



**ONALASKA  
HIGH  
SCHOOL  
2025-2026**

**COURSE DESCRIPTION BOOKLET**

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## **Message From The Principal**

Dear Students,

The course selection process is an excellent opportunity for you to both explore and prepare yourself for the paths you are considering after high school. You may have already identified a passion that you want to shape a career around; by taking a related course you may either confirm that passion or realize it isn't what you thought it was. Regardless, that's the type of learning you want to experience now versus after high school. I encourage you to thoughtfully consider enrollments that give you more information for your future as well as possess the necessary rigor to prepare you for post-secondary education. Likewise, talk with your parents and your current teachers to get additional input about course sequences that will best serve you.

**PLEASE NOTE:** Due to factors such as low enrollment, some courses described in this booklet may not be offered.

Sincerely,

Jared Schaffner  
Principal

## **School District of Onalaska Compliance Statement**

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

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

S. 118.13, Wisconsin Statutes

## REGISTRATION PROCEDURE

Please make your course selections carefully. The classes you register for determine what courses will be offered, as well as staff and material needs, for the next school year.

1. Students and parents should discuss course choices using this Course Description Booklet. Teachers, school counselors and peers are also excellent resources for additional information about courses.
2. Students complete their course selection worksheet. Parent/guardian signature is required.
3. Freshmen and sophomores must register for a minimum of 7 classes each semester. Juniors and seniors must register for a minimum of 6 classes each semester.
4. Students should rank order their elective choices.
5. Students should enter course selections in [PowerSchool](#) by using the directions provided in class and on the course selection worksheet.
6. Limited schedule corrections will be made by Student Services. Schedules will NOT be changed for lunch requests, to accommodate a desired hour for a study hall/commons/340 or for teacher preferences.
7. Students have up to five (5) school days at the start of each semester to drop a class without an "F" grade assigned.
8. All courses use the traditional A-F grading scale. Pass/Fail grades are only available for students enrolled in aide positions, summer school credit recovery, or students with the pass/fail option in their Individualized Education Plan.
9. Please note, fees listed with course descriptions are from the 2024-2025 school year. Updated fees will be determined in the summer of 2025.

## ACADEMIC AND CAREER PLANS

All OHS students have an Academic and Career Plan (ACP). Students take assessments and learn about how their interests and skills can be matched to find potential careers. Eighth grade students are invited to share this information with their parents and high school counselor in a Student Transition and Academic Review (STAR) Conference. Once in high school, students are challenged to think of their ACP goals and apply their learning, course selections and clubs/activities toward progress in these goals. Students are encouraged to be actively involved in the four-step decision-making process by offering opportunities for growth and exploration.

### Four Step Decision-Making Process

1. Know Yourself
2. Know Your Options
3. Decide
4. Prepare

ACP-related activities at OHS include:

- Key career concepts incorporated into curriculum
- College, military and workplace tours
- Use of the career and college website Xello
- Use of Huddles within Xello to foster collaboration with local business people through discussion boards and work-based learning activities
- Academy, college and online courses
- Individual Grade 11 STAR Conference with guardian(s), student and school counselor




**School District of  
Onalaska**  
.....  
**Academic &  
Career Planning**

See more about the School District of Onalaska's Academic and Career Planning for students at [Academic & Career Planning - School District of Onalaska](#).

## XELLO

All OHS students have access to the career and college website Xello. There is no separate login needed - students simply access through their PowerSchool account.

1. On the Onalaska High School webpage, click the "P" icon on the top right of the screen. Log into your student [PowerSchool](#) account (not your parent's account).
2. Click the fly-out icon  in the upper right corner. Click the blue link for Xello.

**xello**

Students can use Xello for a variety of activities.

- Take assessments such as Matchmaker (interest/career) and Learning Styles Inventory (how you learn/study tips)
- Explore careers and career clusters
- Post on discussion boards with local business people (Huddles)
- Request job shadows and other work-based learning opportunities with local employers
- Search college options

# **OHS STANDARD DIPLOMA COURSES AND CREDITS (Class of 2026/2027)**

**Board policy 5512 - OHS requires 24 credits to earn a standard diploma.**

For a standard diploma, the following are required:

<b>ENGLISH</b>			<b>4.0 credits</b>
	English 9 (or Accelerated)	1.0 credit	
	English 10 (or Accelerated)	1.0 credit	
	English 11 (or AP English Lang & Composition)	1.0 credit	
	English electives	1.0 credit	
<b>SOCIAL STUDIES</b>			<b>4.0 credits</b>
	United States History	1.0 credit	
	World History & Geography (or AP World History)	1.0 credit	
	American Government*	0.5 credit	
	Social Issues*	0.5 credit	
	Economics** (or AP Macro/Microeconomics)	0.5 credit	
	Social studies elective	0.5 credit	
	Pass Wisconsin Civics Test		
<i>*Students can take one full year of AP United States Government and Politics instead of one semester of American Government and one semester of Social Issues.</i>			
<i>**Students can take Personal Finance instead of AP Microeconomics/AP Macroeconomics/Economics, but must complete 4.0 total credits of social studies.</i>			
<b>SCIENCE</b>			<b>3.0 credits</b>
	Biology	1.0 credit	
	Physical Science (or Chemistry 1)	1.0 credit	
	Science elective	1.0 credit	
<b>MATHEMATICS</b>			<b>3.0 credits</b>
	Math electives		
	Note: Four-year colleges require Algebra 1, Geometry and Algebra 2		
<b>PHYSICAL EDUCATION</b>			<b>1.5 credits</b>
	PE 9	0.5 credit	
	PE electives	1.0 credit	
<b>HEALTH</b>			<b>1.0 credits</b>
	Wellness	0.5 credit	
	General Health	0.5 credit	
<b>ELECTIVE COURSES</b>			<b>7.5 credits</b>
<b>TOTAL REQUIRED</b>			<b>24 credits</b>

# **OHS STANDARD DIPLOMA COURSES & CREDITS (Class of 2028/2029)**

**Board policy 5512 - OHS requires 24 credits to earn a standard diploma.**

For a standard diploma, the following are required:

<b>ENGLISH</b>			<b>4.0 credits</b>
	English 9 (or Accelerated)	1.0 credit	
	English 10 (or Accelerated)	1.0 credit	
	English 11 (or AP English Lang & Composition)	1.0 credit	
	English electives	1.0 credit	
<b>SOCIAL STUDIES</b>			<b>4.0 credits</b>
	United States History	1.0 credit	
	World History & Geography (or AP World History)	1.0 credit	
	American Government*	0.5 credit	
	Social Issues*	0.5 credit	
	Social Studies electives	1.0 credit	
	Pass Wisconsin Civics Test		
<i>*Students can take one full year of AP United States Government and Politics instead of one semester of American Government and one semester of Social Issues.</i>			
<b>SCIENCE</b>			<b>3.0 credits</b>
	Biology	1.0 credit	
	Chemistry in the Community (or Chemistry 1)	1.0 credit	
	Science elective	1.0 credit	
<b>MATHEMATICS</b>			<b>3.0 credits</b>
	Math electives		
	Note: Four-year colleges require Algebra 1, Geometry and Algebra 2		
<b>PHYSICAL EDUCATION</b>			<b>1.5 credits</b>
	PE 9	0.5 credit	
	PE electives	1.0 credit	
<b>HEALTH</b>			<b>1.0 credits</b>
	Wellness	0.5 credit	
	General Health	0.5 credit	
<b>BUSINESS</b>			<b>0.5 credit</b>
	Personal Finance	0.5 credit	
<b>ELECTIVE COURSES</b>			<b>7.0 credits</b>
<b>TOTAL REQUIRED</b>			<b>24 credits</b>

# HONORS DIPLOMA DESCRIPTIONS

## **OHS Honors Student:**

Earn a cumulative GPA of 3.5 or higher at the time of graduation from Onalaska High School.

## **OHS High Honors Student:**

**Must be an Honors student and** successfully complete at least one Honors course in three of the four core areas (math, science, English, social studies), and must successfully complete at least one Honors course from elective areas.

## **OHS Highest Honors Student:**

**Must be an Honors student and** successfully complete at least one Honors course in *each* of the four core areas (math, science, English, social studies). Additionally, students must successfully complete at least two Honors courses from two *different* elective areas. An **extra** Honors course within a core area may be used if only one course can be completed in an elective area.

## **The following criteria apply to any Honors designated course:**

- Core classes must be at least one credit (unless an AP course)
- Extra time on coursework will be required outside of the classroom
- Will be taught at an accelerated pace
- Bloom's Taxonomy applied to thinking, reading and writing with a focus on analysis, synthesis and evaluation
  - Knowledge: recalling facts, memorizing information
  - Comprehension: demonstrating understanding, paraphrasing, summarizing
  - Application: using information to solve problems, making connections and how they apply
  - Analysis: examining and breaking information into parts, making inferences, finding evidence for support, determining logic
  - Synthesis: compiling information in a different way by combining elements in a new pattern or proposing alternative solutions
  - Evaluation: presenting and defending opinions by making judgments about information, validity of ideas or quality of work



## INTERESTED IN COLLEGE?

Preparing to attend a college or university is a serious task. Many universities and technical colleges can be selective in accepting students, so taking the right courses in high school can increase your likelihood of success.

Students need to be actively involved in the career decision-making process during high school. Selecting a college with programs that match a student's career plans will help to improve success after high school. Applications to colleges are sent during the fall of the senior year. Students have a STAR Conference in their junior year to help plan for this process.

### Four-Year Colleges & Universities

Colleges and universities each have specific requirements for admission. If students follow the University of Wisconsin System requirements, they will meet **most** other college admissions criteria.

The following are admissions requirements as determined by the University of Wisconsin System - please note these are **minimum** admission requirements:

- 4 years of English
- 3 years of math, including Algebra 1, Geometry, and Algebra 2
- 3 years of lab sciences
- 3 years of social studies
- 2 years of electives in above areas or world language, fine arts, or other academic or vocational areas

Note that a number of colleges and universities require 2 years of a single world language. Check your colleges of interest for admission requirements.

### Technical & Two-Year Colleges

Technical colleges offer specialized training for specific skills and can also be used to complete some general studies credits for universities. There is a misconception that technical colleges are easier or a backup choice. In fact, **many technical college programs offer tremendous marketability and earning power**. Some technical college programs may require higher-level technological or math skills than four-year universities in order to successfully complete the curriculum. The labor market also reflects a growing need for highly skilled technical college graduates. Search the video "Success in the New Economy" by Kevin Fleming for more information.

UW System 2-year branch campuses, Wisconsin Technical Colleges and Minnesota community/technical colleges offer students two choices. Some students will attend up to two years, possibly earn an associate degree, and enter the workforce. Other students will begin at one of these schools in order to transfer to a four-year college. Students wishing to begin at a two-year college and then transfer should consider the Guaranteed Transfer Program available in the UW College System. Students pursuing the transfer choice should be sure to communicate this to their college advisor.

### Reciprocity

The reciprocity agreement between Minnesota and Wisconsin allows our students to attend a public Minnesota college or university without paying out-of-state tuition. Students who qualify, pay for coursework at in-state tuition rates. Complete the application online at <http://heab.state.wi.us/programs.html>.

### Military Academy and ROTC Opportunities

Military academy educational opportunities include the Army, Navy, Air Force, Coast Guard and Merchant Marine. All branches of the military service also offer Reserve Officer Training Corps (ROTC). Students should begin exploring and planning for these options by the second semester of their junior year.

For more information on careers and options after high school, go to the OHS Student Services website at <https://onalaskahighschool.onalaskaschools.com/student-services> or log into Xello via your student PowerSchool account.



# **TESTING OPPORTUNITIES**

## **College Admission Tests**

**ACT** – The ACT is the preferred admissions test of most four-year colleges and universities and is given to all juniors each spring at no cost, per state requirement. The test is also offered on Saturday mornings seven times throughout the year in addition to the required spring test. Students take a practice ACT in the fall of junior year. Subject areas include English, Reading, Math, Science Reasoning and optional Writing. Few colleges and universities require the Writing portion of the ACT. The cost for taking the test during the 2024-2025 school year was \$69 or \$94 with Writing. Fee waivers are available; see your counselor for more information. Juniors needing to retake the ACT should plan to take the April or June ACT and should register online at [www.actstudent.org](http://www.actstudent.org).

**SAT** – The SAT is the preferred admissions test of some selective private schools and certain colleges on the east and west coasts. Students considering selective schools need to be aware of their specific test requirements. The SAT is offered on Saturday mornings seven times throughout the year. Test content is designed to measure math, reading and writing skills. Test registration information is available at [www.collegeboard.com](http://www.collegeboard.com).

## **Other Tests/Assessments**

**Pre-ACT (Grade 9/10)** – The Pre-ACT is given in the fall and spring of freshman and sophomore years at no cost, per state requirement. Subject areas are the same as the ACT test and give students feedback on the areas that may need improvement. Students will receive an estimate of what their ACT score might be in their junior year.

**Advanced Placement (AP)** – Advanced Placement tests are given in May to students enrolled in AP coursework, and can allow them to earn college credit depending on their performance. Scores on AP tests range from 1-5. Colleges and universities will award credit for different scores on AP exams. Scores of 3-5 are typically awarded credit. Any student who feels they are prepared to pass out of a college class can take an AP exam. The cost in 2024-2025 was \$99. Students should join their AP class and register at [apstudents.collegeboard.org](http://apstudents.collegeboard.org). AP exam fees are paid through Student Services.

**Armed Services Vocational Aptitude Battery (ASVAB)** – The ASVAB is a free assessment offered to interested juniors and seniors. Students considering military options after school must take the ASVAB. In addition, the test includes a unique career assessment that any student can use in the career selection process. Any student can take the ASVAB test, regardless of their interest in the military.

**Civics Test** – This test includes questions identical to the test taken by people applying for US citizenship. All juniors prepare and take this free exam during their Government or AP Government class. Passing the Civics Test with a 65/100 or higher is required for graduation in the state of Wisconsin.

**Forward Social Studies Exam** – The Forward exam is given to all sophomores in the spring. This test is required by the state and there is no cost.

**Matchmaker** – Matchmaker is given to all sophomores by Student Services through the Xello website. This personal assessment is valuable in determining interests, which then are matched to potential career choices. The Xello website is free and accessed through PowerSchool.

**Pre-SAT (PSAT)** – The PSAT is offered in October and is good preparation for either the SAT or ACT. Juniors with very high PSAT scores may qualify for National Merit and other selective scholarship consideration. Students with a high class rank or those who are skilled at taking standardized tests may be interested. The cost is approximately \$18. Students should register and pay the fee in Student Services.

**UW System Early Placement Tests (EPT)** – Almost all colleges and universities will require students to take a placement test before registering for classes in their first year. The University of Wisconsin system developed a practice test to give high school students practice for placement tests and an estimate of how they may score and place into college courses. Seniors can choose to take a math and/or English practice placement test for free in fall. Sign up in Student Services.

# UNIQUE EDUCATIONAL OPPORTUNITIES

## Honors Courses (H)

See page 6 for Honors course criteria. Onalaska High School offers the following 38 Honors classes:

AP 2D Art and Design (H)	AP Microeconomics (H)	International Marketing (H)
AP 3D Art and Design (H)	AP Physics 1 (H)	Marching Band/Wind Ensemble (H)
Accounting 3 (H)	AP Physics 2 (H)	Management Principles (H)
Anatomy & Physiology (H)	AP PreCalculus (H)	Music Theory 2 (H)
AP Biology (H)	AP Psychology (H)	Orchestra (H)
AP Calculus AB (H)	AP Spanish Language & Culture (H)	Principles of Engineering (H)
AP Calculus BC (H)	AP Statistics (H)	Robotics 2 (H)
AP Chemistry (H)	AP US Government & Politics (H)	Spanish 3 Pre-AP (H)
AP Computer Science A (H)	AP World History (H)	Spanish 4 (H)
AP Computer Science Principles (H)	Building Wealth (H)	UWL Gen Art Foundations (H) (DC)
AP Drawing (H)	Child Development (H)	Any ECCP/SCN course
AP English Lang & Composition (H)	College Algebra (H)	
AP English Lit & Composition (H)	Concert Choir (H)	
AP Macroeconomics (H)	French 4 (H)	

## Advanced Placement (AP) Courses

AP courses are college-level classes taught in high school following a specified curriculum developed by the College Board, university professors and high school teachers. If a student takes an AP exam in May and earns a 3 or higher (on a 5 point scale), most colleges will grant the student college credit for the subject. Onalaska High School offers the following 21 AP courses:

AP 2D Art and Design (H)	AP Drawing (H)	AP PreCalculus (H)
AP 3D Art and Design (H)	AP English Lang & Composition (H)	AP Psychology (H)
AP Biology (H)	AP English Lit & Composition (H)	AP Spanish Lang & Culture (H)
AP Calculus AB (H)	AP Macroeconomics (H)	AP Statistics (H)
AP Calculus BC (H)	AP Microeconomics (H)	AP US Government & Politics (H)
AP Chemistry (H)	AP Physics 1 (H)	AP World History (H)
AP Computer Science A (H)	AP Physics 2 (H)	
AP Computer Science Principles (H)		

## Global Scholars Program (Formerly GEAC)



The Global Scholars Program is a recognized certificate by Wisconsin universities and colleges to indicate that a student has completed specific tasks related to global education. Global Scholar-approved global emphasis courses appear in the Course Description Book with the globe symbol. One of the five strands to earn the Global Scholar Certificate is to complete four (4) or more courses with a B+ or better in the following approved courses:

AP English Lit & Composition (H)	English 9 (or accelerated)	Social Issues
AP Macroeconomics (H)	English 10 (or accelerated)	Spanish 1
AP Microeconomics (H)	English 11	Spanish 1 Pre-AP
AP World History (H)	Environmental Science	US History
Biotechnology	French 1	World History & Geography
Chemistry 1	Genocide & Holocaust Studies	World Literature
Economics	International Marketing (H)	

## Academic & Career Plan Online Course Request

By OHS application only - due March 1, 2025 for 1st semester of the following year and October 1, 2025 for 2nd semester. Students can pursue online course(s) through Wisconsin Virtual School or other online schools to expand their academic options. Requested courses may not duplicate a current OHS course offering, and must connect to goals in the student's Academic and Career Plan. Approved student requests will have tuition paid for by the School District of Onalaska. Students must complete the ACP Online Course Request application and meet eligibility requirements. Application may be obtained in Student Services or on the [OHS Student Services website](#).

## Academic & Career Plan Attendance Agreement

Students can qualify for ACP-excused time from school to allow them to pursue career-related activities that may conflict with school days. The activity must connect to goals in the student's Academic and Career Plan. Approved student requests will have attendance excused and not count towards parent-excused days. Students must complete the ACP Attendance Agreement prior to the ACP activity and meet eligibility requirements. Application may be obtained in Student Services or on the [OHS Student Services website](#).

## *Dual Credit*

### **Dual Credit (DC)**

Dual credit courses allow for credit(s) to be earned at both Onalaska High School and Western Technical College. Students that earn a "C" or higher (70% on Western's grading scale) will earn both high school and college credit for the course. Completed course(s) will automatically appear on the OHS *and* Western transcripts and there is no cost to the student. Students must send their official college transcript from Western Technical College to their post-secondary institution to determine how transfer credit will be awarded. The following OHS courses are dual credit:

Accounting 3 (H)	Infant & Toddler Development
Certified Nursing Assistant	Introduction to Business
Child Development (H)	Introduction to Education (OTEA Academy)
Computer Applications	Personal Finance
Digital Photography	Practicum (OTEA Academy)
EMR/FF Academy courses	Principles of Marketing
Foods	Welding Technology

Students have the option to participate in a dual credit program in collaboration with UW-Green Bay for the French 4 (H) course. Students complete a registration process during class and must pay tuition for the course to earn dual credit upon successful completion. Students must send their official college transcript from UW-Green Bay to their post-secondary institution to determine how transfer credit will be awarded.

Students have the option to participate in a dual credit program in collaboration with UW-La Crosse for the College Algebra and Art Appreciation courses. Students complete a registration process during class and must pay tuition for the course to earn dual credit upon successful completion. Students must send their official college transcript from UW-La Crosse to their post-secondary institution to determine how transfer credit will be awarded.

### **Early College Credit (ECCP) & Start College Now (SCN) Programs**

The ECCP and SCN programs allow juniors and seniors to enroll at UW-La Crosse, Viterbo University or Western Technical College and earn credit at Onalaska High School and the college level. Students are eligible for this program **ONLY** if they have exhausted all of the courses offered at OHS in the specified content area. Grades earned will count toward high school and college GPAs and could affect consideration for certain scholarships including Academic Excellence and the Excellence at Large. All ECCP/SCN courses are considered Honors courses at Onalaska High School. Students accepted into these programs will have their tuition paid for by the School District of Onalaska for the approved course(s). If you wish to participate in either of these programs:

1. Discuss your plans or questions you have with your school counselor.
2. Pick up the correct application in Student Services.
3. Submit your completed application to Student Services by March 1, 2025 for first semester courses and October 1, 2025 for second semester courses.
4. Keep in mind that institutional entrance requirements apply.
5. Remember that not all college courses are offered in both first and second semester.



### **Retaking courses**

Students are not allowed to take a class more than once. Exceptions include the following circumstances:

- Students who have met the 1.5 credit Physical Education requirement may retake PE courses.
- Due to the sequential nature of the following courses, students that earn a D in Chemistry, Geometry, Algebra 2 or a World Language course are allowed to retake the course to replace the D on their transcript, with administrative approval.

# **CAREER & TECHNICAL OPPORTUNITIES**

Contact Student Services for more information or an application for any of these opportunities.

## **Mentorship**

ME01/ME02

Grades 11-12

By OHS application only - due March 1, 2025 for 1st semester of the following year and October 1, 2025 for 2nd semester

This course provides a hands-on, advanced learning experience outside the walls of the traditional classroom. Typical mentorship sites include K-12 schools and business settings. This course offers on-the-job experience and requires a high level of student responsibility. Mentorships may not occur at Gundersen or Mayo Health Systems. For healthcare opportunities, see the Scenic Rivers AHEC website at <https://www.scenicriversahec.org/>. Students are responsible for transportation to and from the mentorship site daily.

Up to 1.0 credit per semester

## **Youth Apprenticeship (1- or 2-year program)**

YA 08/04

Grades 11-12

Youth Apprenticeship (YA) combines focused coursework with paid on-the-job training. Students are required to work a minimum of 450 work hours and take 2 courses of related instruction for a 1-year program; 900 work hours and 4 courses of related instruction for a 2-year program. Common high school jobs that work well with YA include bank teller, hotel front desk, automotive technician, CNA, retail store worker, construction laborer and veterinary aide. See the Wisconsin YA website for specific information:

<https://dwd.wisconsin.gov/apprenticeship/ya/applicants.htm>. Students are responsible for transportation to and from the YA job site.

Up to 2.0 credits per semester

## **Onalaska Teacher Education Academy (1-year program)**

3032

Grades 11-12

By OHS application only - due March 1, 2025

OTEA students take Western Technical College's Introduction to Education course at OHS during the first semester, earning credit at OHS and Western. Students will learn about the historical, philosophical and social foundations of education and delve into innovative theories and practices used in schools. A second semester option to extend the learning consists of a hands-on mentorship placement in an Onalaska school. Students interested in the careers of teaching, special education, paraprofessional, school counseling, school social work or school psychologist would benefit from this program.

*Dual Credit*

Up to 1.0 credit per semester

## **Educating Tomorrow's Teachers Academy (1-year program)**

3038

Grade: 12

Prerequisite: successful completion of the OTEA Academy

By OHS application only - due March 1, 2025

Students in the Educating Tomorrow's Teachers Academy will attend classes on Western's campus in the morning before returning to OHS for their high school courses. Students will gain a deeper understanding of the field of education and will be on track to obtain one of several Western education credentials.

Up to 3.0 credit per year

## **Emergency Medical Responder & Firefighter Academy**

3052/3053

Grade 12

By OHS application only - due March 1, 2025

Students will train at the Onalaska Fire Department and learn basic fire behavior, techniques used to control structural and related fire emergencies, life safety practices and the care of patients at the scene of an accident or sudden severe illness. Both courses are required for Western's [Fire Protection Technician Associate Degree](#) and provide the foundation in becoming a part-time/volunteer firefighter. EMR is also a required course in Western's [Emergency Medical Technician](#) pathway. This program includes up to 5 Saturdays each semester of required attendance. Students are responsible for transportation to and from the Onalaska Fire Department, and occasionally to and from the La Crosse FD and Western TC Sparta Public Safety Training Facility.

*Dual Credit*

Up to 1.0 credit per semester

## **Automotive or Diesel Academy - see description in Technology & Engineering Department**

Grades 11-12, Pre: Transportation

By OHS application only - due March 1, 2025

## **Certified Nursing Assistant - see description in Science Department**

Grades 11-12

By Start College Now application only - due March 1, 2025

## **Health Science Academy - see description in Science Department**

Grades 11-12

By OHS application only - due March 1, 2025



## **CAREER CLUSTERS AND PATHWAYS**

### **Begin With the End in Mind**

There are 16 career clusters, or groups of similar careers, to help narrow down options in the career decision-making process. Within each cluster are sample careers and recommended related courses offered at OHS. This resource can assist students and parents in choosing high school courses and help create a meaningful Academic Career Plan (ACP) for high school and beyond. Purposeful planning of the high school years help students narrow down, solidify or eliminate career pathways, and could lead to advanced standing/placement in college (see Advanced Placement and Dual Credit on pages 9-10).

Students are encouraged to use this cluster and pathway information to **complete the last page of this book**, and meet with their school counselor for more ideas specific to their interests.

Please note: Completing the listed courses does not guarantee admission into college degree programs. This is to be viewed as a guide to explore and prepare for each cluster of careers. Please be aware of prerequisites when selecting courses.



**CareerClusters®**  
PATHWAYS TO COLLEGE & CAREER READINESS

## Agriculture, Food & Natural Resources

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.

<p><b>Activities that describe what I like to do:</b></p> <ul style="list-style-type: none"> <li>Learn how things grow and stay alive</li> <li>Make the best use of the earth's natural resources</li> <li>Hunt and/or fish</li> <li>Protect the environment</li> <li>Be outdoors in all kinds of weather</li> <li>Plan, budget, and keep records</li> <li>Operate machines and keep them in good repair</li> </ul> <p><b>Personal qualities that describe me:</b></p> <ul style="list-style-type: none"> <li>Self-reliant</li> <li>Nature lover</li> <li>Physically active</li> <li>Planner</li> <li>Creative problem solver</li> </ul>	<p><b>Career Options:</b></p> <p><b>High School Diploma:</b></p> <ul style="list-style-type: none"> <li>*Nursery Worker</li> <li>*Dairy Farmer</li> <li>*Farm Worker</li> </ul> <p><b>Certification or Associate Degree:</b></p> <ul style="list-style-type: none"> <li>*Veterinary Technician</li> <li>*Forestry Technician</li> <li>*Meat Processor</li> <li>*Chemical Technician</li> <li>*Biological Technician</li> <li>*Fish Hatchery Manager</li> <li>*Food Processing Technician</li> <li>*Farm Equipment Technician</li> <li>*Forester</li> <li>*Farm Manager</li> </ul> <p><b>Bachelor's Degree or Higher:</b></p> <ul style="list-style-type: none"> <li>*Animal Scientist</li> <li>*Horticulturist</li> <li>*Biological Scientist</li> <li>*Conservation Warden</li> <li>*Wildlife Biologist</li> <li>*Soil Conservationist</li> <li>*Hydroponic Farmer</li> <li>*Toxicologist</li> <li>*Biochemist</li> <li>*Veterinarian</li> <li>*Geologist</li> </ul>	<p><b>Related OHS Courses</b></p> <ul style="list-style-type: none"> <li>Principles of Marketing</li> <li>Entrepreneurship</li> <li>Principles of Leadership</li> <li>Leadership Connections</li> <li>Management Principles</li> <li>Introduction to Business</li> <li>Personal Finance</li> <li>Career Readiness</li> <li>Foods</li> <li>Biotechnology</li> <li>Biology or AP Biology</li> <li>Botany</li> <li>Chemistry 1</li> <li>Waterways &amp; Wildlife Management</li> <li>Environmental Science</li> <li>Physical Science</li> <li>Economics/AP Micro/AP Macro</li> <li>Wood Design &amp; Fabrication</li> <li>Advanced Wood Design</li> <li>Transportation</li> </ul>
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**CareerClusters®**  
PATHWAYS TO COLLEGE & CAREER READINESS

## Architecture & Construction

Careers in designing, planning, managing, building and maintaining the built environment.

<p><b>Activities that describe what I like to do:</b></p> <ul style="list-style-type: none"> <li>Read and follow blueprints and/or instructions</li> <li>Picture how the finished product should look</li> <li>Work with my hands</li> <li>Perform work that requires precise results</li> <li>Solve technical problems</li> <li>Visit and learn from beautiful, historic, or interesting buildings</li> <li>Follow logical, step-by-step procedures</li> </ul> <p><b>Personal qualities that describe me:</b></p> <ul style="list-style-type: none"> <li>Curious</li> <li>Good at following directions</li> <li>Pay attention to detail</li> <li>Good at visualizing possibilities</li> <li>Patient and persistent</li> </ul>	<p><b>Career Options:</b></p> <p><b>High School Diploma:</b></p> <ul style="list-style-type: none"> <li>*Construction Laborer</li> <li>*Construction Painter</li> <li>*Groundskeeper &amp; Gardener</li> <li>*Excavating &amp; Loading Machine Operators</li> <li>*Roofer</li> </ul> <p><b>Certification or Associate Degree:</b></p> <ul style="list-style-type: none"> <li>*Electrician</li> <li>*Remodeler</li> <li>*Sheet Metal Worker</li> <li>*Furnace Installer</li> <li>*Land Surveyors</li> <li>*Air Conditioning Technician</li> <li>*Carpenter</li> <li>*Bricklayer</li> <li>*Cabinet Maker</li> </ul> <p><b>Bachelor's Degree or Higher:</b></p> <ul style="list-style-type: none"> <li>*Architect</li> <li>*Building Contractor</li> <li>*Interior Designer</li> <li>*Electrical Engineer</li> <li>*Civil Engineer</li> </ul>	<p><b>Related OHS Courses:</b></p> <ul style="list-style-type: none"> <li>Art Foundations</li> <li>Drawing</li> <li>Introduction to Business</li> <li>Principles of Leadership</li> <li>Leadership Connections</li> <li>Introduction to Engineering Design</li> <li>Principles of Engineering</li> <li>Exploring Technology and Engineering</li> <li>Wood Design &amp; Fabrication</li> <li>Metal Engineering &amp; Manufacturing</li> <li>Welding Technology</li> <li>Geometry</li> <li>Building &amp; Trades</li> <li>Personal Finance</li> <li>Algebra 1</li> <li>Physical Science</li> <li>AP Physics 1 &amp; 2</li> </ul>
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Designing, producing, exhibiting, performing, writing and publishing multimedia content; including visual and performing arts and design, journalism and entertainment services.

<p><b>Activities that describe what I like to do:</b></p> <ul style="list-style-type: none"> <li>• Use my imagination to communicate new information to others</li> <li>• Perform in front of others</li> <li>• Read and write</li> <li>• Play a musical instrument</li> <li>• Perform creative, artistic activities</li> <li>• Use video and recording technology</li> <li>• Design brochures and posters</li> </ul> <p><b>Personal qualities that describe me:</b></p> <ul style="list-style-type: none"> <li>• Creative and imaginative</li> <li>• Good communicator/good vocabulary</li> <li>• Curious about new technology</li> <li>• Relate well to feelings and thoughts of others</li> <li>• Determined/tenacious</li> </ul>	<p><b>Career Options:</b></p> <p><b>High School Diploma:</b></p> <p>*Food Stylist                      *Musician</p> <p><b>Certification or Associate Degree:</b></p> <p>*Caption Writer                      *Animator          *Photographer                      *Proofreader          *Graphic Designer                      *Photographer          *Stage Manager          *Recording Technician          *Electrical Line Maintainer          *Video Game Designer          *Desktop Publisher          *Photographic Technician</p> <p><b>Bachelor's Degree or Higher:</b></p> <p>*Music Therapist                      *Dancer          *Broadcast Engineer                      *Journalist          *Technical Writer                      *Announcer          *Composer                      *Art Teacher          *Art Therapist</p>	<p><b>Related OHS Courses:</b></p> <p>Art Foundations                      Yearbook          Drawing                      Sculpture          Painting                      Airbrush          Ceramics          Advanced 2D/3D Art          AP 2D/3D Art &amp; Design or AP Drawing          Digital Photography          Graphic Design          Computer Applications          AP Computer Science A          AP Computer Science Principles          Principles of Leadership          Leadership Connections          Career Readiness          Principles of Marketing          Sports &amp; Entertainment Marketing          Creative Writing          AP English Language &amp; Composition          Communication Technology          Photoshop &amp; Digital Imaging          Communication in Media          Public Speaking          Band/Vocal Music          World Languages</p>
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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.

<p><b>Activities that describe what I like to do:</b></p> <ul style="list-style-type: none"> <li>• Perform routine, organized activities but can be flexible</li> <li>• Work with numbers and detailed information</li> <li>• Be the leader in a group</li> <li>• Make business contacts with people</li> <li>• Work with computer programs</li> <li>• Create reports and communicate ideas</li> <li>• Plan my work and follow instructions without close supervision</li> </ul> <p><b>Personal qualities that describe me:</b></p> <ul style="list-style-type: none"> <li>• Organized</li> <li>• Practical and logical</li> <li>• Patient</li> <li>• Tactful</li> <li>• Responsible</li> </ul>	<p><b>Career Options:</b></p> <p><b>High School Diploma:</b></p> <p>*Bank Teller                      *Hotel Clerk          *Small Business Owner          *Gen. Office Clerk</p> <p><b>Certification or Associate Degree:</b></p> <p>*Accountant                      *Sales Broker          *Office Assistant          *Human Resource Manager          *Administrative Assistant          *Retail Manager</p> <p><b>Bachelor's Degree or Higher:</b></p> <p>*Hospital Manager                      *Nurse Admin          *Accountant- CPA                      *Marketing Mgr          *Human Resource Mgr          *Educational Admin          *Financial Analyst          *Employment Interviewer          *Healthcare Admin          *Health Services Coordinator          *General Operations Manager          *Business &amp; Industry Manager          *Research Analyst</p>	<p><b>Related OHS Courses:</b></p> <p>Introduction to Business          Computer Applications          Accounting 1, 2, &amp; 3          Building Wealth          Career Readiness          Business Law          Personal Finance          Graphic Design          Principles of Marketing          Entrepreneurship          Sports &amp; Entertainment Marketing          Principles of Leadership          Leadership Connections          International Marketing          Management Principles          Economics/AP Micro/AP Macro          Communications Technology          Photoshop &amp; Digital Imaging          Public Speaking          English 10 or Accl English 10          College Algebra          AP Statistics          World Languages          AP US Gov &amp; Politics</p>
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<p><b>Activities that describe what I like to do:</b></p> <ul style="list-style-type: none"> <li>Communicate with different types of people</li> <li>Help others with their homework or to learn new things</li> <li>Go to school</li> <li>Direct and plan activities for others</li> <li>Handle several responsibilities at once</li> <li>Acquire new information</li> <li>Help people overcome their challenges</li> </ul> <p><b>Personal qualities that describe me:</b></p> <ul style="list-style-type: none"> <li>Friendly</li> <li>Decision maker</li> <li>Helpful</li> <li>Innovative/Inquisitive</li> <li>Good listener</li> </ul>	<p><b>Career Options:</b></p> <p><b>High School Diploma:</b></p> <ul style="list-style-type: none"> <li>*Aerobics Instructor</li> <li>*Childcare Assistant</li> </ul> <p><b>Certification or Associate Degree:</b></p> <ul style="list-style-type: none"> <li>*Computer Installation</li> <li>*Teacher Assistant</li> <li>*Child Care Provider</li> <li>*Early Childhood Educator</li> <li>*Sign Language Interpreter</li> </ul> <p><b>Bachelor's Degree or Higher:</b></p> <ul style="list-style-type: none"> <li>*Vocational Rehab Counselor</li> <li>*School Counselor</li> <li>*Librarian</li> <li>*Educational Administrator</li> <li>*University Professor</li> <li>*Speech-Lang Pathologist</li> <li>*Teacher</li> <li>*Psychologist</li> </ul>	<p><b>Related OHS Courses:</b></p> <ul style="list-style-type: none"> <li>Public Speaking</li> <li>Principles of Leadership</li> <li>Leadership Connections</li> <li>English 10 or Accl English 10</li> <li>Relationships</li> <li>Child Development</li> <li>Infant &amp; Toddler Development</li> <li>Social Issues</li> <li>Psychology or AP Psychology</li> <li>World Languages</li> <li>Student Aide</li> <li>Mentorship</li> <li>Physical Science</li> <li>Biology or AP Biology</li> <li>Career Readiness</li> <li>Ona Teacher Education Academy</li> <li>Unified PE</li> </ul>
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<p><b>Activities that describe what I like to do:</b></p> <ul style="list-style-type: none"> <li>Work with numbers</li> <li>Work to meet a deadline</li> <li>Make predictions based on existing facts</li> <li>Have a framework of rules by which to operate</li> <li>Analyze financial information and interpret it to others</li> <li>Handle money with accuracy and reliability</li> <li>Take pride in the way I dress and look</li> </ul> <p><b>Personal qualities that describe me:</b></p> <ul style="list-style-type: none"> <li>Trustworthy</li> <li>Orderly</li> <li>Self-confident</li> <li>Logical</li> <li>Methodical or efficient</li> </ul>	<p><b>Career Options:</b></p> <p><b>High School Diploma:</b></p> <ul style="list-style-type: none"> <li>*Bill &amp; Account Collector</li> <li>*Cashier</li> </ul> <p><b>Certification or Associate Degree:</b></p> <ul style="list-style-type: none"> <li>*Claim Adjuster</li> <li>*Loan Officer</li> <li>*Certified Financial Analyst</li> <li>*Financial Planner</li> <li>*Real Estate Appraiser</li> <li>*Accountant</li> </ul> <p><b>Bachelor's Degree or Higher:</b></p> <ul style="list-style-type: none"> <li>*Credit Analyst</li> <li>*Stockbroker</li> <li>*Business Consultant</li> <li>*Financial Manager</li> <li>*Financial Institution Manager</li> <li>*Tax Examiner/Revenue Agent</li> <li>*Insurance Agent</li> <li>*Financial Counselor</li> <li>*Financial Analyst</li> <li>*Actuary</li> <li>*Economist</li> </ul>	<p><b>Related OHS Courses:</b></p> <ul style="list-style-type: none"> <li>Introduction to Business</li> <li>Accounting 1, 2, &amp; 3</li> <li>Career Readiness</li> <li>Principles of Leadership</li> <li>Leadership Connections</li> <li>Personal Finance</li> <li>Business Law</li> <li>Building Wealth</li> <li>Street Law</li> <li>Principles of Marketing</li> <li>Management Principles</li> <li>Economics/AP Micro/AP Macro</li> <li>AP Precalculus</li> <li>College Algebra</li> <li>AP Statistics</li> <li>Entrepreneurship</li> <li>Computer Applications</li> <li>AP US Gov &amp; Politics</li> </ul>
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Executing governmental functions to include governance, national security, foreign service, planning, revenue & taxation regulation and management & administration at the local, state and federal levels.

<p><b>Activities that describe what I like to do:</b></p> <ul style="list-style-type: none"> <li>• Be involved in politics</li> <li>• Negotiate, defend, and debate ideas and topics</li> <li>• Plan activities and work cooperatively with others</li> <li>• Work with details</li> <li>• Perform a variety of duties that may change often</li> <li>• Analyze information and interpret it to others</li> <li>• Travel and see things that are new</li> </ul> <p><b>Personal qualities that describe me:</b></p> <ul style="list-style-type: none"> <li>• Good communicator</li> <li>• Competitive</li> <li>• Service-minded</li> <li>• Well-organized</li> <li>• Problem solver</li> </ul>	<p><b>Career Options:</b></p> <p><b>High School Diploma:</b></p> <ul style="list-style-type: none"> <li>*Mail Carrier</li> <li>*Infantry Forces</li> <li>*Artillery &amp; Missile Crew</li> <li>*Special Forces</li> </ul> <p><b>Certification or Associate Degree:</b></p> <ul style="list-style-type: none"> <li>*Postmaster</li> <li>*Judicial Reporter</li> <li>*Building Inspector</li> <li>*Translator &amp; Interpreter</li> <li>*Coroner</li> <li>*Paralegal</li> </ul> <p><b>Bachelor's Degree or Higher:</b></p> <ul style="list-style-type: none"> <li>*Accountant</li> <li>*Political Scientist</li> <li>*Urban Planner</li> <li>*Peace Corp Volunteer</li> <li>*City Manager</li> <li>*Social Services Admin</li> <li>*Emergency Management Specialist</li> <li>*Space System Technician</li> <li>*Occupational Health &amp; Safety Specialist</li> <li>*Lawyer</li> <li>*Auditor</li> </ul>	<p><b>Related OHS Courses:</b></p> <ul style="list-style-type: none"> <li>Introduction to Business</li> <li>Accounting 1, 2, &amp; 3</li> <li>Career Readiness</li> <li>Business Law</li> <li>Personal Finance</li> <li>Computer Applications</li> <li>Principles of Leadership</li> <li>Leadership Connections</li> <li>Principles of Marketing/Intl Marketing</li> <li>Management Principles</li> <li>Algebra 1 &amp; 2 / College Algebra</li> <li>AP Statistics / AP Precalculus</li> <li>US History</li> <li>World Languages</li> <li>Am Gov or AP US Gov't &amp; Politics</li> <li>Social Issues</li> <li>Psychology or AP Psychology</li> <li>Economics/AP Micro/AP Macro</li> <li>Street Law</li> <li>Communication Technology</li> <li>English 10 or Accl English 10</li> <li>Public Speaking</li> <li>Genocide Studie</li> <li>World History or AP World History</li> <li>Biotechnology</li> <li>EMR/Fire Fighter Academy</li> </ul>
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Planning, managing and providing therapeutic services, diagnostic services, health informatics, support services and biotechnology research and development.

<p><b>Activities that describe what I like to do:</b></p> <ul style="list-style-type: none"> <li>• Work under pressure</li> <li>• Help sick people and animals</li> <li>• Make decisions based on logic and information</li> <li>• Participate in health and science classes</li> <li>• Respond quickly and calmly in emergencies</li> <li>• Work as a member of a team</li> <li>• Follow guidelines precisely and meet strict standards of accuracy</li> </ul> <p><b>Personal qualities that describe me:</b></p> <ul style="list-style-type: none"> <li>• Compassionate and caring</li> <li>• Good at following directions</li> <li>• Conscientious and careful</li> <li>• Patient</li> <li>• Good listener</li> </ul>	<p><b>Career Options:</b></p> <p><b>High School Diploma:</b></p> <ul style="list-style-type: none"> <li>* Certified Nursing Assistant</li> <li>*Food Service Worker</li> </ul> <p><b>Certification or Associate Degree:</b></p> <ul style="list-style-type: none"> <li>*Medical Transcriptionist</li> <li>*Registered Nurse</li> <li>*Ultrasound Technician</li> <li>*Health Unit Clerk</li> <li>*Physical Therapist Assistant</li> <li>* Dental Assistant</li> <li>*Emergency Medical Tech</li> <li>* Surgical Tech</li> <li>*Cardiopulmonary Tech</li> <li>*Medical Lab Technician</li> <li>*Licensed Practical Nurse</li> </ul> <p><b>Bachelor's Degree or Higher:</b></p> <ul style="list-style-type: none"> <li>*Athletic Trainer</li> <li>*Surgeon</li> <li>*Psychiatrist</li> <li>*Occupational Therapist</li> <li>*Primary Care Physician</li> <li>*Biomedical Engineer</li> <li>*Physician Assistant</li> <li>*Anesthesiologist</li> <li>*Dietician</li> <li>*Dentist</li> <li>*Pathologist</li> <li>*Statistician</li> <li>*Pharmacist</li> </ul>	<p><b>Related OHS Courses:</b></p> <ul style="list-style-type: none"> <li>Child Development</li> <li>Infant &amp; Toddler Development</li> <li>Principles of Leadership</li> <li>Leadership Connections</li> <li>General Health</li> <li>Wellness</li> <li>Fitness for Life</li> <li>Biology or AP Biology</li> <li>Anatomy &amp; Physiology</li> <li>Chemistry 1</li> <li>AP Chemistry</li> <li>Physical Science</li> <li>AP Physics 1 &amp; 2</li> <li>Biotechnology</li> <li>AP Precalculus</li> <li>College Algebra</li> <li>AP Statistics</li> <li>Psychology or AP Psychology</li> <li>Relationships</li> <li>World Languages</li> <li>Certified Nursing Assistant</li> <li>Health Science Academy</li> <li>EMR/Fire Fighter Academy</li> </ul>
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<p><b>Activities that describe what I like to do:</b></p> <ul style="list-style-type: none"> <li>Investigate new places and activities</li> <li>Work with all ages and types of people</li> <li>Organize activities for others</li> <li>Have a flexible schedule</li> <li>Help people make up their minds</li> <li>Communicate easily, tactfully, and courteously</li> <li>Learn about other cultures</li> </ul> <p><b>Personal qualities that describe me:</b></p> <ul style="list-style-type: none"> <li>Compassionate and caring</li> <li>Good at following directions</li> <li>Conscientious and careful</li> <li>Patient</li> <li>Good listener</li> </ul>	<p><b>Career Options:</b></p> <p><b>High School Diploma:</b></p> <ul style="list-style-type: none"> <li>*Hotel Clerk</li> <li>*Cake Decorator</li> <li>*Restaurant Manager</li> <li>*Waitress/Waiter</li> <li>*Restaurant Cook</li> <li>*Recreational Facility Attendant</li> </ul> <p><b>Certification or Associate Degree:</b></p> <ul style="list-style-type: none"> <li>*Hotel/Motel Manager</li> <li>*Casino Manager</li> <li>*Conference Planner</li> <li>*Recreational Director</li> <li>*Taxidermist</li> <li>*Chef</li> </ul> <p><b>Bachelor's Degree or Higher:</b></p> <ul style="list-style-type: none"> <li>*Curator</li> <li>*Park Ranger</li> <li>*Director of Sales &amp; Marketing</li> <li>*Zookeeper</li> <li>*Coach</li> </ul>	<p><b>Related OHS Courses:</b></p> <ul style="list-style-type: none"> <li>Introduction to Business</li> <li>Career Readiness</li> <li>Personal Finance</li> <li>Principles of Leadership</li> <li>Leadership Connections</li> <li>Principles of Marketing</li> <li>Management Principles</li> <li>Sports &amp; Entertainment Marketing</li> <li>International Marketing</li> <li>Accounting 1, 2, &amp; 3</li> <li>Entrepreneurship</li> <li>Foods</li> <li>English 10 or Accl English 10</li> <li>Public Speaking</li> <li>Graphic Design</li> <li>Digital Photography</li> <li>Psychology or AP Psychology</li> <li>World Languages</li> <li>Computer Applications</li> <li>Communication Technology</li> <li>Select PE</li> <li>Adventure &amp; Outdoor Pursuits</li> </ul>
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<p><b>Activities that describe what I like to do:</b></p> <ul style="list-style-type: none"> <li>Care about people, their needs, and their problems</li> <li>Participate in community services and/or volunteering</li> <li>Listen to other people's viewpoints</li> <li>Help people be at their best</li> <li>Work with people from preschool age to old age</li> <li>Think of new ways to do things</li> <li>Make friends with different kinds of people</li> </ul> <p><b>Personal qualities that describe me:</b></p> <ul style="list-style-type: none"> <li>Good communicator/good listener</li> <li>Caring</li> <li>Non-materialistic</li> <li>Intuitive and logical</li> <li>Non-judgmental</li> </ul>	<p><b>Career Options:</b></p> <p><b>High School Diploma:</b></p> <ul style="list-style-type: none"> <li>*Aerobics Instructor</li> <li>*Home Support Worker</li> <li>*Customer Service Representative</li> <li>*Nanny</li> </ul> <p><b>Certification or Associate Degree:</b></p> <ul style="list-style-type: none"> <li>*Cosmetologist</li> <li>*Personal Trainer</li> <li>*Child Care Assistant</li> <li>*Mortician</li> <li>*Preschool Teacher</li> <li>*Barber</li> </ul> <p><b>Bachelor's Degree or Higher:</b></p> <ul style="list-style-type: none"> <li>*Psychologist</li> <li>*AODA Counselor</li> <li>*Clergy</li> <li>*Financial Counselor</li> <li>*School Counselor</li> <li>*Social Worker</li> <li>*Vocational Rehabilitation Counselor</li> <li>*Psychiatrist</li> <li>*Dietician</li> </ul>	<p><b>Related OHS Courses:</b></p> <ul style="list-style-type: none"> <li>Principles of Marketing</li> <li>English 10 or Accl English 10</li> <li>Public Speaking</li> <li>Ethnic Literature</li> <li>College Algebra</li> <li>AP Statistics</li> <li>Principles of Leadership</li> <li>Leadership Connections</li> <li>Principles of Marketing</li> <li>Personal Finance</li> <li>Career Readiness</li> <li>Street Law</li> <li>Relationships</li> <li>Child Development</li> <li>Infant &amp; Toddler Development</li> <li>General Health</li> <li>Wellness</li> <li>Fitness for Life</li> <li>Anatomy &amp; Physiology</li> <li>Social Issues</li> <li>Psychology or AP Psychology</li> <li>Economics/AP Micro/AP Macro</li> <li>Computer Applications</li> <li>World Languages</li> <li>AP US Gov &amp; Politics</li> <li>Biotechnology</li> <li>Ona Teacher Education Academy</li> </ul>
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<p><b>Activities that describe what I like to do:</b></p> <ul style="list-style-type: none"> <li>• Work with computers</li> <li>• Reason clearly and logically to solve complex problems</li> <li>• Use machines, techniques, and processes</li> <li>• Read technical materials and diagrams</li> <li>• Solve technical problems</li> <li>• Adapt to change</li> <li>• Play video games and figure out how they work</li> <li>• Concentrate for long periods without being distracted</li> </ul> <p><b>Personal qualities that describe me:</b></p> <ul style="list-style-type: none"> <li>• Logical/analytical thinker</li> <li>• See details in the big picture</li> <li>• Persistent</li> <li>• Good concentration skills</li> <li>• Precise and accurate</li> </ul>	<p><b>Career Options:</b></p> <p><b>High School Diploma:</b></p> <ul style="list-style-type: none"> <li>*Careers in this field require more than minimal experience or on the job training.</li> </ul> <p><b>Certification or Associate Degree:</b></p> <ul style="list-style-type: none"> <li>*Network Specialist</li> <li>*Sound Manager</li> <li>*Computer Support Spec</li> <li>*Graphic Designer</li> <li>*Video Game Designer</li> <li>*Computer Security Spec</li> </ul> <p><b>Bachelor's Degree or Higher:</b></p> <ul style="list-style-type: none"> <li>*Computer Programmer</li> <li>*Software Engineer</li> <li>*Computer Engineer</li> <li>*Computer Network Coordinator</li> <li>*Data Communications Analyst</li> <li>*Computer System Analyst</li> <li>*Animator</li> <li>*Webmaster</li> </ul>	<p><b>Related OHS Courses:</b></p> <ul style="list-style-type: none"> <li>Computer Applications</li> <li>Graphic Design</li> <li>Communication in Media</li> <li>Principles of Leadership</li> <li>Leadership Connections</li> <li>AP Computer Science A</li> <li>AP Computer Science Principles</li> <li>Exploring Technology &amp; Engineering</li> <li>Intro to Engineering Design</li> <li>Principles of Engineering</li> <li>Communication Technology</li> <li>Robotics 1 &amp; 2</li> <li>College Algebra</li> <li>AP Statistics</li> <li>AP Precalculus</li> <li>AP Calculus AB/AP Calculus BC</li> <li>Economics/AP Micro/AP Macro</li> <li>ECCP Computer Science</li> </ul>
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<p><b>Activities that describe what I like to do:</b></p> <ul style="list-style-type: none"> <li>• Work under pressure or in the face of danger</li> <li>• Make decisions based on my own observations</li> <li>• Interact with other people</li> <li>• Be in positions of authority</li> <li>• Respect rules and regulations</li> <li>• Debate and win arguments</li> <li>• Observe and analyze people's behavior</li> </ul> <p><b>Personal qualities that describe me:</b></p> <ul style="list-style-type: none"> <li>• Adventurous</li> <li>• Dependable</li> <li>• Community-minded</li> <li>• Decisive</li> <li>• Optimistic</li> </ul>	<p><b>Career Options:</b></p> <p><b>High School Diploma:</b></p> <ul style="list-style-type: none"> <li>*Dispatcher</li> <li>*Parking Enforcement</li> <li>*Security Guard</li> </ul> <p><b>Certification or Associate Degree:</b></p> <ul style="list-style-type: none"> <li>*Bailiff</li> <li>*Firefighter</li> <li>*Paralegal Assistant</li> <li>*Police Officer</li> <li>*Correctional Officer</li> <li>*Court Reporter</li> <li>*Legal Secretary</li> <li>*Police Canine Trainer</li> </ul> <p><b>Bachelor's Degree or Higher:</b></p> <ul style="list-style-type: none"> <li>*Arbitrator</li> <li>*Judge</li> <li>*EMT</li> <li>*Private Investigator</li> <li>*Lawyer</li> <li>*State Patrol Officer</li> <li>*FBI Agent</li> <li>*Probation/Parole Officer</li> <li>*Forensic Science Technician</li> </ul>	<p><b>Related OHS Courses:</b></p> <ul style="list-style-type: none"> <li>Business Law</li> <li>Introduction to Business</li> <li>Computer Applications</li> <li>Career Readiness</li> <li>Digital Photography</li> <li>Economics/ AP Micro/AP Macro</li> <li>Public Speaking</li> <li>Principles of Leadership</li> <li>Leadership Connections</li> <li>Social Issues</li> <li>Am Govt or AP US Gov't &amp; Politics</li> <li>AP Psychology</li> <li>Street Law</li> <li>World Languages</li> <li>English 11 or AP Lang &amp; Comp</li> <li>Ethnic Literature</li> <li>World Literature</li> <li>Genocide Studies</li> <li>Biotechnology</li> <li>EMR/Fire Fighter Academy</li> </ul>
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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.

<p><b>Activities that describe what I like to do:</b></p> <ul style="list-style-type: none"> <li>• Work with my hands and learn from hands on activities</li> <li>• Put things together</li> <li>• Do routine, organized and accurate work</li> <li>• Perform activities that produce tangible results</li> <li>• Apply math to work out solutions</li> <li>• Use hand and power tools and operate equipment/machinery</li> <li>• Visualize objects in three dimensions from flat drawings</li> </ul> <p><b>Personal qualities that describe me:</b></p> <ul style="list-style-type: none"> <li>• Practical</li> <li>• Observant</li> <li>• Physically active</li> <li>• Step-by-step thinker</li> <li>• Coordinated</li> </ul>	<p><b>Career Options:</b></p> <p><b>High School Diploma:</b></p> <ul style="list-style-type: none"> <li>*Industrial Truck Operator</li> <li>*Engraver</li> <li>*Production Assembler</li> <li>*Metal Fabricating Machine Setup Operator</li> <li>*Biomedical Equipment Technician</li> </ul> <p><b>Certification or Associate Degree:</b></p> <ul style="list-style-type: none"> <li>*Tool &amp; Die Makers</li> <li>*Locksmith</li> <li>*Computer Tech</li> <li>*Machinist</li> <li>*Industrial Mechanic</li> <li>*Welder</li> <li>*Production/Planning Clerk</li> <li>*Gasoline Engine Tech</li> <li>*Combination Welder</li> <li>*Woodworker</li> <li>*Quality Control Tech</li> <li>*Tool Programmers</li> <li>*Dental Laboratory Tech</li> <li>*Ornamental Iron Worker</li> </ul> <p><b>Bachelor's Degree or Higher:</b></p> <ul style="list-style-type: none"> <li>*Engineering Manager</li> <li>*Mechanical Engineer</li> <li>*Electrical Engineer</li> <li>*Industrial Engineer</li> <li>*Sound Equipment Manager</li> </ul>	<p><b>Related OHS Courses:</b></p> <ul style="list-style-type: none"> <li>Technology &amp; Engineering</li> <li>Intro to Engineering Design</li> <li>Principles of Engineering</li> <li>Building and Trades</li> <li>Metal Engineering &amp; Manufacturing</li> <li>Welding Technology</li> <li>Wood Design &amp; Fabrication</li> <li>Advanced Wood Design &amp; Fabrication</li> <li>Transportation</li> <li>Robotics 1 &amp; 2</li> <li>Introduction to Business</li> <li>Principles of Leadership</li> <li>Leadership Connections</li> <li>Computer Applications</li> <li>AP Computer Science A</li> <li>AP Computer Science Principles</li> <li>Business Law</li> <li>Personal Finance</li> <li>Principles of Marketing</li> <li>Accounting 1, 2, &amp; 3</li> <li>Entrepreneurship</li> <li>Algebra 1 &amp; 2</li> <li>Geometry</li> <li>Career Readiness</li> <li>Physical Science</li> <li>AP Physics 1 &amp; 2</li> <li>Chemistry 1</li> </ul>
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Planning, managing and performing marketing activities to reach organizational objectives.

<p><b>Activities that describe what I like to do:</b></p> <ul style="list-style-type: none"> <li>• Shop and go to the mall</li> <li>• Be in charge</li> <li>• Make displays and promote ideas</li> <li>• Give presentations and enjoy public speaking</li> <li>• Persuade people to buy products or to participate in activities</li> <li>• Communicate my ideas to other people</li> <li>• Take advantage of opportunities to make extra money</li> </ul> <p><b>Personal qualities that describe me:</b></p> <ul style="list-style-type: none"> <li>• Enthusiastic</li> <li>• Competitive</li> <li>• Creative</li> <li>• Self-motivated</li> <li>• Persuasive</li> </ul>	<p><b>Career Options:</b></p> <p><b>High School Diploma:</b></p> <ul style="list-style-type: none"> <li>*Antique &amp; Collectible Dealer</li> <li>*Wedding Planner</li> <li>*Customer Service Representative</li> </ul> <p><b>Certification or Associate Degree:</b></p> <ul style="list-style-type: none"> <li>*Advertising Layout Designer</li> <li>*Broker</li> <li>*Real Estate Agent</li> <li>*Buyer</li> <li>*Retail Manager</li> <li>*Purchasing Manager</li> <li>*Display Person</li> </ul> <p><b>Bachelor's Degree or Higher:</b></p> <ul style="list-style-type: none"> <li>*Advertising Manager</li> <li>*Research Analyst</li> <li>*Marketing Manager</li> <li>*Market Research</li> <li>*Public Relations Manager</li> <li>*Insurance Agent</li> <li>*Department Store Manager</li> </ul>	<p><b>Related OHS Courses:</b></p> <ul style="list-style-type: none"> <li>Introduction to Business</li> <li>Computer Applications</li> <li>Accounting 1, 2, 3</li> <li>Career Readiness</li> <li>Business Law</li> <li>Personal Finance</li> <li>Graphic Design</li> <li>Principles of Leadership</li> <li>Leadership Connections</li> <li>Principles of Marketing</li> <li>Entrepreneurship</li> <li>Sports &amp; Entertainment Marketing</li> <li>International Marketing</li> <li>Management Principles</li> <li>Public Speaking</li> <li>English 10 or Accl English 10</li> <li>Psychology/AP Psychology (H)</li> <li>Communication Technology</li> <li>Photoshop &amp; Digital Imaging</li> <li>World Languages</li> <li>Digital Photography</li> <li>Economics/AP Micro/AP Macro</li> </ul>
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Planning, managing and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services & research and development services.

<p><b>Activities that describe what I like to do:</b></p> <ul style="list-style-type: none"> <li>Interpret formulas</li> <li>Find the answers to questions</li> <li>Work in a laboratory</li> <li>Figure out how things work and investigate new things</li> <li>Explore new technology</li> <li>Experiment to find the best way to do something</li> <li>Pay attention to details and help things be precise</li> </ul> <p><b>Personal qualities that describe me:</b></p> <ul style="list-style-type: none"> <li>Detail-oriented</li> <li>Inquisitive</li> <li>Objective</li> <li>Methodical</li> <li>Mechanically inclined</li> </ul>	<p><b>Career Options:</b></p> <p><b>High School Diploma:</b></p> <ul style="list-style-type: none"> <li>*Statistical Clerk</li> </ul> <p><b>Certification or Associate Degree:</b></p> <ul style="list-style-type: none"> <li>*Chemical Technician</li> <li>*Mechanical Drafter</li> <li>*Electronics Technician</li> <li>*Tool Designer</li> <li>*Food Processing Tech</li> <li>*Biological Technician</li> </ul> <p><b>Bachelor's Degree or Higher:</b></p> <ul style="list-style-type: none"> <li>*Anthropologist</li> <li>*Chemical Engineer</li> <li>*Software Engineer</li> <li>*Aerospace Engineer</li> <li>*Agricultural Engineer</li> <li>*Civil Engineer</li> <li>*Computer Programmer</li> <li>*Oceanographer</li> <li>*Insurance Underwriter</li> <li>*Meteorologist</li> <li>*Wildlife Biologist</li> <li>*Geologist</li> <li>*Seismologist</li> <li>*Physicist</li> <li>*Veterinarian</li> </ul>	<p><b>Related OHS Courses:</b></p> <ul style="list-style-type: none"> <li>Physical Science</li> <li>Biology or AP Biology</li> <li>Anatomy &amp; Physiology</li> <li>Astronomy</li> <li>Botany</li> <li>Chemistry 1</li> <li>AP Chemistry</li> <li>Earth Science</li> <li>AP Physics 1 &amp; 2</li> <li>AP Computer Science A</li> <li>AP Computer Science Principles</li> <li>Principles of Leadership</li> <li>Leadership Connections</li> <li>Biotechnology</li> <li>Exploring Technology &amp; Engineering</li> <li>Intro to Engineering Design</li> <li>Communication Technology</li> <li>Photoshop &amp; Digital Imaging</li> <li>Principles of Engineering</li> <li>Robotics 1 and 2</li> <li>Economics/AP Micro/Macro</li> <li>Geometry</li> <li>AP Precalculus</li> <li>AP Calculus AB/AP Calculus BC</li> <li>College Algebra</li> <li>AP Statistics</li> <li>World Languages</li> </ul>
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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.

<p><b>Activities that describe what I like to do:</b></p> <ul style="list-style-type: none"> <li>Travel</li> <li>See well and have quick reflexes</li> <li>Solve mechanical problems</li> <li>Design efficient processes</li> <li>Anticipate needs and prepare to meet them</li> <li>Drive or ride</li> <li>Move things from one place to another</li> </ul> <p><b>Personal qualities that describe me:</b></p> <ul style="list-style-type: none"> <li>Realistic</li> <li>Mechanical</li> <li>Coordinated</li> <li>Observant</li> <li>Planner</li> </ul>	<p><b>Career Options:</b></p> <p><b>High School Diploma:</b></p> <ul style="list-style-type: none"> <li>*Traffic Clerk</li> <li>*Highway Maintenance</li> </ul> <p><b>Certification or Associate Degree:</b></p> <ul style="list-style-type: none"> <li>*Automobile Painter</li> <li>*Flight Attendant</li> <li>*Railroad Conductor</li> <li>*Truck Driver</li> <li>*Small Engine Technician</li> <li>*Aircraft Mechanic</li> <li>*Diesel Technician</li> <li>*Environmental Technician</li> <li>*Surveying Technician</li> <li>*Hoist/Winch Operator</li> <li>*Motorcycle Mechanic</li> <li>*Power Plant Operator</li> <li>*Bridge &amp; Gantry Crane Operator</li> <li>*Hazardous Waste Specialist</li> <li>*Heavy Construction Equipment Technician</li> </ul> <p><b>Bachelor's Degree or Higher:</b></p> <ul style="list-style-type: none"> <li>*Airline Pilot</li> <li>*Astronaut</li> <li>*Travel Agent/Agency Manager</li> <li>*Public Health Sanitation</li> <li>*Transportation Operation Manager</li> </ul>	<p><b>Related OHS Courses:</b></p> <ul style="list-style-type: none"> <li>Introduction to Business</li> <li>Career Readiness</li> <li>Business Law</li> <li>Am Gov or AP US Gov't &amp; Politics</li> <li>Building &amp; Trades</li> <li>Transportation</li> <li>Principles of Leadership</li> <li>Leadership Connections</li> <li>Computer Applications</li> <li>Wood Design &amp; Fabrication</li> <li>Advanced Wood Design &amp; Fabrication</li> <li>Exploring Technology &amp; Engineering</li> <li>Communication Technology</li> <li>Photoshop &amp; Digital Imaging</li> <li>Principles of Marketing</li> <li>Economics/AP Micro/AP Macro</li> <li>AP Physics 1 &amp; 2</li> <li>World Languages</li> <li>Auto/Diesel Academy</li> </ul>
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# ART COURSE SEQUENCE

ART	Credit	Fee	Prereq	Grade Level			
				9	10	11	12
Art Foundations	0.5		N	X	X	X	X
Drawing	0.5		Y	X	X	X	X
Painting	0.5		Y	X	X	X	X
Ceramics	0.5		Y*		X	X	X
Sculpture - <b>NEW</b>	0.5		Y*		X	X	X
Digital Photography (DC)	0.5		Y		X	X	X
Airbrush	0.5		Y		X	X	X
Advanced 2D Art	0.5		Y		X	X	X
Advanced 3D Art - <b>NEW</b>	0.5		Y		X	X	X
AP 2D Art and Design (H)	1.0		Y			X	X
AP 3D Art and Design (H) - <b>NEW</b>	1.0		Y			X	X
AP Drawing (H)	1.0		Y			X	X
UWL Gen Art Foundations (H) (DC)	0.5		N		X	X	X

\*No prerequisite required for juniors and seniors who want to take Sculpture.

## ART COURSES

### ART FOUNDATIONS

.5 Credit

1005  
 Grades 9-12  
 Art Foundations is a course designed to introduce the **elements of design** through a variety of projects. Several styles of art will be looked at, and a variety of materials and art techniques will be explored. Both 2D and 3D work will be created.

### DRAWING

.5 Credit

Pre: Art Foundations

1013  
 Grades 9-12  
 Drawing is an introduction to creative processes through the use of traditional and non-traditional art media. Students will use pencil, charcoal, oil pastels, ink, paints, and mixed media to create meaningful drawings. A strong studio practice will be developed which will prepare students to take a semester of Advanced Studio Art 2D or a year of AP 2D Art and Design.

### PAINTING

.5 Credit

Pre: Art Foundations or Senior Status

1021  
 Grades 9-12  
 Painting is an introduction to creative processes through the use of traditional and non-traditional art media. Students will use both watercolor and acrylic paints on both paper and canvas. A strong studio practice will be developed which will prepare students to take a semester of Advanced Studio Art 2D or a year of AP 2D Art and Design.

### CERAMICS

.5 Credit

Pre: Art Foundations or Senior Status

1032  
 Grades 10-12  
 Ceramics is an introduction to clay with an emphasis placed on hand-built ceramic construction, basic potter's wheel techniques, and creative glazing techniques. A strong studio practice will be developed which will prepare students to take a semester of Advanced Studio Art 3-D or a year of AP 3-D Art and Design.

**SCULPTURE - NEW**

.5 Credit

Pre: Art Foundations or Jr/Sr Status

1023

Grades 10-12

Sculpture is an introduction to 3D techniques using wire, 3D printing, ceramics, paper mache, found objects assemblage, installations, and digital documentation. Students will focus their creative ideas to craft art that is dynamic in all 3 dimensions. A strong studio practice will be developed which will prepare students to take a semester of Advanced Studio Art 3D or a year in AP 3D Art.

**DIGITAL PHOTOGRAPHY***Dual Credit*

.5 Credit

Pre: Art Foundations or Senior Status

1024

Grades 10-12

Digital Photography is a course that will challenge each student to explore the relationship between digital imagery and fine art. Areas of study will include the fundamentals of design and composition in photography, how to edit and manipulate photographs, careers related to digital photography, famous photographers, local photographers, and many genres of photography. A strong studio practice will be developed which will prepare students to take a semester of Advanced Studio Art 2D or a year of AP 2D Art and Design.

**AIRBRUSH**

.5 Credit

Pre: Art Foundations or Senior Status

1001

Grades 10-12

Airbrush is an introductory course that emphasizes the basic skills and competencies needed to do airbrush renderings. The course starts with simple exercises that, by the end of the semester, will result in a complex commercial illustration. A strong studio practice will be developed which will prepare students to take a semester of Advanced Studio Art 2D or a year of AP 2D Art and Design.

**ADVANCED 2D ART**

.5 Credit

Pre: Drawing for Adv 2D Drawing,  
Painting for Adv 2D Painting,  
Airbrush for Adv 2D Airbrush

1034

Grades 10-12

Advanced 2D Art is a semester-long upper level studio course designed for students to further their development in drawing, painting, or airbrush. It is possible for students to take this course multiple times depending on completion of prerequisites. For this reason the main emphasis will be placed on the planning, communication, creative problem solving, and idea development through student driven themes and research. This is a desirable course for any student planning to take AP 2-D Art (H) & Design or AP Drawing (H) or wishing to develop a strong portfolio for college/art school entrance requirements.

**ADVANCED 3D ART**

.5 Credit

Pre: Ceramics for Adv 3D Ceramics,  
Sculpture for Adv 3D Sculpture

1027

Grades 10-12

Advanced 3D Art is a semester-long upper level studio course designed for students to further their development in a 3D medium including ceramics or sculpture. Emphasis is placed on both technical abilities and conceptual development. This is a desirable course for any student planning to take AP 3D Art (H).

**AP 2D ART AND DESIGN (H)**

1.0 Credit

Pre: Art Foundations,  
Drawing & Painting

1030/1031 or 1037/1038

Grades 11-12

Advanced Placement 2D Art and Design is a year-long course designed for advanced art students who want to further their artistic development in the area of 2 dimensional artwork. Emphasis of this course is placed on the specialized development of the Advanced Placement Art Portfolio in the area of 2D artwork. 2D processes include but are not limited to: drawing, painting, graphic design, photography, collage, printmaking, fashion illustration and others. Students will engage in research, idea development, project planning, visual communication and creative problem solving.

**AP 3D ART AND DESIGN (H)**

1.0 Credit

Pre: Art Foundations, Ceramics,  
& Sculpture

1028/1029

Grade 11-12

Advanced Placement 3D Art and Design is a year-long course designed for advanced art students who want to further their artistic development in the area of 3 dimensional artwork. Emphasis of this course is placed on the specialized development of the Advanced Placement Art Portfolio in the area of 3D artwork. 3D processes include but are not limited to: sculpture, ceramics, architectural rendering, metal work, and others. Students will engage in research, idea development, project planning, visual communication and creative problem solving.

**AP DRAWING) (H)**

1.0 Credit

Pre: Art Foundations,  
Drawing & Painting

1030/1031 or 1037/1038

Grade 11-12

Advanced Placement Drawing is a year-long course designed for advanced art students who want to further their artistic development in the area of drawing. Emphasis of this course is placed on the specialized development of the Advanced Placement Art Portfolio in the area of drawing. Students will refine and apply skills and ideas they develop throughout the course to produce drawings that reflect personal ideas and skills such as mark-making, line, surface quality, space, light, shade, and composition. Students will engage in research, idea development, project planning, visual communication and creative problem solving.

**UWL GEN ART FOUNDATIONS (H) (DC)**

.5 credit

1039

Grade 10-12

A rectangular box with a black border containing the text "Dual Credit" in a stylized, italicized font.

In this introductory course in visual art, students will have the opportunity to earn up to 3 credits through UW-La Crosse, as long as they meet UWL dual enrollment criteria. The course has emphasis on understanding the methods of art making in a variety of studio disciplines. Topics include recognition of visual elements and principles of design, methods of applying these elements and principles throughout a variety of art forms, thematic development, relationship of the visual arts to other fields of human endeavor, and an introduction to writing about visual art. Course content includes representative paradigms of world art, Western art, multicultural and contemporary art. Critical thinking is explored through responses to the visual arts through active involvement with various creative processes and media.



# **BUSINESS AND MARKETING COURSE SEQUENCE**

<b>BUSINESS &amp; MARKETING</b>	<b>Credit</b>	<b>Fee</b>	<b>Prereq</b>	<b>Grade Level</b>			
				<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Introduction to Business (DC)	0.5		N	X	X		
Computer Applications (DC)	0.5		N	X	X	X	X
Graphic Design	0.5		N	X	X	X	X
Yearbook	1.0		N		X	X	X
Computer Science	1.0		N	X	X	X	X
AP Computer Science Principles (H)	1.0		Y	X	X	X	X
AP Computer Science A (H) - <b>NEW</b>	1.0		Y	X	X	X	X
Principles of Leadership	0.5		N	X	X	X	X
Leadership Connections	0.5		Y			X	X
Career Readiness	0.5		N		X	X	X
Accounting 1	0.5		N		X	X	X
Accounting 2	0.5		Y		X	X	X
Accounting 3 (H) (DC)	0.5		Y			X	X
Personal Finance	0.5		N		X	X	X
Building Wealth (H)	0.5		Y			X	X
Business Law	0.5		N			X	X
Principles of Marketing (DC)	0.5		N		X	X	X
Sports & Entertainment Marketing	0.5		Y		X	X	X
Entrepreneurship	0.5		N			X	X
International Marketing (H)	0.5		Y			X	X
Management Principles (H)	0.5		Y			X	X

## **BUSINESS COURSES**

### **INTRODUCTION TO BUSINESS**

1115

Grades 9-10

This course will assist students with consumer decision-making, prepare them for future employment, and serve as a background for other business and marketing courses. Topics include:

- Basic Economics
- Intro to personal finance
- Basic accounting skills
- Budgeting your money & checking accounts
- Running a business/Entrepreneurship

*Dual Credit*

.5 Credit

### **COMPUTER APPLICATIONS**

1163

Grades 9-12

Students will learn the touch method for keying alphabetic letters and numbers. Students will also learn how to navigate and use the various Microsoft Office programs including: Word, Excel, and PowerPoint. Through this course, students will have the opportunity to earn the Microsoft Office Specialist certification in all 3 programs.

*Dual Credit*

.5 Credit

**GRAPHIC DESIGN**

.5 Credit

1136

Grades 9-12

This course introduces students to a career in graphic design. Using the programs InDesign, Photoshop, and Illustrator, the students will learn to combine text and graphics to create attractive layouts. Units covered include:

- Brochures
- Flyers
- Advertisements
- Invitations
- Newspapers
- Magazines
- Business cards
- Graduation announcements

**YEARBOOK**

1.0 Credit

Pre: Teacher Evaluation

1150/1151

Grades 10-12

Students enrolled in this year-long course are responsible for the production of the *Aksalano* yearbook and the Senior Memory Book. Strong teamwork skills are essential, as students work closely with peers and advisers in order to create and publish a quality yearbook. Students are responsible for photographing evening events, creating and designing pages, and proofreading work. Students taking this course should be highly motivated, creative, and willing to work with others.

**COMPUTER SCIENCE**

1.0 Credit

1152/1153

Grades 9-12

Exploring Computer Science is a yearlong course that is developed around a framework of both computer science content and computational practice. Assignments and instruction are contextualized to be socially relevant and meaningful for diverse students. Units utilize a variety of tools/platforms, and culminate with final projects around the following topics:

- Human computer interaction
- Programming
- Problem solving
- Data analysis
- Web design
- Artificial Intelligence

**AP COMPUTER SCIENCE PRINCIPLES (H)**

1.0 Credit

Pre: Alg. 1

1154/11542

Grades 9-12

AP Computer Science Principles is an introductory college-level course that introduces students to the field of computer science. Students learn to design and evaluate solutions to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. Course units include:

- App Design
- Digital Information
- The Internet
- Programming in Python
- Data Analysis
- Cybersecurity

**AP COMPUTER SCIENCE A (H)**

1.0 Credit

Pre: AP Computer Science Principles

1166/1167

Grades 9-12

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. Computational Thinking Practices include:

- Program Design
- Algorithm Development
- Code Logic
- Code Implementation
- Code Testing
- Documentation

**PRINCIPLES OF LEADERSHIP**

.5 Credit

1155

Grades 9-12

Principles of Leadership focuses on leadership attributes that can be identified, modeled and taught. The class is primarily experimentally based and emphasizes the importance of communication, character, personal growth, and building strong relationships and teams. A variety of initiatives will be used to facilitate the learning of skills and, along with various media, reinforce those skills throughout the semester.

**LEADERSHIP CONNECTIONS**

.5 Credit

Pre: Prin of Leadership

1156

Grades 11-12

This junior/senior leadership course provides students with advanced training in group processing, presentation skills, and real-world situations by planning, implementing, and evaluating projects in local elementary and middle schools as well as community organizations. Leadership Connections is designed to empower and give students the opportunity to become successful leaders and contributors in the school and community. A key aspect of this class is the application and modeling of concepts learned from Principles of Leadership, such as communication, group process, managerial skills, and organizational skills. Students will be expected to put in after-school hours to gain credit for the course. Off campus experiences may be a required component of this course. Students will also have the opportunity to work toward the Wisconsin Department of Public Instruction Youth Leadership Certificate. The certificate allows:

- Students to document their leadership skills and service hours
- Employers and community organizations to assess the skills necessary for success
- Educators to customize instruction and experiences help learners to acquire valuable leadership skills

**CAREER READINESS**

.5 Credit

1148

Grades 10-12

In this course students will improve communication skills they currently use and develop communication skills they will use in the workplace. Specific topics include:

- **Field Trips to learn about different careers:** Kwik Trip distribution center, Altra Operations Center, Onalaska School District offices, Onalaska City Hall are the various field trips that this class has gone on to talk to many different guest speakers.
- **Communicating and Leadership:** Improve these vital skills. Create and give effective presentations.
- **Listening and Teamwork:** Learn how to become a better listener and a better team member.
- **Career Exploration:** Find out what's hot and what's not in careers; research a career and present your findings.
- **Employment:** Go through the process for getting a job: application forms and letters, resumes, and job interviews.
- **Paycheck Deductions:** Learn about the different deductions from a paycheck and how to calculate them.
- **Income Tax Returns:** Learn how to prepare an income tax return, so you can be ready for Tax Day - April 15.

**ACCOUNTING 1**

.5 Credit

1101

Grades 10-12

Known as the "language of business", this course is for all students interested in a career in the business world. This introductory course will acquaint students with basic accounting skills needed to track money throughout a business as well as complete financial records. If students are interested in taking both Accounting 1 and 2, it is recommended to take Accounting 1 first semester and Accounting 2 second semester during the same year.

**ACCOUNTING 2**

.5 Credit

Pre: Accounting 1

1104

Grades 10-12

This course gives students a deeper knowledge of accounting principles that we introduced in Accounting 1. Previously learned accounting procedures will be applied to more complicated types of businesses, including corporations. Students will learn why the accounting field is one of the most in-demand career paths and will gain a better understanding of the features Microsoft Excel has to offer when performing accounting activities.

**ACCOUNTING 3 (H)****Dual Credit**

.5 Credit

Pre: Accounting 1 &amp; 2

1110

Grades 11-12

This class adds new concepts to those already mastered in Accounting 1 and 2. Computers will be used to complete much of the accounting work. This class is especially important for those students planning further studies in accounting-related areas after high school.

**PERSONAL FINANCE**

.5 Credit

1133

Grades 10-12

This course covers topics that will educate students on basic financial planning and investment strategies. Topics covered include:

- Salary, commission, and hourly pay
- Buying Insurance (property, auto, health, life, etc.)
- FICA, federal income, and state taxes
- Importance of good credit (cards, reports, mortgages, etc.)
- Balancing a checking account
- Purchasing an automobile and house
- Savings accounts (deposits, interest, etc.)
- Understanding and preparing tax forms
- Investments (CD's, money market, stocks, etc.)
- Savings for the future (IRA's, TSA's, 401k, etc.)
- Credit Score
- Money management and budget
- Renting an apartment

**BUILDING WEALTH (H)**

.5 Credit

Pre: Personal Finance

1134

Grades 11-12

This junior and senior level course will prepare students for the life ahead by allowing them to take control of their financial future. The purpose of this class is to introduce students to some of the most important and relevant subject areas they will use as young adults in "real-life." Paying for college, avoiding unnecessary debt, filing taxes, saving for retirement, and learning how to properly invest are a few topics that will help students make better decisions in their everyday life.

**BUSINESS LAW**

.5 Credit

1105

Grades 11-12

Students will be introduced to the law and will be taking a field trip to the La Crosse County Courthouse to see some real-life cases that govern businesses. Topics to be covered include:

- Ethics & law
- Contract law
- Buying and insuring a car
- Warranty laws
- Wills
- Marriage and divorce laws
- Criminal law
- Trial procedure
- Insurance
- Consumer protection
- Laws of tort
- Employment contracts
- Renting laws
- Federal & state court systems

**PRINCIPLES OF MARKETING****Dual Credit**

.5 Credit

1139

Grades 10-12

Students will learn the foundations and principles of marketing. We will explore the consumer approach of how marketing affects all consumers. Specifically we will discuss the foundations of marketing, economics and sales. This is a foundation course to Sports and Entertainment Marketing, International Marketing, and Marketing Management.

**SPORTS AND ENTERTAINMENT MARKETING**

.5 Credit

Pre: Prin of Marketing

1137

Grades 10-12

Students will focus on the following foundations of the Marketing Education curriculum: Promotion, Product and Service Planning, Pricing and Product Bundling as it deals specifically with the industries of sports, entertainment and recreational marketing. Students will plan and execute a major sports or entertainment project during the semester and be involved in the promotion of the online school store.

**ENTREPRENEURSHIP**

.5 Credit

1138

Grades 11-12

Students will explore the world of small business ownership and the important characteristics of an entrepreneurship work ethic in all careers. Students enrolled in the entrepreneurship class will be directly involved in the management of the online school store.

**INTERNATIONAL MARKETING (H)**

.5 Credit

Pre: Prin of Marketing

1145

Grades 11-12

America's future is rooted in the global economy. This course provides students with a global perspective of economics, political structure and culture, and will open your eyes concerning globalization's impact on day-to-day living and personal finance. Cultural customs and traditions, trade, currency, business travel, geography, current events, international marketing, global issues, and career opportunities will be major topics of discussion. This course makes students aware of the growing need for becoming active in a global business economy and provides a solid foundation for further courses in business and international studies.

**MANAGEMENT PRINCIPLES (H)**

.5 Credit

Pre: Minimum of any two  
Business/Marketing/Leadership  
course

1165

Grade 11-12

The learner will explore the role of effective management within organizations. Emphasis is placed on demonstrating understanding of the four main categories of management responsibilities: planning, organizing, leading and controlling. Students will work on determining their own strengths and weaknesses with regard to management and use case studies and other classroom activities to strengthen these skills.



# ENGLISH COURSE SEQUENCE

ENGLISH	Credit	Fee	Prereq	Grade Level			
				9	10	11	12
English 9	1.0		N	X			
English 9 Accelerated	1.0		N	X			
English 10	1.0		Y		X		
English 10 Accelerated	1.0		Y		X		
English 11	1.0		Y			X	
AP Language & Composition (H)	1.0		Y			X	X
Writing for College	0.5		Y			X	X
Creative Writing	0.5		Y			X	X
Communication in Media	0.5		N			X	X
Dramatic Literature	0.5		Y			X	X
English Seminar	0.5		Y			X	X
Ethnic Literature	0.5		Y			X	X
Practical English	0.5		Y			X	X
Public Speaking	0.5		Y			X	X
Storytelling in Visual Texts - <b>NEW</b>	0.5		N			X	X
World Literature	0.5		Y			X	X
AP English Literature (H)	1.0		Y				X

## ENGLISH COURSES

### ENGLISH 9

1450/1451

Grade 9



1.0 Credit

This required course integrates literature, language, and composition based upon the Wisconsin State ELA Standards. This course involves the student in various forms of literature such as short narratives, novels, informational text, poetry, and Shakespearean drama while studying various Writer Craft Moves and the effects of those moves on the meaning of the texts. Students will select and read books daily for independent reading throughout the school year. A reader/writer notebook will be continually used for reading responses and generating ideas for writing. Mechanics and usage will be emphasized during weekly grammar lessons and through various types of creative and informative writing. Vocabulary development will take place through analysis of words encountered in the literature. Independent reading, close reading, and inquiry are important elements of this course.

### ENGLISH 9 – ACCELERATED

1455/1456

Grade 9



1.0 Credit

This course follows the English 9 curriculum based upon the Wisconsin State ELA Standards. Expectations for students include a higher level of student involvement and independent performance in the areas of discussion, collaboration, inquiry, writing, and comprehension of higher levels of texts while studying various Writer Craft Moves and the effects of those moves on the meaning of the text. Students will select and read books for daily independent reading throughout the school year. A reader/writer notebook will be continually used for reading responses and generating ideas for writing. Mechanics and usage will be emphasized during weekly grammar lessons and through composition. Vocabulary development will take place through analysis of words encountered in the literature. Independent reading, close reading, and inquiry are important elements of this course.

**ENGLISH 10**

1460/1461

Grade 10



1.0 Credit

Pre: Eng 9 or Eng 9-Accl

This required course integrates literature, language, and composition based upon the Wisconsin State ELA Standards. This course involves the student in various forms of literature such as short narratives, novels, informational text, poetry, and drama while studying various Writer Craft Moves and the effects of those moves on the meaning of the texts. Students will select and read books for daily independent reading throughout the school year. A reader/writer notebook will be continually used for reading responses and generating ideas for writing. Mechanics and usage will be emphasized during weekly grammar lessons and through various types of creative and informative writing. Vocabulary development will take place through analysis of words encountered in the literature. Independent reading, close reading, and inquiry are important elements of this course. Students will be expected to participate in outside reading/book clubs.

**ENGLISH 10 – ACCELERATED**

1465/1466

Grade 10



1.0 Credit

Pre: Eng 9 or Eng 9-Accl  
 Recom: B or better in Eng 9  
 or Eng 9-Accl

This course is intended for students who wish to pursue an advanced level of English 10 and work in an academically rigorous program. Like regular English 10, this course follows the Wisconsin State ELA Standards with regards to the integration of literature, language, multimedia, and composition. Areas of focus regarding literature include but are not limited to personal narratives, mythology, Shakespearean tragedy, journalistic texts, historical fiction, general fiction and works of nonfiction. Students will also be examining the use of phrases/clauses and research techniques while also studying various Writer Craft Moves and the effects of those moves on the meaning of the texts.

**ENGLISH 11**

1475/1476

Grade 11



1.0 Credit

Pre: Eng 10

This course follows the English 11 curriculum based upon the Wisconsin State ELA Standards. Expectations for students include a higher level of student involvement and independent performance in the areas of discussion, collaboration, inquiry, writing, and reading/comprehension of complex texts while studying various Writer Craft Moves and the effects of those moves on the meaning of the text. Students will select and read books for daily independent reading throughout the school year. A reader/writer notebook will be continually used for reading responses and generating ideas for writing. Mechanics and usage will be emphasized during weekly grammar lessons and through composition. Vocabulary development will take place through analysis of words encountered in the literature. Independent reading, close reading, and inquiry are important elements of this course.

**AP LANGUAGE AND COMPOSITION (H)**

1410/1411 (This course satisfies the English 11 requirement)

Grade 11 (12 in special circumstances)

1.0 Credit

Pre: Eng 10 or Eng 10-Accl  
 Recom: Eng GPA 3.0

This is the accelerated course for English 11. It is the equivalent of a college writing course; lessons and writing assignments prepare students for college level writing. Students will write informative, persuasive, narrative, analytical, and research-based essays throughout the year. Nonfiction pieces such as memoirs, nonfiction novels, essays, and speeches will be emphasized. Students who complete the course may take the AP Language and Composition in May, possibly earning college credit. Students who enroll should expect a challenging course with regular reading, writing, and AP test preparation.

**WRITING FOR COLLEGE**

1424

Grades 11-12

.5 Credit

Pre: Eng 9

Students will develop their academic writing and grammar in this course. We will read a variety of informational texts, practice grammar as it applies to communicating in written form, and practice writing for informational, analytical, and persuasive styles. The majority of this course focuses on writing as a form of “argument”, and students will focus on how authors communicate their ideas by use of Writer Craft Moves such as syntax, diction, style, and grammatical choices (among others), as well as the tools of argumentative writing. Students will develop their own writing voices through experimenting with style and grammatical choices to be better prepared for the writing required in college or work after high school.

**CREATIVE WRITING**

.5 Credit

Pre: Eng 10

1413

Grades 11-12

This course provides students with a chance to explore various genres of creative writing. We explore and experiment with different forms of fiction writing, poetry writing, writing about literature, and creative nonfiction writing. We explore the different genres through reading representative examples. Students learn to write from different perspectives and voice and to clarify their writing with proper use of grammar, mechanics, spelling, usage, and vocabulary. This is an excellent course for those students wanting to improve and stretch their creativity and expressive writing.

**COMMUNICATION IN MEDIA**

.5 Credit

1434

Grades 11-12

We live in a media rich society and are bombarded by messages from TV, movie screens, computer monitors and smartphones. This course will allow students to explore, critically review, and analyze media in a variety of formats. While the format may change, the skills needed to interpret these messages remain the same. Students will consider: Who created the message? Why was the message delivered? Who is the target audience? What techniques are used to hook the audience and keep them engaged? Does the message reflect the values and points of view of a narrow audience or wide one? How might different people interpret this message? Whether it is a Hollywood movie or a youtube video, a news clip or a blog, an animated short or a meme, students will engage with the ever-growing complexity of media's messages and their impact on society. Students will be expected to create original media products, read critical reviews of media, write about the resources they have viewed, and conduct respectful classroom discussions.

**DRAMATIC LITERATURE**

.5 Credit

Pre: Eng 10

1417

Grades 11-12

This course includes the study and analysis of plays from Ancient Greeks to the present. A close examination of social and historical events that shaped the growth of theater will also be included. Plays that are typically studied in Dramatic Literature include but are not limited to: *Medea*, *Hamlet*, *Trifles*, *Our Town*, and *Death of a Salesman*. Examination of other genres may be explored. Students should expect to critique theatrical works as well as analyze dramatic works and complete all other related projects, writing assignments, quizzes, and exams.

**ENGLISH SEMINAR**

.5 Credit

Pre: Eng 11/AP Lang

1430

Grades 11-12

In Seminar we will be focusing primarily on English literature. We will be reading, analyzing and discussing several authors' works and commenting on the importance of these works and how and why they remain universal in plot and theme.

We may look at authors and poets such as Shakespeare, Charles Dickens, William Wordsworth, Jane Austen, Virginia Woolf, Lewis Carol and Roald Dahl.

**ETHNIC LITERATURE**

.5 Credit

Pre: Eng 10

1421

Grades 11-12

This course is aimed at students who want to acquaint themselves with a wide variety of American culture. Since the ethnic and racial makeup of American society is radically changing, this course offers the opportunity to study different cultures in our ever-changing pluralistic society. All students will read a wide variety of articles, essays, short stories, poems, and novels from authors of these varying backgrounds. Students are expected to be able to analyze, discuss, and write about the various authors and readings.

**PRACTICAL ENGLISH**

.5 Credit

Pre: Eng 10

1431

Grades 11-12

This is an introductory course presenting the basic concepts of effective writing and verbal communication in everyday life. The course begins with the study of how language as a tool is used differently in several situations and for various objectives. The principal writing characteristics of an effective message are discussed as they apply to language, tone, and content of each message to help students accomplish their objectives. Students complete a variety of writing assignments that they often have a chance to use during their lives including letters of request, apology and persuasion. Also, students may learn very basic uses for data-basing and desktop publishing. The final activities will cover the topic of employment. Basic letters of inquiry, job-searching techniques, cover letters, resumes, interviewing techniques, and personal interviews are other elements of this course. The course may include a service-learning project.



**PUBLIC SPEAKING**

.5 Credit

Pre: Eng 10

1432

Grades 11-12

This course is designed for the student who is seeking to improve his/her interpersonal communication skills. Advanced public speaking exercises and interpretation of literature exercises, along with an emphasis on listening skills, are covered in an effort to increase students' effectiveness in everyday occupational and recreational situations. This course is highly recommended by a wide variety of key personnel in the workforce. Units of study include principles of persuasion, rhetoric, and debate.

**STORYTELLING IN VISUAL TEXTS**

.5 Credit

1483

Grades 11-12

In this English elective course, students read a variety of visual texts--graphic novels, comics, and manga--and discover the unique ways these works employ narrative techniques, character development, and thematic depth. Students will study writer's craft moves common to traditional novels—such as plot structure, symbolism, and point of view—while also exploring techniques exclusive to graphic storytelling--such as panel layout, visual metaphor, and the relationship between text and imagery. Weekly writing assignments will emphasize close reading and analysis; there will be two larger literary analysis essays and a creative narrative as summative assessments. Students will not be evaluated on artistic ability, but will do rough sketches throughout the year and as a part of their writing assignments.

**WORLD LITERATURE**

.5 Credit

Pre: Eng 10

1439

Grades 11-12

Students explore the epic from the first known piece of writing and follow the epic throughout history from Ancient Mesopotamia, Egypt, India, China, Japan, Greece, Rome, Renaissance, to Modern day times. Students learn about past cultures and civilizations as they explore the creation of different pieces of writing. Students will encounter a variety of famous world literature to read, study, and discuss, as well as work with some present day world texts.

**AP ENGLISH LITERATURE AND COMPOSITION (H)**

1.0 Credit

Pre: Eng 11/AP Lang  
Recom: Eng GPA of 3.0

1405/1406

Grade 12

This year-long course is designed to challenge high school students in reading and writing at the college level. The course focuses on reading novels, short fiction, and poetry with an emphasis on understanding the impact of Writer Craft Moves on the development of theme, tone, and the meaning of a work as a whole. Students will also explore various lenses of literary criticism. The writing stems from the reading. Students who complete this course may take the AP Literature and Composition exam in May and possibly earn college credit.

# FAMILY AND CONSUMER EDUCATION COURSE SEQUENCE

Family & Consumer Education	Credit	Fee	Prereq	Grade Level			
				9	10	11	12
Relationships	0.5		N	X	X	X	X
Foods (DC)	0.5		N	X	X	X	X
Infant & Toddler Development (DC)	0.5		N		X	X	X
Child Development (H) (DC)	0.5		Y			X	X

## FAMILY AND CONSUMER EDUCATION COURSES

### RELATIONSHIPS

.5 Credit

1517

Grades 9-12

This course is about establishing good relationships with oneself, friends, family, adults, community, dating and, if desired, eventually a life long partner. Information presented will be valuable today and throughout one's life. We believe all students will benefit from this course through direct teaching, hands-on projects incorporating specific skills and methods. Research indicates these skills are vital in generating and maintaining good interpersonal connections. This course will help students develop self awareness and ways to interact so as to develop and keep healthy, safe and satisfying relationships.

### FOODS

*Dual Credit*

.5 Credit

1508

Grades 9-12

All you need to know about the basics of food preparation will be covered in this introductory class. Through hands-on lab experiences, and applicable written assignments, you will learn the fundamentals of where food comes from, cooking and baking, kitchen and food safety, sanitation, appropriate knife skills, equipment usage, measurement techniques, food preparation terminology, recipe reading, food traditions and the importance of making good nutritional choices. This course will help you feel more comfortable in the kitchen and improve your overall knowledge of food preparation. This class is transcribed through Western Technical College.

### INFANT & TODDLER DEVELOPMENT

*Dual Credit*

.5 Credit

1509

Grades 10-12

This course is designed for all students who will someday be working with, or on behalf of children. Students will learn about the process and responsibilities of pregnancy, birth, and parenting along with hands-on experiences of newborn care. Students will be engaged in learning about the development of children from conception to birth through the preschool years (birth-3). This class is transcribed through Western Technical College and is aligned with their curriculum.

### CHILD DEVELOPMENT (H)

*Dual Credit*

.5 Credit

Pre: Infant & Toddler Dev.

1510

Grades 11-12

This course is an exploration and preparation for students who have a potential career interest in working with children. Information will focus on a variety of child development settings and students will gain knowledge and skills to become better prepared for working with young children. Through various methods, observation and hands-on projects, students will learn about the behaviors and learning styles as well as best practices while working with growing children ages 3-8. Students who successfully complete this class will be eligible for certification as an ACCT, Assistant Child Care Teacher, recognized by the Department of Instruction in the state of WI. This class is also transcribed through Western Technical College and is aligned with their curriculum.

# **HEALTH COURSE SEQUENCE**

Health	Credit	Fee	Prereq	Grade Level			
				9	10	11	12
Wellness	0.5		N	X			
General Health	0.5		N		X		

The mission of the Onalaska Health Department is to teach students the ability to access, understand, and apply health information and services in order to enhance one's own health and the health of others. Students learn how to use decision-making and goal-setting skills to develop physical, social, emotional, and mental health-enhancing behaviors to avoid or reduce health risks.

## **HEALTH COURSES**

### **WELLNESS**

.5 Credit

1616

Grade 9

This course spends the semester exploring physical fitness components along with accessing the individual student's fitness needs. The goals of this course are to help students acquire knowledge of physical fitness, understand the significance of lifestyle on one's health, learn healthy eating habits and assist students in choosing good health behavior. Students spend time in the physical education facilities developing and working on their own personal fitness program.

### **GENERAL HEALTH**

.5 Credit

1601

Grade 10

The focus of this class is to get students to look at ways their decision-making affects their mental, emotional and physical health. Students will also work toward CPR and First Aid certification. Units of discussion include:

- Seven Habits of Highly Effective Teens
- Smoking, drugs, alcohol and vaping
- Sexuality, healthy relationships and sexually transmitted infections (STI's)
- CPR & First Aid
- Mental health and wellness

# MATHEMATICS COURSE SEQUENCE

It is strongly recommended that university-bound students take 4 years of math including Algebra 2.

	PATH 1		PATH 2	PATH 3	
<b>FRESHMAN</b>	Algebra 1		Geometry	Algebra 1	
<b>SOPHOMORE</b>	Geometry		Algebra 2	Math 2	
<b>JUNIOR</b>	Algebra 2	Math 3	AP PreCalculus (H)	Geometry	Math 3
<b>SENIOR</b>	AP PreCalculus (H) and/or AP Statistics (H) or College Algebra (H)	Algebra 2	AP Calc AB (H) or AP Statistics (H)	Algebra 2 or Math 3	Geometry or Algebra 2 or College Algebra (H)

	PATH 4		PATH 5	PATH 6	PATH 7
<b>FRESHMAN</b>	Math 1		Math 1	Math 1	Ext Algebra 1
<b>SOPHOMORE</b>	Algebra 1		Math 2	Math 2	Ext Geometry
<b>JUNIOR</b>	Geometry	Math 2	Algebra 1	Math 3	Ext Algebra 2
<b>SENIOR</b>	Algebra 2 or Math 3	Math 3 or Geom	Math 3 or Geometry	Algebra 1 or Geometry	College Algebra (H)

## MATHEMATICS COURSES

### ALGEBRA 1

1.0 Credit

1801/1802

Grades 9-12

Algebra 1 is designed to attract and keep students engaged in mathematics. Basic mathematical skills, graphing, equations, and problem solving will be integrated daily. Algebra 1 students will be reading and speaking mathematics on a daily basis, using key concepts and relevant vocabulary. Students will develop a higher level of reasoning and thinking skills.

### EXTENDED ALGEBRA 1

2.0 Credits

(1.0 math, 1.0 elective)

1884/1885

Grades 9-12

Extended Algebra 1 is held over two class periods and designed to give students more time to reinforce Algebra 1 topics necessary for their success. Students may be placed in this course based on several criteria including Standardized Test scores, teacher recommendations, performance in math classes, and IEP needs.

### GEOMETRY

1.0 Credit

Pre: Alg 1 or Math 1 & 2

1809/1810

Grades 9-12

Geometry covers the following topics: points, lines, planes, and angles; parallel lines and parallel planes; proofs; congruent triangles and applying them to polygons; similar polygons; right triangles, circles, construction trigonometry; area of plane figures and areas and volumes of solids; coordinate geometry and transformations.

### EXTENDED GEOMETRY

2.0 Credits

Pre: Alg 1 or Math 1 & 2

(1.0 math, 1.0 elective)

1894/1895

Grades 10-12

Extended Geometry is held over two class periods and designed to give students more time to reinforce the Geometry topics necessary for their success. Students may be placed in this course based on several criteria including Standardized Test scores, teacher recommendations, performance in math classes, and IEP needs.

**ALGEBRA 2**

1803/1804

Grades 9-12

Algebra 2 reviews and expands upon the problem solving techniques introduced in Algebra 1. Some of the more important tools developed are transformations, factoring, quadratic formulas, and graphs of both linear and quadratic functions. New material covered includes radicals, complex numbers, conic sections, and logarithms.

In order to have concurrent enrollment in Geometry and Algebra 2, students must have earned A's in both semesters of Algebra 1 and teacher recommendation.

1.0 Credit

Pre: Alg 1 &amp; Geom

Recom: Semester grades of A/B

**EXTENDED ALGEBRA 2**

1844/1845

Grades 11-12

Extended Algebra 2 is held over two class periods and designed to give students more time to reinforce the Algebra 2 topics necessary for their success. Students may be placed in this course based on several criteria including Standardized Test scores, teacher recommendations, performance in math classes, and IEP needs.

2.0 Credits

Pre: Alg 1 and Geom

(1.0 Math, 1.0 Elective)

**COLLEGE ALGEBRA (H) (Dual Credit Option)**

1880/1881

Grades 11-12

Students will build a strong foundation to be successful in an entry level college algebra course. The key topic will include: linear and quadratic relations and functions (focus on graphing, simplifying, solving techniques, roots, radicals, inverse, exponential, conic), systems, and sequences and series. Topics learned in Algebra 2 will be reinforced. All students will receive math credit for this course at OHS. Students may also choose to take this course for dual credit through UW - La Crosse. There is an additional fee for dual credit.

***Dual Credit***

1.0 Credit

Pre: Algebra 2

**AP PRECALCULUS (H)**

1871/1872

Grades 9-12

Precalculus is a college-prep class which covers linear and quadratic functions; polynomial functions (including those with degree greater than two); inequalities in one variable and also in two variables; properties, graphs, inverses, and applications of functions; trigonometric functions, trigonometric equations and applications, triangle trigonometry, trigonometric addition formulas; complex numbers; vectors; determinants; logarithms; and conic sections. Students who successfully complete the course and AP examination may receive credit for a college course.

1.0 Credit

Pre: Alg 1, Geom &amp; Alg 2

Recom: Semester grades of A

**AP STATISTICS (H)**

1821/1822

Grades 10-12

Students considering careers within the fields of business, science or social science may benefit greatly from taking AP Statistics. It is designed for students considering any of the many college majors that require one or more credits in statistics. The purpose of this course is to introduce students to four major concepts including exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students who successfully complete the course and AP examination may receive credit, advanced placement, or both for a one-semester introductory college statistics course.

1.0 Credit

Pre: Alg 2 with a B in both semesters

**OR** concurrent with Precalc/AP Calc**AP CALCULUS AB (H)**

1805/1806

Grades 10-12

The student will develop an understanding of both differentiation and integration comparable to a first course of introductory college calculus. Emphasis will be placed on both the derivation and application of the fundamental principles of calculus. Graphing calculators will be used extensively in the learning process. Students will be required to do work intended to prepare them for taking the Advanced Placement AB exam in Calculus. Students should budget for one hour each night to work on AP Calculus.

1.0 Credit

Pre: Precalculus

Recom: Semester grades of A/B

**AP CALCULUS BC (H)**

1.0 Credit

Pre: AP Calculus AB

1807/1808

Recom: Semester grades of A/B

Grades 10-12

This course is designed to prepare students for the AP Calculus BC exam and to prepare students for a university course in Differential Equations. Students will further their knowledge of integration and explore new applications of integration, such as arc length of a curve, surface area of a solid of revolution and work. Students will work with polar curves and will learn how to differentiate and integrate polar equations. They will also work with curves written in parametric form and relate that concept to polar functions and vectors. Students will work extensively with infinite series and will learn how to represent various functions as an infinite series. Students will also work in three-dimensional space and will receive an introduction to multivariable calculus concepts. Students should budget for one hour each night to work on AP Calculus BC.

**MATH 1**

1.0 Credit

1811/1812

Grade 9

Math 1 is a beginning level math course which strengthens students' number sense and reasoning skills. It contains elements of algebra, geometry, probability, and statistics and provides practical applications of these concepts. This course can serve as a prerequisite for either Math 2 or Algebra 1.

**MATH 2**

1.0 Credit

Pre: Math 1 or Algebra 1

1813/1814

Grades 10-11

Math 2 is the second in a sequence of three year-long mathematics courses, which integrate elements of algebra, geometry, and statistics in an applied setting. Fundamental principles of mathematics, formulas, graphs, solving techniques in application, and logical reasoning skills are utilized to resolve problems relevant to daily life. In addition to expanding upon the work initiated in Math 1, Math 2 students are introduced to concepts of functions, polynomials, and probability.

**MATH 3**

1.0 Credit

Pre: 2 credits of Math 1 & 2,  
Algebra 1 & Geometry,  
or Algebra 1 & Math 2

1815/1816

Grades 11-12

Math 3 is the third in a sequence of three year-long mathematics courses which integrate number sense, algebra, geometry, statistics, probability, and logic in an applied setting. Topics covered include solving equations, reasoning in geometry, polynomials, graphing functions, slope and systems, similarity, transformations, probability, and trigonometry.

# MUSIC COURSE SEQUENCE - INSTRUMENTAL

**INSTRUMENTAL:** A student with no prior experience in the Onalaska School District Instrumental Music program may enroll in the Introduction to Band course. Students without experience may enroll in the additional instrumental programs provided permission is given by the music department.

Music-Instrumental	Credit	Fee	Prereq	Grade Level			
				9	10	11	12
Introduction to Band - <b>NEW</b>	1.0		N	X	X	X	X
Concert/Marching Band	1.0	\$100	Y	X	X	X	X
Wind Ensemble (H)/Marching Band	1.0	\$100	Y	X	X	X	X
Music Theory 1	0.5		Y		X	X	X
Music Theory 2 (H)	0.5		Y		X	X	X
Orchestra	1.0		Y	X	X	X	X

## INTRODUCTION TO BAND

1.0 Credit

Materials: rental agreement  
with a local music store

1909/1910

Grades 9-12

Introduction to Band is designed for high school students in grades 9 - 12 who have little to no prior instrumental music experience but are eager to learn how to play an instrument and become part of a musical community. Students will receive foundational instruction on flute, clarinet, trumpet, or trombone. Together, the student and teacher will select an instrument that best aligns with the student's physical comfort, personality, musical interests, and the needs of the ensemble. Once an instrument has been selected the students will need to rent an instrument from a local music store. The school has a limited number of each instrument available based on the financial needs of the student. Through this course, students will develop the essential skills needed for tone production, music reading, instrument care, and effective practice habits, setting them up for success in future music studies. In addition to learning musical fundamentals, students will explore expressive elements such as dynamics, articulation, and phrasing, and gain experience in various musical styles. Opportunities for public performance, ensemble participation, and potentially joining the pep band are included. Students will also engage in activities focused on responding to and creating music, allowing them to build a deep and well-rounded appreciation for band. Students will learn/ develop:

- Teamwork skills and one's contribution to the success of the group
- Care and maintenance of their instrument.
- Fundamental techniques of sight-reading skills, tone production, dynamics, articulation, and phrasing.
- Rhythmic and music reading skills
- Good lesson and practice habits
- Concert band literature in a variety of styles and difficulty

## CONCERT/MARCHING BAND

1.0 Credit

Pre: Min. 1 yr. instrumental  
experience or instructor approval

1901/1902

Grades 9-12

This course emphasizes the acquisition and development of fundamental musical skills. The concert band will appear in concerts, athletic events, parades, festivals, civic functions and other public performances. **This includes one-quarter of marching band experience during the fall.** Certain events will require students to spend time outside the normal school day to fulfill the requirements for this course. Some students may be required to learn a secondary instrument appropriate for marching band instrumentation.

Requirements include:

- Group participation in all performances
- Lessons as assigned by the director
- Ensemble placement audition
- Individual responsibility for instrument, music and band uniform maintenance
- Summer marching band camp
- Ability to perform "at level" literature
- Participate in the WSMA Large Group Festival or approved clinic
- Recommended participation in the WSMA Solo and Ensemble contest

**WIND ENSEMBLE (H)/MARCHING BAND**

1.0 Credit

Pre: Placement based on  
audition & instrumentation

1904

Grades 9-12

This course emphasizes intermediate to advanced musical skills. The Wind Ensemble will appear in concerts, athletic events, parades, festivals, civic functions and other public performances. **This includes one-quarter of marching band experience during the fall.** Certain events will require students to spend time outside the normal school day to fulfill the requirements for this course. Some students may be required to learn a secondary instrument appropriate for marching band instrumentation.

Requirements include all Concert Band requirements with the addition of:

- Additional performances outside the school day
- Required student-organized sectionals
- Ability to perform intermediate high school to college level literature
- Recommended participation in the WSMA contest on a solo or small ensemble

**MUSIC THEORY 1**

.5 Credit

Pre: Enrolled in Band/Choir/Orch or  
instructor approval

1927

Grades 10-12

This class will provide students with an opportunity to study the fundamentals of music composition. The information presented in this course is in basic (entry-level) music theory. This course is for students who are interested in furthering their understanding of basic music concepts. This course may be taken as an independent study if there are not enough students to form a class provided there is instructor consent. As an independent study, students must be responsible, self-motivated, and capable of working and learning on their own.

**MUSIC THEORY 2 (H)**

.5 Credit

Pre: Music Theory 1 & enrolled in  
Band/Choir/Orch or instructor  
approval

1917

Grades 10-12

This class will build on students' knowledge of music theory. The information presented in this course is intermediate music theory. This course is for students who are interested in furthering their understanding of basic music concepts. This course may be taken as an independent study if there are not enough students to form a class provided there is instructor consent. As an independent study, students must be responsible, self-motivated, and capable of working and learning on their own.

**ORCHESTRA**

1.0 Credit

Pre: Min. 2 yrs. instrumental  
experience

1907/1908

Grades 9-12

This course is open to all string students. The repertoire is chosen to expose students to many different styles and enable them to become more proficient in their instruments. Requirements include:

- Attendance at daily rehearsals
- Participation in all performances
- Individual responsibility for the care and maintenance of their instrument and music
- Participation in a WSMA festival or approved clinic

**ORCHESTRA (H)**

1.0 Credit

Pre: Audition or consent  
of instructor

1931/1932

Grades 11-12

This course is open to select students by audition or teacher approval. The main objective of this course is to allow exceptionally talented orchestra students to intensely study aspects of music that will help them in preparation for college, as well as the professional music world.





## **MUSIC COURSE SEQUENCE – VOCAL**

<b>Music-Vocal</b>	<b>Credit</b>	<b>Fee</b>	<b>Prereq</b>	<b>Grade Level</b>			
				<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Bass Choir (Vox Nova)	1.0		N	X	X	X	X
Treble Choir (Bel Canto)	1.0		N	X	X	X	X
Select Treble Choir (Bella Voce)	1.0		Y		X	X	X
Concert Choir (H)	1.0		Y		X	X	X

### **BASS CHOIR (Vox Nova)**

1.0 Credit

1935/1936

Grades 9-12

This course emphasizes the acquisition and development of fundamental musical skills such as sight singing, ear training, vocal production and pitch matching. The Bass Choir will appear in concerts, festivals, civic functions and other public performances. Certain events will require students to spend time outside the normal school day to fulfill the requirements for this course.

Requirements include:

- Group participation in all performances
- Additional performances outside the school day
- Lessons are assigned during study halls/resource/before or after school
- Ability to perform intermediate high school level literature
- Participate in WSMA contest on a solo or small ensemble is suggested

### **TREBLE CHOIR (Bel Canto)**

1.0 Credit

1937/1938

Grades 9-12

This course emphasizes the acquisition and development of fundamental musical skills such as sight singing, ear training, vocal production and pitch matching. The Treble Choir will appear in concerts, festivals, civic functions and other public performances. Certain events will require students to spend time outside the normal school day to fulfill the requirements for this course.

Requirements include:

- Group participation in all performances
- Additional performances outside the school day
- Lessons are assigned during study halls/resource/before or after school
- Ability to perform intermediate high school level literature
- Participate in WSMA contest on a solo or small ensemble is suggested

### **SELECT TREBLE CHOIR (Bella Voce)**

1.0 Credit

Pre: Placement based on audition

1939/1940

Grades 10-12

This course emphasizes the acquisition of intermediate to advanced musical skills including sight singing, ear training, proper tone production, phrasing et al. A strong work ethic and commitment to the group are required. The Select Treble Choir may appear in concerts, festivals, civic functions and other public performances. Certain events will require students to spend time outside the normal school day to fulfill the requirements for this course. Requirements include:

- Group participation in all performances
- Additional performances outside the school day
- Lessons are assigned during study halls/resource/before or after school
- Ability to perform intermediate high school to college level literature
- Participate in WSMA contest on a solo or small ensemble is suggested

**CONCERT CHOIR (H)**

1.0 Credit

Pre: Placement based on audition

1913/1914

Grades 11-12

This course emphasizes the acquisition of intermediate to advanced musical skills including sight singing, ear training, proper tone production, phrasing et al. A strong work ethic and commitment to the group are required. The Concert Choir will appear in concerts, athletic events, festivals, civic functions and other public performances. Certain events will require students to spend time outside the normal school day to fulfill the requirements for this course. Requirements include:

- Group participation in all performances
- Additional performances outside the school day
- Lessons are assigned during study halls/resource/before or after school
- Ability to perform intermediate high school to college level literature
- Participate in WSMA contest on a solo or small ensemble



# PHYSICAL EDUCATION COURSE SEQUENCE

Physical Education	Credit	Fee	Prereq	Grade Level			
				9	10	11	12
PE 9	0.5		N	X			
Adventure & Outdoor Pursuits	0.5		Y		X	X	X
Select PE - <b><i>NEW</i></b>	0.5		Y		X	X	X
Strength and Conditioning	0.5		Y		X	X	X
Fitness for Life	0.5		Y		X	X	X
Unified PE	0.5		Y		X	X	X
Intro to Officiating & Coaching	0.5		N		X	X	X
Ultimate Senior PE	0.5		Y				X

The mission of the Onalaska Physical Education Department is to ensure all students have the knowledge and skills to value lifelong physical activity to lead a healthy lifestyle.

Attendance and participation are critical. If you have an injury or medical condition, please provide us with a medical provider form indicating any restrictions and/or limitations to assist us in designing a program to meet your individual needs.

## CORE PHYSICAL EDUCATION COURSES

According to School District Standards - Wis. Stat. sec. 121.02 and Wis. Admin. Code sec. PI 8 Standard P

1. In grades 9-12 students should take at least 1.5 credits of physical education incorporating effects of exercise, health-related fitness, and lifetime activities.
2. Credits must be earned over three separate years.

### PE 9

.5 Credit

2001

Grade 9

This course will provide students with the opportunity to experience a variety of physical activities to prepare them to lead a healthy active lifestyle. Students will have the opportunity to participate in activities that will help guide and inform decision making for future physical education courses. Possible units may include, but are not limited to: softball, speedball, ultimate frisbee, golf, flag football, archery, tennis, volleyball, badminton, and basketball.

### ADVENTURE & OUTDOOR PURSUITS

.5 Credit

Pre: PE 9

2031

Grades 10-12

This course will give students the opportunity to enhance fitness and improve recreational skills while experiencing outdoor pursuits. Students will learn the skills necessary to be safe and effective in a variety of outdoor pursuits. Students will also participate in experiential adventure education activities and work within the stages of adventure and have the opportunity to experience low and high ropes course challenges. Possible units may include, but are not limited to: cross country skiing, snowshoeing, sledding, archery, angling, hiking, canoeing, kayaking, geocaching, orienteering, biking, team building, climbing wall, and ropes course. Students must enjoy being outside in ALL weather conditions and temperatures!

### SELECT PE

.5 Credit

Pre: PE 9

2023

Grades 10-12

Students will sign up for the PE units they would like to participate in throughout the semester. Activities offered throughout the semester will be a variety of team sports (invasion games), net games, target games, striking games and fitness activities. This course will focus on displaying etiquette, teamwork, ethical behavior, and positive social interaction in the physical activity setting. Possible units may include, but are not limited to: Archery, Backyard Games, Badminton, Basketball, Biking, Bowling, Disc Golf, Field Hockey, Flag Football, Floor Hockey, Golf, Kickball, La Crosse, Pickleball, Speedball, Soccer, Softball, Table Tennis, Team Handball, Tennis, Ultimate Frisbee, Volleyball

**STRENGTH AND CONDITIONING**

.5 Credit

Pre: PE 9

2034

Grades 10-12

This course will focus on improving or maintaining students' level of muscular strength and endurance, flexibility, and cardiovascular endurance. Students will also learn ways to improve their agility, speed, balance, coordination, power, and reaction time. Students will be responsible for charting their progress and understanding their level of fitness. Possible class activities may include, but are not limited to: weight training, speed training, agility drills, speed ladders, plyometric boxes, jump rope, circuit training, and Swiss exercise balls.

**FITNESS FOR LIFE**

.5 Credit

Pre: PE 9

2032

Grades 10-12

This course is designed for the student to be active in a noncompetitive environment with exposure to a variety of fitness activities. Students will learn the knowledge and skills to be responsible for personal fitness to lead a healthy active lifestyle. They will analyze individual needs, set goals, and work towards those goals in the areas of nutrition, muscular strength and endurance, cardiovascular fitness, flexibility, and body composition. Possible class activities may include, but are not limited to: fitness walking, Pilates, step aerobics, cardio kickboxing, yoga, circuit training, nutrition awareness, and Tabata training.

**UNIFIED PE**

.5 Credit

Pre: PE 9 & request form  
OR referral by IEP team

2040

Grades 10-12

This course provides genuine inclusion and learning experiences for students with a variety of ability levels in a cooperative environment. Students participate in developmentally appropriate activities including lifetime activities, physical fitness and sport. Using a mentor-mentee model, all students will be encouraged to use their unique skills to support each other and increase competence and confidence in a variety of physical activities.

**ELECTIVE PHYSICAL EDUCATION COURSES****INTRO TO OFFICIATING & COACHING**

.5 Credit

2041 *This class does not count towards PE graduation credits.*

Grades 10-12

This course is designed to promote life-long physical activity by participating in officiating and coaching, while also allowing youth the opportunity to participate in a sport by addressing the current WIAA officiating shortage. Officiating certification, renewal, philosophy, technique, signals and professionalism will be discussed. Coaching philosophy, theory, game, practice, and season planning, budgeting, and communication will be covered.

**ULTIMATE SENIOR PE**

.5 Credit

Pre: All 1.5 PE credits  
required for graduation2029 *This class does not count towards PE graduation credits.*

Grade 12

**SENIORS pick your favorite physical activities to do!** The class will choose physical activities from a variety of team sports, individual sports, dual sports, indoor and outdoor activities. Students must enjoy being physically active in a competitive environment! Students may take field trips during this PE class time on ELDs. The field trips may include canoeing, kayaking, driving range, bowling, biking, hiking, sledding, ice skating, or broomball. All field trips are weather permitting.

# SCIENCE COURSE SEQUENCE

Science	Credit	Fee	Pre- Req	Grade Level			
				9	10	11	12
Biology	1.0		N	X			
Accelerated Biology - <b>NEW</b>	1.0		N	X			
Physical Science	1.0		N	R	X		
Chemistry 1	1.0	\$10	Y	R	R	X	X
AP Chemistry (H)	1.0	\$10	Y		R	X	X
Anatomy & Physiology (H)	1.0	\$10	Y		R	X	X
AP Biology (H)	1.0		Y		R	X	X
Environmental Science	1.0		Y		R	X	X
Waterways and Wildlife Management - <b>NEW</b>	1.0		Y		R	X	X
AP Physics 1 (H)	1.0		Y		R	X	X
AP Physics 2 (H)	1.0		Y			X	X
Astronomy	0.5		Y		C	C	X
Botany	0.5		Y		C	C	X
Biotechnology	0.5	\$10	Y		C	C	X
Food Science	0.5	\$20	N		C	C	X
Infectious Diseases - <b>NEW</b>	0.5		Y		C	C	X

**R = Instructor Approval Required**

**C = With Concurrent Enrollment In Year Long Science Course**

## SCIENCE COURSES

### BIOLOGY

1.0 Credit

2105/2106

Grade 9

Biology is an introductory course that explores the wonders of the natural world and the fundamental principles of biology from a molecular level to an ecological level. Students will investigate the structure and function of cells, the basics of genetics and evolution, and how living organisms interact with their environments. Through hands-on laboratory experiments, discussions, collaboration and interactive activities, students will develop a strong foundation in biological science. This course aims to inspire curiosity, critical thinking, and a lifelong appreciation for the living world while utilizing biological content to improve scientific skills.

### ACCELERATED BIOLOGY

1.0 Credit

2120/2121

Grade 9

Accelerated Biology is designed for students with a strong interest in science, offering a deeper exploration of biological concepts. While covering core topics such as cell biology, DNA & genetics, ecology, and evolution—using the same textbook as regular biology—this course tackles anomalies and exceptions to the rules. There is an emphasis on critical thinking and problem-solving skills to understand these biological processes. Students will engage in hands-on labs, in-depth projects, and challenging assignments through scientific inquiry to build a strong foundation for future science studies.

### PHYSICAL SCIENCE

1.0 Credit

2115/2116

Grade 10 (9 with instructor approval)

Physical Science is a conceptually-based course designed to provide the student with varied experiences in the areas of chemistry and physics. One semester will focus on chemistry topics such as chemical and physical properties of matter, elements, compounds, and chemical equations. In the other semester, students will study physics concepts including force, work, motion, and energy. Students will use basic math skills to understand concepts being presented. Class time will be devoted to lecture and discussion as well as a variety of laboratory experiences, projects, and demonstrations allowing students to draw conclusions based on observation.

**CHEMISTRY 1**

2109/2110

Grade 10-11 (9 with instructor approval)

1.0 Credit

Pre: Biology, Alg 1 or  
Math 3

2024-2025 fee: \$10

Chemistry 1 is an introduction to the concepts of chemistry, which is taught through lecture, discussion, collaboration and demonstration. Hands-on laboratory experiments are also included. Heavy emphasis is placed on analytical thinking and problem solving. A strong math background is highly desirable. The course covers atomic and molecular structure, the periodic table, stoichiometry, the mole, properties of the physical states of matter, gasses and solution chemistry. Emphasis is placed on applying theoretical knowledge to practical situations.

**AP CHEMISTRY (H)**

2127/2128

Grades 11-12

1.0 Credit

Pre: Chemistry 1  
Recom: B or better  
2024-2025 fee: \$10

AP chemistry is a course designed for students to strengthen their technical science skills and follows a similar curriculum to a first-year college chemistry course. Concepts covered in this class help prepare students for future endeavors in life sciences, environmental science, engineering, medicine, and other applied sciences. Inquiry-based laboratory experiments are frequently used to develop science reasoning skills and deepen understanding of course concepts. Students will learn to work well in groups in labs and class to accomplish rigorous tasks. In doing so they will hone the important communication skills also required for technical reading and writing. AP Chemistry is certified by College Board and passing the AP Chemistry exam may result in college credit or advanced placement.

**ANATOMY AND PHYSIOLOGY (H)**

2101/2102

Grades 11-12 (10 with instructor approval)

1.0 Credit

Pre: Biology and Phy Sci  
or Biology and Chem 1  
2024-2025 fee: \$10

Anatomy and Physiology is a course that is designed for those students who wish to know about the human body. The anatomy and physiology of the human body and function of the 11 systems will be addressed. Some pathology will also be covered. This course will be taught by lecture and discussion, and supported with lab work including microscope work, dissections of specific organs and a selected specimen. Professional speakers related to the medical and health fields may also be included as additional support to the content material. Students served by this course include those interested in careers as physicians, nurses, medical assistants, medical laboratory technicians, physical therapists, physical education, etc. as well as students who might be thinking of other health-related fields. Also, students who wish to understand the human condition because of personal interest can benefit from taking Anatomy and Physiology.

**AP BIOLOGY (H)**

2165/2166

Grades 11-12 (10 with instructor approval)

1.0 Credit

Pre: Bio and Chem 1

AP Biology is a course designed to enable students to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. These objectives are met through the study of Evolution, Cellular Processes: Energy and Communication, Genetics, Information Transfer, and Interactions of Biological Systems. The course emphasizes science practices by enabling students to establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. AP Biology is equivalent to a two-semester college introductory biology course and has been endorsed by higher education officials. Passing the AP Biology exam may result in college credit or advanced placement.

**ENVIRONMENTAL SCIENCE**

2129/2130

Grades 11-12 (10 with instructor approval)

1.0 Credit

Pre: Biology

Environmental Science offers students the opportunity to explore the fundamental interactions between Earth's ecological processes and human activities. Lessons cover a broad scope of topics that will allow students to study environmental issues like climate change, habitat loss, pollution, renewable energy and more. These lessons take place in the classroom and outdoors. The course is for those who are interested in understanding how the environment works, how it's changing, and how humans can be involved in solutions for the future.

**WATERWAYS AND WILDLIFE MANAGEMENT**

1 Credit

Pre: Biology

2152/2153

Grades 11-12 (10 with instructor approval)

This course offers an introduction to freshwater science and wildlife management, tailored for students interested in natural resource careers or with a passion for the outdoors. In the first semester, students will explore surface water, groundwater, freshwater biology, and water quality issues in Wisconsin. The second semester focuses on wildlife and habitat management, highlighting local conservation efforts and the protection of endangered species.

**AP PHYSICS 1 (H)**

1.0 Credit

Pre: Alg 1 &amp; Geometry

2145/2146

Grades 11-12 (10 with instructor approval)

This first year course in physics follows the standard college physics curriculum. Students will be expected to manipulate lab equipment and use scientific reasoning to form conclusions related to: mechanics (motion and force), work and energy, momentum, rotational and circular motion, fluid statics and dynamics. Computers will be used for collection and analysis of data. Students will learn to write formal lab reports. Emphasis is given to algebraic problem solving and preparation for the AP Physics exam. Successful completion of the AP exam may lead to college credit and/or advanced standing.

**AP PHYSICS 2 (H)**

1.0 Credit

Pre: Alg 1 &amp; Geometry

2147/2148

Grades 11-12

This second year course in physics follows the standard college physics curriculum. Students will be expected to manipulate lab equipment and use scientific reasoning to form conclusions related to the following topics: thermodynamics, electrostatics, DC circuits and RC circuits, magnetism and electromagnetic induction, geometric and physical optics, quantum physics, atomic, and nuclear physics. Computers will be used for collection and analysis of data. Students will write formal lab reports. Emphasis is given to algebraic problem solving and preparing for the AP Physics exam. Successful completion of the AP exam may lead to college credit and/or advanced standing.

**ASTRONOMY**

.5 Credit

Pre: Biology & Phy Sci  
Chem 1, or AP Physics 1

2103

Grades 12 (10-11 **with Concurrent Enrollment In Year Long Science Course**)

This course will cover a wide range of astronomical topics. Topics covered will be motions of the night sky, objects of the night sky, use of telescopes, the solar system, life cycles and the anatomy of stars and stellar systems, constellations, our galaxy and galaxies beyond, black holes, pulsars, and other celestial objects. Student participation and interaction is heavily stressed. Class time will be devoted to lecture/discussion and laboratory activities will be supplemented with audio-visual materials. Students have an opportunity to participate in solar observations and evening night sky observation sessions to further enhance their appreciation for astronomy.

**BOTANY**

.5 Credit

Pre: Biology

2107

Grades 12 (10-11 **with Concurrent Enrollment In Year Long Science Course**)

Botany is a hands-on class integrating key components of biology, plant anatomy, and food systems. In botany, students will spend time in our greenhouse working on a variety of different projects including growing food, propagation, and general upkeep. Students will learn about plant structure, genetics, identification, surveying techniques, and life cycle. In this course, students will have the opportunity to use the science and engineering practices in a variety of different experimental setups.

**BIOTECHNOLOGY**

.5 Credit

Pre: Biology  
Rec: Chem 1 or Anat & Phys  
2024-2025 fee: \$10

2125

Grades 12 (10-11 **with Concurrent Enrollment In Year Long Science Course**)

This course aims to introduce students to a wide variety of concepts that include applications in the fields of medicine, genetics, agriculture, food production, biochemistry, microbiology, and biotechnological identification. The course will also delve into societal issues in biotechnology, and career possibilities including requirements and prospects in these technical fields.

**FOOD SCIENCE**

.5 Credit

2024-2025 fee: \$20

2108

**Grades 12 (10-11 with Concurrent Enrollment In Year Long Science Course)**

Food science integrates chemistry, biology, and history into a course around food. In this course, students will explore how food is affected by chemical reactions and the macromolecules necessary for life. Time will be split between classroom learning, cooking, and reflection on the application. Students will use many of the science and engineering practices to scientifically evaluate food and apply a variety of cross-cutting concepts to the core content of chemistry and biology.

**INFECTIOUS DISEASES**

.5 Credit

Pre: Biology

2180

**Grades 12 (10-11 with Concurrent Enrollment In Year Long Science Course)**

Infectious Diseases will explore different pathogens such as bacteria, viruses, fungi, and parasites, and their impact on human health. The course covers the transmission of infectious diseases, the immune system's response, and strategies for prevention and treatment, including vaccines and antibiotics. Students will analyze case studies of historical pandemics and emerging global health threats, while also examining the role of public health, and ethical issues in disease control.

**CERTIFIED NURSING ASSISTANT (semester course)**

.75 Pass/Fail credit

YA06

Grades 11-12

By Start College Now application only - due March 1, 2025

Students who successfully complete this course AND pass the State of Wisconsin exam will be awarded their Certified Nursing Assistant (CNA) credential. Students receive credit from Onalaska High School and Western Technical College for this course. Students attend class at Western along with clinical sessions at a local healthcare facility. Students approved by the school district will be required to complete Western Technical College CNA admission requirements; timely completion of all requirements and paperwork are essential for securing a spot in this course. Students are responsible for transportation to and from Western TC and the clinical sites.

**HEALTH SCIENCE ACADEMY (2-year program)***Dual Credit*

Up to 3.0 credits per year

3020

Grades 11-12

By OHS application only - due March 1, 2025

HSA prepares students for education and careers in the health science field and includes hands-on coursework, career exploration, job shadows, mentorships, internships and field experiences. Students will spend mornings taking classes through the School District of La Crosse at the Health Science Center (HSC) on the UW-La Crosse campus. The SDO will pay base course costs and dual credit options for HSA. Pine Ridge and/or CNA costs are NOT covered by the SDO. Students are responsible for transportation to and from the HSC daily.

Please see the following video for more information.

[HSA informational video](#)





# **SOCIAL STUDIES COURSE SEQUENCE**

Social Studies	Credit	Fee	Prereq	Grade Level			
				9	10	11	12
United States History	1.0		N	X			
Hmong Language and Heritage	1.0		N	X	X	X	X
World History & Geography	1.0		N		X		
AP World History (H)	1.0		N		X	X	X
Social Issues	0.5		N			X	
American Government	0.5		N			X	
AP U.S. Government & Politics (H)	1.0		N			X	
Economics	0.5		N			R	X
AP Microeconomics (H)	0.5		N			R	X
AP Macroeconomics (H)	0.5		N			R	X
Psychology	0.5		N			R	X
AP Psychology (H)	1.0		N			R	X
Civilizations	0.5		N			R	X
Genocide & Holocaust Studies	0.5		N			R	X
Modern African Studies: Challenges and Triumphs - <b>NEW</b>	0.5		N			R	X
Soundtrack of America - <b>NEW</b>	0.5		N			R	X
Street Law	0.5		N			R	X

**R = Instructor Approval Required**

## **SOCIAL STUDIES**

### **UNITED STATES HISTORY**

2215/2216

Grade 9



1.0 Credit

This course will follow the history of the United States from the Industrialization period to present. The student will gain an understanding as to how and why the United States developed the way it did and what the future may hold. The course will be divided into several units to help the students learn in an organized and complete manner. Units covered include:

- Industrialization & Urbanization - 1880's to 1920's
- Progressivism - 1880 to 1920's
- Becoming a World Power - 1880's to 1920
- Prospering Society - 1920's
- The Great Depression and the New Deal - 1929 to 1940
- World War II – 1930 to 1945
- Equality and Social Reform – Post WWII to present
- Cold War years – 1945 to 1980's
- New Challenges – 1990's to present

### **HMONG LANGUAGE AND HERITAGE**

2270-2271

Grades 9-12

1.0 Credit

This introductory course will help students begin to improve their Hmong language skills. Students will practice listening, speaking, reading and writing in the language. In addition to learning and practicing the Hmong language, students will develop an awareness of Hmong history, customs, and contemporary issues.

### **WORLD HISTORY AND GEOGRAPHY**

2227/2228

Grade 10



1.0 Credit

This year-long course is designed to present students with an overview of post-medieval world history and is intended to serve as a reference from which to better understand global geopolitics today. It includes a geography component incorporating the physical, economic, cultural, and political geographic aspects of the regions studied. Reports (written and oral), text work, online research, group work, case studies, videos, and lectures may be utilized as teaching tools for the class.

**AP WORLD HISTORY (H)**

1.0 Credit

2240/2241

Grades 10-12

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. AP World History: Modern is designed to be the equivalent of an introductory college or university survey of modern world history. There are no prerequisites for AP World History: Modern.

Students who complete the course may take the AP World History: Modern exam in May to earn college credit. **If a sophomore fails to pass this class they will need to take regular World History.** Students who are self-motivated, engaged, and seeking high academic rigor are encouraged to enroll in AP World History: Modern

**SOCIAL ISSUES**

.5 Credit

2214

Grade 11

This course seeks to present a comprehensive and engaging approach to contemporary social issues. It discusses the sociological perspective on social problems and tries to convey the information generated by the research of prominent sociologists. The course will explore different points of view and emphasize the most current thinking on each problem. Various topics will be explored including (topics may change from each semester):

- Science of sociology
- Socialization
- Social stratification
- Racism
- Sex/gender
- Aging in society
- Education
- Deviance
- Culture

**AMERICAN GOVERNMENT**

.5 Credit

2201

Grade 11

The American Government is designed to provide the student with a comprehensive overview of the American political system. The course will focus on the formation of the US government and the Constitution, the institutions of government, (legislative, executive, judicial branches), linkage institutions, (political parties, interest groups, voting, elections), and civil liberties and rights.

**AP UNITED STATES GOVERNMENT AND POLITICS (H)**

1.0 Credit

2231/2232

Grade 11

The expectations and level of difficulty of AP United States Government & Politics are the equivalent to an introductory college course. Students who complete this course are able to take the AP United States Government Politics exam in May, and possibly earn college credit. Students who take AP United States Government & Politics will be regularly required to do a significant amount of college level reading outside of class.

Students who successfully complete AP United States Government & Politics do not have to complete regular American Government or Social Issues. **Any student who fails to complete either or both semesters of AP United States Government & Politics will be required to successfully complete regular American Government and Social Issues.**

AP United States Government & Politics will include the study of the structure of American government and the operation of politics in the United States. Specific areas of study include: Foundations of American Democracy, Interactions Among Branches of Government, Civil Liberties and Civil Rights, American Political Ideologies and Beliefs, and Political Participation.

**ECONOMICS**

.5 Credit

2203

Grade 12

This is an introductory course presenting the basic concepts of Economics. The course begins with the study of the problems of economic scarcity and the types of economic systems that have been developed to cope with the problems. Then our own economic system and its main characteristics are presented in more detail. The next units look at the three main segments of our economy -

consumer, business, and government and their importance and interrelationship. The problems of economic growth, environmental protection, and financial literacy will be stressed throughout the course.

Most colleges and technical schools require incoming students to take a college economics course. They assume that high school students have a basic background in Economics. It is the intent of the class to both give the student relevant information necessary to understand the working of our economy, and to give the student a strong economic foundation for future college or technical school courses.

### **AP MICROECONOMICS (H)**

.5 Credit

2260

Grade 12

Economics is the social science of decision making! In this course you will learn how to “think like an economist” as you learn how to apply lessons to decisions made by individuals, businesses and the government. We will examine many social issues (poverty, inequality, minimum wage, health care, immigration, market competition) through the lens of an economist. Advanced Placement (AP) Microeconomics is an introductory college level survey course that is offered through the College Board’s Advanced Placement Program. In Advanced Placement Microeconomics students will explore the following in detail:

Unit 1: Basic Microeconomic Concepts

Unit 2: Supply and Demand

Unit 3: Costs and Perfect Competition

Unit 4: Imperfect Competition

Unit 5: Labor

Unit 6: Market Failure & the Role of Government

### **AP MACROECONOMICS (H)**

.5 Credit

2262

Grade 12

Economics is the social science of decision making! In this course you will learn how to “think like an economist” as you learn how to apply lessons to decisions made by you, businesses and the government. In Macroeconomics we focus on national economics and how countries make economic decisions about growth, government intervention, banking and maintaining market competition. Advanced Placement (AP) Macroeconomics is an introductory college level survey course that is offered through the College Board’s Advanced Placement Program. In Advanced Placement Macroeconomics students will explore the following in detail:

Unit 1: Basic Macroeconomic Concepts

Unit 2: Measuring the Economy

Unit 3: Fiscal Policy

Unit 4: Banks and Monetary Policy

Unit 5: FOREX (The Foreign Exchange Market)

### **PSYCHOLOGY**

.5 Credit

2210

Grade 12

Unlock the mysteries of the human mind and behavior in our captivating Introduction to Psychology course designed for high school students. This course offers an engaging and comprehensive introduction to the foundational principles and concepts of psychology, providing students with a solid understanding of the science behind human thoughts, emotions, and actions.

Through interactive discussions, engaging activities, multimedia resources, and practical demonstrations, students will cultivate critical thinking, communication, and analytical skills while developing a deeper appreciation for the complexities of human behavior. This course serves as an excellent foundation for those interested in pursuing psychology at the college level or simply seeking to better understand themselves and the world around them.

### **AP PSYCHOLOGY (H)**

1.0 Credit

2211/2212

Grade 12

The AP Psychology course offers high school students an in-depth exploration of the fascinating world of human behavior, cognitive processes, and the underlying principles that shape our thoughts, emotions, and actions. This rigorous and dynamic course follows the guidelines set by the College Board’s Advanced Placement program and provides students with a comprehensive understanding of psychological concepts, theories, and research methods.

Preparation for the AP Psychology exam will be a focal point, with students learning test-taking strategies and practicing multiple-choice questions, free-response essays, and research analysis tasks. The course places a strong emphasis on critical thinking, analysis, and the ability to apply psychological principles to real-life scenarios.

**CIVILIZATIONS**

.5 Credit

2233

Grade 12

This class is centered around Sid Meier's Civilization 6, a turned-based computer game in which you choose a historically significant world leader and grow your civilization across the world. Students will be exploring the world, founding new cities, building city improvements, deploying military troops to attack and defend themselves from others, researching new technologies and civics advancements, developing an influential culture, and engaging in trade and negotiations with other world leaders.

This class will be based out of a computer lab and a classroom. The course is designed to apply your social studies skills to a simulated world. This class allows you the freedom to play and learn at your own pace and difficulty while also reflecting and analyzing how this relates to our collective global history. Students who enjoy challenging themselves through hands-on learning will use their critical thinking and decision making skills to rule the world!

**GENOCIDE AND HOLOCAUST STUDIES**

.5 Credit

2229

Grades 12

In Genocide and Holocaust Studies, students will examine the psychological, cultural, and societal roots of human cruelty, mass violence, and genocide. We examine the questions of what enables individuals collectively and individually to perpetrate mass violence and genocide as well as examine the impact of apathetic bystanders on human violence.

Specific topics include:    The origins of genocide  
                                      Human nature and behavior  
                                      Steps to genocide

**MODERN AFRICAN STUDIES: CHALLENGES AND TRIUMPHS**

.5 credit

2235

Grade 12

This course will look at Africa during the 1900's and 2000's following decolonization. Students will be taught through themes as opposed to chronological order to showcase the major events in Africa. The themes that will be taught about will include racism, religion, ethnicity, nation building, health, development, etc. By the end of the course, students will have a nuanced understanding of Africa's historical and contemporary issues, the complexities of the continent, and practical insights into fostering development. This course is designed to foster critical thinking, cultural awareness, and a deeper appreciation of Africa's role in the global context.

**SOUNDTRACK OF AMERICA**

.5 credit

2224

Grade 12

This course explores the connection between music and history, examining how songs and genres have both shaped and been shaped by key events and movements in U.S. history from 1900 to the present. Students will critically analyze the ways in which music reflects societal values, challenges norms, and serves as a powerful tool for social change.

**STREET LAW**

.5 Credit

2218

Grade 12

Street Law is a course covering information that is of practical use in everyday life. The course will provide you with an understanding of your legal rights and responsibilities. The class will focus on criminal and civil law. Much of the class time is spent in discussion so your participation is a must. The class will also conduct a mock trial to have you experience the legal process.



## TECHNOLOGY & ENGINEERING COURSE SEQUENCE

Technology & Engineering	Credit	Fee	Prereq	Grade Level			
				9	10	11	12
Exploring Technology & Engineering	1.0	\$25	N	X	X	X	X
Introduction to Engineering Design	1.0		N	X	X	X	X
Principles of Engineering (H)	1.0		Y		X	X	X
Robotics	0.5		N	X	X	X	X
Robotics 2 (H)	0.5		Y		X	X	X
Wood Design & Fabrication	0.5	\$40	N		X	X	X
Advanced Wood Design & Fabrication	0.5	\$40	Y		X	X	X
Metal Engineering & Manufacturing	0.5	\$15	N		X	X	X
Welding Technology (DC)	0.5	\$10	N		X	X	X
Transportation	0.5		N		X	X	X
Communication Technology	0.5		N		X	X	X
Photoshop & Digital Imaging	0.5		N		X	X	X
Building & Trades	0.5		Y			X	X

## TECHNOLOGY AND ENGINEERING COURSES

### EXPLORING TECHNOLOGY & ENGINEERING

1.0 Credit

2024-2025 fee: \$25

52310/2311

Grades 9-12

Exploring Technology and Engineering is an overview of what technology is and how it affects our lives. This course is recommended to all students at Onalaska High School. The three areas of study include Communications, Transportation, Materials and Processes with the emphasis on creative problem solving.

#### Communications

- Introduction to communications
- Internet, WWW and email
- Basic technical design
- Audio and video production

#### Transportation

- Introduction to transportation system components
- Problem solving techniques
- Land transportation
- Air transportation, jet propulsion, rocket propulsion
- Water transportation

#### Materials and Processes

- Introduction to materials and processes: Wood, metal, plastic
- Basic machine operation and safety
- Product planning and problem solving
- Screen printing

**INTRODUCTION TO ENGINEERING DESIGN**

1.0 Credit

2340/2341

Grades 9-12

In this course, students use 3D solid modeling design software to help them design solutions to solve proposed problems. Students will learn how to document their work and communicate solutions to peers and members of the professional community. The major focus of this course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation.

**PRINCIPLES OF ENGINEERING (H)**

1.0 Credit

Pre: Intro to Eng Design

2344/2345

Grades 10-12

This survey course exposes students to major concepts they'll encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. Students develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions.

**ROBOTICS**

.5 Credit

2347

Grades 9-12

Robotics is a lab-based course that uses a hands-on approach to introduce the basic concepts of robotics, focusing on the construction of gears, lifts and mechanisms and programming of autonomous mobile robots. Students will work in groups to build and test increasingly more complex mobile robots and automated structures in order to complete different tasks. We will be using Vex V5 construction and control systems as our platform. Students will be divided into groups and complete a variety of robot construction and programming activities within these groups.

**ROBOTICS 2 (H)**

.5 Credit

Pre: Robotics Or Principles of Engineering

2357

Grades 10-12

Robotics 2 is a lab-based course that uses a hands-on approach focusing on the advanced construction and programming of autonomous mobile robots. Students will work in small groups building and testing their robot to compete in 2 different competitions throughout the course. Teams will form alliances with others in order to meet the criteria and compete in the competitions. We will be using Vex V5 construction and control systems as our platform. You will be executing an engineering design and problem-solving process that resembles the same mindset used by engineers, brain surgeons, scientists and inventors around the world.

**WOOD DESIGN AND FABRICATION**

.5 Credit

2024-2025 fee: \$40

2329

Grades 10-12

This course is recommended for all students interested in pursuing careers in such fields as the building trades, cabinet making, lumbering, manufacturing, engineering and design. Emphasis will be placed on hands-on work, utilizing wood as the raw material and transforming it into finished products. Safety rules and procedures will be stressed. Students will gain practical problem solving that is important in the world of work.

**ADVANCED WOOD DESIGN AND FABRICATION**

.5 Credit

Pre: Wood Design & Fab.  
2024-2025 fee: \$50

2303

Grades 10-12

This advanced-level course is designed for students passionate about woodworking and interested in pursuing a career in engineering, construction trades or the wood manufacturing industry. Throughout this course, students will refine their woodworking skills and techniques while working on complex projects, including cabinetry, furniture design, and custom wood products.

Students will learn advanced methods in:

- Precision cutting and assembly
- Joinery techniques (dovetail, mortise and tenon, etc.)
- Finishing and staining wood products
- CNC machining and automated tools
- Blueprint reading and project planning

A core component of this course is the opportunity to achieve **Woodworker Career Alliance (WCA) Certification** by demonstrating competency in key woodworking skills as outlined by the WCA.

**Certifications:** Upon successful completion, students may earn their **Woodworker Career Alliance Passport** and obtain Level 1 or higher certification, qualifying them for entry-level positions in the woodworking industry or further specialized training.

### **METAL ENGINEERING AND MANUFACTURING**

.5 Credit

2024-2025 fee: \$15

2349

Grades 10-12

This course will examine areas such as metal machining, metallurgy, and forming. Students will look at the engineering associated with metal working while using hands-on practices to demonstrate an understanding of various metal working processes. Students will also study the basic use of machine tool equipment such as metal lathe, milling machine, computer-operated milling, and metal forming. If you are considering a path in engineering or skilled trades, this course is highly recommended.

### **WELDING TECHNOLOGY: DESIGN, ENGINEERING & MANUFACTURING**

*Dual Credit*

.5 Credit

2024-2025 fee: \$10

2348

Grades 10-12

Throughout the semester students will be introduced to different welding processes. Using these processes, students will explore various aspects of the engineering design process, prototyping, print reading, and manufacturing. Upon completion of the required operations, students will have a choice of several projects to complete. Career paths in the field of welding will be explored. For those students considering engineering or skilled trades as a career option, Welding Technology is very valuable.

### **TRANSPORTATION**

.5 Credit

2325

Grades 10-12

This course will show students how transportation technology integrates with every facet of our daily lives. Students will discover that our society has changed considerably due to the increased ease of moving people and products. Today millions of people, products, and goods are transported continuously to keep our economy and society running efficiently. Students will be introduced to various transportation systems involving land, air, water and space. They will also be introduced and given hands-on experience with each of the systems and prime movers. Students will practice problem-solving by participating in a research and design problem in the area of transportation. Areas of study include: small engines, motorcycles, waterways and watercraft.

### **COMMUNICATION TECHNOLOGY**

.5 Credit

2312

Grades 10-12

Communication technology represents one of the fastest growing sections of the world economy. This class is designed to introduce students to many communication technology systems including graphic, electronic, light, and acoustic (sound) communication systems. The class is a combination of activities that enable students to understand the various systems. Many activities will include the areas of:

- telecommunication systems, Internet and e-mail
- video production
- photography
- web page construction
- digital image acquisition and processing
- computer hardware & software

### **PHOTOSHOP AND DIGITAL IMAGING**

.5 Credit

2318

Grades 10-12

Communication technology represents one of the fastest growing sections of the world economy. Photoshop knowledge and ability is required in a variety of careers. This course is an in-depth learning experience in Photoshop. Students will learn how to use Photoshop with Adobe authorized training materials. Areas of study include:

- Photoshop
- Flash Animation
- Video Game Design

**BUILDING AND TRADES**

.5 Credit

Pre: Recommendation &  
interview may be required

2342

Grades 11-12

Are you interested in owning your own home someday? Does architecture fascinate you? Are you thinking about entering the workforce right after high school? How about securing a well-paying job while learning lifelong skills that can save you money or increase the value of your future investments? If so, this class is for you!

In this course, you'll gain hands-on experience and job training needed to be competitive in the building and trades industry. You'll be guided through every stage of the building process, from preparing a lot to adding the final touches to a residential home—skills that also apply to commercial construction. Instruction will take place both in the classroom and on the job site, covering electrical work, plumbing, heating, air conditioning, and various career paths in the trades.

Additionally, you'll have the chance to participate in a Job Fair at the high school, where you can connect with local contractors and businesses actively seeking new employees. You may even receive a letter of recommendation to kick-start your career!

**AUTOMOTIVE OR DIESEL ACADEMY (1- or 2-year program)**

Up to 2.0 credits/semester

YA07

Grades 11-12

Pre: Transportation

By OHS application only - due March 1, 2025

Students receive hands-on experience in the automotive or diesel industry by repairing the engines and brakes of either gasoline- or diesel-powered vehicles. At the end of each term, students take the ASE professional certification exam given by the National Institute for Automotive Service Excellence. This program meets one evening per week at West Salem High School. Students are responsible for transportation to and from West Salem HS.







# WORLD LANGUAGES - French & Spanish



## FRENCH COURSE SEQUENCE

World Languages	Credit	Fee	Prereq	Grade Level			
				9	10	11	12
French 1	1.0		N	X	X	X	X
French 2	1.0		Y		X	X	X
French 3	1.0		Y			X	X
French 4 (H) (DC)	1.0		Y				X

### **FRENCH 1: Introduction to the Francophone World**

1.0 Credit

1701/1702

Grades 9-12

French 1 is the first in four courses designed to prepare the student on their path to proficiency in French and earning university credit in French 4. Students will be introduced to the French language through the following themes: introducing yourself to others, talking about your school day, sharing what you do in your free time, describing your family, learning how to order food, and discussing what you will do this summer. An introduction to francophone culture is interwoven in each unit of study. Instruction will be in French. Some outside of class work will be required. Through studying the language, the student will build confidence, respect and appreciation for the diversity of their world and exploration of interculturality. Students will practice their communication skills with a penpal from France. *The student's speaking proficiency goal by the end of this course is Novice-High.*

### **FRENCH 2: Exploring Your Identity**

1.0 Credit

Pre: French 1

1703/1704

Grades 10-12

In French 2, students will continue their study of the French language through the following topics: talking about one's weekly routine, discussing what you did recently, describing what you wear, reminiscing about one's childhood, and conversing about where you live. Francophone culture is interwoven in each unit of study. Instruction will be in French. Students will develop self-confidence and a deeper appreciation for diverse cultures, encouraging exploration of intercultural experiences. Students will practice their communication skills with a penpal from France. *The student's speaking proficiency goal by the end of this course is Intermediate-Mid.*

### **FRENCH 3: Creating a Future of Opportunities**

1.0 Credit

Pre: French 2

1705/1706

Grades 11-12

In French 3, students will continue their study of the French language through the following topics: talking about their freshman year of high school, describing your home, discussing planning a party, discussing what one eats, giving advice to new students. Francophone culture is interwoven in each unit of study. By the third year, students not only enhance linguistic proficiency but also cultivate self-assurance, respect for global cultures, and an eagerness to engage in intercultural exchanges. Students will practice their communication skills with a penpal from France. *The student's speaking proficiency goal by the end of this course is Intermediate-High.*

### **FRENCH 4 (H)(DC): Building Your French Confidence**

1.0 Credit

Pre: French 3

1707/1708

Grade 12

*Dual Credit*

In French 4, students have the opportunity to earn up to 14 university credits through UW-Green Bay. Students will continue their study of the French language through the following topics: discussing one's use of technology, analyzing how to live sustainably, discussing future plans, critiquing movies and tv shows, exploring ways to give back to the community, and reacting to what is going on in the world. The fourth year of study will transform individuals into confident, culturally sensitive global citizens, fostering a deep appreciation for diversity and an unwavering commitment to meaningful intercultural dialogue and a harmonious world. This course focuses on mastering complex grammar structures, expanding your vocabulary to an advanced level, and developing the ability to think and communicate in French. Students will practice their communication skills with a penpal from France. *The student's speaking proficiency goal by the end of this course is Advanced-Low.*

## SPANISH COURSE SEQUENCE

World Languages	Credit	Fee	Prereq	Grade Level			
				9	10	11	12
Spanish 1	1.0		N	X	X	X	X
Spanish 2	1.0		Y		X	X	X
Spanish 3	1.0		Y			X	X
Spanish 4 (H)	1.0		Y				X
<b>Spanish AP Course Sequence</b>							
Spanish 1 Pre-AP	1.0		N	X	X	X	X
Spanish 2 Pre-AP	1.0		Y		X	X	X
Spanish 3 Pre-AP (H)	1.0		Y			X	X
AP Spanish Language & Culture (H)	1.0		Y				X

### **SPANISH 1**

1709/1710

Grades 9-12



1.0 Credit

Spanish 1 is the first in four courses designed to prepare the student for the university placement exam. Students will be introduced to the Spanish language through the following themes: greetings, school, eating out, family, and free time. An introduction to Spanish culture is interwoven in each unit of study. Instruction will be in Spanish. Some outside of class work will be required. Through studying the language, the student will build confidence, respect and appreciation for the diversity of their world, and exploration of interculturality. *The student's proficiency goal by the end of this course is Novice-High.*

### **SPANISH 1 Pre-AP**

1721/1722

Grades 9-12



1.0 Credit

Spanish 1 is the first in four courses designed to prepare the student for the AP Exam and/or university placement exam. Students will be introduced to the Spanish language through the following themes: greetings, school, eating out, family, and free time. An introduction to Spanish culture is interwoven in each unit of study. Instruction will be in Spanish. Some outside of class work will be required. Through studying the language, the student will build confidence, respect and appreciation for the diversity of their world, and exploration of interculturality. The students will dive deeper into the four communication skills. *The student's proficiency goal by the end of this course is Novice-High.*

### **SPANISH 2**

1713/1714

Grades 10-12

1.0 Credit

Pre: Spanish 1

In Spanish 2, students will continue their study of the Spanish language through the following topics: talking about your town, describing your weekly routine, discussing what you did recently, talking about family traditions, discussing your childhood and talking about family meal traditions. Spanish culture is interwoven in each unit of study. Instruction will be in Spanish. Through studying the language, the student will strengthen their confidence, respect and appreciation for the diversity of their world, and exploration of interculturality. *The student's proficiency goal by the end of this course is Intermediate-Low.*

### **SPANISH 2 Pre-AP**

1723/1724

Grades 10-12

1.0 Credit

Pre: Spanish 1 Pre-AP

In Spanish 2, students will continue their study of the Spanish language through the following topics: talking about your town, describing your weekly routine, discussing what you did recently, talking about family traditions, discussing your childhood and talking about family meal traditions. Spanish culture is interwoven in each unit of study. Instruction will be in Spanish. Through studying the language, the student will strengthen their confidence, respect and appreciation for the diversity of their world, and exploration of interculturality. The students will dive deeper into the four communication skills. *The student's proficiency goal by the end of this course is Intermediate-Low.*

**SPANISH 3**

1.0 Credit

Pre: Spanish 2

1715/1716

Grades 11-12

In Spanish 3, students will continue their study of the Spanish language through the following topics: telling stories about one's summer, talking about one's future, giving advice to new students, exploring culture through music, and discussing where one lives. Spanish culture is interwoven in each unit of study. Through studying the language, the students will further strengthen their confidence, respect and appreciation for the diversity of their world, and exploration of interculturality. *The student's proficiency goal by the end of this course is Intermediate-Mid.*

**SPANISH 3 Pre-AP (H)**

1.0 Credit

Pre: Spanish 2 Pre-AP

1725/1726

Grades 11-12

In Spanish 3, students will continue their study of the Spanish language through the following topics: telling stories about one's summer, talking about one's future, giving advice to new students, exploring culture through music, and discussing where one lives. Spanish culture is interwoven in each unit of study. Through studying the language, the students will further strengthen their confidence, respect and appreciation for the diversity of their world, and exploration of interculturality. The students will dive deeper into the four communication skills. *The student's proficiency goal by the end of this course is Intermediate-Mid.*

**SPANISH 4 (H)**

1.0 Credit

Pre: Spanish 3

1717/1718

Grades 11-12

Students have taken placement tests at the end of each level for three years. Objectives are separated into communicative, culture, comparisons, connections, and communities. The student will be able to:

- Write a narration or description and present and defend ideas and points of view using imperfect tense, present progressive tense, future tense, extended uses of subjunctive tense, present perfect and past perfect tense. Advanced vocabulary is presented
- Describe and explain the different regions of Spain, its culture and people. Make connections to your own culture
- Communicate in most situations effectively

**AP SPANISH LANGUAGE AND CULTURE (H)**

1.0 Credit

Pre: Span 3 Pre-AP/Sp 4

1729-1730

Grade 12

This course is the last in a sequence of four courses that culminates with the AP Spanish Language and Culture exam and/or the college placement test. It is intended for students who want to finish the academically rigorous program. In addition to vocabulary, grammar and literature, the course is divided into six curricular themes: Personal and Public Identities, Family and Community, Global Challenges, Science and Technology, Beauty and Aesthetics, and Contemporary Life. Within each of the six themes will be in the incorporation of each of the six modes of communication: spoken interpersonal communication, written interpersonal communication, audio, visual, and audiovisual interpretive communication, written and print interpretive communication, spoken presentational communication, and written presentational communication. When communicating, students must demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities). All classes will be conducted primarily in Spanish.

# STUDENT AIDE POSITIONS

\*All student aide positions are **pass/fail** – no letter grades will be assigned

\*All student aide positions are **elective** credit

\*Aide positions are open to **juniors and seniors only**

\*Students are allowed to take no more than 2 semesters of aide positions during their high school career

## ART AIDE

.5 elective credit

2400

Grades 11-12

Pre: Signed Student Aide Form

Students interested in sorting, organizing, cutting, mixing paint, cleaning, creating and assisting the art teachers in any other way are encouraged to ask about being an art aide. Students must be responsible, trustworthy and able to follow directions.

## BAND AIDE

.5 elective credit

2419

Grades 11-12

Pre: Band member & signed Student Aide Form

Open to all band members. Daily tasks/assignments include filing, organizing materials and other such tasks as needed to assist the band directors with day-to-day routine band maintenance. Educational objectives include:

- Provide experience in cataloging and filing
- Allow potential music majors to experience the day-to-day operations of an instrumental music program
- Provide experience in decision-making, organization and prioritizing

## FAMILY CONSUMER EDUCATION AIDE

.5 elective credit

Pre: Must have taken a minimum of  
2 FCE courses in prior semesters

2432

Grade 11-12

Duties include, but are not limited to, taking attendance, typing documents, sorting materials, making copies of materials, and researching information. Students are also asked to share their expertise within the area by assisting students who may need additional help within the class setting. Pre-approval from department teacher prior to registering for this aide position.

## FRENCH AIDE

.5 elective credit

2417

Grades 11-12

Pre: Signed Student Aide Form

Students may work as an aide in a French class that they have successfully completed. Students must be professional, willing to work with other students and interested in excelling in the target language. Aides will tutor, help students with make-up work and provide assistance within the classroom setting whenever possible.

## HEALTH DEPARTMENT AIDE

.5 elective credit

2412

Grades 11-12

Pre: Signed Student Aide Form

Duties include, but are not limited to taking attendance, typing documents, researching information and helping with skill tests in Wellness and/or First Aid. Students may also share their knowledge and experience by assisting students who need additional help.

## LIBRARY MEDIA CENTER (LMC) AIDE

.5 elective credit

2407

Grades 11-12

Pre: Signed Student Aide Form

Actively maintain the Library Media Center and help provide library services for students and staff at OHS. Students learn organizational and media skills that will help them and others use LMC resources. Students will be instructed as to the various jobs that they are expected to perform in the LMC. Students of all abilities can become an LMC aide but the ability to work semi-independently and carry out assigned tasks efficiently is an important skill in the LMC.

**MATH AIDE**

.5 elective credit

2418

Grades 11-12

Pre: Signed Student Aide Form

Students must be responsible, trustworthy and able to work with others. Duties may include helping students with make-up work, tutoring, providing additional help within the classroom setting and proctoring make-up work. An interest in and aptitude for math is a necessity. A cumulative GPA of 2.0 or higher is required for this position.

**PHYSICAL EDUCATION AIDE**

.5 elective credit

2420

Grades 11-12

Pre: Signed Student Aide Form

PE aides should value physical activity for health and enjoyment. Students must be willing to respectfully participate with all peers, regardless of individual differences, when needed to make even teams or partner groups. Other duties include assisting with set-up and clean-up of equipment. Students must be able to ride a bike confidently.

**SCIENCE AIDE**

.5 elective credit

2440

Grades 11-12

Pre: Signed Student Aide Form

Work with one or more teachers within the science department. Students must be responsible, trustworthy and able to follow directions as well as work with others. Duties may include assisting in preparation of classroom materials, lab equipment and chemicals for lab activities, maintaining lab equipment, cleaning lab equipment and science department storage rooms, helping students with make-up work, tutoring and providing additional help within the classroom setting.

**SPANISH AIDE**

.5 elective credit

2421

Grades 11-12

Pre: Signed Student Aide Form

Students may work as an aide in a Spanish class that they have successfully completed. Students must be professional, willing to work with other students and interested in excelling in the target language. Aides will tutor, help students with make-up work and provide assistance within the classroom setting whenever possible.

**SPECIAL NEEDS AIDE**

.5 elective credit

2415

Grades 11-12

Pre: Signed Student Aide Form

Must have a solid foundation in two or more core academic areas – math, English, science, social studies, and/or health. Aide also must have a strong desire to help others. The special needs aide will be expected to assist the special needs classroom teacher and assist students with assignments.

**STUDENT SERVICES/OFFICE AIDE**

.5 elective credit

2401/2403

Grades 11-12

Pre: Signed Student Aide Form

Aides will work either in the Main Office or in the Student Services Office. Aides deliver passes to students, run errands and do office tasks such as stapling, collating and filing. This is an educational opportunity for students who want to provide a service to others and also gain some entry-level Administrative Professional and clerical skills. Student Services aides *may* also be asked to tutor other students. Strict confidentiality is expected of all Office/Student Services Aides.

**PEER TUTOR**

.5 elective credit

2445

Grades 11-12

Pre: Signed Student Aide Form (signed by school counselor)

Students interested in education and helping careers can get a head-start in building leadership skills. Tutors will instruct, practice with and encourage peers in academic areas of need. Students interested in the fields of education, social work, counseling, healthcare and many others may find this opportunity to work on communication and collaboration skills beneficial.

# **Onalaska Alternative Services and Instruction School (OASIS)**

## **School Mission:**

The mission of OASIS is to provide an alternative educational setting for youth who have been either unsuccessful in a traditional setting or simply prefer a different educational avenue than the traditional classroom, and who have made the decision to shape a better future for themselves. As a learning community, students and staff create an environment that:

- Offers individualized district-approved curriculum through Edmentum, a nationally recognized online curriculum provider
- Utilizes instruction that has real world application
- Provides career preparation
- Creates a feeling of community
- Disseminates information on philosophy and procedures to fellow professionals working with adolescents

OASIS is housed within Onalaska High School and utilizes online credit recovery, OASIS teacher instruction, and courses within Onalaska High School as appropriate.

## **Student Eligibility:**

Enrollment in OASIS is never guaranteed. A committee decision is made based on what the committee feels is in the best interest of each individual student. Students referred to OASIS typically exhibit some or all of the following:

- Truancy issues
- Credit deficiency
- Behavior issues
- Trouble taking classes in the “traditional” manner

## **Courses Offered:**

Most core areas required for graduation are offered through the OASIS program; however, due to the nature of OASIS, not all core classes are offered within the OASIS setting. Full-time students in OASIS typically (but are not limited to) take a minimum of one class in the regular high school setting each semester in addition to OASIS programming.

# ONALASKA HIGH SCHOOL

## 4 Year Academic Career Plan

### Grade 9

Dept.	Semester 1	Credit
English	Eng 9 or Eng 9 Accl	0.5
Social Studies	US History	0.5
Math		0.5
Science	Biology	0.5
PE	PE 9	0.5
Elective		0.5
Elective		0.5
Elective		0.5

Dept.	Semester 2	Credit
English	Eng 9 or Eng Accl	0.5
Social Studies	US History	0.5
Math		0.5
Science	Biology	0.5
Health	Wellness	0.5
Elective		0.5
Elective		0.5
Elective		0.5

### Grade 10

Dept.	Semester 1	Credit
English	Eng 10 or Eng 10 Accl	0.5
Social Studies	World Hist & Geog or AP World Hist	0.5
Math		0.5
Science	Phy Sci or Chem 1	0.5
PE		0.5
Elective		0.5
Elective		0.5
Elective		0.5

Dept.	Semester 2	Credit
English	Eng 10 or Eng 10 Accl	0.5
Social Studies	World Hist & Geog or AP World Hist	0.5
Math		0.5
Science	Phy Sci or Chem 1	0.5
Health	General Health	0.5
Elective		0.5
Elective		0.5
Elective		0.5

### Grade 11

Dept.	Semester 1	Credit
English	Eng 11 or AP Lang & Comp	0.5
Social Studies	Am Gov or AP US Gov & Politics	0.5
Math		0.5
Science		0.5
PE		0.5
Elective		0.5
Elective		0.5
Elective		0.5

Dept.	Semester 2	Credit
English	Eng 11 or AP Lang & Comp	0.5
Social Studies	Soc Issues or AP US Gov & Politics	0.5
Math		0.5
Science		0.5
Elective		0.5
Elective		0.5
Elective		0.5
Elective		0.5

### Grade 12

Dept.	Semester 1	Credit
English		0.5
Social Studies	(AP) Econ or Personal Finance*	0.5
Elective	Personal Finance** (class of 2027/2028)	0.5
Elective		0.5
Elective		0.5
Elective		0.5
Elective		0.5
Elective		0.5

Dept.	Semester 2	Credit
English		0.5
Social Studies		0.5
Elective		0.5
Elective		0.5
Elective		0.5
Elective		0.5
Elective		0.5
Elective		0.5

\*Students who choose to take Personal Finance MUST choose an additional semester of social studies elective.

\*\*Starting with the class of 2027, all students must complete Personal Finance and 1.0 credit of social studies elective.

# Onalaska High School

700 Wilson Street

Onalaska, WI 54650

<https://onalaskahighschool.onalaskaschools.com>

**Main Office Phone: 608-783-4561**

**Main Office Fax: 608-783-0102**

**Student Services Phone: 608-783-4571**

**Student Services Fax: 608-783-2604**

## **Administrators**

Jared Schaffner - Principal	x5007	schja2@onalaskaschools.com
Charlie Ihle - Associate Principal	x5003	ihlch@onalaskaschools.com
Jason Thiry - Activities Director/Assoc. Principal	x5005	thija@onalaskaschools.com

## **School Counselors**

Garrett Silker (A-Ht)	x5032	silga@onalaskaschools.com
Chrissy DeLong (Hu-Ri)	x5030	delch@onalaskaschools.com
John Horman (Rj-Z)	x5031	horjo@onalaskaschools.com

## **School Psychologist**

Rikki Kazda	x5035	kazri@onalaskaschools.com
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## **Administrative Professionals**

Melissa de Boer - Student Services	x5034	debme@onalaskaschools.com
Jennifer Morrison - Student Services	x5029	morje2@onalaskaschools.com
LeAnn Dirks - Main Office	x5002	dirle@onalaskaschools.com
Kimberly Weber - Main Office	x5001	webki@onalaskaschools.com
Laura Lee-Fugina - Activities Office	x5006	leela@onalaskaschools.com