>• Science teacher recommendation is required</li> </ul>		
Physical Science – SCI911	1 credit	9 <sup>th</sup> Grade
<p>This full-year high school Physical Science course will focus on the study of matter and energy. Encompassed in Physical Science are introductory physics and chemistry concepts. Students will focus on the process of science that uses observation and investigation to gain knowledge about events in the natural world. These concepts will be related to our everyday lives. The use of technology for data collection and analysis is also emphasized. Topics include: nature of science, energy, laws of motion, chemistry, sound, and light. To help ensure the success of all students, students enrolled in Math Matters should enroll in Physical Science SCI911.</p>		
*Honors Physical Science – SCI912H	1 credit	9 <sup>th</sup> Grade Honors
<p>The 9th grade Physical Science Honors program provides highly motivated and highly skilled independent learners with an opportunity of being challenged in the subject areas of physics and chemistry. While the topics learned are the same as the Physical Science course, this course is more student-centered and inquiry-based than the traditional Physical Science course. The course is slightly quicker in pace to allow time for deeper studies. Students will be challenged with lab investigations, data analysis, critical thinking, and problem-solving activities. A strong mathematical background is required to apply formulas to help understand and explain key concepts in physics and chemistry. Successful Honors Physical Science students typically have scored in the advanced categories of their state assessments and have high reading scores. A High School Conceptual Physics textbook is used in the honors course, which demands advanced reading skills to understand the content.</p> <p><b>STUDENTS MUST MEET ALL OF THE FOLLOWING PREREQUISITES FOR PLACEMENT IN THE HONORS SCIENCE COURSE:</b></p> <ul style="list-style-type: none"> <li>• iReady reading score of 640 or higher</li> <li>• AB or A in current science course</li> <li>• AB or A in current math course</li> </ul>		





## Social Studies

<b>American History – SOC821</b>	<b>1 credit</b>	<b>8<sup>th</sup> Grade</b>
Students in American History will study the birth and growth of our nation from the colonial period to the Revolutionary War to the Civil War to the settlement of the West. During each unit, students will study major events and individuals through thematic ideas. Themes such as independence, diversity, migration, perspective, and conflict will be examined in units on the American Revolution, Early Government, Nationalism, Reform, Migration, Westward Expansion, and the Civil War. Students will make connections between historical events and current events.		
<b>Honors American History – SOC822H</b>	<b>1 credit</b>	<b>8<sup>th</sup> Grade</b>
The Honors American History course provides high achieving students with the opportunity to be challenged in the subject of American history. This course is more challenging because content is covered in greater depth, and students will be provided with the opportunity to do more enrichment activities. Emphasis will also be placed on critical thinking and students will have opportunities to express themselves orally in discussion and through extensive writing experiences. Additionally, students will read more challenging materials.		
<b>STUDENTS MUST MEET ALL OF THE FOLLOWING PREREQUISITES FOR PLACEMENT IN THE HONORS AMERICAN HISTORY COURSE:</b> <ul style="list-style-type: none"> <li>• 850 or above on Scaled Score from STAR Reading Assessment</li> <li>• AB or A in current History course</li> <li>• AB or A in current English course</li> </ul>		
<b>American Institutions – SOC921</b>	<b>1 credit</b>	<b>9<sup>th</sup> Grade</b>
American Institutions will study the organization and functions of our government and economic system. The purpose of this course is to give students an understanding of the democratic ideals upon which our government and economy are based. The course objectives and activities are intended to help students understand the basic political and economic problems faced by our nation and to prepare students to make political and economic choices as responsible citizens.		
<b>*AP U.S. Government and Politics – SOC922AP</b>	<b>1 credit</b>	<b>9<sup>th</sup> Grade</b>
This college-level AP course is designed for ninth grade students to give them an analytical perspective of government and politics in the United States. This college-level course is designed to promote higher-level thinking skills requiring analysis of essential concepts pertinent to the U.S. Government and Politics. The course will examine the foundations of American democracy, interactions among the branches of government, civil liberties and civil rights, American political ideologies and beliefs, and political participation. This course places emphasis on college preparation with more rigorous writing and reading skills, faster pacing and independent work completion expectations outside of the classroom. At the end of the course, students will take the National College Board Exam to determine if they qualify for college credit. Students receiving a 3-5 on the exam may qualify for college credits. To ensure students are prepared for the national exam in May, students are required to complete summer homework. If students do not complete their summer homework by the time the school year begins, they may be required to drop the course.		
<b>STUDENTS MUST MEET THE FOLLOWING REQUIREMENTS FOR PLACEMENT IN AP GOVERNMENT COURSE:</b> <ul style="list-style-type: none"> <li>• A or B in current History and English courses</li> <li>• Pre-conference with current History teacher to ensure student readiness</li> </ul>		
<p>*Students who complete the AP Government course will be eligible to register for an optional trip to Washington, DC. Registration for the trip takes place in the summer. Refunds will not be given if students drop the course. Please consult the syllabus and trip information for more details.</p>		



*Action Civics – SOC926H	1 credit	9 <sup>th</sup> Grade
<p>This course seeks to actively involve students in the areas of civic responsibility and the political process. This course utilizes an intense hands-on approach to student civic involvement and decision making and includes a requirement to complete a student initiated service learning task each semester. Action Civics is an honors level course that covers the same content and standards as the American Institutions course and also incorporates AP readiness skills to help prepare students for future AP courses and post secondary schooling. This course requires students to actively participate and collaborate in the classroom to be successful. A project based learning approach is taken for many of the units and assessments. The willingness and ability to work independently and collaboratively and complete work on time are crucial skills needed to be successful in this course.</p> <p><b>STUDENTS MUST MEET THE FOLLOWING REQUIREMENTS FOR PLACEMENT IN ACTION CIVICS COURSE:</b></p> <ul style="list-style-type: none"><li>• Students complete a written prompt showing their preparedness for the course</li><li>• Teacher approval from current history teacher to ensure student readiness</li></ul>		







## Technology & Engineering Education

<b>Construction Technology – TEC89136</b>	<b>.5 credit</b>	<b>8<sup>th</sup> and 9<sup>th</sup> Grade Elective</b>
In this course, students gain hands-on practice (life skills) in both Architectural Design and the Construction Trades. You will design and construct various forms of structures including a tower/bridge that will be destructive tested and a scale model of a three-room cabin. Students will draw a house floor plan using the computer, explore electrical wiring (wire a 2-breaker circuit) and careers in this field. This course is highly recommended for all students interested in learning lifelong skills in the Construction Trades and learning skills required for many careers and beyond.		
<b>Design for Technology – TEC89137</b>	<b>.5 credit</b>	<b>8<sup>th</sup> and 9<sup>th</sup> Grade Elective</b>
This course provides opportunities for students to express their ideas visually. Design for Technology opens the world of technology to all students. Students will engage in meaningful design and problem-solving activities making them better prepared for all technology-related careers. Units of study include: roller coaster design, laser engraving, 3D printing, vinyl cutting, packaging, and game design.		
<b>Engineering Concepts and Development – TEC89138</b>	<b>.5 credit</b>	<b>8<sup>th</sup> and 9<sup>th</sup> Grade Elective</b>
Students will explore the way engineers think within the context of real-world problems and solutions. This course is an introduction to the concepts of modern engineering, emphasizing design, modeling analysis, and evaluation. Working individually and in teams, students apply the engineering problem-solving process to answer open-ended challenges. Units of study include: bridges, siege machines, 3D design and printing, automatons, and safety devices.		
<b>Manufacturing, Materials and Process – TEC89139</b>	<b>.5 credit</b>	<b>8<sup>th</sup> and 9<sup>th</sup> Grade Elective</b>
How is that made? In this course students receive an introduction to the exciting and fast paced world of manufacturing. Hands-on experiences will teach students how products are produced using metal, wood and plastics. Students explore many different processes such as : casting and molding, forming, separating, conditioning, assembling, product development, quality control, machining, and welding.		
<b>Transportation Systems – TEC89148</b>	<b>.5 credit</b>	<b>8<sup>th</sup> and 9<sup>th</sup> Grade Elective</b>
Moving an object from one place to another is called transportation. This course explores the application of tools, materials, and energy in producing, using, and assessing transportation systems. Students will explore techniques used to apply technology to move people and cargo on land, water, and air. Units of study include: rubber band powered cars, crash vehicles, small engine mechanics, cargo ships, and air travel.		
<b>Woods and Technology – TEC89149</b>	<b>.5 credit</b>	<b>8<sup>th</sup> and 9<sup>th</sup> Grade Elective</b>
This course is designed to give students insight into the technologies applied in the manufacturing of wood products. Throughout the course students will learn all aspects of the design process, computer design/CNC machining, and how to safely use hand tools, power hand tools, and stand-alone power equipment in the process of creating projects. Students will have the opportunity to work on their own projects, as well as work collaboratively in a mass production of course designs. Anyone can learn how to safely use tools and machines and apply these skills to our daily lives. This course is highly recommended for all students interested in learning lifelong skills and addressing the skills required for many careers and beyond.		



## World Languages

All students at D.C. Everest, whether non-college or college-bound, are advised to take a world language. Command of a world language is either necessary or useful in attaining a position in the following fields: technology and engineering, business and commerce, finance, banking, secretarial and clerical fields, civil service, law, library science, media, publishing, science, social work, travel and tourism, hotel and motel industry, transportation, medicine, music, and education.

World language courses completed at the senior high level will also generally fulfill the humanities requirement for colleges. Students planning to travel, either during their high school years or later in life, will also find a command of a world language very beneficial. Finally, research shows that students who study world language perform better in English course and on standardized tests.









To decide if you're ready to progress to the next level, talk with your current world language teacher and think carefully about the following questions:

- Have you succeeded in World Language this year? If you have a solid grade this year and feel you understand most course activities, assignments, and tests, you are more likely to succeed in the next level.
- Do you have solid literacy skills?
- Do you enjoy studying World Language? If you enjoy studying communication, culture, comparisons, connections, and communities, you are more likely to succeed at the next level. Most people learn better when they like what they are learning.
- Do you enjoy a challenge? If you are willing to challenge yourself, you are more likely to succeed in the next level. Remember that each new level has higher expectations, which will help you improve your command of the language.





**STUDENTS ARE WELCOME TO START A SECOND WORLD LANGUAGE AFTER COMPLETING TWO YEARS OF THEIR FIRST WORLD LANGUAGE.**

Students entering eighth grade World Language courses will be given a placement from their seventh grade World Language teacher.



<b>French I - WLA89125</b>	<b>1 credit</b>	<b>8<sup>th</sup> and 9<sup>th</sup> Grade Elective</b>	
This course is an introduction to the French language and French-speaking people. It is designed for students without previous experience in French language study. Basic speaking, listening, reading and writing skills are practiced.			
<b>French II - WLA89126</b>	<b>1 credit</b>	<b>8<sup>th</sup> and 9<sup>th</sup> Grade Elective</b>	
This course expands the students' understanding and use of the French language. Level 1 skills are reinforced and expanded to include all basic grammar structures. Students improve their ability to listen to and speak, read, and write in French using a variety of activities. Students also explore the life and culture of French-speaking countries.			
<b>PREREQUISITE: COMPLETION OF FRENCH I WITH A C OR BETTER, MINIMAL RETAKES AND CONSENT OF INSTRUCTOR.</b>			
<b>French III - WLA9123</b>	<b>1 credit</b>	<b>9<sup>th</sup> Grade Elective</b>	
This course emphasizes realistic conversational skills as well as continued work on reading, listening and writing skills. Students are expected to participate using the target language.			
<ul style="list-style-type: none"><li>• Students may choose to travel to France or to host French students.</li><li>• Students who continue enrollment through French VI may opt to earn up to 16 college credits with Dual Enrollment through UWGB at a reduced fee; must earn a B or better both semesters.</li></ul>			
<b>PREREQUISITE: COMPLETION OF FRENCH II WITH A C OR BETTER, MINIMAL RETAKES AND CONSENT OF INSTRUCTOR.</b>			
<b>German I – WLA89123</b>	<b>1 credit</b>	<b>8<sup>th</sup> and 9<sup>th</sup> Grade Elective</b>	
This course is an introduction to the German language and culture. It is designed for students without previous experience in German language study. Basic speaking, listening, reading and writing skills are practiced.			
<b>German II - WLA89124</b>	<b>1 credit</b>	<b>8<sup>th</sup> and 9<sup>th</sup> Grade Elective</b>	
This course is designed to increase students' understanding and use of the German language reading and writing. Students practice and expand their skills with more emphasis on reading, writing and speaking in the target language.			
<b>PREREQUISITE: COMPLETION OF GERMAN I WITH A C OR BETTER, MINIMAL RETAKES AND CONSENT OF INSTRUCTOR.</b>			
<b>German III - WLA9122</b>	<b>1 credit</b>	<b>9<sup>th</sup> Grade Elective</b>	
This course is designed to continue increasing students' skills in more advanced situations. Students will continue to expand their ability to communicate on a variety of different topics. This course will strengthen reading, writing, listening and speaking skills. Students are expected to speak in the target language.			
<ul style="list-style-type: none"><li>• Students who complete level 4 have the opportunity to participate in our GAPP exchange program.</li><li>• Students who continue enrollment through German VI may opt to earn up to 16 college credits with Dual Enrollment through UWGB at a reduced fee; must earn a B or better both semesters.</li></ul>			
<b>PREREQUISITE: COMPLETION OF GERMAN II WITH A C OR BETTER, MINIMAL RETAKES AND CONSENT OF INSTRUCTOR.</b>			
<b>Mandarin Chinese I – WLA89127</b>	<b>1 credit</b>	<b>8<sup>th</sup> and 9<sup>th</sup> Grade Elective</b>	
This course is designed for students with no prior experience in Mandarin Chinese. It focuses on the development of listening, reading, speaking, and writing skills through interactive activities and storytelling strategies, facilitating language acquisition and equipping students with a solid foundational knowledge in the Chinese language. Cultural awareness is a core component of language learning. To deepen students' understanding, the course incorporates "culture capsules"—focused explorations of philosophical perspectives, historical contexts, social etiquette, and key traditions. These components offer valuable insights into both the visible and invisible layers of Chinese culture.			
<b>Mandarin Chinese II – WLA89128</b>	<b>1 credit</b>	<b>8<sup>th</sup> and 9<sup>th</sup> Grade Elective</b>	
This course builds on the language skills acquired in Chinese 1, and further develops listening, speaking, reading, and writing proficiency skills. It incorporates interpersonal activities and multimedia projects that blend language and culture, providing proficiency-oriented practice and meaningful target language use. The course maintains a strong focus on cultural knowledge and intercultural communication. Students who maintain a “B” or above after 4 Semesters of Chinese language study are eligible to be inducted into the National Chinese Honor Society (NCHS).			
<b>PREREQUISITE: COMPLETION OF MANDARIN CHINESE I WITH A C OR BETTER, MINIMAL RETAKES AND CONSENT OF INSTRUCTOR.</b>			



Spanish I – WL89121	1 credit	8 <sup>th</sup> and 9 <sup>th</sup> Grade Elective
This course is an introduction to the Spanish language and Spanish-speaking people. It is designed for students without previous experience in Spanish language study. Basic speaking, listening, reading and writing skills are practiced.		
Spanish II – WL89122	1 credit	8 <sup>th</sup> and 9 <sup>th</sup> Grade Elective
This course is designed to increase students' understanding and use of the Spanish language. Students continue to work on communication, with an emphasis on verb forms and vocabulary so that they are able to talk about the past, present and future. Basic speaking and listening skills are practiced and expanded. Students will be able to read a basic novel at the end of the year. Students will begin to use the simple past tense.		
PREREQUISITE: SPANISH I WITH A C OR BETTER, MINIMAL RETAKES AND CONSENT OF INSTRUCTOR.		
Spanish III – WLA9121	1 credit	9 <sup>th</sup> Grade Elective
This course provides students the opportunity to further develop and improve skills in listening, reading, interpersonal interactions, presentational writing, speaking and cultural awareness through interactive activities, various authentic material, and technology. Students will be assessed using a variety of methods including presentations, dialogues and short compositions. Students are expected to participate using the target language. Students will read an intermediate level novel during the second semester.		
Students who continue enrollment through Spanish VI may opt to earn up to 16 college credits with Dual Enrollment through UWGB at a reduced fee; must earn a B or better both semesters.		
PREREQUISITE: SPANISH II WITH A C OR BETTER, MINIMAL RETAKES AND CONSENT OF INSTRUCTOR.		
Concordia Language Villages Immersion Camp		
Do you like Hispanic culture? Do you want to experience new foods, great music, authentic activities and the language in an authentic setting? Then this is the camp for you! Concordia Language Villages Immersion Camp is an opportunity provided to junior high students for one long weekend (Thurs. - Sun.) each year. For approximately \$250 plus the cost of travel (\$75-\$100), students may experience this world-renowned language camp and improve their language skills in the process.		







## Global Scholars Program

D.C. Everest School District and Wisconsin Department of Public Instruction

**PURPOSE:** The Global Scholars Certificate of Global Competence designation, formerly known as GEAC, offered by D.C. Everest Area School District in conjunction with the Wisconsin Department of Public Instruction (WI-DPI) validates a student's deliberate pursuit of a global education. This designation aims to achieve the following:



- Encourage students to recognize the value of and emphasize global aspects of their education and, working with their teacher mentors/advisors, to pursue these aspects.
- To serve as a significant selection criterion:
  - e.g., as an indicator of maturity and efforts to develop broadened perspective, in the admissions process to colleges and universities.
- To serve as an important hiring consideration:
  - e.g., signaling maturity and preparation to work in a global marketplace, by prospective employers.

The D.C. Everest Global Scholars Program (GSP) is designed to promote cross-curricular global competency for DCE Senior High students. Global competence is defined as the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and worldviews of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development. (OECD/Asia Society, 2018) Students will take a variety of courses throughout their Senior High career to prepare for college and/or employment.

- **Students may begin this program in ninth grade.**
- Students will earn a “B” or better in all courses associated with the certificate.
- Students will ask one D.C. Everest teacher to be their GSP mentor;
  - mentors should preferably be a World Language Teacher;
  - mentors can change as students transition from the Junior High to the Senior High.

**FIVE AREAS OF REQUIREMENTS TO BE MET BY THE SPRING OF SENIOR YEAR:****World Language Coursework (4 credits):**

- ☐ 4 credits of one World Language

**Additional coursework designed to facilitate global learning (4 credits):** there are no exceptions to this as it is approved by the Wisconsin Department of Public Instruction.

*This list is subject to change pending DCE course changes*

- ☐ Additional World Language (at least one year), 1+ credit(s)
- ☐ Global Studies, 0.5 credit
- ☐ Honors English 9, 1 credit
- ☐ Honors English 10, 1 credit
- ☐ International Business, 0.5 Credit
- ☐ Themes in Literature .5 credit
- ☐ AP Comparative Politics, 0.5 credit
- ☐ AP Environmental Science, 1 credit
- ☐ AP European History, 1 credit
- ☐ AP Human Geography, 1 credit
- ☐ AP Language and Composition, 1 credit
- ☐ AP Literature and Composition, 1 credit
- ☐ AP World History, 1 credit

**Cultural Literacy Development (8 reflections on global learning):**

- ☐ Read **four or more books** with cultural significance; fiction or nonfiction; not part of a course
- ☐ **Up to four** learning experiences with cultural significance through art, music, films, podcasts, and community-based cultural events; not part of a course
- ☐ All projects must be pre-approved by your mentor.
- ☐ Project may be completed during the summer vacation months.
  - ☐ Format options to consider: typed essay, Prezi, Google Slides, Keynote, Podcast, etc.
- ☐ The following rubric will be used for assessment (four points in four domains).
  - ☐ Proficiency level three is required in all four areas to receive credit. If this is not achieved, students can discuss steps to improve their understanding with their mentor.

<b>CULTURAL LITERACY RUBRIC</b>	<i>Mastery-4, Proficient-3, Emerging-2, Basic/Insufficient Evidence-1</i>			
A. The student can demonstrate an analysis of how the culture is developed or shaped by location/historic events/and or belief systems.	1	2	3	4
B. The student can demonstrate an analysis of how the culture (values portrayed in art, literature, music, etc.) is similar and different to his/her own.	1	2	3	4
C. The student can demonstrate a complete and thoughtful creative reflection, in which he/she truly seeks to understand and learn about the culture.	1	2	3	4
D. The student demonstrates an understanding and respect of the culture.	1	2	3	4



**School Sponsored/Co-Curricular Activities (four activities):** check with your teacher for additional opportunities

- ☐ Active participation/leadership in **four or more** co-curricular or school sponsored activities and special events with a global focus.
  - ☐ World Language clubs
  - ☐ Culture club
  - ☐ French immersion trip
  - ☐ German exchange trip
  - ☐ Spanish immersion trip
  - ☐ Educational tour
  - ☐ Host an exchange student
  - ☐ Adventure Day language activity
  - ☐ Attend and participate at a cultural fair
    - ☐ Portage County Cultural Festival
    - ☐ Wausau Hmong New Year
    - ☐ Central Wisconsin Chinese New Year Festival
  - ☐ Regular communication with individuals from another country
    - ☐ e.g., E-mail, Skype, WhatsApp, etc.

**Community Service:**

- ☐ Complete **20 or more hours** of service-learning projects related to a global issue
  - ☐ All projects must be pre-approved by your mentor.
- ☐ Examples of Volunteer Work:
  - ☐ Volunteer with a church or youth group offering international relief.
  - ☐ Fight world hunger in partnership with local organizations.
  - ☐ Assist local charities with global charity partnerships.
- ☐ List of Organizations and charities (see QR codes for provided websites):
  - ☐ [World Health Organizations - https://hungermath.wordpress.com/world-hunger-organizations-list/](https://hungermath.wordpress.com/world-hunger-organizations-list/)
  - ☐ [International Charities on Wikipedia - https://en.wikipedia.org/wiki/Category:International\\_charities](https://en.wikipedia.org/wiki/Category:International_charities)



**D.C. EVEREST SCHOOL DISTRICT  
NOTICE IS HEREBY GIVEN (PUPIL NON-DISCRIMINATION)**

The School 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.

In order to achieve the aforesaid goal, the Superintendent or designee shall:

**A. Curriculum Content**

- a. review current and proposed courses of study and textbooks to detect any bias based upon the Protected Classes ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both sexes various races, ethnic groups, etc. toward the development of human society;
- b. provide that necessary programs are available for students with limited use of the English language;

**B. Student Access**

- a. review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of the Protected Classes in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations;
- b. verify that facilities are made available in a non-discriminatory fashion, in accordance with Board Policy 7510 - Use of District Facilities, for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society.

**C. Student Evaluation**

- a. verify that tests, procedures, or guidance and counseling materials, which is/are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of the Protected Classes.

The Superintendent or designee shall appoint and publicize the name of the compliance officer(s) who is/are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or equal access. The Compliance Officer(s) also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), is provided to students, their parents, staff members, and the general public.





The Board designates the following individuals to serve as the District's Compliance Officers:

Sarah Trimner, Director of Talent and Culture  
6100 Alderson Street, Weston WI 54476  
715-359-4221 Ext 1225, [trimner@dce.k12.wi.us](mailto:trimner@dce.k12.wi.us)

Kelley Strike, Assistant Superintendent of Operations  
6100 Alderson Street, Weston, WI 54476  
715-359-4221, ext. 1243, [kstrike@dce.k12.wi.us](mailto:kstrike@dce.k12.wi.us)

The Superintendent or designee shall attempt annually to identify children with disabilities, ages 3 - 21, who reside in the District but do not receive public education. In addition, s/he shall establish procedures to identify students who are Limited English Proficient, including immigrant children and youth, to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation, and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis.

D.C. Everest Area School District  
Jeff Lindell  
Assistant Superintendent of Learning  
6100 Alderson Street  
Weston, WI 54476

The Board of the D.C. Everest Area School District prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator. The full notice of nondiscrimination is located at <https://www.dce.k12.wi.us/district-info/district-notice>.