



DC EVEREST  
*Senior*  
HIGH

# ACADEMIC AND CAREER HANDBOOK 2025-2026

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## A Letter from the Senior High School

Dear D.C. Everest Senior High Students:

Welcome to the D.C. Everest Academic and Career Handbook. This handbook is aligned to prepare each student to be college, career, and life ready. We recognize each student is unique and there is no single measurement of success we can use to determine readiness. We rely on a diverse set of research-based metrics and consider the whole person — the breadth and depth of their coursework, participation in extracurricular activities, ACT scores, grades, third-party certifications, community service, and ability to demonstrate soft skills within and beyond the classroom — to determine student readiness.

The following indicators have all met rigorous research criteria for assessing a student's life, career, and academic preparedness. These same metrics serve as guideposts that help students make informed choices about the courses, activities, community service, and work-based learning experiences they engage in based on their personal and professional goals.

### **COLLEGE READY — DEVELOPING A LEARNER'S MINDSET**

Due to the rapid pace at which careers and technologies evolve, we must prepare today's high school graduates to become lifelong learners capable of advancing their skill sets with on-the-job or post-secondary academic training. To ensure our students are capable of adapting to change in professional fields, we have implemented research-based "college ready" metrics.

Students are considered college ready (able to successfully complete an entry-level college course) if they meet the academic indicators OR standardized testing benchmarks listed below.

### **ACADEMIC INDICATORS**

GPA of 2.8 and one or more of the following indicators:

- Advanced Placement exam score (3+)
- Advanced Placement course (A, B, or C)
- Dual Credit college English and/or math (A, B, or C)
- Algebra II (A, B, or C)

**OR**

Standardized Testing Benchmarks (minimum score)

ACT Exam: English (18) - Reading (22) - Science (23) - Math (22)

College Readiness Placement Assessment (determined by post-secondary institution)

### **Additional Factors that Contribute to College Success**

Earned As, Bs, Cs; FAFSA completion; enrollment in career pathway course sequence; college academic advising; participation in college-bound bridge programs; senior year math course; completion of a math course after Algebra II.





## CAREER READY

It's important for students to understand what it takes to secure a job, sustain employment, and attain credentials that differentiate them from others applying for the same opportunities. We have implemented research-based career ready metrics to help students develop pathways that connect them with real-world social, community and workplace experiences.

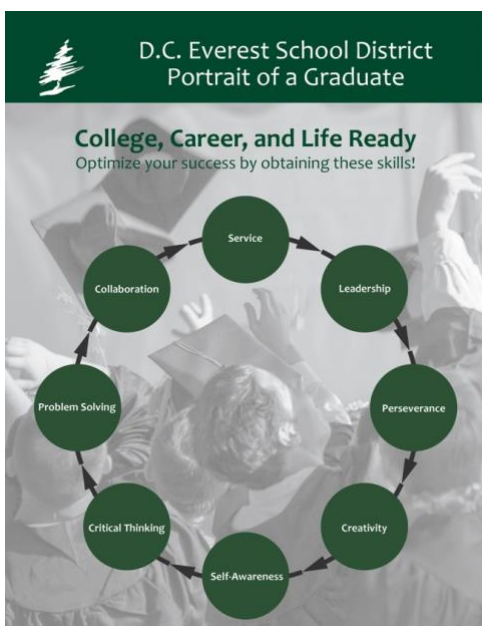
Students are career ready (possessing the knowledge, skills, and education necessary to successfully engage in career job training) if they have identified a career cluster and meet two or more of the following benchmarks:

- 90% attendance
- 25+ hours of community service
- Work-based learning experience
- Industry Standard Certification
- Dual Credit career pathway course
- Two or more organized co-curricular activities

In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery for each branch of the military.

## LIFE READY

It is likely most students will have multiple careers in their lifetime and will need to navigate challenges when things don't go as planned. Our "life ready" metrics assist students in acquiring the "soft skills" they need to become a responsible and productive member of the community. Students can demonstrate they are "life ready" by utilizing these skills in the classroom, during extracurricular/co-curricular activities, and while on the job.



## D.C. Everest Portrait of a Graduate

### College, Career and Life Ready

Optimize your success by obtaining these skills:

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



Please use this information as you consider possible course offerings in preparation for your future. We look forward to partnering with you in making the best choices for your future success. Please reach out to your advisor or school counselor with any questions.

## Planning Your Evergreen Education

### ACADEMIC AND CAREER PLANNING

To best prepare our students to be college, career and life ready, every student will develop an individualized Academic & Career Plan (ACP) with guidance from adult mentors, including an advisory teacher, counselor and parents/guardians. Research has shown the ACP process increases student engagement, a sense of connection to school, motivation and awareness of oneself. This process is gradual and builds upon a student's changing personal goals, plans and experiences across their secondary career, until it culminates into a robust career pathway upon graduation.

During their Advisory period, students will actively work on creating their ACP plan using a variety of online platforms - Xello, Canvas, and the Portrait of a Graduate Dashboard. To make their post-secondary plans a reality, they will learn how to "Know, Explore, Plan and Go" by tapping into their interests, volunteer experiences and extracurricular activities and learning about post-secondary options and work-based learning opportunities. Students are expected to collaborate with their advisory teacher and counselor on this path of discovery. In addition, parents/guardians play a vital role in the ACP process. The online platforms used by students document a student's ACP progress and can be viewed for parents. Families should review their child's plan frequently to help them make thoughtful decisions that align with their goals.

As part of the comprehensive ACP program, all D.C. Everest Senior High students will complete the following annually:

- Participate in ACP lessons during Advisory class
- Analyze college readiness by reviewing their GPA, academic progress and test scores
- Analyze career readiness by reviewing their attendance, extracurriculars and work-based learning experiences
- Create personal goals on a quarterly basis
- Take assessments, such as the interest Matchmaker and Personality Style, to help identify three career clusters and pathways that fit their interests and personality
- Explore multiple career clusters and hands-on experiences
- Conduct research on relevant career pathways and post-secondary paths
- Identify courses that align with their career cluster, post-secondary plans and life goals



In addition, by the end of 10th grade, students will:

- Create a resume and upload it to the Portrait of a Graduate Dashboard
- Attend the College, Career & Hiring Fair
- Take the preACT and Forward tests

By the end of 11th grade, students will:

- Identify a work-based learning or community service experience that is important to them
- Research colleges to develop a specific plan that aligns with their career interests
- Research post-secondary training options to develop a specific plan that aligns with their career interests
- Participate in an ACP Junior conference with their parents and counselor to review graduation requirements and post-secondary plans
- Take the ACT with Writing test
- Update their resume

By the end of 12th grade, students will:

- Update their resume
- Analyze which employment and life skills are strengths and weaknesses, and create plans to address deficiencies
- Finalize graduation requirements and a post-secondary plan
- Have access to multiple post-secondary planning seminars through Student Services and the Career Center, such as: college applications, finding your college major, apprenticeships, scholarships and financial aid
- Transition their Portrait of a Graduate Student Dashboard portfolio artifacts to another device



## Graduation Requirements for All Students

All students must earn a total of 23.5 credits to graduate

Required credits: 15.5

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

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





## High School Courses Recommended for Four-Year Colleges

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

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



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

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

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

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

## High School Courses Recommended for WI Tech Colleges

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

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



## Course Add/Drop Procedure

The Senior High makes every effort to develop a master schedule according to student needs and interests. The process does involve students, parents/guardians, and the school counselors. Each student must recognize that the scheduling process is complex, and their selections determine curriculum offerings, the final master schedule, and teacher contracts. Considerable time and effort go into creating a flexible schedule, and once the Senior High establishes final student schedules in the spring, schedule changes will rarely receive approval.

Any student interested in requesting a schedule change must make an appointment to meet with the student's school counselor **BEFORE** the semester begins. The Senior High will consider schedule changes **PRIOR TO THE START OF EACH SEMESTER** and will limit adjustments to changes deemed absolutely necessary for:

- A student with medical reasons
  - A student with a computer error on their schedule
  - A student with two study halls in one semester
  - A student whose IEP or 504 Plan requires that modifications be made
  - A student who needs a course added as a graduation requirement or who failed a course needed to fulfill graduation requirements
  - A student who has not met the prerequisites for a scheduled course
  - A student who recovered credit in Summer School and no longer needs the course currently in their schedule.
  - 2<sup>nd</sup> semester of a full year course with completion of the "Full Year Course Drop Form," prior to the start of 2<sup>nd</sup> semester. Forms are available in Student Services.
- 
- **A LOW OR FAILING GRADE DOES NOT JUSTIFY WITHDRAWAL FROM A COURSE.**
  - **CHANGES WILL DEPEND ON THE ENROLLMENT SIZE OF THE COURSE THE STUDENT WANTS TO DROP AND THE COURSE A STUDENT WOULD ADD.**
  - **A STUDENT MUST FOLLOW A STUDENT'S CURRENT SCHEDULE UNTIL THEIR COUNSELOR NOTIFIES THE STUDENT, THEY HAVE CHANGED THE SCHEDULE. STAFF WILL MARK STUDENTS UNEXCUSED WHO DO NOT REPORT TO CURRENTLY SCHEDULED COURSES.**
  - **STUDENTS WITHDRAWN FROM A COURSE BECAUSE OF UNDESIRABLE CONDUCT WILL RECEIVE A FAILING SEMESTER GRADE FOR THAT COURSE IN ADDITION TO DISCIPLINARY ACTION.**
  - **NOTE TO SENIORS PLANNING ON ATTENDING A 4-YEAR COLLEGE: PRIOR TO REQUESTING A SCHEDULE CHANGE, YOU NEED TO GET PERMISSION FROM ALL COLLEGES/UNIVERSITIES THAT YOU APPLIED TO SO THIS CHANGE WILL NOT COMPROMISE YOUR ADMISSION STATUS. UNIVERSITIES HAVE INFORMED US THAT IF YOU HAVE RECEIVED YOUR ACCEPTANCE AND YOU CHANGE YOUR SCHEDULE WITHOUT THEIR PERMISSION, THEY MAY RESCIND YOUR ACCEPTANCE.**



## DROPPING A COURSE AFTER THE ADD-DROP TIMELINE

In rare situations, the school team may approve a student drop from a course after the beginning of a semester. Students must follow the process below for consideration to drop a course after the beginning of a semester:

- Student, parent/guardians(s), teacher(s), and school counselor must meet to discuss the reason(s) for dropping the course and the implications for the student. The school counselor will inform a building administrator.
- After the meeting, if the team decides a course drop best serves the interests of the student, the student must complete the following steps:
  - All materials and textbook returned immediately.
  - The student will earn a grade of W/F for the course. This grade will impact the student's grade point average.
  - A student must maintain a full course load (6 courses each semester) throughout the year.

## NCAA Clearinghouse – Attention Division I and II Prospective College Athletes

Juniors or Seniors planning to participate in Division I or II sports as a college freshman need to register and get certified by the NCAA Eligibility Center. The student bears the responsibility to research college athletic programs and carefully check and understand NCAA requirements.

Since only approved D.C. Everest High School core coursework will be considered for eligibility, students must take the appropriate courses prior to graduation. Students can obtain the approved list by visiting the [NCAA website \(www.ncaa.org\)](http://www.ncaa.org).

- Go to the “Student-Athletes” tab
- Go to “Future Student-Athletes”
- Scroll to the bottom of the page and select Core Courses
- The D.C. Everest school code is 502060.



The NCAA Eligibility Center website provides information on eligibility standards, financial aid, recruiting and the national letter of intent, in addition to other topics of interest to student athletes. The website will also provide information regarding NCAA guidelines and the changes regarding the increased number of required approved core courses students in high school must complete.



## Advanced Placement Program

The Advanced Placement Program (AP) is a cooperative educational endeavor between secondary schools and colleges and universities. For students willing and able to apply themselves to college-level studies, the program enriches their secondary and postsecondary school experiences. It also provides the means for colleges to grant credit, placement, or both to students who have applied themselves successfully.

The College Board administers the Advanced Placement Program, which contracts with Educational Testing Services (ETS) — an independent, non-profit agency — for technical and operational educational services. This year, more than 400,000 students worldwide took Advanced Placement Examinations in May. Twenty-nine examinations, covering 16 different academic fields, are currently offered.

Students take AP Exams for several reasons, including the challenge, the prestige, the money, and time saved, and the opportunities that can unfold as a result. A student who earns a grade of 3 or better on an AP Exam is generally considered qualified to receive credit for the equivalent course at one of the 2,800 colleges and universities that give credit for AP Exams. The associated cost savings can be as much as \$2,500 per course. The entering college student who has been given AP recognition can take advanced courses, explore different subject areas, enter honors and other special programs, pursue double majors, and even complete undergraduate requirements early. D.C. Everest Senior High offers the following AP classes to qualified Honors students.

### Advanced Placement Course Offerings

ART	SOCIAL STUDIES	SCIENCE
AP Art and Design	Sophomores have the following choices to meet their world studies requirement	AP Biology - student earns two high school credits
BUSINESS AND IT	AP World History	AP Chemistry
AP Computer Science Principles Students who have taken Algebra I might consider this option.	AP U.S. History - normally taken junior year and meets the U.S. Studies requirement.	AP Physics C: Mechanics
ENGLISH	AP Human Geography	MATHEMATICS
AP Literature and Composition	AP Social Science electives include: -AP Psychology -AP Comparative Politics - AP African American Studies	AP Statistics (one year) - Students who have completed Algebra II and have taken or currently take Pre-Calculus and Trigonometry should consider this opportunity.
AP Language and Composition		
The AP courses listed here are offered dependent on enrollment. Courses with insufficient enrollment will not be run for that year.		AP Calculus AB and AP Calculus BC - Students who have taken Pre-Calculus and Trigonometry should consider these courses.
		AP Pre-Calculus students who have completed Algebra II or Algebra II Honors should consider this class.





## Industry Standard Certifications

### WHAT IS CERTIFICATION?

Many of the courses offered at D.C. Everest align with competencies from certification programs. Through these courses, students can prepare to take industry-standard certification exams. In addition, seniors can integrate their business, marketing, and medical skills with work-based learning experiences through internships to earn certifications. Both businesses and educational institutions recognize the validity of these industry certifications.

### WHAT ARE THE BENEFITS OF CERTIFICATION?

Students who complete a course and pass a certification test can gain many tangible benefits. They may be able to forego the costs of training for a certification exam via an outside company, which range from \$1,000 to \$2,000 per certification. Students who earn certifications also may gain employment beyond an entry-level position. Finally, students may earn college or technical college credit by passing one or more certification exams. Certification also can help students excel in whatever fields they pursue.

CERTIFICATION	TIME REQUIRED	DCE COURSE	FOR MORE INFORMATION
Department of Workforce Development Youth Apprenticeship Levels 1 and 2	One or Two Years	Career Area of Interest	See Mr. Hoffman
Assistant Child Care Teacher (ACCT)	One Semester	Careers with Kids	See FCE section of Course Book
Employability Skills	One Year	Career Capstone	See Mr. Hoffman
S/P2 Auto	One Semester	Auto Service DE	See Technology and Engineering Section
Career Connections	One Year	Construction Trades DE	See Technology and Engineering Section
Unity Certified User	One Semester	Advanced Game Design	See Business and IT Section
ServSafe Food Manager	One Year	Foods III	See Family and Consumer Section
Microsoft Office Specialist	One Semester	Microsoft Essentials DE	See Business and IT Section
CompTIA A+	One Semester	Computer Hardware	See Business and IT Section
HTML and CSS	One Semester	Web Design	See Business and IT Section
IT Specialists-Javascript	One Year	AP Computer Science Principles	See Business and IT Section
Career Connection Certificate	One Year	Construction Trades	See Mr. Hoffman
A*S*K* Concepts of Finance Certification	One Semester	Finance II	See Mr. Hoffman



## Career and Tech Education Student Organizations – (CTSO)



### **FCCLA - FAMILY CAREERS AND COMMUNITY LEADERS OF AMERICA**

The only CTSO with family as its focus. FCCLA promotes personal growth and leadership development through Family and Consumer Sciences Education. Focusing on the multiple roles of family member, wage earner and community leader, members develop life skills through character development; creative and critical thinking; interpersonal communications; practical knowledge; and career preparation. Students can enhance their leadership skills by competing in a project of their choice. [STAR events information](http://fcclainc.org/content/star-event-descriptions). ([fcclainc.org/content/star-event-descriptions](http://fcclainc.org/content/star-event-descriptions))



### **DECA**

DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe. We:

- Travel
- Compete
- Earn money
- Run the school store, Spirit Box, and our decal business
- Meet people from all over the world
- Earn scholarships
- Have fun
- Practice our leadership skills
- Network with real business leaders
- Prepare for our futures

Since four out of five careers demand marketing skills—get them now in the marketing course and in DECA! Learn more: [DCEDECA Facebook](https://www.facebook.com/dcedeca) ([facebook.com/deduce](https://www.facebook.com/deduce)) – [DCE Marketing](http://dcemarketing.weebly.com) ([dcemarketing.weebly.com](http://dcemarketing.weebly.com)) – [DCEDECA Twitter](https://twitter.com/DCEverestDECA) ([twitter.com/DCEverestDECA](https://twitter.com/DCEverestDECA)) – DECA ([deca.org](http://deca.org))



### **FBLA – FUTURE BUSINESS LEADERS OF AMERICA**

What does it mean to be a DCE FBLA member? It means that you belong to a group that prides itself on social, professional and community service activities within the D.C. Everest community and school. We get to know each other and have fun through our FBLA-sponsored events. We learn new things about business, attend conferences around the state and work on job skills to give you the competitive advantage when you leave DCE. Finally, we give back to the community that has given so much to help our members succeed. Learn more: [FBLA website](http://dcefbla.weebly.com) ([dcefbla.weebly.com](http://dcefbla.weebly.com)) – [DCE FBLA Facebook](https://www.facebook.com/dce.fbla) ([facebook.com/dce.fbla](https://www.facebook.com/dce.fbla)) – [DCE FBLA INTAGRAM](https://www.instagram.com/dce.fbla) ([instagram.com/dce.fbla](https://www.instagram.com/dce.fbla))

What does FBLA do?

- Promotes competent, aggressive business leadership



- Helps members understand American business enterprise
- Helps you establish career goals
- Encourages scholarships
- Promotes sound financial management
- Develops character and self-confidence
- Facilitates transition from school to work



### **FFA - LEARNING TO DO, DOING TO LEARN, EARNING TO LIVE, LIVING TO SERVE**

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. To accomplish its mission, FFA:

- Develops competent and assertive agricultural leadership.
- Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Strengthens the confidence of agriculture students in themselves and their work.
- Promotes the intelligent choice and establishment of an agricultural career.
- Encourages achievement in supervised agricultural experience programs.
- Encourages wise management of economic, environmental, and human resources of the community.
- Develops interpersonal skills in teamwork, communications, human relations, and social interaction.
- Builds character and promotes citizenship, volunteerism, and patriotism.
- Promotes cooperation and cooperative attitudes among all people.
- Promotes healthy lifestyles.
- Encourages excellence in scholarship.



### **HOSA – FUTURE HEALTH PROFESSIONALS**

HOSA is a global student-led organization recognized by the U.S. Department of Education and the Department of Health and Human Services. HOSA's mission is to empower future health professionals to become leaders in the global health community, through education, collaboration, and experience. HOSA actively promotes career opportunities in the health industry and enhances the delivery of quality health care to all people.



### **SKILLSUSA - "JOB READY, DAY ONE"**

SkillsUSA — a partnership of students, teachers, and industry — works together to ensure America has a skilled workforce. SkillsUSA helps each student excel. SkillsUSA helps you prepare for careers in trade, technical and skilled service occupations. Enhance the skills you have learned in Technology and Engineering courses by competing with students from around the state or even the nation! Competition areas include welding, carpentry, problem solving, automotive, robotics, technical drafting (CAD), precision machining and many others.



## Weighted Grades/Laude Information

### WEIGHTED GRADE INFORMATION

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

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

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

### LAUDE INFORMATION

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

#### Laude honors distinctions and point requirements:

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

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

Grade	Non-Weighted Courses	Honors/Certification	Advanced Placement/Dual Enrollment
A	4.0	4.5	5
AB	3.5	4.0	4.5
B	3.0	3.5	4.0
BC	2.5	3.0	3.5
C	2.0	2.5	3.0
CD	1.5	2.0	2.5
D	1.0	1.0	1.0
F	0.0	0.0	0.0

Grades of D/F will not receive an additional GPA boost.





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

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



## Honors Program

The D.C. Everest Senior High Honors Program challenges students who excel in one or more of the following categories: intellect, interest, and commitment in particular academic subjects, performing or visual arts, psychomotor skills, and leadership skills.

### GOALS OF THE CURRICULUM

- The curriculum is compacted and/or accelerated to provide time for enrichment, to include more elaborate, complex, and in-depth study of major ideas, problems and themes that integrate knowledge across systems of thought.
- The curriculum promotes the development and application of higher-level thinking skills.
- The curriculum encourages selection and use of appropriate and specialized sources.
- The curriculum promotes self-initiated and self-directed learning and growth.
- The curriculum promotes an appreciation of knowledge for its own worth.
- The curriculum provides for the development of self-understanding to help students fulfill their potential as leaders in our society.
- The curriculum is modified or "streamlined" to eliminate repetition of previously mastered material and to provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills.

### DESCRIPTORS OF THE CURRICULUM

In addition to compacting and/or accelerating learning to provide enrichment, Honors should include 75% of the following descriptors:

- Process, rather than content, is a priority.
- Creative and critical thinking is emphasized rather than acquisition of information.
- Student projects are encouraged.
- Use of resources beyond the classroom is a priority.
- Independent student learning is emphasized.
- Interrelationship of knowledge is stressed.
- Evaluation is based on individual rather than comparative progress; there is student involvement in the evaluation.
- Emotional growth is nurtured by developing independence and encouraging risk-taking in creative activities.
- Spatial and visual abilities are developed as well as verbal abilities and calculation.
- Intuition, feeling, and imagination are valued as are logic, scientific data, and accuracy.
- Forums, exhibits, and contests are promoted and developed for students to display their skills, knowledge, and their finished products.
- Small groups are planned so students can work together.



Each of the descriptors gets used with varying degrees in each curriculum and possibly in each course within each curriculum. For instance, mathematics and foreign languages may lend themselves to acceleration whereas other disciplines, such as literature or history, lend themselves to in-depth study and breadth as well as creative reflection. Although above-average students are usually rapid learners, acceleration is not always appropriate for talent development.

The program is designed so students can acquire an appropriate general education and examine subjects where their interests and talents lie in greater depth. A good general education and specialization in particular curricular areas is possible. Students in Honors have opportunities to engage in learning experiences with intellectual and creative equals as well as other learners.

Honors Courses sequencing examples can be found on the following pages:

- English Honors Course Sequence – page: 68
- Science Honors Course Sequence – page: 94
- Social Studies Honors Course Sequence – page: 99



## Dual Enrollment Courses

<b>AGRISCIENCE</b>	<b>MARKETING</b>	<b>TECHNOLOGY AND ENGINEERING</b>
Large Animal Science DE	Marketing Principles DE	Advanced Machining DE
Plant Science DE	<b>MATH</b>	Wood Manufacturing II DE
<b>BUSINESS</b>	Algebra III DE	Advanced Welding DE
Accounting II DE	Applied Calculus DE	Auto Service Fundamentals DE
Finance DE	Statistics DE	Architectural Design DE
Sales Principles DE	<b>MUSIC</b>	STEM Robotics DE
Business Management DE	Music Theory DE	3D Design Technology II DE
Computer Hardware DE	<b>SCIENCE</b>	Power Sports DE
Microsoft Essentials DE	Human Biology DE	Automotive Powertrain Systems DE
Web Design DE	Physics DE	Automotive Support Systems DE
<b>ENGLISH</b>	<b>SOCIAL STUDIES</b>	<b>WORLD LANGUAGES</b>
Written Communications DE	Current Events-Crime and Justice DE	French VI DE
<b>FAMILY CONSUMER SCIENCE</b>	Sociology DE	German VI DE
Careers with Kids DE	Introduction to Diversity Studies DE	Spanish VI DE
Medical Terminology DE		
Foods II DE		
Foods III DE		
Food Science and Nutrition DE		
The DE courses listed here are offered dependent on enrollment. Courses with insufficient enrollment will not be run for that year.		

### DUAL ENROLLMENT COURSES (DE)

Students meeting the requirements of Dual Enrollment courses earn both high school credit and college credit—for free through technical colleges and some universities.

- DE courses through University of Wisconsin Stevens Point are \$125 per college credit.
- DE courses through St. Norbert College are \$50 per college credit.
- DE Courses through UW-Green Bay are \$105 per college credit.

Many technical college credits can now be transferred to universities. Look for the Northcentral Technical College, Chippewa Valley Technical College, Fox Valley Technical College, University of Wisconsin Stevens Point, University of Wisconsin Green Bay, or St. Norbert College logos throughout this guide to see which courses can help you earn college credit.





## VALUE-ADDED DIPLOMAS

Earning a high school diploma is the first step toward post-secondary education and career attainment. Whether you attend a technical college, a university, enter the military or go directly to the workforce, all students will need to become lifelong learners. One of the best steps you can take to set yourself apart from all the other students entering the “real world” is to earn a value-added diploma. The headings below describe ways you can earn a value-added diploma.

### ADVANCED PLACEMENT (AP)

Students have many options to take rigorous classes in preparation for college. Students taking AP courses and passing a final test at an acceptable level can earn college credit while still in high school. See the Advanced Placement section in this book to learn more about the various AP offerings.

### ANNUAL CAREER TECHNICAL EDUCATION NOTICE

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")."





## Work-based Learning Opportunities

### YOUTH APPRENTICESHIP PROGRAM

Youth Apprenticeship (YA) is a one- or two-year program for juniors and seniors that combines classroom instruction with paid work experience. Students are partnered with a workplace mentor and work toward completing industry-established competencies to earn state certification and high school credits.

Students interested in participating in YA, including sophomores, should indicate their interest during course registration to apply for open positions during the second semester. This will make them eligible to begin working during the summer months. Youth Apprentices work a minimum of 450 hours at their YA worksite each year of their program and take related high school or college classes to enhance their worksite experiences.

#### Benefits:

- Paid work experience while earning high school credit
- Potential college credits through NTC
- Wisconsin state skills certification recognized by employers and colleges
- Connections with employers that could lead to ongoing employment
- Support from a workplace mentor and DCE YA coordinator

#### Requirements:

- Meet competency and employability skills specific to the job
- Take related classes equal to 1 high school credit or 3 college credits
- Minimum of 450 work hours (250 must be taken during the school year and summer hours beginning June 1 can be counted toward the following school year)

Youth Apprenticeship programs are available in the following categories:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Business
- Education
- Finance
- Graphic Design/Printing
- Health
- Hospitality, Lodging and Tourism
- Information Technology
- Manufacturing
- Marketing
- Science, Technology, Engineering and Math
- Transportation, Distribution and Logistics



Hours worked over the summer beginning June 1, 2025, can be counted toward the 2025-2026 school year. Students are reminded to access the Student Services Canvas Course Announcements for job postings. If you would like more information about the YA Program or need assistance with securing a YA placement, contact Student Services.

## CAREER CAPSTONE

One of the best ways to explore your future career path is to actually do the work! Career Capstone will allow you to participate in a work-based learning opportunity that best fits your chosen career pathway. Students can participate through internships, apprenticeships, practicum or volunteer experiences.

**Career Capstone — OTHELO5S1/ OTHELO5S2:** Prerequisites: Senior Standing Only – With Related Previous or Concurrent Coursework – 2 credits — Full year





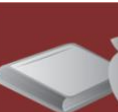





# Career Clusters and Pathways

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

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

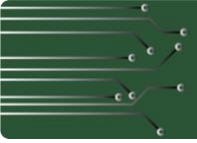


## The 16 Career Clusters

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





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



## Agriculture Food and Natural Resources

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

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

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







## Career Options - AG, Food and Natural Resources

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

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

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

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

# Architecture and Construction

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

## **PATHWAYS IN THIS CLUSTER:**

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



**CAREER OPTIONS – ARCHITECTURE AND CONSTRUCTION**

<b>RECOMMENDED DCE COURSES</b>		
3D Design Technology I	Construction Trades	Physics
3D Design Technology II DE	Wood Manufacturing I	Business and Information Technology courses
Architectural Design DE	Wood Manufacturing II DE	Physical education courses
Construction	Wood Manufacturing III	Math courses
<b>WORK-BASED LEARNING</b>		
Youth Apprenticeship	Ag/Technology Internship	Job Shadow
Career Capstone		
<b>INDUSTRY STANDARD CERTIFICATION</b>		
Career Connections	Employability Skills	Woodwork Career Alliance – Sawblade Certification
<b>CO-CURRICULAR/STUDENT ORGANIZATIONS</b>		
Habitat for Humanity House	Construction Trades	Skills USA

<b>DIRECT FROM HIGH SCHOOL:</b> Entry, job training or minimal experience		
Construction Laborer	Highway Maintenance	Grading and Leveling Machine Operator
Construction Worker Helper	Worker	Heavy Equipment Operator
Fence Builder	Roofer	Groundskeeper and Gardener

<b>ASSOCIATE DEGREE OR TECHNICAL TRAINING:</b> Community or technical college, apprenticeships		
HVAC Technician	Drywall Installer	Tile Setter
Architectural Drafter	Electrician	Civil Engineering Technician
Bricklayer	Glazier	Electrical Engineering Technician
Carpenter	Pipefitter	Plumber
Cement Mason		

<b>BACHELOR'S OR HIGHER DEGREE:</b> Universities		
Architect	Civil Engineer	Grounds Supervisor
Building Contractor	Cost Estimator	Interior Design
C.A.D. Designer	Electrical Engineer	Landscape Architect

## Arts, A/V Technology and Communication

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

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





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

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

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

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

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



## Business, Management and Administration

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

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

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



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

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

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

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

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

## Education and Training

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

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

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



**CAREER OPTIONS – EDUCATION AND TRAINING**

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

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

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

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

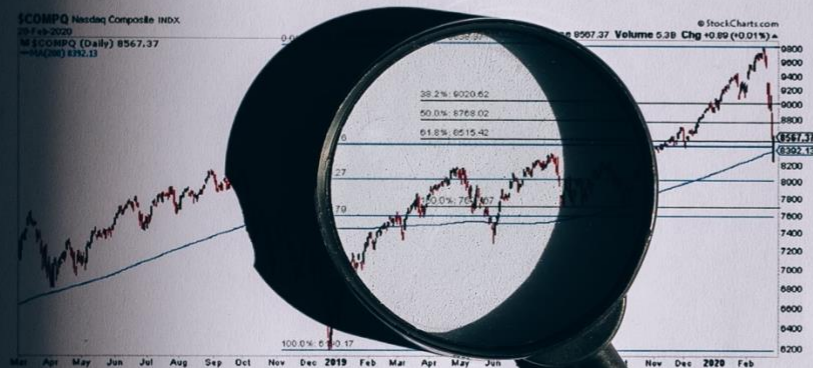


# Finance

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

## **PATHWAYS IN THIS CLUSTER:**

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



**CAREER OPTIONS – FINANCE**

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

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

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

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



## Government and Public Administration

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

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

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



**CAREER OPTIONS – GOVERNMENT AND PUBLIC ADMINISTRATION**

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

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

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

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



## Health Science

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

### PATHWAYS IN THIS CLUSTER:

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



**CAREER OPTIONS – HEALTH SCIENCE**

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

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

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

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



## Hospitality and Tourism

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

### PATHWAYS IN THIS CLUSTER:

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





**CAREER OPTIONS – HOSPITALITY AND TOURISM**

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

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

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

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

A person is sitting at a glass table, their hands clasped in their lap. On the table are two glasses of water and a small white notebook with a pen resting on it. The table is set on a wooden floor. The background is slightly blurred, showing the person's legs and the table's legs.

## Human Services

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

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

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

**CAREER OPTIONS – HUMAN SERVICES**

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

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

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

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



## Information Technology

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

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

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





**CAREER OPTIONS – INFORMATION TECHNOLOGY**

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

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

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

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

## Law, Public Safety, Corrections and Security

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

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

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



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

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

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

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

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



# Manufacturing



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

## **PATHWAYS IN THIS CLUSTER:**

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



**CAREER OPTIONS – MANUFACTURING**

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

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

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

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

## Marketing, Sales and Service

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

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

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



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

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

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

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

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



## Science, Technology, Engineering and Math

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

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

- Engineering and Technology
- Science and Math





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

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

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

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

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



## Transportation, Distribution and Logistics

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

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

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

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

<b>RECOMMENDED DCE COURSES</b>		
Consumer Car Care	Automotive Support Systems	Creative Marketing Solutions
Automotive Powertrain Systems	Marketing Foundations	Business and Information Technology courses
Automotive Service Fundamentals DE	Marketing Principles DE	Small Engines
<b>WORK-BASED LEARNING</b>		
Career Capstone	Youth Apprenticeship	Job Shadow
<b>INDUSTRY STANDARD CERTIFICATION</b>		
Employability Skills	S/P2 Auto	
<b>CO-CURRICULAR/STUDENT ORGANIZATIONS</b>		
SkillsUSA		

<b>DIRECT FROM HIGH SCHOOL:</b> Entry, job training or minimal experience		
Bus Driver	Shipping and Receiving Clerk	Deckhand
Traffic Clerk	Delivery Driver	Uber Driver
Highway Maintenance Worker	Light Truck Driver	Reservation and Ticket Clerk
Service Station Attendant		

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

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





## DCE Senior High Courses

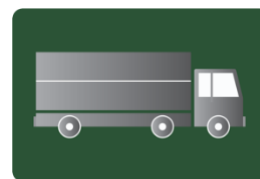



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## Agriscience Courses



<b>*Large Animal Science DE – AGR03</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
<p>An introduction to the large animal industry includes study of careers, animal safety, nutrition, reproduction and animal rights/welfare topics. We will also look at biotechnology as it applies to production animals and horses. Other topics may be parasite and disease management along with housing and equipment required for various species. We will visit a large and small dairy farm, a large animal veterinary practice and an equine stable. Participation in Food For America is also available. We recommend students interested in careers related to animal science take this course.</p> 		
<b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b>		
<b>*Plant Science DE – AGR17</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
<p>Help feed a hungry world; be part of the solution by enrolling in Plant Science. This course will provide fundamental knowledge of plant components and their functions. Topics include GMOs, industrial hemp, vegetable crops, forage crops, cereal grain production, pollinating and propagating plants, germinating seeds, and factors affecting photosynthesis, production, and growth. We will investigate what factors affect production of agricultural and food production plants. Students will experience hands-on activities as we grow a wide variety of plants in our growing labs.</p>		
<b>Small Animal Science – AGR01</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
<p>Discover opportunities in the animal industry dealing with pets and companion animals. We will study the usual dogs and cats as well as other pleasure and companion animals. Topics covered will be breeds, anatomy, proper health care, training, nutrition, breeding, careers and animal rights/welfare. We will visit a small animal hospital, a pet supply store and participate in the Food For America program in fall semester. Classroom visits of various animals will also be used to study the animals. We recommend students interested in careers related to animal science take this course.</p>		
<b>Small Engines – AGR15</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
<p>Small engines are used in all kinds of things like ATVs, UTVs, dirt bikes, snowmobiles, personal watercraft as well as lawn, construction, and agricultural equipment. This is a great course to learn about engines and how they work. The small engines and compact equipment course is designed to give you an introduction to the systems, troubleshooting, repair, maintenance, setup, operation and safety procedures used, and career possibilities with this type of equipment. New Kohler engine power units will give you hands-on experience to disassemble and reassemble power components. Transmissions, clutches, auxiliary power drives, hydraulics, electrical system components, and accessories are also studied. The knowledge and skills introduced in this course will be applicable on the trail, on the job, and at home as you will become better able to set up, adjust, maintain, and safely operate equipment with small engines. If you have an interest in small engines for fun or work, it is recommended you take this course.</p>		



*Power Sports DE – AGR16	.5 credits – One Semester	**Prerequisites
<p>Take your knowledge of small engines to the next level by working on your own machines! Bring in a four-wheeler, dirt bike, snowmobile, jet ski, outboard or anything you want to learn how to fix. There will be machines to work on if you don't have your own. Students who successfully complete this course earn credits toward the Outdoor Power Equipment program at Northcentral Technical College.</p> <p><b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b></p> <p><b>**Prerequisites:</b> Small Engines and junior or senior standing.</p>		
<b>Technology in Agriculture I – AGR04</b>	<b>.5 credits – One Semester</b>	<b>Prerequisite: None</b>
<p>In "Technology in Agriculture," students will discover how technology is changing the way we grow food. This introductory course covers basic concepts such as modern farming tools, irrigation systems, and the use of computers in agriculture. Students will engage in hands-on activities, including simple experiments and projects that highlight the role of technology in improving farming practices. Field trips to local farms will provide real-world examples of how technology helps farmers increase productivity and sustainability. By the end of the course, students will have a foundational understanding of how technology impacts agriculture and will be encouraged to think about future advancements in this important field.</p>		





## Art Courses



<b>Art Foundations – ART01</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
<p>Art Foundations is an exhilarating journey into the world of visual arts designed to ignite your creativity and unleash your artistic potential! This course is not just about creating art; it's about discovering the power of expression, unlocking your imagination, and mastering the foundational skills that will set the stage for a lifetime of artistic exploration. You will have the chance to explore a variety of media including drawing, painting, sculpture, and ceramics.</p> <p><b>This course is a prerequisite for all other art courses.</b> This is the same course offered at the Junior High.</p>		
<b>*AP Art and Design – ART23</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>Whether you aspire to pursue a career in the arts or simply seek to deepen your understanding of artistic processes, this course empowers you to become a visionary creator. It's about challenging artistic norms, embracing the freedom to explore, and crafting a portfolio that reflects the depth and breadth of your artistic journey. Portfolios will include works of art and design, process documentation, and written information about the work presented. In spring, portfolios are submitted for evaluation to the AP board with the possibility of earning college credit. Join us in AP Art and Design and let your artistic vision soar to new heights.</p> <p>This course is equivalent to a one-semester, introductory college course 2-D, 3-D, or Drawing. As in any college-level course, students will be expected to spend considerable time outside of class to complete assignments, homework, and sketchbook assignments.</p> <p><b>**Prerequisites:</b> Any second-level course (Drawing II, Painting II, Ceramics II)</p> <p>Recommended: A or B earned in second-level course; senior standing.</p>		
<b>Art for Therapy and Wellness I – ART25</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
<p>Nurture your soul through creative expression! In this course, we transcend the traditional boundaries of art education to explore the profound impact of creative expression on mental and emotional well-being. Get ready to embark on a unique exploration of art as a therapeutic tool, fostering holistic wellness and self-discovery. Through guided exercises, mindfulness techniques, and reflective practices, unlock the power of art to illuminate your inner world and foster a deeper understanding of yourself.</p> <p>This is the same class offered at the Junior High School.</p>		
<b>Art for Therapy and Wellness II – ART34</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: Art for Therapy and Wellness I</b>
<p>Art for Therapy and Wellness II is a continuation of the first course, delving deeper into the therapeutic potential of art for self-expression, emotional exploration, and personal growth. This class encourages students to explore their inner worlds through various artistic mediums and techniques. The focus is on the process of creation rather than the final product, providing students a safe and supportive environment to engage in reflective practices, stress relief, and mindfulness. Students will build on the skills learned in Art for Therapy and Wellness 1 by exploring more advanced projects that focus on self-awareness, healing, and community building through art.</p>		



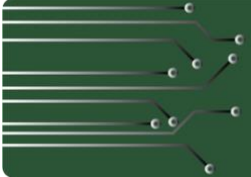



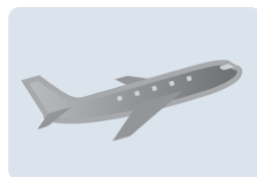
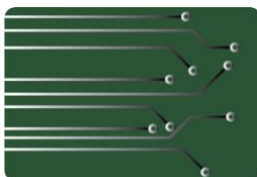
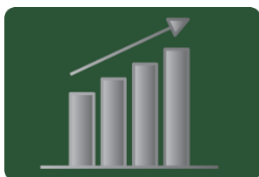
<b>Ceramics I - ART30</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: Art Foundations</b>
<p>Dive into the tactile world of clay! Learn the essentials of handling, shaping, and molding this versatile medium. From wedging to coiling, pinch pots to slabs, master the foundational techniques that will be the building blocks of your ceramic creations. Feel the thrill of the spinning pottery wheel beneath your hands as you transform a lump of clay into functional and artistic vessels. Explore the nuances of centering, pulling, and shaping to create pottery that reflects your unique style.</p> <p>Do not enroll in this course if you took Art Explorations 3D. This is the same course offered at the Junior High School.</p>		
<b>Ceramics II - ART31</b>	<b>.5 credit – One Semester</b>	<b>**Prerequisites</b>
<p>Get ready to shape the next chapter of your ceramic journey. Building upon the foundation set in Ceramics 1, you will explore advanced wheel throwing techniques, glazing and surface treatments, as well as functional and sculpture design. This course is about pushing the boundaries of clay and discovering your unique voice in ceramic art.</p> <p><b>**Prerequisites:</b> Ceramics I or Art Explorations 3D</p>		
<b>Digital Art I— ART02</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: Art Foundations</b>
<p>Digital Art is a course where the virtual canvas is your playground, and creativity meets cutting-edge technology! Unleash your artistic prowess as we dive into the dynamic realms of photography, graphic design, and animation. This course is not just about pixels; it's about the convergence of visual storytelling, graphic innovation, and the magic of bringing images to life.</p>		
<b>Drawing I — ART26</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: Art Foundations</b>
<p>Welcome to Drawing I, where the ordinary transforms into the extraordinary, and a blank page becomes your canvas for boundless creativity! This course is your gateway to the captivating world of drawing, where lines dance, shadows breathe, and every stroke tells a story. Concepts explored include drawing three-dimensional forms from observation and imagination, composition, and linear perspective. Get ready to embark on an artistic journey that will not only refine your skills but also unleash the artist within.</p> <p>Do not enroll in this course if you took Art Explorations 2D. This is the same class offered at the Junior High School.</p>		
<b>Drawing II — ART27</b>	<b>.5 credit – One Semester</b>	<b>**Prerequisites</b>
<p>Building upon the foundation laid in Drawing 1, this course is designed to take your artistic skills to new heights. Get ready to explore advanced techniques, experiment with diverse mediums, and breathe life into your drawings in ways that will redefine your visual vocabulary.</p> <p><b>**Prerequisites:</b> Drawing I or Art Explorations 2D</p>		
<b>Painting I — ART28</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: Art Foundations</b>
<p>Ready to dip your brush into a world of color and creativity? Join us in Painting 1 and let the magic of painting unfold. This course is your ticket to the vibrant world of painting, where you will explore watercolor and acrylics. Throughout the course, we will delve into the realms of color theory, the art of rendering form, honing creative problem-solving skills, and unlocking avenues for expressive artistic self-discovery. Get ready to immerse yourself in a symphony of hues, explore various techniques, and unleash your inner artist in an atmosphere of boundless inspiration.</p> <p>Do not enroll in this course if you took Art Explorations 2D. This is the same course offered at the Junior High School.</p>		
<b>Painting II — ART29</b>	<b>.5 credit – One Semester</b>	<b>**Prerequisites</b>
<p>Building upon the foundation set in Painting 1, this course invites you to transcend the ordinary and embrace the extraordinary in the world of paint. Get ready to embark on an exhilarating journey of advanced techniques using acrylics, watercolor, and oil paint.</p> <p><b>**Prerequisites:</b> Painting I or Art Explorations 2D</p>		





## Business, Marketing, and IT Education and Courses

 <b>Business, Management &amp; Administration</b>	Business Management DE Microsoft Office Essentials DE Marketing Principles DE
 <b>Finance</b>	Finance DE Finance II Accounting I and II DE Advanced Accounting III and IV
 <b>Information Technology</b>	Game Design Advanced Game Design App Design Web Design DE AP Computer Science Principles Microsoft Office Essentials DE Computer Hardware DE
 <b>Marketing, Sales &amp; Service</b>	Marketing Principles DE Sports and Entertainment Marketing Creative Marketing Solutions Sales Principles DE



<b>Accounting I – BUS03</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
<p>Planning a career in the fields of business, marketing or finance? Accounting is the language of business. Students learn the procedures involved in completing the accounting cycle. They will complete transactions and prepare financial statements necessary for businesses to make financial decisions. Accounting principles and procedures are presented and followed. Accounting is a must in a business career.</p>		
<b>*Accounting II DE – BUS04</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: Accounting I</b>
<p>Adding to the concepts learned in Accounting I, this course begins recording of payroll and taxes, recording notes and interest, an introduction to partnership and corporation accounting, and exposure to utilizing computerized accounting software. Strongly recommended for anyone planning to enroll in college/university or technical school as a business major or minor.</p> <p><b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b></p>		
<b>Advanced Accounting III – BUS06</b>	<b>.5 credit – One Semester</b>	<b>**Prerequisites</b>
<p>Advance your career objectives in the business and/or accounting profession. This is for students who (1) want to become accounting clerks upon graduation from high school; (2) want to obtain the accounting skills necessary to advance to the level of junior or assistant accountant; or (3) want to broaden and improve their knowledge, understanding and application of accounting competencies. Accounting III is an automated (computerized) accounting course.</p> <p><b>**Prerequisites:</b> Accounting I, Accounting II DE, and junior or senior standing</p>		
<b>Advanced Accounting IV – BUS07</b>	<b>.5 credit – One Semester</b>	<b>**Prerequisites</b>
<p>An extension of Accounting III designed for students who are interested in an accounting or a business-related career. Includes coursework in partnerships and corporation accounting, cost accounting and computerized (automated) use in accounting. Strongly recommended for anyone planning to enroll in a college/university or technical school as a business major.</p> <p><b>**Prerequisites:</b> Accounting I, Accounting II DE, Accounting III, and junior or senior standing</p>		
<b>App Design – BUS32</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
<p>Did you ever wonder how to make your own mobile app? This course is designed to teach you the skills needed to be an app developer capable of bringing your own ideas to life. Whether you're new to coding or want to expand your skills, by the end of this course you will be able to build several fully functioning apps of your own. And, who knows, maybe even publish your own app to the Google Play or App store!</p>		
<b>*Business Management DE – BUS19</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
<p>Interested in a career in business or management? This course provides a basic understanding of the fundamental management functions including planning, organizing, leading and controlling. You will be introduced to work-related situations that will foster the management skills necessary for a successful future. Students will be exposed to many different aspects of the world of business. A primary objective of the course is to broaden both the interests and horizons of students toward understanding the dynamics of business and business careers.</p> <p><b>Students will be eligible to earn Dual Enrollment credits on completion of this course</b></p>		





<b>*Computer Hardware DE – BUS29</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
<p>Tech jobs are among the fastest-growing occupations in the world! This course lays the groundwork for a career in technology, covering vital skills in system support, cybersecurity, and emerging tech, while building a solid foundation and confirms student readiness for tech roles. Helps learners prepare for an industry-recognized certification exam. Students will also be eligible to earn Dual Enrollment credits on completion of this course.</p> <p><b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b></p>		
<b>*AP Computer Science Principles – BUS34</b>	<b>.5 credit elective, .5 credit math – Full Year</b>	<b>Prerequisites: Algebra I</b>
<p>Computer Science Principles can help you understand how computing and technology influence the world around you. Learn how to creatively address real-world issues while using the same tools and processes that artists, writers, computer scientists and engineers use to bring ideas to life. Whether you are new to coding or an advanced coder, this course will improve your skill set. Students also earn ½ math credit. College credit can be earned upon successful completion of the AP test if students choose to take the course for AP credit.</p>		
<b>Creative Marketing Solutions – BUS16</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
<p>Put your passion to work in a course that allows you to follow your own path. Creative Marketing Solutions allows you to embrace a problem, create a movement or just dig deep into whatever motivates you! Research, organize and lead your project through real-world applications and environments in this dynamic, project-based course.</p> <p>Students in this course will have an opportunity to enhance their marketing and leadership skills in business, marketing, finance, hospitality, administration, human resources or sports and entertainment management. Highlights of this course include connecting with local business professionals, learning from guest speakers and giving you the opportunity and space to develop your passion.</p> <p><b>Students can take this course each year. Your project would change each year.</b></p>		
<b>*Finance DE – BUS01</b>	<b>.5 credit – One Semester</b>	<b>**Prerequisites</b>
<p>Are you interested in becoming a millionaire? Did you know the secret is making simple decisions right now? You can learn how money works and how, at a young age, to make it work for you. This course looks at common mistakes people make with money every day and how to avoid them. Some of the topics covered include: paying for college, saving, banking, investing, risk management, financial planning, budgeting, managing money, insurance, ethics and what financial tools to use. Apply financial concepts by using current computer technology. Play the Stock Market Game! Get introduced to lucrative careers in the finance field! This course introduces you to real-life financial decision making by partnering with Co-Vantage Credit Union and other area businesses and participating in the Reality Fair. Start preparing for a business financial career and life! Open to all students.</p> <p><b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b></p> <p><b>**Prerequisites:</b> Student has not or is not taking a “Consumer Education” course.</p>		
<b>*Finance II - BUS02</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: Finance DE and Junior or Senior Standing</b>
<p>This course will dive deeper into the major financial decisions encountered by individuals. Topics include: budgeting, use of credit, automobile and consumer durables, insurance, housing decisions, taxes, retirement planning, estate transfer and investments. Each subject is analyzed within the context of a comprehensive framework of personal financial planning. Students will also be exposed to and further explore careers in the financial field.</p>		





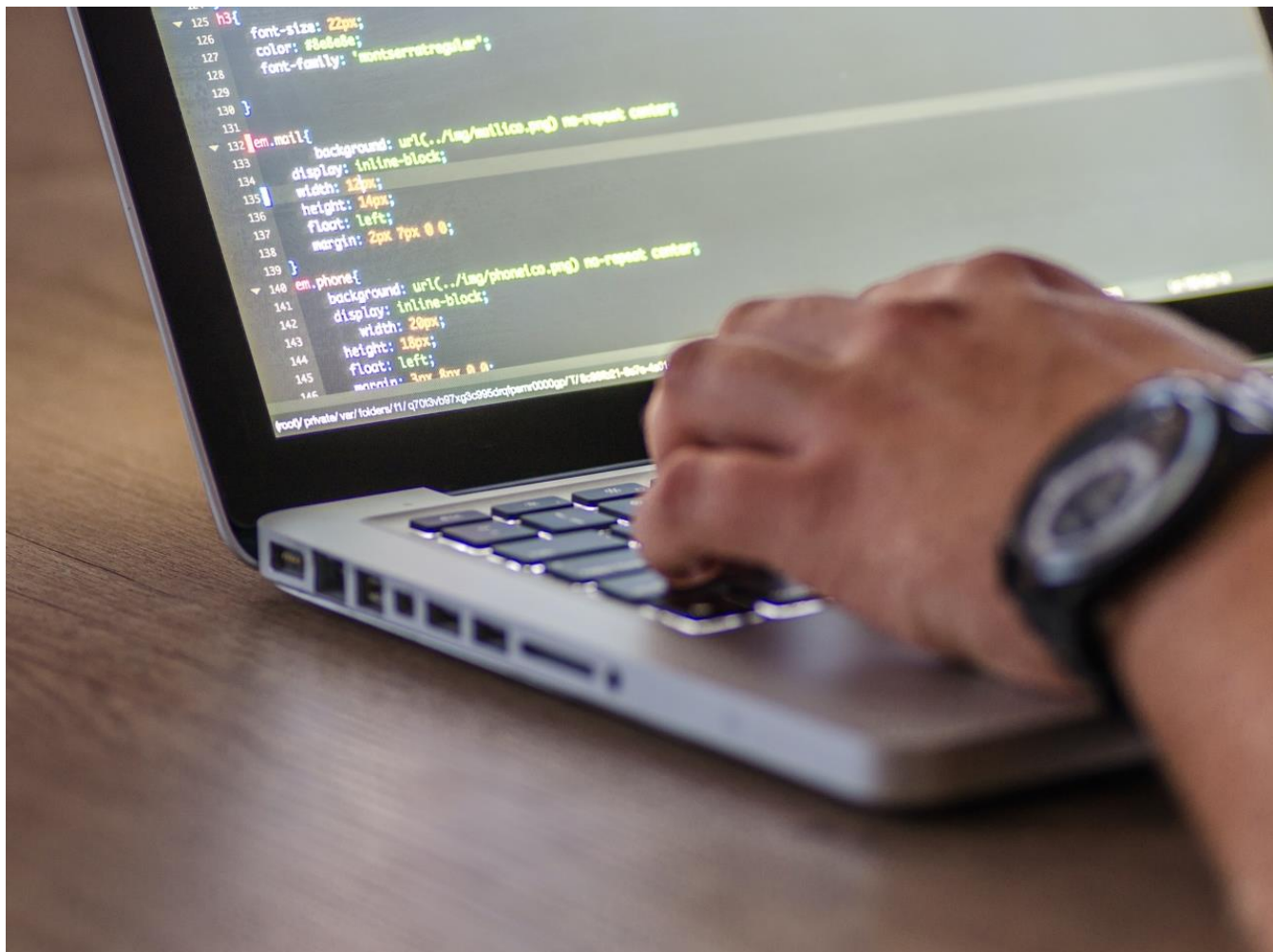
<b>Game Design – BUS33</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
If you enjoy video games and want to get started with game design, then this course provides a solid foundation. This course covers game development history, platforms, goals and genres, player elements, story and character development, gameplay, levels, interface, audio, development team roles, game development process, and marketing and maintenance. Students will play games, analyze them and create games with appropriate documentation.		
<b>*Advanced Game Design – BUS20</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: Game Design</b>
Do you love video games and want to learn even more about creating them? In this course, students will learn to use Unity, the standard in the video game industry to create 2D and 3D games as well as virtual reality games. Unity is also used in creating real-life simulations in a variety of disciplines including architecture, engineering, construction, art, and design. Students will have the ability to earn the Unity Certified User Certification.		
<b>*Marketing Principles DE – BUS11</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: Junior or Senior Standing</b>
<p>Marketing Principles introduces principles and problems of marketing goods and services. We explore marketing mix components; product planning and development; explain the factors that influence consumers and business decisions; outline a marketing plan; create advertising and social media campaigns; and create a strategic marketing plan for a new product. Students enrolled in Marketing Principles operate and manage the school store. Earn valuable retail experience by running a small business store on site and online.</p> <p>As a marketing student you become a member of the nationally recognized organization, DECA. DECA gives you opportunities to participate in leadership workshops at the local, state and national levels. DECA members from around the world and business people identify DECA as a remarkable experience in the preparation of emerging leaders and entrepreneurs.</p> <p><b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b></p>		
<b>*Microsoft Office Essentials DE – BUS45</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
<p>A must-have computer course for ALL students! Microsoft Office proficiency is one of the top five most commonly required skills posted in online job descriptions. Word, Excel and PowerPoint are major areas of instruction. Business and Industry leaders stress the need for these skills for their current and future employees. Take this course and advance your level of computer skills by earning national MOS certifications.</p> <p><b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b></p>		
<b>Sports and Entertainment Marketing - BUS38</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
This is a specialized course designed to offer students the opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry. Sports Marketing addresses such diverse products as the sporting event itself, its athletes, sports facilities or locations, sporting goods, personal training and sports information. Marketing includes events such as fairs, concerts, trade shows, festivals, plays, product launches, causes, etc.		







<b>*Sales Principles DE — BUS10</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
<p>This course is for students interested in exploring the world of professional sales and its critical role within marketing. Students will gain hands-on experience in the art of selling, learning how to build meaningful customer relationships, understand consumer behavior, and effectively communicate the value of products and services. Real-world simulations, role-playing activities, and guest speakers from the industry will immerse students in the sales environment, providing practical insights and experience. This course also explores the ethical considerations in sales and how to build long-term customer loyalty through trust and professionalism.</p> <p><b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b></p>		
<b>*Web Design DE – BUS31</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: Junior or Senior Standing</b>
<p>Want to learn how to create your own website? This course introduces HTML and Cascading Style Sheet (CSS) coding techniques. Learners will create and modify web pages using HTML tags and style the web pages with CSS. For the final course project, learners will create their own personal website portfolio.</p> <p><b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b></p>		



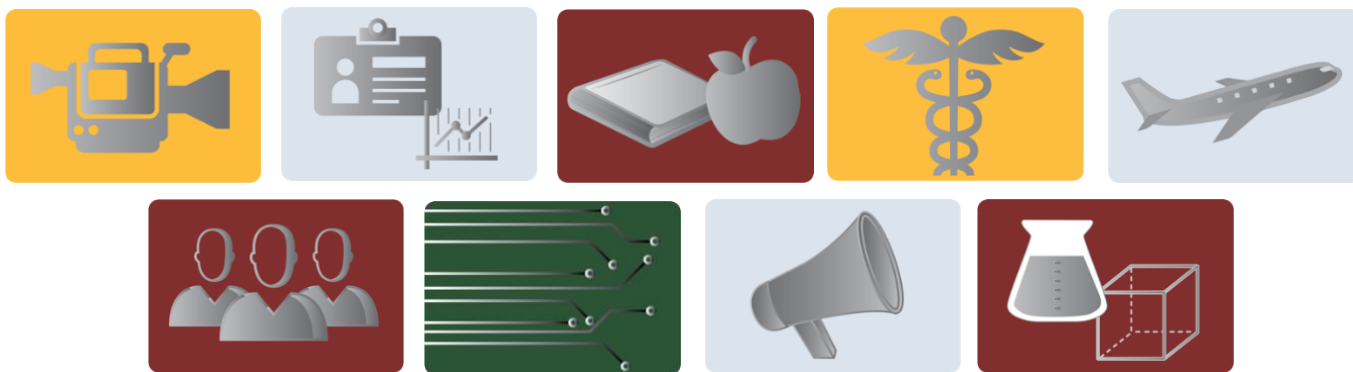


## English Courses

All students enrolled at D. C. Everest Senior High are required to earn **four** credits of English, including English 9, English 10, and one of the following — English 11, AP Language and Composition, or American Studies to meet graduation requirements.






Grade 9	1 credit	English 9
Grade 10	1 credit	English 10
Grade 11	1 credit	English 11, AP Language and Composition or American Studies
Grade 12	1 credit	Electives

<b>GRADE 9</b>	<b>Honors Sequence</b>	<b>Elective Choices</b>
English 9	English 9 Honors or English 9	-Readers Workshop
<b>GRADE 10</b>	<b>Honors Sequence</b>	<b>Elective Choices</b>
English 10 English 10 Honors	English 10 Honors or English 10	-Creative Writing I (.5 English credit) -Writing for the Masses (1 English credit) -Yearbook (non-English elective)
<b>GRADE 11</b>	<b>Honors Sequence</b>	<b>Elective Choices</b>
English 11 American Studies - ENG 11/20th Century	AP Language and Composition	-Advanced Writing for the Masses (.5 credit English, .5 credit non-English elective) -Writing for the Masses (1 English credit) -Creative Writing -Creative Writing II
<b>GRADE 12</b>	<b>Honors Sequence</b>	<b>Additional Elective Choices</b>
Popular Trends in Literature I Popular Trends in Literature II Media Literacy Speech Creative Writing I Creative Writing II Written Communications DE	AP Language and Composition AP Literature and Composition	-Writing for the Masses (1.0 English credit) -Advanced Writing for the Masses (.5 credit English, .5 credit non-English elective) -Creative Writing II






Advanced Writing for the Masses – ENG03	1 credit – Full Year	**Prerequisites
<p>A continuation of the workshop portion of Writing for the Masses, this course offers students advanced work in planning and producing the school newspaper. Besides emphasizing improved writing skills, editors will continue developing responsibility by meeting deadlines, sharpening interviewing and researching skills, and working on organization and planning. Each of these skills is important in other courses and beyond high school and will transfer to any career choice. Editors also will be required to analyze professional and student writing as models of good writing. Editors will be responsible for the layout of each issue and are responsible for learning the layout program, as well as managing the news website.</p> <p>Writers will earn .5 credit English and .5 credit non-English elective for each year they take the course. Photographers and business staff will earn one elective credit.</p> <p><b>**Prerequisites:</b> Writing for the Masses, consent of instructor, and junior or senior standing.</p>		
American Studies – SOC45	2 credits (1 English/1 Social Studies) 2 period class – Full Year	Prerequisites: Junior Standing
<p>An interdisciplinary block course designed to integrate English 11 with 20th Century U.S. History. This course will focus on the themes of the American system, global conflict and resolution, change and equality, and culture in 20th Century American history. Elements of the English 11 curriculum, such as short- and long-form writing, choice book, and text analysis will help them explore these themes. There will be a variety of activities, texts and assessments to ensure the history and English concepts are learned and understood. This course, taught during back-to-back class periods, is valued at 2 credits and meets the English 11 and the 20th Century U.S. Studies requirements for graduation.</p>		
Creative Writing I – ENG39	.5 credit – One Semester	Prerequisites: None
<p>In this course we explore various styles of creative writing, including creative non-fiction, letters and poetry. You will keep a writer's notebook, improve your grammar and style, experiment with writing exercises, and develop a portfolio of material to submit for publication. Expect to write every day and to share your writing frequently. In addition to our writing, we will read works by other authors. Creative Writing students will submit writing to <i>Point of Convergence</i>, the DCE Senior High literary magazine.</p>		
Creative Writing II – ENG40	.5 credit – One Semester	**Prerequisites
<p>In Creative Writing II students continue to explore multiple genres of creative writing, including profile, short fiction, and others. Students keep a writer's notebook, improve their grammar and style, experiment with writing exercises, and develop a writing portfolio. Expect to write every day and to share your writing frequently. Creative Writing II students submit writing to <i>Point of Convergence</i>, the DCE Senior High literary magazine.</p> <p><b>**Prerequisites:</b> Completion of Creative Writing I and junior or senior standing.</p>		



<b>English 10 – ENG07</b>	<b>1 credit – Full Year</b>	<b>Prerequisites: None</b>
<p>English 10 is a required, year-long sophomore English course that includes the study of reading, writing, speaking, grammar, media and technology. Students will improve their skills in these areas by studying four themes: conflict, knowledge, heroes and perception. Within each theme, students will read and respond to classic and contemporary literature and write a formal essay connecting the theme and the literature to today's world. Student choice is an essential part of this course.</p> 		
<b>*English 10 Honors – ENG09</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>English 10 Honors is a course designed for Honors students. It includes the basic ideas of the required English 10 course, but uses different literature in the approach. Novels and plays are studied at a faster pace and in greater depth. Students are expected to be able to lead discussions. Emphasis is placed on the development of literature over the span of time and how literature both influences and reflects society at the time. Students also are asked to make connections to today's society and to themselves. Since composition is a major component in each unit, it is assumed students have above-average competence in writing and, they welcome new challenges.</p> <p><b>**Prerequisites:</b> Maintained a B average in English 9 and for students who enjoy a challenge in English Language Arts!</p> 		
<b>English 11 — ENG12</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>E11 is a year-long course with an emphasis on choice in both reading and writing. Students will develop different writing pieces through the writing process, such as narrative, expository and argumentative essays. Students read a variety of fiction and non-fiction text exemplars to identify the components of engaging and effective writing. In addition, students will read at least two anchor texts to practice analytic skills they then apply to a non-fiction and a challenged book of their choosing.</p> <p><b>**Prerequisites:</b> Junior standing or with instructor permission for senior standing.</p> 		
<b>*AP Language and Composition – ENG43</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>In this course, you will analyze advertisements, political cartoons, art, music, speeches, essays, articles and memoirs to understand how language influences us. Language and Composition focuses on exposition, rhetorical analysis, persuasion and argumentation. Students will read widely and reflect on their reading through extensive discussion and writing. Non-fiction reading may include <i>In Cold Blood</i> by Truman Capote, <i>A Rumor of War</i> by Philip Caputo, as well as essays, speeches, memoirs, letters, art, and choice novels. Through this college-level course, you can immerse yourself in a college curriculum and possibly earn college credits by taking the AP exam. This course also fulfills the writing and reading requirements for graduation and the prerequisites for AP Literature and Composition.</p> <p><b>**Prerequisites:</b> Successful completion of English 10 (With a grade of B or higher recommended) and junior or senior standing.</p> 		
<b>*AP Literature and Composition – ENG15</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>Does reading engage you? Make you eager to discuss it with others? If so, then AP Literature and Composition might be for you. In this year-long, rigorous English course that prepares you for college and the AP Literature and Composition exam, students will read about people morphing into giant bugs, people in mental institutions, monolithic monsters, princes with problems, unrequited love, monsters and madness, and more. The focus is on literary analysis and the writing that proves it. Texts will include poetry, short stories, essays, drama and novels. This college-level course is a great way to immerse yourself in a college curriculum and earn college credits by taking the AP exam.</p> <p><b>**Prerequisites:</b> Senior standing. AP Language and Composition or English 11 (with a grade of B or higher recommended).</p> 		





Media Literacy - ENG27	.5 credit - One Semester	Prerequisites: Senior Standing
<p>Media Literacy explores the influence of radio, television, newspapers, magazines, film, advertising, the recording industry and the Internet and social media on the masses. News, advertising, censorship, entertainment and media controversies are major areas of study. The emphasis of this relevant course is on how to use and analyze media messages and to understand how they have an impact on individuals and society. Students will use high-level thinking skills — analysis and evaluation — to understand how and why messages are created and what the impact is on media consumers. While primarily a critical evaluation course, students will create both individual and group projects. At least two major writing projects will be required, as well as other analytical written responses to what is read, viewed and discussed in class. Thoughtful reading of various expository texts — print, online, non-print — is required, as are well-supported responses to those texts. Students will be required to evaluate entertainment, advertising and various news media sources throughout the course.</p> <p>If you watch television or movies, listen to the radio, follow social media or the Internet, are aware of commercials and advertising and want to know how and why news gets to be “new,” or if you are concerned about censorship, or want to know about the impact of social media, then this is the course for you!</p>		
Popular Trends in Literature I – ENG41S1	.5 credits – First Semester Only	Prerequisites: Senior Standing
<p>Survey a selection of literature in this course structured around what sells in the world of literature today. This semester we will delve into the mystery, fantasy and science fiction genres. If you love any of these literary genres, we think you will enjoy what this course offers. Each unit will include short stories and a novel.</p> 		
Popular Trends in Literature II – ENG41S2	.5 credits – Second Semester Only	Prerequisites: Senior Standing
<p>Survey a selection of literature in this course structured around what sells in the world of literature today. This semester we will delve into the contemporary and dystopian genres. If you love these literary genres, we think you’ll enjoy what this course offers. Each unit will include short stories and a novel. The final unit of this course is a project designed to see if utopia is possible.</p> 		
Speech (Communication) – ENG29	.5 credit – One Semester	Prerequisites: Senior Standing
<p>This course is designed to get you speaking for different purposes and in front of audiences. Effective communication is a crucial skill for most occupations and this course offers a comfortable environment to practice speaking through presentations, discussions and oral assessments. Skills taught include verbal communication, non-verbal communication, active listening, control over language, and the overall ability to communicate effectively. Speech will prepare you for the rigors of college or any profession/job.</p> 		
Writing for the Masses, “The Jet” – ENG45	1 credit – Full Year	**Prerequisites
<p>Through this course students will learn the basics of journalism — writing news, features, opinion articles, sports, photography and headlines. They will be taught the importance of being accurate and fair, interviewing a variety of sources, and meeting deadlines. Students will learn research and organization skills — all transferable to other courses and future careers. Students who successfully complete the first semester (maintaining a “C” average) will work as full-time JET reporters second semester. Completion of this course is the prerequisite for earning an editor position the following year while being enrolled in Advanced Writing for the Masses.</p> <p><b>**Prerequisites:</b> “B” average in English. Students do not need a teacher’s recommendation, but they should have a strong interest in interviewing and reporting. They must be dedicated and reliable. Fulfills the writing prerequisite for AP Literature and Composition.</p>		



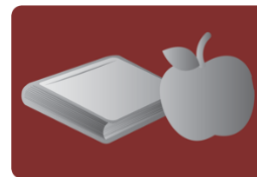
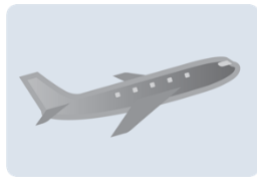
<b>*Written Communications DE – ENG47</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: Senior Standing</b>
<p>Do you want to learn writing skills that you will use in the next phase of your life? This class will help you navigate life after high school by completing a variety of writing assignments focused on a career path of your choosing. In this course, we will learn about workplace communication skills with an emphasis on technical writing, including email, business letters, employment communication, oral and interpersonal communication, and other forms of technical communication.</p> <p>Students will focus on all the ELA standards, including reading, writing, speaking, listening and research. Students will develop writing skills using the workshop model (prewriting, drafting, revising and editing), analyze audience and purpose, research and organize ideas, and format and design documents. Students also develop critical reading and thinking skills through the analysis of a variety of texts.</p> <p>NTC dual credit (3.0 toward the NTC transcript) may be awarded for this course pending NTC's annual dual credit approval/reapproval process. Seniors who complete all NTC course requirements and earn a grade of "C" or better on NTC's grading scale can be awarded high school credit, as well as credit on an NTC transcript. NTC's course requirements and grading scale may be different from the high school course requirements and scale. Students should consult with their high school teacher on their eligibility to earn NTC college credit for the course at the end of the semester or school year.</p>		






## Family/Consumer Sciences Education and Courses

 <b>Health Sciences</b>	Exploring Health Careers Medical Terminology DE Certified Nursing Assistant (through NTC)
 <b>Hospitality &amp; Tourism</b>	Foods I Foods II DE Foods III DE Food Science and Nutrition DE HERO
 <b>Human Services</b>	Parenting and Family Careers with Kids DE HERO Consumer Education



<b>*Careers with Kids DE – FAC07</b>	<b>.5 credit – One Semester</b>	<b>**Prerequisites</b>
<p>Have you considered a career working with children? You will be introduced to a variety of careers with young children. You will gain knowledge of child development and develop skills in childcare and guidance. You will plan and implement activities with children in a variety of settings. Students successfully completing this course and requirements from the State earn a DPI certificate qualifying them to work in a licensed day care center at age 17. Otherwise, students must be 18 to work in a daycare facility as an Assistant Childcare Teacher (ACCT).</p> <p><b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b></p> <p><b>**Prerequisites:</b> Parenting and Family, junior or senior standing and must be 16 before completion of course.</p>		
		
<b>Consumer Education – FAC09</b>	<b>.5 credit – One Semester</b>	<b>**Prerequisites</b>
<p>"Personal Finance" or "Money Matters" are other great names for this course. Teenagers are major money spenders — you work hard for your money but why does it feel like you are always broke? Consumer Education will help you figure out how to keep some money in your pocket, but purchase what you need. This course will focus on the lifelong topics of budgeting, banking, credit cards, privacy, consumer protection, research, transportation, housing, food, clothing and insurance. Learn how to select the best new or used car, how or where to get credit, how to meet your insurance needs and shop wisely. This course is for anyone who doesn't want his or her "hard earned money" taken advantage of.</p> <p><b>This course meets the financial literacy graduation requirement.</b></p> <p><b>**Prerequisites:</b> Student has not previously taken a financial literacy course.</p>		
<b>Exploring Health Careers – FAC17</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: Interest in health-related occupation</b>
<p>Are you interested in a health-related career? If you are, and you would like to learn more about health careers, this course is for you! Exploring Health Careers will provide you with an overview of the healthcare system and health careers. You will learn about the five service areas that encompass all health/medical occupations, examine job responsibilities, personal traits, education and licensure of individuals working in health careers. You will have the opportunity to job shadow health care professionals and become acquainted with a variety of trends and issues in today's healthcare environment. This information is included in the Health Occupations Academy and Family/Consumer Science section of the course book.</p>		
<b>Foods I – FAC13</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
<p>Foods I is an introductory course into the culinary arts, which will enhance your life skills for those who strive for healthy lifestyles and balanced wellness. In addition to healthy living, students will gain hands-on experience working in culinary careers. Students have the opportunity to apply, practice and involve themselves in lab experiences to reinforce culinary skills learned in class. Students are engaged in multiple hands-on activities including: etiquette, cooking basics, grains, baking basics, spices and herbs, protein, fruits and vegetables, and chef competitions.</p> <p><b>Food Allergy Notice:</b> Proper sanitation procedures will be followed, however, please be aware that food allergens may be present in the foods room. Communicate all allergies to your teacher.</p> <p><b>Lab Fee \$20.00</b></p>		






<b>*Foods II DE — FAC15</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: Foods I and Junior or Senior standing</b>
<p>Advance your culinary skills, knowledge of various foods, recipe reading, and career exploration through Foods II. Take your cooking abilities a step further with weekly labs based on regional American and international cuisine. Safe food handling and career exploration are topics integrated into this second-level food course.</p> <p><b>Food Allergy Notice:</b> Proper sanitation procedures will be followed, however, please be aware that food allergens may be present in the Foods room. Communicate all allergies to your teacher. By law, each restaurant needs to have a ServSafe certified employee on staff - including this certification on a job application is a bonus when job hunting. <b>Lab Fee \$20.00</b></p> <p><b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b></p>		
<b>*Foods III DE – FAC16</b>	<b>1 credit – Full Year</b>	<b>Prerequisites: Foods I, Foods II DE, and Senior Standing</b>
<p>Foods III is designed to provide students with an interest in the culinary career field with an opportunity to operate a catering service. Students will also earn the National Restaurant Association ServSafe Food Manager certification.</p> <p><b>Food Allergy Notice:</b> Proper sanitation procedures will be followed, however, please be aware that food allergens may be present in the Foods room. Communicate all allergies to your teacher. <b>Lab Fee \$20.00</b></p> <p><b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b></p>		
<b>*Food Science and Nutrition DE – FAC22</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
<p><b>Cooking is science at work!</b> This course is a combination of food technology and science. Students use the food laboratory facility plus a combination of equipment from both science and family/consumer education. The purpose of the Food Science course is to gain an understanding of the content of foods and to investigate food-preparation techniques through the use of scientific methods. Labs include: stuffed baked potatoes, salads and dressing, tarts, sundaes, experimental recipes, and many other edible science experiments.</p> <p><b>Food Allergy Notice:</b> Proper sanitation procedures will be followed, however, please be aware that food allergens may be present in the Foods room. Communicate all allergies to your teacher. <b>Lab Fee \$15.00</b></p> <p><b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b></p>		



NICOLET COLLEGE





Home Economics Related Occupations (HERO) – FAC11	1 credit – Full Year	Prerequisites: None
<p>Expand your interests in careers such as interior design, fashion merchandising, foodservice and caregiving. Discover your future career potential by practicing and learning at the same time. Decorate a cake, design the interior for a home/office, visit a healthcare facility, create a sewn project, discuss having a craft business — be prepared to roll up your sleeves and get involved in many projects and labs. Five service areas are explored throughout the year: housing, clothing, food, community, and home-based businesses. Taking part in this course will personally enhance your life.</p> <p><b>Lab Fee \$20.00</b></p>		
*Medical Terminology DE – FAC21	.5 credit – One Semester — Second Semester Only	**Prerequisites
<p>Students relate the functions of individuals working in health careers with client care and health care systems available in the community. They outline the types of educational preparation and licensure necessary for each group of practitioners. Medical Terminology provides students with competence in identifying and using medical terms and abbreviations. Students will build words using roots, prefixes, and suffixes and relate various medical terms to body systems and common diseases/disorders.</p> <p><b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b></p> <p><b>**Prerequisites:</b> Junior or senior standing and a strong interest in a health career and a 2.5 GPA or higher.</p>		
		
Parenting and Family – FAC05	.5 credit – One Semester	Prerequisites: None
<p>What does family mean to you? Have you thought about what it means to be a parent? Or why people parent the way they do and what an enormous responsibility parenting really is? In this course you will participate and investigate the answers to these questions and gain a better understanding of family related concerns. We examine all aspects of life from birth to death and everything in between. We help you gain a deeper understanding of what it means to have a healthy family.</p>		





## Health Courses



Health – HEA01	.5 credit – One Semester	Prerequisites: None
<p>In this course, students will learn, practice, and demonstrate the 8 National Health Standards including: accessing health information, products, and services, analyzing influences, and communication skills, advocating for the health of self and others, practicing health-enhancing behaviors, making decisions, and goal setting.</p> <p>Students will explore and utilize health triangle content to demonstrate health skills. Health triangle content includes physical, mental/emotional, and social health. Students will have the opportunity to demonstrate health skills through a personalized lens. Possible topics can include dimensions of wellness, personal self-management, healthy eating, substance use and abuse, building coping strategies and mental health skills, examining social media, stereotypes, bullying and microaggressions, elements of culture, building healthy relationships, abstinence, consent, sexually transmitted diseases, contraceptives, and reproductive wellness.</p> <p><b>This course is recommended for sophomores but can be taken grades 10-12. It is required for graduation.</b></p>		
Young Adult Medicine – HEA03	.5 credit – One Semester	**Prerequisites
<p>This class is designed for students interested in a health-related career, or for those interested in learning more about themselves and the world around them. This class will teach you on how to be an advocate for yourself in many areas of health related issues. Information is provided by a variety of local speakers that are specialists in selected subject areas. The class offers students a great opportunity to look into various career options as explained from hands-on experience. Students are also given numerous opportunities to study and discuss the key health issues facing them now and in the years ahead. If you enjoy health classes, and don't mind a little work, this class is a must.</p> <p><b>Note: This course does not count as part of the Physical Education or Health requirement.</b></p> <p><b>**Prerequisites:</b> Completed Health class with a B average and junior or senior standing</p>		





## Mathematics Education and Courses

D.C. Everest offers a variety of high school math courses designed to meet graduation requirements as well as prepare students for higher education. Three credits of math, in grades 9-12, are required for graduation. After meeting the minimum requirements, a student's course selections should be determined by their career pathway.

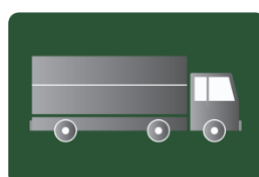
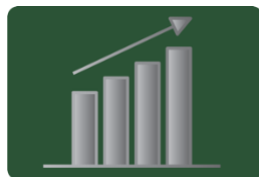
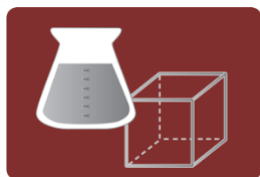
### **College Preparatory**








Most four-year universities require a minimum of success in Algebra II for admission consideration. However, meeting that basic requirement will only minimally prepare a student for college-level courses. Any student planning on attending college should take four full years of math. It is important for students to work directly with school counselors and the colleges they are considering ensuring they meet all the requirements and recommendations for those schools and programs.

### **Advanced Placement**




D.C. Everest offers four courses for potential credit at a college or university. To earn credit, a student must take the AP test administered at the end of the course. How a student performs and the requirements of the school they plan on attending will determine how many credits they will receive. Please refer to the individual course description or speak directly to your math teacher if you have further questions regarding AP courses.





<b>Algebra I – MAT13</b>	<b>1 credit – Full Year</b>	<b>Prerequisites: Sophomore or Junior Standing</b>
<p>This course is a first-year algebra course in which you will learn to reason symbolically. The key content involves writing, solving and graphing linear and quadratic equations. Also covered will be the topics of systems of equations, inequalities and problem solving.</p>		
<b>Algebra II – MAT17</b>	<b>1 credit – Full Year</b>	<b>Prerequisites**</b>
<p>An elective course for those planning to attend a four-year college, many of which have this course as an entrance requirement. Major topics include an in-depth exploration of functions: linear, polynomial, radical, rational, trigonometric, along with a study of conic sections, sequences and series, and probability. Algebra II is designed to help students bridge the gap between high school mathematics and the rigor of college mathematics.</p>		
<b>**Prerequisites:</b> Geometry with a grade of BC or better or College and Career Ready Math		
<b>*Algebra II Honors – MAT05</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>Algebra II Honors is a powerful, useful and versatile branch of mathematics. While the core ideas of Algebra II Honors are similar to Algebra II traditional, the honors course occurs at an accelerated pace, provides deeper understanding, and includes more rigorous content. The format of this course is at an advanced level and will require an increased time commitment to homework and study. The abstract, higher-level thinking and problem solving techniques will help prepare students for advanced courses in high school and college.</p>		
<b>**Prerequisites:</b> Sophomore or Junior Standing and Geometry with teacher approval and Sophomore standing.		
<b>*Algebra III DE – MAT18</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>An elective course that is college/tech school preparatory for students who need a college algebra credit at post-secondary school. Topics include all major algebra topics and will include matrices and applications to all the topics covered.</p> <p><b>A calculator is required for this course – DCE recommends TI-30XIIS</b></p>		
<b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b>		
<b>**Prerequisites:</b> Algebra II and junior or senior standing.		
<b>*Applied Calculus DE – MAT14</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>An elective course for calculus applied to business, economics, biology, natural resources and social sciences. This course is designed to give a brief applied overview of differential and integral calculus for students majoring in the natural or biological sciences, business and social sciences.</p>		
<p><b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b></p> <p><b>Approximately \$500 for four credits.</b></p>		
<b>**Prerequisites:</b> Senior status with a grade of B or better in Algebra II or Pre-Calculus.		



<b>*AP Calculus AB – MAT09</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>This calculus course provides students with an equivalent of a one-semester college calculus course. At the completion of the course work, students may choose to take the College Board AP Test (for a fee). If the student scores a 3, 4, or 5 (on a scale of 1-5), he/she may receive between 3-5 college credits free of charge (this varies by university). Students taking AP courses are challenged by the in-depth subject matter, preparing them for the rigors of college.</p> <p><b>Graphing calculator is required – DCE recommends TI-84.</b></p> <p><b>**Prerequisites:</b> Pre-Calc with a grade of B or better and junior or senior standing.</p>		
		
<b>*AP Calculus BC – MAT11</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>This course covers all the topics of AP Calculus and more. After mastering more complex techniques of integration, you will apply calculus concepts to polar and parametric equations. You will investigate the convergence of infinite series, and construct Taylor Polynomials. This course is equivalent to two semesters of college calculus and 10 college credits may be earned if you are successful on the AP exam.</p> <p>As this is a college-level course that covers the material of two college semesters of calculus, the content is covered at a brisk pace. Students should have a strong foundation of math skills from prerequisite courses. Students are expected to participate in class and are required to complete daily assignments, projects, quizzes and tests. Considerable amount of time on homework is expected outside of class. Students are expected to memorize formulas and unit circle values. Students need to be highly motivated.</p> <p><b>Graphing calculator is required – DCE recommends TI-84</b></p> <p><b>**Prerequisites:</b> Teacher recommendation and junior or senior standing.</p>		
		
<b>College and Career Ready Mathematics – MAT23</b>	<b>1 credit – Full Year</b>	<b>Prerequisites: Geometry and Junior or Senior Standing</b>
<p>The goal of this course is to enable students to become college and career ready. What does it mean to be “college and career ready?” It means a high school graduate has the mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework. Being ready for a career means a high school graduate has the mathematics knowledge and skills needed to qualify for and succeed in postsecondary job training and/or education necessary for their chosen career.</p> <p>This course will approach being college and career ready by improving students’ understanding of algebra, geometry and trigonometry. In addition to meeting the state requirements directed by the Common Core State Standards for graduation, students will prepare to take the ACT.</p> <p>Not all schools accept College and Career Ready Mathematics as a qualifying third-year course. It is strongly recommended to take Algebra II after this course. Please consult your guidance counselor for additional information.</p> <p><b>This course may not be counted for college entry math credit - see your university’s entrance information.</b></p>		
<b>Geometry – MAT15</b>	<b>1 credit – Full Year</b>	<b>Prerequisites: Algebra I with a grade of C or better.</b>
<p>This course is instructed using a problem-solving approach that is designed to connect mathematics to other disciplines. Working cooperatively, students will build on their previous understanding of the relationships between shapes with a focus on transformations. Triangles will be investigated through similarity, which leads into an introduction to trigonometry. The basic understanding of area, surface area, and volume will be expanded on to describe formulas and explain why they work.</p> 		



<b>Pre-Calculus and Trigonometry – MAT19</b>	<b>1 credit – Full Year</b>	<b>Prerequisites: Algebra I with a grade of C or better.</b>
<p>An elective course that is college preparatory for students who would need to take a college Calculus course, or plan to take AP Calculus AB their senior year. Examples of courses of study that would require calculus are engineering, business, sciences, or mathematics related careers. Topics include a study of functions, trigonometry and limits.</p> <p><b>Graphing calculator is required – DCE recommends TI-84.</b></p> <p><b>**Prerequisites:</b> Algebra II with a grade of C or better and junior or senior standing.</p>		
<b>*AP Pre-Calculus – MAT22</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>An elective course that is a college preparatory course for students who plan to take AP Calculus. Examples of courses of study that would require calculus are engineering, sciences, or mathematics related careers. Topics include a study of functions, trigonometry, polar concepts, vectors, matrices, limits and an introduction to calculus.</p> <p><b>**Prerequisites:</b> Algebra II with a grade of B or better and junior or senior standing.</p>		
<b>*AP Statistics – MAT07</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>AP Statistics introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. There are four themes evident in the course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving and writing as they build conceptual understanding.</p> <p>AP Statistics is equivalent to a one-semester introductory, non-calculus based college course in statistics. Students are not required to take the AP test but, students may choose to take the College Board AP test (for a fee). A score of 3, 4, or 5 on the AP test may earn up to 3 college credits depending on the university. Students taking AP courses are challenged by the in-depth subject matter, preparing them for the rigors of college.</p> <p><b>**Prerequisites:</b> Algebra 2 or instructor consent and junior or senior standing.</p>		





## Music Courses

<b>Concert Choir – MUS13</b>	<b>1 credit – Full Year</b>	<b>Prerequisites: Audition Required</b>
Concert Choir is open to sophomore, junior and senior men and women by audition. This ensemble sings a broad variety of choral music. An understanding of music history and theory will be emphasized through study and performance along with vocal technique and musicianship. Concert Choir meets five days a week with the flexibility for sectionals as determined by the director. The choir actively participates in Solo and Ensemble, several concerts and the Variety Show. Attendance at all performances is required.		
<b>*Honors Concert Choir – MUS24</b>	<b>1 credit – Full Year</b>	<b>Prerequisites: Audition Required</b>
Concert Choir is open to sophomore, junior and senior men and women by audition. This ensemble sings a broad variety of choral music. An understanding of music history and theory will be emphasized through study and performance along with vocal technique and musicianship. Concert Choir meets five days a week with the flexibility for sectionals as determined by the director. The choir actively participates in Solo and Ensemble, several concerts and the Variety Show. Attendance at all performances is required.		
<b>Students in honors band/choir/orchestra must participate in solo and ensemble in a quartet, trio, duet or a solo, using the Wisconsin School Music Association music rating of a class A or B event, and receive a rating of 2 or better.</b>		
<b>Everest Singers – MUS11</b>	<b>1 credit – Full Year</b>	<b>Prerequisites: None</b>
Everest Singers is a choir open to all male and female students without audition. This choir sings a wide variety of music for mixed voices. Vocal development, music appreciation and musicianship will also be emphasized. Everest Singers meet five days per week. The choir participates in several concerts throughout the year. Attendance at all performances is required.		
<b>*Honors Everest Singers – MUS26</b>	<b>1 credit – Full Year</b>	<b>Prerequisites: None</b>
Everest Singers is a choir open to all male and female students without audition. This choir sings a wide variety of music for mixed voices. Vocal development, music appreciation and musicianship will also be emphasized. Everest Singers meet five days per week. The choir participates in several concerts throughout the year. Attendance at all performances is required.		
<b>Students in honors band/choir/orchestra must participate in solo and ensemble in a quartet, trio, duet or a solo, using the Wisconsin School Music Association music rating of a class A or B event, and receive a rating of 2 or better.</b>		
<b>*Music Theory DE — MUS17</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
How do you write music? This class will give you an introduction to the fundamentals of music theory—notation, scales, key signatures, intervals, time signatures, chords, chord progressions, keys and basic harmony. No previous musical experience required but a love for understanding of music is essential.		
<b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b>		







<b>Jazz Ensemble – MUS03</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>This course is designed for the student who wishes to participate in the jazz idiom. Instrumentation will be limited to that of the standard jazz ensemble. Course content includes fundamentals of notation, interpretation of jazz figures and styles, techniques, history, and solo development with improvisation. Due to the advanced nature of the course content, students should schedule the course while at their most advanced ability level. If a student plans to enroll for one year, it should be their senior year. If a student plans to enroll for two years they should register their junior and senior years. Sophomores planning to participate all three years must carefully examine their schedule to ensure it will fit with graduation requirements. Attendance at all performances and special rehearsals is required.</p> <p><b>**Prerequisites:</b> Audition required. Membership in concert band or orchestra required with possible exception for guitar, and piano players.</p>		
<b>*Honors Jazz Ensemble – MUS21</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>This course is designed for the student who wishes to participate in the jazz idiom. Instrumentation will be limited to that of the standard jazz ensemble. Course content includes fundamentals of notation, interpretation of jazz figures and styles, techniques, history, and solo development with improvisation. Due to the advanced nature of the course content, students should schedule the course while at their most advanced ability level. If a student plans to enroll for one year, it should be their senior year. If a student plans to enroll for two years they should register their junior and senior years. Sophomores planning to participate all three years must carefully examine their schedule to ensure it will fit with graduation requirements. Attendance at all performances and special rehearsals is required.</p> <p><b>**Prerequisites:</b> Audition required. Membership in concert band or orchestra required with possible exception for guitar, and piano players.</p> <p><b>Students in honors band/choir/orchestra must participate in solo and ensemble in a quartet, trio, duet or a solo, using the Wisconsin School Music Association music rating of a class A or B event, and receive a rating of 2 or better.</b></p>		
<b>Orchestra - MUS02</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>The Orchestra is an ensemble for students who wish to continue their study of basic fundamentals of string performance. It promotes the technical development on their chosen instruments and teaches the techniques needed for ensemble and full orchestra performances with good musicianship.</p> <p><b>**Prerequisites:</b> No audition is required. Only previous membership in the Junior High or Senior High orchestra or the equivalent study and experience is required.</p>		
<b>*Honors Orchestra – MUS20</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>The Orchestra is an ensemble for students who wish to continue their study of basic fundamentals of string performance. It promotes the technical development on their chosen instruments and teaches the techniques needed for ensemble and full orchestra performances with good musicianship.</p> <p><b>**Prerequisites:</b> No audition is required. Only previous membership in the Junior High or Senior High orchestra or the equivalent study and experience is required.</p> <p><b>Students in honors band/choir/orchestra must participate in solo and ensemble in a quartet, trio, duet or a solo, using the Wisconsin School Music Association music rating of a class A or B event, and receive a rating of 2 or better.</b></p>		
<b>Songspinners – MUS15</b>	<b>1 credit – Full Year</b>	<b>Prerequisites: Audition Required</b>
<p>Songspinners is a chamber choir made up of sophomore, junior and senior women by audition. This ensemble provides musical development for talented soprano and alto voices and explores the finest treble choral literature for study and performance. Songspinners meets five days a week. The choir actively participates in Solo and Ensemble, several concerts, the Variety Show and will perform for several school and community events. Because of the many concerts performed throughout the year, some evenings and weekend hours will be required for these performances.</p>		



<b>*Honors Songspinners – MUS25</b>	<b>1 credit – Full Year</b>	<b>Prerequisites: Audition Required</b>
<p>Songspinners is a chamber choir made up of sophomore, junior and senior women by audition. This ensemble provides musical development for talented soprano and alto voices and explores the finest treble choral literature for study and performance. Songspinners meets five days a week. The choir actively participates in Solo and Ensemble, several concerts, the Variety Show and will perform for several school and community events. Because of the many concerts performed throughout the year, some evenings and weekend hours will be required for these performances.</p> <p><b>Students in honors band/choir/orchestra must participate in solo and ensemble in a quartet, trio, duet or a solo, using the Wisconsin School Music Association music rating of a class A or B event, and receive a rating of 2 or better.</b></p>		
<b>Symphonic Band – MUS09</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>The Symphonic Band is a combination of an abbreviated summer and fall marching band unit, plus a quality level concert experience. Emphasis is on developing independence of musicianship including reading skills, technical training and expression. Individual lessons will be scheduled, and attendance at all rehearsals and performances is required.</p> <p><b>**Prerequisites:</b> Previous membership in junior high or senior high band or the equivalent study and experience.</p>		
<b>*Honors Symphonic Band – MUS23</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>The Symphonic Band is a combination of an abbreviated summer and fall marching band unit, plus a quality level concert experience. Emphasis is on developing independence of musicianship including reading skills, technical training and expression. Individual lessons will be scheduled, and attendance at all rehearsals and performances is required.</p> <p><b>**Prerequisites:</b> Previous membership in junior high or senior high band or the equivalent study and experience.</p> <p><b>Students in honors band/choir/orchestra must participate in solo and ensemble in a quartet, trio, duet or a solo, using the Wisconsin School Music Association music rating of a class A or B event, and receive a rating of 2 or better.</b></p>		
<b>Wind Ensemble – MUS07</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>Wind Ensemble is a combination of an abbreviated fall marching band unit, plus a quality concert experience. It is for band students who have advanced skills and are committed to upper level music literature and performance opportunities. Membership is based upon audition results, plus a history of and commitment to routine practice and progress. Individual lessons will be scheduled, and attendance at all rehearsals and performances is required.</p> <p><b>**Prerequisites:</b> Audition and consent of instructor. Previous membership in Junior High or Senior High band or the equivalent study and experience.</p>		
<b>*Honors Wind Ensemble – MUS22</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>Wind Ensemble is a combination of an abbreviated fall marching band unit, plus a quality concert experience. It is for band students who have advanced skills and are committed to upper level music literature and performance opportunities. Membership is based upon audition results, plus a history of and commitment to routine practice and progress. Individual lessons will be scheduled, and attendance at all rehearsals and performances is required.</p> <p><b>**Prerequisites:</b> Audition and consent of instructor. Previous membership in Junior High or Senior High band or the equivalent study and experience.</p> <p><b>Students in honors band/choir/orchestra must participate in solo and ensemble in a quartet, trio, duet or a solo, using the Wisconsin School Music Association music rating of a class A or B event, and receive a rating of 2 or better.</b></p>		



## Other Elective Courses

Career Capstone — OTHEL05	1 credit – Full Year	**Prerequisites
<p>One of the best ways to explore your future career path is to actually do the work! Career Capstone will allow you to participate in a work-based learning opportunity that best fits your chosen career pathway. Students can participate through internships, apprenticeships, practicum or volunteering experiences.</p> <p><b>**Prerequisites:</b> Senior status with related previous or concurrent coursework. Approval for this class is through an application process once you are signed up for the course. Student should be in good academic and attendance standing.</p>		
Exploration and Creation – OTHEL02	.5 credit English – .5 credit 2 periods – One Semester	Prerequisites: Junior or Senior Standing
<p>Would you like the freedom to create your own learning experience? Do you have a passion, interest or hobby that you would like to pursue and explore? Do you want to develop the skills needed for success in the 21st Century? Then this is the course for you.</p> <p>Exploration and Creation pushes the boundaries of education by empowering students with the freedom to create their own immersive learning experiences. Students will learn about creative thinking and the building blocks of innovation by engaging in a cycle of planning, creating and reflecting on their own projects to meet learning goals of their own creation. Real world collaboration with community members, businesses, professionals and experts will be necessary. Ultimately, students are given the keys to the car of success!</p>		
Personal Finance and Economics – OTHEL14	.5 credit – One Semester	Prerequisites: None
<p>Learn about how the economy functions and how it affects us all. Personal Finance and Economics explores economic decision making and reasoning. Financial literacy topics will include items like how to save money, use banks to get loans, how credit cards work, building your wealth over the long term, estate planning and retirement savings. This course also explores the economy including the following: economic ways of thinking, markets and the role of market systems, supply, demand, the role of government in the economy, banking, financial institutions, Federal Reserve Bank, interest rates, trade and the global economy. Students will have the opportunity to learn in a variety of ways including many hands-on approaches: role playing, simulations stock market game, millionaire game, interactive media “Everfi”, as well as discussions on current events, and the state of our economy.</p> <p><b>This course satisfies the Financial Literacy requirement.</b></p>		
School Forest Leadership I – OTHEL10	.5 credit – One Semester	**Prerequisites
<p>School Forest Leadership I is an elective course for sophomores interested in working with children in nature-based programs at our school forest. Experience in this course may enhance interests and skills for those thinking about careers working with children or natural resources. Students will learn about Wisconsin wildlife, ecology, leadership, child psychology and how to work with children. Students will then put their knowledge into practice during our 5th grade overnight winter program where they will help lead a 5th grade class for three days and two nights. Students will be offered additional opportunities working with other elementary grades during single-day field trips to the forest. This class meets daily for the first quarter followed by a full-day workshop in fall. Students are required to participate in at least one 5th grade session. A study hall will replace this class during second quarter.</p> <p><b>**Prerequisites:</b> Course applications are completed January of freshman year followed by consent of instructor. Course information and application forms are available through Junior High Science staff. Accepted applicants will be informed prior to registration. Juniors and Seniors may take this course with the consent of instructor.</p>		



<b>School Forest Leadership II – OTHL11</b>	<b>.5 credit – One Semester</b>	<b>**Prerequisites</b>
<p>This is a follow-up course to School Forest Leadership I and II where students will participate in one three-day, two-night, elementary program at the school forest. Additional opportunities to work with other grades at the forest will also be made available if desired. There is no classroom component for this course, and it takes up no space in the student's daily schedule.</p> <p><b>**Prerequisites:</b> School Forest Leadership I, consent of instructor, and junior or senior standing.</p>		
<b>School Forest Leadership III – OTHL12</b>	<b>.5 credit – Full Year</b>	<b>**Prerequisites</b>
<p>This is a follow-up course to School Forest Leadership I and II where students will participate in one three-day, two-night, elementary program at the school forest. Additional opportunities to work with other grades at the forest will also be made available if desired. There is no classroom component for this course, and it takes up no space in the student's daily schedule.</p> <p><b>**Prerequisites:</b> School Forest Leadership II, consent of instructor, and senior standing.</p>		
<b>Teachers Change Lives – OTHL01</b>	<b>.5 elective credits – One Semester</b>	<b>Prerequisites: Junior or Senior Standing</b>
<p>Students will be introduced to the unique experience of teaching and positively impacting the future youth of our community. This course is for high school students who want to make a difference in the lives of children and adolescents. All aspects of the teaching career will be examined from designing and building your classroom climate and building rapport with students, to planning instruction and using effective strategies to highly engage your students in learning.</p> <p>The course will briefly touch on issues of classroom management, assessing and grading learning, the importance of timely feedback, using technology, and other important issues of the modern classroom. Students will be placed with a mentor teacher at a student-chosen grade level K-12. The course will be taught 3rd hour so students will have a 90-minute block of time. Students will be excused from 4th hour ELT on days they are in the mentor's classroom. Students will be in their mentor's classroom 2-3 days per week during the final 9 weeks of the course.</p>		
<b>Video Production I – OTHL06</b>	<b>.5 credit — One Semester</b>	<b>Prerequisites: None</b>
<p>Video production students learn from the varied opportunities our city is willing to offer including hands-on work through our athletic department/music department, small businesses in the area, and the possibility of dual enrollment through NTC's popular video production program.</p> <p>Our Video Production classes provide insightful academic study of the media and preparation for careers in both film, and media professions. Specific areas covered in the classes include pre-production processes: story development, scripting, storyboarding, scheduling and budgeting; production techniques: camera operation, lighting, interviewing, audio recording; and post-production workflow: capturing, editing, motion-graphics, sound design, rendering, outputting and publishing.</p> <p>This is the same class offered at the Junior High.</p>		
<b>Video Production II – OTHL07</b>	<b>.5 credit — One Semester</b>	<b>Prerequisites: Video Production I</b>
<p>Video Production II is a course designed for students that have already taken the prerequisite course. This course equips students with the skills, knowledge, and creativity necessary to produce compelling video content for a plethora of different audiences. Students will learn the fundamentals of pre-production, production, and post-production, with a focus on social media, video announcements, and highlight reels for athletic and drama events. Students that enroll in this course will be provided with opportunities to work within our district and community to publish professional content and gain knowledge to continue as a career or in post-secondary schooling.</p>		





<b>Yearbook Production – OTHEL13</b>	<b>1 credit – Full Year</b>	<b>Prerequisites: None</b>
<p>Be part of creating an award-winning yearbook! Be part of capturing memories of the days and events at D.C. Everest. As part of the yearbook staff, you will create a historical record of the school year's events and people and publish a book that showcases D.C. Everest students to the community. Yearbook improves writing skills and promotes individual initiative and leadership in work habits. Yearbook develops timely production and stands out in college applications and resumes because people know the dedication and hard work it takes to produce a yearbook. You will be seen as a leader and a go-getter.</p> <p>On staff, you will do layouts, write stories and captions, design pages using InDesign (used by companies across the nation to produce magazines, newspapers, and other publications), and take photos of sports and all the other activities in school. Students earn elective credit toward graduation, and you may be on staff more than one year and receive credit each year. Students should have strong writing skills and the ability to meet deadlines.</p>		
<b>*Youth Apprenticeship – YA000</b>	<b>1 credit – Full Year</b>	<b>Prerequisites: Junior or Senior Standing and Appropriate Corresponding Classes</b>
<p>Youth Apprenticeship (YA) is for motivated students who have identified a career pathway and are ready to start their work-based learning experiences. YA is a one or two year program which combines classroom instruction with 450 hours of paid, work experience. Students are partnered with a workplace mentor and work to complete industry-established competencies to earn state certification and high school credits. Students must interview and secure a job through the YA hiring process before YA can be placed into their schedules. The hiring process begins in the springtime and proceeds until June, where work begins in the summer if they are hired by a partnering business. Note: indicating an interest in YA on your course list does not guarantee a job. (see Page # 22 in this handbook for more detailed information on YA)</p>		



## Physical Education Courses



Advanced Strength and Conditioning – PHY29	.5 credit – One Semester	**Prerequisites
<p>This course is intended for individuals with prior experience in a strength training program and progression of skills that meet intermediate level training (instructor approval). The Advanced course focuses on the intermediate level student that is interested in improving personal fitness and/or performance-based training concepts. The class will focus on a teacher led strength training program that will break down movement patterns and help create strength to increase physical performance qualities. Students will be taught the sport principle, and how to make SMART goals. The movements/exercise will become more fluid/refined.</p> <p><b>Activities Offered:</b> Beginning progressions, Move toward intermediate and/or advanced progressions, Challenge movements from easy to hard. Mix in mobility training from pre-hab to insure range of motion. Introduction to leadership training.</p> <p><b>**Prerequisites:</b> Fitness for Life and Instructor permission.</p>		
Adventure Education – PHY07	.5 credit – Semester Two Only	Prerequisites: Fitness for Life and Junior or Senior Standing
<p>Adventure Education is an exciting and dynamic high school course designed to promote physical fitness, personal development, teamwork, and outdoor skills through a wide range of adventurous activities and experiences. In Adventure Education you will explore various exercises and activities in group initiatives, team building, trust building, creative problem solving and positive risk taking. Through challenge by choice, students will experience rock climbing, canoeing, stand up paddleboarding, camping, survival shelter and fire, winter activities, cave exploration, high ropes course and various unique problem-solving activities. The Adventure Education class has three required field trips: Devils Lake Park outdoor rock climbing and camping, cave exploration, and cross country skiing/ snowshoeing to local trails (weather dependent).</p> <p><b>Activities:</b> Communication, trust and problem solving activities, Cross country skiing, Snowshoeing, Canoeing/ Stand up paddleboarding; water safety and float plans, Caving, Rock Climbing: Belaying skills, knot tying, climbing holds, rappelling, route planning,</p> <p><b>The course fee must be paid by the third week of course. Student fee for class is \$60.00</b></p>		



Dance and Fitness – PHY03	.5 credit – One Semester	Prerequisites: Fitness for Life and an interest in dance
<p>This course is tailored for students who enjoy expression and fitness through movement. It offers the following features:</p> <ul style="list-style-type: none"><li>• Dance Pattern Emphasis: the dance component emphasizes building patterns of repetitive movement to reduce the limitations of lengthy and intricate choreography, creating a lifetime activity</li><li>• Skill Development: students will enhance both their individual skills and working with a partner through partner dance steps and building a pattern</li><li>• Fitness Components: students will try a variety of activities and use the fitness principles to create and demonstrate a personal fitness plan</li><li>• Demonstration Component: students will demonstrate dance knowledge and creation to utilize movement expression and involve classmates in their personal learning</li></ul> <p><b>THIS CLASS WILL BE OFFERED EVERY OTHER YEAR —2025-2026 AND 2027-2028 SCHOOL YEARS.</b></p>		
Fitness for Life – PHY01	.5 credit – One Semester	Prerequisites: None
<p>The “Fitness for Life” course is a required program typically taken during sophomore year. It serves as a prerequisite for other Physical Education (PE) courses. This course aims to:</p> <ul style="list-style-type: none"><li>• Teach students why and how physical activities affect their health</li><li>• Promote the importance of fitness and how to achieve it</li><li>• Expose students to various individual and cooperative fitness activities</li><li>• Develop attitudes, skills and knowledge for enjoying physical and leisure activities</li><li>• Offer CPR training as a component</li></ul> <p><b>Activities Offered:</b> Team, cooperative and lifetime activities, swimming and water based activities, strength training and fitness training principles, Goal setting, net/rackets: badminton, personal defense introduction, CPR</p> <p>Recommended for all sophomores. Offered semester 1 and semester 2.</p>		
Independent PE – PHY33	.5 credit – One Semester	Prerequisites**
<p>In this course students will have the opportunity to expand knowledge of health-related fitness and individually focus and develop their Physical Education program. Students will:</p> <ul style="list-style-type: none"><li>• Demonstrate Basic Fitness Knowledge: training principles, physical activity, and weight room knowledge will be used to create a personal training plan to follow throughout the semester</li><li>• Goal Setting: training plans will meet the specific needs of each individual student’s fitness goals and interests</li><li>• Personal Challenge: students will be challenged to use fitness principles to progress throughout the semester as well as challenged to try new activities to continue to overload in different ways</li><li>• Physical Activity Environment Etiquette: students will learn and demonstrate appropriate community fitness environment etiquette.</li></ul> <p><b>Activities Offered:</b> 5 components of health related fitness, Fitness principles: FITT, overload, adaptation, progression 3 planes of movement, Perceived exertion, Goal setting, Nutrition concepts</p> <p><b>**Prerequisites:</b> Open to all juniors and seniors who have completed Fitness for Life with a grade of “B” or higher and have a strong interest in their personal fitness well-being.</p> <p><b>THIS CLASS WILL BE OFFERED EVERY OTHER YEAR —2026-2027 AND 2028-2029 SCHOOL YEARS.</b></p>		



<b>Introduction to Strength and Conditioning – PHY25</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: Fitness for Life</b>
<p>This course is designed for beginners who may have little to no experience with strength training yet interested in improving personal fitness. We will emphasize learning and mastering proper form to prevent injuries. The introduction course focuses on the beginner level student that is interested in improving personal fitness and/or performance-based training concepts. The class will focus on a teacher led strength training program that will break down movement patterns and help create strength to increase physical performance qualities. Students will be taught the SPORT principle, and how to make SMART goals.</p> <p>Activities Offered: Safety in the weight room, Spotting, Beginning progressions, Move toward intermediate and/or advanced progressions, Challenge movements from easy to hard. Mix in mobility training from pre-hab to insure range of motion. Principles of leadership skills.</p>		
<b>*Lifeguard Training – PHY15</b>	<b>.5 credit – One Semester</b>	<b>**Prerequisites</b>
<p><b>THIS CLASS MEETS IN THE POOL 75% OF THE SEMESTER TO LEARN AND BECOME PROFICIENT IN LIFEGUARD SKILLS.</b></p> <p>The purpose of the American Red Cross Lifeguarding course is to teach you the skills needed to help prevent and respond to aquatic emergencies. You are training to become a certified lifeguard, taking responsibility for the lives of people who are participating in a variety of aquatic activities. As a professional rescuer with a legal responsibility to act in an emergency, you must be self-disciplined and confident in your knowledge and skills. Being a lifeguard requires maturity, professionalism, and competence in specialized rescue techniques.</p> <p><b>**Prerequisites:</b> Fit For Life AND must be a strong swimmer. You must be able to complete all three of the following prerequisite skills to take this course:</p> <ul style="list-style-type: none"><li>Swim 200 yards continuously demonstrating breath control and rhythmic breathing using front crawl, breaststroke, or a combination of both, then tread water for 2 minutes only using your legs, and finish with a 50-yard front crawl, breaststroke or combination of both</li><li>Complete a timed event within 1 minute 40 seconds: swim 20 yards, surface dive to a depth of 7-10 feet to retrieve a 10-pound object, return to surface and swim 20 yards back to return to the starting point.</li></ul> <p><b>There will be a fee of \$60.00 per student</b> to cover the cost of the texts, certificates, and a pocket mask. Students must obtain lifeguard certification to pass this course.</p>		
<b>Net/Racket Games – PHY09</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: Fitness for Life</b>
<p>The Net and Racket Games Course is designed to provide students with a comprehensive understanding of various sports and recreational activities that involve the use of nets and rackets. This course will explore the fundamental skills, rules, strategies, and techniques associated with a wide range of net and racket games. Participants will gain the knowledge and practical experience necessary to enjoy and excel in these popular games, both recreationally and competitively.</p> <p><b>Activities Offered:</b> Tennis, volleyball/nitro ball, badminton/pitton, squash/ping pong, Pickleball, Eclipse ball, Speedminton</p>		
<b>Outdoor Pursuits – PHY11</b>	<b>.5 credit – Semester One Only</b>	<b>Prerequisites: Fitness for Life and Junior or Senior Standing</b>
<p>Do you like the outdoors? Are you adventurous? Then Outdoor Pursuits might be the class for you! In Outdoor Pursuits you will explore lifetime activities such as disc golf, golf, geocaching, hiking, orienteering, archery, canoeing, stand up paddleboarding, backyard games, cross country skiing, snowshoeing, sledding and curling. With research showing how being outdoors positively impacts mental health, this class will help you get the benefits of being outdoors while developing your skills and enjoyment of different lifetime activities. This course encourages students to develop greater self-confidence and, at the same time, acquire a sense of trust and commitment in their classmates. The course will include at least 1 field trip to a local recreational area (e.g. Nine Mile Recreation Area/Rib Mountain State Park etc.)</p> <p><b>Activities:</b> Backyard games, Golf, Winter activities: Cross Country Skiing, Snowshoeing, Curling, Ice Skating. Sledding Canoeing and Stand up paddleboarding, Geocaching and Orienteering, Archery, Disc Golf, Climbing, Hiking and Backpacking, Wilderness first aid, Team building: Group challenges and problem solving in the outdoor environment.</p>		





Personal Defense I – PHY19	.5 credit – One Semester	Prerequisites: Fitness for Life and an interest in martial arts
<p>This course will teach basic Tae Kwon Do techniques to students. Students will be taught strategies and techniques to avoid dangerous situations so students do not become victims. Students will gain confidence in the area of conflict resolution and self-defense. Kicking, punching, conditioning, flexibility, forms, grappling, pressure points, restraining holds, Judo, MMA, and philosophy of martial arts will also be taught in this class. Students will also have the opportunity to earn different belts (rank levels) as they master the steps of each level. This is a class for only serious students.</p> <p><b>Activities Offered:</b> Self-Defense, Forms, Grappling, Flexibility and Conditioning, Light Sparring <b>New student fee for course is \$50 — includes uniform, belts, and equipment.</b></p>		
Personal Defense II – PHY21	.5 credit – One Semester	**Prerequisites
<p>This course will teach intermediate Tae Kwon Do techniques to students. Students will be taught strategies and techniques to avoid dangerous situations so students do not become victims. Students will gain confidence in the area of conflict resolution and self-defense. Kicking, punching, conditioning, flexibility, forms, grappling, pressure points, restraining holds, Judo, MMA, and philosophy of martial arts will also be taught in this class. Students will also have the opportunity to earn different belts (rank levels) as they master the steps of each level. This is a class for only serious students.</p> <p><b>Activities Offered:</b> Self-Defense, Forms, Grappling, Flexibility and Conditioning , Sparring.</p> <p><b>Student fee for course is \$25</b></p> <p><b>**Prerequisites:</b> Fitness for Life, Personal Defense I and junior or senior standing.</p>		
Personal Defense III – PHY23	.5 credit – One Semester	**Prerequisites
<p>This course will teach intermediate to advanced Tae Kwon Do techniques to students. Students will be taught strategies and techniques to avoid dangerous situations so students do not become victims. Students will gain confidence in the area of conflict resolution and self-defense. Kicking, punching, conditioning, flexibility, forms, grappling, pressure points, restraining holds, Judo, MMA, and philosophy of martial arts will also be taught in this class. Students will also have the opportunity to earn different belts (rank levels) as they master the steps of each level. This is a class for only serious students.</p> <p><b>Activities Offered:</b> Self-Defense, Forms, Grappling, Flexibility and Conditioning, Sparring. <b>Student fee for course is \$20</b></p> <p><b>**Prerequisites:</b> Fitness for Life, Personal Defense II, consent of instructor and junior or senior standing.</p>		
*Personal Defense IV – PHY24	.5 credit – One Semester	**Prerequisites
<p>This course will teach advanced Tae Kwon Do techniques to students. Students will be taught strategies and techniques to avoid dangerous situations so students do not become victims. Students will gain confidence in the area of conflict resolution and self-defense. Kicking, punching, conditioning, flexibility, forms, grappling, pressure points, restraining holds, Judo, MMA, and philosophy of martial arts will also be taught in this class. Students will also have the opportunity to earn different belts (rank levels) as they master the steps of each level. This is a class for only serious students.</p> <p><b>Activities Offered:</b> Self-Defense, Forms, Grappling, Flexibility and Conditioning, Sparring. <b>Student fee for course is \$20</b></p> <p><b>**Prerequisites:</b> Fitness for Life, Personal Defense III, consent of instructor, and junior or senior standing.</p>		



*Personal Defense V – PHY26	.5 credit – One Semester	**Prerequisites
<p>This course is a continuation of Personal Defense 4, where students will master critical techniques. Students will master critical strategies and techniques through realistic skill scenarios so they can avoid becoming a victim. Students will gain confidence in the area of conflict resolution and self-defense. Kicking, punching, conditioning, flexibility, forms, grappling, pressure points, restraining holds, Judo, MMA, and philosophy of martial arts will also be taught in this class. In this course, the student has reached a responsible maturity level in martial arts and earned an opportunity to reach their goal of becoming a black belt. This course includes an outside agency fee for black belt test and certification!</p> <p><b>Activities Offered:</b> Self-Defense, Forms, Grappling, Flexibility and Conditioning, Sparring.</p> <p><b>**Prerequisites:</b> Fitness for Life, Personal Defense IV, consent of instructor and senior standing.</p>		
Strength Development and Wellness – PHY36 – S1 and/or PHY37 – S2	.5 credit – One Semester	**Prerequisites
<p>This course is an extended period semester class recommended for athletes that are junior and/or senior status. The class will provide extended learning time with a start time of 7:00 am and run through the first hour. The extended learning time will allow more time for students to acquire and effectively apply knowledge, attitudes, and skills necessary to be a leader in the school and community; set and achieve positive goals, and make responsible decisions. Students are encouraged to take both semesters of this course. The class will focus on but not be limited to strength training, speed training, agility training, plyometric training, leadership training and community service projects.</p> <p>The Strength Development and Wellness course focuses on the intermediate to advanced level student that is interested in improving personal fitness and/or performance-based training concepts. The class will focus on a teacher led strength training program that will break down movement patterns and help create strength to increase physical performance qualities.</p> <p><b>Activities Offered:</b> Beginning progressions Move toward intermediate and/or advanced progressions, Challenge movements from Intermediate to Advanced. Mix in mobility training from pre-hab to insure range of motion. Leadership training and opportunities in the school and community</p> <p><b>**Prerequisites:</b> Fitness for Life, junior or senior standing and must have been part of a DCE strength and conditioning program; instructor's consent.</p>		
Team Sports – PHY17	.5 credit – One Semester	Prerequisites: Fitness for Life
<p>This course is tailored for students who thrive in a competitive, team-oriented setting. It offers the following features:</p> <ul style="list-style-type: none"><li>• Team Emphasis: the course is designed for students who enjoy working as a team in a competitive environment</li><li>• Skill Development: students will enhance both their individual skills and their understanding of team dynamics in various sports</li><li>• Rules and Game Play: students will expand their knowledge of basic rules, game play and playing levels for different sports</li><li>• Fitness Components: the course includes the 5 components of health-related fitness as part of class activities to promote physical fitness</li><li>• Leadership Opportunities: students will have the chance to take on leadership roles within the class, fostering leadership skills and teamwork</li></ul> <p><b>Activities Offered:</b> Soccer, Basketball, Volleyball, Broomball, Water polo, Floor hockey, Softball, Team handball, Football Outdoor Winter Games, Frisbee games, Tchoukball</p>		



## Science Education and Courses

The Science Department offers a series and variety of science courses designed to help students build their “scientific literacy,” meet graduation requirements and prepare for college and their careers.

**Graduation Requirements:** All students are required to complete a minimum of three science credits. This includes one full year of Physical Science and one full year of Biology or AP Biology. Most students take Chemistry for their third credit as it is required for college admissions. Credits from WI Natural Resources, Astronomy, and Weather and Climate may also be applied to the third required Science credit.

### **College Preparation:**

Colleges require a minimum of three credits of science for admission consideration. This includes Physical Science, Biology and Chemistry. Some programs in many technical colleges also require high school Chemistry. Meeting these basic requirements only prepares students minimally for college. Many colleges highly recommend a fourth credit of upper-level science, especially if the student is considering a science or engineering major. This fourth credit may include a Physics, AP Biology, AP Chemistry, AP Physics C: Mechanics or Human Biology course. For a well-rounded college-prep science experience, it is strongly recommended the fourth credit come from Physics. It is extremely important for students to work directly with school counselors and the colleges they are considering to be certain about specific requirements and recommendations for those schools and programs. It is also highly recommended students consider taking AP Chemistry with their Physics.

### **Advanced Placement (AP):**

Three AP Science courses are offered at D.C. Everest: AP Biology, AP Chemistry, and AP Physics C. AP Biology is a two-period, two-credit course typically taken during the junior year. This course combines the introductory and advanced concepts into a one-year course. Human Biology, though not AP, is a dual enrollment credit with NTC. Students earn NTC credit for this class taken while at D.C. Everest.



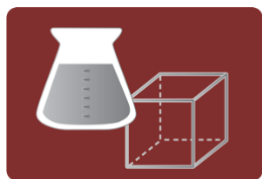
## RECOMMENDED SCIENCE COURSE SEQUENCES





College and Career Prep Sequence
<b>9TH GRADE: 1ST CREDIT</b> Physical Science or Honors Physical Science
<b>10TH GRADE: 2ND CREDIT</b> Biology or Honors Chemistry (AP Bio bound students)
<b>11TH GRADE: 3RD CREDIT</b> Chemistry or AP Biology (2 credits)
<b>4TH CREDIT OR MORE</b> Consider one or more of the following: AP Chemistry Physics (Traditional, Conceptual, or AP) Human Biology (Dual Enrollment Credit with NTC) WI Natural Resources Astronomy (1/2 credit) Weather and Climate (1/2 credit)

Students should note all course prerequisites and recommendations.

Please speak to a school counselor if science credits need to be made up due to course failures.





<b>Astronomy – SCI39</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
<p>Do you like to look at the night sky? Do you wonder what is out there in space? This course will explore both what we can and cannot see in space from Earth, the sun, our moon, the planets, other stars, constellations, galaxies, black holes, how all relate together and more. The course will focus on the formation of these objects, how they are changing over time and how that may impact humans.</p>		
<b>Biology – SCI05</b>	<b>1 credit – Full Year</b>	<b>Prerequisites: None</b>
<p>Biology is a required science course that is guided by the Next Generation Science Standards (NGSS) and embeds community science into the curriculum. This course uses a research-based approach to teach science where students contribute resources, observations, data, and analyzes to solve larger scientific problems.</p> <p>By focusing on relevant phenomena, the course provides opportunities to authentically engage with science and engineering practices. The combination of community science, technology, and a focus on science and engineering practices has been shown to help students feel more like scientists, including the belief that their ability to do science can make a difference in their world.</p> <p>Units are organized around storylines, in which students ask and investigate questions related to an anchoring phenomenon. Students use science and engineering practices to figure out Disciplinary Core Ideas (DCI) and crosscutting concepts needed to make sense of and explain the phenomena.</p>		
<b>*AP Biology – SCI35</b>	<b>2 credits – Full Year 2 Class Periods</b>	<b>**Prerequisites</b>
<p>AP Biology provides students with the knowledge, understanding and analytical skills to deal with the rapidly developing science of biology. The two primary goals of AP Biology are to build a conceptual framework for biology and to gain experience with the practice of science. Students will develop conceptual understanding through extensive laboratory experience and through the organization of concepts around unifying themes. This rigorous, fast paced, two-credit course will teach you much more than biology as you learn the reading, writing and study skills that will make you successful at the university level. The course is equivalent to a two-semester university biology sequence usually taken by biology majors during their first year. This is a Laude course.</p>		
<p>**C or better in Chemistry or Honors Chemistry, consent of Department Chair, and junior or senior standing.</p>		
<b>Chemistry – SCI15</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>Chemistry is a challenging course aimed at looking at the theoretical basis for interactions of matter. We will investigate: what holds materials together, how to predict if a reaction will take place, what happens when reactions do occur, why some substances are gases, liquids or solids, and many other questions that you will bring to this class. Through labs and demonstrations, you will have a chance to observe firsthand, many of these changes in matter.</p>		
<p><b>**Prerequisites:</b> C or better in Algebra and junior or senior standing.</p>		



<b>*Chemistry Honors – SCI17</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>Are you interested in exploring in greater detail your physical world and understanding how it works? Well, if so, this course may be for you. Honors Chemistry follows the traditional chemistry curriculum but with concepts taught at an accelerated pace and in greater depth. Classroom instruction and student involvement will reflect higher-level thinking and problem-solving skills. Students will need greater than average competencies and understanding of math and science to succeed in Honors Chemistry. As an elective course, Honors Chemistry is strongly recommended for those who plan to continue their education and major in science. Sophomores who take Honors Chemistry are highly encouraged to continue on their path to AP Biology.</p> <p><b>**Prerequisites:</b> B or better in Algebra</p>		
<b>*AP Chemistry – SCI16</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>AP Chemistry is a college class that has both strong math and lab-based components. Students are expected to commit considerable time studying outside of class. In addition to learning chemistry at a more in-depth level than is present in Introductory Chemistry, students will continue to sharpen their academic habits of mind. Students planning on majoring in science related fields are encouraged to enroll in this class. Tests and quizzes will be timed and of the same format found in the AP examination. This course includes the completion of a comprehensive homework set of problems and review activities over the summer prior to the course. To best prepare students for college and potentially science related majors, it is strongly recommended by The College Board and the D.C. Everest Science Department that interested students continue their studies in Physics while taking this class. This is a Laude course.</p> <p><b>**Prerequisites:</b> Introductory Chemistry with a B, Algebra II with a B minimum grade (or current enrollment in Algebra II with consent of Department Chair), and Senior standing.</p>		
<b>*Human Biology DE – SCI33</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>Designed for motivated students planning to attend a university or technical college. Human Biology will prepare you for education beyond high school regardless of your intended major. Fundamental concepts learned in biology will serve as a foundation for deeper inquiry into the study of human anatomy and physiology. Emphasis will be on problem solving and critical thinking. Various animal dissections will be conducted. Students taking Human Biology can also obtain three Dual Enrollment credits through Northcentral Technical College for the Body Structures and Functions course. This is a Laude course.</p> <p><b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b></p> <p><b>**Prerequisites:</b> C or better in Biology and Chemistry and senior standing.</p>		
<b>Physics – Conceptual – SCI23</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>Conceptual Physics offers a basic algebra-only approach of study at a slower pace and covering fewer topics than traditional physics. Conceptual Physics is intended for students planning non-science majors and some nursing/physician assistant programs. Experiments and actual experiences coupled with critical thinking, problem solving and analysis will allow students to explain many phenomena in the physical world. Physics is a math intensive course and a scientific calculator is required.</p> <p><b>There will be a \$7.00 lab fee for physics lab projects.</b></p> <p><b>**Prerequisites:</b> Grade of C or better in previous math classes and junior or senior standing.</p>		



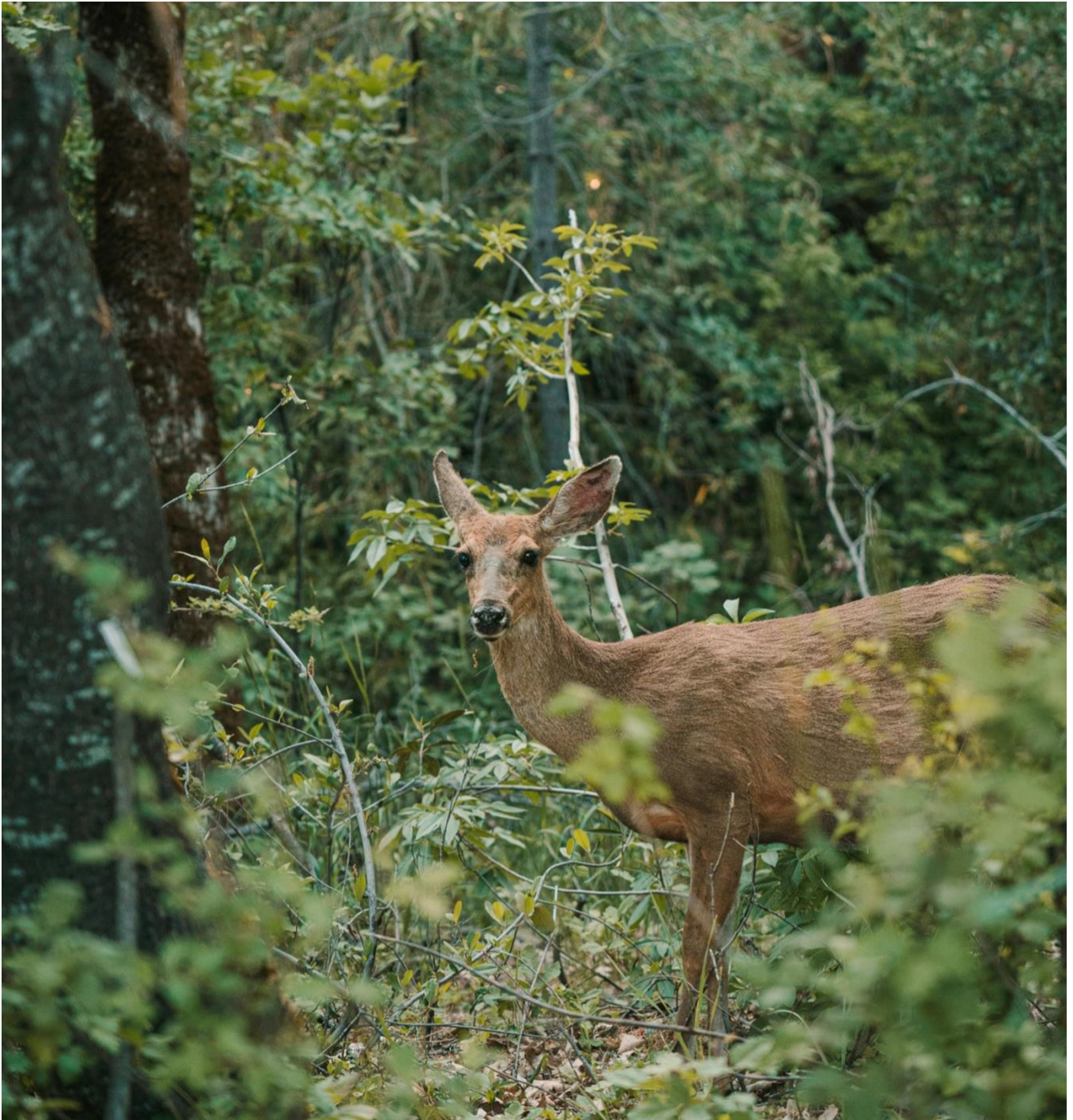


*Physics – Traditional DE – SCI21	1 credit – Full Year	**Prerequisites
<p>Physics is a science concerned with the fundamental structure, properties, and behaviors of matter and energy. The focus of this course is the study of laws and relationships governing all of nature. Experiments, experiences, and higher order thinking skills such as problem solving, analysis and critical thinking will lead students to an awareness of how these physical laws operate in everyday phenomena. Physics is an elective course recommended for all who plan to continue their education, especially in scientific, technical, or related vocations.</p> <p>Traditional Physics is a math intensive course and a graphing calculator, preferably a TI 84+ or TI 84+CE, is required for this course (can be checked out from the DCE IMC for the year). The main difference between Conceptual Physics and Traditional Physics is that in Traditional Physics, the problems will be solved using both multi-step algebra and trigonometry. Also, Traditional Physics is intended to be a college preparatory course for science-related fields while Conceptual Physics is not.</p> <p><b>There will be a \$7.00 lab fee for physics lab projects.</b></p> <p>Physics -Traditional DE is a St. Norbert College dual enrollment course (Physics 111), meaning you can receive four credits through St. Norbert College for taking the course and paying for the credits at a reduced rate of \$200 for the 4-credit course. The course transfers to UW schools and others, check transferology.com or contact your prospective school to find out transfer details.</p> <p><b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b></p> <p><b>**Prerequisites:</b> Grade of B or better in previous math classes - must be concurrently enrolled in calculus or pre-calculus, and junior or senior standing.</p>		
*AP Physics C: Mechanics – SCI19	1 credit – Full Year	**Prerequisites
<p>AP Physics C is an advanced science, calculus-based college-level course designed to provide students with exposure to concepts traditionally covered in an introductory university physics course. Classic Newtonian mechanics of kinematics, Newton's laws of motion, work-energy-power, systems of particles, circular motion and rotation, oscillation and gravity will be key topics of study. Laboratory experiences will assist students in understanding the scientific principles studied and to develop laboratory analytical skills. AP Physics C will use algebra, trigonometry, and calculus skills to understand physics concepts. Experiments and experiences coupled with critical thinking, problem solving and analysis will allow students to explain many phenomena in the physical world. A graphing calculator, preferably a TI 84+ or TI 84+CE, is required for this course (can be checked out from the DCE IMC for the year). Laude course: counts as 2 point/semester with C or better.</p> <p><b>There will be a \$7.00 lab fee for physics lab projects.</b></p> <p><b>**Prerequisites:</b> B or better in all previous math classes and chemistry, or consent of Department Chair.</p> <p><b>Students must take AP Calculus, AB Calculus or BC Calculus concurrently.</b> Junior or senior standing</p>		
Weather and Climate — SCI43	.5 credit – One Semester	Prerequisites: None
<p>Do you like weather? Have you ever wanted to learn about severe storms? This class is intended to increase your weather awareness and help you answer the question: What is it like outside? Each class period will begin with a daily weather discussion where we will be investigating the weather story of the day. Have you ever wanted to learn how to predict the weather? Or be able to ask a broadcast meteorologist what it takes to be on TV? We will have an opportunity to ask those questions during a field trip to a local television station. Are you curious about the climate and how it is changing? We will also research the factors that drive climate and the possible outcomes of climate change.</p>		





WI Natural Resources – SCI01	1 credit – Full Year	Prerequisites: Biology and Junior or Senior Standing
<p>Wisconsin Natural Resources is a class for students interested in increasing their understanding of the outdoors. Topics include: deer populations and management, issues associated with timber wolf management, the influence of water quality on fisheries, forestry, the influence of soils on forests, management of forests, compare conservation and preservation philosophies and understand how they affect management of parks, forests, and wilderness areas, the timing of seasonal events such as plant and animal reproductive cycles, as well as identification of plants, mammals, birds, and fish. A favorite is the experiment in which trail cameras are placed used to study the behavior of deer and other wildlife species. Field trips will be taken in Marathon County and school district properties.</p>		










## Social Studies Education and Courses

All students need a minimum of three Social Studies credits to graduate. This includes one credit from freshman year American Institutions.







At the Senior High students need two additional credits that include .5 credit of World Studies, one credit of American Studies, and .5 credit of Social Science.

<b>WORLD STUDIES SOPHOMORE YEAR .5 CREDIT</b>	<ul style="list-style-type: none"><li>• Global Studies - required Sophomore year (0.5 credit)</li></ul> OR <ul style="list-style-type: none"><li>• AP World History (1 credit)</li><li>• AP Human Geography (1 credit)</li></ul>
<b>U.S. STUDIES JUNIOR YEAR 1 CREDIT</b>	1 or 2 required during Junior year <ul style="list-style-type: none"><li>• 20th Century America</li><li>• AP U.S. History</li><li>• American Studies (1 credit Social Studies + 1 credit English)</li></ul>
<b>SOCIAL SCIENCE: JUNIOR-SENIOR YEAR .5 CREDIT</b>	<ul style="list-style-type: none"><li>• Psychology</li><li>• Sociology DE</li><li>• Criminal Justice</li><li>• Current Events - Crime and Justice DE</li><li>• Sports and History</li><li>• Personal Finance and Economics</li><li>• Introduction to Diversity Studies DE</li></ul> OR Honors options: <ul style="list-style-type: none"><li>• AP Psychology (1 credit)</li><li>• AP Comparative Politics (.5 credit)</li><li>• AP African American Studies (1 credit)</li></ul>
<b>HONORS PROGRAM (ADVANCED PLACEMENT) SEQUENCE</b>	<ul style="list-style-type: none"><li>• 9th grade: AP American Government (1 credit)</li><li>• 10th grade: AP World History or AP Human Geography (1 credit each)</li><li>• 11th grade: AP US History (1 credit-required for US Studies)</li><li>• 10th, 11th, or 12th grade: All of the following meet the 0.5 Social Science elective credit needed for graduation. Students are free to take as many as they can fit into their schedule as general electives.</li><li>• AP African American Studies (1 credit)</li><li>• AP Comparative Politics (.5 credit)</li><li>• 11th and 12th grade only: AP Psychology – (1 credit)</li></ul>



<b>20th Century America – SOC11</b>	<b>1 credit – Full Year</b>	<b>Prerequisites: Junior or Senior Standing</b>
<p>This course covers U.S. history in the 20th Century and fulfills the 1 credit American History requirement. It is typically taken junior year. The course uses a thematic approach and covers the practice and experience of democracy in America, American capitalism, global conflict and resolution, race and discrimination, and American culture. Students complete major summative projects for each theme of study that reflect a variety of 21st century research and production methods. A variety of teaching and assessing methods will be employed including, but not limited to, personalized learning, role playing, collaborative group work, graded discussions and flipped classroom. Some course sections may be team taught.</p> 		
<b>*AP African American Studies – SOC10S1/SOC10S2</b>	<b>1 credit – Full Year</b>	<b>Prerequisites: Junior or Senior Standing</b>
<p>AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.</p>		
<b>American Studies – SOC45</b>	<b>2 credits</b> (1 Social Studies/1 English) <b>2 period class – Full Year</b>	<b>Prerequisites: Junior Standing</b>
<p>An interdisciplinary block course designed to integrate English 11 with 20th Century U.S. History. This course will focus on themes of democracy, capitalism, global conflict and resolution, race and discrimination, and culture in 20th Century American history while bringing in essential elements of the English 11 curriculum. There will be a variety of activities, texts and assessments to ensure the history and English concepts are learned and understood.</p> <p><b>This course, taught during back-to-back class periods is valued at two credits and meets the English 11 and the 20th Century U.S. Studies requirements for graduation.</b></p> 		
<b>*AP Comparative Politics – SOC37</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
<p>The AP course in Comparative Government and Politics introduces students to the political settings of six countries: China, Great Britain, Iran, Mexico, Nigeria and Russia. The AP Comparative Government and Politics course focuses on government and politics in these countries and provides a framework to compare their political systems using the United States as the foundation. Comparative Government and Politics is a critical field of study for young people. The 21st century has taught us that we cannot ignore the world around us.</p> 		
<p><b>Students earning a 3, 4, or 5 on the final AP test can result in college credit at many colleges and universities.</b></p>		



<b>Criminal Justice – SOC25</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
<p>The Criminal Justice course is an examination of the criminal justice system through the study of its three main components: policing, judicial and correctional systems. The course provides the philosophical and historical background of these agencies that compose the American criminal justice system. Additionally, contemporary issues that challenge the functional efficiency and effectiveness of the criminal justice system will be addressed. Students will learn the terminology of the field and will have the opportunity to evaluate personal attitudes and values regarding crime and responses to crime.</p> 		
<b>*Current Events – Crime and Justice DE - SOC30</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
<p>Do you enjoy crime drama or crime novels? Want to learn more about the reality of the world of law enforcement? In this course, students will explore current real life issues related to criminal justice. You will be given scenarios that correspond to those faced in the day-to-day life of those working in law enforcement and criminal justice. You will learn about the use of force, militarization, technology, training, due process, Miranda rights, domestic violence, gangs, ethical issue, and interactions with diverse populations. You will examine each scenario through research and reflection and then respond to each issue. The course will cover the problems and issues surrounding today's news stories and will then examine the criminal justice system and analyze possible reforms through these scenarios. This course is especially appropriate for those interested in pursuing a career in criminal justice fields — from police to law and the courts.</p>  <p><b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b></p> 		
<b>Global Studies – SOC21</b>	<b>.5 credits – One Semester</b>	<b>Prerequisites: None</b>
<p>This course focuses on nationalism, globalization and geographic impact of Russia, the Middle East and China. There is a major emphasis on current events and understand global issues related to these three areas. This curriculum includes a book study, class and small group discussions and individual analysis about the modern world.</p> 		
<b>*AP Human Geography – SOC17</b>	<b>1 credit – Full Year</b>	<b>Prerequisites: None</b>
<p>Human Geography is a course connecting human patterns of interaction to the world around them. Focusing on modern topics of interest to high school students we work to gain insight into how geographical resources has led to modern conflicts in Rwanda, Sudan and Laos. We examine how problems of pollution affect our planet and will probably affect our planet in the future. We analyze how a reliance on international products leads to local frustration when the metal from the Congo is not available to build your new gaming system or cell phone, which leads to higher prices. Students who take this course will learn about cartography and global positioning systems, extend their analytical skills, and will be given a forum to share their thoughts and ideas.</p>  <p><b>A score of 3, 4, or 5 on the final AP test can result in college credit at many colleges and universities.</b></p>		
<b>*Introduction to Diversity Studies DE – SOC29</b>	<b>.5 credits – One Semester</b>	<b>Prerequisites: None</b>
<p>A course that will include an overview of perspectives of diverse peoples including Native Americans, Hispanic and Latino Americans, Arab Muslim Americans, African Americans, Asian Americans and Women. Students will read and analyze the book <i>The Latecomer: A Hmong Family Memoir</i>. In search of a place to call home, thousands of Hmong families made the journey from the war-torn jungles of Laos to the overcrowded refugee camps of Thailand and onward to America. But lacking a written language of their own, the Hmong experience has been primarily recorded by others. Driven to tell her family's story after her grandmother's death, <i>The Latecomer</i> is Kao Kalia Yang's tribute to the remarkable woman whose spirit held them all together. The course is affiliated with Northcentral Technical College and is Dual Enrollment.</p> 		



<b>*AP U.S. History – SOC09</b>	<b>1 credit – Full Year</b>	<b>Prerequisites: Junior or Senior Standing</b>
<p>This AP course provides students with an in-depth U.S. History course covering American history from the exploration period to 1990. This course integrates several teaching strategies that utilize new technologies, argumentative discussions, and interactive lessons. In May, students may choose to take the College Board AP Test.</p> <p><b>A score of 3, 4, or 5 on the final AP test can result in college credit at many colleges and universities.</b></p>		
<b>Psychology – SOC33</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: Junior or Senior Standing</b>
<p>Psychology is the study of behavior and mental processes. Students will learn to better understand themselves and others, and will enhance their critical thinking skills by applying what they learn to the world around them. Are our thoughts, feelings and actions the product of genetics or the environment? Because of who we are or where we are? Do we tend to stay the same or do we change over time? The course includes an overview of the field of psychology including such topics as social psychology, human development and personality, sensation and perception, learning and memory, and psychological disorders and treatments.</p>		
<b>*AP Psychology – SOC35</b>	<b>1 credit – Full Year</b>	<b>Prerequisites: Junior or Senior Standing</b>
<p>Why do people do what they do? This course is designed to help answer that question and many others by introducing students to the systematic and scientific study of behavior and mental processes. Students are exposed to the facts, principles, and phenomena associated with each of the major topics and subfields within psychology, such as neuroscience, sensation, perception, consciousness, learning, cognition, memory, development, motivation and emotion, personality, social psychology, abnormal psychology, and treatment. Emphasis is placed on developing students' ability to understand and interpret their world using a variety of psychological perspectives, and on the methods of inquiry psychologists use in their science and practice.</p> <p><b>Students earning a 3, 4, or 5 on the final AP test can result in college credit at many colleges and universities.</b></p>		
<b>*Sociology DE – SOC27</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
<p>Sociology is the study of human groups, organizations, and societies and the patterns of similarity and difference among them. It includes but is not limited to the study of culture, inequality, gender, race, religion, the economy, sexuality and family life. This course will explore sociological ways of seeing the world, provide you with tools for understanding your own social position and the context in which you live, and fuel your passion for a just, peaceful and diverse society.</p> <p><b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b></p>		
<b>Sports and History – SOC49</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: Junior or Senior Standing</b>
<p>Sports have been a window through which Americans have witnessed and reflected upon the events and issues in their nation and the world. This course will use the differing themes of social studies to examine the place sports have held in American life since the beginning of the 20th Century. Modern sporting events provide more than escapist entertainment, but are a reflection of our cultural, political and economic views. What we learn by watching these athletes and contests helps to shape our collective decisions and institutions. Particular attention will be given to issues of international relations, social class, race, gender, community, technology, commercialism and media in the United States.</p>		





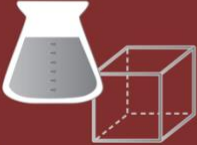



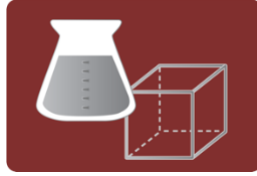
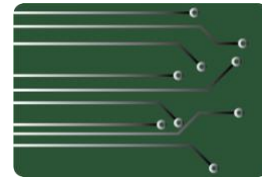
<b>*AP World History – SOC23</b>	<b>1 credit – Full Year</b>	<b>Prerequisites: None</b>
<p>AP World History is a challenging course designed to be the equivalent of a freshman college course in a high school setting. The objective of this course is to increase the student's understanding of world history preparing students for the AP World History examination. The unit areas will be studied from a variety of perspectives to provide a balanced view of history. Strong reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical thinking skills, essay writing, and analysis and interpretations of documents and historiography. Topics include prehistory, pre-classical societies such as Sumer, classical Chinese and Roman societies, ascent of monotheistic religion, modern nation states, and globalization.</p> <p><b>A score of 3, 4, or 5 on the final AP test can result in college credit at many colleges and universities.</b></p>		











## Technology and Engineering Education Courses

 <b>Transportation, Distribution &amp; Logistics</b>	Consumer Car Care Small Engines Auto Support Systems DE Auto Powertrain Systems DE Auto Service Fundamentals DE Power Sports DE
 <b>Architecture &amp; Construction</b>	Architectural Design DE Construction Construction Trades
 <b>STEM Science - Technology Engineering - Math</b>	3D Design Technology I 3D Design Technology II DE Engineering Tomorrow STEM Robotics DE
 <b>Manufacturing</b>	Wood Manufacturing I Wood Manufacturing II DE Wood Manufacturing III Intro to Welding and Machining Advanced Welding DE Advanced Machining DE DCE Enterprise







<b>3D Design Technology I – TEC10</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
Transferring ideas from your mind to 3D reality takes skills and abilities you will develop as you explore design technology. Using some of the most advanced techniques and methods used in the world today, you will become skilled in the development of your designs. These skills will prepare you for success on the job or at college. This class will provide you with hands-on projects to demonstrate your abilities using tools such as a laser and plasma cutter. Our industry partners recommend this class if your future includes planning, design, fabrication, engineering, machining or construction.		
<b>*3D Design Technology II DE – TEC31</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: 3D Design Technology I</b>
Advance your design skills with this second-level 3D Design Technology course, taking your abilities to a level of a beginning professional. Bring your designs to reality using techniques, software, and tools such as 3D printers and automated machines. You will prepare for industry certifications to validate your skill level and qualify you for employment or advanced training. If your future includes planning, design, fabrication, engineering, machining, or construction, this class is recommended and will provide you with what you need to succeed.		
<div>Students will be eligible to earn Dual Enrollment credits on completion of this course.</div> 		
<b>*Architectural Design DE – TEC01</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
This is a dual enrollment credited course with NTC using the software REVIT. REVIT is a software program that is one of the leading programs for house design used by architects and designers in the industry. Students will design and draw house plans from the foundation to the roof. You will gain the expertise to develop house floor plans and 3D models.		
<div>Students will be eligible to earn Dual Enrollment credits on completion of this course.</div> 		
<b>*Automotive Powertrain Systems DE – TEC22</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: Consumer Car Care</b>
This is an introductory course covering the automotive powertrain components and how to service them. The course will cover the following systems: engine, transmission, differential, transfer case and drivelines. Students will learn within a classroom and lab setting and participate in hands-on service dealing with each of the systems.		
<div>Students will be eligible to earn Dual Enrollment credits on completion of this course.</div> 		
<b>*Automotive Service Fundamentals DE – TEC27</b>	<b>2 credits – Full Year 2 Periods</b>	<b>**Prerequisites</b>
This course is for students with a strong interest in pursuing a career in the transportation industry. About half of the course will focus on automotive concepts and the other will focus on developing knowledge of diesel operation. Students will work on shop vehicles, Wheels to Work vehicles, and their own. Get a head start on your career with dual enrollment credits toward automotive and diesel programs.		
<div>Students will be eligible to earn Dual Enrollment credits on completion of this course.</div> 		
<b>**Prerequisites:</b> Auto Power Train or Support Systems and junior or senior standing.		




<b>*Automotive Support Systems DE – TEC24</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: Consumer Car Care</b>
<p>This is an introductory course covering the automotive support systems and components. The course will cover the following systems: brakes, steering, suspension, tires and wheels, and electrical. Students will learn within a classroom and lab setting and participate in hands-on service dealing with each of the systems.</p> <p><b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b></p>		
		
<b>Consumer Car Care – TEC15</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
<p>This is the course every car owner should take. This is a classroom-based course that will teach car owners the basic parts and operation of their automobile. Learning experiences will involve loans, insurance, used car appraisals, jump starting, flat tire change, and battery replacement. The course will cover general knowledge of automobiles that everyone should know. Students that will or have taken any other automotive course are discouraged from taking this course.</p>		
<b>Construction – TEC05</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
<p>This course is open to any student who is interested in learning more about the field of construction. The course is exploratory in nature and covers areas in: house wiring, rough and finish carpentry, truss development, drywall, masonry and plumbing.</p> <p><b>Lab Fee is \$25</b></p>		
<b>*Construction Trades – TEC46</b>	<b>2 credits – Full Year 2 Periods</b>	<b>Prerequisites**</b>
<p>This course is intended for seniors who plan on entering the building trades profession and desire to learn more about this industry. This course focuses on developing specific carpentry skills associated with building a home from start to finish. Students will learn framing (floors, walls and roof systems), roofing, window installation, siding, exterior trim, electrical, plumbing, drywall, cabinetry installation and finish carpentry. Students may also design and build a variety of projects for the school district. Students will be required to purchase, and bring to class, their own set of tools including a tool belt, hammer, speed square, tape measure, nail set, nail puller, chalk line and carpentry pencils.</p> <p>Students can earn the Career Connections certificate from the Carpenters' Union allowing them to start their carpentry careers at a higher wage and accelerate through the registered apprenticeship at a faster pace than non-participants. <b>This course will meet two hours each day.</b></p> <p><b>**Prerequisites:</b> Construction, senior standing, and approval through an application process once you are signed up for the course.</p>		
<b>DCE Enterprise – TEC09</b>	<b>2 elective credits/2 periods – Full Year</b>	<b>**Prerequisites</b>
<p>In this course you will work in teams to develop design, market, build, and ultimately sell a product or products. If you have an interest in business management, finance, marketing, design, or manufacturing, then DCE Enterprise is the course for you! This course will provide you with real-life experience in a number of high demand fields that will put you on the forefront of landing a high paying job. Put your creativity, our newly renovated learning spaces, and high-tech equipment to the test!</p> <p><b>**Prerequisites:</b> Junior or senior standing <i>and</i> previous and/or concurrent enrollment in a Business, Marketing and Information Technology course <i>or</i> Advanced Welding, Advanced Machining, STEM Robotics, Design Technology I, or Design Technology II. Approval for this class is through an application process once you are signed up for the course.</p>		
<b>Engineering Tomorrow – TEC35</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
<p>Engineering Tomorrow is a class for anyone who likes to design, plan, problem-solve, or just figure things out. We will be exploring engineering and related career fields. There will be many hands-on activities for student teams and individuals. Guest speakers, field trips and real-world design problem scenarios will highlight your time.</p>		
		





<b>Introduction to Welding and Machining – TEC43</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
Intro to Welding and Machining is a course designed for any student with an interest in metal working. Metal manufacturing is one of the top industries in the state of Wisconsin. Topics include: safety, measurement, hand tools, shielded and gas metal arc welding, metal lathe, milling and finishing operations.		
<b>*Advanced Welding DE – TEC18</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: Introduction to Welding and Machining</b>
Students will develop their skills using gas metal arc welding, also known as wire feed, in all welding positions on steel, stainless steel, and aluminum. Required welds include fillet and groove welds with short circuit, spray arc and pulsed spray transfer. By completing these competencies, students can receive 2 credits for NTC's Introduction to Welding class. 		
<b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b>		
<b>*Advanced Machining DE – TEC33</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: Introduction to Welding and Machining</b>
Machinists are highly skilled and highly paid members of the manufacturing industry who operate machines that drill, grind, and cut materials used to make products. Advanced Machining is a Dual Enrollment course from NTC that will introduce you to a variety of machining processes, and the math that is used in those processes to manufacture the products. Areas of study include: safety with machine tools, precision measurement, blueprint reading, benchwork and layout, drill press, saws and grinders, lathe, and CNC and manual milling machining. Students interested in careers related to manufacturing or engineering are encouraged to take this course. Safety glasses are required. 		
<b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b>		
<b>*Power Sports DE – AGR16</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: Small Engines and junior or senior standing</b>
Take your knowledge of small engines to the next level by working on your own machines! Bring in a four-wheeler, dirt bike, snowmobile, jet ski, outboard or anything you want to learn how to fix. There will be machines to work on if you don't have your own. 		
<b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b>		
<b>*STEM Robotics DE – TEC44</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
STEM Robotics will provide you with a new way to learn STEM principles in a fun and exciting way — with robotics. Learn interactively with the newest robotics systems available and explore the application of STEM learning to real functioning robots. Learn about how robotics and other machine control systems are shaping the future of our society and manufacturing systems to make life better and safer for everyone. Join us as we explore the future. 		
<b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b>		
<b>Small Engines – AGR15</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
Small engines are used in all kinds of things like ATVs, UTVs, dirt bikes, snowmobiles, personal watercraft as well as lawn, construction and agricultural equipment. This is a great opportunity to learn about engines and how they work. The small engines and compact equipment course is designed to give you an introduction to the systems, troubleshooting, repair, maintenance, setup, operation and safety procedures used, and career possibilities with this type of equipment. New Kohler engine power units will give you hands-on experience to disassemble and reassemble power components. Transmissions, clutches, auxiliary power drives, hydraulics, electrical system components, and accessories are also studied. The knowledge and skills introduced in this course will be applicable on the trail, on the job, and at home as you will become better able to set up, adjust, maintain, and safely operate equipment with small engines. If you have an interest in small engines for fun or work, we recommend you take this course.		



<b>Wood Manufacturing I – TEC07</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: None</b>
<p>Construct furniture while learning how to use all the basic woodworking tools and procedures. Table saw, router, jointer, planer, lathe and bandsaw are just a few of the tools that you will work with. Anyone can learn how to use machine woodworking tools efficiently and safely and put skills learned in this course to their advantage in future classes or in a wide variety of companies in our community. No prior experience needed.</p> <p><b>Lab fees will vary based on the project(s) you select to construct.</b></p>		
<b>*Wood Manufacturing II DE – TEC19</b>	<b>.5 credit – One Semester</b>	<b>Prerequisites: Wood Manufacturing I</b>
<p>Take this course for one semester to learn how cabinetry is designed and built. In semester one, earn dual enrollment credit. A large portion of project costs will be donated by local businesses. Sign up for semester two to build a project of your choosing and enter your project in NTC's Wood Project Competition.</p> <p><b>The lab fee will vary based on the project(s) you design, develop and construct.</b></p>  <p><b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b></p>		
<b>Wood Manufacturing III – TEC08</b>	<b>.5 credit – One Semester</b>	<b>**Prerequisites</b>
<p>Design and build the project of your choice. Show off your skills and have a chance to win prizes by taking your project to NTC's Wood Technology competition. Learn CNC programming on our CNC Router and CNC Lathe. Project costs will be minimal due to generous donations from local businesses.</p> <p><b>**Prerequisites:</b> Wood Manufacturing I, Wood Manufacturing II, and junior or senior standing.</p>		





## World Languages Courses

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








World Language courses completed at the senior high level will also generally fulfill the humanities requirement for colleges. Students planning to travel, either during their high school years or later in life, will also find a command of a world language very beneficial. Research shows that students who study world languages perform better in English courses and on standardized tests. Depending on the school year and your grade level, there are additional opportunities outside of class time including language clubs, Concordia Language Villages, exchange programs and other international trips.

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

- Have you succeeded in World Language this year? If you have a solid grade and feel you understand most class activities, assignments, and tests, you're more likely to succeed in the next level.
- Do you have solid literacy skills? If your SRI Lexile score is within the appropriate range for your grade level, you're more likely to succeed at the next level. Talk with your reading or English teacher if you're uncertain.
  - Grade 7 = 850+
  - Grade 8 = 900+
  - Grade 9 = 950+
- Do you enjoy studying World Language? If you enjoy studying communication, culture, comparisons, connections, and communities, you're more likely to succeed at the next level. Most people learn better when they like what they're learning.
- Do you enjoy a challenge? If you're willing to challenge yourself, you're more likely to succeed at the next level. Remember that each new level has higher expectations, which will help you improve your command of the language.








Students are encouraged to start a second World Language after completing two successful years of their first World Language.






<b>French I – WLA13</b>	<b>1 credit – Full Year</b>	<b>Prerequisites: None</b>
This course is an introduction to the French language and culture. It is designed for students without previous experience in French language study. Basic speaking, listening, reading and writing skills are practiced.		
<b>French II – WLA14</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
This course is designed to expand students' understanding and use of the French language with a continued focus on cultural knowledge. Level I skills are reinforced using a variety of interactive activities to improve student skills to listen, speak, read and write in French.		
<b>**Prerequisites:</b> Completion of French I with a C or better, minimal retakes and consent of instructor.		
<b>French III – WLA15</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
This course provides students the opportunity to further develop skills in more advanced situations. Listening, reading, writing, and speaking skills are strengthened through various activities and authentic materials. Students are expected to participate using the target language. Students may choose to travel to France or to host French students.		
<b>**Prerequisites:</b> Completion of French II with a C or better, minimal retakes and consent of instructor.		
<b>French IV – WLA16</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
In French IV, students will continue to expand on all language skills and be able to use French in class and independently. Students will be able to communicate in the target language about a variety of topics, including current events and topics of cultural importance. Students may choose to travel to France or to host French students.		
<b>Opt to earn college credit in level 5 or 6 with Dual Enrollment through UWGB at a reduced fee; must earn a B or better both semesters.</b>		
<b>**Prerequisites:</b> Completion of French III with a C or better, minimal retakes and consent of instructor.		
<b>*French V – WLA30</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
This course is intended for students who wish to continue their study of advanced French. Students in French V will prepare themselves for university placement testing in French. Students will participate in advanced conversation activities and may take a dual enrollment course for college for college credit through UWGB for a fee. Students may choose to travel to France or to host French students.		
<b>Opt to earn college credit in level 5 or 6 with Dual Enrollment through UWGB at a reduced fee; must earn a B or better both semesters.</b>		
<b>**Prerequisites:</b> Completion of French IV with a C or better, minimal retakes and consent of instructor.		
<b>*French VI DE – WLA18</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
This course is designed to continue increasing students' skills, including an extensive grammar review, and cultural awareness. Students will communicate on a variety of topics and strengthen their ability to listen, read, write and speak the target language in more advanced situations. Authentic readings, films, current media articles and programs about French speaking people and countries are utilized. Students are expected to speak in the target language.		
<b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b>		
<b>**Prerequisites:</b> Completion of French V with a C or better, minimal retakes, consent of instructor and senior standing.		












<b>German I – WLA07</b>	<b>1 credit – Full Year</b>	<b>Prerequisites: None</b>
This course is an introduction to the German language and culture. It is designed for students without previous experience in German language study. Basic speaking, listening, reading and writing skills are practiced.		
<b>German II – WLA08</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
This course is designed to expand students' understanding and use of the German language with a continued focus on cultural knowledge. Level I skills are reinforced using a variety of interactive activities to improve student skills to listen, speak, read and write in German.		
<b>**Prerequisites:</b> Completion of German I with a C or better, minimal retakes and consent of instructor.		
<b>German III – WLA09</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
This course provides students the opportunity to further develop skills in more advanced situations. Listening, reading, writing, and speaking skills are strengthened through various activities and authentic materials. Students are expected to participate using the target language.		
Students who successfully complete level 4 are eligible to apply for the GAPP exchange program.		
<b>**Prerequisites:</b> Completion of German II with a C or better, minimal retakes and consent of instructor.		
<b>German IV – WLA10</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
This course is designed to continue increasing students' skills and cultural awareness. Students will communicate on a variety of topics and strengthen their ability to listen, read, write and speak the target language in more advanced situations. Students are expected to speak in the target language. Students who finish level 4 have the opportunity to participate in our GAPP exchange program.		
<b>Opt to earn college credit in level VI with Dual Enrollment through UWGB at a reduced fee; must earn a B or better both semesters.</b>		
<b>**Prerequisites:</b> Completion of German III with a C or better, minimal retakes and consent of instructor.		
<b>*German V – WLA11</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
The overall goal of this course is to increase German language proficiency by practicing advanced communication skills. Students will participate in extensive speaking, reading, and writing skills. German will be spoken by the instructor with the expectation that students will also speak in German. Students who successfully complete level IV are eligible to apply for the GAPP exchange program.		
<b>Opt to earn college credit in level VI with Dual Enrollment through UWGB at a reduced fee; must earn a B or better both semesters.</b>		
<b>**Prerequisites:</b> Completion of German IV with a C or better, minimal retakes and consent of instructor.		
<b>*German VI DE – WLA12</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
The overall goal of this course is to increase German language proficiency by practicing advanced communication skills. Students will participate in extensive speaking, reading, and writing skills. German will be spoken by the instructor with the expectation that students will also speak in German. Students who successfully complete level IV are eligible to apply for the GAPP exchange program.		
<b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b>		
<b>**Prerequisites:</b> Completion of German V with a C or better, minimal retakes, consent of instructor and senior standing.		



<b>Mandarin Chinese I – WLA19</b>	<b>1 credit – Full Year</b>	<b>Prerequisites: None</b>
<p>This course is designed for students with no prior experience in Mandarin Chinese. It focuses on the development of listening, reading, speaking, and writing skills through interactive activities and storytelling strategies, facilitating language acquisition and equipping students with a solid foundational knowledge in the Chinese language.</p> <p>Cultural awareness is a core component of language learning. To deepen students' understanding, the course incorporates "culture capsules"—focused explorations of philosophical perspectives, historical contexts, social etiquette, and key traditions. These components offer valuable insights into both the visible and invisible layers of Chinese culture.</p>		
<b>Mandarin Chinese II – WLA20</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>This course builds on the language skills acquired in Chinese 1, and further develops listening, speaking, reading, and writing proficiency skills. It incorporates interpersonal activities and multimedia projects that blend language and culture, providing proficiency-oriented practice and meaningful target language use. The course maintains a strong focus on cultural knowledge and intercultural communication.</p> <p>Students who maintain a “B” or above after 4 Semesters of Chinese language study are eligible to be inducted into the National Chinese Honor Society (NCHS).</p>  <p><b>**Prerequisites:</b> Completion of Mandarin Chinese I with a C or better, minimal retakes and consent of instructor.</p>		
<b>*Mandarin Chinese III – WLA21</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>This course offers students the opportunity to strengthen their linguistic skills in more advanced scenarios and contexts. Stories continue to be used as a framework to contextualize language input and promote language acquisition. There will be an increased emphasis on reading activities in a variety of formats to help students recognize, recall and interpret the target language effectively.</p> <p>Students who maintain a “B” or above after 4 Semesters of Chinese language study are eligible to be inducted into the National Chinese Honor Society (NCHS).</p>  <p><b>**Prerequisites:</b> Completion of Mandarin Chinese II with a C or better, minimal retakes and consent of instructor..</p>		
<b>*Mandarin Chinese IV – WLA29</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
<p>This proficiency-based course builds on the foundation established in Chinese III. Students will continue to enhance their language skills in the interpersonal, interpretive, and presentational modes of communication, aiming to achieve an Intermediate-Mid (High) level on the ACTFL (American Council on the Teaching of Foreign Languages) proficiency scale.</p> <p>Language introduced in Chinese II and III will be revisited and expanded upon, with increasing sophistication in terms of style and usage.</p> <p>Students who maintain a “B” or above after 4 Semesters of Chinese language study are eligible to be inducted into the National Chinese Honor Society (NCHS).</p> <p><b>**Prerequisites:</b> Completion of Mandarin Chinese III with a C or better, minimal retakes and consent of instructor.</p> 		



<b>Spanish I –WLA01</b>	<b>1 credit – Full Year</b>	<b>Prerequisites: None</b>
This course is an introduction to the Spanish language and culture. It is designed for students without previous experience in Spanish language study. Basic speaking, listening, reading and writing skills are practiced.		
<b>Spanish II –WLA02</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
This course is designed to expand students’ understanding and use of the Spanish language with a continued focus on cultural knowledge. Level I skills are reinforced using a variety of interactive activities to improve student skills to listen, speak, read and write in Spanish. There is an emphasis on verb forms, vocabulary and the ability to speak in past, present and future tenses. Students will read a basic novel at the end of the year.		
<b>**Prerequisites:</b> Completion of Spanish I with a C or better, minimal retakes and consent of instructor.		
<b>Spanish III – WLA03</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
This course provides students the opportunity to further develop skills in more advanced situations. Listening, reading, writing, and speaking skills are strengthened through various activities and authentic materials. Students are expected to participate using the target language. Students will read an intermediate level novel during the second semester.		
<b>**Prerequisites:</b> Completion of Spanish II with a C or better, minimal retakes and consent of instructor.		
<b>Spanish IV – WLA04</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
This course is designed to continue increasing students’ skills and cultural awareness. Students will communicate on a variety of topics and strengthen their ability to listen, read, write and speak the target language in more advanced situations. Students are expected to speak in the target language.		
<b>Opt to earn college credit in level VI with Dual Enrollment through UWGB at a reduced fee; must earn a B or better both semesters.</b>		
<b>**Prerequisites:</b> Completion of Spanish III with a C or better, minimal retakes and consent of instructor.		
<b>*Spanish V – WLA05</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
This course emphasizes all skills of a world language: reading, writing, listening, and speaking. Students are expected to communicate in the target language daily. Grammar structures are reviewed and refined. Authentic readings are part of the curriculum. Current media articles about Spanish speaking people and countries are utilized.		
<b>Opt to earn college credit in level VI with Dual Enrollment through UWGB at a reduced fee; must earn a B or better both semesters.</b>		
<b>**Prerequisites:</b> Completion of Spanish IV with a C or better, minimal retakes and consent of instructor.		
<b>*Spanish VI DE – WLA06</b>	<b>1 credit – Full Year</b>	<b>**Prerequisites</b>
The overall goal of this course is to increase Spanish language proficiency. This course includes an extensive grammar review. Class members will participate in reading, writing, speaking and listening activities and will be assessed with interpersonal, interpretive and presentational tasks. Students are expected to use the target language in class.		
<b>Students will be eligible to earn Dual Enrollment credits on completion of this course.</b>		
<b>**Prerequisites:</b> Completion of Spanish V with a C or better, minimal retakes, consent of instructor and senior standing.		



## Global Scholars Program

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

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



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

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

- **Students may begin this program in 9th grade.**
- Students will earn a “B” or better in all classes associated with the certificate.
- Students will ask one DC Everest Teacher to be their GSP mentor.
  - mentors should preferably be a World Language Teacher;
  - mentors can change as students transition from the Junior High to the Senior High.





## **FIVE AREAS OF REQUIREMENTS TO BE MET BY THE SPRING OF SENIOR YEAR:**

### **World Language Coursework (4 credits):**

- ☐ 4 credits of one World Language
  - EL students can earn this credit if:
    - you scored a 4 or higher on the ACCESS test in High School
    - you exited ACCESS in Elementary School
    - or by placing an Intermediate High on the APPLE or STAMPS assessment.

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

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

- ☐ Additional World Language (at least one year), 1+ credit(s)
- ☐ Global Studies, 0.5 credit
- ☐ Honors English 9, 1 credit
- ☐ Honors English 10, 1 credit
- ☐ AP Comparative Politics, 0.5 credit
- ☐ AP European History, 1 credit
- ☐ AP Human Geography, 1 credit
- ☐ AP Language and Composition, 1 credit
- ☐ AP Literature and Composition, 1 credit
- ☐ AP World History, 1 credit

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

- ☐ Read **4 or more books** with cultural significance; fiction or nonfiction; not part of a course
- ☐ **Up to 4** learning experiences with cultural significance through art, music, films, podcasts, and community-based cultural events; not part of a course
- ☐ All projects must be pre-approved by your mentor.
- ☐ Project may be completed during the summer vacation months.
  - ☐ Format options to consider: typed essay, Prezi, Google Slides, Keynote, Podcast, etc.
- ☐ The following rubric will be used for assessment (4 points in 4 domains).
  - ☐ Proficiency level 3 is required in all four areas to receive credit. If this is not achieved, students can discuss steps to improve their understanding with their mentor.

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



**School Sponsored/Co-Curricular Activities (4 activities):** check with your teacher for additional opportunities

- ☐ Active participation/leadership in **4 or more** co-curricular or school sponsored activities and special events with a global focus.
  - ☐ World Language Clubs
  - ☐ Culture Club
  - ☐ French immersion trip
  - ☐ German exchange trip
  - ☐ Spanish immersion trip
  - ☐ Educational Tour
  - ☐ Host an exchange student
  - ☐ Adventure Day Language activity
  - ☐ Attend and Participate at a Cultural Fair
    - ☐ Portage County Cultural Festival
    - ☐ Wausau Hmong New Year
    - ☐ Central Wisconsin Chinese New Year Festival
  - ☐ Regular communication with individuals from another country
    - ☐ e.g. E-mail, Skype, WhatsApp, etc.

**Community Service:**

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



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

The School Board is committed to providing an equal educational opportunity for all students in the District.

The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student program and activities.

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

**Curriculum Content**

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

**Student Access**

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

**Student Evaluation**

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

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

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

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

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

The Superintendent or designee shall attempt annually to identify children with disabilities, ages 3 - 21, who reside in the District but do not receive public education. In addition, s/he shall establish procedures to identify students who are Limited English Proficient, including immigrant children and youth, to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation, and exit guidelines and shall be





designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis.

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

## **D.C. EVEREST AREA SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION PROGRAM**

The mission of the D.C. Everest Career and Technical Education Department in partnership with the community is to provide opportunities for all students to acquire and apply academic, technological, employment and life skills in order to ensure success in an ever-changing global society. The District's curriculum will provide every student with the opportunity to participate in learning experiences, to explore potential careers and, when appropriate, acquire the occupational skills necessary for the transition from school to the world of work. For purposes of this policy, "career and technical education" shall be defined as a program designed to provide educational experiences and guidance for students to plan and prepare for a future:

- in the labor market as employable individuals immediately after graduation with productive, saleable skills;
- in education beyond high school with the opportunity to gain a marketable job skill(s) that will assist them in achieving career goals;
- in the world of work while continuing their education in order to help offset higher education expenses.

The Board shall provide a career and technical education program which shall include: A. Technology and Engineering Education; B. Agricultural Education; C. Family and Consumer Education; D. Business Education; E. Marketing Education. The Board directs that any efforts to recruit students to participate in a particular career and technical education program must include literature and comparable recruitment efforts for students with disabilities in a format and context in which they can communicate. The career and technical education program may also include a shared-time program outside of school and/or a work-study program involving the employment of qualified students. The D.C. Everest School District does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student programs and activities.

Designated Compliance Officers for Title IX, Section 504, and Title II of ADA:

- Gina Lehman, Director of Student Services, 6100 Alderson Street, Weston, WI 54476, 715-359-4221, [gilehman@dce.k12.wi.us](mailto:gilehman@dce.k12.wi.us);
- Sarah Trimner, Director of Talent & Culture, 6100 Alderson Street, Weston, WI 54476, 715-359-4221, [strimner@dce.k12.wi.us](mailto:strimner@dce.k12.wi.us);
- Julie Weller, Director of Special Education, 6100 Alderson Street, Weston, WI 54476, 715-359-4221, [jweller@dce.k12.wi.us](mailto:jweller@dce.k12.wi.us).

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