

# Bangor High School Academic Handbook

2024-2025



Dear Parents,

One of the most important educational decisions a student makes is his/her selection of courses. Students and parents need to spend time together considering all of the educational options open to them. Because of state standards as well as district requirements, there are several specific requirements for each grade. As the student progresses through each grade level, more elective classes become available. It is here, that career goals become important considerations in course selection. Be assured that we at Bangor High School will provide assistance for anyone desiring help in course selections. Please feel free to call Ms. Schulz in the school counselor's office for this help.

Because intensive planning must be done to prepare a master schedule, it is most important that a student make a definite decision before signing up for a class. As a general rule, students will be required to take classes for which they have registered. Frivolous requests to change courses will be denied. Should a change in classes be necessitated for an extreme emergency, it will only be changed at the beginning of the semester. A low class average or the possibility of a low quarter or semester grade is not a valid reason for changing classes during a semester. Following the drop deadline, all classes that are dropped will result in an automatic "F".

Seniors will have the first options to select classes followed by the other grades in order. This gives the upper classmen the best opportunity to select classes they may still need or wish to take before graduation.

Sincerely,

**Rick Muellenberg**

Principal

## **NOTICE OF NONDISCRIMINATION POLICY**

It is the policy of the Bangor School District that no person shall, on the basis of race, color, national origin, sex, age or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity, or in employment. (po2260, po2260.01, po2260.02)

All vocational education programs follow the district's policies of nondiscrimination on the basis of race, color, national origin, sex, age, or handicap. In addition, arrangements can be made to ensure that the lack of English language skills is not a barrier to admission or participation.

Any questions concerning Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, or Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap, should be directed to:

Michael Johnson  
Elementary Principal  
700 10<sup>th</sup> Avenue South  
Bangor, WI 54614  
(608) 486-5206

Rick Muellenberg  
Middle/High School Principal  
700 10<sup>th</sup> Avenue South  
Bangor WI, 54614  
(608) 486-5201

## PURPOSE AND GOALS

The purpose of education is to enable students to develop their potential for becoming fully functioning and responsible members of a diverse and changing democratic society.

To accomplish this purpose the district will provide a school environment that is:

Responsive - providing for changing needs through continuous assessment and diagnosis of student progress, systematic evaluation of the school program, continual updating of the professional skills of staff and participation of the community in decisions related to education.

Supportive - accepting each student as a human being, worthy in one's own right; prizing one's feelings, opinions, and person; and building on mutual trust and respect.

Expansive - offering effective access to community resources and providing a sufficient variety of learning alternatives and rates of progress.

The mission of the district is further defined by the following goals which every student should have an opportunity to achieve:

Develop Basic Skills - functioning in all areas of communication and in mathematics at the competency required for success in one's role as an individual, a family member, a citizen, and a worker.

Develop Responsible Citizenship - knowing and respecting one's rights, privileges, and obligations and those of others; responding to the needs of people; and assuming productive roles in various aspects of society.

Examine Cultural Differences - becoming knowledgeable of one's own heritage and respecting the diversity of values and traditions of persons from other social, ethnic, and linguistic groups.

Begin Career Development - Exploring career opportunities consistent with personal ambitions, talents, and interests, preparing for useful rewarding employment, and for continuing education.

Value Inquiry Process - learning and using skills and strategies of inquiry to solve problems and make decisions.

Acquire Knowledge - examining significant concepts and issues from the natural and social sciences and from the humanities, and reflection on their implications for human achievement in the past, the present, and the future.

Achieve Optimum Health - basing attitudes and decisions on an understanding of growth and development, and on an awareness of the interaction of one's physical, mental, social, and emotional dimensions.

Become Self-Motivating - demonstrating initiative, enthusiasm, self-direction, and continuing self-renewal.

Develop Aesthetic Sensitivity - responding to and participating in dimensions of creative expression.

Experience Self-Fulfillment - acquiring a positive self-concept as one experiences success in work and leisure, evaluating one's potentials, sensing purpose in one's activity, and developing effective interpersonal relationships.

## **BANGOR HIGH SCHOOL GRADUATION REQUIREMENTS**

In order for a student to graduate from the School District of Bangor, the student must complete the following 24 credits of study:

Social Studies	3 credits (U.S. Government & Economics are required in 12th grade)
Mathematics	3 credits
Physical Education	2 credits
English	4 credits
Science	3 credits
Health	.5 credit
Personal Finance	.5 credit
Career Communications	.5 credit
(English credit for BHS graduation but may not be accepted as an English credit by some 4-year Colleges/Universities and it is not accepted by the NCAA Clearinghouse for student athletes).	
Computer Applications	.5 credit

The remaining credits are earned by completing elective classes in the student's area of interest.  
Students should register for seven classes.

**Suggested** course sequence for students bound for a 4-year college:

Freshman year:	Algebra I, English 9, Fitness & Wellness (.5) & Computer Applications (.5), Physical Science, U.S. History II, Health 9, *Foreign Language and elective.
Sophomore year:	Biology, English 10, Fitness & Wellness, World History, Geometry I, *Foreign Language and elective.
Junior year:	English 11, Physical Education Course, Algebra II, Chemistry and/or Anatomy & Physiology, Health 11/Career Communications, Social Science elective, *Foreign Language.
Senior year:	College Prep English, Physical Education Course, Pre-Calculus & Trigonometry, Physics and/or Anatomy & Physiology *Foreign Language, US Government, Economics and one or two electives.

### **Community Service Requirement**

All Bangor students are required to complete 60 hours of community service to qualify for a Bangor School District High School Diploma. The Community Service requirement will be prorated for students who transfer into the district. Forms are located by the green benches in the high school hallway.

**To be admitted to a 4-year college /university a student must complete the following minimum course requirements:**

**English** - 4 credits

**Math** - 3 credits from the following: Algebra I, Geometry I, Algebra II (4 total credits recommended)

**Science** - 3 credits from the following: Earth Science, Biology, Chemistry, Advanced Biology, Physics (4 credits recommended)

**Social Studies** - 3 credits

**Electives** - 2 additional credits in any of the above areas or other academic/fine arts.

\*Minimum of two credits of a single foreign language is required for admission to *some* but not all colleges. It is a recommendation for all colleges.

***Recommended course sequences for students planning to attend a vocational/technical college will vary depending upon their chosen course of study. Check the program requirements at the technical college for specific course requirements. The technical college website is the best source for this information.***

### **DROP-ADD POLICY**

*Classes may be added or removed from a student's schedule only during the first week of a semester. All schedule change requests will require a parent signature and are not guaranteed pending class sizes and availability.*

### **CLASS AUDIT POLICY**

In some exceptional situations students may audit (take for no credit) a class with the instructor's permission. Students auditing a class will be expected to meet all class requirements. Grades for classes audited will appear on the report card but no credit will be awarded towards graduation requirements. **The decision to audit a class must be made within the first five weeks of a semester.**

### **SECOND GRADE ONLY OPTION**

Students who receive less than a C in a class may retake the class and replace the first grade with the second grade. It is the responsibility of the student to see that the grade is changed on their permanent record. The first grade received will still be reflected on the transcript, but the grade received upon retake will be the grade used for calculation of the GPA.

### **EARLY GRADUATION**

Early graduation from Bangor High School may be permitted in accordance with appropriate state laws and approved district procedures. Requests will be evaluated on an individual basis. After receiving the recommendation from the administration, student's parent(s)/guardians and other appropriate staff members, The Bangor Board of Education will make the final decision. (po5464)

#### **Bangor High School Early Graduation Procedures:**

In exceptional cases a student may arrange to acquire enough credits to graduate after six or seven semesters. Interested students should carefully read and adhere to the following procedures.

- 1) A student may apply for early graduation during the semester prior to their last semester of high school.
- 2) They must have completed all required courses and enough electives to equal or surpass the minimum number of credits required by State law and Board policy for graduation by the anticipated date of graduation.
- 3) Students must be enrolled in a minimum of six (6) subjects during their final semester, and must earn a C or better in each subject.
- 4) Students must submit two (2) letters, one (1) written by the student and one (1) written by the parent (s) or guardian. Both letters must state the following: (1) the reason (s) for the request, (2) why they feel greater benefit would be derived from leaving school early, and (3) the anticipated activity they will be involved in following early graduation.
- 5) The student must provide evidence of admission to some post-secondary institution or program, or a letter from employer stating that the student has been hired for a position following his/her early graduation.
- 6) Consult with his/her counselor to verify that graduation requirements can be met by the anticipated date of graduation.
- 7) Consult with the principal about graduation procedures, class rank procedures, honors and other considerations.

- a) Early graduates are still considered to be members of their cohort class (based on initial placement, if an incoming transfer student, and successive semesters of attendance).
  - b) Class rank within their cohort class will be noted at the time the student left school.
  - c) Early graduates will be eligible for consideration for school-issued scholarships in the year their cohort class graduates.
- 8) No commencement exercises will be held in January. Early graduates will be permitted to participate in the next scheduled regular commencement exercises if they so desire. Their records will indicate completion of all graduation requirements for the purpose of employment or post-secondary enrollment.
- 9) Early graduates will not be permitted to take part in any organized school activity (such as athletics, clubs, field trips, class trips, etc.), after their final semester is completed.

### **EARLY COLLEGE CREDIT PROGRAM**

The Early College Credit Program allows all public and private high school students who meet certain requirements to take postsecondary courses (up to 18 credits) at a Wisconsin institution of higher education (UW System and private institutions). Any high school student in the Bangor School District may participate in the Early College Credit Program in accordance with state law and educational institution requirements in the Fall, Spring or Summer semesters. Admission of students to post-secondary institutions shall be contingent on meeting the institution's entrance requirements (class rank and/or ACT scores may be considered) and availability of space. The high school principal shall determine whether the post-secondary course (s) is comparable to a course offered at the district, whether it satisfies graduation requirements and what, if any, high school credits are to be awarded to the student. (po2271, po2271.01)

Courses taken, as part of the Early College Credit Program shall be paid for as follows:

1. If the course is taken for high school credit only or for high school and postsecondary credit, and the course is not comparable to one offered in the District, the Board shall pay 75% of the costs associated with the course and the State shall pay 25%. (NOTE: If the student withdraws from or fails the course, the student must reimburse the school district for the associated cost)
2. If the course is taken for postsecondary credit only, and a comparable course is not offered in the District, the student shall pay 25%, the District 25% and the State 50% of the costs associated with the course.
3. The student/parent are responsible for any transportation costs for attending courses. (Note: State funding is available to assist in transportation costs for families in need)

If a student is not satisfied with the District's decision regarding comparability of courses, satisfaction of high school graduation requirements or the number of high school credits to be awarded, he/she may appeal such decision to the State Superintendent.

LEGAL REF.: Wisconsin Statutes 118.55(2)(a).

#### ***GUIDELINES FOR AWARDING HIGH SCHOOL CREDIT FOR EARLY COLLEGE CREDIT PROGRAM COURSES:***

The high school principal will award credit for courses taken through the Early College Credit Program if they meet any of the district's graduation requirements and any of the following conditions apply:

1. Credit will be awarded for those courses taken which are extensions of the courses offered at Bangor High School.
  - a. No credit will be given for courses taken which are comparable to those offered at the high school.
  - b. No credit will be given for courses taken which repeat the course content for which a student has already received a passing grade and high school credit.
  - c. No credit will be given for courses taken which repeat the post-secondary course content, which a student has already taken and failed.
2. Credit will be awarded for those courses taken by students which:
  - a. Provide the student with an opportunity to move to another level of course of study, or
  - b. Provide the student with an opportunity to develop his/her or talents.
3. In order to receive high school credit for a course taken under the Early College Credit Program, a student must successfully complete the course and receive a passing grade.
4. One-quarter (1/4) high school credit shall be awarded for each college credit hour earned.

(NOTE: The grade received for an ECCP course, if used for high school credit, will apply toward the student's high school GPA and any failing grade may affect the student's eligibility under the WIAA's and the school's Co-Curricular Code.)

#### *EARLY COLLEGE CREDIT PROGRAM STUDENT RESPONSIBILITIES:*

1. Submit an application developed by the institution of higher education (IHE) to the IHE in the previous school semester in which he or she plans to attend and indicate whether the post-secondary course or courses will be taken for high school credit or post-secondary credit.
2. Notify the school board of the district in which the student is enrolled of his or her intention of enrolling in an IHE no later than March 1 if the pupil intends to enroll in the fall semester, no later than October 1 in the student intends to enroll in the spring semester. The notice shall include the following information:
  - a. The pupil's name, address, date of birth, telephone number and grade in school.
  - b. The name of the pupil's parent or guardian.
  - c. The name of the IHE the pupil plans to attend.
  - d. The title of the post-secondary course or courses in which the pupil intends to enroll.
  - e. The number of post-secondary credits for each course.
  - f. Whether the post-secondary course will be taken for or post-secondary credit.
3. Notify the school board of the school district in which the student is enrolled if he or she is admitted to the IHE.
4. Notify the school board of the school district in which the student is enrolled if he or she is registered to attend a post-secondary course.
5. Notify the school board of the school district in which the student is enrolled as soon as practicable if he or she is not registered to attend the post-secondary course specified, but instead, registered to attend a different course.

#### **START COLLEGE NOW PROGRAM**

Any public school junior or senior in good academic standing may apply to take courses at a Wisconsin Technical College. (po2271, po2271.01)

LEGAL REF.: Wisconsin Statutes 38.12(14).

## **COURSE REIMBURSEMENTS**

For any courses taken through the Health Science Academy, Wisconsin Virtual School, or any other off-site or online opportunities that the school pays for (example: Online AP classes), if the student withdraws from or fails the course, the student must reimburse the school district for the associated cost.

NOTE: This does NOT include courses taken for credit recovery.

# **Course Descriptions**

## **AGRICULTURAL SCIENCE**

### **INTRODUCTION TO AGRI-SCIENCE**

Grades 9-11  
Prerequisite: None  
1 Semester

In this semester course students will study the scope and make-up of agriculture and agribusiness. Students will spend time in the greenhouse learning about different plants. We will discuss the importance of protecting our natural resources through the study of many lab activities. Both wild and domesticated animals will be studied with emphasis put on both livestock and companion animal species. We will also spend some time looking at the agronomy industry and students will study how food is produced, harvested, processed, distributed and retailed. There will be food labs where students learn how different foods are made. The FFA will also be discussed with an emphasis in communication and leadership.

### **SMALL ANIMAL SCIENCE**

Grades 9-12  
Prerequisite: None  
1 Semester

Any student with an interest in companion animals should consider this course. Anatomy, physiology, breeding, nutrition, identification and management of dogs, cats, rabbits, pocket pets, reptiles, amphibians and fish will be covered. Animal behavior, housing, training, grooming and showing will be discussed and demonstrated. Approved veterinary practices will be studied along with various diseases and disorders of companion animals. Students will have the opportunity to bring their pets into the classroom. Prospective FFA involvement may be discussed as we focus on the organization's ability to reward students for their interest and experience in the small animal industry. Students will organize field trips / guest speakers to foster additional learning.

### **LARGE ANIMAL SCIENCE**

Grades 9-12  
Prerequisite: None  
1 Semester

This semester long course takes the place of Animal Science and Animal Agriculture. The purpose of this class is to give students a variety of the necessary knowledge and skills about the profitable management practices involved in producing animals such as dairy, beef, swine, sheep, goats, horses, poultry and other alternative species. During the semester we will focus on topics such as domestication, breed identification, anatomy, housing & husbandry, marketing, meats, animal products, welfare, and rights. Students will be encouraged to work with live animals. Labs will be emphasized in this class.

### **INTRODUCTION TO PLANT AND SOIL SCIENCE**

Grades 10-12  
Prerequisite: None

1 Semester

Whether or not you have a green thumb, this course is for you! If you are interested in exploring plants and all they represent, plus working in the greenhouse, you should take this class. This class will cover plant nomenclature, plant parts and functions, plant nutrients, and plant growth. We will take a look at floral design, container gardens, corsages, boutonnieres, bow making, greenhouse management and introduce landscape design. Flower shop pricing and marketing strategies will be covered. Soil Science will also be covered in this class, which will include the topics of soil formation, soil water, soils types & composition, soil structure, soil nutrients, and how soil impacts plant growth.

## **HORTICULTRE/ LANDSCAPE DESIGN**

Grades 10-12

Prerequisite: Introduction to Plant and Soil Science

1 Semester

This course is intended to provide an overview of the rapidly growing “greens industry”. This course will provide an understanding of the development, installation and maintenance of a home and commercial landscape. Use of space, soil quality, principles of landscape design, propagation techniques, identification of common landscaping trees, shrubs, ground covers and various flowers will all be discussed and practiced. Actual marketing and pricing techniques will also be covered while planning the Spring FFA plant sale. A residential home and a commercial building landscape may be planned and installed by the class. Anyone who enjoys working outdoors and is interested in a landscape career or in developing a landscape at home should consider this course. We will real life examples in our classroom to study what is taking place in the landscaping industry. Additional field trips, some organized by students may be taken throughout the semester to compliment instruction. Membership in the FFA is highly encouraged in this class.

## **AGRICULTURE PROCESSING**

Grades 10-12

Prerequisite: None

1 Semester

How do you create all those types of soda? What makes the perfect block of cheese? Can we create a low-carb cookie that tastes like the real thing? These are just a few of the challenges food scientists face in the ever-important quest to find tasty, fun, healthful ways to feed the world. Explore science through the exciting world of food! This course offers food topics from production to consumer. Using scientific research, we will evaluate how food is handled and processed every step of the way to your table. Topics such as how foods are processed, food safety, current food controversies and food laws & regulations will be discussed as well as a brief introduction to the different areas of study and career opportunities within the food science industry. This class will contain many labs to help students understand the inner workings of food. Food Science is a course designed to introduce the learner to the relationship between food, additives, processing and your health.

## **AGRICULTURE TECHNOLOGIES**

Grades 9-12

Prerequisite: None

1 Semester

This class provides classroom and field experience to introduce and expose students to the latest developments and historical elements of agricultural technology. Lessons and projects will be geared towards hands-on experiences in the ag tech field with emphasis in problem solving and computer applications used on farm operations and in agri-business.

## **WISCONSIN WILDLIFE AND FISHERIES**

Grades 9-11

Prerequisite: None

1 Semester

Do you appreciate hunting, fishing, and the abundance of wildlife in our area? Then this is the class for you! In Wisconsin Wildlife and Fisheries class, you will learn about the many different wildlife species that inhabit Wisconsin. Students will explore different population management techniques, the Wisconsin deer herd and turkey populations, laws and protection of wild animals, identification, and how they impact the economy of Wisconsin. Additionally, fisheries and fish management will be discussed and explored. Those who are interested in a future in conservation, or would like to develop a greater appreciation for wild animals, would be interested in this course. Outdoors opportunities will be explored and field trips will be scheduled to compliment instruction.

# **ART**

## **ART SURVEY**

Prerequisite: None  
1 Semester

This course provides opportunities to explore visual expression of ideas through a variety of mediums. Students will explore the Elements of Art, and Principles of Design while developing their craft and learning how to use different materials and practicing different techniques. Students will analyze, interpret, and select artistic work for presentation and apply criteria to evaluate artistic work.

## **3D DESIGN**

Prerequisite: None  
1 Semester

Students will explore various approaches to clay construction and other 3D material while applying the Elements of Art and Principles of Design to create three-dimensional form. Students will be required to document their artwork in a google slide portfolio and reflect on the techniques and practices learned. This course will emphasize hand building methods as well as an introduction to the pottery wheel. Students will learn various decorating techniques as well as the stages of clay and the firing process. The Art Elements of form, shape, and texture will be emphasized along with the technical use and applications of appropriate tools.

## **DRAWING**

Prerequisite: Art Survey  
1 Semester

Students will explore different approaches to drawing while applying the Elements of Art and Design to develop skills and sensitivity to line, shape, color, value, texture, and composition. A variety of mixed media and drawing techniques will be used and in addition, students will explore a unit in photography and use it as a tool for their drawings. This course is designed for students who are sequentially building their critical thinking skills and techniques in two-dimensional art. It will provide opportunities for students to explore their abilities, reflect on practices/techniques taught, and explore avenues of 2D design.

## **PAINTING**

Prerequisite: Art Survey  
1 Semester

Students will explore different approaches to painting and painting techniques using a variety of media. Emphasis will be placed on the Elements of Art and Design with emphasis on color and composition. Students will develop technical skills and personal style. Students will learn the basic construction of painting, the tools, the mediums, and subject matter. Students will develop an understanding of realistic, abstract, and non-objective painting styles. In addition to art production, students will use a variety of learning strategies to include reading, writing, and analyzing to develop a deeper understanding of art.

## **ADVANCED ART**

Prerequisite: Art Survey, 3D Design, and either Drawing or Painting  
1 Semester

Students will create an online portfolio documenting all their work. Students will showcase some pieces in various community businesses to promote Art in the Community. Students will have a set number of project guidelines given by the teacher, where they will do an in-depth study of one or more mediums. In addition, students will also be given creative freedom to explore and create their own projects as well. Students will keep a visual journal or altered sketchbook where they will complete mini lessons that build on students' exploration and creativity.

## **BUSINESS & INFORMATION TECHNOLOGY**

### **ACCOUNTING I**

Grade Level 10-12

Prerequisite: None

Full-Year

If you are considering a career in Business, Accounting is a foundational class that you must take. Accounting I cover the accounting cycle in its simplest form. The course will include proprietorship and partnership accounting. Students will use general, combination, and special journals. As well as general and subsidiary ledgers. Students will experience cash control systems, payroll, and inventory control systems. Students will also learn to use a basic automated accounting system.

### **ACCOUNTING II**

Grade Level 11-12

Prerequisites: Accounting I

Full-Year

Accounting II will include corporate, managerial, and cost accounting. Accounting II students will continue to use special journals, combination journals and accounting control systems at an advanced level. Students will use automated accounting to learn the different aspects of accounting.

### **DESKTOP PUBLISHING (Yearbook)**

Grade Level 10-12

Prerequisites: None

Full year

*The emphasis of this project-oriented class will be on the production of the school yearbook.* With affordable and easy-to-use desktop publishing software, many businesses are producing a wide variety of printed materials within their own companies. Students will find this course a handy tool for creating a variety of professional-looking documents for personal and business use. This course is also designed to familiarize students with skills needed to publish a yearbook.

### **PERSONAL FINANCE (Financial Literacy Graduation Requirement)**

Grade Level 11-12

Prerequisite: None

1 Semester

Personal Finance is designed to help students recognize the importance in taking responsibility for their personal economic well-being. Students will be given the tools to become financially literate in a variety of areas including: Identifying Financial Goals, Checking & Banking, Budgeting, Spending, Saving, Investing, Insurance, Using Credit Wisely, and building strong financial security now and in the future.

## **INTRODUCTION TO BUSINESS AND ENTREPRENEURSHIP**

Grade Level 10-12

Prerequisite: Computer Applications I

1 Semester

Business and Entrepreneurship Foundations (or Introductions to Business and Entrepreneurship) introduces the concepts and skills required for success in today's marketplace. It will provide an abundance of practical applications that connect students to the business world and allows them to explore the foundations of business operations. Core topics will include: forms of business ownership, management and organization, human resources management, marketing, social media and e-business, information systems, accounting, and finance.

## **COMPUTER APPLICATIONS I (Graduation Requirement)**

Grade Level 9-12

Prerequisite: None

1 Semester

Computer Applications will cover the basics of word processing, spreadsheets, presentation and web site creation. Students will learn how these applications can be used in their personal lives as well as how they are used in the business world.

# ENGLISH

## **ENGLISH 9**

Prerequisite: None

Course Length: Full year

The major focus of English 9 is developing a confident base for literature study and analysis writing. Students begin with a short story unit to survey literature analysis skills. They then look at a Shakespearean text performed in two mediums (most often *Romeo and Juliet*). Students then work on theme analysis with the study of *To Kill a Mockingbird* and then use the issues addressed in that novel to develop a research-based project. Finally, if there is time, students engage in a literature circle that includes some contemporary authors, examining how these authors utilize literary techniques to prove a theme.

## **ENGLISH 10**

Prerequisite: English 9

Course Length: Full year

English 10 will delve into a variety of reading and writing throughout the course of the year. The first semester will focus on short stories and literary analysis skills where we will read a variety of short stories. The writing emphasis during the first semester will focus on the argumentative essay. The second semester will focus on literature study of either *Lord of the Flies* or *Animal Farm* for the novel unit, and Shakespeare's *Julius Caesar* during the drama unit. Grammar is studied for the entire year with focus on ACT preparation.

## **ENGLISH 11**

Prerequisite: English 10

Course Length: Full year

English 11 is a course designed to develop skills in the area of reading, writing, discussion, and listening. Along with a survey study of American literature, students will continually work on improving the structure of sentences and essays. The course explores the concept of the American Dream through a study of two authors' interpretations in *Death of a Salesman* and then a literature circle with the options of *Of Mice and Men*, *The Great Gatsby*, and *A Raisin in the Sun*. By the second semester, students will focus more on groupwork and argumentative writing skills through a literature circle focused on immigration and an argument essay about a topic related to immigration. During much of the second semester, the class participates in the Connections Project through UW-Stevens Point, which emphasizes group participation and analysis of text structure.

## **CAREER COMMUNICATIONS**

Prerequisite: English 10, junior or senior standing

1 semester

This class explores the process of finding and succeeding in a career. This study begins with an overview of the 21st century world of work and an exploration of self, including self-interest inventories to determine appropriate career choices. The focus of the beginning quarter of the class is writing a research paper (in MLA format) based upon possible career choices. Students then develop a portfolio of job search tools: job applications, cover letters, and a resume. Throughout the course, students learn how to problem solve in the work place and be part of a successful working team. After studying the appropriate ways to prepare for an interview, students participate in a practice interview in lieu of a final exam. Students enrolled in this course

should expect to work independently, as well as in pairs, small groups, and participate in class discussions. The final exam for the course will be replaced with an interview.

### **AP ENGLISH LANGUAGE AND COMPOSITION**

Grade Level: 11-12

Prerequisite: English 9, English 10; Instructor approval

Full Year

In this course, students will read and analyze a variety of texts, examining author's purpose and the strategies that authors use to portray their message to an audience. Students will practice various forms of writing including expository, analytical, and argumentative. Since most writing in college is based on reading, personal experiences, and observations, students will be required to synthesize these when proving an argument in their writing. Students will learn how to synthesize their findings from primary and secondary sources with other texts, using proper citation format. Students taking this course will be prepared to take the AP English and Composition exam, in which they could earn college credits.

### **AP ENGLISH LITERATURE AND COMPOSITION**

Grade Level: 11-12

Prerequisite: English 9, English 10; Instructor approval

Full Year

In the AP English Literature and Composition course, students devote themselves to the study of literary works written in—or translated into—English. Careful reading and critical analysis of such works of fiction, drama, and poetry, selected locally by responsible educators, provide rich opportunities for students to develop an appreciation of ways literature reflects and comments on a range of experiences, institutions, and social structures. Students will examine the choices literary writers make and the techniques they utilize to achieve purposes and generate meanings. Students also study writing and speaking skills that will allow them to express their interpretations precisely and logically.

### **ARGUMENTATION AND DEBATE**

Grade Level: 10-12

Prerequisite: English 9

1 semester

In this course, students will develop persuasion and argumentation skills through reading, writing, speaking, and listening. An emphasis is placed on developing and supporting arguments in a variety of written and oral formats, including formal debate, essay writing, product proposals, and a mock political campaign. Students will also analyze and evaluate the arguments of others in media and politics. Students will often work in teams to prepare for and participate in formal debate.

\*\*Class will be capped at 16 students per section.

### **CREATIVE WRITING**

Grade Level: 10-12

Prerequisite: English 9

1 semester

In Creative Writing, students play with words, characters, and situations, using discussions, activities, and writing prompts. Students will produce multiple drafts of short stories, poems, and analysis; engage in self and peer feedback; and evaluate real authors' processes and work. Most importantly, students get to choose the topics and forms of their writing, so they get to take ownership over their work.

## **CONTEMPORARY LITERATURE**

Grade Level: 10-12

Prerequisite: English 9

1 semester

Students will comprehend, interpret, and evaluate literature by contemporary authors. Students will work in groups/literature circles to achieve these goals, and will create projects and write essays to show their understanding of and connection to the literature that they're reading. Units of study range from Dystopian literature to literature from other unique perspectives.

## **GENRES IN WRITING**

Grade Level: 12

Prerequisite: English 11 or AP English

1 semester

In Genres in Writing, students will write a personal essay using *This I Believe* as a model. Then students will move into more research-based writing, producing an argumentative podcast series about an issue of their choice, and ending with a media unit examining its impact on our lives. Students will create an informative campaign about engagement with media on the internet.

## **GENRES IN LITERATURE**

Grade Level: 12

Prerequisite: English 11 or AP English

1 semester

This course is focused on genres of literature. Students will begin with a study of memoirs and the techniques authors use to share their own story. Then students will examine mystery and suspense literature, typically using *And Then There Were None* as an anchor text. The course will end with a study of contemporary literature using literature circles to examine the essential questions: What does it mean to be human? And What happens when our humanity is denied to us? Alternatively, students may do a study of fantasy or dystopia literature.

## **FAMILY AND CONSUMER EDUCATION**

### **CREATIVE SEWING**

Prerequisite: None  
1 Semester

Creative Sewing is a course that will build on the skills learned in eighth grade and will focus on sewing for the individual. Students will work with a variety of fabrics to create accessories, home decor, quilts, or fashions of their choice. This will be a hands-on lab class with individual projects to be determined. Students will learn how to operate a sewing machine and will be completing large-scale projects.

### **ADVANCED SEWING**

Prerequisite: Creative Sewing  
1 Semester

Advanced Sewing is for those students who want to build upon the skills learned in Creative Sewing. This course will emphasize advanced clothing construction techniques and the application of these techniques to ready-to-wear apparel and home goods.

### **HOUSING & INTERIOR DESIGN**

Prerequisite: None  
1 Semester

Housing & Interior Design is for those students who enjoy design and want to learn more about housing, interior decorating and design. The course explores careers related to the housing and interior design market through many individual projects. Elements and principles of design are applied to furnishing, designing and decorating a home. Topics will include figure and color analysis, designing floorplans, textiles, and interior design for the home.

### **CHILD DEVELOPMENT**

Prerequisite: Sophomore, Junior, or Senior standing.  
1 Semester  
Transcripted credit with Western Technical College

This course is helpful in caring for children, preparing for parenthood or for a career involving children. Study the development of a child from conception through pregnancy, infancy and preschool years. Growth and development are studied from the social, physical, mental and emotional aspects. Child Development is recommended to build basic parenting skills and is especially appropriate for students with interest in human services and education-related careers. This course is required of any individual wanting to take Assistant Child Care Teacher. Upon completion with a "C" or better on Western Technical College's grading scale, students *may* earn college credit.

### **FOODS I**

Prerequisite: None

## 1 Semester

Take the first step in food preparation. Learn beginning food preparation techniques, cooking terms, how to read a recipe and safety and sanitation in the kitchen. This class focuses on how to cook by breaking down the food groups outlined by MyPlate and highlighting various cookery techniques for each. Grocery shopping, dinner party planning and simple meals will also be covered by the end of the semester. Students will leave this class with an understanding of how to survive in the kitchen.

### **FOODS II**

Prerequisite: Sophomore, Junior or Senior standing and a C or better in Foods I  
1 Semester

Are you hoping to improve the cooking skills that you already have? Foods II is designed for the students that want to take food preparation to the next level. Units to be covered include new cooking methods based on baking and pastry concepts. Students must have successfully completed Foods I to register for Foods II. It is an advanced level food course.

### **FOODS III**

Prerequisite: Junior or Senior standing and C or better in both Foods I and Foods II or instructor approval.  
1 Semester

If you are interested in a career in the foodservice industry, Foods III is for you. This class will focus on the professional aspect of food preparation and careers in the food industry, and regional and international foods. Other units include sanitation and safety, choosing flavors, garnishing dishes and the behind the scenes of a restaurant. A class restaurant will be created and put in production during the semester. Advanced techniques in food preparation and management are stressed for use in all types of food service.

### **INDENDENT LIVING**

Prerequisite: Junior or Senior standing  
1 Semester

This comprehensive course is designed to help students meet the challenges of their daily lives with confidence. Students will learn basic information and practical skills related to such topics as interpersonal and family relationships, career preparation, financial management, life management, healthy living, foods and nutrition, clothing and housing.

## **FOREIGN LANGUAGE**

### **SPANISH I**

Prerequisite: None

Full year

Spanish I is devoted to learning the basics of the language. It provides the beginning student with a true flavor of the language through the spoken word and verb conjugation. Emphasis is placed on grammatical structure. The student is also introduced to cultural diversity.

### **SPANISH II**

Prerequisite: Spanish I (C average or Instructor consent)

Full year

Spanish II provides the student with continuing opportunities to hear the spoken language, speak it, read and write it. It will provide a solid foundation of basic useful vocabulary and grammar, with a focus on conjugating in past tenses. Students will also continue to study cultural points of Spanish speaking countries and peoples.

### **SPANISH III**

Prerequisite: Spanish II (C average or Instructor consent)

Full year

Spanish III consolidates basic grammar with a greater emphasis on speaking. Students will be introduced to higher grammar structures and read a variety of short stories in the language.

### **SPANISH IV**

Prerequisite: Spanish III (C average or Instructor consent)

Full year

Spanish IV emphasizes more reading and writing activities related to Latin American culture. It will challenge students to use previous knowledge to create journal entries and to follow a story throughout the year to strengthen listening skills. Spanish grammar is also studied at a more complex level.

## **HEALTH**

### **HEALTH AND WELLNESS**

Prerequisite: Grade Level 9

1 semester

Credit: Required for graduation

This course develops understanding, attitudes and skills needed to reach and maintain an optimum level of wellness through units of nutrition, stress management, mental health, personal health, human sexuality, drug education, health promotion and protection, CPR & first aid and health careers.

### **SELF-CARE, MINDFULNESS & MENTAL HEALTH**

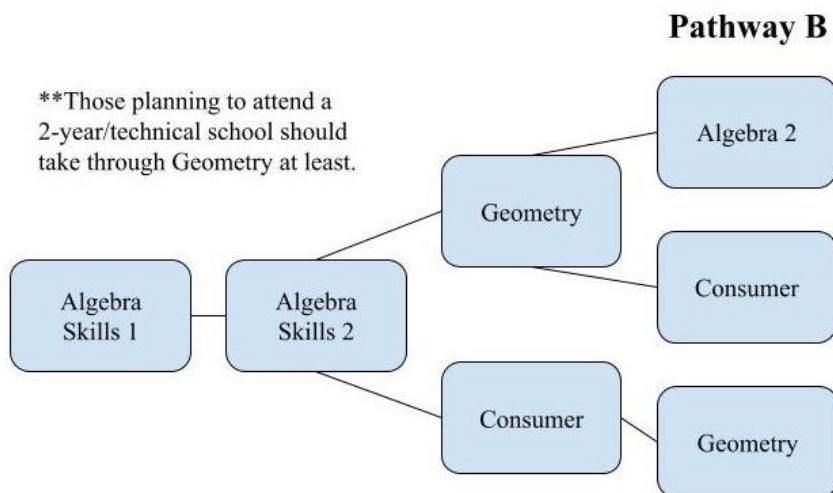
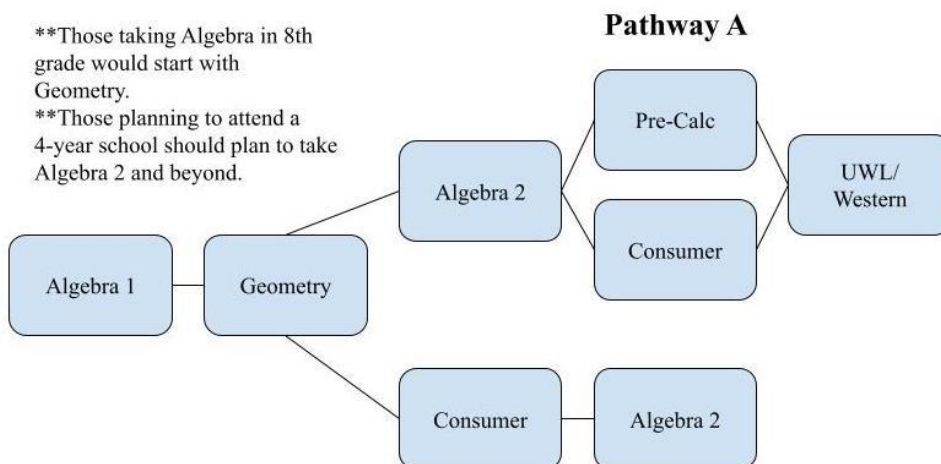
Grade Level: 9-12

Prerequisite: Completion of Health & Wellness

1 Semester

Welcome to a course that's all about you! In this no homework course we will explore ways to take care of your mental and emotional health. We will divide the semester into five sections to tackle mindfulness, life satisfaction, mental health, success & resilience. We will practice many suggestions that have been scientifically shown to improve and protect our mental health so you feel confident in managing your mental and emotional health as you look towards the future.

# MATHEMATICS



## ALGEBRA SKILLS I

Prerequisite: None  
 Full year

Algebra Skills I develops and covers the same skills as the first semester of Algebra I, but in a yearlong course. The course is paced appropriately for students who have difficulty in math. Some of the topics covered include: applications of mathematics; the basics of algebra; properties of real numbers; solving, graphing, and writing linear equations.

## **ALGEBRA SKILLS II**

Prerequisite: Algebra Skills I  
Full year

Algebra Skills II develops and covers the same skills as the second semester of Algebra I, but in a yearlong course. The course is paced appropriately for students who have difficulty in math. Some of the topics covered include: applications of mathematics; solving and graphing linear inequalities; systems of linear equations and inequalities; exponents and exponential function; quadratic equations and functions; and polynomials and factoring.

## **ALGEBRA I**

Prerequisite: None  
Full year

This course covers an array of topics including properties of real numbers, linear equations and inequalities, exponents and exponential functions, solving and graphing quadratic equations and functions, and factoring polynomials. Students who do well in this course should be able to continue on into Geometry I and Algebra II.

## **GEOMETRY I**

Prerequisite: Algebra I; or Algebra Skills I&II  
Full year

This course gives students a foundation in theory and application in formal and informal reasoning, and in synthetic, coordinate, and transformational approaches. Some of the topics covered include the basics of geometry, segments and angles, parallel and perpendicular lines, triangle relationships, congruent triangles, quadrilaterals, similarity, polygons, surface area, volume, right triangles, and circles. Informal reasoning is used to a greater extent.

## **ALGEBRA II**

Prerequisite: Algebra I **and** Geometry  
Full year

This college-prep course is an extension of the goals and directions of Algebra I. Some of the topics covered include basic algebra skills review, rational expressions, irrational and complex numbers, and conic sections.

## **PRE-CALCULUS & TRIGONOMETRY**

Prerequisite: Algebra I & II and Geometry  
Full year

This course is primarily for those students who plan to advance their mathematical skills at the college or technical level, especially those considering a math-oriented career such as engineering, business, the sciences, and/or math. Students will review Algebra II and will be exposed to more advanced algebra, trigonometric functions, logarithmic and exponential functions, sequences, series, statistics, and probability.

## **CONSUMER MATH**

Prerequisite: Junior or Senior Standing  
Full year

Mathematics at this level is intended to review and reinforce computational skills by presenting various problems in the consumer area. Students will improve their financial literacy as they learn about real life money matters, including: budgeting, net earnings, checkbooks, credit cards, loans, taxes, insurance, and automobile costs. **This course fulfills the Financial Literacy Graduation Requirement**

## **MATH / PHYSICS**

Prerequisites: Algebra I and Geometry I  
Full year, 2 periods per day  
Credits: 2 for full year -- 1 math and 1 science  
1 for half year – ½ math and ½ science

What do rockets and roller coasters have to do with math and physics? Plenty!!! Juniors and Seniors are invited to join this 2-period course that will explore areas such as motion, gravity and energy, along with sound, light, and magnetism. Throw in some trigonometry, statistics, and vectors and you'll soon discover how much fun math and science can be!! Students will be required to enroll in both the Physics and the Math portions of this course.

# MUSIC

## **SENIOR HIGH CHOIR**

Prerequisite: None  
Full year

Senior High Choir is open to all interested high school students. Each choir member must have a mature interest in music and a desire to benefit from the experience of cooperation with others for the good of the organization. Fundamentals of good singing, elements of music, music history, and musicianship will be stressed. Clinics and contests are parts of the curriculum. From the main concert choir there shall be outgrowths, such as Vocal Jazz Ensemble (Jazz Choir), small ensembles, and solos that could be performed at competitive levels. Choir meets three periods per week and 1 credit is awarded for each full year of participation.

## **MUSIC THEORY**

Prerequisite/s: None  
1 semester

Music Theory is open to students in grades 9-12. The purpose of this course is to provide the student with study of patterns of music. This course will cover learning notes on the staff, recognizing key signatures, analyzing chords, and listening to and analyzing a wide variety of music, as well as composing your own pieces of music. Music Theory II, III, IV may be taken as independent studies for students who are interested in pursuing a career in music. Music Theory IV is an arranging and composition class.

## **SENIOR HIGH INSTRUMENTAL MUSIC AND BAND**

Prerequisite: Grade Level 9-12  
Full year

At this level of musicianship, students will be mastering their instruments and learning more challenging literature. Marching Band and Pep Band are also extra additions in this band. Performances include: 3-4 parades (including the Bangor Fun Daze parade in August), Pep Bands: 3 Volleyball, 5 Football, 3 Boys' Basketball, and 3 Girls' Basketball (Added extras: Regional Games & Wrestling). Required Concert Performances: Veteran's Day Program, Memorial Day Program, Graduation, Harvestfest, winter concert, Solo and Ensemble, Pops concert and the Spring Concert.

## **MUSIC APPRECIATION**

Prerequisite: 9<sup>th</sup>-12<sup>th</sup> grade  
1 Semester

This class is for any and all music lovers. No music note reading or ability to play an instrument needed! In Music Appreciation, students will explore how music is connected to who we are and what we do. Students will discover the importance of music throughout history through the study of different cultures, music theatre, political and social movements, music in film and television. Other topics to be explored include careers and technology in music. Possible field trips include local music theatre performances.

## **PHYSICAL EDUCATION**

### **ADVANCED STRENGTH TRAINING**

Prerequisites:

Must have completed a semester of Strength Training with a B or higher in both quarters and semester of work.

Must score 3 or 4 for each category of the Strength Training Participation Evaluation throughout the semester.

Must be Teacher approved

Must work well independently

1 semester

### **LIFETIME FITNESS**

Prerequisites: 9th-12th grade

1 Semester

This class is designed for students who want to work out, sweat, improve their fitness level, increase their knowledge about healthy snacks and exercise. Included in the semester. We work on the health-related fitness components in this class and build a fitness family while having fun!

### **PHYSICAL EDUCATION ASSISTANT**

Prerequisites:

- ☐ Students must have at least 1 credit of Physical Education
- ☐ Pre-Approval by a Physical Education Instructor
- ☐ 11<sup>th</sup> or 12<sup>th</sup> grade
- ☐ Computer Skills
- ☐ Organizational Skills
- ☐ Enjoy physical activity

1 Semester

Students will assist supervising teacher with attendance, fitness testing, daily activities, computer data, bulletin boards, equipment, and other duties.

### **STRENGTH, AGILITY & MOBILITY**

Prerequisites: 9th-12th grade

1 Semester

The student will be using the weight room facility and gym to improve upon muscular strength, speed and power along with mobility and flexibility. Students will design a muscular strength and endurance program by the end of the semester that ties to personal goals they intend to improve upon. Students will also design a mobility plan that improves their functional movements and flexibility while providing them with tools to reduce injury and improve overall performance. Class participation, attitude, cooperation, and improvement in strength, agility and mobility and knowledge of information will determine grades.

### **STRENGTH TRAINING**

Prerequisites: 9th-12th grade

1 Semester

Course description:

This course will introduce the following topics:

- Muscular strength and endurance
- Myths about weight training
- Muscle fiber composition
- Methods of developing muscular fitness
- Application of training principals
- Goal setting for abdominal strength and endurance
- Goal setting for upper body strength
- Weight training considerations
- Muscular fitness exercises

The student will be using the weight room facility along with informational packets and videos. Class participation, homework, attitude, cooperation, and improvement of muscular fitness level and knowledge of information will determine grades. Students will be responsible for designing and implementing their own muscular fitness plan.

### **TEAM SPORTS & LIFETIME ACTIVITIES**

Prerequisites: Students in 11<sup>th</sup> or 12<sup>th</sup> grade that have completed Fitness & Wellness  
1 Semester

Course description:

This course will explore a variety of team and individual sports, as well as lifetime activities like angling and hiking. Students will participate in a variety of sports and be graded on class participation, attitude, cooperation and their knowledge of sports (tests). Any person who appreciates and/or is involved in athletics will enjoy this course.

## SCIENCE

### **SCIENCE LAB ASSISTANT**

Prerequisite: Junior or Senior Standing  
1 semester

Students will assist the science department with lab preparation, including mixing solutions, dividing materials, distributing materials, and lab cleanup.

### **PHYSICAL SCIENCE**

Prerequisite: None (Freshman requirement)  
Full year

Students will explore the fascinating world of Physical Science, which is the study of matter and energy and how it relates to the world around us. Physical Science is a combination of two branches of science---Chemistry and Physics. Chemistry is the study of the properties, composition, structure, and interactions of matter at the atomic level. Physics is the study of the relationship between matter, energy and motion.

### **BIOLOGY**

Prerequisite: Sophomore standing (Sophomore requirement)  
Full year

This is a lab-based course, which is designed to expose the students to the major themes of biology. We will begin with a unit on environmental science. We will then describe the chemicals found in living things and build up to how the representative organisms interact with each other and their environment as well as devoting a significant amount of time studying genetics

### **ANATOMY & PHYSIOLOGY**

Prerequisite: Junior or senior standing and Biology  
Full year

Advanced Biology is aimed at the student with a possible career interest in nursing, biochemistry, medicine or some other biological areas. The primary focus of this class will be on anatomy and physiology. Several dissections will be performed in order to study the various systems of the body.

### **APPLIED SCIENCE**

Prerequisite: Junior or senior standing  
Full year

This class is for juniors and seniors who have not taken chemistry, physics or anatomy & physiology. ***If you have taken one of the other science courses listed and you still wish to take applied science, you must get permission from the instructor.*** This course will take a hands-on approach to scientific study.

## **CHEMISTRY I**

Prerequisite: Algebra I  
Full year

Chemistry involves a study of basic chemical principles. Laboratory exercises provide an opportunity to use scientific equipment and to develop skills of measurement, observation and problem solving. Topics include atomic structure, the periodic table, moles, stoichiometry, chemical equations, acids and bases. This course is recommended for students planning to attend college or technical college.

## **PHYSICS**

Prerequisite: Algebra I, *Senior standing or permission of instructor.*  
Full year

Physics is both a hands on and a mathematical examination of our physical world. Topics of study include motion, optics, and sound. This course is recommended for students planning to attend college or technical college.

## **PHYSICS/MATH**

Prerequisite: Algebra 1 & Geometry  
Course Length: Full year-- 2 periods per day  
Credits: 2 for full year -- 1 math and 1 science

What do rockets and roller coasters have to do with math and physics? Plenty!!! Seniors are invited to join this 2-period course that will explore areas such as motion, gravity and energy, along with sound, light, and magnetism. Throw in some trigonometry, statistics, and vectors and you'll soon discover how much fun math and science can be!! Students will be required to enroll in both the Physics and the Math portions of this course.

## **SOCIAL STUDIES**

### **U.S. HISTORY**

Required Course

Prerequisite: Freshman Requirement

Full year

U.S. History II is a survey of American history from post-Reconstruction to the dawn of the 21st century. Major topics include the following: imperialism, the Progressive Era, WWI, WWII, the changing 1920s, the Great Depression, the New Deal, the Cold War Era, Civil Rights, Vietnam War, the conservative politics of the 1980s, and various modern-day issues. Specific skills to be utilized: reading and researching, primary source analysis, vocabulary and writing related to subject matter, individual and small group work, hands-on projects, and relating the past to the present. Participation in National History Day may be an expected requirement for the course as well.

### **WORLD HISTORY**

Required Course

Prerequisite: Sophomore Requirement

Full year

This class is a survey covering pre-history to the 21<sup>st</sup> Century. During the course of our study, we will cover the major events of history as well as the political, social, and cultural impact of those events. Some of the topics we will cover include: Early Humans, Early Civilizations, Ancient Egypt, Ancient Greece, Ancient Rome, the Early Civilizations of the Americas, the Middle Ages, the Renaissance, the Reformation, World Exploration, the Industrial Revolution, World Wars I & II, the Cold War, and the Modern World. Participation in National History Day may be an expected requirement for the course as well.

### **PSYCHOLOGY I**

Prerequisite: Junior or Senior standing or Sophomore standing with a 3.5 average in English and Social Studies  
1 Semester

Psychology is the scientific study of human behavior and the body. The class is designed to help students gain a better understanding of their own behavior, the behavior of others, and to gain an appreciation for the similarities and differences in people. Some of the topics covered include the following: psychological theories, methods, biology/brain, consciousness, and learning. Specific skills to be utilized are research, experimentation, and observation, reading for new information, introspection, and small group interaction.

### **ECONOMICS**

Required Course

Prerequisite: Senior requirement

1 Semester

Economics is the study of how people try to satisfy seemingly unlimited and competing wants through the careful use of relatively scarce resources. This course examines basic economic principles by analyzing current and past examples of economic doctrines at work. Emphasized topics include market systems and government involvement, business organizations, supply, and demand.

## **U.S. GOVERNMENT**

Required Course

Prerequisite: Senior requirement

1 Semester

Political Science is the study of government, power and politics. The study of political science involves studying how countries are ruled, how people are ruled, and how the power of the people influences government. This course will deal with governments, power, political systems and ideologies. We will study the levels of political organization within the United States. We will take an in depth look at the roles and powers of the national government and bureaucracy. Along with the study of the inter-workings of government, we will look at the influence politics has over personal liberties, civil liberties, the economy, social programs, and national security. We will also study the roles of citizens within our political system. We will look at the importance of individual and group involvement in the democratic system of government.

## **SOCIOLOGY**

Prerequisite: Junior or Senior standing or Sophomore with a 3.5 in English and Social Studies Classes

1 Semester

Sociology is the study and understanding of people in groups. This class is designed to foster an appreciation of the relationships of different people and groups within society. In this course we will study how people interact in groups, how people are socialized, the roles of people within groups and society, and the societal institutions that play a role in people's lives and interactions. This course will consist of a variety of in-class activities, research, and discussions. Through these activities you will be more aware of our social institutions and your role within groups and society as a whole.

# **TECHNOLOGY EDUCATION**

## **TECHNOLOGY SYSTEMS**

Grade Level: 9-12

Full Year

This course is designed to allow students to experience areas of technology including: Construction, Manufacturing, Communication, Transportation, Manufacturing, Design, Measurement, and Materials. This will be done through a series of activities such as Model House, Bridge/Tower Construction, Mousetrap Cars, Bottle Rockets, CO2 Dragsters and much more. Technology Systems also acts as a great introductory course for future Technology Education classes.

## **WOOD MANUFACTURING**

Prerequisite: None

Full Year

This course is designed for those students interested in wood manufacturing. This course includes tool and machine safety, wood characteristics and use of adhesives. Students will learn machine operations, joint construction, basic furniture construction and proper ways to finish projects. Students will choose one of three project ideas to complete, using proper techniques learned during the class time.

## **ADVANCED WOOD MANUFACTURING**

Prerequisite: Wood Manufacturing I

Full Year

Students are graded on attendance, attitude, participation, safety practices, projects, and assignment. This course is for students who enjoyed Wood Manufacturing I and would like to continue building their knowledge and skills in the area of woodworking. Safety, wood identification, wood joinery, tool and machine maintenance, Versa Laser operation, CNC router operation, and cabinetry will all be reviewed. Students will be required to complete two small mandatory projects and one individual project of their choice.

## **HOME MAINTENANCE**

Grade Offered: 10 – 12

Prerequisites: None

1 semester

Home Maintenance is a course designed to give students a working knowledge and appreciation of maintaining a residence. In this class, the students will engage in plumbing, electrical, basic construction, and floor and wall covering.

## **AUTO MAINTENANCE**

Grade Offered: 10 – 12

Prerequisites: Access to Personal Motor Vehicle Required

1 semester

This course includes basic automotive maintenance. Some of the activities we will do include changing tail lights, installing wiper blades, replacing front headlights, changing a spare tire, and other practical car care maintenance. There will be assistance, so no student will need to work independently.

### **ENGINEERING DESIGN** (Recommended for grades 10-11)

Prerequisite: Tech Systems  
Full Year

In this class students will learn to use Computer Aided Design software programs such as Autocad LT, Solidworks and Chief Architect. The students will apply their software knowledge to various drawing and design situations and problems. After a computer hardware/software orientation, the students will learn to read and draw several types of technical drawings. This information will then be applied in the design process as students work individually and in groups on a number of design activities and problems. Students will play the role of professional architects, designers, planners, engineers, and draftsmen who create design solutions for client's problems.

### **MANUFACTURING / MATERIALS AND PROCESSES** (Recommended for grades 10-11)

Prerequisite: Tech Systems  
Full Year

*(Semester 1)*

Manufacturing Systems will explore the use of various materials to produce usable products. The major categories of materials, processes, and modern production methods will be reviewed and reinforced. Students will choose a product to be manufactured, develop a prototype, form a company, construct the fixtures needed for mass production, and produce the product using concepts of modern production.

*(Semester 2)*

Students enrolled in Materials and processes will work in the areas of woods, metal fabrication and welding. Students will work on their own projects as well as class assigned projects.

### **ADVANCED ENGINEERING** (Recommended for grades 11-12)

Prerequisite: 2 credits of technology education  
Full Year

Students will design and build a major project. One example of this is the High Mileage Vehicle Project. Every year schools from around the state compete to build a fuel-efficient vehicle. The students design, build, fabricate, weld, and assemble the car based on their group design. Currently the plan is to continue with this project for the year ahead.

*Admission Requirements: Class size is limited to 10 students. Students must have at least 2 credits of Technology Education. If more than 10 students apply, admission will be granted based on grades received in Technology Education and an application for admittance.*

### **WELDING**

Grade Offered: 11-12  
Prerequisite: Tech Systems  
1 semester

This course will cover welding safety, oxy-fuel cutting, plasma cutting, gas metal arc welding, and carbon air

arc cutting.

**WELDING - WTC Transcribed Credit** (Recommended for grades 10-11)

Grade Offered: 11-12

Prerequisite: Tech Systems, Welding

1 semester

This course will cover welding safety, oxy-fuel cutting, plasma cutting, gas metal arc welding, and carbon air arc cutting. Students will receive 2 credits from Western College. Western College grading scale and policies will apply.

## **TUTORING**

### **High School Helpers/Mentors**

This class is for students that like working with elementary aged children, or are interested in finding out more about elementary education. There are different roles you will be playing ranging from tutoring K-5 students, doing various tasks for your supervising teacher, or just spending time with students as a positive role model. We require you to have at least a C grade point average. There are a limited number of openings.

### **Middle School/ High School Tutor**

Students may contract to receive credit for tutoring at the middle school or secondary level. Students will generally receive 1/4 credit per semester on a Pass-Fail basis.

Tutoring is generally used to fulfill the Community Service graduation requirement. Please see the Community Service supervisors (Mr. Lueck & Mrs. Horstman at time of publication) to make arrangements.

# ONLINE A.P. COURSES

## Advanced Placement Courses

Aventa Learning and WVS have teamed up to provide online AP® courses for Wisconsin Schools. The cost is \$325 per semester course (per student). Wisconsin certified teachers will facilitate the courses, and a 24 x 7 help desk will be available also. Any required textbooks will not be included, and must be procured by the sponsoring district.

**These courses are equivalent to undergraduate level college courses** and will prepare students for the College Board examinations given in the Spring.

All courses are yearlong, divided into two semesters, unless marked with a \*.  
The following courses may be offered:

AP® Macroeconomics\*  
AP® Calculus AB  
AP® Microeconomics\*  
AP® Calculus BC  
AP® English Language  
AP® Psychology\*  
AP® English Literature  
AP® Spanish Language  
AP® Spanish Literature  
AP® European History  
AP® Statistics  
AP® US Government & Politics\*  
AP® US History  
AP® World History

### **Requirements and Scheduling:**

**Students taking Online Courses must have a 3.00 overall GPA and a 3.5 GPA and teacher recommendation in the subject area of the selected AP course. Students enrolling in online courses should be able to work well independently. Taking an online AP course requires 10 to 15 hours a week. Other courses require 10 hours or fewer. Students should have a regular class period reserved for online coursework and access to a computer at school.**

### **Recommended Preparation**

In general, students should be self-motivated and good independent learners. Good writing skills are important to a student's ability to succeed in an AP course, and essay writing is important to do well on the free-response sections of an AP Exam. Students should have basic keyboarding skills and be comfortable with getting online, using email, and using a word processor.

# WVS AP Course Descriptions

## **AP® Calculus AB**

This is the beginning course in the college calculus sequence. Students will cover analytic geometry, functions, limits, continuity, the derivative and its applications, the integral and its applications. Textbook Required. Textbook purchases can be made at [VarsityBooks.com](http://VarsityBooks.com)

## **AP® Calculus BC**

This course introduces and explores integral calculus and explores further topics in differential and integral calculus. Topics include parametric equations, Riemann sums, indefinite integrals, applications of integration, formal development of limits and derivatives, power series, and simple differential equations. Textbook Required. Textbook purchases can be made at [VarsityBooks.com](http://VarsityBooks.com)

## **AP® English Language**

This advanced course focuses on reading and analyzing non-fiction prose, with an emphasis on philosophy. Written assignments focus on philosophical topics, which include ethics, knowledge and thought, the problem of truth, causality, metaphysics, political philosophy, and aesthetics. Textbook Required. Textbook purchases can be made at [VarsityBooks.com](http://VarsityBooks.com)

## **AP® English Literature**

In this advanced placement course, students learn to read and comprehend some of the finest poetry, plays, novels, short stories, and essays written at various times in various cultures, with an emphasis on literature originally written in English. Through reading and writing, students learn how to discover meaning in literature by being attentive to language, image, character, action, argument, and the various techniques and strategies authors use to evoke emotional response from readers. This course prepares students for the AP Literature and Composition exam. Textbook Required. Textbook purchases can be made at [VarsityBooks.com](http://VarsityBooks.com)

## **AP® European History**

This course is a study of the social, economic, cultural, intellectual, political and diplomatic history of Modern Europe and its place in the history of the world from the fall of Constantinople to the fall of the Berlin wall and the Soviet Union. The course objective is to develop an understanding of the major periods, ideas, movements, trends, and themes that characterize European history from approximately 1450-the high Renaissance-to the present. Students develop the ability to analyze historical evidence and express understanding and analysis in writing. The course will be taught at a level and rigor equivalent to that required of students in a college freshman or sophomore Modern European History course. Textbook Required. Textbook purchases can be made at [VarsityBooks.com](http://VarsityBooks.com)

## **AP® Macroeconomics (semester course)**

This course gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. The central topics of national income and price determination, economic growth, government taxation, regulatory policy, and expenditures; fiscal and monetary policy; and international trade are covered. Textbook Required. Textbook purchases can be made at [VarsityBooks.com](http://VarsityBooks.com)

### **AP® Microeconomics** (semester course)

This course gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, in the larger economic system.

Textbook Required.

Textbook purchases can be made at [VarsityBooks.com](http://VarsityBooks.com)

### **AP® Psychology** (semester course)

AP Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They'll study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention. The equivalent of a 100-level college survey course, AP Psychology prepares students for the AP Exam and for further studies in psychology and life sciences.

Textbook Required

Textbook purchases can be made at [Varsity Books.com](http://VarsityBooks.com)

### **AP® Spanish Language**

AP Spanish Language students practice perfecting their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and then apply what they've learned in extensive written and spoken exercises. By the end of the course, students will have an expansive vocabulary and a solid, working knowledge of all verb forms and tenses. The equivalent of a college-level language course, the two-semester AP Spanish Language prepares students for the AP Exam and for further study of Spanish language, culture, or literature. No textbook required.

### **AP® Spanish Literature** (New!)

AP Spanish Literature introduces students to the diverse literature written in Spanish and thus helps them reflect on the voices, cultures and experiences in the Spanish language. The equivalent of a college-level Spanish literature course, AP Spanish Literature prepares students for the AP Exam and for further study of Spanish culture and literature.

Textbook Required.

Textbook purchases can be made at [Varsity Books.com](http://VarsityBooks.com)

### **AP® Statistics**

AP Statistics is equivalent to an introductory college level statistics course. Students are introduced to the major concepts of collecting, organizing, and drawing conclusions from data. Students will study four broad areas of introductory statistics: Organizing Data, Producing Data, Probability, and Inference. Prospective students should have completed a second year of high school algebra and possess a mathematical maturity that includes quantitative reasoning. Students also should have writing skills that allow them to express answers clearly and succinctly. Textbook Required.

Textbook purchases can be made at [Varsity Books.com](http://VarsityBooks.com)

### **AP® US Government & Politics** (semester course)

Students acquire an analytical perspective on government and politics in the United States. Included are both a study of the general concepts used to interpret US politics and the analysis of specific examples. Textbook Required.

Textbook purchases can be made at [Varsity Books.com](http://VarsityBooks.com)

### **AP® US History**

This college-level course explores the history of the United States from the first European explorations of the Americas to present day events and trends. Students examine political institutions and behavior, public policy, social and economic change, diplomacy and international relations, and cultural and intellectual developments. Textbook Required.

Textbook purchases can be made at [Varsity Books.com](http://VarsityBooks.com)

### **AP® World History**

AP World History covers the history of the world from 600 C.E. to the present with an introduction unit on the period before (covering around 8000 B.C.E to 600 C.E.). The course emphasizes “patterns of change” and the connections between the various world cultures throughout the time period being studied. Students will gain an understanding of the global experiences of humanity and be able to apply that knowledge to their growth and development as “world citizens”.

The class has two major goals: 1) to prepare students to be successful on the AP World History exam and 2) to provide students with an understanding on why the world developed the way it did. Textbook Required.