

Course Selection Handbook 2025-2026

Educational Excellence
Building Our Future
SCHOOL DISTRICT OF JANESVILLE

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The Mission of Rock University High School

To inspire and empower all students to reach their full potential by providing them a college preparatory learning experience.

The students' learning experience includes an emphasis on STEM and humanities so that students acquire the knowledge, skills and practices to become critical and creative thinkers, problem solvers, innovators, leaders and collaborators. RUHS ensures that graduates can apply what they have learned in order to compete and succeed in a global economy emerging with innovation.

Our Vision: Rock University High School (RUHS) provides a small, student-centered school that empowers students to move from consumers of information to creators of their own learning. RUHS is a place where creativity, innovation, and flexibility are rewarded, mistakes are viewed as opportunities, and learning is ongoing. RUHS prepares all students with the skills, knowledge, and dispositions needed to be successful in college, meaningful careers, and life.

Rock University High School follows a middle college model, allowing students to earn an accredited high school diploma while also earning credits towards a college certificate or degree. Located at the main campus of Blackhawk Technical College and meaningfully connected to a wide variety of community and business resources, RUHS students have unique opportunities to participate in real-world learning while earning credits towards an Associate's Degree from Blackhawk Technical College.

BLACKHAWK TECHNICAL COLLEGE

Working independently and with faculty mentors and peers, students blend coursework with firsthand experience to achieve personal and professional success. Faculty mentors guide students through a problem-based curriculum that encourages students to view issues from multiple perspectives, ask tough questions, and thoughtfully arrive at solutions. Learning follows a natural, authentic path of inquiry.

Instruction | Systems | Leadership | Culture

AVID SCHOOLWIDE

Advancement Via Individual Determination (AVID) is an in-school academic support program to prepare students for college eligibility and success. AVID's mission is to close the opportunity gap by preparing all students for college and career readiness and success in a global society. At RUHS, students focus on preparing for the rigors of college in grades 9 and 10 so they are ready to begin a program in an area of interest beginning in grade 11. With the right structures and support in place, students at RUHS are able to successfully meet the middle college model academic expectations.

Framework Overview

What Does College and Career Readiness Mean?

No matter what postsecondary path high school graduates choose, students must develop certain essential skills to design their own futures: critical thinking, collaboration, reading, writing, and relationship building. The development of these skills is rooted in belief in self. If students believe they are capable, there is a foundational confidence to learn and a resiliency to overcome setbacks.

When educators believe in students, learning and confidence are activated. With teacher support for developing a growth mindset and the academic skills they need for future success, students grow to see their capabilities and find their own way.

What Students Need

AVID students receive intentional support and mentoring in three major areas that help them become confident individuals who can successfully navigate life and career:

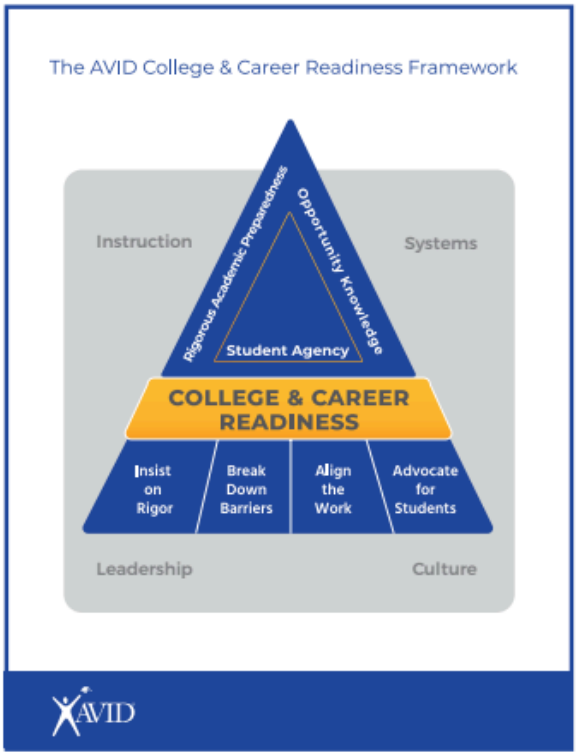
1. **Rigorous Academic Preparedness** — Students have the academic skills and can successfully complete rigorous college and career preparatory curriculum and experiences.
2. **Opportunity Knowledge** — Students research opportunities, set goals, make choices that support their long-term aspirations, and successfully navigate transitions to the next level.
3. **Student Agency** — Students believe in and activate their own potential, build relationships, persist through obstacles, and exercise their academic, social, emotional, and professional knowledge and skills.

By placing students in a learning setting that engages them in rigor with support, opportunities to explore their future pathways, and deliberate instruction in self-management and leadership, students develop the agency and skills that will serve them for life. With AVID, students excel regardless of their circumstances, socioeconomic status, ethnicity, or English proficiency.

What Educators Need To Do

Teachers and other adults on a school campus play an important role in student success. AVID supports educators and transforms the learning environment into one where students are challenged, supported, and provided the tools needed to succeed. To do this, educators must:

- **Insist on Rigor** — Educators across the school provide learning experiences where every student is challenged, engaged, and develops a greater ownership in their learning through increasingly complex levels of understanding.
- **Break Down Barriers** — Educators are champions for equity who actively seek out and eliminate educational barriers that would limit or restrict students' access to meaningful and challenging learning opportunities.
- **Align the Work** — Educators increasingly align their practices and beliefs to the common purpose of preparing all students for college and career readiness as well as students' long-term success in college, career, and life.
- **Advocate for Students** — Educators consistently advocate for equity and access to challenging coursework for all and help students find their voice and achieve their aspirations through creating strong relationships and providing appropriate guidance.



*The AVID College and Career Readiness Framework helps educators **reframe** how they see student potential and **reframe** how they create a learning ecosystem with existing talent, resources, and systems.*

Ensure Student Success

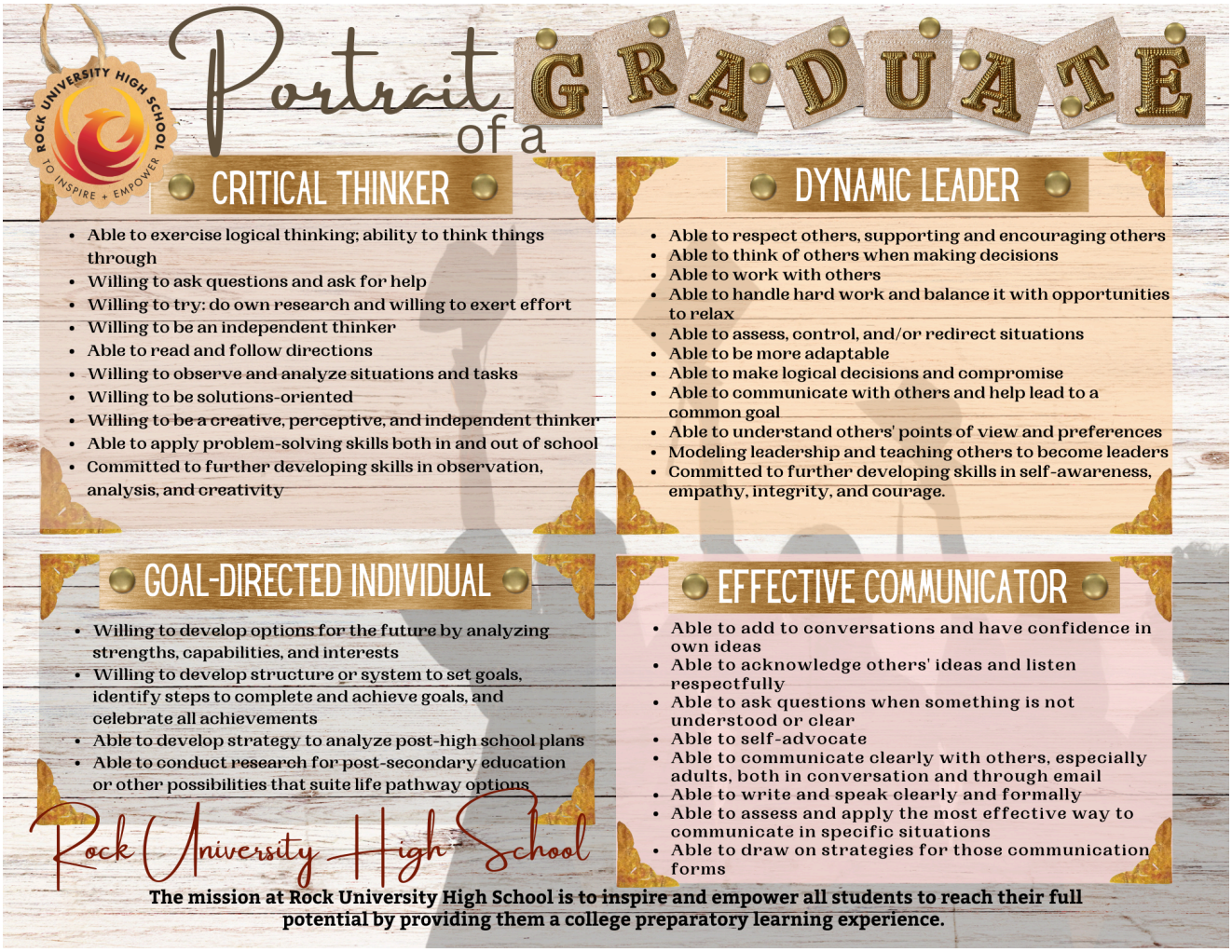
Over four decades, we have seen that when school leaders focus on rigorous instruction, insist on access and equity for all students, align work to a common vision, and believe in students' potential, student outcomes improve. In addition to graduating more college-bound and career-ready students, schools are equipping their students with the social and emotional faculties they need for life and career success.

Your Program Manager will help your school leaders discover and apply AVID tools and resources to develop your AVID College and Career Readiness System.

avid.org/collegeandcareer | 1-833-AVID-CARE or 1-833-284-3227

“Portrait of a Graduate” at Rock University High School is the result of a collective effort of students, staff, and administration to outline the essential competencies and personal attributes vital for success in a world beyond school. This comprehensive vision encompasses 21st century skills, character traits, and social-emotional competencies, acknowledging the multifaceted nature of preparedness for the real world.

At its core, the Portrait of a Graduate includes four foundational components:



Throughout their journey at RUHS, students are provided with diverse opportunities to demonstrate mastery in each of these areas. By embracing the principles outlined in the Portrait of a Graduate, students are poised to thrive in an ever-evolving world, equipped not only with knowledge but also with the skills and attributes essential for lifelong success.

CREDITS REQUIRED OVER 4 YEARS TO EARN A DIPLOMA

School District of Janesville Requirements

Curricular Area	Credit Requirements
English	4.0
Math	3.0
Social Studies **	3.0
Science (see courses below)	1.0 Physical Science 1.0 Bio/Life Science 1.0 Additional Science Credit
Phy. Ed.	1.5
Seminar (AVID)	0.5
Personal Finance	0.5
Health	0.5
Total Required Credits (above)	**16.0**
Total Elective Credits	**10.5**
Total Credits Required for Graduation	**26.5**

***Starting with the Class of 2028: 0.5 credit must be The American Political Process and 1.0 credit must be US History (included in Humanities 10) or AP American History (not offered at RUHS).*

RUHS Options for Physical Science [+]
Chemistry
PLTW Principles of Engineering

RUHS Options for Bio/Life Science [+]
Biology
PLTW Principles of Biomedical Science

[+] *Additional Science Course offerings are available through the School District of Janesville.*

RUHS Intervention classes (i.e. Achieve Numeracy) do not count toward core English or Math credits. They do count toward elective credits required for graduation.

FOUR-YEAR PLAN

This worksheet is designed to assist students and parents, along with the help of a counselor and other staff members in planning a high school program that will satisfy graduation requirements and prepare students for post-graduation. You are not obligated to take all the classes you list on this worksheet. You will have an opportunity to plan a schedule each year for the coming year.

WORKSHEET

Grade 9 Course	Credit		**Grade 10** Course	Credit
AVID 9	1.0		AVID 10	1.0
Grade 9 Credit Total			**Grade 10** Credit Total	

Grade 11 Course	Credit		**Grade 12** Course	Credit
AVID 11	1.0		Peer Group 12 / Senior Seminar	0.5
Grade 11 Credit Total			**Grade 12** Credit Total	

Additional classes may be added to the planning sheet.

Service Learning (25 hours = 0.5 credits) - To be completed prior to graduation
(Earn up to 1.0 Service Learning credits on your high school transcript).

Blackhawk Technical College (BTC) Partnership

TRANSCRIPTED CREDIT (TC)

Transcripted Credit agreements allow high school students the opportunity to take actual BTC courses at their local high schools. Classes offered for Transcripted Credit are free of charge to the student and are taught by high school teachers who are certified by the Wisconsin Technical College System. Upon successful completion of the class (students must receive a “C” grade or better); students receive an official BTC transcript that is recognized by many technical colleges in the state of Wisconsin. Classes for Transcripted Credit vary by high school, so check with your school counselor or Student Services Specialist to find out what classes are available to you. Please look for the BTC symbol, which identifies specific courses that may be granted Technical College Credit. Courses are subject to change at the start of the school year based on staffing.

ADVANCED STANDING (AS) CREDIT

Advanced Standing courses are equivalent to a BTC course and are taught by high school teachers. Classes offered for Advanced Standing credit are free of charge to the student and are taught in the local high school. Students who receive a "B" or better are awarded technical college credit only when they enroll in a program at BTC. Advanced Standing classes vary by high school, so check with your school counselor to find out what classes are offered to you at your school. Please look for the BTC symbol, which identifies specific courses that may be granted Technical College Credit.

ADVANCED PLACEMENT COURSES

WHAT IS ADVANCED PLACEMENT?

The Advanced Placement Program (AP) is a cooperative educational endeavor between high schools, Blackhawk Technical College, colleges, or universities. It allows students to enroll in college-level courses while in high school, and gives them the opportunity to show mastery by taking an AP exam.

AP EXAM

AP exams are given during the month of May. Every student takes the same exam at the same time. Each exam consists of two sections. The first section is made up of multiple-choice questions. The other section consists of free-response questions in various formats: essays, digitally recorded responses, analysis of historical documents, extended problem solving, etc.

AP GRADES

The AP grading scale is as follows:

5 Extremely well qualified
4 Well qualified
3 Qualified
2 Possibly qualified
1 No recommendation

Students will receive their grade report in July. Most technical colleges, colleges, and universities accept AP scores of 3 or above.

BENEFITS OF AP

Students may receive credit, advanced placement or both at most colleges and universities. The amount of credit received varies on the college, AP score, and the subject. Some colleges grant up to six college credits for a score of 5. Students are also able to move into a higher level class at college as a freshman. This not only translates into time saved, but also a financial savings for each credit earned while in high school. It is possible for a student to take enough AP exams to enter college as a sophomore standing.

COST OF AP EXAMS

Students do have to pay for each exam taken. The cost is approximately $97 per exam. Students who are eligible to participate in the Federal Free or Reduced-Price Lunch Program will receive a waiver for the exam fee.

RUHS CORE/REQUIRED COURSE OFFERINGS

REQUIRED COURSES

AVID 9, AVID 10, AVID 11 (1.0 CREDIT) - Year Long Course

Course Description: Advancement Via Individual Determination (AVID) is an academic course that prepares students for college readiness and success. Students are taught academic vocabulary, using critical thinking skills, engaging in collaborative tutorials, attending college field trips, listening to guest speakers, utilizing a variety of note taking strategies, and implementing various WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies.
Required for all students in grades 9-11
AVID 11 includes ACT Preparation

HEALTH (0.5 CREDIT) - Offered Semester 1 or Semester 2
Course Description: Personal Responsibility Education Program (PREP) works with students to provide evidence-based education to supplement human growth and development curriculum. The goal is to empower participants to make the most successful transition into adulthood. PREP addresses topics including but not limited to: sexual health and wellness, building healthy relationships, education about reproductive healthcare, and increasing self-sufficiency.
Required prior to graduation.

LIFETIME HEALTH AND FITNESS (0.5 CREDIT) - Offered each semester
Course Description: This class is designed to help students improve their fitness knowledge and fitness levels. Students will participate in a variety of cardiovascular activities, flexibility training, muscular strength and endurance, and resistance training activities. The emphasis of this course is to introduce the students to a wide variety of personal fitness concepts that they may actively engage in outside of the classroom. The goal of the class is to provide instruction while enjoying the execution of activities that lead to a lifetime of wellness.
1.5 credits of physical education are required for graduation.

SEMINAR 12 (0.5 CREDIT) - Year Long Course
Course Description: Seminar is a required course for all students in grade 12. A variety of seminars will be offered throughout the year relating to Academic & Career Planning, Climate & Culture, ~~District Promises,~~ and/or State/Curriculum Requirements.

PERSONAL FINANCE (0.5 CREDIT) - Offered both semesters
Course Description: This course is designed to equip high school students with the knowledge and skills necessary to manage their personal finances effectively. Students will learn “Real Life” skills, which they can utilize throughout their own lives. Students will learn about investing in a variety of securities (stocks, bonds, mutual funds, etc). Other topics covered include: careers, post-secondary planning, financial aid, college applications, analyzing pay and benefits, taxes, budgeting, use of banking services, real estate, credit, buying an automobile, buying a home and insurance.
Required prior to graduation.

SERVICE LEARNING (0.5 CREDIT)
25 hours = 0.5 Credit required prior to graduation
Course Description: Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning. Students conduct a total of twenty five hours of independent or group service-learning projects to fulfill the graduation requirement. To earn credit, students must submit:

- Journals reflecting on their experiences (What, So What, Now What Template)
- Send Thank You Letters to the organizations
- Submit an updated resume documenting skills demonstrated

Required prior to graduation. You may earn up to 1.0 credit of Service Learning.

ENGLISH

AP SEMINAR (1.0 CREDIT) - Year-Long Course
Description: AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Note: Students who earn scores of 3 or higher in AP Seminar and AP Research receive the AP Seminar and Research Certificate. The award is also acknowledged on any AP score report that is sent to colleges after the award has been conferred. The AP Seminar and Research Certificate is reported to colleges and universities as AP Scholar Awards and appears in Scholar Roster reports.
For grades 10-12

AP RESEARCH (1.0 CREDIT) - Year-Long Course
Description: AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

Note: Students who earn scores of 3 or higher in AP Seminar and AP Research receive the AP Seminar and Research Certificate. The award is also acknowledged on any AP score report that is sent to colleges after the award has been conferred. The AP Seminar and Research Certificate is reported to colleges and universities as AP Scholar Awards and appears in Scholar Roster reports.
Prerequisite: AP Seminar

GREAT WORLD TEXT (0.5 CREDITS) - Year Long Course
Course Description: Great World Texts in Wisconsin connects high school students across the state to scholars at UW-Madison through the shared project of reading and discussing a classic piece of world literature**.** Students will read the selected novel and study works related to and/or that inspired it. Through in depth discussion, activities, and final interpretation projects students will dissect and understand a literary classic on a deeper level. Students and their projects will be required to attend the GWT conference on the UW-Madison Campus in the spring.
A new novel is selected each year; students may take this course multiple times for credit.

HUMANITIES 9 (2.0 CREDITS) - Year Long Course
1.0 credit in World History (Social Studies) + 1.0 credit in English 9/10 Honors (English)
Course Description: Humanities 9 examines the diversity of the world through a regional, analytical, and cultural perspective. This course will examine the relationship between literature, culture, and historical events in different regions of the world in order for students to better understand the world view of the people of certain regions and continually evolving relationships between regions. Such an understanding is rooted in an investigation of cultural, geographic, historic, economic, anthropological, and the political nature of the world's numerous and diverse cultures. There will be an emphasis on human and physical geography as well as regional literature. The course content will include the study of the fundamentals of geography, elements of culture, elements of literature in the investigation of many regions of the world.

HUMANITIES 10 (2.0 CREDITS) - Year Long Course
1.0 credit in US History (Social Studies) + 1.0 Credit in English 11 Honors (English)
Course Description: Using this multidisciplinary approach, this year-long course examines United States history through literature, film, group projects, class discussions, guest speakers and primary source documents. Students will evaluate the impact that various events, legislation, movements, and figures have had on citizens, societies, nations, and the world. During this course, students will be expected to perform extensive, independent reading and analysis of text.

TC ENGLISH COMPOSITION 1 (0.5 CREDITS) - Offered Semester 2
Course Description: This course is designed for learners to develop knowledge and skills in all aspects of the writing process. Planning, organizing, writing, editing, and revising are applied through a variety of activities. Students will analyze audience and purpose, use elements of research, and format documents using standard guidelines. Individuals will develop critical reading skills through analysis of various written documents.
Recommended in grade 10 or higher; Must earn C or higher for college credit

TC SPEECH (0.5 CREDIT) - Offered Semester 1
Course Description: This course explores the fundamentals of effective oral presentation to small and large groups. Topic selection, audience analysis, methods of organization, research, structuring evidence and support, delivery techniques, and other essential elements of speaking successfully, including the listening process, form the basis of the course.
Must earn C or higher for college credit

MATHEMATICS

ALGEBRA 1 (1.0 CREDIT) - Year Long Course
Course Description: The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Students will deepen and extend their understanding of linear and exponential relationships and engage in methods for analyzing, solving, and using quadratic functions, as well as make sense of problems to solve.

GEOMETRY (1.0 CREDIT) - Year Long Course
Course Description: The fundamental purpose of this course is to formalize and extend students' geometric experiences. Students explore complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Course content will also include transformations. Students will make sense of problem situations to solve.
Prerequisite: Algebra 1

~~**AS INTERMEDIATE ALGEBRA W/ APPLICATIONS (1.0 CREDIT) - Year Long Course**~~
~~**Course Description:** This course is designed to review and develop fundamental concepts of mathematics in the areas of algebra, geometry, trigonometry, measurement and data. Special emphasis is placed on problem solving, critical thinking and logical reasoning, making connections, and using calculators.~~
~~**Prerequisite:** Algebra 1~~
~~*Must earn B or higher to count for BTC only*~~

ALGEBRA II (.5 CREDIT) - Year Long Course
Course Description: Students will build on their work with linear, quadratic, and exponential functions, and extend their repertoire to include polynomial, rational, and radical functions. They will work closely with expressions and continue to expand their abilities to model situations and solve equations, such as exponential equations using the properties of logarithms. Students will make sense of problem situations to solve.
Prerequisite: Geometry

STATISTICS & PROBABILITY (0.5 CREDIT) - Semester 1 Only
Course Description: Probability & Statistics introduces students to the basic concepts and logic of statistical reasoning and gives the students introductory-level practical ability to choose, generate, and properly interpret appropriate descriptive and inferential methods.
Prerequisite: Geometry

TC INTRO TO STATISTICS (0.5 CREDIT) - Semester 2 Only
Course Description: Students taking Introductory Statistics display data with graphs, describe distributions with numbers, perform correlation and regression analyses, and design experiments. They use probability and distributions to make predictions, estimate parameters, and test hypotheses.
Prerequisite: AS Intermediate Algebra w/ Apps, Algebra 2 or ACT Math 17
Must earn C or higher for college credit

COLLEGE ALGEBRA AND TRIGONOMETRY WITH APPLICATIONS (1.25 CREDITS) - Offered both semesters
Course Description: This course covers those skills needed for success in Calculus and many application areas on a baccalaureate level. Topics include the real and complex number systems, polynomials, exponents, radicals, solving equations and inequalities (linear and nonlinear), relations and functions, systems of equations and inequalifies (linear and nonlinear), matrices, graphing, conic sections, sequences and series, combinations, and the binomial theorem.
Prerequisite: Algebra II

SCIENCE

BIOLOGY (1.0 CREDIT) - Year Long Course
Course Description: This introductory survey course is designed to help the student develop a better understanding of living things and of life functions. Units studied include the nature of science, cells and cell processes, ecology, nature of DNA, genetics, reproduction and development, evolution and the change of species over time, and biodiversity.
This course meets the life science course requirement.

CHEMISTRY (1.0 CREDIT) - Year Long Course
Course Description: The main topics studied are the metric system, problem solving, matter, atomic structure, bonding, the periodic table, periodic relationships, chemical equations, kinetic molecular theory, gas laws, solutions, acids, bases and salts. A solid Algebra background is necessary to comprehend the math concepts in this course.
This course meets the life science course requirement.
Prerequisite: Algebra 1

EARTH SCIENCE I (0.5 CREDIT) - ~~Semester 1 Only~~ Offered both semesters
Course Description: The Earth Science course is designed to give a better understanding of our planet and the universe. It gives an introduction to several areas that may be of interest as career choices. Topics studied during the first semester (Earth Science I) are geology, astronomy, mineralogy, plate tectonics, earthquakes and volcanoes.
This course does not meet the physical science course requirement.

EARTH SCIENCE II (0.5 CREDIT) - ~~Semester 2 Only~~Offered both semesters
Course Description: The Earth Science course is designed to give a better understanding of our planet and the universe. It gives an introduction to several areas that may be of interest as career choices. Topics studied during second semester (Earth Science II) are cartography, oceanography, and meteorology.
This course does not meet the physical science course requirement.

PLTW PRINCIPLES OF BIOMEDICAL SCIENCE (1.0 CREDIT) - Year Long Course

Course Description: This course provides an introduction to the biomedical sciences through hands-on projects and problems. Students investigate concepts of biology and medicine using a case study approach. They will determine the factors that led to the death of a fictional woman as they sequentially piece together evidence found in her medical history and her autopsy report.

Prerequisite: Biology or consent of instructor

AS PLTW PRINCIPLES OF ENGINEERING (1.0 CREDIT) - Year Long Course

Course Description: Are you interested in applying your math and science skills through a mix of hands-on and academic activities? Principles of Engineering are designed to introduce students to the fundamental skill sets necessary to be a successful engineer. Utilizing technology to design experiments, students will fabricate products which meet specific industry requirements. Students may also participate in case studies and team projects. **Students earn Advanced Standing (AS) with Blackhawk Technical College for the following courses: AS Fundamentals of DC Circuits 1, AS Programming Fundamentals 1, and AS Statics & Dynamics. Students must earn a B or better for Advanced Standing.**

Prerequisite: Introduction to Engineering Design

Must earn B or higher for college credit

SOCIAL STUDIES

THE AMERICAN POLITICAL PROCESS (0.5 CREDIT) - Offered Semester 1 Only

Course Description: This course is a survey of the American political process, designed to prepare students for participation as citizens of local, national, and global communities. The course focuses on both the local and the federal government, including topics such as the Constitution and its three branches, American public policy over time, and the opportunities and responsibilities of citizenship. The course culminates with an inquiry-based, civic engagement project in which students choose a pathway of participation to exert positive influence in their community. As a part of this course, students will also take the state's Civics Test which meets the Wisconsin Civics Graduation Requirement.

Required prior to graduation starting with the class of 2028. (RUHS will not offer the course until 2024-25.)

HISTORICAL RESEARCH METHODS (0.5 CREDIT) - Offered Semester 1 Only

Course Description: In this course, students will be trained in the craft of inquiry based historical research and presentation necessary for participation in the National History Day (NHD) competition. The course promotes 21st Century skills by utilizing modern research methods and technology to promote the study of history. Through their research students are to analyze their sources and connect their topic to the NHD theme. Students will learn to present their findings in historical papers, museum-style exhibits, original dramatic performances, multimedia documentaries, or interactive websites**. Students may advance to regional or state competition with their project to earn additional credit.**

HUMANITIES 9 (2.0 CREDITS) - Year Long Course

1.0 credit in World History (Social Studies) + 1.0 credit in English 9/10 Honors (English)

Course Description: Humanities 9 examines the diversity of the world through a regional, analytical, and cultural perspective. This course will examine the relationship between literature, culture, and historical events in different regions of the world in order for students to better understand the world view of the people of certain regions and continually evolving relationships between regions. Such an understanding is rooted in an investigation of cultural, geographic, historic, economic, anthropological, and the political nature of the world's numerous and diverse cultures. There will be an emphasis on human and physical geography as well as regional literature. The course content will include the study of the fundamentals of geography, elements of culture, elements of literature in the investigation of many regions of the world.

HUMANITIES 10 (2.0 CREDITS) - Year Long Course
1.0 credit in US History (Social Studies) + 1.0 Credit in English 11 Honors (English)
Course Description: Using this multidisciplinary approach, this year-long course examines United States history through literature, film, group projects, class discussions, guest speakers and primary source documents. Students will evaluate the impact that various events, legislation, movements, and figures have had on citizens, societies, nations, and the world. During this course, students will be expected to perform extensive, independent reading and analysis of text.
US History is required for graduation -- this course meets that requirement.

TC INTRO TO PSYCHOLOGY (0.5 CREDIT) - Offered Semester 1 Only
Course Description: This course is designed to provide the individual with a survey of the field of psychology and the related areas of experimentation, personality development, mental health, learning, conformity, physiology, coping and adjustment mechanisms. Investigations into social psychology and societal problems. Upon completion of the course, the students will have gained insight into themselves, and will have enhanced their understanding of the complexity of human behavior.
Must earn C or higher for college credit

TC SOCIOLOGY (0.5 CREDIT) - Offered Semester 2 Only
Throughout this course, students will develop a sense of connection to society and how that connection impacts and is impacted by social forces. Students will look for social causes to behavior and the behavior of others such as racial, gender, and age discrimination. Special attention will be given to the sociological institutions of education, government, religion and family as they relate to social development.
Must earn C or higher for college credit

TC INTRO TO DIVERSITY STUDIES (0.5 CREDIT) - Offered both semesters
This course introduces the study of diversity from a local to a global perspective using a holistic, interdisciplinary approach that encourages exploration and prepares students to work in a diverse environment. The course introduces basic diversity concepts, examines the impact of bias and power differentials among groups, explores the use of culturally responsive communication strategies, and compares forces that shape diversity in an international context.
Must earn C or higher for college credit

RUHS ELECTIVE COURSE OFFERINGS

Once students enter grades 11-12, are in good academic standing, and have identified a career/pathway of interest, students are able to take courses at Blackhawk Technical College. Students will work with the College and Career Readiness Specialist for RUHS and the BTC liasion to register for college courses. Courses taken at Blackhawk Technical College count for both college and high school credit.
College to high school credit conversion: 1 college credit = 0.25 high school credit.

AVID Tutoring (0.5 CREDIT) - Offered Each Semester
Course Description: AVID Tutors facilitate small group tutorial sessions in AVID 9 and 10 classes. The role of the AVID tutor is to encourage active participation in the group while contributing to creating an environment where the group feels comfortable to ask questions and seek clarification of content. The AVID tutor will encourage inquiry to help students gain deeper understanding through discussion, note taking, collaboration. The AVID tutor will communicate with the AVID teacher regularly about the group tutorial experience.
Prerequisites: Grade 11 or 12; Tutor Training

CRITICAL ISSUES FORUM (1.0 CREDIT) - Year Long Course
Course Description: In this course students work together as a team to think outside the box and be a part of the world conversation about one of the world's most controversial issues: Nuclear Nonproliferation and Disarmament. As a team, students will focus their research on CIF selected themes and topics. Two (based on school population) CIF ambassadors will be selected by the instructor(s), the Dean of Students, and the RUHS Board. This opportunity allows students to be a part of the world conversation on educating for peace at the forum. **Students chosen as CIF ambassadors will be responsible for a portion of CIF charges and fees.**
Prerequisite for Ambassadors: Speech or Consent of Instructor

~~**AS PLTW COMPUTER SCIENCE ESSENTIALS (1.0 CREDIT) - Year Long Course**~~
~~**Course Description:** PLTW Computer Science empowers students to become creators, instead of merely consumers, of the technology around them. Courses cover topics beyond coding, including app development, simulation, and cybersecurity. Throughout the courses, students collaborate to design solutions to real-world challenges, while practicing ethical reasoning.~~
~~*Must earn B or higher for college credit*~~

PLTW COMPUTER SCIENCE PRINCIPLES (1.0 CREDIT) - Year Long Course
Course Description: Using Python® as a primary tool, students learn the fundamentals of coding, data processing, data security, and task automation, while learning to contribute to an inclusive, safe, and ethical computing culture. The course promotes computational thinking and coding fundamentals and introduces computational tools that foster creativity. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. **Students earn Advanced Standing (AS) with Blackhawk Technical College for the following courses: AS Intro to Programming and AS Cybersecurity. Students must earn a B or better for Advanced Standing.**
Must earn B or higher for college credit

PLTW INTRODUCTION TO ENGINEERING DESIGN (1.0 CREDIT) - Year Long Course
Course Description: This course is designed to introduce students to the design process and the tools used in product development. Students enrolled in Introduction to Engineering Design will learn through first–hand experience the activities that engineers engage in throughout the design cycle. Development of design briefs, sketching, 3D solid modeling and prototyping will provide the foundation for activities in Introduction to Engineering Design. **Students earn Advanced Standing (AS) with Blackhawk Technical College for the following courses: AS Blueprint Reading, AS CAD Fundamentals - Solid Modeling, and AS Basic Mechanics. Students must earn a B or better for Advanced Standing.**
Must earn B or higher for college credit

PLTW PRINCIPLES OF ENGINEERING (1.0 CREDIT) - Year Long Course
Course Description: Are you interested in applying your math and science skills through a mix of hands-on and academic activities? Principles of Engineering are designed to introduce students to the fundamental skill sets necessary to be a successful engineer. Utilizing technology to design experiments, students will fabricate products that meet specific industry requirements. Students may also participate in case studies and team projects. **Students earn Advanced Standing (AS) with Blackhawk Technical College for the following courses: AS Fundamentals of DC Circuits 1, AS Programming Fundamentals 1, and AS Statics & Dynamics. Students must earn a B or better for Advanced Standing.**
Prerequisite: Introduction to Engineering Design
Must earn B or higher for college credit

YOUTH APPRENTICESHIP (3.0 CREDIT) - Year Long Course
Course Description: Students accepted into this program will participate in a state-certified Youth
Apprenticeship program with a local business. The Wisconsin Department of Workforce Development administers the Youth Apprenticeship program and may allow students to bridge to a registered apprenticeship after graduation. Areas available include: Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communication; Finance; Health Science; Hospitality, Lodging & Tourism; Information Technology (IT); Manufacturing; Marketing; Science, Technology, Engineering & Math (STEM); Transportation, Distribution, & Logistics.
Prerequisites: Grade 11 or 12

CRAFTSMAN WITH CHARACTER - (1.0 CREDIT) Offered both semesters
The Craftsman with Character course is designed to run each weekday for two class periods. Four of these days are spent job shadowing, allowing students to be immersed in a culture while gaining knowledge about a trade. The remaining day offers classroom instruction, where students explore their life goals and are encouraged to recognize their unique gifts and talents. Special emphasis is given to helping them recognize their self-worth.

Prerequisites: Grade 11 or 12

YEARBOOK (1.0 CREDIT) - Year Long Course
Course Description: Students will publish a yearbook for their peers. They will learn the basics of yearbook journalism. Students interested in photography will study photo composition, organization, and editing.

NEW to TC Courses: If you have yet to take a **transcripted course at RUHS,** you will need to APPLY to Blackhawk Technical College. Please follow the steps in the "Application and Registration Guide" pages 4-10. Then, please watch your emails as you get your acceptance letter with your login information.

Former TC Course taker: If you took a transcripted course or BTC course, it is time to register for your transcripted classes!

Let's break this down step-by-step:
1. Open and take out your RUHS Schedule
2. Find any courses marked TC/Transcripted
    - TC Psychology (Intro to Psychology)
    - TC Sociology (Intro to Sociology)
    -TC English Composition (Written Composition I)
    -TC Statistics (Intro to Statistics)
    - TC College Algebra with Trig Apps (College Algebra with Trig Apps)
    - TC Intro to Diversity Studies (Intro to Diversity Studies)

3. Review your **BTC username and password.**

4. *The following steps, with images, can be found on pages 11-19 in the **Application and Registration Guide.***
    Head to www.blackhawk.edu, click MY BTC and log in.
        --you must dual authenticate with the phone number you provided when you applied (information featured below).

5. In your **Blackboard Dashboard,** find the **Registration square,** hover over it, scroll, and click **"Register Now"**

6. Complete the **brief demographic survey** (this is data for the college). Then "click here to continue".

7. Click "**Register for Classes**"

8. Select **Fall or Spring 20XX** as your term

9. Click "**Enter CRN**" (Course Registration Number) and **enter your CRN** (just the number). If you are in more than one TC class, click +**Add Another CRN**.
        - TC Psychology = 66865
        -TC English Composition= 66867
        -TC Statistics = 66869
        - TC Sociology =
        - TC College Algebra with Trig Apps =
        - TC Speech =

10. Make sure CRN(s) are typed correctly and click "**Add to Summary**"

11. In the bottom right corner, review the classes you have selected. They all should say "pending." Click the grey "**Submit**" button in the bottom corner.

12. Confirm your class schedule by clicking **"Registration"** at the top and then **"View Registration Information."**

If you are having technical difficulties--account not found, account locked, issues logging in, etc.--please contact BTC's IT by emailing citlsupport@blackhawk.edu
These steps will ensure you are ready for all your TC classes. Failure to apply and/or register can put you behind in your coursework. If you find yourself having trouble, please reach out to Dr. Hernandez for assistance at 608-743-7427.

How to use Microsoft Authenticator at your School for Transcripted Credit Enrollment

Blackhawk Technical College has made the decision to implement Two Factor Authentication (MFA) for all Blackhawk Accounts. We understand that some students at your school may encounter issues. We strongly encourage you to read this document to assist your students. Please follow the steps below to begin this process:

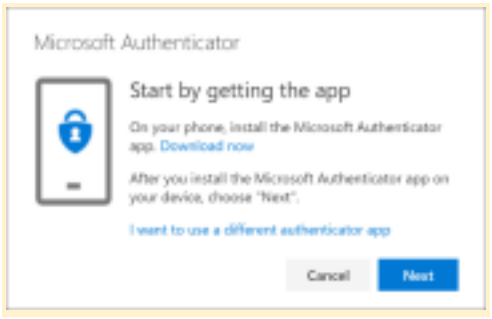
1. **Upon your first login to Blackhawk Technical College, the student will be prompted to reset their password.**
2. **The student will also be prompted to register for Two Factor Authentication or MFA and conduct a Password Reset.**

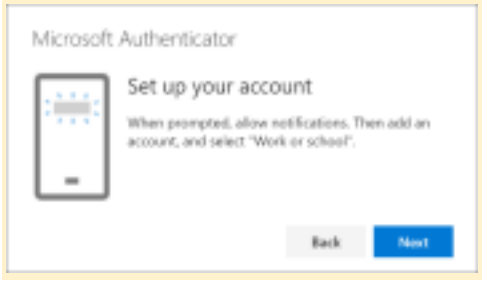
We have recently encountered scenarios where students do not have access to a phone. In this situation, **we highly recommend if your school uses chrome books that you deploy the Microsoft Authenticator App to those devices.**

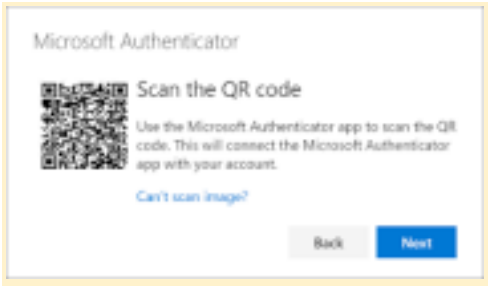
There are two requirements for installing the Microsoft Authenticator Application on Chrome books:

1. **The device must have lock screen either by means of a password or pin.**
2. **The application must also be allowed to send notifications.**

How to setup authenticator on a chrome book. After resetting your password you will be prompted to setup Microsoft Authenticator App.





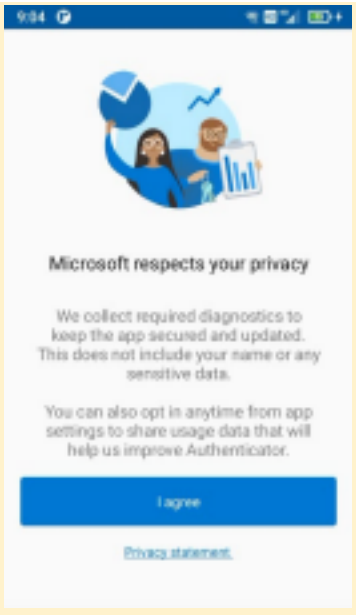


- Click “Can’t Scan Image”

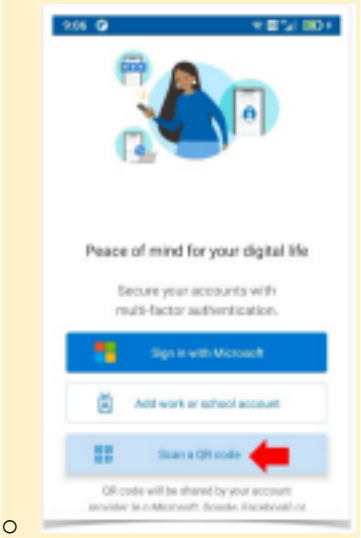
▪ You should now be presented with two fields a code field and a url field. You will need these in the next steps.

▪ On the Chromebook open the authenticator application.

▪ Click I agree



▪ Click Scan QR Code.



- It will open the camera to scan the QR Code but you should have an option to enter it manually.

If you are still having problems through this process, please contact BTC’s IT Helpdesk at: 608 757-7711 or email helpdesk@blackhawk.edu

BLACKHAWK TECHNICAL COLLEGE

6004 S County Rd G • P.O. Box 5009 • Janesville, WI 53547-5009
(608) 757-7660 • registration@blackhawk.edu • blackhawk.edu

Transcripted Credit Course Withdrawal Form

PERSONAL INFORMATION

Student Name		BTC Student ID Number

High School	City	State	Zip Code

COURSE(S) TO WITHDRAW FROM:

CRN	Course Name	

Student Signature	Date
Instructor Signature	Date