

FALL RIVER SCHOOL DISTRICT

2023-2024

MS/HS Student Handbook & Course Selection Book



150 Bradley Street

Fall River, WI 53932

(920) 484-3333

www.fallriver.k12.wi.us

Home of the Pirates!

Table of Contents

PUBLIC NOTIFICATION OF NONDISCRIMINATION POLICY	3
FALL RIVER SCHOOL DISTRICT PUBLIC NOTIFICATION OF SEXUAL HARASSMENT POLICY	3
VISION STATEMENT	4
MISSION STATEMENT	4
DISTRICT PHILOSOPHY	4
DISTRICT EDUCATIONAL GOALS	4
SCHOOL BOARD	4
GENERAL SCHOOL INFORMATION	4
ATTENDANCE	10
STUDENT CONDUCT	12
GRADUATION	15
EARLY GRADUATION	16
SELECTION OF HONOR GRADUATES	16
GRADING	16
GRADING FOR LEARNING	16
GRADING SYSTEM PROCEDURES (Policy 345.11)	17
GRADE REPORTING	17
GRADE POINT SYSTEM	17
STUDENT HONORS	17
WISCONSIN ACADEMIC EXCELLENCE SCHOLARSHIP	17
WISCONSIN TECHNICAL EXCELLENCE SCHOLARSHIP	18
STUDENT TESTING	19
ACADEMIC AND CAREER PLANNING (ACP)	20
SCHEDULING COURSES & ADD/DROP REQUIREMENTS	20
CHOOSING COURSES	20
REQUIREMENTS FOR POST HIGH SCHOOL EDUCATION	22
ADDITIONAL COURSE OFFERINGS	23
EXTRACURRICULAR OFFERINGS	27
COURSE OFFERINGS OUTLINE	28
COURSE DESCRIPTIONS	31
ACADEMIC & CAREER PLANNING	31
ART	31
ENGLISH	32
FAMILY AND CONSUMER SCIENCE	32
MATH	34
MUSIC	34
PHYSICAL EDUCATION AND HEALTH	35
SCIENCE	36
SOCIAL STUDIES	37
TECHNOLOGY ENGINEERING & AGRICULTURE	38
WORLD LANGUAGE	40
BUSINESS MANAGEMENT & ADMINISTRATION	41
INFORMATION TECHNOLOGY	43
HEALTH SCIENCE	46
2023-2024 9TH & 10TH GRADE COURSE PLANNING SHEET	48
2023-2024 11TH & 12TH GRADE COURSE PLANNING SHEET	49

STUDENT HANDBOOK

PUBLIC NOTIFICATION OF NONDISCRIMINATION POLICY

It is the policy of the School District of Fall River that no person may be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational, or other program or activity based on sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or disability as required by s.118.13 Wis. Statutes. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race color, national origin), and Section 504 of the Rehabilitation Act of 1973 (disability).

The district encourages informal resolution of complaints under this policy. A formal resolution procedure is available to address allegations of violation of the policy in the School District of Fall River.

Any questions concerning s.118.13 Wis. Statutes., or Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, should be directed to:

Mr. Dennis Birr, District Administrator

School District of Fall River
150 Bradley Street, P. O. Box 116
Fall River, WI 53932
920-484-3333 ext. 227

dbirr@fallriver.k12.wi.us

FALL RIVER SCHOOL DISTRICT PUBLIC NOTIFICATION OF SEXUAL HARASSMENT POLICY

It continues to be the policy of the Fall River School District that sexual harassment of students, employees, and applicants for employment in any form will not be tolerated. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. Sexual harassment also includes, but is not limited to, unwelcome sexual flirtations, advances or propositions, verbal abuse of a sexual nature, subtle pressure or requests for sexual activities, unnecessary touching of an individual, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, a display in the workplace of sexually suggestive objects or pictures, sexually explicit or offensive jokes, or physical assault.

It is the policy of the Fall River School District that no person shall, on the basis of sex, race, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity and in employment. Any questions concerning discrimination on the basis of sex, race, age, national origin, ancestry, creed, pregnancy, marital parental status, or sexual orientation should be directed to:

Mr. John Crombie, Equity Coordinator

School District of Fall River
150 Bradley Street, P. O. Box 116
Fall River, WI 53932
(920) 484-3333 ext. 228
jcrombie@fallriver.k12.wi.us

VISION STATEMENT

Students will achieve their fullest potential.

MISSION STATEMENT

The Fall River School District, in partnership with family and communities, will provide opportunities in a safe and challenging environment to empower students to be respectful, resourceful, and responsible citizens who are able to succeed in the global community of the 21st century.

DISTRICT PHILOSOPHY

The District strives to provide a supportive atmosphere and program that celebrates the unique transition of our students from adolescence to adulthood. The District is student-centered. Curriculum, instructional practices, and assessments are designed to meet the educational needs of each student. The climate of the District is one of caring, nurturing, and understanding. Students feel safe and secure intellectually, socially, emotionally, and physically. They can take risks without the fear of failure while growing and learning at their own rate. The educational practices and components of the District are based on current and substantiated research.

DISTRICT EDUCATIONAL GOALS

- To improve communication, internally and externally.
- To enhance our proficiency in the use of technology.
- To maintain a safe and respectful learning environment.
- To expand opportunities for students beyond the regular curriculum

SCHOOL BOARD

Mr. Jeff Abegglen, President

Mr. Nathan Fietz, Vice President

Mr. Derek Johnsrud, Treasurer

Mr. Ken Dickerson, Clerk

Mr. Guy Robbins, Member

GENERAL SCHOOL INFORMATION

The Fall River School District is proud of the individual attention and community atmosphere that we provide for our students. Driven to achieve academic excellence through meeting the needs of individual learners, Fall River Schools are dedicated to providing a quality education to our students. A highly qualified and dedicated faculty and staff, together with strong community support, enable us to provide academic, social and personal experiences that will benefit our students for a lifetime.

It is our goal to maintain a safe environment where every student may learn. This book is both informational to both students and parents while also being designed as an organizational tool.

- Mr. Dennis Birr, District Administrator ext. 227
- Dr. Jennifer Treptow, MS/HS Principal ext. 266
- Mr. Ryan Verrier, Elementary Principal ext. 279
- Mr. Brock Schliem, Recreation and Activities Director ext. 296
- Mr. Brian Anderson, Transportation Director ext. 225
- Mr. John Crombie, School Counselor ext. 228
- Ms. Krista Ikeda, School Counselor ext. 296
- Ms. Amy Liebenthal, Academic and Career Coordinator/STW Coordinator ext. 280

PURPOSE

To ensure an atmosphere that promotes learning it is necessary to balance a student's individual rights with his/her responsibilities for good citizenship, which includes appropriate behavior and a concern and respect for the safety of others. This handbook is approved in an effort to promote this balance. The various sections of this handbook are intended to comply with local, state and federal laws. If any section of this document is found to be contrary to law or constitutional rights, it shall be revised.

ACADEMIC AND CAREER SERVICES

The Academic and Career Coordinator is available each day with a scheduled appointment and can help with the following:

- Academic progress
- Testing
- Class Scheduling and courses selection
- Post-secondary decisions
- Career planning etc...

ARTICLES PROHIBITED AT SCHOOL/SCHOOL FUNCTIONS

Some articles are hazardous to the safety of others and could interfere with school procedures. Prohibited items include, but are not limited to: drug paraphernalia, guns, ammunition, chains, knives, weapons, fireworks, brass knuckles, toy guns, water pistols, laser pointers, matches, lighters, water balloons, hard balls, or any other item that is perceived as dangerous. Disciplinary action may range from a warning to suspension. ***Staff members will follow the crisis plan as needed.***

BACKPACKS

In an effort to prevent possible threats to well-being, it is important to take steps to reduce the likelihood of individuals bringing inappropriate items to school. In addition, book bags/backpacks/purses can constitute a disruption in the classroom. Therefore, we are phasing in the elimination of large bags, backpacks, and purses in the classroom. We require that book bags, backpacks, large purses be kept in student lockers during the school day for middle and high school students. These items should be placed and remain in the student's locker during instructional time.

BICYCLES, SKATEBOARDS, AND INLINE SKATES

Students are not permitted to use bikes, heelys, skateboards, skates, and/or inline skates after arriving at school, unless as part of a class. The school provides bike rack areas for all students who ride bicycles to school. Students using skateboards will be asked to leave them in the front entryway of the school. Skateboards will not be allowed in any other area without administrative permission. Students taking another student's bike, heelys, skateboard, skates or inline skates without permission may be subject to disciplinary action.

BREAKFAST AND LUNCH

We are fortunate to have breakfast and lunch served at reasonable prices. Reduced and free lunches are available to qualifying students/families. An application can be made through the district office. If you have any questions regarding the school breakfast or lunch program please call (920) 484-3333. The District uses a computerized lunch program. Deposits for the lunch program are to be placed in the money box/slot outside of the Business Office or paid online in Infinite Campus. Students will be assigned a lunch account number and purchases will be deducted from their account.

High School students (Grades 9-12) may leave campus during lunch. Students may not loiter or congregate in the neighborhoods near the school. Students are expected to conduct themselves appropriately while off campus. If school officials determine that a student is driving recklessly, loitering, littering, or otherwise disrupting the community while off campus, then off campus privileges may be revoked and/or receive additional discipline.

CUMULATIVE RECORDS

Your academic progress records are maintained permanently. Student behavioral records will be destroyed one year after graduation unless the student directs the school to maintain those records for a longer period of time.

DRESS AND ATTIRE

Research has shown that student dress and appearance affect student attitudes and conduct. These guidelines are intended to define “appropriate student attire” and personal grooming. The purpose is to prevent disruption of the classroom atmosphere and enhance classroom decorum in order to have a positive effect on the educational process. We assist students in becoming aware of situations about clothing. It is not our intention to infringe on individuality, but rather to encourage students to **“Dress for Success.”** Classroom teachers, support staff, and administration will assume responsibility for determining acceptable dress. Students not following the dress code will be asked to modify their dress to be within the acceptable guidelines or may be given appropriate clothing to use for the school day. If we are unable to accommodate at school, a parent will be contacted and asked to bring acceptable clothing to school. Please see Board Policy 5511 Dress and Grooming.

The following guidelines, while not all inclusive, will be used by staff in discerning appropriateness of student attire:

1. Clothing should be safe to wear for the types of activities performed by students.
2. Sunglasses may **not** be worn during the school day.
3. Coats and/or jackets may be worn with teacher or administrator permission.
4. Apparel that makes written or graphic reference to the following topics is strictly prohibited: alcohol, drugs, tobacco, violence, weapons, nudity, profanity (including profanity innuendos), vulgarity, gangs, racial or gender slurs, sexuality, sex, sexual innuendos, and discrimination. ***Be aware that even mainstream fashions may contain references to these topics of which you or your child may be unaware.***
5. Clothing that does not provide adequate coverage, including garments that expose the belly button, cleavage, buttocks, and undergarments along with tube-tops, see-through or mesh garments will not be allowed.
6. The shoulder area of shirts or tops must be wide enough to prevent unnecessarily revealing of cleavage or underarm.
7. Excessively short skirts or shorts are not permitted; a recommended length would be mid-thigh or longer when standing. Holes in jeans should follow the same guidelines (mid-thigh).
8. Chains may not be worn or attached to wallets as a safety precaution.
9. Blankets should not be worn on or carried by students.
10. State law requires shoes be worn at ALL times in a public building. Slippers are not acceptable.

**Please remember this listing is a guide to help students and is subject to change.*

EDUCATIONAL TECHNOLOGY

Students will have access to educational technology that might include digital cameras, printers, computers, and other equipment. They will also have access to the school network to store and retrieve files and to access the Internet for research and information. The Fall River School District has developed a “Responsible Use Policy” that must be read and signed by the student and parent/guardian before students are allowed to use the Internet. ***Inappropriate use of computer equipment, the school network, or the Internet will result in the loss of access privileges.***

ELECTRONIC DEVICES & CELLPHONES

Unless otherwise allowed by a classroom teacher or administrator, cameras, electronic games, iPods, and cell phones are considered to be disturbances and should not be visible in the classroom. Students may use iPods, cell phones, and personal electronic games before school, at recess, lunchtime, passing times, on buses and after school. ***They will not be allowed to be used in any class, unless authorized by the teacher.*** Students misusing their devices will have them confiscated. The first time, parents will be able to pick them up from the office. The school is not responsible for recovering student’s personal devices that students share, aren’t returned, or are broken. Blatant vandalism and or theft will be dealt with. Music and games must be

school appropriate. Students may possess computers or other items for emergency or educational purposes per administrative approval.

- Cell phones are to be used in emergency or educational situations only.
- Phones should be stored out of site, unless instructed otherwise by the teacher,
- Phone sounds **must** be turned off or placed in silent mode during school hours. Students cannot receive or place calls or text messages during class periods without teacher or administrative approval.
- **Cell phones with cameras are not allowed to be used in restrooms or locker rooms at any time.**

Failure to comply will result in an initial warning and reteaching of the expectations by the teacher. A second offense will result in reteaching of the expectations by the teacher and the teacher communicating with the student's parent/guardian. Repeat offenses will result in the confiscation of the device and the student meeting with the principal to retrieve the device and the principal communicating with the student's parent/guardian to develop a plan of success for the student. Additional disciplinary actions may result from repeat offenses.

HALL TRAFFIC & PASSES

Students are not allowed at their lockers or in the halls during class time unless they have a pass or signed planner from a teacher. Students in the halls without a pass or planner will be subject to disciplinary actions.

ILLNESS/INJURIES

Any student who is injured or becomes ill while on school property or during a school sponsored activity **MUST** report it immediately to his/her teacher or adult supervisor. The supervisor must report all injuries to the office within 24 hours and complete an accident form.

INFINITE CAMPUS

Infinite Campus at <https://wicloud1.infinitecampus.org/campus/portal/fallriver.jsp> automates critical functions such as attendance, scheduling, classroom grading, and reporting to improve communication between school and home. Student information is now available when you need it, anywhere, anytime. Each student and parent will be given a log-in and password during registration or it may be obtained by contacting the high school office, (484-3333, ext. 226). Parents and guardians are encouraged to regularly monitor your student's academic progress via Infinite Campus. All families need to have a current email address on file with the district. This enables teachers to easily send progress reports.

LIBRARY MEDIA CENTER

The LMC is open for all students to supplement and enhance classroom learning. It is a place to enjoy the pleasures of reading or for researching topics using books and the Internet. It must be quiet for those students who need to make use of an atmosphere that is conducive for studying or reading. Students who disrupt this atmosphere will be asked to report to the office.

MEDICATIONS

If a student must take medication during the school day, he/she must inform the office. A form must be completed for each medication, whether it be prescription or an over the counter medication. Forms are available from the office. A form must be completed for each and every medication brought to school. The medication must be kept in the office. In accordance with the State Law, the school can administer medication by written parental and physician consent only. **All medication, including over-the-counter medications, must be in its original container.** Medications in baggies, plastic containers, envelopes, etc. are *not allowed*. If a student has a special medical problem, the office should be made aware of it. The only medication a student may possess per State Statute is a prescribed inhaler with a signed medication form on file. Parents/Guardians may have the physician fax the completed form to the School Office. Fax: (920) 484-3600.

OPEN CAMPUS PRIVILEGES

For the 23/24 school year all students 9-12 will begin with open campus privileges. An open campus check will occur during the

first week of October 2023 in which students will be notified if they qualify to keep open campus privileges. Students who do not qualify will be placed in a study hall period until the next open campus qualification check period. Students who choose to stay in the building during their study hall while having Open Campus Privileges must report to the library for their study hall time.

Students in grades 9-12 who meet the following requirements may be approved for open campus privileges during their study hall period.

Qualifications:

1. Students must be no more than 2 grade levels below IXL math or reading scores.
2. Students must have obtained a grade point average of C+ (2.5) or above the preceding semester and not have earned any grades below Developing in any standard (Beginning or NE) at the open campus check period.
3. Students must meet expectations in their behavior grade for all courses at the open campus check period.
4. Students must have no major office managed behavior referrals at the open campus check period.
5. Students must have no more than 3 teacher managed referrals at the open campus check period.
6. Students must have clear attendance (no unexcused absences) at the open campus check period.
7. Students must have fewer than 3 tardies at the open campus check period.
8. Students must have fewer than 10 absences for the entire school year (not including pre-planned absences or medical absences).
9. Students must have the parental permission slip signed and returned to the office.

*2023-2024 Open Campus Check Periods will occur:

First week of October (November for 2024)
End of Fall Semester
First Week of March
End of Spring Semester for the following start of the school year

Removal from Open Enrollment Privileges:

Students will be removed from open enrollment privileges for an administrative or teacher designated length of time if:

1. The student is placed on MASH. (However, once off MASH, the student's open campus privileges will be reinstated.)
2. A teacher notes dropping academic grades or effort.
3. A student fails to follow the school expectations, including but not limited to: tardy, unexcused absences, behavior infractions.
4. A student is in the halls without a pass during their open campus study hall.

*Students removed from Open Campus Privileges will be placed back into a regular study hall or MASH.

**In conjunction with the Student Services Team and Teachers, Administration reserves the right to provide students with Open Campus Privileges or Remove students from Open Campus Privileges on an individual basis. The student and parents/guardians will be provided written notice of any changes to a student's change in privileges.

PHYSICAL EDUCATION CLOTHING AND EQUIPMENT

Students are responsible for their own physical education clothing and shoes at all times. All clothing must be appropriate for school. Locks for physical education lockers are now provided to the students and it is strongly recommended that during class students lock their personal belongings inside the locker.

SCHOOL COUNSELING SERVICES

The school counselor role is to support students academically, socially, and emotionally throughout middle and high school. The counselor is available each school day by appointment. For non-emergency situations, it is recommended students work with their teacher and counselor prior to meeting. Counselors can help students with:

- Academic Issues
- Social & Emotional Issues
- Family Issues
- Peer Issues
- Alcohol or other drug abuse
- Post-secondary and career planning

In addition to providing individual counseling with students, small group counseling and classroom guidance lessons are also offered as needed. These services are provided with assumed consent of parents unless otherwise requested.

STUDENT PLANNER

The Fall River School District staff believes that good organization is a component for academic success and has purchased student planners for every student. To encourage good organizational skills, this student planner should be a useful tool for all students. We encourage parents/guardians to review the student planner and/or check Infinite Campus for assignments daily. This planner should be carried to all classes along with other classroom materials. The planner also serves as a pass book for students (with teacher signature/permission). If the planner is lost or destroyed, a replacement one can be purchased.

STUDY HALLS

Study halls provide time for students to get homework completed and/or provide time for study. We are implementing a two-tiered approach to help students focus during their study halls.

- **Monitored Academic Study Hall (MASH):** MASH is designed for students who need extra help in getting work completed and/or grades improved. Each Friday, an in-progress grade report is run. Any students showing no evidence for standards in courses will be automatically placed into a Monitored Academic Study Hall (MASH) for the following week. Teachers may also place students in MASH at their discretion. This means students will not be allowed off campus for study hall and will report to MASH. This study hall is quiet and personal electronic devices (iPods, cell phones, etc.) are not allowed. Any student failing to report to MASH will be marked unexcused and may be given further consequences.
- **Open Campus:** Please see "Open Campus" for additional information.
- **Regular Study Hall:** The regular study is designed for students who are not on MASH. Students in regular study will report to their assigned teacher for the period.

TEACHER PROVIDED MATERIALS, FINES AND OBLIGATIONS

Materials are an important part of the learning experience. Students are responsible for the care of your textbooks and other school equipment checked out to them during the school year. Make sure the student's name is clearly written in textbooks, and make sure the teacher knows the exact condition of each book when it is received. Teachers will evaluate books and equipment at the beginning and end of each term. If a book or equipment is damaged or lost, a charge will be assessed. All book and equipment fines and replacement costs must be paid before the end of each semester.

WIN "WHAT I NEED" PERIOD

This period is designed to give students the opportunity to get additional assistance from teachers Monday thru Thursday from 2:46 pm to 3:20 pm. Students who do not have open campus privileges or who are on MASH are required to report to a teacher during this time. Any student failing to report to WIN will be marked unexcused and may result in further consequences.

WORK PERMITS

Wisconsin laws require that all persons under 18 years of age must secure a work permit for each new job in which they are engaged after school hours, Saturdays and Sundays and during vacation. Permits may be obtained in the office. Please bring:

1. Proof of age: Driver's License or Original Birth Certificate
2. Letter from Employer with intent to hire (preferably on letterhead or something with the company name, contact person and company address)
3. Letter from Parent/Guardian that gives you permission to work (be sure they sign and date).
4. Social Security Card/Number
5. \$10.00 cash or check (Employer needs to reimburse employee prior to first paycheck).

ATTENDANCE

Regular attendance is an important factor in school success. The activities and learning that occur during a class period are not easily made up since the experiences cannot be duplicated. Both parent and student should give careful consideration before a loss of school time is incurred for reasons that are not serious or in the nature of an emergency. Parents may log into and access their student's attendance and other records through the Infinite Campus Parent Portal:

<https://wicloud1.infinitecampus.org/campus/portal/fallriver.jsp>

Wisconsin State Statutes 118.15 & 118.16 call for compulsory school attendance for any child between 5 and 18 years of age. **A parent/guardian may excuse a student for up to ten (10) days during a school year for any reason.** Moreover, the statute places responsibility for attendance "during the full period and hours the school is in session" with each student and parent/guardian. Whenever it is necessary for a student to be absent, the parent or guardian must notify the school office before 8:30 a.m. on the day of the absence to inform the school of the absence and the reason. There is 24-hour telephone access for reporting absences. The number to call is (920) 484-3333, press 1 for the attendance line.

EXCUSED ABSENCES

An absence is excused when a student misses school because of illness, death, or serious illness in the family, serious injury or major religious holiday as defined in State Statute 118.15 and for which the school has been notified. Students who have excused absences are responsible for completing their missing work. Missed assessments need to be arranged with the individual teachers. The Board of Education requires all students with excused absences to complete missed work and assessments. **Excused absences are limited to 10 per year without a written medical excuse.**

PRE-EXCUSED ABSENCE

A parent/guardian may excuse a student for up to ten (10) days during a school year for any reason if the request is made in writing and at least 24 hours in advance of the absence [118.5 (3)]. In addition to the above pre-excused absences, the administration may classify absences acceptable and excused for vacations with parents/guardians or parent substitutes. Requests for these absences must be submitted in writing to the office prior to the absence for them to be excused. ***Advance absence forms may be picked up in the main office. These forms are to be signed by the student's parent/guardian and teachers and returned to the office for administrative approval in advance.*** Students are encouraged to make a reasonable attempt to complete any assigned work prior to leaving. It is recommended that the student and teacher set an appropriate timeline for completion of missed assignments and tests. Students who have excused absences will receive one day more than they were absent to complete their missing work. **Excused absences are limited to 10 per year without a written medical excuse.**

APPOINTMENTS

Doctor, dentist and other health care appointments are excused with notification from the parent and a note from the doctor. Though it is encouraged that appointments be made after school or on days off, we realize it is not always possible. Court appearances are also excused upon verification of attendance by an officer of the court. ***It is strongly advised that students***

obtain written verification for any appointment and turn it into the office following the appointment for the absence to not count toward the parental 10 absences per year.

ABSENCE AND CO-CURRICULAR PARTICIPATION

Students must be in attendance at school by at least 11:00 am to participate in any practice, contest, event, performance or activity on that day unless approved by an administrator. Students may **not be more than ten (10) minutes late unexcused for any** class on a contest or event day. Students are allowed to keep medical and/or dental appointments, college visits, or funerals on a contest or event day. Written verification from the medical or dental office must be turned in to the attendance office **before** the student may participate. **Parental excuses are not an excuse that allows a student to play.** The Principal or Athletic Director may approve individual exceptions prior to a student's absence. It is not an approved exception for students to leave school to retrieve forgotten uniforms, equipment, or other items. For more specifics see the co-curricular code.

HOMEWORK REQUESTS

Requests can be made by calling the school office (920-484-3333 ext.226) to pick up homework missed that next day. Students are responsible for previously announced assignments and assessments on the scheduled day. Extended illnesses will require written notification from a doctor or other health care professional and a request from the parent/guardian for homework. All teachers will be informed as to when the student will return and the ability of the student to complete assignments.

UNEXCUSED ABSENCES

All absences for part or all of one or more days with or without parental permission for reasons other than those stated above will be considered unacceptable. Cutting class or study hall is considered an unexcused absence.

TRUANCY

"Truancy" means any absence of part, or all, of one or more days from school during which the office has not been notified of the legal cause of absence by the parent or guardian. It also means intermittent attendance carried on for the purpose of defeating the intent of Section 118.15 (the compulsory attendance law). Section 118.16(1) Wisconsin Statutes. Any absence from school for all or part of a day without parent/guardian(s) and principal's permission or leaving the assigned instructional area without permission will be considered truant.

When a student is truant, the following procedure will be followed: 1st - 6th Offense – The student will have a conference with the principal or designee and written or verbal notification will occur to parent/guardian(s). Any student who is unexcused all or part of seven (7) days within a semester will be considered a "Habitual Truant". 7th Offense and all subsequent offenses – The student will have a conference with the principal or designee and written and/or verbal notification will occur to parent/guardian(s). A referral will be made to the Fall River Police Department for a truancy citation to be issued with the 10th unexcused absence. If the absences continue, truancy proceedings may begin and notification will be made to Columbia County Human Services for possible further action.

TARDINESS

Students are expected to be on time for class with correct materials and ready to begin work. A student is considered tardy if they are not in the room to which they are regularly assigned when the bell rings. Being late more than **(10)** ten minutes is considered an unexcused absence. Teachers will record tardies for each class. In the event that a student continues to be tardy the following disciplinary actions will take place.

If a student reports to school tardy, s/he must either present a written excuse signed by the parent/guardian stating the reason for tardiness or the parent shall call school (484-3333) to provide a reason for the tardiness. Failure to do so will result in an unexcused tardy or unexcused absence. If a student reports to a class tardy during the day, the attendance will be recorded as "tardy" and will be addressed in the following manner:

- The 3rd tardy to a particular class – the teacher will notify the student, and will assign the student to a detention to be

served within a day of notification to the principal.

- The 4th tardy to a particular class, 30 minute detention will be assigned to be served with the principal and the scheduled in the lower office. The principal and/or teacher will contact the student's parent or guardian of the fourth tardy.
- The 5th tardy (or more) to a particular class for the remainder of the semester, a student will be assigned detentions to be served either with the teacher or through administration. The administration will contact the student's parent or guardian.
- Five or more tardies total (not necessarily for a particular class) may result in being issued detentions of 45 minutes.

STUDENT CONDUCT

PHILOSOPHY

The Board of Education believes that the primary obligation for developing self-discipline, responsibility and respect for other people rests with the home and the parents. Children who have developed these qualities usually progress well in school. The school is also concerned with the development of attitudes, habits and behavior and must provide a proper climate for learning; therefore, it strives to work cooperatively with parents in the student's development.

The District is committed to maintaining a favorable academic atmosphere. Teachers are expected to create a positive learning climate for students in their classrooms and to maintain proper order. Students are expected to behave in classrooms in such a manner that allows teachers to effectively carry out their lesson plans and students to participate in classroom learning activities. Students are also expected to abide by all rules of behavior established by the Board, administration and their classroom teachers. Please see Board Policy 5500 Student Code of Classroom Conduct.

ACADEMIC INTEGRITY

All schoolwork submitted for the purpose of meeting course requirements must represent the individual efforts of each student. Any form of academic dishonesty is prohibited and subject to disciplinary measures.

Academic dishonesty, cheating and plagiarism are defined as:

1. Copying or stealing another's work and submitting it as one's own
2. Allowing another person to copy your work and submit it as their own
3. Doing another person's work for them
4. Buying or selling work or answers
5. Providing another person with answers to homework, tests or quizzes
6. Copying or stealing teachers' answer keys, or teacher's edition texts
7. Copying work from books or the internet without proper documentation and submitting it as one's own

Consequences:

- Parents will be notified
- A report will go into the student's behavior file
- Student will be required to make up an additional assignment(s) to demonstrate learning of expected material
- Subsequent offenses may result in the suspension of the student and/or removal from the class

BEHAVIOR

All members of the Fall River School District community have the responsibility of providing a safe place for quality learning. Along with board policy 5500 Student Classroom Conduct as well as the Conduct Guidelines attached to the policy, the following are student expectations:

- **RESPECT** yourself and others
- Be **RESPONSIBLE**
- Be **SAFE**

Student expectations will be the basis for discipline. Students who do not follow these expectations will be required to correct their behavior and resolve the harm caused by their words or actions. Teachers will use conflict resolution practices whenever

possible. Teachers may choose to work with a principal, parents/guardians, or guidance counselor to achieve resolution with the student(s). Students who have a behavior plan as part of the Individual Education Program will follow that plan and consultation with the Special Education Staff will be made. Most conflicts will be resolved at the classroom level. When classroom discipline has been unsuccessful, the student will be referred to Administration for disciplinary actions.

DISCIPLINE REFERRALS

A disciplinary file will be kept for each student referred to an administrator, a record of each violation, as well as the disciplinary actions, will be maintained.

Based on previous history and/or severity of the infraction(s) the student may be assigned one or more of the following disciplinary action(s), however this list is not exclusive: Written or Verbal Apology, Student/Teacher Conference, Behavior Improvement Plan, Reflective Essay, After School Detention, Temporary, short term or permanent removal from class, Daily/weekly meeting with administrator and/or counselor, Community Service, Mandatory Parent Conference, In-School Suspension, Out of School Suspension, Referral to Law Enforcement, Reimbursement for Damages, Pre-Expulsion Meeting, or Referral for Expulsion.

The principal shall be responsible for seeking the assistance of counselors, teachers, advisors, the school psychologist, parents, and other professionals to help students correct their behavioral problems. The prescribed action(s) will be based on the facts of each particular situation, student attitudes and behavior patterns, and the administrator's professional judgment.

Additionally, the following behaviors are considered serious infractions and may automatically result in suspension and potential recommendation for expulsion:

1. Using and/or possessing alcohol, or other drugs, possessing the paraphernalia associated with drug use, or selling alcohol or other drugs.
2. Using and/or possessing explosive devices, gun, gun look-alike, knife, or items used as a weapon.
3. Improper use of aerosols or inhalants.
4. Possession with intent to sell, deliver or manufacture a controlled substance or its counterfeit is expressly forbidden. Intent may be shown by evidence of the quantity and monetary value of the substance possessed.
5. False fire alarm and/or bomb threats.
6. Repeated violation of school rules and gross misbehaviors – Danger to self and/or others.

PROPERTY RIGHTS

The Board of Education retains ownership and possessory control of all pupil lockers and all other storage areas. The school administrators and/or their designees are responsible for control and assignment of all of these lockers and storage areas. Lockers and all other storage areas, even when provided for student use, remain the property of the district. Students will be assigned one locker for his/her own use and may have other storage areas assigned for use.

It is expected that students will keep their locker and other assigned storage areas clean at all times. Students will be held responsible for any materials they allow other individuals to keep in their lockers or assigned storage areas. The school administrators or their designees have the right to inspect all lockers and storage areas at any time without notice, without student consent and without a search warrant. All lockers and storage areas are also subject to random and/or periodic inspection and access for maintenance. No student shall lock or otherwise impede access to any locker or storage area except with a lock provided or approved by the building administrator. Unapproved locks shall be removed and destroyed. Students should lock their lockers at all times. ***Students are responsible for any damage incurred to lockers.*** Please see Board Policy 5771 Search and Seizure.

SEARCHES

The school district assures parents that a safe and orderly environment is provided for students. Therefore, the Board of Education prohibits the presence on school district property, or on property leased by the school district, any materials or substance that (1) present an immediate danger of physical harm or illness to any person and/or (2) violate the law or any school rules. In order to enforce this prohibition searches of a particular person, place or thing when a school administrator, or the designee of an administrator, has reasonable cause to believe that such a search will lead to the discovery of anything are authorized, because of its presence, presents an immediate danger of physical harm or illness to any person and/or violates the law or any school rules. School administrators may ask law enforcement personnel to assist with a search. The Board of Education also authorizes random searches of school district property, and/or property leased by the school district, when the school district administrator believes that a random preventive search will be beneficial to maintaining a safe and orderly environment. Please see Board Policy 5771 Search and Seizure.

SEARCHES OF A LOCKER OR A SPECIFIC STORAGE AREA

A locker or a specific, individual storage area may be searched when school administrators or their designees have reasonable cause for a search. Personal belongings, including but not limited to purses, backpacks and duffle bags, present in the storage area may also be searched. Please see Board Policy 5771 Search and Seizure.

SEARCHES OF MOTOR VEHICLES

School district parking lots are the property of the school district or are located on property leased by the school district and therefore, parking in school parking lots subjects individuals using the parking lots to school district rules and regulation. Vehicles parked in parking lots operated by the school district property may be subject to searches. Please see Board Policy 5771 Search and Seizure.

PERSONAL SEARCHES

A school administrator may conduct a limited search of a student's person including the use of a metal detecting wand. Additionally, school administration may conduct a search of a student's purse, backpack, duffel bag, or similar articles if the search is based on a reasonable suspicion that (1) such a search will lead to the discovery of anything which, because of its presence, presents an immediate danger of physical harm or illness to any person and/or (2) violates the law or any school rules. Searches of the person of a student shall be limited to the pockets of the student's clothing, any object in the possession of the student, and/or a "pat down" of the exterior of the student's clothing. A person of the same sex as the student being searched shall conduct the search of the person in a private room. At least one, but not more than three persons of the same sex as the student being searched, shall witness but not participate in the search. At the request of the student to be searched, an additional person of the same sex as the student to be searched, and reasonably available on school premises, shall also witness the search. Searches of the person of a student which would require removal of clothing other than a coat, jacket, or hat shall not be conducted by school personnel, but should be referred to a law enforcement agency. The parent or guardian of any student searched shall be notified of the search as soon as reasonably possible. Please see Board Policy 5771 Search and Seizure.

USE OF CANINES

The school district reserves the right to use canines trained for drug detection and detection of explosives or other contraband accompanied by law enforcement officers for purposes of exploratory sniffing of the outside of lockers, vehicles parked in school district parking lots, and any other areas of school property deemed appropriate. This activity will be carried out on a random or periodic basis and/or when reasonable suspicion exists. Searches are at the discretion of district and building administration. Canines will be used when: (1) there is a reasonable suspicion that controlled substances, contraband, or other explosives may be hidden in the building, (2) there is a reasonable suspicion that controlled substances, contraband, or explosives, may be hidden in vehicle parked on school property or on property leased by the school district, or (3) there is a belief that a random preventive search will be beneficial to the ongoing drug, contraband, or explosives prevention efforts of the school district. Canine searches may be used without prior notification to students or school personnel. Students will be restricted to classrooms

and kept out of hallways while canine searches are being conducted. In the event of a “hit”, the locker, vehicle, area, etc. will be searched further using procedures described elsewhere in this policy. Please see Board Policy 5771 Search and Seizure.

EVIDENCE/CONTRABAND

Anything found in the course of a search conducted in accordance with this policy may be seized and admitted as evidence in any disciplinary hearing. Any item seized must be marked for identification at the time seized and must be kept in a secure place by a school administrator or the administrator’s designee, or turned over to a law enforcement agency. At the discretion of a school administrator or the administrator’s designee, any item found during a search may be returned to a parent or guardian of the student from whom it was seized.

ASSISTANCE OF LAW ENFORCEMENT AGENCIES

A school administrator may request the assistance of a law enforcement agency to (1) assist with the search of school property, or property leased by the school district, any student, or any vehicle in a school district parking lot, (2) or to identify or dispose of anything found in the course of a search conducted in accordance with this policy. Please Board Policy 5440 Government Agencies.

ALCOHOL/TOBACCO/DRUG POLICY

Purchasing, selling, possessing, or consuming substances such as but not limited to alcohol, tobacco, and illegal drugs which includes the possession of drug paraphernalia, mood-altering substances, controlled substances or look-alike drugs, vaping devices, Performance Enhancing Substances, or street drugs is prohibited. Based on previous history and/or severity of the infraction(s) discipline actions will be taken and the student may automatically be assigned suspension(s) and/or potential recommendation for expulsion.

GRADUATION

GRADUATION REQUIREMENTS

Required Criteria for Graduation (Policy 345.6) include:

- 1. 25 Total Credits**
- 2. Courses Required for Graduation**
 - a. 4 credits of English** (Literature & Composition I & II, 2 other English Credits)
 - b. 3 credits of math in high school** (1 credit Algebra, 1 credit Geometry, 1 credit Math elective)
 - c. 3 credits of science** (1 credit Physical Science, 1 credit Biology, 1 credit Science elective)
 - d. 3 credits of social studies** (1 credit U.S. History, 1 credit World Geography & Cultures, 1 social studies elective)
 - e. 1.5 credits of physical education**
 - f. .5 credits of health**
 - g. 1 credit of computer literacy**
 - h. .5 credits of HS AC Planning** (Academic and Career Planning & ACT Prep)
 - i. .5 credits of Financial Literacy**
 - j. 8 elective credits**
- 3. Students must take (during the high school grades) a civics test consisting of 100 questions** that are identical to the 100 questions that may be asked of an individual during the process of applying for U.S. Citizenship by the United States Citizenship and Immigration Services. The student must correctly answer at least 65 of those questions.
- 4. Academic Performance** (passing all required courses for graduation)
- 5. Students must attend high school for four years unless they have been pre-approved for early graduation under the Board policy.**
- 6. Certain exceptions and adjustments to credit requirements may be granted due to individual circumstances with administrative approval.**

The Fall River School District may provide accommodations for students with exceptional interests, needs or requirements in accordance with state law and established procedures which may address one or more of the graduation requirements.

EARLY GRADUATION

It is recommended that prior to moving forward with early graduation plans, the student and his/her parent(s)/guardian(s) first consult with the Academic and Career Coordinator. Candidates for early graduation shall be considered on a case-by-case basis and must complete and submit an early graduation application to the high school principal. Within the application, the student must detail post high school plans and why graduating early will help in carrying out those plans. Students who wish to graduate after seven (7) semesters must apply no later than the first week of the seventh (7th) semester. Students who wish to graduate after six (6) semesters must apply no later than the first week of the fifth (5th) semester. Early graduates are encouraged to participate in graduation ceremonies with his/her class, but no special early graduation ceremony will be held.

The principal's decision to approve or disapprove of the early graduation request will be based upon:

- The student's academic achievement and credit status
- Signature of approval from the parent(s)/guardian(s)
- The student's rationale for pursuing early graduation

SELECTION OF HONOR GRADUATES

Grade Point Average (GPA) at the completion of the first semester of the senior year will be used to determine honor graduates (Board Policy 462). GPAs will not be recalculated to determine honor graduate status based on second semester senior year grade. The principal has the discretion to add students to the list of honor graduates who meet the criterion levels by the end of the second semester of their senior year.

- Honor recognition in graduation program will be at 3.5
- Honor cords will be given at 3.75 and above

GRADING

GRADING FOR LEARNING

The Fall River School District believes that grading for learning provides the foundation for delivering accurate, meaningful and consistent grades that support mastery level of learning. All administrators and teachers will implement these principles with fidelity to establish district level practices and procedures related to grading. The purpose of grading in the Fall River School District is to communicate learning, growth, and achievement of our students in a consistent, practical and timely manner. In grading students, we will make informed instructional decisions to plan high quality, meaningful instruction for all students. It is our belief that providing clear grading practices and procedures will lead to unbiased evaluation of student learning, growth, and achievement. The grades given reflect evidence of a student's current level of academic performance in relation to specific standards.

What is grading for learning?

- The mastery of defined learning targets instead of the accumulation of points.
- The reporting of student achievement toward meeting learning targets at a given time by reflecting on mounting evidence based on various forms of assessments.
- A record keeping system that provides teachers with information that allows them to adjust learning practices to meet the needs of students.
- A system that encourages student reflection and responsibility.
- The student's grade more accurately represents the progress toward mastery of standards.
- Subject areas are subdivided into big ideas related to standards along with their respective learning targets.
- The improvement of student achievement of standards and learning targets in all content areas.
- Creates a more consistent curriculum between teachers on the same grade level.
- Parents can see which skills students have mastered and which ones they need more work on.

GRADING SYSTEM PROCEDURES (POLICY 345.11)

For the purpose of determining grade point averages at the high school and for determining eligibility for scholarships, the following practices constitute the grading policy at the high school:

1. Grade Point Averages are based on a 4.0 system.
2. All courses for which students receive grades are included in the grade point average calculation.
3. Pass/fail courses are not included in the grade point average.
4. Courses transferred from other schools, correspondence course institutions, institutions of higher education (IHE) are recorded on the student's transcript with the grade that the student received from that institution.
5. Semester grades are the ones used to calculate grade point average. Cumulative grade point average is the one used to rank students for the State of Wisconsin Academic Excellence Scholarship. In the event of a tie, procedures using cumulative grade point average, student composite score on the American College Test (ACT), and other criteria (see Policy 461) will be used to identify students for the State of Wisconsin Academic Excellence Scholarship.
6. Any student who has failed a class is eligible to retake the same class during the regular school term or in summer school. If the class is retaken and passed, the failing grade will be taken off the student's record and recorded with an "R" for retake and only the new grade received from repeating the course will be averaged into the student's GPA.
7. If a student withdraws from a class during the first five (5) days, the class will not appear on their student record. If a student withdraws from a class after the first five (5) days, the student's grade may be recorded as an "F" and figured into his/her GPA. If the classroom instructor initiates the student's withdrawal from a class the student will receive a grade of "W". The grade of "W" will not be figured into the student's GPA.

GRADE REPORTING

All grades may be viewed electronically in Infinite Campus. **Parents are highly encouraged to use Infinite Campus on a regular basis to check student academic progress at <https://wicloud1.infinitecampus.org/campus/portal/fallriver.jsp>**

GRADE POINT SYSTEM

Letter grades of A, B, C, D, and F in grades 6-12 for GPA purposes. Some specialized courses will be graded on a pass/fail basis. The following system will be used to compute grade point averages (GPA):

A = 4.00 Advanced B = 3.00 Proficient C = 2.00 Developing D = 1.00 Beginning F = 0.00 No Evidence

STUDENT HONORS

Honors will be recognized at each semester according to the following scale:

Cum laude - " <i>with honor</i> "; " <i>with praise</i> "	3.50 – 3.74
Magna cum laude - " <i>with great honor</i> "; " <i>with great praise</i> "	3.75 – 3.89
Summa cum laude - " <i>with highest honor</i> "; " <i>with highest praise</i> "	3.90 – 4.00

WISCONSIN ACADEMIC EXCELLENCE SCHOLARSHIP

Wisconsin's Academic Excellence Scholarship is a State supported program, jointly administered by the Department of Public Instruction (DPI) and the Higher Education Aids Board (HEAB). The number of scholarships each high school is eligible for is based on total student enrollment grades 9-12. In order to receive a scholarship, a student must be enrolled on a full-time basis by September 30th of the academic year following the academic year in which he or she was designated as a scholar, at a participating University of Wisconsin, Wisconsin Technical College, or independent institution in the state. The value of the scholarship is \$2,250 per year, to be applied towards tuition. Half of the scholarship is funded by the state, while the other half is matched by the institution. Eligibility must not exceed 8 semesters.

The following standards must be met to qualify for the Academic Excellence Scholarships. The student and alternates must:

- Be a resident of the United States who is either a U.S. citizen or an alien lawfully admitted for permanent residence; be a Wisconsin resident as defined in 36.27 Wis. Stats.

- Have successfully completed four (4) full semesters at Fall River High School including the first semester of the senior year, and must have the highest cumulative grade point average for seven (7) semesters to be eligible for consideration for the Academic Excellence Higher Education Scholarship. Final class rank is calculated at the end of the seventh semester.
- Be selected based on the Grade Point Average (GPA) on the students official transcript as of the last day of the semester.

In case of a tie, the scholarship will be presented to the student who has:

1. Applied, and will attend, a Wisconsin post-secondary institution. Students attending out-of-state schools forego their rights. The recipient must be decided by February 15th of their senior year;
2. The highest grade point average in required academic course areas. Specifically, these courses are English, mathematics, social studies, and science;
3. The highest ACT composite score. If a student has taken the ACT more than once, only the highest composite score is considered. If a student has not taken the ACT, then the next criteria (D) will be used;
4. Advanced Placement Total Scoring:
 - Number of Post-Secondary courses taken (*rated at 1 point per course completed*) – including any CAPP, Dual Credit and AP courses;
 - Assessment of performance from AP courses (*i.e. – grades in course – A = 4 points, B = 3 points, etc.*);
 - Scores on AP Exams (*for each exam taken – score of 1 = 1 point, 2 = 2 points, etc.*)
5. Earned the most credits at the end of seven (7) semesters.

WISCONSIN TECHNICAL EXCELLENCE SCHOLARSHIP

Technical Excellence Scholarships (TES) are to be awarded by the State of Wisconsin to Wisconsin high school seniors who have demonstrated the highest levels of proficiency in technical education subjects. This scholarship is for \$2,250 per year, renewable for up to three years, and is only for use at a school within the Wisconsin Technical College System (WTCS).

Students wishing to be considered for the TES must meet the eligibility criteria set by the Wisconsin Higher Educational Aids Board (HEAB) and the Career and Technical Education (CTE) Department of the Fall River School District. Ranking of eligible candidates in each high school is to be made according to a ranking system. The Fall River District uses its own HEAB-approved ranking system which ranks students by CTE coursework and CTSO participation. Details may be obtained from Board Policy 46B.

In order to be eligible for the TES scholarship, a student must exhibit interest in a CTE program and plan to pursue a related technical college degree.

The following standards must be met to qualify for the Technical Excellence Higher Education Scholarships. The student and alternates must:

- A. be a resident of the United States who is either a U.S. citizen or an alien lawfully admitted for permanent residence;
- B. be a Wisconsin resident as defined in 36.27 Wis. Stats.;
- C. have achieved senior status and have been in attendance for four (4) full semesters including first semester of senior year;
- D. be selected based on the highest levels of technical proficiency as of the last day of the semester

The Fall River School District uses its own HEAB-approved ranking system which ranks students by CTE coursework and CTSO participation. Students must complete the “Student Statement of Eligibility” and for the purposes of ranking the qualified scholarship candidates, the District will use the following areas for consideration:

1. CTE Concentrator - completed at least three (3) high school CTE courses (career and technical education courses) in program area(s) leading to a degree or diploma in the career and technical education area. **(1 point per course)**
2. Youth Apprenticeship Program **(valued at 1 point for apprenticeship)**

3. Technical High School Diploma program as certified DPI **(1 point)**
4. Participated in a Career and Technical Training pathway as defined DPI **(1 point)**
5. Participated in a Skills Standards Program offered by DPI **(1 point)**
6. Completed (or be on track to complete) an industry-recognized certification program **(1 point)**
7. Career and Technical Student Organizations (CTSO): DECA, FBLA, FCCLA, FFA, HOSA, or SkillsUSA **(For each organization – 1 point for active participation; 1 point if serving in a leadership role)**
8. Completed a technical training program for high school students if the program is offered by a UW System school, a Wisconsin Technical College System school, a tribal college in Wisconsin, or a private nonprofit college or university located in Wisconsin. **(1 point per program)**
9. **Additional tie-breaker (if needed) will be GPA in CTE courses**

STUDENT TESTING

ACT TESTING SUITE

- **PreACT Secure®** - Grades 9th & 10th
 - PreACT Secure is a summative assessment given to 9th and 10th grade students that is aligned to the ACT and the ACT College and Career Readiness Standards. PreACT Secure measures what students have learned in the areas of English, Reading, Mathematics, and Science.
- **ACT® with Writing** – Grade 11th
 - Wisconsin high school students in grade 11 will take the ACT with writing® which includes Reading, Math, English, Science, Writing. The ACT is an in-person assessment that districts may administer on paper or online. Accommodations and EL supports are available in both testing formats. Scores from the administration of the ACT with writing (if taken with ACT Standard Time or ACT-approved accommodations) can be used by students for a variety of purposes including college admission, scholarships, course placement, and NCAA eligibility.

WISCONSIN FORWARD EXAM

The [Wisconsin Forward Exam](#) is the Wisconsin state-mandated district assessment. The Exam is designed to gauge how well students are doing in relation to the Wisconsin Academic Standards. These standards outline what students should know and be able to do in order to be college and career ready. The Forward Exam is administered online in the spring of each school year at:

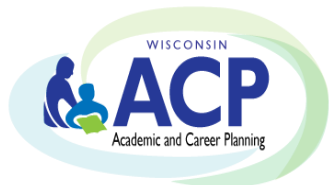
- Grades 3-8 in English Language Arts (ELA) and Mathematics
- Grades 4 and 8 in Science, and 4, 8, and 10 in Social Studies

ASVAB

A vocational aptitude battery test is administered year around by appointment through the U.S. Military Enlistment Processing Command (MEPCOM). **Note: Please see the Academic and Career Coordinator if interested.**

COURSE SELECTION

ACADEMIC AND CAREER PLANNING (ACP)



Academic and Career Planning, or ACP, is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post-secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills.

All students will have the opportunity to develop an in-depth Academic and Career Plan (ACP) beginning in 6th grade that will continue all the way through 12th grade. An emphasis will be placed on this planning process in 8th and 11th grades. The ACP process will be an important step in the course selection process as well as a useful tool during student/parent conferences. These conferences will give the students and parents the opportunity to ask questions about courses, careers, college etc..

SCHEDULING COURSES & ADD/DROP REQUIREMENTS

All students entering 9th-12th grades will request courses prior to the Academic and Career Planning Conferences. All students will meet with the Academic and Career Coordinator and will review selected courses and make any necessary adjustments at that time. **Note: Students, who do not properly complete a schedule and fail to meet, will be assigned courses by the Academic and Career Coordinator. Students ADDING OR DROPPING A CLASS must do so within the first 5 days of the current semester.** Administration reserves the right to make requested changes if they are deemed in the best interest of the student's future plans.

CHOOSING COURSES

A careful study of this booklet is important. Planning your high school courses is an important step in your life. We strongly suggest that you discuss your plans with your parents, teachers and the Academic and Career Coordinator. Any students planning on attending a four year college or university should plan on taking advanced courses in all of the core areas. Before you make a final course selection you should consider the following questions:

1. What career/career cluster am I interested in?

The sixteen national and state career clusters provide an organizing tool for grouping occupations and broad industries based on commonalities. Below you will find a list of suggested elective courses and extracurricular activities offered and organized by career cluster and pathway

THE AGRICULTURE, FOOD AND NATURAL RESOURCES CAREER CLUSTER prepares learners for careers in the planning, implementation, production, management, processing, and/or marketing of agricultural commodities and services.

Suggested Elective Courses and/or Activities:

- Wildlife Management
- Intro to Animal Science
- Intro to Landscaping
- Physiology and Anatomy
- Environmental Science & Issues
- Chemistry

THE ARCHITECTURE AND CONSTRUCTION CAREER CLUSTER prepares learners for careers in designing, planning, managing, building and maintaining the built environment

Construction Pathway

Suggested Elective Courses and/or Activities:

- Home Maintenance
- Woods I & II
- Applied Engineering I & II
- Building & Trades I & II

ARTS, AUDIO-VIDEO TECHNOLOGY AND COMMUNICATIONS careers are divided into six pathways: Audio and Video Technology and Film; Journalism and Broadcasting; Performing Arts; Printing Technology; Telecommunications; and Visual Arts.

Visual Arts Pathway

Suggested Elective Courses and/or Activities:

- Photography
- Adobe Indesign
- Computer Art & Design
- Drawing & Painting I, II & III
- Ceramics I, II & III
- Glass & Sculpture
- Art Metals & Jewelry I & II
- Yearbook

Performing Arts Pathway

Suggested Elective Courses and/or Activities:

- Band /Choir
- Music Theory
- Music Composition
- Music Theatre
- Spring Musical
- Forensic
- Pep Band

THE BUSINESS, MANAGEMENT AND ADMINISTRATION CAREER CLUSTER

prepares learners for careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

Open Programs of Study:**General Management Pathway**

Suggested Elective Courses and/or Activities:

- Business & Marketing Exploration
- Personal Finance
- Consumer Behavior
- Accounting I/II
- Marketing I/II
- Intro to Business Management
- Economics
- Intro to Entrepreneurship
- FBLA
- Business - Service Learning
- FBLA/Yearbook/Forensics

THE EDUCATION AND TRAINING CAREER CLUSTER prepares learners for careers in planning, managing and providing education and training services, and related learning support services.

Teaching and Training Pathway

Suggested Elective Courses and/or Activities:

- Child Growth and Development
- CAPP Psychology
- Tutoring
- Teacher in Training - Service Learning
- Forensics/YADAA

THE FINANCE CAREER CLUSTER prepares learners for careers in financial and investment planning, banking, insurance and business financial management.

Accounting Pathway

Suggested Elective Courses and/or Activities:

- Personal Finance
- Consumer Behavior
- Accounting I & II
- Clerical/Accounting – Service Learning
- Intro to Business Management
- Economics
- FBLA/Forensics

GOVERNMENT AND PUBLIC ADMINISTRATION CAREER CLUSTER affects Americans in countless ways. In a democratic society, government is the means of expressing the public will.

Public Management and Administration Pathway

Suggested Elective Courses and/or Activities:

- U.S. Government
- CAPP Psychology
- Current Social Issues
- Wisconsin History
- Student Council/International Club

THE HEALTH SCIENCE CAREER CLUSTER orients students to careers that promote health, wellness, and diagnosis as well as treat injuries and diseases.

Therapeutic Services Pathway

Suggested Elective Courses and/or Activities:

- Health Sciences I & II
- Intro to Biotechnology
- CNA Prep
- Sports Medicine
- Pharmacy Tech I/II
- Medical Terminology
- Health Careers Exploration
- Child Growth & Development
- Physiology and Anatomy
- Chemistry
- Fitness & Weight Training
- Lifetime Activities
- YADAA

THE HOSPITALITY AND TOURISM CAREER CLUSTER prepares learners for careers in the management, marketing and operations of restaurants and other food services, lodging, attractions, recreational events and travel-related services.

Restaurant and Food/Beverage Services Pathway

Suggested Elective Courses and/or Activities:

- Consumer Behavior
- Business & Marketing Exploration
- Baking and Decorating
- Culinary Arts I & II
- Cuisine of Cultures

THE HUMAN SERVICES CAREER CLUSTER prepares individuals for employment in career pathways related to families and human needs.

Early Childhood Development and Services Pathway

Suggested Elective Courses and/or Activities:

- CAPP Psychology
- Band/Choir
- Tutoring
- Teacher in Training – Service Learning
- YADAA

THE INFORMATION TECHNOLOGY CAREER CLUSTER careers are divided into four pathways; Network Systems, Information Support and Services, Programming and Software Development, and Web and Digital Communications.

Web and Digital Communications Pathway

Suggested Elective Courses and/or Activities:

- Computer Literacy
- IT Explorations
- MS Office I & II
- Adobe InDesign
- Introduction to Networking
- Intro to Computer Science
- Cybersecurity
- Web Design I/II
- Javascript/Gamification I/II
- Guide to Computer Management & Networking I & II
- Computer Art and Design
- Applied Engineering I
- IT – Service Learning
- FBLA

THE LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY CAREER CLUSTER

helps prepare students for careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

Suggested Elective Courses and/or Activities:

- Economics
- U.S. Government
- CAPP Psychology
- Current Social Issues

THE MANUFACTURING CAREER CLUSTER prepares learners for careers in planning, managing, and performing the processing of materials into intermediate or final products.

Open Programs of Study:**Production Pathway**

Suggested Elective Courses and/or Activities:

- Intro to Robotics
- Welding and Fabrication I, II & III
- Machine Tool Processes
- Physics
- Applied Engineering I & II
- S.T.E.A.M.
- Janitorial/Maintenance - Service Learning

THE MARKETING CAREER CLUSTER prepares learners for careers in planning, managing, and performing marketing activities to reach organizational objectives.

Suggested Elective Courses and/or Activities:

- Business & Marketing Exploration
- Personal Finance
- Consumer Behavior
- Accounting I/II
- Marketing I/II
- Intro to Business Management
- Economics
- Intro to Entrepreneurship
- FBLA

THE SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS CAREER CLUSTER is exciting, challenging, and ever-changing. Learners who pursue one of these career fields will be involved in planning, managing, and providing scientific research and professional and technical services including laboratory and testing services, and research and development services.

Science and Mathematics Pathway

Suggested Elective Courses and/or Activities:

- Intro to Robotics
- Physics
- Pre-Calculus
- AP Calculus
- Applied Engineering I & II
- Environmental Science & Issues
- Chemistry
- Statistics and Probability
- STEAM
- Astronomy

THE TRANSPORTATION, DISTRIBUTION AND LOGISTICS CAREER CLUSTER exposes students to careers and businesses involved in the planning, management, and movement of people, materials, and products by road, air, rail and water.

Facility and Mobile Equipment Maintenance Pathway

Suggested Elective Courses and/or Activities:

- Small Engines
- Auto Mechanics I & II
- Janitorial/Maintenance - Service Learning

2. Am I interested in:

- 2 or 4 year college
- Technical training
- Military training
- Employment immediately after school
- Apprenticeship

3. What entrance requirements are required for entrance into these schools or programs? What courses are best suited to meet these career goals?

4. Which high school courses are offered that are related to the career or career cluster that I am interested in?

5. Is your schedule balanced with the fine arts, career and technical classes, and other school activities that will help make you a well-rounded contributing member of the community?

REQUIREMENTS FOR POST HIGH SCHOOL EDUCATION

In the future, fewer and fewer job opportunities will exist which do not require training beyond high school. The following is a short thumbnail description of admission requirements for several major types of post-high school training. By no means is this meant to be all-inclusive. Courses of study in both one and two year programs may have specific high school course requirements depending upon the program. Students should consider these requirements no later than the end of their sophomore year. Note: There may be specific high school requirements for some schools of higher education and/or for specific declared majors (2 or 4) year institutions.

WISCONSIN TECHNICAL COLLEGES

- Official high school transcript and/or GED/HSED scores (and post-high school transcript(s), when applicable).
- Required test results and/or courses as indicated for each program
- For more information on a specific technical college visit www.witechcolleges.com
- More students transfer from MADISON COLLEGE to UW-Madison than from any other college or university

UNIVERSITY OF WISCONSIN SYSTEM COLLEGES

For more information on a specific colleges visit <http://uwhelp.wisconsin.edu/admissions/freshman/guidelines.aspx>

UW-Madison		Most Others
Profile of admitted students: Un-weighted academic GPA 3.7-4.0, class rank 85th to 97th percentile and ACT composite 28-32		Profile of admitted students: GPA's ranging 3.2 and up, class rank top 50% in class and competitive ACT Score of 22 - 26
4 years English 4 years Math 3-4 years Natural Science 3-4 years Social Science/History 3-4 years Foreign Language 2 years Specified Electives	<i>Note: Admission is both competitive and selective. They consider high school performance (rigor of course work, academic GPA, grade trends and/or class rank), ACT and/or SAT, and nonacademic qualifications (extracurricular activities, leadership, service and talent) personal statements and recommendations.</i>	4 years English 3 years Math 3 years Natural Science 3 years Social Science/History 2 years Foreign Language 4 years Specified Electives

WISCONSIN PRIVATE COLLEGES

For more information on Wisconsin's 23 private, nonprofit colleges and universities visit <https://www.wisconsinprivatecolleges.org/>

ADDITIONAL COURSE OFFERINGS

START COLLEGE NOW (SCN) - [https://docs.legis.wisconsin.gov/document/statutes/38.12\(14\)](https://docs.legis.wisconsin.gov/document/statutes/38.12(14))

Allows any high school student who has completed the 10th grade and who meets certain criteria to take post-secondary courses at a Wisconsin Technical College. For additional information, see the Academic and Career Coordinator.

EARLY COLLEGE CREDIT PROGRAM (ECCP) - <https://docs.legis.wisconsin.gov/document/statutes/118.55>

Allows Wisconsin public and private high school students to take one or more courses at an institution of higher education for high school and/or college credit. An "institution of higher education" means an institution within the University of Wisconsin System, a tribally controlled college, or a private, nonprofit institution of higher education located in the state. For additional information, see the Academic and Career Coordinator.

To qualify for SCN or ECCP, a student must:

- Have completed the 10th grade, be in good academic standing and have no record of disciplinary problems.
- Request enrollment within the college in the school semester prior to the one in which the student plans to attend the postsecondary course.
- Complete the application (form PI-8700A) by **March 1** for a course to be taken in the fall semester; **October 1** for a course to be taken in the spring semester and for ECCP only **February 1** for summer courses.
- Prior to the dues dates stated above the student and parent/guardian will need to meet in person with the high school Principal and the Academic & Career Coordinator to discuss the responsibilities of the student and parent.
- Students who drop a course and are charged by the college will be responsible for paying half of the drop fee that applies.

ADVANCED PLACEMENT COURSES

Fall River 10-12 grade students have the opportunity to enroll in the advanced placement courses through Fall River course work on-line. Students must have maintained a 3.0 cumulative grade point average, gain administrative approval, and have no record of disciplinary problems before being eligible to enroll. The AP exam fee will be the responsibility of the student. If a student is in need of financial assistance to cover the cost there is an application process to address this need. Please see the classroom teacher for more information.

For more information contact the Academic and Career Coordinator.

CAPP COURSES

The Concurrent Academic Progress Program (CAPP) helps encourage high school students to begin thinking about college. A student's first college credits are earned under the guidance of high school teachers. Since a college grade and credit is earned, students are motivated to do their best work. CAPP is an accredited program offered to high schools by Lakeland University. CAPP classes are pre-qualified and allow high schools to offer Lakeland University credit and high school credit for the same class. Final CAPP course grades are determined by results on exams and assignments throughout the semester. Final letter grades are recorded on a Lakeland University transcript. If a student is in need of financial assistance to cover the cost of all or part of the credits there is an application process to address this need. Please see the classroom teacher for more information.

ONLINE COURSES

Online instruction is viewed as a method for the district to enhance or expand course offerings and to provide an educational alternative better suited to the student's learning needs in grades 6 through 12. Well-designed, rigorous curriculum in numerous content areas are currently available through our partnerships with Apex Learning.

This option is designed to meet specific learning needs for students who are prepared to learn outside the conventional classroom. Online learning provides:

- flexibility to facilitate a customized schedule designed to meet students' individual academic goals
- credit recovery options
- access to courses not available at Fall River High School
- accelerated learning and enrichment for high achieving students (including Advanced Placement classes)
- approved coursework for non-traditional students and those with extenuating circumstances

Student requests for online coursework should be directed to the Academic and Career Coordinator. The Online Learning Success Profile, below, may be used by students, families, and school personnel in evaluating a student's abilities for participation in online learning.

Online Learning Success Profile

Characteristics listed below are keys to successful completion of an online course. Successful online learners are:

- Proficient in use of computers and internet navigation because all interaction happens via computer
- Self-motivated and learn well independently, with the freedom and flexibility of the online learning environment comes responsibility.
- Careful to allow ample time for the course. Online learning is not easier than the traditional education process. In fact, many students will say it requires more time and commitment.
- Effective time-managers. Structuring time to effectively participate is up to the learner. Manage time well enough to complete assignments, study and communicate with the teacher. While juggling any additional courses, work or social obligations.
- Careful to follow written information/directions for completing assignments. Web-based courses require that close attention be paid to written instruction as the teacher cannot clarify assignments face to face.
- Good readers and writers. In online courses, reading may be the main source of information. Additionally, nearly all communication is written, so it is critical to feel comfortable in expressing ideas in writing.
- Problem solvers ask for help when needed. In the virtual classroom, knowing how to solve problems and when to seek assistance are important skills. Assistance will be available, but it must be requested.

Note: Criteria may be modified with administrative approval and based on student need.

SUMMER SCHOOL

Summer school courses will be taken through an online curriculum. Students needing to take summer school for credit recovery or students taking enrichment courses will need to complete their course work in the summer school term. Students must attend summer school in person until the course is complete in order to gain credit. Students will also be assigned only one course at a time, upon completion another course may be selected or assigned.

TUTORING

Students signed up for, and being accepted as tutors, will receive **pass/fail grade** and graduation credit based on 5 classes per week of tutoring for a total .25 credits per semester. **The tutoring credit will not be calculated in a students' GPA.** Students who are failing a class(es) may be removed from tutoring at any time. Students must meet with the Academic and Career Coordinator to gain approval.

SERVICE LEARNING

An educational approach that balances formal instruction and direction with the opportunity to serve in the school community in order to provide a pragmatic, progressive learning experience. Service-Learning must properly connect the traditional classroom experience with the real life lessons that come through service. Students signed up for, and being accepted for a service learning position will receive .5 credits per semester. Fall River Service Learning opportunities are as follows:

- Food Service
- Maintenance and Grounds
- Clerical/Accounting
- Teacher in Training
- IT – Information Technology

WORK EXPERIENCE

To compete and work in the technological and global economy, our labor force will need a more highly skilled, lifelong, educational approach. Students will need to be prepared for this highly demanding future with academic skills as well as positive work ethics and attitudes. The work experience program allows students to have exposure to career fields they may be interested in, in order to make informed discussions about their futures. Students are allowed to leave up to one block per day and also receive school credit.

To qualify for Work Experience, a student must:

- Take the AC Planning class
- Meets with the Academic and Career Coordinator to discuss how that particular job fits with their overall career plans
- Obtains a suitable job and works at least 80 hours during the semester

YOUTH APPRENTICESHIP

Youth Apprenticeship (YA) integrates school-based and work-based learning to instruct students in employability and occupational skills defined by Wisconsin industries. Local programs provide training based on statewide youth apprenticeship curriculum guidelines, endorsed by business and industry. Students are simultaneously enrolled in academic classes to meet high school graduation requirements, in a youth apprenticeship related instruction class, and are employed by a participating employer under the supervision of a skilled mentor. For additional information see the Academic and Career Coordinator or visit www.dwd.state.wi.us/youthapprenticeship/programs.htm.

Program Framework

Key elements of the youth apprenticeship program are:

- Industry-developed skill standards
- Exposure to multiple aspects of the industry
- Skilled mentors assigned to train the students
- Paid on-the-job work experience & Academic Credit
- Related classroom instruction concurrent with work-based learning

- Performance evaluation of demonstrated competencies
- State-issued skill certificate

Level One YA Program:

Junior AND Senior year of High School
 450 hours of work-based learning MINIMUM
 2 semesters of related classroom instruction

Level Two standard YA program:

Junior OR Senior year of High School
 900 hours of work-based learning MINIMUM
 4 semesters of related classroom instruction
 The Fall River Youth

Fall River Apprenticeship Program areas are as follows:

- **Agriculture & Natural Resources**
 - Animal Fundamentals
 - Agriculture Mechanic Technician
- **Architecture and Construction**
Construction Pathway:
 - Carpentry Fundamentals Unit
 - Electrical Fundamentals Unit
- **Finance**
 - Accounting Services (Basic and Advanced)
 - Banking Services (Basic and Advanced)
- **Health Science**
 - Dietary Aide
 - Medical Assistant
 - Pharmacy Technician
 - Nursing Assistant
 - Resident Aide
- **Hospitality, Lodging & Tourism**
 - Food & Beverage- Dining Area
 - Food & Beverage- Kitchen
- **Information Technology**
 - IT Essentials
 - IT Network & Security
- **Manufacturing**
 - Machining Unit
 - Production Operations Management Unit
 - Maintenance, Installation and Repair Unit
- **Marketing**
 - Marketing Communications
 - Merchandising
 - Professional Sales
- **Transportation, Distribution & Logistics**
Auto Collision:
 - Collision Repair Basics
 - Non-structural Analysis & Repair**Auto Technician:**
 - General Auto Service
 - Auto/Light Truck System

WISCONSIN EMPLOYABILITY SKILLS CERTIFICATE PROGRAM

The intent of the Wisconsin Employability Skills Certificate Program is to recognize a student’s mastery of employability skills valued by employers, to help students explore career interests, and to provide a state credential of student mastery. Those interested in pursuing such a certificate will need to contact the STW Coordinator.

This program consists of the following:

- Students to document their employability skills
- Employers to assess the skills they are looking for in quality employees
- Educators will customize instruction to help learners to acquire skills that today’s workplace requires.
- Reinforcing 21st Century Skills in Personal Work Habits and Attitudes
- Completion of 90 on-the-job work hours
- Career Exploration and Planning

WISCONSIN YOUTH LEADERSHIP CERTIFICATE

The intent of the Wisconsin Youth Leadership Certificate offered by the Department of Public Instruction (DPI) is to recognize a student’s mastery and exhibition of leadership skills valued by employers, communities, and organizations. Those interested in pursuing such a certificate will need to contact the STW Coordinator.

This certificate consists of:

- Students to document their leadership skills and service hours
- Employers and community organizations to assess the skills necessary for success
- Educators to customize instruction and experiences help learners to acquire valuable leadership skills
- Reinforcing 21st Century Skills in the form of the 4 Cs (Collaboration, Creativity, Communication, and Critical Thinking Skills) in Leadership Skills and Attitudes
- Completion of 90 leadership or service hours

JOB SHADOWING

Job Shadowing is an opportunity for you to connect or “shadow” with a business professional (job shadowing mentor) who has specific knowledge about an occupation or career in which you are interested. You observe responsibilities and tasks associated with the mentor’s career and have the opportunity to ask questions about the knowledge, skills, talents, and level of education required for the job. While the purpose of job shadowing is to gather career related information and expand your networking contacts, it also allows you to build interviewing skills, become aware of trends in the field and see workforce technologies in action. Multiple job shadowing experiences may be arranged to allow you to explore a variety of career paths. Students may participate in job shadow experience once a year during 10th-11th grades. If you are interested in a job shadow experience or for additional information, see the Academic and Career Coordinator.

EXTRACURRICULAR OFFERINGS

All members of any extracurricular offerings have to meet all the requirements of the Fall River Co-Curricular Code.

FBLA (FUTURE BUSINESS LEADERS OF AMERICA)

The purpose of FBLA is to provide additional integrated learning opportunities for students in business and/or business-related fields to develop technical and career supportive competencies and to promote civic and personal responsibilities. Students will compete at regional and possibly state competitions in a selected business related areas. Students also take part in community service projects and may also have fundraising responsibilities in order to pay for state and national dues as well as registration fees for competition. Join and become part of this leadership opportunity.

FFA

FFA is a national organization of over 700,000 members. It is the most well-known component of Agricultural Education because of its high-visibility contests, awards, conferences, programs and of course...the blue corduroy jacket! FFA is an integral component: The FFA offers opportunities to develop life and career skills as well as incentive programs that encourage student excellence in the class and SAE components. Without the class and SAE components, there would be no knowledge and skill basis for which the FFA could offer competitions or award programs. Likewise, without the FFA, the life and career skill attainment would be moderate.

FORENSICS

High school forensics is a competitive experience in public speaking that gives team members many opportunities to excel, gain valuable knowledge, and interact with students from other schools. Team members can choose between a wide variety of categories. They may participate in the oral interpretation of literature as they present prose readings, plays, or poems. Other options include presenting different kinds of speeches, demonstrations or radio scripts which help team members polish their analytical, research, and organizational skills.

INTERACT CLUB

The mission of the Interact Club is to promote volunteerism locally, nationally and even internationally. We have, in the past, helped at the local Food Pantry, packaged food for international aid and even raised money to help certain countries that need clean water. Come join us!

INTERNATIONAL CLUB

In today’s international age global relationships are becoming more and more vital. The International Club is Fall River High School’s extracurricular program whose goal is to bring local students in contact with students from other countries and cultures.

The American Field Service (AFS) is an integral part of the International Club. Fall River has hosted 58 foreign exchange students since the first student, Jens Jensen, arrived in 1964 from Denmark. Over the years, nine Fall River students have attended schools abroad. Club activities include hosting foreign students from neighboring communities, recreational outings, maintaining the flag display in the multi-purpose room, and providing friendship and good will to our international visitors.

NHS (NATIONAL HONOR SOCIETY)

The NHS is a nationally recognized organization, composed of educators and students that have come together to uphold academic excellence and civic virtue. Students are selected for membership through an established school chapter in secondary public and accredited private schools by a five member Faculty Council. Candidates must meet the chapter's requirements for scholarship, service, leadership and character in order to be selected for membership. Continued participation in service projects is required to retain membership. Members must also maintain the chapter's required cumulative GPA of at least a 3.50.

SPANISH CLUB

The Spanish club is an extracurricular club that aims to promote awareness of Spanish speaking nation's cultures. We do this by having fiestas and listening to music from other countries. We also plan some excursions to authentic restaurants so students can use their Spanish outside of the classroom. Each year we also plan to raise money for peasants in certain areas of North or South America. The other mission is to just have fun and get to know each other outside the classroom. Por favor, vengan al club de español.

SKILLS USA

SkillsUSA empowers its members to become world-class workers, leaders and responsible American citizens. We improve the quality of our nation's future skilled workforce through the development of SkillsUSA Framework skills that include personal, workplace and technical skills grounded in academics. Our vision is to produce the most highly skilled workforce in the world, providing every member the opportunity for career success.

SPRING MUSICAL

Fall River high school students may participate in our spring musical each year in April. Occasionally, middle school students may be asked to participate. Audition materials are handed out in December with auditions being held in January. Once the cast list is posted, rehearsals are usually 4 days a week either right after school or a bit later in the evening, and there are also a few Saturday rehearsals. Any student in grades 9-12 is invited to try out for the musical.

STUDENT COUNCIL

Student council is a student based organization that provides service to the community, school, and students. Student council is a superb way to promote your citizenship, leadership and service qualities. Student council acts as a voice of the student body and is a great asset to scholarship and college applications. Some of the activities that a member may be involved in are community service projects, planning school dances, planning homecoming themes and games, fundraising and much more.

YADAA

Youth against Drugs and Alcohol is a leadership group that works toward helping the student body make healthy life choices for their lives in and out of school. We work together to find funding for programming, we spend time in the elementary and middle school peer mentoring, and we do community service projects. If you are interested in being a positive role model for other students, don't miss out on this opportunity.

YEARBOOK

The yearbook staff will work together to produce the student high school yearbook. Students working on the yearbook will be responsible for page layouts, graphics, photography, selling advertising and meeting all required deadlines.

COURSE OFFERINGS OUTLINE

Each student will be asked to choose courses from the following areas during high school. Some courses are required, some are elective, and some are offered every other year. Students are urged to read the course descriptions and consider future career and college plans before choosing courses and laying out a four year plan. *Note: Required courses should be considered first. The master schedule is based on course enrollment. An (*) denotes graduation requirements, (#) denotes computer literacy options (1 credit required), DC denotes Dual Credit options, and IRC denotes Industry Recognized Certifications.*

ART

- .5 Drawing & Painting I, II, & III (9-12)
- .5 Ceramics I, II, & III (9-12)
- .5 Computer Art & Design (10-12) #
- .5 Art Metals & Jewelry I & II (10-12) (Even year)
- .5 Glass & Sculpture I & II (10-12)
- .5 Photography (10-12) (Odd year)

ACADEMIC AND CAREER PLANNING

- .5 HS AC Planning/ACT Prep (11)*

ENGLISH (4 Required Credits)

- 1 Literature & Composition I * (9 or 10)
- 1 Literature & Composition II* (9 or 10)
- 1 War & Culture (11-12)
- .5 Oral Communications (11-12)
- .5 Written Communications (11-12)
- 1 College Reading & Writing (11-12)

FAMILY AND CONSUMER SCIENCE

- .5 Health Careers Exploration (9-12)
- 1 Medical Terminology (11-12) DC
- .5 Child Growth and Development (10-12)
- .5 Culinary Arts I (9-12)
- .5 Culinary Arts II (10-12)
- .5 Baking & Decorating (10-12)
- .5 Cuisine of Cultures (11-12)

MATHEMATICS (3 Required Credits)

- 1 Algebra I (8)*
- 1 Algebra IA (9)*
- 1 Geometry (9-10)*
- 1 Algebra II (10-12)
- 1 Pre-Calculus (11-12)
- 1 AP Calculus (11-12)
- 1 Statistics and Probability (11-12)
- 1 Life Skills Math (11-12)

MUSIC

- .5 High School Band (.25 credits per sem, .5 credits per year) (9-12)
- .5 High School Choir (.25 credits per sem., .5 credits per year) (9-12)
- .5 Musical Theatre (9-12)
- .5 Music Composition (9-12)
- .5 Music Theory (11-12)

PHYSICAL (1.5 Required Credits) AND HEALTH EDUCATION (0.5 Required Credits)

- .5 HS Health (9 or 10)*
- .5 Team Sports (9-12)
- .5 Lifetime Activities I (9-12) Odd Year
- .5 Lifetime Activities II (9-12) Even Year
- .5 Fitness & Weight Training (9-12)

SCIENCE (3 Required Credits)

- 1 Physical Science (9)*
- 1 Biology (10)*
- 1 Chemistry (11-12)
- 1 Anatomy and Physiology (11-12)
- 1 Physics (11-12)
- .5 Environmental Science (11-12)
- .5 Environmental Issues (11-12)
- .5 Astronomy (11-12)
- .5 S.T.E.A.M (11-12)

SOCIAL STUDIES (3 Required Credits)

- 1 U.S. History (9)*
- 1 World Geography and Cultures (10)*
- 1 CAPP Psychology (11-12)
- .5 Current Social Issues (11-12)
- .5 U.S. Government (11-12)
- .5 Wisconsin History (11-12)
- .5 European History (11-12)

TECHNOLOGY ENGINEERING & AGRICULTURE

- .5 Automotive Mechanics I (11-12)
- .5 Automotive Mechanics II (11-12)
- .5 Small Engines (9-12)
- .5 Power Mechanics (10-12) (Offered 24-25)
- .5 Applied Engineering I (9-12) #
- .5 Applied Engineering II (10-12)
- .5 Welding and Fabrication I (9-12)
- .5 Welding and Fabrication II (10-12) DC
- .5 Machine Tool Processes (10-12)
- .5 Intro to Robotics (9-12) #
- .5 Woods I (9-12)
- .5 Woods II (10-12) (Offered 24-25)
- .5 Home Maintenance (9-12)
- .5 Building & Trades I (9-12)
- .5 Building & Trades II (10-12) (Offered in 24-25)
- .5 Wildlife Management (9-12)
- .5 Intro to Animal Science (9-12)
- .5 Intro to Landscaping (9-12)

WORLD LANGUAGE

- 1 Spanish I (9-12)
- 1 Spanish II (10-12)
- 1 Spanish III (11-12)
- 1 Spanish IV (12)

DESTINATIONS CAREER ACADEMY COURSES

BUSINESS MANAGEMENT & ADMINISTRATION

1st Semester

- .5 Business & Marketing Exploration (9-12)
- .5 Personal Finance (10-12)*
- .5 Consumer Behavior (11-12)
- 1 Accounting I/II (10-12)
- 1 Marketing I/II (11-12) DC

2nd Semester

- .5 Business & Marketing Exploration (9-12)
- .5 Intro to Business Management (9-12)
- .5 Economics (10-12)
- .5 Personal Finance (10-12)*
- .5 Intro to Entrepreneurship (11-12) DC

INFORMATION TECHNOLOGY

1st Semester

- .5 Computer Literacy (9-12) DC & IRC
- .67 MS Office I (9-12) DC & IRC
- .5 Adobe InDesign (9-12)
- 1 Intro to Computer Science I/II (10-12) IRC
- 1 Web Design I/II (10-12)
- 1 Javascript/Gamification I/II (10-12) (Offered in 2024-25)
- 1 Guide to Computer Management & Networking I/II (11-12) (Offered in 2024-25)

2nd Semester

- .5 IT Explorations (9-12)
- 1 MS Office II (9-12) DC & IRC
- .5 Introduction to Networking (10-12)
- .5 Cybersecurity (11-12) (Offered in 2024-25)

HEALTH SCIENCE

1st Semester

- .5 Health Sciences I (10-12) IRC
- .5 Intro to Biotechnology (10-12)
- .5 CNA Prep (11-12)
- 1 Pharmacy Tech Cert (11-12) IRC (Offered in 2024-25)

2nd Semester

- .5 Health Sciences II (10-12) IRC
- .5 Sports Medicine (10-12)
- .5 CNA Prep (11-12)

COURSE DESCRIPTIONS

ACADEMIC & CAREER PLANNING

HS AC PLANNING - (1 semester, .5 credit) required

Grade 11

This is a pass/fail course that will consist of students continuing to develop their Academic and Career Plans in Xello. Students will get to KNOW their interests, skills and strengths through a variety of personal assessments. They will next EXPLORE Career Clusters and Pathways, jobs, and education and training requirements. Then finally they will PLAN for the future by setting goals, and formalizing educational plans for high school and beyond. Some time will consist of English, Math and Science ACT test prep. The ACT test measures academic achievement in the areas of English, mathematics, reading, and science, as well as writing, necessary for entering college.

ART

ART METALS & JEWELRY I & II - (1 semester, .5 credit) *Offered even year opposite of Photography*

Grades 10-12 **Prerequisite – Drawing and Painting I or instructor's approval**

This course will cover some basic drawing and design assignments that lead up to the actual making of jewelry and metal sculptures. All students will be required to learn basic soldering and metal forming. Projects include rings, broaches, belt buckles and hollow forms. Students will work with silver, copper, brass and pewter as well as cut stones; Students will be required to pay for all precious metals and stones used in their assignments. This class may be repeated. *(Art Metals I and II will be offered fall semester and will be limited to 12 students.)*

CERAMICS I, II & III - (1 semester, .5 credit)

Grades 9-12

Students will learn a variety of hand building methods and wheel thrown pottery concepts. Glazing techniques will be covered and students will learn basic history of ceramics and kiln firing. Ceramics II and III are open to students that have successfully completed Ceramics I or II. *(Ceramics I will be limited to 12 students.)*

COMPUTER ART & DESIGN - (1 semester, .5 credit)

Grades 10-12

This course will advance student skills in the principles and elements of design covered in Drawing and Painting I. Students will learn the basics of Photoshop and Illustrator as a tool to create a variety of images that deal with Promos, Advertising, Social Issues, and Fine Art. You will work with scanners, digital cameras, printers as well as the computer. ***This course will also count as a .5 of a computer credit and will also be limited to 11 students but will be offered every semester.***

DRAWING & PAINTING I, II & III - (1 semester, .5 credit)

Grades 9-12

This course introduces basic beginning drawing and painting. We will also cover art theory in the elements and principles of design. This course will cover a variety of drawing and painting materials as well as art styles from different periods. Students may repeat this course. You may be in a section that includes both beginning and advanced students, however advanced levels will work independently from the beginning level. This course is strongly recommended as a beginning Art course. *(Drawing and Painting I will be offered every semester and will be limited to 24 students.)*

GLASS & SCULPTURE I & II- (1 semester, .5 credit)

Grades 10-12

Prerequisite – Drawing and Painting I or instructor's approval

This course will cover basics in free standing sculpture and relief sculpture, along with the forming, carving and building processes. They will also learn the process of creating a stained glass piece from cutting to soldering including fusing glass in the kiln and creating some “melted glass” pieces. Students will work with clay, wood, plaster, glass and metal. *(Course will be offered spring semester and will be limited to 10 students.)*

PHOTOGRAPHY - (1 semester, .5 credit) *Offered odd year opposite of Art Metals and Jewelry*

Grades 10-12

Prerequisite: Computer Art & Design or instructor's approval

Students will work with digital cameras. You will learn the basics of computer editing photography with Adobe Photoshop. Having your own digital camera is suggested. *(Course will be offered spring semester and will be limited to 10 students.)*

ENGLISH

LITERATURE & COMPOSITION I - (1 year, 1 credit) required

Grade 9 or 10

During the course of the year, students will explore all areas of the English curriculum: reading/literature, writing, grammar, spelling, public speaking and listening. Skills to be developed will include active listening, study strategies, problem solving, critical thinking skills, composition, organization, research strategies, persuasive/informative speaking, self-confidence and applying technology to communication. Grading will be based on daily assignments, quizzes, tests, and speeches.

LITERATURE & COMPOSITION II - (1 year, 1 credit) required

Grade 9 or 10

During the course of the year, students will expand on the skills learned in English 9. Through the use of a variety of resources, the following curriculum requirements will be met: reading/literature, writing, grammar, spelling, and active listening. Students in this class will also research, write, deliver and evaluate descriptive, narrative, expository and persuasive speeches. Each unit culminates with an authentic assessment.

WAR & CULTURE - (1 year, 1 credit)

Grade 11-12

In Contemporary literature (1950's- present), students will be able to: Read and analyze contemporary literature and nonfiction text; Create narrative, literary analysis, informational and argument writings; Initiate and participate effectively in a range of collaborative discussions; Present information using 21st century skills; Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; Determine vocabulary and figures of speech that are 11th and 12th grade appropriate.

ORAL COMMUNICATION - (1 semester, .5 credit)

Grades 11-12

The course focuses on the principles and practice of effective *oral communication for career readiness*. Through formal and informal speaking activities, students develop skills framing and articulating ideas through various forms of *speech using 21st century technology and concepts*.

WRITTEN COMMUNICATION - (1 semester, .5 credit)

Grades 11-12

In this course students will be able to: Read and analyze literature and nonfiction texts, create informational and argumentative writings, present information using 21st century skills, and demonstrate the command of conventions of the standards of English grammar and usage when writing. Vocabulary and grammar skills will be appropriate for 11-12th grade students. Students will learn how to write real world articles and letters that will be useful for future reference.

COLLEGE READING & WRITING – (1 year, 1 credit)

Grade 11-12

Prerequisite – recommendation of teacher

The course covers critical thinking, reading, and study strategies for college-level readings. Topics include recognizing organizational patterns, highlighting and annotating texts, summarizing, and making inferences. Emphasis will be given to developing critical thinking and reading skills necessary to be successful college readers. It also covers formulating a composition, including organization, development, unity, and coherence in paragraphs and multi-paragraph documents. College-level writing strategies, such as grammatical competence, developing writing processes and styles, multiple revisions, self-advocacy skills, and information literacy (researching) skills will also be reinforced. Students will read five anchor texts, these texts will be the basis for covering universal themes such as the corrupting nature of power, the pitfalls of pride and vanity, and nobility of sacrifice.

FAMILY AND CONSUMER SCIENCE

CHILD GROWTH & DEVELOPMENT - (1 semester, .5 credits)

Grades 10-12

In this course students will explore developmental theories as it relates to child growth and development, infants through adolescents. Exploration in childcare, children's healthcare, and learning disabilities. It will provide a knowledge base for students looking to further themselves in careers in teaching, health care, childcare providers, and therapy services. Additionally, students will have the opportunity to gain the ServSafe industry certification.

HEALTH CAREERS EXPLORATION - (1 semester, .5 credits)

Grades 9-12

This course is designed to help students do an in depth look into health careers. This course will discuss optional pathways, workforce environments, educational requirements and short and long term benefits of such professions. There will be opportunities to visit the mentioned workforce environments as well as listen to individuals among the professions studied. Students will learn a wide range of health career options.

MEDICAL TERMINOLOGY (DC) - (1 semester, 1 credit) Dual Credit

Grade 11-12

The focus in this elective course is on communication using the medical language. Students practice formation, analysis and reconstruction of medical terms. Component parts of medical terms including word roots, prefixes, and suffixes are emphasized. Terms are classified by the structural organization of the body. Both the written and spoken formats for using language will be addressed including word construction, definition, spelling, and pronunciation of medical terms and interpretation of written materials. The course provides an introduction to operative, diagnostic, therapeutic and symptomatic terminology of all body systems as well as systemic and surgical terminology.

Note: Students taking Medical Terminology and receiving a C or better on the final exam will be eligible for (3) Dual Credits through Madison College.

CULINARY ARTS I - (1 semester, .5 credits)

Grades 9-12

This course will focus on the development of skills in basic food preparation and meal planning and nutrition. Students will learn how the decisions they make about food influences the wellness of them and their family. The main objectives will be to learn and practice nutrition skills, common recipe procedures, use and care of equipment and appliances, and food production for both the individual and groups. Students will investigate different types of and methods for preventing food borne illness. Students in this course will also have the opportunity to organize and judge an in-school culinary competition. Students are expected to work cooperatively and to practice safety and sanitation procedures standard to both home and industry while producing a variety of foods in lab situations. Classroom experiences include food labs, demonstrations, computer and Internet activities, research, and presentations.

CULINARY ARTS II - (1 semester, .5 credits)

Grades 10-12

Prerequisite –Culinary Arts I

Culinary Arts is designed for students who are interested in the areas of foodservice and hospitality. The ProStart curriculum this course is based upon was created by the National Restaurant Association. Its purpose is to help students develop skills that will assist them in their current restaurant, hotel, or food service jobs and potentially prepare them for further education at the post-secondary level. As part of this program, students will have the opportunity to take part in a statewide culinary competition with the National Restaurant Association and/or the DPI and Dairy Board. Classroom experiences include food labs, demonstrations, computer and Internet activities, research, and presentations.

BAKING AND DECORATING - (1 semester, .5 credits)

Grades 10-12

Prerequisite –Culinary Arts I

Students gain hands-on experience creating a variety of baked goods and desserts. This course includes instruction on many topics like basic baking techniques, sanitation, candy and chocolate, fondant, mixing and production and design and decorating. This course will also cover the basics of the scientific and chemical processes involved when combining ingredients. Classroom experiences include food labs, demonstrations, computer and Internet activities, research, and presentations.

CUISINE OF CULTURES - (1 semester, .5 credits)

Grades 11-12

Prerequisite –Culinary Arts II

This course explores the connections between what we eat and cultures around us. As we move around the globe, this course will cover the history and topography as it relates to each region's dietary customs, cuisines and cooking methods. By investigating cultural, spiritual, and social influences on food choices, you can gain an awareness and understanding of diverse populations within our society.

MATH

ALGEBRA IA – (1 year, 1 credit) - required

Grade 9 **Prerequisite – Math 8**

This course is the second course of the two year Algebra I sequence. It covers linear systems, exponents and exponential functions, polynomials, factoring, quadratic equations, radicals, rational numbers, and probability.

ALGEBRA I – (1 year, 1 credit) – required

Grade 8 or 9 **Prerequisite – Teacher placement**

Algebra is an extension of arithmetic. Topics covered include integers, algebraic operations, expressions, linear equations, graphing linear equations, inequalities, linear systems, exponents and exponential functions, polynomials, factoring, quadratic equations, radicals, rational numbers, and probability. 8th graders taking this course will be selected based on testing and teacher recommendation.

GEOMETRY - (1 year, 1 credit) required

Grades 9-10 **Prerequisite - Algebra**

Geometry covers the following topics: points and lines, logic, angles, reflections, proofs, polygons and symmetry, congruence, perimeters and areas, 3-D figures, surface areas, volumes, coordinate geometry, similarity, circles, triangles and trigonometry.

ALGEBRA II - (1 year, 1 credit)

Grades 10-12 **Prerequisite: Geometry or consent of teacher**

This course covers functions (linear, quadratic, exponential, and logarithmic), variations, systems, powers, inverses, trigonometry, and statistics. This class is very similar to the college class required by all college graduates. (*Graphing Calculator required.*)

PRE-CALCULUS - (1 year, 1 credit)

Grades 11-12 **Prerequisite – Advanced Algebra**

Pre-calculus goes over much of what has already been learned in previous math classes. It also goes over new material necessary to be successful in Calculus. It includes the study of linear relations and functions, theory of equations, circular functions, trigonometry, polar coordinates, complex numbers, exponential and logarithmic functions, conics, probability, and descriptive statistics (*Graphing calculator required.*)

AP CALCULUS - (1 year, 1 credit)

Grades 11-12 **Prerequisite – Pre-Calculus**

This course will cover the fundamentals of calculus, including limits, differentiation and integration. This course will provide a background for college math and, for those willing to master the material it will prepare the student for the AP Calculus test. (*Graphing calculator required.*)

STATISTICS & PROBABILITY – (1 year, 1 credit)

Grades 10-12 **Prerequisite – Geometry**

Probability and statistics looks at two related branches of mathematics. Probability is the measure of the likelihood of the occurrence of a certain event. Statistics is the study of the analysis and organization of data. Students will explore math concepts in relation to real-world applications.

LIFE SKILLS MATH - (1 year, 1 credit)

Grades 11-12

This course will serve as an alternate math course to Algebra II for those students needing a third math credit. It is designed for the non-college bound student. Topics covered will be basic math skills, consumer math, basic algebra and geometry review, probability, designing and interpreting graphs, and problem solving.

MUSIC

Note: Students are expected to make a full year commitment in order to gain the full band and choir experience.

HIGH SCHOOL BAND - (1 year, .5 credit)

Grades 9-12 **Prerequisite: Middle School Band or by teacher approval**

The high school band offers the student the opportunity to continue his/her music education into high school. The band performs at various functions throughout the year. This course provides students with the opportunity to further enhance their ensemble performance skills, rehearsal performance skills, and instrumental techniques. All students perform pep band as well as traditional concert band music. High school band students are eligible to participate in the conference honors band. Band

students may elect to perform solos and or ensembles at the district festival. JAZZ ENSEMBLE meets Tuesday and Thursday mornings from 7:00-7:45 am- this allows students to express themselves in the jazz idiom. 6 sectional band lessons are required throughout the school year (3 per semester). Sectionals allow students to work in small groups with the director to help them advance their musical abilities. As a member of the High School band, group effort and cooperation is key to a successful program. Each student is expected to show technical and musical growth throughout the year.

HIGH SCHOOL CHOIR - (1 year, .5 credit)

Grades 9-12

Students in +high school choir continue to work on part-singing, now in 3-4 parts. Breath control, dynamics, pitch matching, style, and music reading also continue to be studied along with singing in foreign languages. This group performs at the winter and spring choir concerts as well as Veteran's Day and Memorial Day. Concerts are considered exams in choir. Each year, a small group of high school choir members will be chosen to participate in the Trailways South Honors Choir in November. Students may choose to participate in the High School Solo & Ensemble contest in the spring. Every other year in May, the choir goes on a trip to Chicago or another destination. Students participate in a fundraiser each year to raise money for these trips. At the end of the year, students plan and rehearse for their own student-led Pops Concert with the elementary classes as their audience.

MUSICAL THEATER - (1 semester, .5 credit)

Grades 9-12

Musical Theatre class is an exploration of Musical Theatre. Students will study the work of the actor/singer/dancer and use their gained knowledge to develop as performers. Students will prepare and present as soloists as well as members of small groups and larger ensembles. This class is also meant to prepare students for the upcoming musical of that given school year. However, students will prepare material for class presentation and critique. There will also be a focus on the audition process as well as musical theatre history and repertoire. Finally, the class will participate in a culminating showcase performance at the end of the year.

MUSIC COMPOSITION - (1 semester, .5 credit)

Grades 9-12

Prerequisite: middle school band, choir or by teacher approval

This course will cover note reading and writing, scales, intervals, chords, progressions, harmonizing a melody, and composition. Various computer applications will be used. Students will also learn basic piano and aural skills. The class will include projects such as transcribing music, arranging music, and song writing.

MUSIC THEORY - (1 semester, .5 credit)

Grades 11-12

Prerequisite: middle school band, choir or by teacher approval

This course is an introductory college-level music theory course. Various computer applications will be used. Students cultivate their understanding of music theory through analyzing performed and notated music as they explore concepts like pitch, rhythm, form, and musical design. Students will also briefly explore music history.

PHYSICAL EDUCATION AND HEALTH

Note: A doctor's excuse will be needed to be excused for any part of physical education or swimming requirements. No credit is granted for a doctor's excuse. A student who has begun a semester in Physical Education class but is declared by a doctor to be medically excused (ME) shall continue to attend classes (without actively participating) unless permission is given by the instructor to go elsewhere. A student receiving an ME on their report card shall receive credit for Physical Education but does not earn a letter grade.

TEAM SPORTS - (1 semester, .5 credit)

Grade 9-12

The emphasis with this course is on advanced skill development and team concepts such as sportsmanship, strategy, cooperation, and teamwork. A competitive spirit and a desire to work with classmates is essential. Units in team sports include basketball, softball, team handball, ultimate Frisbee, flag football, soccer, volleyball, floor hockey, and water games.

LIFETIME ACTIVITIES I (odd year) - (1 semester, .5 credit) & **LIFETIME ACTIVITIES II (even year)** - (1 semester, .5 credit)

Grade 9-12

These courses are designed to give students an opportunity to experience activities that can be completed by themselves or with a small group of people. Lifetime activities focus on individual and dual sports. Units of instruction include tennis, badminton, golf, Frisbee golf, pickleball, archery, croquet, deck tennis, walking, swimming, cross country skiing and/or snowshoeing, and biking. These two courses will run every other year and units of instruction will be determined by student numbers and the semester in which the course runs.

FITNESS & WEIGHT TRAINING - (1 Semester, .5 credit)

Grade 9-12

This course is designed to give students the opportunity to learn concepts and techniques necessary to achieve optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

HS HEALTH - (1 semester, .5 credit) required

Grade 9 or 10

This course is designed for students to learn about the physical, social, and mental aspects of total health and well-being. The students will also be given a chance to review their CPR and first aid skills. Each student will be assigned a number of oral and written research reports to keep them "up to date" on today's ever changing world of health related topics.

SCIENCE

PHYSICAL SCIENCE - (1 year, 1 credit) required

Grade 9 **Prerequisite – freshmen standing**

This course is designed to provide an introductory overview of physical science in the areas of physics and chemistry. Half of the semester will be dedicated to concepts in chemistry such as the composition of matter and how various forms of matter interact. The other half of the year will be dedicated to physics concepts such as motion, forces, electricity, and magnetism.

BIOLOGY - (1 year, 1 credit) required

Grades 10 **Prerequisite – Physical Science and Algebra**

This course is designed to be an overview of skills, techniques, and basic knowledge related to the scientific study of living things. Areas of study include: organization of life, the cell (its structure, contents and their functions, DNA and its functions, and how the cell divides), how traits are passed on, and a review of organisms from the Kingdom Animalia with hands-on laboratory dissection or representative phyla.

CHEMISTRY - (1 year, 1 credit)

Grades 11-12 **Prerequisite – B- or better in Physical Science**

This course is designed to give an overview of the physical sciences dealing with the composition of matter and how various forms of matter interact. First semester covers measurements used in chemistry (metric system), atomic structure, periodic law, chemical bonds, chemical formulas and equations, chemical reaction types, and stoichiometry. Second semester covers phases of matter, the gas laws, liquids-solids and water, solutions, acids and base, and carbon and its compounds.

PHYSICS – (1 year, 1 credit)

Grades 11-12 **Prerequisite – junior/senior standing, B- or better in Geometry and/or instructor approval**

Physics is the most fundamental of the sciences and is the basis of engineering. Students will explore topics such as motion, energy, sound, light, electricity, and magnetism. A good understanding of algebra and geometry is needed. This course is geared to those looking to pursue a college degree

ANATOMY & PHYSIOLOGY - (1 year, 1 credit)

Grades 11-12 **Prerequisite - junior/senior standing, B- or better in biology and/or instructor approval**

This course is designed to offer students an overview of human organ systems with regard to structure and function. Anatomy (body structure) is emphasized and the intense dissection of a representative member of the class Mammalian required. General physiology (body function) of each body system is also covered. Topics students cover include: anatomical orientation, the integumentary system, the skeletal system and articulations, the muscular system and surface anatomy and circulatory and lymphatic systems, the endocrine system, the respiratory system, the digestive system, the urinary system and the reproductive system.

ASTRONOMY- (1 semester, .5 credits)

Grades 11-12

Astronomy is the study of celestial objects and their evolution. Students will learn about topics such as the history of astronomy, the background science of astronomy, the planets, the solar system, stars, and beyond.

S.T.E.A.M - (1 semester, .5 credits)

Grades 11-12

This course serves as an introductory course where students can develop skills associated with science, technology, engineering, art, and mathematics (STEAM). Over the semester, students will cycle through several stations where they will be tasked to

engage in engineering, construction, editing, creating, science, mathematics, and programming to design projects and accomplish objectives.

ENVIRONMENTAL SCIENCE - (1 semester, .5 credits)

Grades 11-12

Students will study the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world; to identify and analyze environmental problems both natural and human-made; to evaluate the relative risks associated with these problems; and to examine alternative solutions for resolving and/or preventing them.

ENVIRONMENTAL SCIENCE ISSUES - (1 semester, .5 credit)

Grades 11-12

Environmental issues will focus on the impact humans have on the environment and its diversity. Topics will include current issues dealing with the environment looking at what humans are doing and how these actions impact humans and other organisms. Solutions to the issues studied will also be addressed looking at the pros and cons of each.

SOCIAL STUDIES

U. S. HISTORY - (1 year, 1 credit) required

Grade 9

Prerequisite – freshman standing

U.S. history is designed to have students investigate the cultural, political, and economic events and circumstances that have shaped the United States from Reconstruction through the current issues of the 21st century. As our world becomes more connected it is valuable for US citizens to have an awareness of how our national position in the world was established therefore, we will discuss how and why the United States became the world super power that it is. By learning our nation's history we all will have a better understanding of our place in the world.

WORLD GEOGRAPHY & CULTURES - (1 year, 1 credit) required

Grade 10

Prerequisite – sophomore standing

World Geography and Cultures is designed to provide students with a relevant and practical understanding of the physical, historical, and cultural factors that have shaped the nations of the world. These concepts are essential tools in understanding and interpreting the conflicts, interactions, and economic forces that shape our world today. The course will include a study of physical and political geography, regional cultures, and a thematic study of world history.

U.S. GOVERNMENT - (1 semester, .5 credit)

Grade 11-12

In U.S. government students will focus on interpreting the U.S. Constitution and analyzing the three branches of our federal system. The role of government at the international, national, state, and local levels will also be examined. We will explore the corresponding obligations and responsibilities of citizenship with an investigation of the Bill of Rights.

CURRENT SOCIAL ISSUES - (1 semester, .5 credit)

Grade 11-12

Current Social Issues is designed to give practical lifestyle information that enables students to contemplate and discuss the topics and sentiments affecting our society and economy. Many of these issues are very controversial within our country today. Units of study include Drug and Alcohol Abuse (Including the debate over marijuana legalization); The Legal System & Crime; Immigration; Consumer Issues & the Economy; Minority Issues; Same Sex Marriage; Gun Control; and Ethical Issues of Modern Medical Technology. The study of Current Events is also intertwined throughout the course. This class is not designed to identify which side of an issue is right and which is wrong. The intention is to clarify positions, remove misconceptions, and assist the student in making informed decisions.

WISCONSIN HISTORY - (1 semester, .5 credit)

Grade 11-12

This course will cover the following; the founding of Wisconsin, the influence of the Fur Trade on population, the Logging history of Northern Wisconsin, Native American settlement, Fall River History and more! Come learn about your roots.

EUROPEAN HISTORY - (1 semester, .5 credit)

Grade 11-12

This course will cover a modern version of European history starting with World War 1. The course will cover many aspects of European history including WW1, WW2, The Holocaust, and the Cold War. We will discuss topics related to but not limited to religion, race, sexuality, and politics.

CAPP PSYCHOLOGY - (1 year, 1 credit)

Grades 11-12

Psychology is the study of human behavior, mental processes, and the physiological systems that interact with these elements. This course is designed to provide a study and analysis of these various elements. Units of study include: Approaches to Psychology; Brain, Body & Awareness; Cognitive Processes; Human Development; Theories of Personality Development; and Psychological Disorders. This course requires a certain level of open mindedness, objectivity, and critical thinking. It provides a broad overview of psychological processes and theories that will aid in the understanding of self and others. *Note: Students that register will receive (3) Lakeland college credits.*

TECHNOLOGY ENGINEERING & AGRICULTURE

AUTOMOTIVE MECHANICS I - (1 semester, .5 credits) 1st semester class

Grades 11-12

This course is designed to give students an introduction to automotive systems. Specifically this course will cover complete inspection and maintenance of a typical automobile. Course topics include lubrication, electrical and charging, suspension, cooling system, braking, and automotive body maintenance. Students will be exposed to hands-on experience related to the maintenance and inspection of an automobile.

AUTOMOTIVE MECHANICS II - (1 semester, .5 credits) 2nd semester Class

Grades 11-12

Prerequisite – Auto Mechanics I and/or Approval of Instructor

This course is a continuation of Automotive Mechanics I.

SMALL ENGINES - (1 semester, .5 credits)

Grades 9-12

This course is designed to introduce students to the understanding of how small engines work and the theory of small engines. Students will also learn the importance of transportation and its changes in history. Students will tear down and rebuild a single piston OHV small engine and learn to troubleshoot problems.

APPLIED ENGINEERING I - (1 semester, 0.5 credits)

Grades 9-12

Students will be given experiences using computer aided design and computer aided manufacturing software to design various projects. Students will be introduced to additive and subtractive computerized manufacturing processes using 3D printers, laser/engraver cutter, vinyl cutter, CNC mill, CNC lathe and CNC plasma cutter. ***This course will also count as a .5 of a computer literacy credit.***

APPLIED ENGINEERING II - (1 semester, 0.5 credits)

Grades 10-12

Prerequisite – Applied Engineering I

This is an advanced course that will integrate science, technology, engineering, and mathematics (STEM). The focus of the course will be real world problem solving through project based, hands on applications. In this course students will be developing, testing, and proposing solutions to the efficient manufacturing of a product using both the additive and subtractive machining processes. Students will utilize the 3D printers, laser/engraver cutter, vinyl cutter, CNC mill, CNC lathe and CNC plasma cutter to develop their product prototypes.

WELDING & FABRICATION I & II - (1 semester, .5 credit)

Grades 9-12

Students will gain experience in the following welding processes – shielded metal arc welding, oxyacetylene welding, metal inert gas welding, tungsten inert gas welding, and fusion spot welding. Students will also gain the valuable cutting processes of Plasma cutting and oxy- acetylene welding. The fabrication portion of this course will include work with plate steel as well as thin gauge steel to produce several projects combining these processes. Additionally, students will have the opportunity to gain the OSHA 10 industry certification.

MACHINE TOOL PROCESSES - (1 semester, .5 credit)

Grades 9-12

Students will gain experiences in machine tool fabrication. Examples of tools students will gain experience in are the milling machine, metal lathe, drill press, surface grinder, and bench grinder. Students will create a variety of projects using skills learned. In the process of creating projects students will gain valuable precision measuring experiences.

INTRODUCTION TO ROBOTICS - (1 semester, .5 credit)

Grades 9-12

The objective of this course is to introduce students to the field of robotics and stimulate their interests in science and engineering through the participation of the entire engineering design process. This course covers a variety of multidisciplinary topics necessary to understand the fundamentals of designing, building, and programming robots. Students will be required to gradually complete the design and construction of a robot using the Vex Robotic System kit and following the constraints and objectives for competing on the final project demonstration. ***This course will also count as a .5 of a computer literacy credit.***

WOODS I - (1 semester, .5 credit)

Grades 9-12

This course is designed to allow students to learn to safely use woodworking hand/power tools. Each student will learn to follow plans and build a series of projects that will allow them to gain basic skills in the use of this equipment. The machines and hand tools that are used in this class include woodworking hand tools, table saw, jointer, planer, band saw, drill press, lathe, surface sander, sanders, power miter box, router, panel saw and scroll saw. Job opportunities related to the use of these skills will be studied.

WOODS II - (1 semester, .5 credit)

Grades 10-12

Prerequisite – Woods I

This course is the second level in the Construction Trades area. Students will participate in many phases of home construction, including framing, wall lay out, roofing, siding, soffit and fascia. Our major project of this class is the construction of utility shed/garages.

HOME MAINTENANCE - (1 semester, .5 credit)

Grades 9-12

A study of repairs that are commonly undertaken by the average homeowner. Hands-on learning experiences may include drywall, ceramic tile, house wiring, plumbing repairs, and purchasing a home and renting.

BUILDING & TRADES I - (1 semester, .5 credit)

Grades 9-12

Students will learn about modern residential framing practices that go into building a typical modern house. Including external and internal wall construction, floor construction, and ceiling and roof construction. Projects will include building a life size floor, wall corner section, and roof section. They will also learn about the utilities that go into a residential structure. In addition to processes students will learn safety skills necessary for work on a construction job site.

BUILDING & TRADES II - (1 semester, .5 credit)

Grades 10-12

Prerequisite – Building & Trades I

This course is the second level in the Construction Trades area. Students will participate in many phases of home construction, including framing, wall lay out, roofing, siding, soffit and fascia. Our major project of this class is the construction of utility shed/garages.

WILDLIFE MANAGEMENT - (1 semester, .5 credit)

Grades 9-12

Come join us as we explore the great outdoors! This one semester class will focus on the past, present, and future natural usage of our fish, forestry, and wildlife resources. Students will gain hands-on opportunities in the school woods, creating a taxidermy project and earning their trappers certification! This is the class to take for the outdoor enthusiast!

INTRODUCTION TO ANIMAL SCIENCE - (1 semester, .5 credit)

Grades 9-12

Students will learn the basics of animal health and the management of domesticated animals throughout this course. Students will start with record keeping, environmental requirements, and the marketing of animals, then construct a 3-D model of an animal handling facility. Next, students will explore the veterinary practices used in the industry for both small and large animals, along with labs in animal health practices from animal restraints to animal injections. Labs and projects will focus on learning the different body systems of animals, to better understand how to care for them. This course is great for students who are interested in pursuing a degree in animal science or just interested in learning more about animals.

INTRODUCTION TO LANDSCAPING - (1 semester, .5 credit)

Grades 9 -12

This course will focus on the basic principles of landscaping your home. Major areas of study will include: establishing your landscaping needs, starting your plan, analyzing the site, choosing construction materials, choosing landscape structures, selecting plants, trees, shrubs, and flowers to fit your design, designing the public and living area, buying, planting, and taking care of your plants. Students will build on their skills by gaining a hands-on approach to the hardscaping components of landscaping by working with stone concrete pavers and much more as they create raised beds, patios, retaining walls, and much more. Get your hands dirty making landscape designs become reality as we complete landscape projects in the community.

WORLD LANGUAGE

Note: Due to the nature of world language study, and the fact that each level is predicated on the mastery of the preceding level, it is suggested that all Spanish courses be taken consecutively. In the event that the student received a grade of F the first semester, that student may not be allowed to continue language study in the second semester.

SPANISH I - (1 year, 1 credit)

Grades 9-12

The focus of Spanish I is to build a foundation of acquiring the basic skills necessary for communication: reading, writing, speaking, and listening. Students will learn how to acquire vocabulary, develop basic syntax and rules of grammar and most importantly, learn how to think about acquiring another language. Students will learn to conjugate verbs in both the present and present progressive tenses. Learning about cultural traditions and customs in many Spanish-speaking regions is also an important part of the course.

SPANISH II - (1 year, 1 credit)

Grades 9-12

Prerequisite – Spanish I

Spanish II is a course designed to accommodate students who have completed Spanish I. Students will continue to build on their knowledge of communicating in the language and culture. Students will continue working with the present and progressive tenses, as well as beginning study of the past tenses. Language development will be furthered through more use of authentic materials, such as music and literature.

SPANISH III - (1 year, 1 credit)

Grades 11-12

Prerequisite – Spanish II

The emphasis in Spanish III is on refining existing knowledge of grammatical structures. This course includes a study of some complex verb tenses and moods. The course will cover the subjunctive mood. Students will continue practicing language skills via literature and music.

SPANISH IV - (1 year, 1 credit)

Grade 12

Prerequisite – Spanish III

Spanish IV is a course that is designed to prepare students for foreign travel in the future. Students will be exposed to a more advanced level of language, using film and other authentic language materials.

Destinations Career Academy (DCA) is a virtual charter school dedicated to providing students with the opportunities and experiences necessary to learn about themselves, their future goals, and gain the skills and knowledge necessary to successfully pursue their goals. As a college and career readiness school, students can pursue a wide variety of course options or go deep into a single career pathway that takes a student's learning to the next level. DCA's personalized approach will ensure each student receives the supports they need to be successful. To learn more about Destinations Career Academy go to their website at <https://dcawi.k12.com>

BUSINESS MANAGEMENT & ADMINISTRATION

BUSINESS & MARKETING EXPLORATION

Course Length: Semester Course

Credit: .5 credit

Grades: 9-12

Prerequisite(s): None

Course Description: This course is designed as an exploration of the business career pathways. Students will get an introduction to business careers so that they can better assess which pathway to pursue. In this course students explore basic concepts in the broad areas of business and marketing, as well as career options in each area. Students study the concepts of marketing, financial management, and human resource management, in addition to other common business-related functions. Students complete projects to develop a deeper understanding of the roles these business functions play.

PERSONAL FINANCE (IRC)

Course Length: Semester Course

Credit: .5 credit

Grades: 10-12

Prerequisite(s): None

Course Description: This course covers the most current and relevant financial topics that impact today's students. Topics include budgeting, identity theft, saving, investing, risk management, online banking, and careful use of credit. This course teaches students how to plan and manage their personal finances, how to live a financially successful life, and what their financial responsibilities are as citizens.

INTRODUCTION TO BUSINESS MANAGEMENT

Course Length: Semester Course

Credit: .5 credit

Grades: 10-12

Prerequisite(s): Business & Marketing Explorations

Course Description: Do you dream of owning your own business someday, or working for a company in a leadership position? Wherever your path may lead you, having the essential knowledge of business types, requirements to start a business, understanding of finances, business law, marketing, sales, customer service, and more, will ensure you're on the path to success. Let's explore your passion for business in this course!

ECONOMICS

Course Length: Semester Course

Credit: .5 credit

Grades: 10-12

Prerequisite(s): None

Course Description: Students are introduced to the basics of economic principles, and they will learn the importance of understanding different economic systems. Students will explore different economic systems, including the American free enterprise system, and they will analyze and interpret data to understand the laws of supply and demand. Students will also be presented with economic applications in today's world. From economics in the world of business, money, banking, and finance, students will see how economics is applied both domestically and globally. Students will also study how the government is involved in establishing economic stability in the American free enterprise system as well as how the U.S. economy has a global impact.

CONSUMER BEHAVIOR

Course Length: Semester Course

Credit: .5 credit

Grades: 11-12

Prerequisite(s): None

Course Description: This course draws key concepts from marketing, psychology, sociology, and anthropology to present a strong foundation and highly practical focus on real-world applications for today's global business environment. This course incorporates current business practices, including extensive coverage of social media influences, increased consumer power, and emerging neuroscience findings. Students also examine controversies in consumer decision-making involving money, goals, emotions, charity, health, materialism, and sustainability.

INTRODUCTION TO ENTREPRENEURSHIP (DC)

Course Length: Semester Course

Credit: 1.0 credit

Grades: 11-12

Prerequisite(s): None

Course Description: Dreaming of starting your own business? This course is designed to inspire and nurture the entrepreneurial spirit. Students will examine the entrepreneurial process and characteristics of successful entrepreneurs, how to identify and evaluate entrepreneurial opportunities, and the critical elements of an effective business plan -- including management, marketing, and financial data. So whether you dream of a new business, or have a plan that needs further development, this course can help you reach your goals.

ACCOUNTING I/II (IRC)

Course Length: Yearlong Course

Credit: 1.0

Grades: 10-12

Prerequisite(s): None

Course Description: Accounting 1 is the first semester of a two-semester course. This course teaches accounting while placing emphasis on conceptual understanding and financial statement analysis to encourage students to apply accounting concepts to real-world situations and make informed business decisions. Topics include transactions and methods of accounting for a service business as a sole proprietorship. During Accounting 2, students will continue their study of accounting through the lens of a merchandising business organized as a partnership. They will journalize transactions for purchases, prepare payroll records, and prepare statements for the partnership. An accounting simulation will be completed which mimics keeping accounting records for an event planning business. This will be mailed to students. Students will prepare for the *ASK Finance Certification.

MARKETING I/II (IRC & DC)

Course Length: Yearlong Course

Credit: 1.0 credit

Grades: 11-12

Prerequisite(s): None

Course Description: Have you ever wondered how a product makes it to market? Do you know how a business decides what type of advertising to use, and who the ideal customer is? Marketing is the study of the business activities that direct the flow of goods and services from producers to consumers. In this course you will learn how marketers are able to satisfy consumer needs and wants, determine which markets the business can best serve, and decide which products and services can best serve these markets. Topics include buyer behavior, marketing research principles, demand analysis, distribution, financing, pricing, product management, and social media marketing. Students will also complete an online retail marketing simulation. Students will prepare for the *ASK Marketing Certification.

INFORMATION TECHNOLOGY

Note: *All courses in this section can count towards your Computer Literacy requirement.*

COMPUTER LITERACY (IRC)

Course Length: Semester Course

Credit: .5 credit

Grades: 9-12

Prerequisite(s): None

Course Description: In this introductory course, students become familiar with the basic principles of a personal computer, including the internal hardware, operating system, and software applications. Students gain practice in using key applications such as word processing, spreadsheet, and presentation software, as well as understand email etiquette and set up. Students will also learn about the social and ethical issues around the Internet, information, and security. This course focuses on and prepares students for the IC3 Certification: the certification consists of three exams: Living Online, Computing Fundamentals, and Key Applications.

IT EXPLORATIONS (DC)

Course Length: Semester Course

Credit: .5 credit

Grades: 9-12

Prerequisite(s): Computer Literacy

Course Description: This course is designed as an exploration of the information technology career pathways. Students will get an introduction to information technology careers so that they can better assess which pathway to pursue. In this course students explore basic concepts in the broad areas of information technology, as well as career options in each area. Students study the concepts of networking information support, web and digital communications, and programming and software development.

MICROSOFT OFFICE 1 - WORD & POWERPOINT (IRC/DC)

Course Length: Semester Course

Credit: .67 credit

Grades: 9-12

Prerequisite(s): None

Course Description: This course is for students who wish to learn core skills in Microsoft Word and PowerPoint. Students work through real-world, hands-on projects to develop skills in formatting text, page layout, images, charts, and a vast variety of commonly used word processing and presentation tools. This course focuses on and prepares students for the Microsoft Word 2019 Associate and Microsoft PowerPoint 2019 Associate certifications.

MICROSOFT OFFICE 2 - EXCEL APPLICATIONS (IRC & DC)

Course Length: Semester Course

Credit: 1.0 credit

Grades: 9-12

Prerequisite(s): None

Course Description: This course is for students who wish to learn core skills in Microsoft. After completing this course, students will be prepared to take the Microsoft Office Specialist exam in Excel. Students work through hands-on projects to sharpen skills in data management, formula creation, charts, and other spreadsheet and database tools. Example projects include professional looking budgets, team performance charts, sales invoices, and many more. This course focuses on and prepares students for the Microsoft Excel 2019 Associate certification.

INTRODUCTION TO NETWORKING

Course Length: Semester Course

Credit: .5 credit

Grades: 10-12

Prerequisite(s): None

Course Description: This course introduces students to the fundamentals of computing. Students will learn about setting up hardware and networks, while experiencing how to maintain and connect them. Understanding cybersecurity and digital citizenship are another focus for students to learn about in a technology dominated world. This course prepares students to earn the CompTia ITF+ Certification.

INTRODUCTION TO COMPUTER SCIENCE (DC)

Course Length: Yearlong Course

Credit: 1.0 credit

Grades: 10-12

Prerequisite(s): Computer Literacy and IT Explorations

Course Description: Introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. This course prepares students for the AP Computer Science Principles exam.

ADOBE INDESIGN

Course Length: Semester Course

Credit: .5 credit

Grades: 11-12

Prerequisite(s): None

Course Description: Graphic design professionals and design students alike have embraced Adobe InDesign as the industry standard for page layout software, and this course provides a solid foundation for those looking to learn this program. This course covers all the fundamental concepts, starting with the workspace and proceeding logically and intuitively to more advanced topics in graphic design. Topics covered include, working with text, setting up a document, working with frames, working with color, working with placed images, creating graphics, effects, working with tabs and tables, creating books, and preparing documents for print.

WEB DESIGN I/II

Course Length: Yearlong Course

Credit: 1.0 credit

Grades: 10-12

Prerequisite(s): None

Course Description: Web Design is a course that teaches students how to build their own web pages. Students will learn the languages HTML and CSS, and will create their own live homepages to serve as portfolios of their creations. By the end of this course, students will be able to explain how web pages are developed and viewed on the Internet, analyze and fix errors in existing websites, and create their very own multi page websites. Students will learn the foundations of user interface design, rapid prototyping and user testing, and will work together to create professional, mobile responsive websites.

GUIDE TO COMPUTER MANAGEMENT & NETWORKING

Course Length: Yearlong Course

Credit: 1.0 credit

Grades: 11-12

Prerequisite(s): IT Explorations and IT Essentials (Intro to Networking)

Course Description: The course provides a comprehensive introduction to managing and maintaining computer hardware and software. The course closely integrates the CompTIA A+ Exam objectives to prepare students for the the220-1101/1102 certification exams. The course includes the latest trends in hardware, security, virtualization, coverage of cloud computing, Linux and Mac OS, and increased emphasis on mobile devices. This course prepares students for the CompTIA A+ Certification.

CYBERSECURITY (OFFERED IN 2024-2025)

Course Length: Semester Course

Credit: .5 credit

Grades: 11-12

Prerequisite(s): IT Explorations and IT Essentials (Intro to Networking)

Course Description: Students will learn the essentials of network security, including compliance and operational security; threats and vulnerabilities; risk management; application, data, and host security; access control and identity management; and cryptography, mobile device security, and virtualization. The use of live virtual machines and case studies allow students to explore real-world security scenarios and allow students to apply what they have learned. This course prepares students for the CompTIA Security+ Certification.

JAVASCRIPT/GAMIFICATION (offered in 2024-25)

Course Length: Yearlong Course

Credit: 1.0 credit

Grades: 11-12

Prerequisite(s): IT Explorations and Intro to Computer Science

Course Description: This video game and web interactive design curriculum teaches the foundations of creating video games in JavaScript. While this course is introductory, its curriculum teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem-solving skills. Once students complete the course, they will have learned material equivalent to a semester college introductory course in Computer Science and be able to program in JavaScript.

HEALTH SCIENCE

HEALTH SCIENCES 1

Course Length: Semester Course

Credit: .5 credit

Grades: 10-12

Prerequisite(s): None

Course Description: What treatments are best for conditions like diabetes and asthma? How are illnesses like meningitis, tuberculosis, and measles identified and diagnosed? Health Sciences I provides the answers to questions such as these. This course introduces students to the various disciplines within the health sciences, including-clinical medicine, sports medicine, anatomy and physiology, medical terminology, and biotechnology. Students explore the importance of diagnostics and research in the identification and treatment of diseases. The course presents information and terminology for the health sciences and examines the contributions of different health science areas.

HEALTH SCIENCES 2: HUMAN BEHAVIOR & DEVELOPMENT IN HEALTHCARE

Course Length: Semester Course

Credit: .5 credit

Grades: 10-12

Prerequisite(s): Health Sciences 1 or teacher recommendation

Course Description: This course provides students with a solid understanding of basic psychological concepts and the human lifespan from a healthcare perspective. Course coverage spans a broad range of important mental health and human development topics and addresses them alongside their significance for healthcare professionals. Presenting both client and caregiver perspectives, students will explore the behaviors, emotions, physical changes, and coping mechanisms encountered in a variety of healthcare situations and settings while maintaining responsibilities and patients rights.

INTRODUCTION TO BIOTECHNOLOGY

Course Length: Semester Course

Credit: .5 credit

Grades: 10-12

Prerequisite(s): None

Course Description: How is technology changing the way we live? Is it possible nature can provide all of the answers to some of science's most pressing concerns? In this course, you will learn the basics of biotechnology and evolutionary theory, explore the various ways we grow, store and preserve food, and discover the process of fermentation and microbiology. This course will also cover the importance of breeding plants, hybridization, and how early breeding programs led to the study of genetics and an understanding of the function of genes.

CNA (CERTIFIED NURSING ASSISTANT) PREP

Course Length: Semester Course

Credit: .5 credit

Grades: 11-12

Prerequisite(s): None

Course Description: This course prepares students to take a technical college or other training program for nursing assistants. Nursing assistants work in acute care, long-term care, and home health. Students learn more than 150 procedures, including key skills in patient handling and transfers, wound care, communication, safety, and record keeping. Students also learn about infection control, safety, culture, working with difficult patients, OSHA, communication, age-appropriate care, and legal considerations.

SPORTS MEDICINE

Course Length: Semester Course

Credit: .5 credit

Grades: 11-12

Prerequisite(s): Successful completion of any Health Sciences course at the Intermediate Level

Course Description: What do you think of when you hear the phrase “sports medicine professional?” Believe it or not, the term encompasses a much larger range of career options than jobs typically associated with the field. Explore some of the most popular career pathways, day-to-day responsibilities, emergency care for athletes, and legal obligations. Discover what nutrition, healthy lifestyle, and fitness truly mean, and dive into anatomy, human biomechanics, and exercise modalities.

PHARMACY TECHNICIAN CERTIFICATION COURSE (IRC)

Course Length: Yearlong Course

Credit: 1.0 credit

Grades: 11-12

Prerequisite(s): Successful completion of any Health Sciences course at the Intermediate Level

Course Description: This course is designed to educate and train the student in the diverse field of Pharmacy Technology and uses the MedCerts platform. The student will be provided didactic coursework in the areas of prescription processing, pharmacy nomenclature, biopharmaceutics, and drug activity, dosage calculations, and common mathematical formulas and conversions. Students will also learn about HIPAA, drug regulation and control, inventory management, financial considerations, legal and ethical issues, sterile and non-sterile compounding, and units of measurement.

2023-2024 9TH & 10TH GRADE COURSE PLANNING SHEET

STUDENT NAME _____ GRADE LEVEL (next school year) _____

Using the information from the Course Description Book, choose classes that interest you and match your career goals. **Enrollment exceptions may be approved by an administrator.** Students must register for a minimum of seven periods per day with only one study hall per day, the only exception will be band and choir students.

Freshman Year (9 th Grade)				Sophomore Year (10 th Grade)			
	<i>Semester 1</i>	<i>Semester 2</i>	<i>Credit</i>		<i>Semester 1</i>	<i>Semester 2</i>	<i>Credit</i>
English*:	Literature & Composition I	Literature & Composition I	1	English*:	Literature & Composition II	Literature & Composition II	
Math*:	Algebra IA or Geometry	Algebra IA or Geometry	1	Math*:	Geometry or Algebra II	Geometry or Algebra II	
Science*:	Physical Science	Physical Science	1	Science*:	Biology	Biology	
Social Studies*:	U.S. History	U.S. History	1	Social Studies*:	World Geography & Cultures	World Geography & Cultures	
Health*and/or Comp Apps I* /Elective	HS Health		1	Health*and/or Comp Apps I* /Elective	Comp Apps I		
P.E./ Electives:				P.E./ Electives:			
Electives or Band/Choir				Electives or Band/Choir			
Electives or Study hall	Study hall	Study hall		Electives or Study hall	Study hall	Study hall	
	Total Credits				Total Credits		

Alternate elective choices: A) _____ B) _____

2023-2024 11TH & 12TH GRADE COURSE PLANNING SHEET

STUDENT NAME _____ GRADE LEVEL (next school year) _____

Using the information from the Course Description Book, choose classes that interest you and match your career goals. **Enrollment exceptions may be approved by an administrator.** Students must register for a minimum of seven periods per day with only one study hall per day, the only exception will be band and choir students.

Junior Year (11 th Grade)				Senior Year (12 th Grade)				
	Semester 1	Semester 2	Credit		Semester 1	Semester 2	Credit	
English*:					English*:			
Math:					Math:			
Science:					Science:			
Social Studies:					Social Studies:			
Other Required*	AC Planning-ACT Prep/Financial Literacy				P.E./ Electives:			
P.E./ Electives:					Electives:			
Electives or Band/Choir					Electives or Band/Choir			
Electives or Study hall	Study hall	Study hall			Electives or Study hall	Study hall	Study hall	
	Total Credits				Total Credits			

Alternate elective choices: A) _____ B) _____