

ACADEMIC & CAREER PLANNING GUIDE



WAUTOMA HIGH SCHOOL 2025-2026

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SCHOOL DISTRICT PUPIL NON-DISCRIMINATION STATEMENT

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

The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including gender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student program and activities. This policy is intended to support and promote nondiscriminatory practices in all District and school activities. For more information regarding the district's policies, see our website at: <https://www.wautomasd.org/page/wasd-annual-notice>

INTRODUCTION

This handbook deals with the courses that are available to you at Wautoma High School. Some of them are required, and all students must take them as a fundamental part of their education, and as requirements for a high school diploma. All other courses are electives.

The selection of courses you will take in high school should be given careful consideration. Choose your courses according to your abilities, interests, and plans for the future. You should decide early in your high school career about your plans to continue your education beyond high school. Further education may involve apprenticeships, the military, trade schools, as well as technical colleges and four-year colleges. Many colleges have high scholastic standards you must meet, and may have specific subject requirements you must satisfy prior to admission. It is common for colleges to require that you rank in the upper half (or higher) of your class, and that you have a strong background in English, Social Studies, Science, Mathematics, and some require Foreign Language. If you are not planning to continue your education beyond high school, you should enroll in courses that would best prepare you to pursue the career of your choice. Discuss your courses and plans with your parents/guardians, teachers, principal, and/or counselor. Your counselor is available to help you at any time with your educational and career plans. They are specially trained to assist you with this type of planning. Refer to the following pages for a more detailed explanation of recommended programs and how your counselor can help you plan for the future.

No schedule changes are allowed after the first week of the semester unless initiated by a teacher, counselor or administrator.

HIGH SCHOOL PLANNING

You are about to make some of the most important decisions of your whole school career. Those decisions involve choosing courses and planning for your future. These are just two of the many important steps that should be considered and talked over with your parents/guardians, teachers, or school counselor, for each is vitally interested in your future and can give you good advice.

You may see your counselor in the office at any time before school, during lunch period, between classes, during a study hall, Start, or Flextime. Many students miss opportunities they might have had if they had come to the school counseling office on their own. No problem is too small to take to your counselor. Your counselor can assist you in the following ways:

- **YOUR FOUR-YEAR PLAN:** A four-year plan is a tool to help you map out your high school years to help you reach your goals for life after high school. By planning ahead you can more easily see how courses are related to your plans beyond high school. A grid is provided in this handbook for making your four-year plan.
- **MATERIALS AVAILABLE FROM THE SCHOOL COUNSELOR:** The School Counselor has a great many resources on many occupations, colleges, vocational schools, trade schools, apprenticeships, and the military.
- **TESTING PROGRAM:** During High School you will have the opportunity to participate in various assessments that are designed to assist you in your high school and post-secondary planning. The purpose of these assessments is to gather information to help you develop a more realistic picture of your strengths and weaknesses. All test results are given to you and your parents or guardians, along with helpful interpretive information. Generally all colleges and many careers require some form of assessment. The assessments may include the following:

| Grade | Test | Description |
|-------|------|-------------|
|-------|------|-------------|

| | | |
|----|---|--|
| 9 | State Assessment (TBD) | State assessment is an online summative assessment that measures what students have learned in the areas of: English, Reading, Math, Science, and Writing. Scores predict how a student will perform on both the ACT when they reach 11th grade. Students who need academic interventions or challenges can be identified earlier in their high school careers. |
| 10 | State Assessment (TBD) | Same as above. |
| 11 | ACT with Writing (American College Test) | ACT (American College Test) is required for all Juniors, and will be given in the spring. There will be no cost to Juniors for taking the test on the scheduled testing date at school; however, students who wish to retake the ACT to improve their score must register to take the test on ACT.org at an additional cost. Students planning to retake the test and are requesting a fee waiver must see their school counselor to see if they qualify for the fee waiver. Students planning to attend a four-year university must take either the ACT or the SAT to fulfill admission requirements. |
| | PSAT (Preliminary Scholastic Assessment Test) | Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (optional) a preliminary SAT, which helps you to prepare to take the SAT college entrance examination, as well as giving you the opportunity to participate in the National Merit Scholarship competition. A fee is charged for the PSAT. Please see your school counselor to see if you qualify for a fee waiver. This is currently not offered at Wautoma High School, please see your school counselor for other options. |
| | ASVAB (Armed Services Vocational Aptitude Battery) | The Armed Services Vocational Aptitude Battery (optional) -- is required if you plan to enter any branch of the military, and is also useful in assisting with career choices. See Military.com for more information and practice tests. |
| | OTHER College Entrance Tests | The SAT I (Scholastic Assessment Test), Accuplacer, TABE or ASSET are other tests that may be required for admission to post-secondary educational institutions. The SAT may be used instead of the ACT for admission to four-year colleges. Fees are charged for the SAT I, and may be charged for the ASSET, TABE or Accuplacer. Please see your school counselor to see if you qualify for a fee waiver. Fee waivers are not usually available for the Asset, TABE or Accuplacer. |

PROGRAM PLANNING

It is a good idea to project a four-year selection of classes for yourself even though it is likely that you will want to make some changes during the time you are in high school. You and your parents/guardians will be asked each year to review your selection of classes for the next school year. Select seven (7) credits each year to stay in the normal sequence for graduation. What determines if a class load is too challenging? This will vary from one student to another. It will depend upon the individual's abilities, interests, desire to work outside of school, the combination of classes selected, your motivation, your extra-curricular participation, etc.

The following is a list of general requirements for graduation. If you plan to attend a four-year college or university you should plan to take additional courses beyond the minimum required as shown below. Wautoma High School students may earn either a regular diploma or a Merit Diploma. Requirements for the Merit Diploma are also shown.

| Graduation Requirements | | Four Year College Requirements | |
|-------------------------|---------|--|-------------|
| Type of Credit | Credits | You must take all required courses. Most four-year colleges recommend enrolling in four years of all core subject areas. | |
| English | 4.0 | English | 4 Credits |
| Social Studies | 3.0 | Social Studies | 3-4 Credits |

| | | | |
|--|-----|---|---|
| Mathematics | 3.0 | Math | 3-4 Credits (Min. = Alg., Geometry, Adv. Alg.) |
| Science | 3.0 | Science | 3-4 Credits |
| Health | 0.5 | Electives | 4 Credits |
| Life After High School <small>(2026)</small> | 0.5 | Foreign Language | Check the college admissions requirements for more information. |
| Physical Education | 1.5 | Merit Diploma | |
| Electives (Class of 2026) | 8 | You must take all required course on above: | |
| Electives (Class of 2027>) | 8.5 | 4.0 Credits | English |
| Financial Planning | 0.5 | 4.0 Credits | Social Studies |
| Total Credits | 24 | 4.0 Credits | Math |
| | | 4.0 Credits | Science |
| | | 1.5 Credits | Physical Education |
| | | 2.0 Credits | Foreign Language |
| | | 1.5 Credits | Practical Arts (Business, FCS and/or Technology) |
| | | 1.5 Credits | Fine Arts (Band, Choir, Art) |
| | | 0.5 Credits | Health |
| | | 0.5 Credits | Career Planning/Financial Planning |
| | | 4.0 Credits | Electives |
| | | 28.00 Credits | Total for Merit Diploma |
| | | 20 hours | Community Service (Must be documented) |

FOUR-YEAR PLAN

9TH GRADE

| | Semester 1 | Semester 2 |
|----------------|--|----------------------------|
| English | English 9 | English 9 |
| Social Studies | Survey of American History | Survey of American History |
| PE / Health | Fitness for Life / Athletic Dev. Readiness | Health |
| Math | Algebra | Algebra |
| Science | Biology or Adv. Biology | Biology or Adv. Biology |
| Electives | See ACP Guide for Options | See ACP Guide for Options |

10th Grade

| | Semester 1 | Semester 2 |
|--|------------|------------|
|--|------------|------------|

| | | |
|----------------|------------------------------------|---------------------------------------|
| English | English 10 or College Prep | English 10 or College Prep |
| Social Studies | Cont. American History (1898-1939) | Cont. American History (1939-Present) |
| PE / Career | Your Choice | Your choice |
| Math | Geometry | Geometry |
| Science | Physical Science or Chemistry I | Physical Science or Chemistry I |
| Electives | See ACP Guide for Options | See ACP Guide for Options |

11th Grade


| | Semester 1 | Semester 2 |
|----------------------|----------------------------|----------------------------|
| English | English 11 or College Prep | English 11 or College Prep |
| Social Studies | Civics | Non-American History |
| PE / Career Planning | Your Choice | Your Choice |
| Math | Adv. Algebra/Stats/Pre-Cal | Adv. Algebra/Stats/Pre-Cal |
| Science | See ACP Guide for Options | See ACP Guide for Options |
| Electives | See ACP Guide for Options | See ACP Guide for Options |

12th Grade

| | Semester 1 | Semester 2 |
|-----------------------|---------------------------|---------------------------|
| English | English | English |
| PE/Financial Literacy | Financial Planning | Financial Planning |
| Electives | See ACP Guide for Options | See ACP Guide for Options |

* Four years of Math and Science are highly recommended for students planning to attend a four-year college.

GRADING SYSTEM

|  <u>PROFICIENCY SCALE</u> | | |
|--|--|---|
| 3 | 2 | 1 |
| Proficient (Got it) | Approaching (Almost got it) | Beginning (Not quite yet) |
| <p>Student has fully demonstrated content proficiency of the learning target at this point in the school year.</p> <p>Student has no gaps in understanding and application at this point in the school year.</p> | <p>Student has partially demonstrated content proficiency of the learning target.</p> <p>Student has gaps in understanding or application.</p> | <p>Student has minimally demonstrated content proficiency of the learning target.</p> <p>Student has large gaps in understanding and application.</p> |
| <p>NE: No Evidence Student has not attempted to demonstrate the learning target.</p> | | |



| Wautoma Grading Scale | | |
|-----------------------|--------------|-----|
| Scale Score Average | Letter Grade | GPA |
| 2.850-3.000 | A | 4.0 |
| 2.710-2.849 | A/B | 3.5 |
| 2.570-2.709 | B | 3.0 |
| 2.430-2.569 | B/C | 2.5 |
| 2.280-2.429 | C | 2.0 |
| 2.150-2.279 | C/D | 1.5 |
| 2.000-2.149 | D | 1 |
| 1.99 or below | F | 0 |

Grade point averages are figured by assigning the above grade points to each letter grade, adding the points, and dividing by the number of credits attempted.

| AP CLASSES | | | | |
|---|--|-----------------|--------------------------------|-------------------------------|
| Students taking these courses are required to remain in the class for both semesters and attempt the AP Exam. | | | | |
| MATH | SCIENCE | SOCIAL STUDIES | ENGLISH | OTHER |
| AP Calculus AB AP Calculus BC AP Statistics | AP Biology AP Chemistry AP Physics | AP U.S. History | AP Literature & Composition | AP Spanish AP Music Theory |

PROMOTION TO THE NEXT GRADE

In order to stay on track for graduation, it is important to earn a minimum number of credits each year. Recommended credit levels are: six sophomore academic level credits, twelve junior level academic credits, eighteen senior level academic credits.

If you fail any required courses you must retake the course, either by taking the course in Summer School (if offered); by re-enrolling in the course during the following school year. A list of graduation requirements is shown under the heading "Program Planning" in this guide.

ACADEMIC RECOGNITION

Laude System and Class Rank

Wautoma High School will use the Laude System as our recognition of graduates for high academic standing and rigorous course selections. This new system will allow us to recognize and encourage students to take appropriate courses that will better prepare them for the future. The system is a point based system that combines Laude Points with a student's Grade Point Average. Class Rank will be used; to determine the Valedictorian and Salutatorian status; the Technical Education Excellence Scholarship recipient and for the Direct Admit process. For more information regarding the Laude System, please visit the Wautoma High School website at www.wautomasd.org.

Valedictorian and Salutatorian Honors:

The honor of being Valedictorian or Salutatorian at your class' graduation ceremony is dependent upon your grade point average and the courses you have taken. The Valedictorian is the student with the highest cumulative grade point average within her/his class, who has taken the courses shown below; and the Salutatorian is the student with the second-highest cumulative grade point average, who has taken the courses shown below. Valedictorian and Salutatorian are selected based on cumulative grade point average at the end of the students' seventh semester in high school.

To be eligible for Salutatorian or Valedictorian honors, you must have earned credits in the following:

4 credits in English (must include an Advanced Placement Course or Dual-Credit Course)

3 credits in Social Studies

3 credits in Science (must include Chemistry I)

3 credits in Math (must include Advanced Algebra)

and meet all other academic graduation requirements.

- A. Students must have been enrolled in Wautoma High School for at least four (4) consecutive semesters prior to selection.
- B. Valedictorian will be the student with the highest GPA at the end of the seventh semester. The Salutatorian will be the student with the second-highest GPA and/or is positioned second after the Tiebreaker Procedure at the end of the seventh semester.
- C. Students must have completed all other graduation requirements.

INFORMATION FOR ATHLETES - NCAA

If you are thinking about playing sports in college, your high school planning is extremely important. The NCAA has minimum requirements that you must meet in order to be eligible to play college sports at any Division I or II college. The individual school sets eligibility at Division III schools. You must meet both academic eligibility requirements, based on a combination of your grade point average and your ACT or SAT I score, as well as completing NCAA approved Core Courses in subjects such as English, Math, Social Sciences, and Physical or Biological Sciences, and approved elective credits.

The NCAA publishes a booklet called "Guide for the College-Bound Student-Athlete." Student Athletes are encouraged to access the NCAA web site at www.ncaa.org to download a copy of the Guide, or for more information, including a list of NCAA approved courses offered at Wautoma High School. To be eligible to play sports at a Division I or II school in college, you must register with the NCAA Clearinghouse, and complete the student release form during your junior year in high school at www.ncaaclearinghouse.net. It is the student's responsibility to determine course selection of NCAA approved courses. Not all courses offered at WHS are considered NCAA approved courses.

SPECIAL PROGRAMMING

Wautoma High School makes every effort to create opportunities for students to be successful academically. In the event that students begin to struggle in their courses, WHS offers many options to assist students; either by providing tutoring opportunities or various methods students can use to make up for required courses they have failed, which may include the following programs:

- Summer School — for all students who have failed required courses. One session of summer school is held most summers, with various courses offered to allow students to make up credits in required courses. Ask your counselor for more information.
- After-school tutoring — Tutoring is offered daily until 5:00 PM. Tutoring may also be provided by special arrangement with subject-area teachers.
- Credit Recovery — Please see the Alternative Education Program.
- Bridges - This course is for identified at-risk students based on the DPI At-Risk criteria and/or students identified as needing intervention based on our Response to Intervention process.

POST-SECONDARY PLANNING

You will have many different options available to you to help you get into the career of your choice. Careful planning while in high school will help you with your post-secondary (after high school) options. Different careers may require varying types and length of training. Information on various careers may be found on Xello.world or the Occupational Outlooks Handbook at www.bls.gov/ooh.

On-The-Job-Training — Training provided by your employer after you are hired, and is usually more informal.

Trade School — Similar to a technical college, but primarily devoted to one particular trade.

Apprenticeship Programs — Formalized type of on-the-job training in which an employer provides both classroom and hands-on training for varying lengths of time. Apprenticeship is one of the oldest forms of formal education. It began by transferring trade

knowledge from the father to sons, in order to ensure that the family trade would survive and be improved. In Wisconsin, the Division of Apprenticeship and Training maintains direct supervision over all formal apprentice programs and apprentices are indentured under the provisions of the Wisconsin State Apprenticeship Statutes. The training program consists of work on the job and a certain number of hours of related training. Apprenticeship programs were typically offered in the Construction, Industrial, and Service Trades.

Technical College — Many careers require training at a technical college, such as Fox Valley Technical College, lasting from a few weeks to two years (some may be slightly longer). There are 16 campuses of the Wisconsin Technical College system located in various parts of the state. Many different programs are offered through technical colleges, and for some programs, there is even an opportunity to transfer to a four-year college if desired. More information may be found in the Wisconsin Technical College System Guidebook, which you may obtain from a School Counselor, or online at www.wistechcolleges.org. Note: Post-secondary education institutions such as trade schools or technical colleges can either be private or public, and therefore the cost of attendance and the quality of the courses they offer can vary considerably. It is vital to check the credentials of any post-secondary training institutions, since some have made false claims and charge very high fees. The Wisconsin Technical College System offers high-quality, low-cost training programs that are well respected by many industries.

Four-Year College or University — Many careers require completion of a four-year college degree, and some may require students to complete a master's or doctoral degree. Wisconsin has excellent public and private colleges and universities.

University of Wisconsin System - with twenty-six campuses to choose from, the UW system offers students a variety of options, from the smaller two-year campuses offering general education requirements and associate of arts degrees, to the larger four-year campuses offering bachelor's degrees or higher. Information about admissions requirements, majors and more may be found in the Introduction to the University of Wisconsin System book, which you may obtain from a School Counselor or online at www.uwhelp.wisconsin.edu.

Wisconsin Private Colleges and Universities -there are twenty campuses of private college or universities in the state, offering a wide variety of degree programs, primarily bachelor's degrees, with fourteen campuses offering master's degrees as well. Admission requirements vary greatly by campus, and students may find more information in the booklet Wisconsin's Private Colleges & Universities, which may be obtained from a School Counselor or online at www.wisconsinprivatecolleges.org.

Military — The six branches of the United States Military offer many different career-training options, allowing students to enlist right out of high school, attend one of the Academies, or enroll in a four-year college as part of the Reserve Officer Training Corps. Students interested in military service should speak to a recruiter, who visits the high school at varying times during the year, and also should be sure to take the ASVAB (Armed Services Vocational Aptitude Battery) during their junior year. More information may be found on Military.com.

ALTERNATIVE EDUCATION PROGRAMING

This program has been developed to identify and address the needs of children who are at-risk of not graduating from our high school and/or may find success in a creative and innovative educational setting focused on project-based learning and community engagement, including creative, innovative, and structured alternatives within a different educational setting. Students are identified for this program using state criteria.

Wautoma High School's Alternative Education Program has developed a project-based learning environment where students are able to show proficiency in essential national, state and local standards/targets. Students will provide evidence of their learning by alternative means as established by a curriculum aligned to district targets.

Credit recovery courses may also be provided through our online program, APEX.

OCCUPATIONAL ENGLISH I

This is a year-long, hands-on learning class that addresses English 11 & English 12 learning targets through school and community projects. It is an opportunity for students to learn through their strengths to make positive contributions to Wautoma High School, Wautoma Area School District, and the surrounding communities. Projects include the Homecoming Commemorative Program, School Musical Literary Analysis and Playbill, Winter Wonderland Illustrated Poetry Book, School Play Literary Analysis and Playbill, and Writing in the Workplace.

OCCUPATIONAL ENGLISH II

This is a year-long, hands-on learning class that addresses Oral Communication and Citizenship learning targets through school and community projects. It is an opportunity for students to learn through their strengths to make positive contributions to Wautoma High School, Wautoma Area School District, and the surrounding communities.

OCCUPATIONAL MATH

This is a year-long, hands-on learning class that addresses Algebra, Geometry, and Consumer Math learning targets through school and community projects. It is an opportunity for students to learn through their strengths to make positive contributions to Wautoma High School, Wautoma Area School District, and the surrounding communities. Projects include School Store Spirit Shop, School Musical Shirt Production, Holiday Pop-Up Shop, Valentine Pop-Up Shop, School Musical Cast and Crew Shirt Production, and more.

COURSE DESCRIPTIONS

The following pages contain descriptions of all the courses offered at Wautoma High School. Be sure to read the course descriptions carefully to ensure that you have met the requirements to take the course. Some courses are only available to students in specific grades, while others have prerequisites. If you have specific questions about courses not answered here, you can talk to your school counselor, or a teacher in the department that teaches the course.

ART

Application of the standards will take place in the Art curriculum, so that applied knowledge such as communication, thinking, problem solving, informed decision making, working effectively in groups, creating quality products, reaching goals and contributing to the aesthetic and cultural life of the community will be accomplished, experienced and realized through this unique program. Students learn to approach art and design from a variety of disciplines. These disciplines include art production, art history, art criticism, aesthetics, and communication. Students will learn how to make art and design; learn history and vocabulary related to art; develop critical, analytical, and creative thinking; learn to reflect on the meanings and influences of images and objects and to understand the characteristics of innovation. Courses are available to all students unless otherwise indicated.

LEVEL 1

ART FOUNDATIONS — Semester-Long Elective (9, 10, 11, 12)

This course will examine art appreciation, art history, and the use of artistry tools. In doing so, students will explore the elements of art and principles of design in a variety of ways. Students will be exposed to color theory and different shading techniques. Students will

work two-dimensionally and three-dimensionally to create meaningful works of art. Students will use graphite, chalk pastels and a variety of other materials in this class. The content of this class is designed for the novice art student to the advanced.

****Students who do not pass this class need permission from the instructor before they may retake the class.****

ART FOUNDATIONS II — Semester-Long Elective (9, 10, 11, 12)

Prerequisite: Art Foundations

This semester-length course is a continuation/supplement of Art Foundations and will examine art appreciation, art history, and a focus on Mixed Media with the use of artistry tools. In doing so, students will further explore the elements of art and principles of design in a variety of ways. Students will continue to problem-solve by creating two-dimensional and three-dimensional art. The content of this class is designed for the novice art student to the advanced.

****Students who do not pass this class need permission from the instructor before they may retake the class.****

LEVEL 2

DRAWING — Semester-Long Elective (10, 11, 12)

Prerequisites: a Level 1 Class (C or better)

This course will examine art appreciation, art history, and the use of advanced artistry tools. In doing so, students will further explore the elements of art and principles of design in a variety of ways. Students will create interesting two-dimensional works of art. Students will further understand shading techniques, ways to create a unique composition and how to express themselves in their art. Students will use materials such as, but not limited to, graphite, charcoal, ink, and chalk pastels. Students will experiment with reductive drawing, observational drawing as well as drawing using reference photos. At the end of this class, students will start to develop their own drawing styles. The content of this class is designed for the novice art student to the advanced.

****Students who do not pass this class need permission from the instructor before they may retake the class****

PAINTING — Semester-Long Elective (10, 11, 12)

Prerequisites: a Level 1 Class (C or better)

This course will examine art appreciation, art history, and the use of advanced artistry tools. In doing so, students will further explore the elements of art and principles of design in a variety of ways. Students will create interesting two-dimensional works of art. Students will further understand painting techniques, how to stretch a canvas, and how to express themselves with paint. Students will experiment with different styles such as realistic, cartoon and abstract. By the end of this course, students will develop their own painting styles. The content of this class is designed for the novice art student to the advanced.

****Students who do not pass this class need permission from the instructor before they may retake the class.****

SCULPTURE — Semester-Long Elective (10, 11, 12)

Prerequisites: a Level 1 Class (C or better)

This course will examine art appreciation, art history, and the use of advanced artistry tools. In doing so, students will further explore the elements of art and principles of design in a variety of ways. Students will create interesting three-dimensional works of art. Students will further understand how to make a sculpture visually interesting from all angles. They will also create an art piece that correlates with its surroundings. Students will use materials such as, but not limited to, wire, clay, glass, jewelry, and mixed media objects. The content of this class is designed for the novice art student to the advanced.

****Students who do not pass this class need permission from the instructor before they may retake the class.****

COMMERCIAL ART & GRAPHIC DESIGN — Semester-Long Elective (10, 11, 12)

Prerequisites: a Level 1 Class (C or better)

Commercial and graphic design techniques will be introduced in order to provide students with an understanding of mass media production. Students will explore the many and varied career opportunities that are available to graphic designers and commercial artists. A combination of hands-on and digital projects will comprise the course.

****Students who do not pass this class need permission from the instructor before they may retake this class.****

LEVEL 3

Students must take one Level 2 class before moving on to Level 3.

ADVANCED ART — Semester or Year-Long Elective (11, 12)

Prerequisites: Level 1, & 2 Classes (C or better or permission from instructor)

Continuing to build upon skills and knowledge developed throughout Art Levels 1-4, students will explore in depth a wide variety of two-dimensional and three-dimensional art. Students will experience freedom in their art-making as they will assist in designing their own projects for each media covered in class. The goal of the course is to encourage responsibility and initiative in personal development, aesthetic and expressive abilities and critical judgment skills. ****Students who do not pass this class need permission from the instructor before they may retake this class.****

LEVEL 4

Students must take Advanced Art before moving on to Level 4

STUDIO ART — Semester or year Long Elective (12)

Prerequisites: Level 1, 2, and 3

This is a senior advanced level course for students who demonstrate a commitment to the visual arts and the ability to work independently in developing their Art or Photography skills. Students will have individualized assignments based on interest areas. Assignments are targeted to develop skills and expressive abilities in selected areas. Students must be willing to take the initiative in setting and meeting goals and to communicate the results of their in-depth activities. In addition to producing visual work, students will be required to conduct research on art history, art theory, and contemporary artists. Portfolio development is a priority for each student.

PHOTOGRAPHY

PHOTO I — Semester-Long Elective (10, 11, 12)

This course will introduce students to the process of photography. Emphasis is on basic technical skills in the use of a standard digital camera including phones and apps. It will feature the exploration of digital processes – including editing, file management, and printing. Students will gain life-long skills while exploring the power of photographs to communicate ideas and information. Emphasis is placed on the historical, technical and aesthetic aspects of photography.

*****Students who do not pass this class need permission from the instructor before they may retake this class.*****

PHOTO II — Semester-Long Elective (10, 11, 12)

Prerequisites: Photo I (C or better or permission from instructor)

A continuation of Photography I, this course will explore in depth the creative and aesthetic aspects of photography. Emphasis is placed on developing a critical eye and perfecting the skills necessary to turn out high quality visual work. Various computer programs will be utilized to learn more advanced skills of digital image editing. Students will be introduced to the use of digital SLR cameras. Students will understand technology as it relates to the professional and everyday use of digital photographic equipment. Classic film processing and darkroom experiences will be introduced.

- Please note that if you plan on taking Photo III, it is still available, but has now been converted into the curriculum of Studio Art.

*****Students who do not pass this class need permission from the instructor before they may retake this class.*****

Most jobs in today's world require basic computer skills and business knowledge. Some high-tech jobs require even more in-depth computer skills. Give yourself an edge when it comes to finding your first job and your future career by enrolling in courses that will teach you important life skills and employment skills. The Business and Information Technology Department offers an opportunity to learn on real-world, up-to-date software in classroom labs. *Denotes semester-long courses—all others are full-year courses.

Eligibility for each course varies and will be indicated by prerequisites and grade levels shown in parentheses.

COMPUTER LITERACY—Semester-Long Elective Course (9, 10, 11, 12)

This course provides instruction on the skills and concepts that define computer literacy in our world today including the use of both Google and Microsoft. Students will learn the basics of keyboarding, internet research techniques, document creation, and digital citizenship. Students will practice these essential skills through individual and team projects.

MARKETING— Semester-Long Elective Course (10, 11, 12)

Throughout this course you will learn the fundamentals of business and marketing. This class focuses on current topics in business and marketing including marketing plans, economics, global business, free enterprise, legal and ethical issues, sales, promotion, advertising, distribution, price, product planning, branding, entrepreneurship, and developing a business plan. Students will propose a new marketing plan for a current product and design a new product. We will also study current events and trends in business and marketing.

LIFE AFTER HIGH SCHOOL — Semester-Long Required Course (Required for Class of 2026 Only)

This course is designed to help students transition into adulthood with ease. Students will be able to learn how to research careers of interest, the ins and outs of writing a resume, interviewing, obtaining financial aid for college, filling out apartment applications, building credit, budgeting, defining a work/life balance, meal planning and other basic life skills. At the end of the course, the student will be confident to live on their own, pursue other life goals and define their own success.

FINANCIAL PLANNING — Semester-Long Required Course (12)

Win with money! By taking control of your finances you can obtain a successful life. All you have to do is take this course, which will change your financial future. By changing the way you look at money, you will be set on a path to live like no one else. You will be empowered, equipped, and entertained while building confidence in your own financial decision-making.

*Starting with the class of 2026



INTRODUCTION TO BUSINESS — Semester-Long Elective Course (9, 10, 11, 12)

This course is intended to provide an overview of the variety of activities in the world of business. It focuses on the responsibilities connected with operating a business from both organizational (owner) and managerial (manager) viewpoints. It also looks at the role of government and the economy in both national and international business. It introduces students to the core concepts through hands-on learning activities. Students are engaged with projects that allow them to explore business and entrepreneurial opportunities in marketing, economics, finance, management, and legal. Because this is a sequential course, you must pass the first semester in order to continue the second semester.

SPORTS AND ENTERTAINMENT MANAGEMENT - Semester-Long Elective Course (9, 10, 11, 12) (PENDING BOARD APPROVAL)

Sports and Entertainment Marketing courses introduce students to fundamental marketing and management principles within the sports and entertainment industries. Topics include event promotion, sponsorships, endorsements, branding, marketing research, product development, pricing, distribution strategies, ticket sales, and event planning. Students will also explore how emerging technologies impact these industries and develop practical job skills while examining career opportunities in sports and entertainment marketing.

BUSINESS COMMUNICATONS - Semester-Long Elective Course (9, 10, 11, 12) (PENDING BOARD APPROVAL)

Business Communications courses help students develop essential communication skills for professional success. Emphasis is placed on all aspects of communication, including speaking, listening, critical thinking, reading, writing, nonverbal cues, and the use of technology in business settings. Students will explore business communication functions, processes, and applications through problem-based projects and real-world scenarios, enhancing their ability to communicate effectively in various professional environments.

Disclaimer: These courses are not dual credit courses for the 2025-2026 academic year.

ENGLISH LANGUAGE ARTS

Possessing the ability to speak and write well is important to everyone. Likewise, comprehension and critical thinking skills are vital for success in an advanced society. The aim of the English Language Arts program is to nurture the minds of today’s communicators, readers, writers and thinkers through a variety of practices and assessments. While only four (4) credits of English are required for graduation, students are encouraged to take courses beyond the required minimum when possible.Wautoma High School’s English Language Arts Department offers the following courses:

| Freshman | Sophomore | Junior | Senior |
|-----------|--|--|--|
| English 9 | English 10 Or College Prep English English Elective: Mass Media ** Creative Writing** | English 11 or College Prep English English Elective: Contemporary Composition & Literature* World Literature* Creative Writing** | English Electives: AP Literature & Composition Oral/Interpersonal Communications* Written Communication* Introduction to College Writing* Contemporary Composition & Literature* World Literature* Creative Writing** |

*Denotes semester-long course—all others are full-year courses
** Denotes Non-English Elective Credit

RECOMMENDED FOUR-YEAR ENGLISH PLAN

| | Freshman | Sophomore | Junior | Senior |
|-------------------------------------|-----------|--|--|---|
| WHS Minimum Graduation Requirements | English 9 | English 10 | English 11 | English Electives: Oral/Interpersonal Communications*, Written Communication*, Introduction to College Writing* Contemporary Composition & Literature*, and/or World Literature* |
| Technical College Bound | English 9 | English 10 Or College Prep English | English 11 Or College Prep English | English Electives: Oral/Interpersonal Communications*, Written Communication*, Introduction to College Writing* Contemporary Composition & Literature*, and/or World Literature* |

| | | | | |
|----------------------------|-----------|--|--|--|
| Four-Year College Bound | English 9 | English 10 Or College Prep English | English 11 Or College Prep English English Elective Recommended:: Contemporary Composition & Literature*, OR World Literature* | AP Literature & Composition English Electives: Oral/Interpersonal Communications*, Written Communication*, Contemporary Composition & Literature*, and/or World Literature* |
|----------------------------|-----------|--|--|--|

Eligibility for each course varies. The required minimum grade level is shown in the course description in parentheses.

ENGLISH 9 — Full-Year Required Course (9)

This introductory course involves reading, writing, speaking, and listening activities. Throughout the year, students will build upon their written and oral communication skills. Additionally, they will be challenged to strengthen their comprehension and analysis abilities as they engage with literature from a variety of genres. Course literature will include an assortment of short stories, poetry, drama, novels, essays, and famous speeches, which range from classic works like Shakespeare's *The Tragedy of Romeo and Juliet* to student-selected texts written by contemporary authors. Students will also further develop their composition skills through the production of several pieces of writing that reflect the foundational steps of the writing process. Likewise, students will extend their knowledge regarding grammar, vocabulary, and revising. NOTE: Successful completion of this course is a prerequisite for all subsequent English classes.

ENGLISH 10 — Full-Year Required Course (10)

Prerequisite: English 9

This is the second required course in the series that incorporates reading, writing, speaking, and listening activities. Students in this course will examine universal themes in both contemporary and classic literature. Additionally, they will develop argumentative responses to self-selected and teacher-selected topics, extend their vocabulary skills, and participate in whole-group activities that emphasize speaking and listening.

NOTE: Successful completion of this course is a prerequisite for all subsequent English classes.

ENGLISH 11— Full-Year Required Course (11)

Prerequisites: English 9 and English 10 or College Prep English

This third required course in the series incorporates various reading, writing, listening, speaking and researching exercises. In this course, students will read and write about American literature from the 17th Century to present time. Students will engage with an array of fiction, nonfiction, poetic and informational texts both formally and informally. Writing assessments will include the production and evaluation of several types of writing including editorials, poems, short stories, and reflective essays. Furthermore, students will also deliver and assess visual presentations, speeches and oral reflections.

COLLEGE PREP ENGLISH — Full-Year Required Course

Prerequisites: English 9 & Department Approval

This required course in the series incorporates various reading, writing, listening, speaking and researching exercises. In this course, students will read and write about American literature from the 17th Century to present time. Students will engage with an array of fiction, nonfiction, poetic and informational texts both formally and informally. Writing assessments will include the production and evaluation of several types of writing including editorials, poems, short stories, and reflective essays. Furthermore, students will also deliver and assess visual presentations, speeches and oral reflections. This is an English alternative course that offers increased rigor for those students who want to take AP Literature and Composition as juniors or seniors. Students will be required to submit a writing sample and a recommendation form prior to enrolling into the course. Students who earn College Prep English credit are expected to enroll in AP English Literature and Composition their junior or senior years.

English Electives

Note: Some elective courses are not approved by the NCAA and some colleges. If a student plans to attend a four-year college, and/or play sports in college, he/she should be sure to pick only English electives that are approved.

WORLD LITERATURE — Semester-Long Elective Course (11, 12)

Prerequisites: Successfully passed English 9 and 10

This course examines the works of William Shakespeare through such classics as Hamlet and The Taming of the Shrew. Additionally, coursework consists of various writings from Asia, Africa, South America and the Middle East including the stories of Gilgamesh, Ramayana, The Popol Vuh, Utopia by Sir Thomas Moore, the Greek philosophers, Asian poetry, and Zen parables. Throughout the semester, students will read and analyze literature, as well as explore the cultures and major influences from which these stories arise. This course is NCAA and college approved.

CONTEMPORARY COMPOSITION AND LITERATURE— Semester-Long Elective Course (11, 12)

Prerequisites: Successfully passed English 9 and 10

During this course, students will study contemporary literature, as well as analyze a variety of texts and writing techniques. Learning activities and tasks will include, but are not limited to, tips for completing a college application, scholarship and application essays, and research papers.

NOTE: Students not enrolled in an English-based Advanced Placement class who plan to attend a four-year or technical college are highly encouraged to enroll in this course.

This course is NCAA and college approved.

AP LITERATURE AND COMPOSITION— Full-Year Advanced Placement Elective Course (12)

Prerequisites: Completion of English 9, English 10, CP English 11 & Department Approval

(Recommended to take World Literature or Contemporary Composition & Literature Junior year)

Advanced Placement English Literature & Composition is a college/university level course that provides students with intellectual challenges through a workload consistent with typical undergraduate, university English literature/humanities courses. The culminating assessment of the course, which is administered in May, consists of the AP English Literature & Composition Exam. While this exam does require a fee, test-takers with a score of three (3) or better will be reimbursed by the Wautoma Area School District. Additionally, exam fee waivers for those who substantiate a financial need may be available through the school counseling office. Upon successful completion of the AP test, students may be awarded college credit(s) at the discretion of the college in which they enroll. NOTE: Because this is a sequential course, students must pass the first semester in order to continue to the second semester. This course is NCAA and college approved.

Non - English Credit Electives

MASS MEDIA— Semester-Long Elective Course (10, 11, 12)

Prerequisite: English 9

Through this course, students will explore and create media in multiple forms including news stories, editorials, podcasts, blogs, film, TED Talks, photo essays, advertisements, and web sites. Through focused writing instruction and media literacy and analysis, students will be able to analyze, critique, and produce multimedia narratives, presentations, news stories, and persuasive pieces..

CREATIVE WRITING— Semester-Long Elective Course (10, 11, 12)

Prerequisite: English 9

In this course students will read, critique, and compose original poetry, essays, short fiction, flash fiction, children's books, and creative non-fiction. Students will examine the works of published writers as well as peers to discover, expand, and refine their own skills, voice, and repertoire for future publication in literary magazines.



INTRODUCTION TO COLLEGE WRITING — Semester-Long Course (12)

Prerequisite: English 11

FVTC Program Prep Course - Course # 10-831-103

This course introduces basic principles of composition including organization, development, unity, and coherence in paragraphs and multi-paragraph documents. This class can only be taken prior to Written Communications class (not after).

WRITTEN COMMUNICATIONS — Semester-Long Elective Course (12)

Prerequisite: English 11, College Prep English, or AP Literature & Composition

FVTC 3 credit General Education Course requirement - Course # 10-801-195

TC (Dual Credit)-FVTC pending approval and/or re-approval

This course teaches the writing process which includes prewriting, drafting, and revising. Through writing assignments, students analyze audience and purpose, research and organize ideas, and format and design documents based on subject matter and content. Class sessions and assignments involve giving oral presentations and using computers.

This course is NCAA and college approved.

ORAL/INTERPERSONAL COMMUNICATIONS — Semester-Long Elective Course (12)

Prerequisite: English 11, College Prep English, or AP Literature & Composition

FVTC 3 credit General Education Course requirement - Course # 10-801-196

TC (Dual Credit)-FVTC pending approval and/or re-approval

Oral/Interpersonal Communications is designed to help develop interpersonal and oral communication skills in a student's chosen career field. Throughout this course, students will have the opportunity to develop necessary job-related skills, such as the abilities to work as a team, to manage time effectively, to think critically, and to problem-solve.

This course is NCAA and college approved.

FAMILY & CONSUMER SCIENCE

Skills for living are important for everyone. Whether it's preparing meals, decorating a home, making crafts, learning to sew, understanding how to parent or be a part of a family unit, everyone needs the knowledge encompassed in the Family and Consumer Science Department. Besides living skills, FCS also offers job skills that will assist students in obtaining food service jobs, or even to prepare for a career as a cook, hotel/restaurant management, child care provider; or opportunities to learn about careers in the healthcare field.

CAREER PATHWAYS

Freshman

Sophomore

Junior

Senior

| | | | | |
|---|--|---|--|--|
| Food Service, Hotel or Restaurant Management | <p>Fundamental Foods I* Global Eating (Foods 1 Prereq)</p> <p>Baking & Pastry Arts* (Foods 1 Prereq)</p> <p>Food for Life* (Foods 1 Prereq)</p> <p>Global Eating* (Foods 1 Prereq)</p> | <p>Global Eating* (Foods 1 Prereq)</p> <p>Baking & Pastry Arts* (Foods 1 Prereq)</p> <p>Food for Life* (Foods 1 Prereq)</p> | <p>FVTC-Intro to Food Production* (Foods 1 Prereq)</p> <p>FVTC-Science of Baking* (Foods 1 and Baking Prereq)</p> <p>Youth Apprenticeship</p> | <p>FVTC-Intro to Food Production* (Foods 1 Prereq)</p> <p>FVTC-Science of Baking* (Foods 1 and Baking Prereq)</p> <p>Youth Apprenticeship</p> |
| Child Care | <p>Infant Toddler*</p> <p>Child Development* (Prereq IT)</p> <p>Technology in Education* (Prereq IT)</p> <p>Child & Adolescent Development* (Prereq CD)</p> | <p>Infant Toddler*</p> <p>Child Development* (Prereq IT)</p> <p>Technology in Education* (Prereq IT)</p> <p>Child & Adolescent Development* (Prereq CD)</p> <p>Health, Safety, and Nutrition* (Prereq CD)</p> | <p>Infant Toddler*</p> <p>Child Development* (Prereq IT)</p> <p>Technology in Education* (Prereq IT)</p> <p>Child & Adolescent Development* (Prereq CD)</p> <p>Foundations of Early Childhood* (Prereq CD)</p> <p>Health Safety & Nutrition* (Prereq CD)</p> <p>Introduction to Education Practices* (Prereq Foundations of ECE)</p> <p>Youth Apprenticeship</p> | <p>Infant Toddler*</p> <p>Child Development* (Prereq IT)</p> <p>Technology in Education* (Prereq IT)</p> <p>Child & Adolescent Development* (Prereq CD)</p> <p>Foundations of Early Childhood* (Prereq CD)</p> <p>Health Safety & Nutrition* (Prereq CD)</p> <p>Introduction to Education Practices* (Prereq Foundations of ECE)</p> <p>Youth Apprenticeship</p> |
| Health Care | <p>Exploring Health Careers (pre-req to Digital Literacy, Contemporary Practices, and Med. Term)*</p> | <p>Exploring Health Careers (pre-req to Digital Literacy, Contemporary Practices, and Med. Term)*</p> | <p>Exploring Health Careers (pre-req to Digital Literacy, Contemporary Practices, and Med. Term)*</p> <p>Culture of Healthcare* Digital Literacy for Healthcare*</p> <p>Youth Apprenticeship</p> | <p>Exploring Health Careers (pre-req to Digital Literacy, Contemporary Practices, and Med. Term)*</p> <p>Culture of Healthcare* Digital Literacy for Healthcare*</p> <p>Youth Apprenticeship</p> |

*Denotes semester-long course—all others are full-year courses

Eligibility for each course varies, and will be indicated by grades shown in parentheses.

YOUTH APPRENTICESHIP - Year-Long Elective Course (11, 12)

Wisconsin's Youth Apprenticeship (YA) program is designed for juniors and seniors to gain paid work experience while taking related instruction in a specific career pathway (1 FVTC course or 2 WHS courses). Students can apply as a Sophomore or Junior for the upcoming year. Students can do Youth Apprenticeship both junior and senior year.

FUNDAMENTAL FOODS 1 — Semester-Long Elective Course (9, 10, 11, 12)

In this class, you will learn the fundamentals of cooking! We will cover food safety and sanitation, with the opportunity to become ServSafe Handler certified. This is a food industry-recognized certification. We will then hop into knife cuts where you will demonstrate knife handling and various professional knife cuts. When cooking and baking we follow the action words in our recipe like whip, braise, saute and pan fry. We will explore what those terms mean to get a better understanding of what our recipe is telling us what to do. Most importantly, we cover altering recipes. This can be in the way of using equivalent measures, multiplying and dividing recipes, and determining ratios, number of batches, and cook time. We then move into a quick unit of kitchen utensils. Let's refresh your memory! Last, but certainly not least, we will enjoy a fun and creative plating and garnishing unit. Cooking is a lifelong skill. It's never too early to get better at it.

FOOD FOR LIFE — Semester-Long Elective Course (10, 11, 12)

Prerequisite: Fundamental Foods I

Want to learn about habits that promote a healthy life? This class goes beyond what we consume. We will dig into topics like convenience food products, what makes them so good? Can we recreate popular convenience foods at home? We will learn how companies currently market food to youth. What are their strategies? How can we use those strategies for the greater good? Lastly, we briefly cover food groups and the 8 food allergies. What are allergies and disorders that affect the digestive system? What foods are linked to those diagnoses? Join us for a fun, informative, and healthy culinary class!

GLOBAL EATING— Semester-Long Elective Course (10, 11, 12)

Prerequisite: Fundamental Foods I

Want to know where your favorite international foods come from? This is the right class for you! We begin in the U.S. by exploring Native American cuisine. This will lay a foundation of the origins of food. We then travel around the world learning about food customs, geography, etiquette and more! If there is time, we will end the class learning about the global influences on the United States Cuisine.

BAKING AND PASTRY ARTS — Semester-Long Elective Course (10, 11, 12)

Prerequisite: Fundamental Foods I

Want to learn how to bake? Come learn about the science behind these delicious chemistry labs! We begin the semester by learning about baking ingredients, common mixing methods and baking utensils. We then jump into quick breads (biscuits and coffee cake). We save the best unit for last, cakes! Crumb coat, frost, and decorate your own cake! The units in between are based on student preference.

HUMAN RELATIONS — Semester-Long Elective Course (11, 12)

Strong and healthy relationships are a vital part of life and successful relationships begin with you. This class will examine real world issues and concerns facing teens, young adults, and families. A variety of activities and creative projects will provide you with a knowledge base to create healthy relationships. You will leave this class with a better understanding of yourself and ways to maintain positive human relations.

EXPLORING HEALTH CAREERS— Semester-Long Elective Course (9, 10, 11, 12)

This course exposes students to a variety of health-related careers based on the five health science pathways. The course focuses on the past, present, and future of healthcare, healthcare systems, medical terminology, infection control, employability skills, cultural

diversity, and legal and ethical responsibilities. Speakers will be brought in from the community to share their work experiences in the health field. Students are required to complete a 3-hour job shadow in a healthcare career that interests them. (Alternative assignment would be to conduct a virtual interview and write a reflection about the experience)



BASIC INTERIOR DESIGN — Semester-Long Elective Course (10, 11, 12)

Earn 3 FVTC college credits for this course. See Note below. Course #10-304-125

TC-FVTC pending approval and/or re-approval

All students should be competent in the following knowledge, skills and behaviors by the end of the course: Examine the historic development of the Interior Design profession, Differentiate among architectural house styles, Relate the use of wood and joinery in Interior millwork and further production, Appraise quality furniture construction techniques, Design and present a basic lighting layout for a residential building, Calculate and specify wall covering for residential buildings, Calculate and specify carpeting for residential buildings and Calculate basic window treatments.

SCIENCE OF BAKING-Semester-Long Elective Course (11, 12)

Prerequisite: Fundamental Foods I and Baking and Pastry Arts

The curriculum provides a wide and in-depth look at baking ingredients, baking principals, and recipe makeup. Focuses on identifying, applying and interpreting the scientific concepts of the baking process. Topics include recipe conversion, scaling, measurement, baking terminology, equipment identification and use, timing, heat transfer, ingredient functionality, presentation and display. This course combines lab and lecture activities. This is a FVTC course.

INTRO TO FOOD PRODUCTION — Semester-Long Elective Course (11, 12)

Prerequisite: Fundamental Foods I & Baking Pastry Arts

In this class, formerly known as Foods 2, we will cover topics that include following a recipe in preparation of a variety of menu items, equipment use, cooking methods and terminologies, recipe conversion, and essentials of timing and coordination of service. Throughout the semester, you will demonstrate good personal hygiene and health habits in a laboratory setting including tasks like hand washing and sanitation of your kitchen space.

For labs, we will prepare, cook, and/or practice:

- ★ A variety of salads, dressings, and hors d'oeuvres
- ★ A variety of recipes using carbohydrates, vegetables, and proteins
- ★ Soups
- ★ Lunch and sandwich preparation
- ★ Meat, poultry, and seafood in food production
- ★ Healthy preparation techniques
- ★ Breakfast and egg cookery
- ★ Baking fundamentals

INFANT AND TODDLER DEVELOPMENT — Semester-Long Elective Course (9, 10, 11, 12)

Get 3 Technical College Credits for this class. Course #10-307-179

FVTC dual credit pending approval and/or re-approval.

Teaches infant and toddler development as it applies to an early childhood education setting. Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; analyze development of infants and toddlers (conception to thirty-six months); correlate prenatal and postnatal conditions with development; summarize child development theories; analyze the role of heredity and the environment; examine culturally and developmentally appropriate environments for infants and toddlers, examine the role of brain development in early learning (conception through thirty-six months); examine caregiving routines as curriculum, and examine developmental and environmental assessment strategies for infants and toddlers

CHILD DEVELOPMENT — Semester-Long Elective Course (9, 10, 11, 12)

Prerequisite: Infant and Toddler Development

Get 3 Technical College Credits for this class. Course #10-307-151

FVTC dual credit pending approval and/or re-approval.

This course is helpful in preparing for parenthood, caring for children, or for a career involving children. Study the development of a child from conception through pregnancy, infancy and preschool years. Learn about child development theorists and examine teen sexuality. Growth and development are studied from the social, physical, mental and emotional aspects. Students will evaluate children's toys, books, television shows, and movies. Students will also be engaged in multiple hands-on activities as well as creating Monsters for the Worryless Worry Monster Project that will go to each kindergartner in the district.

HEALTH SAFETY AND NUTRITION — Semester-Long Elective Course Offered in the Spring (10, 11, 12)

Prerequisite: Child Development

Get 3 Technical College Credits for this class. Course #10-307-167

FVTC dual credit pending approval and/or re-approval.

Students will be engaged in multiple hands-on activities as well as being involved in the community through observations/ working with children to aid in examining the topics of health, safety, and nutrition within the context of the early childhood educational setting. Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; examine governmental regulations and professional standards as they apply to health, safety and nutrition, plan a safe early childhood environment; plan a healthy early childhood environment; plan nutritionally sound menus; examine child abuse and neglect issues and mandates; describe Sudden Infant Death Syndrome (SIDS) risk reduction strategies, describe strategies to prevent the occurrence of Shaken Baby Syndrome (SBS), incorporate health, safety, and nutrition concepts in the children's curriculum.

FOUNDATIONS OF EARLY CHILDHOOD EDUCATION— Semester-Long Elective Course Offered in the Spring (11, 12)

Prerequisite: Child Development

Get 3 Technical College Credits for this class. Course #10-307-148

FVTC dual credit pending approval and/or re-approval.

The world is filled with careers that involve interaction with children. This course takes you beyond the classroom and into the lives of children. Foundation of Early Childhood Education is an excellent opportunity to gain useful information about children, their health and safety, meals and snacks, and much more. This course would be beneficial for anyone considering a career that involves interaction with children or anyone who plans to someday be a mother, father, aunt, or uncle. During the course students will be able to select a book of their choice to read throughout the semester and create a book report on it along with being engaged in multiple hands-on activities as well as being involved in the community through observations and working with children.

INTRODUCTION TO EDUCATIONAL PRACTICES— Semester-Long Elective Course (11, 12) (Pending Board Approval)

Prerequisite: Foundations of Early Childhood Education

Get 3 Technical College Credits for this class. Course #10-522-103

Students analyze preK-12 education in the United States, determine roles and responsibilities of school personnel, and explore current trends and best practices. Students identify how students learn and the foundations of lesson planning. Students analyze assessment

strategies, classroom management, and techniques for supporting learners. In this class, students will also go out into the community for a practicum experience to practice creating lessons and working with children.

TECHNOLOGY IN EDUCATION— Semester-Long Elective Course (9, 10, 11, 12) (Pending Board Approval)

Prerequisite: Infant & Toddler

Get 3 Technical College Credits for this class. Course #10-522-104

The focus of this course is for students to teach and learn with information and technology rather than about information and technology. The Wisconsin Department of Public Education (DPI) states that “Information and Technology Literacy is the ability of a teacher, working independently or with others, to use tools, resources, processes, and systems responsibly to access and evaluate information in any medium, and to use that information to solve problems, communicate clearly, make informed decisions, and construct new knowledge, products, or systems.” Students will analyze all aspects of information and technology literacy as well as begin their digital professional teaching portfolio.

CHILD & ADOLESCENT DEVELOPMENT— Semester-Long Elective Course (9, 10, 11, 12) (Pending Board Approval)

Prerequisite: Child Development

Get 3 Technical College Credits for this class. Course #10-522-106

The focus of this course is for students to teach and learn with information and technology rather than about information and technology. The Wisconsin Department of Public Education (DPI) states that “Information and Technology Literacy is the ability of a teacher, working independently or with others, to use tools, resources, processes, and systems responsibly to access and evaluate information in any medium, and to use that information to solve problems, communicate clearly, make informed decisions, and construct new knowledge, products, or systems.” Students will analyze all aspects of information and technology literacy as well as begin their digital professional teaching portfolio.

FVTC CERTIFICATIONS

Health Safety and Nutrition + Child Development=Teacher’s Aid Certification

Introduction to Educational Practices + Child Development + Technology in Education = Introduction to Education Certification

Healthcare Customer Service Certificate = Certification Is No Longer Offered After 2024-2025 School Year

HEALTH

HEALTH — Semester-Long Required Course (9)

This course is designed to help today’s teenagers and their future self, make choices that will help build and maintain a healthy lifestyle. This course is divided into six different units: General Health and Wellness, Nutrition, Mental and Emotional Health, Alcohol Tobacco and other Drugs, Healthy Relationships, Human Growth and Development.



MEDICAL TERMINOLOGY — Semester-Long Elective Course (11, 12)

Get 3 Technical College Credits for this class. See Note below. Course #10-501-101

FVTC dual credit pending approval and/or re-approval.

Focuses on the component parts of medical terms: prefixes, suffixes, and word roots. Students practice formation, analysis and reconstruction of terms. Emphasis is on spelling, definition and pronunciation. Introduction to operative, diagnostic, therapeutic and symptomatic terminology of all body systems, as well as systemic and surgical terminology.

HEALTHCARE CUSTOMER SERVICE CERTIFICATE (7 cr) Certificate number 61-509-1 (certification is no longer offered after 2024-2025 school year)

As a Healthcare Customer Service Representative, you'll be working with patients in a healthcare setting. You'll learn to provide excellent customer service by not only meeting but exceeding customer needs. Your training will include an understanding of medical terminology, communication skills, the use of technology in healthcare and the culture of healthcare.

(The following 3 courses need to be completed to earn this certificate)

- **DIGITAL LITERACY FOR HEALTHCARE — Semester-Long Elective Course Offered Even Years (11, 12)**

Get 2 Technical College Credits for this class. Course #10-501-107

Focuses on the use of technology in healthcare. Learners use common business software applications, including word processing, presentation, spreadsheet, and databases. Communication methods using technology are addressed. Learners gain experience with using the electronic health record (E.H.R.). Healthcare E.H.R. security issues, social media use, and digital healthcare resources are examined.

- **CONTEMPORARY PRACTICES OF HEALTHCARE- Semester-Long Elective Course Offered Odd Years (11, 12)**

Get 2 Technical College Credits for this class. Course #10-501-104

Introduces the culture of healthcare for students interested in working in various healthcare settings. Learners examine professionalism, interpersonal and written communication skills, problem-solving skills and patient privacy and confidentiality issues as they relate to healthcare.

- **MEDICAL TERMINOLOGY — Semester-Long Elective (FVTC, 3 college credits)**

Prerequisite: Juniors and Senior Status

See full description above

NURSING ASSISTANT PROGRAM

Nursing Assistant — 3 College credits/.75 high school elective credit (#30-543-300)

Prerequisite: Junior or Senior, cumulative credits earned, grade point average, attendance and behavior will be reviewed by the school counselor and principal to determine eligibility.

A nursing assistant is an essential member of the healthcare team. This program will help you learn how to provide for the personal care and comfort of people with health problems. You will learn to bathe, dress, feed, mobilize and transport people; obtain pulse and temperature; and report observations and reactions to the health care team. Nursing assistants prepare equipment, take care of the patient's room and keep patient records. In this role, you may assist clients with dementia and rehabilitation needs, and provide restorative care to help them maintain their independence. Upon completion, you'll be ready to take the certification exam. You will have a variety of employment options as a certified nursing assistant. Students are required to transport themselves to labs and clinicals.

Three years of mathematics are required to meet the graduation requirements. Most four-year colleges require Advanced Algebra for admission, and it is recommended that you take four years of mathematics to be the most successful in college classes. Many technical schools now require Geometry for admittance. The courses offered in the Math Department are listed below.

MATH

| Freshman | Sophomore | Junior | Senior |
|---------------------|------------------------------|---|---|
| Algebra Geometry | Geometry Advanced Algebra | Advanced Algebra Pre-Calculus Statistics AP Statistics | Advanced Algebra Pre-Calculus Statistics AP Calculus AB AP Calculus BC AP Statistics |

*Denotes semester-long courses—all others are full-year courses.

RECOMMENDED FOUR-YEAR MATH PLAN

| | Freshman | Sophomore | Junior | Senior |
|---------------------------------|-------------------------------|--|----------------------------------|--|
| Minimum Graduation Requirements | Algebra Algebra Strategies | Geometry | Advanced Algebra Statistics | |
| Technical College Bound | Algebra Algebra Strategies | Geometry Advanced Algebra (With department approval, both courses can be taken.) | Advanced Algebra Statistics | Pre-Calculus Statistics AP Statistics |
| Four-Year College Bound | Algebra | Geometry Advanced Algebra (With department approval, both courses can be taken.) | Advanced Algebra Pre-Calculus | Pre-Calculus AP Statistics Statistics AP Calculus |

| | | | | |
|---|--|---|--------------------------------------|---|
| High Math Four-Year College Bound (Looking for math or science-related careers) | Algebra Geometry (must have completed Algebra or have department approval) | Geometry and Advanced Algebra (Can take both with teacher approval) | Pre-Calculus and/or AP Statistics | AP Calculus AB AP Calculus BC AP Statistics Statistics |
|---|--|---|--------------------------------------|---|

ALGEBRA — Full-Year Course (9)

Algebra has been prepared to present a logical development of a first course in algebra that emphasizes the foundations of algebra and extends students' prior understanding of expressions, equations, inequalities and functions. Algebra students will investigate linear, exponential, and quadratic functions as well as their application to the world around them. This foundational course will supply you with the background needed for all higher mathematics and will strengthen mathematical practices needed for college and career readiness. On a daily basis, students will use problem solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others, sharing information, expertise and ideas.

ALGEBRA STRATEGIES — Full-Year Elective Course (9)

Algebra Strategies aims to support the development of mathematical practices while concurrently building student's mathematical stamina and number sense. The content of the course will focus on the review and application of key foundational mathematical concepts needed for success in high school algebra. Individuals who have been identified (Staff, and/or iReady) as needing extra support for Algebra 1 will be placed into an Algebra Strategies class that MUST be taken concurrently with Algebra. This support class will be a full-year course counting as one elective credit.

GEOMETRY— Full-Year Course (9, 10, 11)

Prerequisite: Algebra or Teacher Approval

Geometry aims to formalize and extend the geometry that students have learned in previous courses. It does this by focusing on establishing triangle congruence criteria using rigid motions and formal constructions, building a formal understanding of similarity based on dilations and proportional reasoning, developing the concepts of formal proof, exploring the properties of two- and three-dimensional objects, working within the rectangular coordinate system to verify geometric relationships, proving basic theorems about circles, and using the language of set theory to compute and interpret probabilities for compound events. On a daily basis, students will use problem solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others, sharing information, expertise, and ideas.

ADVANCED ALGEBRA- Full-Year Course (10, 11, 12)

Prerequisite: Algebra and Geometry

Advanced Algebra aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusions. On a daily basis, students will use problem solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others, sharing information, expertise, and ideas. This course is required for entrance into the University of Wisconsin System.

PRE-CALCULUS — Full-Year Course (10, 11, 12)

Prerequisites: Advanced Algebra with a "C" or better

In this course we study Trigonometry, Analytical Geometry, and other advanced topics that provide a good background for college mathematics. Analytic Geometry is the study of geometric lines and curves by means of their algebraic equations. Trigonometry is the study of angles and angle relationships.

NOTE: A TI-83 Plus graphing calculator is strongly recommended.

AP CALCULUS AB — Full-Year Advanced Placement Course (11, 12)

Prerequisite: Pre-Calculus

This honors course is meant for students who are planning to continue their math education at a more advanced level in college. Students study advanced algebraic functions, limits, derivatives, transcendental functions (including trigonometry, exponents, and logarithms), integration and applications. Some emphasis is on graphing calculators. A TI-83 plus graphing calculator is strongly recommended for this course. At the end of the course, you may take the AP Calculus test at an additional cost. Fee waivers may be available depending on financial need. Check with your school counselor to see if you qualify for a fee waiver. Upon successful completion of the AP test, you may be awarded college credits, at the discretion of the college in which you enroll, and might be able to enroll in more advanced mathematics courses in college, therefore freeing up time for other courses.

NOTE: Because this is a sequential course, you must pass the first semester in order to continue the second semester.

AP CALCULUS BC — Full-Year Advanced Placement Course (12)

Prerequisite: AP Calculus AB (grade of C or higher)

The AP Calculus AB course is a review of all topics covered in AP Calculus AB dealing with limits, derivatives, integrals, and applications. New topics are also studied, including advanced integration techniques, infinite series, power series, Taylor and Maclaurin series, and parametric equations. At the end of the year, students may take the AP Calculus BC test, which will also contain an AB subscore.

NOTE: Because this is a sequential course, you must pass the first semester in order to continue the second semester.

AP STATISTICS — Full-Year Advanced Placement Course (11, 12)

Prerequisites: Advanced Algebra with a C or higher and Department Approval

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course. At the end of the course, you may take the AP Statistics test at an additional cost. Fee waivers may be available depending on financial need.

NOTE: Because this is a sequential course, you must pass the first semester in order to continue the second semester.

STATISTICS - Full-Year Course (11, 12)

Prerequisites: Geometry

This is a year-long introductory non-calculus based college-preparatory course. The course will introduce students to the major concepts for collecting, analyzing, and drawing conclusions from data. Topics covered will include sampling, frequency and normal distributions, probability rules, hypothesis testing, confidence intervals, and sample size. Statistics may be taken concurrently with either Advanced Algebra, Pre-Calculus or AP Calculus.

MUSIC

The Wautoma High School Music Department believes in a well-balanced school curriculum in which all elements of music are included with the other academic areas of study. It is important that our students learn to appreciate, understand, create, and criticize with

discrimination those products of the mind, voice, and instrument that gives dignity to and exalts the spirit of humans. The creations of people's imagination represented in the fine arts must always be an essential element in a liberal education. The Music Department has a long tradition of excellence in both performance and the study of music.

Music plays a vital part in our school and communities, striving to give as many students as possible various musical experiences. Our Concert Band, Symphonic Band, Jazz Ensemble, and Concert Choir give many students opportunities for expression through performances in concerts, contests, and other activities. Eligibility for each course varies, and will be indicated by grades shown in parentheses.

CONCERT BAND — Full-Year Elective Course (9, 10, 11, 12)

Concert Band is an intermediate band class which requires a solid foundation of skills on one's primary instrument and a basic level of music literacy. Areas of musical literature are in rotation during the school year for various events including a homecoming performance, December concert, Solo & Ensemble festival at the end of February, a Classics concert in March, and a Pops concert in May. Students will have the option to perform at pep band events throughout the winter. Band Students participate in a short marching unit in early fall and should plan to attend band contact week at the end of August to prepare for the Labor Day Parade. Individual and small group lessons are available for students to further develop their instrumental skills. A full performance schedule will be sent home at the beginning of the year. Students will be expected to adjust their schedules to meet the above rehearsal, contest, and concert commitments.

SYMPHONIC BAND — Full-Year Elective Course (9, 10, 11, 12)

Audition/Instructor Consent Required. Symphonic Band is an advanced band class with fewer students in each part. Symphonic Band requires advanced instrumental skills and music literacy. Students will continue to progress in their musicianship by fine-tuning both their physical skills and their understanding and application of musical phrasings and composer directives. Areas of musical literature are in rotation during the school year for various events including a homecoming performance, December concert, Solo & Ensemble festival at the end of February, a Classics concert in March, and a Pops concert in May. Students will have the option to perform at pep band events throughout the winter. Band Students participate in a short marching unit in early fall and should plan to attend band contact week at the end of August to prepare for the Labor Day Parade. Individual and small group lessons are available for students to further develop their instrumental skills. A full performance schedule will be sent home at the beginning of the year. Extra rehearsals may be scheduled for big events (trip performances, parades, contests, etc.). Students will be expected to adjust their schedules to meet the above rehearsal, contest, and concert commitments. May not be offered every year.

JAZZ ENSEMBLE — Full-Year Elective Course (9, 10, 11, 12)

Prerequisite: Director's consent & current enrollment in Symphonic Band

The Wautoma band program provides an opportunity for students of the appropriate instruments to participate in a jazz ensemble that performs music in the jazz and rock idioms. The ensemble may perform at major jazz festivals in Wisconsin throughout the year. Membership in Jazz Ensemble is by audition and/or consent of the instructor. Other factors determining membership include maturity, attitude, and commitment to all performances. The class also allows for the study of improvisation and soloing techniques through the music repertoire along with an introduction to jazz history and genres of jazz. Jazz ensemble is not designed to be a stand-alone instrumental course. Students who gain permission to enroll in Jazz without being in a concert band must understand that they may need to do additional work outside of class to learn concepts not covered in the jazz curriculum.

ADVANCED INSTRUMENTAL MUSIC (AIM) (Ind. Study) — Semester Elective Course (10, 11, 12)

Prerequisite: Concurrent enrollment in Wind Ensemble and department approval.

Advanced Instrumental Music is a semester intensive study on a single instrument. Students will have weekly lessons. Guided practice will incorporate representative solo and study materials. Students will develop independent practice skills and dedicate time to

preparing a solo. Each class is tailored to individual student needs and wants and is especially helpful to students preparing to continue in music at the collegiate level.

CONCERT CHOIR — Full-Year Elective Course (9, 10, 11, 12)

The

Wautoma High School Concert Choir is open to all students interested in singing music. While a certain aptitude for music is necessary, we are more concerned with the willingness to work. No audition is necessary. The Concert Choir takes part in all concerts and concerts representing the school. Students will be afforded the opportunity to develop basic music skills such as tone development, music literacy understanding, and expressive music-making in a group setting. In addition, all choir students will have the opportunity for individual lessons. Full academic credit is granted on the basis of class time involved. All Choir students are expected to participate in all full-group activities, including rehearsals and some performances outside the school day. Such performances count heavily toward grades, equivalent to major tests in other subject areas. Our first major project of the school year is the production of a major musical. Participation in the musical is encouraged, but not required. Those that choose to participate will be involved in approximately two weeks of evening practices prior to the show.

Other events during the year include a December concert, optional participation in Solo/Ensemble Music Festival at the end of February, a Masterworks Concert in March, and April large-group Contest/Clinic, and a Pops Concert in May.

MUSIC FUNDAMENTALS — Semester Long Elective Course (9, 10, 11, 12)

Students interested in building their musicianship skills beyond the rehearsal setting in band and/or choir are encouraged to take music theory. Most of the learning will take place by means of online instruction and quizzing. There will be a rigorous amount of daily work, most of which can be finished during class time depending on the student's past music experience.

By the end of the semester, students will have learned note reading, rhythm and meter reading and counting, musical terms, major and minor scales and key signatures, recognition and performance of intervals, chord recognition and spelling, and the beginning levels of harmonizing scales. In addition to the notational component of the course, students will also be guided in their aural skill development as it relates to recognition and performance of the topics listed above.

Students that aren't sure they are ready for the rigor of the year-long advanced placement music theory course are encouraged to take this class for just one semester. There would be an option to switch to the AP class upon recommendation of the instructor. There would also be the opportunity to take the AP class the following year if high levels of success are had in this class. This class follows the curriculum of the AP course, but moves at a slower pace. The semester-long material of this course (18 weeks) is covered within the first twelve weeks of advanced placement music theory.

This class is also a recommended offering as a companion to advanced instrumental independent study.

AP MUSIC THEORY— Full-Year Advance Placement Elective Course (11, 12)

Prerequisite: Recommendation from Department

A major component of any college music curriculum is a course introducing the first-year student to musicianship, theory, musical materials, and procedures. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course, and participation in choir and/or band will help to solidify these concepts. Students will be demonstrating concepts using online resources (worksheets, quizzes, tests), written work, the voice, and piano. We will use the Solfege theory of sight-singing utilizing "movable" do. Necessary keyboard skills will be developed to play some homework assignments, harmonic progressions, and melodies. The student's ability to read and write musical notation is fundamental to this course. Students are encouraged to ask for as much additional help as possible, as we will be moving quickly on topics that build upon prior knowledge and compound in complexity. The work level is high and moves at a fast pace in order to cover the necessary material for the AP exam in May.

PHYSICAL EDUCATION

One and one-half credits of Physical Education are required for graduation from Wautoma High School. Activities presented with these courses are geared to enhance individual fitness. Eligibility for each course varies, and will be indicated by grades shown in parentheses.

FITNESS FOR LIFE — Semester-Long Course (9, 10)

Students must take this or Athletic Development Readiness before taking any other Physical Education class. Students will participate in a wide variety of lifelong fitness based physical activities while developing self-management skills that lead to adopting healthy lifestyles. This course will include flexibility exercises, weight training, and a variety of cardio-vascular workout sessions.

ATHLETIC DEVELOPMENT READINESS LEVEL — Semester-Long Course (9, 10, 11, 12)

Prerequisite: Participation in Extra-Curricular is Preferred

Taking this course is also an alternative prerequisite (in place of Fitness For Life) for any other Physical Education course for ninth and/or tenth grade students. This class covers basic to advanced weight training, flexibility, speed, plyometrics and general conditioning activities. Students will be required to keep a log of their lifting and performance tests. This class is primarily for student athletes participating in a co-curricular sport. If the student is not participating in a co-curricular sport, then he/she must have the instructor's approval.

ATHLETIC DEVELOPMENT UPPER LIMIT LEVEL — Semester-Long Course (9, 10, 11, 12)

Prerequisite: Athletic Development Readiness Level / Participation in Extra-Curricular is Preferred

(Students must have above a C to continue taking courses each semester.)

This course will stress the application of weight training and conditioning knowledge that has been gained in Readiness. Students will learn advanced weight training, Olympic lifts, flexibility, speed, plyometrics and general conditioning activities. Higher levels of achievement and intensity will occur as students work with the teacher to individually design personal lifting and conditioning training regimens. This class is primarily for student athletes participating in a co-curricular sport. If the student is not participating in a co-curricular sport, then he/she must have the instructor's approval.

ATHLETIC DEVELOPMENT STUDENT MENTOR— Semester-Long Course (11, 12)

Prerequisite: Complete at least four semesters of Athletic Development Upper Limit Level, or permission of instructor.

Students who have successfully completed four semesters of Athletic Development Upper Limit Level are eligible to take this class. Students will be assigned to either an Athletic Development Readiness Level or Upper Limit Level class and will assist the instructor to demonstrate, test-out and mentor other students.

FITNESS CHALLENGE I — Semester-Long Elective Course (10, 11, 12)

Prerequisite: Any Freshman PE course

This course is specifically designed to improve or maintain individual muscular endurance and strength. Cardio-vascular endurance, body flexibility, and nutritional eating habits will also be discussed and practiced. This will be done through use of the fitness center and a variety of strength and flexibility workouts such as the use of medicine balls, exercise bands, stability balls, and yoga. THIS CLASS MAY NOT BE REPEATED.

FITNESS CHALLENGE II — Semester-Long Elective Course (10, 11, 12)

Prerequisite: Fitness Challenge I

This course is specifically designed to improve or maintain cardiorespiratory endurance. Muscular endurance and strength, body flexibility, and nutritional eating habits will also be discussed and practiced. This will be done through use of the fitness center and a variety of aerobic workouts such as running, power walking, stepping and biking. THIS CLASS MAY NOT BE REPEATED.

LIFETIME ACTIVITIES— Semester-Long Elective Course (10, 11, 12)

Prerequisite: Any Freshman PE course

This course is designed for students who will enjoy becoming physically fit through a wide variety of Lifetime Activities such as: badminton, pickleball, table tennis, tennis, golf, Disc golf, biking, cross country skiing, snow shoeing, hiking, power walking, cardio kickboxing, in-line skating, aerobic workouts, flexibility exercises, and the use of the fitness center. THIS CLASS MAY NOT BE REPEATED.

TRADITIONAL TEAM SPORTS— Semester-Long Elective Course (10, 11, 12)

Prerequisite: Any Freshman PE course

Emphasis is placed on improving fitness levels through participation in traditional team sports. Various sports that will be played are: basketball, soccer, floor hockey, volleyball, flag football, and softball. THIS CLASS MAY NOT BE REPEATED.

ALTERNATIVE TEAM SPORTS — Semester-Long Elective Course (10, 11, 12)

Prerequisite: Any Freshman PE course

Emphasis is placed on improving fitness levels through participation in non-traditional and unique team sports. Various sports that will be played are: Tchoukball, dodgebee, dodgeball, throwball, ultimate Frisbee, speedball, kickball, and eclipse ball. THIS CLASS MAY NOT BE REPEATED.

ROCK CLIMBING AND OUTDOOR PURSUITS I Formerly called (FITNESS THROUGH ADVENTURE EDUCATION I)

Semester-Long Elective Course (10, 11, 12)

Prerequisite: Pass all previous PE courses

This course will provide opportunities for students to improve fitness levels through introductory beginner level indoor and outdoor adventure activities such as rock climbing, high ropes, team building, aerobic workouts, etc. THIS CLASS MAY NOT BE REPEATED. CLASS LIMIT: 20

ROCK CLIMBING AND OUTDOOR PURSUITS II Formerly called (FITNESS THROUGH ADVENTURE EDUCATION II)

Semester-Long Elective Course (10, 11, 12)

Prerequisite: Pass all previous PE courses and must have completed Adventure Education I with a “C” or better

This course will build upon the knowledge and skills gained in Adventure I. Students will improve fitness levels through intermediate/advanced indoor and outdoor adventure activities such as rock climbing, high ropes, team building, biking, hiking, orienteering, geocaching, aerobic workouts, etc. THIS CLASS MAY NOT BE REPEATED. CLASS LIMIT: 20

SCIENCE

Three credits of science are required to meet the graduation requirements. The requirement may be met by selecting from the science courses shown below. If you plan to attend a four-year college four credits of science are recommended. Once you have selected a starting point for science courses, you may NOT backtrack and take a lower level class without permission from your school counselor or the department.

| | | | |
|----------|-----------|--------|--------|
| Freshman | Sophomore | Junior | Senior |
|----------|-----------|--------|--------|

Biology
Advanced Biology

Chemistry I
Physical Science

AP Biology
Human Anatomy & Physiology
Environmental Science
Chemistry I
AP Chemistry
AP Physics

AP Biology
Human Anatomy & Physiology
Environmental Science
Chemistry I
AP Chemistry
AP Physics

*Denotes semester-long course--all others are full-year courses

RECOMMENDED FOUR-YEAR SCIENCE PLAN

| | Freshman | Sophomore | Junior | Senior |
|--|-----------------------------|---------------------------------|--|--|
| Minimum Graduation Requirements | Biology | Physical Science or Chemistry I | Environmental Science or | |
| Four-Year College Bound | Biology or Advanced Biology | Physical Science or Chemistry I | Environmental Science, Human Anatomy & Physiology, AP Biology, AP Chemistry, or AP Physics | Environmental Science, Human Anatomy & Physiology, AP Biology, AP Chemistry, or AP Physics |
| High Math Four-Year College Bound (Planning for math or science-related careers or attending a competitive college such as UW-Madison or UW-LaCrosse) | Advanced Biology | Chemistry I | Human Anatomy & Physiology AP Physics AP Biology AP Chemistry | Human Anatomy & Physiology AP Physics AP Biology AP Chemistry |

Eligibility for each course varies, and will be indicated by grades shown in parentheses.

BIOLOGY — Full-Year Course (9)

This course is primarily a study of plant and animal groups, the relationship that exists between them and their importance to humans. It deals with the structure and function of living things, the principles that govern life, and health and an understanding of many adaptations which living things have made to their environment. Project and laboratory work is included to introduce the student to scientific investigation and problem solving.

ADVANCED BIOLOGY — Full-Year Course (9 - Pre-Approval)

Prerequisite: Admission based on Department Recommendation and standardized test results in English and Math.

Advanced biology is a writing intensive, research-based class that is primarily a study of plant and animal groups, the relationship that exists between them and their importance to humans. It deals with the structure and function of living things, the principles that govern life, and health and an understanding of many adaptations which living things have made to their environment. Students will be expected to do independent research, present findings to class via google presentation, perform independent laboratory and field experiments, and write scientific Lab Reports.

PHYSICAL SCIENCE - Physical Science — Full-Year Course (10, 11, 12)

Prerequisite: Recommended: Algebra and Biology (C average or higher)

This course is designed to introduce students to the fundamental concepts of matter, energy, and the interactions between them. Throughout the course, students will explore topics such as the properties of materials, the laws of motion, forces, energy transformations, and the basics of chemistry. This course will also include an introduction to Earth science with a focus on the Earth's changes over time and Earth's place in the universe. Through hands-on experiments, engaging discussions, and collaborative projects, students will develop critical thinking skills and a deeper understanding of the physical world around them.

CHEMISTRY I— Full-Year Course (10, 11, 12)

Prerequisite: Recommended: Algebra and Biology (C average or higher, but a B or higher is highly recommended).

Chemistry I is a fast paced analytical laboratory course for college-bound students with strong mathematical operation skills. Those students that plan on going into science-related occupations will need Chemistry I for admission into many university programs. Students who struggled in Biology or Algebra should consider enrolling in Physical Science and then take Chemistry I the following year to gain the mathematical operation skills necessary for Chemistry I.

Note: Because all chemistry classes are sequential, you must pass the first semester to continue the second semester.

AP CHEMISTRY — Full-Year Advanced Placement Course (11, 12)

Prerequisite: Chemistry I (grade of "C" or higher) and Advanced Algebra (Completed or concurrent enrollment)

AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy. AP Chemistry is intended for college-bound students that are interested in an occupation which requires a strong background in chemistry, such as medicine and engineering. AP Chemistry continues on the foundation built in Chemistry I and requires strong mathematical operation skills.

HUMAN ANATOMY AND PHYSIOLOGY— Full-Year Course (11, 12)

Prerequisite: Biology and Chemistry I or Physical Science (C or better)

This course is intended to meet the needs of a student who desires a more technical background in human biology. The course is designed for students who are going to pursue a career in professional areas related to the biological sciences and medical fields. The course will provide a detailed study of the structure, function and development of the human body.

AP BIOLOGY — Full-Year Advanced Placement Course (11, 12)

Prerequisite: Biology and Chemistry I

The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry as well. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. At the end of the course, you may take the AP test at an additional cost. Fee waivers may be available depending on financial need. Check with your school counselor to see if you qualify.

ENVIRONMENTAL SCIENCE — Full-Year Course (11, 12)

Prerequisite: Biology

Environmental Science is a course that introduces students to the relationships between plants and animals and the nonliving environment in which they coexist. Students in Environmental Science will have the opportunity to learn via lecture, reading, experimentation, dissection and inquiry. It is expected that students will have a basic understanding of various biological terms and concepts, which we will use as a foundation to build a greater understanding of ecological principles. The following units will be covered: Unit 1: Introduction to Environmental Science and Terrestrial Biology, Unit 2: Aquatic Biology, Unit 3: Marine Biology, Unit 4: Planetary Biomes and Environmental Dilemmas

PHYSICS - Full-Year Course (11-12)

Prerequisite: Biology and/or Physical Science

GOALS: Students will learn principles of Physics and will use the associated mathematics. Students will recognize that technicians must understand basic technical principles, that these principles undergird the world of technology, and that these principles apply to the mechanical, fluid, electrical and thermal energy systems found in technological devices. Students will develop confidence in their ability to understand and apply scientific concepts and principles.

SOCIAL STUDIES

To meet the Social Studies requirement for graduation you must earn a minimum of 3 credits.

NOTE: You may choose to enroll in added elective courses beyond the minimum required. The courses offered in the Social Studies Department are listed below.

| Freshman | Sophomore | Junior | Senior |
|----------------------------|--|---|---|
| Survey of American History | Contemporary-American History 1898-1939* Contemporary-American History 1939-present* World History I* World History II* | Civics* World History I* World History II* World Religions* Global Studies* American Economics* Behavioral Science – Sociology* (teacher approval for juniors) AP US History | World History I* World History II* Global Studies* World Religions* American Economics* Behavioral Science – Sociology* Intro to Psychology* AP US History |

*Denotes semester-long course—all others are full-year course,

RECOMMENDED FOUR-YEAR SOCIAL STUDIES PLAN

| | Freshman | Sophomore | Junior | Senior |
|---------------------------------|----------------------------|--|--|--|
| Minimum Graduation Requirements | Survey of American History | Contemporary American History 1898-1939* Contemporary American History 1939-present* | Civics* and World History I*, World History II*, World Religions or Global Studies* | |
| College Bound | Survey of American History | Contemporary American History 1898-1939 Contemporary American History 1939-present* World History I*, World History II*, American Economics* | Civics* and World History I* World History II* Global Studies* American Economics* AP US History | AP US History Behavioral Science-Sociology* Intro to Psychology* |

Eligibility for each course varies, and will be indicated by grades shown in parentheses.

SURVEY OF AMERICAN HISTORY — Full-Year Required Course (9)

This one-year introductory course in American history begins with 15th century European colonization, revolution and independence, the development of our young nation, westward expansion, sectionalism and slavery, civil war, reconstruction, and culminates with the immigration and industrialization of our society at the turn of the 20th century.

CONTEMPORARY AMERICAN HISTORY 1898-1939 — Semester-Long Required Course (10)

Prerequisite: Pass at least one semester of Survey of American History

A study of American history from the onset of the Spanish American War through World War I and concluding with a study of the Great Depression.

CONTEMPORARY AMERICAN HISTORY 1939-PRESENT— Semester-Long Required Course (10)

Prerequisite: Pass at least one semester of Survey of American History

Studies the rise of the dictators Hitler and Mussolini that leads into America's involvement in World War II. It also covers such events as the Cold War, Korean Conflict, Vietnam Conflict, and the Watergate scandal.

CIVICS— Semester-Long Required Course (11)

Prerequisite: Pass both semesters of Survey of American History

Civics is the study of the rights and duties of citizenship. This course will specifically focus on those rights and duties as they apply to the American government. The responsibilities of U.S. citizens in a democratic society will be explored. Students will also take an in-depth look at the interpretation of the principles in the U.S. Constitution and the government structure it sets up, including the three branches of government. Each branch's role and structure will be studied. An examination of the U.S. political system will give students a look at topics such as political parties, voting, and the election process. An introduction to state and local governments will also take place in this course. This course will conclude with a look into current issues in U.S. politics and government.

CIVICS SAFETY AND ENGAGEMENT— Semester-Long Required Course (9, 10, 11, 12)

Overall, students will leave the course with a well-rounded understanding of civic safety and engagement, equipped with practical skills and knowledge to actively participate in and contribute to their communities. The intended student learning outcome for the proposed course include: understand local government structures, laws and procedures., apply safety protocols, navigate the voting process, understand taxation and financial responsibilities, access and utilize housing services, participate in civic meetings and processes, engage with public works and infrastructure, interact with community service, and demonstrate civic responsibility and advocacy.

WORLD HISTORY I — Semester-Long Course (10, 11, 12)

Prerequisite: Pass both semesters of Survey of American History

Explores prehistory and the rise and fall of ancient pastoral and classical civilizations, examines the development of the world's great religions. The course topics include Egypt, India, China, Greece, Rome, as well as some subtopics such as the rise of the Mongols.

WORLD HISTORY II — Semester-Long Course (10, 11, 12)

Prerequisite: Pass both semesters of Survey of American History

World History II examines the history of western civilization from the end of the 18th century to the present. The course is thematic, focusing on revolutions (American, French, Russian, and Chinese) and war (WWI, WWII, Korea, Vietnam, and the Middle East). Alternative assessments require independent and collaborative effort.

GLOBAL STUDIES — Semester-Long Course (11, 12)

Prerequisite: Pass both semesters of Survey of American History

Global Studies introduces high school students to an introductory class on human and cultural geography. The content is presented thematically rather than regionally and is organized around the disciplines main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions,

with an emphasis on understanding the world we live in today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction.

AP College Board Description: (Edited for General Class Use)

Global Studies introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Furthermore, students will cultivate their understanding of human geography through data and geographic analyses as they explore topics surrounding population and migration, cultural patterns and processes, political organization, agricultural development, and economic development centering around urbanization, industrialization and overall land use. Our focus will be on the world as it is today, but will also draw from historical events and processes that have also shaped the current world we live in today.

AMERICAN ECONOMICS — Semester-Long Course (10 – Pre-Approval from Department, 11, 12)

Prerequisite: Pass both semesters of Survey of American History

Do you use money? Are you interested in learning more about American capitalism? This course will look at labor, land, and investments, of money, income, and production, and of taxes and government expenditures. We will look at measuring quality of life, how it may increase over time, and compare the quality of life of the rich and the poor.

AP US HISTORY— Full-Year Advanced Placement Course (11, 12)

Prerequisite: Survey of American History, Contemporary American History 1898-1939 and Contemporary American History 1939-present with a grade of B or higher, and instructor approval

This is a survey of American History from Columbus' arrival to the 1980's. This course is focusing on advanced study skills including reading, writing and critical thinking. Course goal is to prepare students to take the AP U. S. History exam in the spring. This course is designed to be the equivalent of the basic U. S. History courses taken during the first year of college. This will be a fast-paced course with a large amount of required reading. At the end of the course, you may take the AP test at an additional cost. . Fee waivers may be available depending on financial need. Check with your school counselor to see if you qualify. Upon successful completion of the AP test, you may be awarded college credits, at the discretion of the college in which you enroll.

Note: Because this is a sequential course, you must pass the first semester in order to continue the second semester.

BEHAVIORAL SCIENCE-SOCIOLOGY— First-Semester Elective Course (11 w/Pre-approval from Department), 12)

Prerequisite: Pass all previous Social Studies courses

Intended primarily for the 2-year or 4-year college-bound students, the course studies the nature of human relationships and group behavior. The first part of the course covers such topics as cultural make-up, theories of deviance, socialization, and sociological perspectives. The second part of the course covers specific social problems such as crime, racism, class stratification, and poverty.

INTRO TO PSYCHOLOGY — Second-Semester Elective Course (11 w/pre-approval, 12)

Prerequisite: 2.5 grade point average in all Social Studies courses or instructor approval

This course is intended primarily for the 2-year and 4-year college-bound students and is set up like a first year college Psychology class. The course studies individual behavior. It covers topics such as sensation, perception, learning, memory, intelligence, motivation, and emotion.

TECHNOLOGY & ENGINEERING EDUCATION

Technology and Engineering Education provides opportunities for students in many highly skilled, highly compensated trades. Students must be prepared to face the technological society in which they live with greater understanding and adaptability. The demand for skilled men and women is ever increasing as technology continues to advance. The Technology and Engineering Education department offers courses incorporating a variety of technologies and activities to provide students with an introduction to several different careers. Both men and women are strongly encouraged to participate in at least one Technology and Engineering Education course during their high school career. The courses incorporate many hands-on activities and offer additional opportunities for students to connect with industry beyond the classroom. Introduction to Technical Education will be a prerequisite for all classes unless otherwise noted, or with instructor permission. Note: Students are required to provide safety glasses. Glasses can be purchased from the Technology & Engineering Education department for approximately \$3.00.

| CAREER PATHWAYS | | | | |
|---|---------------------------|---------------------------|--|--|
| | Freshman | Sophomore | Junior | Senior |
| Construction, Design, and Engineering Careers | Engineering & Technology* | Manufacturing Enterprise* | Adv. Engineering & Technology* | Introduction to Graphic Software, Design, & Printing |
| Manufacturing Careers Business Operations | Engineering & Technology* | GMAW Welding Certificate* | SMAW / GTAW* and/or FCAW / Welding Sculptures* | Introduction to Graphic Software, Design, & Printing |
| | Engineering & Technology* | GMAW Welding Certificate* | SMAW / GTAW* and/or FCAW / Welding Sculptures* | Welding Production Youth Apprenticeship |
| Service Industry Careers | Engineering & Technology* | Manufacturing Enterprise* | GMAW Welding Certificate* | SMAW / GTAW* and/or FCAW / Welding Sculptures* |

*Denotes semester-long courses—all others are full-year courses.

Eligibility for each course varies, and will be indicated by grades shown in parentheses.

ENGINEERING AND TECHNOLOGY— Semester-Long Elective Course (9, 10, 11, 12)

The Engineering and Technology course is an introductory course. This STEM driven course provides the students with an overview of engineering and technology including: insight into careers in the engineering and technology fields, the different methods used in the engineering design process, developing fundamental technology and engineering literacy. Through engaging activities and hands-on project based activities, students are introduced to the following concepts: elements and principles of design, basic engineering, problem solving, and teaming. Students apply research and development skills and produce physical and virtual models. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Students will demonstrate the skills and knowledge they have learned through various project based activities while using an engineering design process.

INTRODUCTION TO GRAPHIC SOFTWARE, DESIGN AND PRINTING— Full-Year Elective (11,12)

Earn 4 NTC college credits for this course (optional) / 1 HS Elective Credit

This course combines discussions and lab activities with an emphasis on hands-on learning. Field trips are included to acquaint students with the industry and primary printing processes. Students produce these popular publications/projects via various printing methods:

| | |
|---|--|
| WHS Athletic Program Covers | Commemorative Homecoming Program |
| Fall Musical Promotional Materials/Playbill | Spring Play Promotional Materials/Playbill |
| WHS Senior Award Night Program Cover | Graduation Program |
| Graduation Tickets | WHS Diplomas |
| Screen Printing Project | History of Print Exhibit |

This course covers the content of two NTC classes:

- Introduction to Graphic Software and Design 10-204-121 (2 credits)

Introduces the concepts and techniques involved in typography and design. Learners explore the principles of design to create layouts that are organized, attract the intended audience and work in producing the intended results. The learners will do this while also learning about various graphic design software programs.

- Introduction to Printing 10-204-112 (2 credits)

Explores the basics of printing and the printing industry. Students will learn about the demand for printed products, the printing industry and all steps involved in the printing process. Actual printing projects will be produced by each student.

Disclaimer: Technology and Engineering courses above are not offered in the 2024-2025 academic year.



WELDING

Get the skills you need for a high-demand, entry level career in welding. Your training will cover environmental work and personnel hazards common with the industry and proper personal protection methods. Students will also perform common tasks essential to utilization of the Welding Lab. Four welding processes are offered, but students will earn an introductory GMAW Welder, Basic certificate after one semester. This program offers additional co-op work experiences through Youth Apprenticeship and the opportunity to earn additional credits towards another degree through two additional semesters of coursework and Start college now. Earn FVTC college credits for each course. The welding courses are taught by an instructor from Fox Valley Technical College. CLASS LIMIT: 12

Note: Upon successful completion of the Welding courses, students will earn transcribed (dual) credit from Fox Valley Technical College.

Important Note: Wautoma High School pays a fee each semester for students enrolling in the Welding courses, plus the cost of any books and materials necessary. The school is responsible for payment of the fees as long as the student successfully completes the course. If the student fails the course, or drops the course after the course starting date, the student will be responsible for reimbursing the school for the fees paid.

BASIC GMAW WELDER CERTIFICATE — 5 Credits (certificate number: 61-621-1) 1 semester

Must complete all 4 courses below with a C average to earn the GMAW certificate. Meets daily at the FVTC Wautoma Regional Center

- Welding/Metal Fab Intro & Safety - #10-621-105 (1 credit)

Provides instruction in welding and metal fabrication safety. Students will identify environmental work and personnel hazards common with the industry and proper personal protection methods. Students will also perform common tasks essential to utilization of the welding and metal fabrication lab.

- WELD PRINT READING - #10-621-108 (1 credit)

Provides practice in reading shop drawings. Topics include orthographic projection, auxiliary views, resolved sections, surface and centerline relationships, isometric drawings, scale drawing tolerance.

- WELD SYMBOLS – #10-621-114 (1 credit)

Teaches students to interpret detailed weld symbols using American Welding Society standard.

- GMAW TECHNIQUES I - #10-442-123 (2 credits)

Demonstrate welding on steel sheet metals and plates. Emphasis is placed on axial spray transfer, pulse spray and short circuit mode of transfer. Upon completion of this course, the student will be able to weld in all positions, read basic weld symbols, and have an understanding of written welding procedures.

WORLD LANGUAGES

Learning another language helps students acquire an appreciation for other cultures and peoples. In addition, attaining fluency in a foreign language can also enhance one's job opportunities in the future. Some four-year colleges also require two years of a single foreign language for admission. UW Madison requires 2+ years of a single world language for admissions (3-4 years minimal is strongly recommended)

SPANISH I — Full-Year Elective Course

Students attain basic proficiency in the Spanish language via the conversational approach. A variety of activities provide practice in speaking, listening, reading, and writing Spanish. An introduction to the cultures of Spanish-speaking countries is included.

SPANISH II— Full-Year Elective Course

Prerequisite: Spanish I

The basic skills of Spanish are reviewed and further developed. More advanced concepts are added and the study of culture is also continued.

SPANISH III— Full-Year Honors Elective Course

Prerequisite: Spanish II

Emphasis is on reading skills and practical use of the language. The spoken language is also emphasized. Much of the class is conducted in Spanish. Many hands-on activities are required, i.e. posters, fliers, demonstrations.

SPANISH FOR NATIVE SPEAKERS I— Full-Year Elective Course

Prerequisite: Department approval.

This year-long world languages course is designed to develop and challenge students' ability in speaking, reading, writing, listening, and culture development in Spanish. It offers Spanish-speaking students an opportunity to study Spanish formally in an academic setting in the same way native English-speaking students study English language arts. The course allows students to reactivate the Spanish they have learned previously and develop it further, to learn more about their language and cultural heritage, to acquire Spanish literacy skills, to develop or augment Spanish academic language skills and to enhance career opportunities.

SPANISH FOR NATIVE SPEAKERS II— Full-Year Elective Course

Prerequisite: Spanish for Native Speakers I

A continuation of Spanish for Native Speakers I, this is a year-long world languages course designed to develop and challenge students' ability in speaking, reading, writing, listening, and culture development in Spanish. It offers Spanish-speaking students an opportunity to study Spanish formally in an academic setting in the same way native English-speaking students study English language arts. The course allows students to reactivate the Spanish they have learned previously and develop it further, to learn more about their language and cultural heritage, to acquire Spanish literacy skills, to develop or augment Spanish academic language skills and to enhance career opportunities.

TRANSLATION AND INTERPRETATION— Full-Year Elective Course (11, 12)

Prerequisite: Spanish III or Spanish for the Native Speaker II

With the growing prevalence of Spanish in our community, the need for translators and interpreters continues to rise. The translation and interpretation course has been developed to equip students with the necessary knowledge, tools and abilities to effectively interpret and translate between English and Spanish. During the first semester of the course, the focus will be on translating and interpreting from English to Spanish; however, as you progress through the course, there will be increasing emphasis on working from Spanish to English as well. During the second semester, you will participate in experiences in which you will gain authentic experiences in the community as an interpreter and translator. Not only will you provide an important service to community members, businesses, and organizations, but you will also acquire valuable experiences and apply what was learned in the classroom.

AP SPANISH — Full-Year Advanced Placement Elective Course (11, 12)

Prerequisite: Spanish III (with a "C" or higher) and Department Approval

This course allows students to explore various topics while continuing the development of their Spanish language skills. Students will plan for their future, discussing possible career paths, and the importance of education. They will discuss what being a hero means, and identify historical figures in the Spanish-speaking world. Students will discuss medicine and health care access across the Spanish-speaking world, as well as different alternative health practices being used. Fashion and architecture of the Spanish-speaking world will be explored to help define beauty and ascetics. They will understand and explore the different economic issues across the Spanish-speaking world and discuss how social media and technology have changed how people connect with one another and the differences throughout the Spanish-speaking world. Students will practice listening, reading, speaking, and writing skills in order to effectively communicate in Spanish. They will read articles from Spanish magazines and newspapers and Internet websites to keep them up-to-date on what is happening in the Spanish-speaking world. Selections from Spanish literature will be featured reflecting a variety of authors and styles of writing. Students will listen to a variety of Spanish speakers discussing their perspectives on everyday life, movies, music, current events in the Spanish-speaking world, and issues of global importance.

Note: Because this is a sequential course, you must pass the first semester in order to continue the second semester.

DISTANCE LEARNING OPPORTUNITIES

Distance Learning allows students a unique opportunity to take courses that are not offered in the Wautoma High School curriculum. Distance Learning courses are very different from normal classroom learning. Instruction is offered through live, interactive video and audio. The instructor is off site, and communication is accomplished through live conversation, FAX machine, telephone and email. Teachers at other high schools in the network teach some courses, while faculty at a technical college or university teach others.

For each course, Wautoma High School pays a fee each semester, plus the cost of any books necessary. The school is responsible for payment of the fees as long as the student successfully completes the course. If the student fails the course, or drops the course after the course starting date, the student will be responsible for reimbursing the school for the fees paid.

Requirements for High School Distance Learning courses:

- 1. Junior or Senior status.
- 2. Cumulative GPA 2.0 or higher (see below for other GPA requirements)
- 3. Positive behavior record
- 4. Positive attendance record – no more than 5 absences per semester in sophomore or junior year
- 5. Taken courses the WHS offers that is on a similar pathway
- 6. Permission of the Principal

Requirements for Technical College Distance Learning courses offered by FVTC and NWTC:

- 1. Junior or Senior status.
- 2. Cumulative GPA 2.0 or higher (see below for other GPA requirements)
- 3. Positive behavior record
- 4. Positive attendance record – no more than 5 absences per semester in sophomore or junior year
- 5. Permission of the Principal

Please note that some distance learning courses may overlap two or more class hours.

Distance Learning courses that originate at a Technical College or a University are COLLEGE-LEVEL courses. College-level courses are significantly more challenging than high school courses, and require a great deal more effort on the part of the student. The administration will examine a student’s past performance, attendance and behavior to determine if the student will be allowed to enroll in a college-level distance learning course. You must also be aware that, since these are college-level courses, you will receive a college transcript from the technical college or university where the course originates, and that if you earn a grade below a C, it could result in your being placed on probation when you enter college, and may even affect your ability to be accepted into the college of your choice. Also, some originating schools may have school calendars that differ significantly from our district calendar. Students enrolled in Distance Learning courses may be required to attend these classes when the remainder of Wautoma High School is not in attendance. Poor attendance in college-level courses may result in the college dropping you from the class, and you will receive an F on both your high school and college records.

Some of the Distance Learning courses may eventually be eliminated due to lack of student interest or other scheduling conflicts. Please choose alternate classes in the event one or more Distance Learning courses are canceled. Some courses overlap more than one class period, which may reduce the number of classes you are able to enroll in.

CERTIFICATE OPPORTUNITIES

HEALTHCARE

Certified Nursing Assistant (CNA) – 3 credits

This program helps you learn how to provide for the personal care and comfort of people with health problems. Upon completion, you’ll be ready to take the certification exam. You will have a variety of employment options as a certified nursing assistant (CNA)

FVTC Healthcare Customer Service Representative

Learn to provide excellent Customer service in a health care setting. You’ll be instructed on how to not only meet but to exceed customer needs. All courses in this certificate may be applied toward the Medical Assistant technical diploma program.

- Medical Terminology (3 credits) #
- Digital Literacy Healthcare (2 credits)

- Culture of Healthcare (2 credits)

HUMAN SERVICES

FVTC Teacher Aide Certificate – 6 credits

The Teacher Aide certificate will prepare you to work in a variety of early childhood settings. This certificate is a good fit for you if you're looking to satisfy the state of Wisconsin entry-level requirements for Licensed Group Care Centers.

- Health Safety & Nutrition (3 credits) #10-307-167
- Child Development (3 credits) #10-307-179

FVTC Workplace Communications Certificate-8 credits

Learn how to write business documents, use Microsoft Office products and employ essential oral interpersonal skills. You'll gain an understanding of direct and indirect business communication, public speaking, listening, as well as features in Outlook, Word, Excel and PowerPoint. You can then apply these skills in professional workplace settings such as:

Customer Service representative, front desk coordinator, data entry assistant, and/or communications assistant.

- MS Office Suite, Introduction (2 credits) #10-103-120
- Written Communication (3 credits) #10-801-195
- Oral/Interpersonal Comm (3 credits) #10-801-196

MANUFACTURING

FVTC GMAW Welder, Basic Certificate – 5 Credits

Get the skills you need for a high-demand, entry-level career in welding. Your training will cover environmental work and personnel hazards common with the industry and proper personal protection methods. You'll learn how to read shop drawings, interpret detailed weld symbols and will receive hands-on training in welding on a variety of materials and positions.

- Please see page 32 of this handbook for more details and a list of courses.

TRANSPORTATION

FVTC CDL Certificate– 5 credits

There's a high demand for professional truck drivers, and this program will help you earn your Class B commercial driver's license. You'll learn to operate various types of vehicles such as van body, stake body and dump body delivery trucks. As a professional truck driver, you are responsible for the safe, efficient delivery of goods between locations. You'll have lots of time behind the wheel learning how to maneuver trucks into tight parking spaces, through narrow alleys and up to loading platforms. You'll develop backing and driving skills through classroom, lab, range and roadway experiences. Communications with fellow drivers, dispatchers, shippers, mechanics and law enforcement personnel will also be covered. In addition, you'll learn how to complete the necessary paperwork and appropriate inspections. You'll get the skills you need to hit the road.

- Class B CDL-Range and Road (3 credits) #30-458-306
- Commercial Driver's License-Theory (2 credits) #30-458-301

Career Readiness: Employability Skills & Work Release

The Employability Skills Program offers seniors the opportunity to learn work skills through a work-based learning experience. Students can work for either one or two semesters of their senior year, earning both high-school credits (maximum 1 credit per semester) and wages at the same time. In order to participate in the Employability Skills Program students must:

1. Maintain positive attendance and positive disciplinary records during junior year and throughout senior year
2. Earn a minimum of 19 credits by the end of junior year
3. Prior to the first day of the first semester a student is enrolled in Employability Skills, the student must:

- Secure a job that will allow you to work during Work-Study hours for the entire time enrolled in the Employability Skills Program. (Students will be required to find their own jobs prior to participating).
- Talk to your employer about Employability Skills to find out if they will agree to be part of the Employability Skills Program.
- Sign and turn in the Employability Skills Agreement. (You may obtain this agreement from the school to work coordinator).

Credits for Employability Skills are calculated based on hours worked with 90 hours equal to 1 credit. Students are required to meet with the School to Work Coordinator to turn in copies of pay stubs showing hours worked to account for their time.

Students enrolled in the Employability Skills Program will also receive a certificate of completion from the State.

Employability Skills — One or two semester elective (12)

Prerequisite: 19 credits earned by end of junior year and Principal's permission

This course WILL NOT be included in the student's grade point average calculation.

Employability Skills is open to seniors only. Seniors must obtain a job that will employ them during hours of the school day and work at least 90 hours throughout each semester. Credits earned, behavior and attendance are among the factors considered in determining students' eligibility for the program. Students must maintain good attendance, and have few disciplinary problems. Students must be enrolled in a minimum of 6 classes in order to remain eligible for Employability Skills.

Work Release – One or two semester option (12)

Prerequisite: All credits (24) obtained and on track for graduation. Must be 18 years of age or older.

Students who are 18 years of age or older by the start of either first or second semester may be eligible for Work Release. All credits towards graduation need to be earned or in progress with passing scores for a student to receive Work Release hours scheduled in their schedule. However, no credits are given towards progress for work release.

TEACHER ASSISTANT PROGRAM (TA)

This program is open to seniors only. Students may apply to be a student assistant if they meet the following criteria:

- Minimum of a 2.5 cumulative grade point average after first semester junior year
- Must have a positive disciplinary record and positive attendance history.
- Must be approved by administration

Once a student has signed up to be a teacher assistant, the list of prospective assistants will be evaluated based on the teachers' needs, the students' strengths academically and for potential to be a positive leader in the school. Potential student assistants may be given a variety of assignments, which may include the following:

1. Special Student Assistants – students may be assigned to work one-on-one with a special needs student, or within a classroom, they may be assigned to work with small groups of students with special needs to assist them in learning skills such as cooking, leisure activities, household chores, etc. as assigned by the supervising teacher.
2. Student Assistants – teachers are given a list of available student assistants, and the teachers make their selections. Student assistants help the classroom teacher in performing a variety of classroom duties, which may include tutoring other students, taking attendance (students may NOT enter information in the computer system), correcting assignments, running errands within the building, and other tasks assigned by the teacher.

Students are NOT guaranteed a position. If they are not selected to be an assistant in one of the above categories, the student must schedule another class instead. The Student Assistant time may NOT be used as a study hall. Students who fail to maintain positive attendance and discipline records may be removed from the student assistant program, receiving a grade of F, at the discretion of the

teacher or administrator. Students who successfully pass the requirements will receive .25 credits for each semester. The pass/fail grade received for student assistants will NOT affect a student's grade point average.

OPTIONAL STUDY HALL - JUNIORS/SENIORS ONLY

Students may have one study hall in their schedule if they have the following courses in a semester:

- Two Advanced Placement Courses
- One Advanced Placement and One or More 2 or 3 credit SCN/ECCP Courses
- Two or More 2 or 3 credit SCN/ECCP Courses

INDEPENDENT STUDY

Students may be recommended or request an Independent Study with a teacher based on their skill level in a particular subject. In order to challenge the student, an independent study may be a way to provide this additional instruction.

- Pre-Approval from subject-area teacher
- Pre-Approval from counselors
- Pre-Approval from principal

A FINAL WORD

You are about to make one of the most important decisions of your entire school career. Therefore, do some serious thinking about this matter. It is hoped that this material has been of help. However, it is not possible to answer all the questions here that you may have concerning your future plans. Feel free to ask your teachers and counselor for any further suggestions about your program. It is required that your parents see this information and approve or disapprove your yearly registration. They are vitally interested in your future and can also give you some good advice and help in planning your future schooling.

Remember that the courses that you take in high school should fit into a well-made plan! It should be helpful to you individually, give you a good background for future education, and be in line to help you in your career plans for your post high school life.

In addition to examining the handbook, and conferring with parents and school counselors, you are urged to plan your activities participation so the curricular and co-curricular programs are in harmony with one another--both contributing to your educational growth.

On the pages preceding course descriptions, you will find some pertinent information relating to university requirements and vocational and technical college requirements as well as apprenticeship data. Consider that information and ask your school counselor for more specific information if you have any questions. If your future is typical, it will almost certainly involve a significant amount of education beyond high school.

PLAN TO TAKE ADVANTAGE OF CONTINUING EDUCATIONAL OPPORTUNITIES!

