

# OZAUKEE HIGH SCHOOL

## *Academic & Career*

## *Planning Guide*

**2022-2023**

# Success

## for a Lifetime

The Northern Ozaukee School District does not discriminate on the basis of sex, race, color, national origin, ancestry, creed, religion, age, pregnancy, marital/parental status, sexual orientation, or physical, mental, emotional or learning disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

# Academic & Career Planning

\* Academic and Career Planning (ACP) refers to both a process that helps students engage in academic and career development activities as well as a product that is created and maintained for students' academic, career, and personal advancement.

ACP is a student-driven, ongoing process that actively engages students, enabling them to:

- Understand their own interests, strengths, values, learning styles,
- Create a vision of their future,
- Develop individual goals, and
- Prepare a personal plan for achieving their vision and goals.

A four stage process is utilized within the ACP process that includes:

- KNOW
  - Who Am I? Understanding your interests, skills and strengths
- EXPLORE
  - Where Do I Want to Go? Explore career pathways and educational opportunities
- PLAN
  - How Do I Get There? Set your course, plan goals, engage in clubs and activities
- GO
  - Recalculate as needed.

\* Taken from the ACP in Wisconsin Guide – Wisconsin Dept. of Public Instruction

# Table of Contents

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ACP at Ozaukee High School	5
• Overview	
• Grade Level Programming	
Career Clusters & Pathways	6
• Overview	
• Clusters with Pathways	
Programs of Study	8
• Architecture & Construction	
• Arts, A/V Technology & Communications	
• Business, Management & Administration	
• Finance	
• Health Science	
• Manufacturing	
• Regional Career Pathways (RCP)	
Graduation Requirements	11
• General Credit Information	
• Subject Specific Requirements	
• Transfer Students	
Grading Information	12
• Grade Point Average (GPA)	
• Courses with Weighted Grades	
• Academic Excellence Scholarship	
• Class Valedictorian & Salutatorian	
• Honor Roll & Cords	
Scheduling Guidelines	15
• Scheduling Process	
• Important Considerations	
• Scheduling Timeline	
• Schedule Changes	
College & Career Based Learning	17
• College Level Coursework	
• Career Based Learning	
Career Resources	18
• Career Information & Experiences	
Teacher Aide Program	19
• Overview	
• Elements	
Early Graduation	20
• Rationale	
• Program Guidelines	

## Course Offerings

21

- English
- Mathematics
- Physical Education & Health
- Science
- Social Science
- Art
- Business & Technology
- World Language
- Music
- Technology Education

*\*Contents of this document may change without notice.*

# ACP at Ozaukee High School

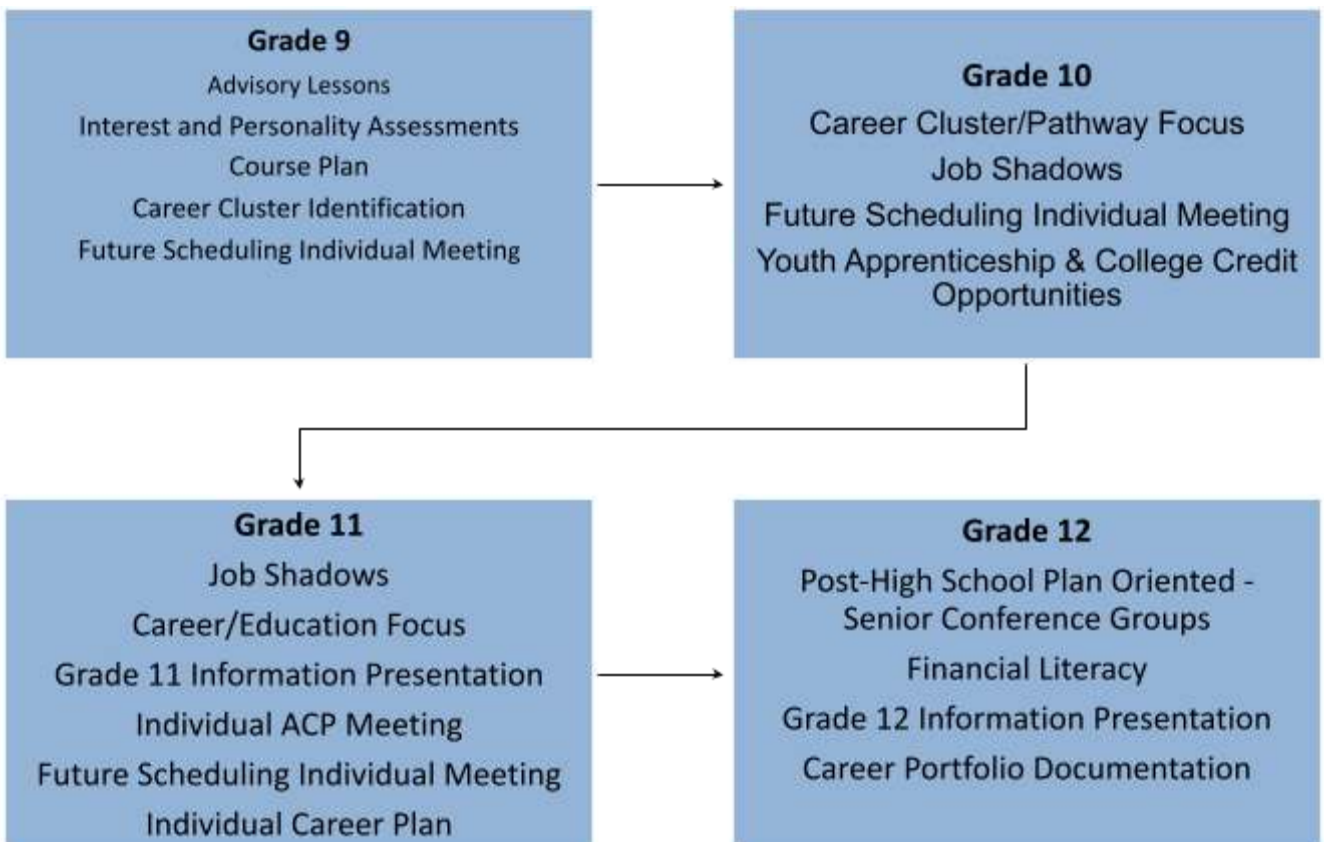
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## Overview

Beginning in 9<sup>th</sup> grade, our students participate in weekly adviser led ACP lessons that provide the personal and educational exploration required to confidently identify a specific career cluster by the end of their freshman year. This cluster choice focuses the students' 10<sup>th</sup> – 12<sup>th</sup> grade ACP experiences, helping them refine a specific, relevant educational and career choice.

## Grade Level Programming

The following chart illustrates the ACP programming at each grade level.



# Career Clusters

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## Overview

\* The National Career Clusters® Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study. In total, there are 16 Career Clusters in the National Career Clusters Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career.

As an organizing tool for curriculum design and instruction, Career Clusters provide the essential knowledge and skills for the 16 Career Clusters and their Career Pathways. It also functions as a useful guide in developing programs of study bridging secondary and postsecondary curriculum and for creating individual student plans of study for a complete range of career options. As such, it helps students discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college and career.

## Clusters with Pathways

### **Agriculture, Food and Natural Resources**

*Agribusiness Systems*

*Animal Systems*

*Environmental Service Systems*

*Food Products and Processing Systems*

*Natural Resources Systems*

*Plant Systems*

*Power, Structural and Technical Systems*

### **Architecture and Construction**

*Construction*

*Design/Pre-Construction*

*Maintenance/Operations*

### **Arts, Audio/Video Technology and Communications**

*Audio and Video Technology and Film*

*Journalism and Broadcasting*

*Performing Arts*

*Printing Technology*

*Telecommunications*

*Visual Arts*

### **Business Management and Administration**

*Administrative Support*

*Business Information Management*

*General Management*

*Human Resources Management*

*Operations Management*

### **Education and Training**

*Administration and Administrative Support*

*Professional Support Services*

*Teaching/Training*

### **Finance**

*Accounting*

*Banking Services*

*Business Finance*

*Insurance*

*Securities and Investments*

### **Government and Public Administration**

*Foreign Service*

*Governance*

*National Security*

*Planning*

*Public Management and Administration*

*Regulation*

*Revenue and Taxation*

### **Health Science**

*Biotechnology Research and Development*

*Diagnostic Services*

*Health Informatics*

*Support Services*

*Therapeutic Services*

**Hospitality and Tourism**

*Lodging*

*Recreation, Amusements and Attractions*

*Restaurants and Food/Beverage Services*

*Travel and Tourism*

**Human Services**

*Consumer Services*

*Counseling and Mental Health Services*

*Early Childhood Development and Services*

*Family and Community Services*

*Personal Care Services*

**Information Technology**

*Information Support and Services*

*Network Systems*

*Programming and Software Development*

*Web and Digital Communications*

**Law, Public Safety, Corrections and Security**

*Correction Services*

*Emergency and Fire Management Services*

*Law Enforcement Services*

*Legal Services*

*Security and Protective Services*

**Manufacturing**

*Health, Safety and Environmental Assurance*

*Logistics and Inventory Control*

*Maintenance, Installation and Repair*

*Manufacturing Production Process Development*

*Production*

*Quality Assurance*

**Marketing**

*Marketing Communications*

*Marketing Management*

*Marketing Research*

*Merchandising*

*Professional Sales*

**Science, Technology, Engineering and****Mathematics**

*Engineering and Technology*

*Science and Math*

**Transportation, Distribution and Logistics**

*Facility and Mobile Equipment Maintenance*

*Health, Safety and Environmental Management*

*Logistics Planning and Management Services*

*Sales and Service*

*Transportation Operations*

*Transportation Systems/Infrastructure Planning,  
Management, and Regulation*

*Warehousing and Distribution Center Operations*

# Programs of Study

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## Overview

A program of study (POS) provides students with a framework that helps them to make academic, career and extracurricular choices that support their ACP goals. The initial colored charts provide a quick sequence of primary traditional courses offered within OHS. Additional courses, career experiences and clubs/organizations that relate directly to the POS are provided in detail under each chart. This information is very valuable for students/parents to review prior to making course requests each year.

### CLUSTER: Architecture & Construction

**PATHWAY:**  
Construction

**PRIMARY COURSES:**  
Introduction to Woodworking  
Introduction to Engineering Design  
Cabinetry  
Architectural Engineering & Design  
Construction 1  
Construction 2

**PATHWAY:**  
Pre-Design &  
Construction

**PRIMARY COURSES:**  
Introduction to Engineering Design  
CAD  
3D Modeling  
Architectural Engineering & Design

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### CLUSTER: Arts, A/V Technology & Communications

**PATHWAY:**  
Visual Arts

**PRIMARY COURSES:**  
Art Foundations  
2D Art  
Print Media  
Art Development

**CLUSTER:** Business, Management & Administration

**PATHWAY:**  
General  
Management

**COURSES:**  
Introduction to Business  
International Business  
Entrepreneurship (CAPP)  
Accounting (CAPP)

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**CLUSTER:** Finance

**PATHWAY:**  
Accounting

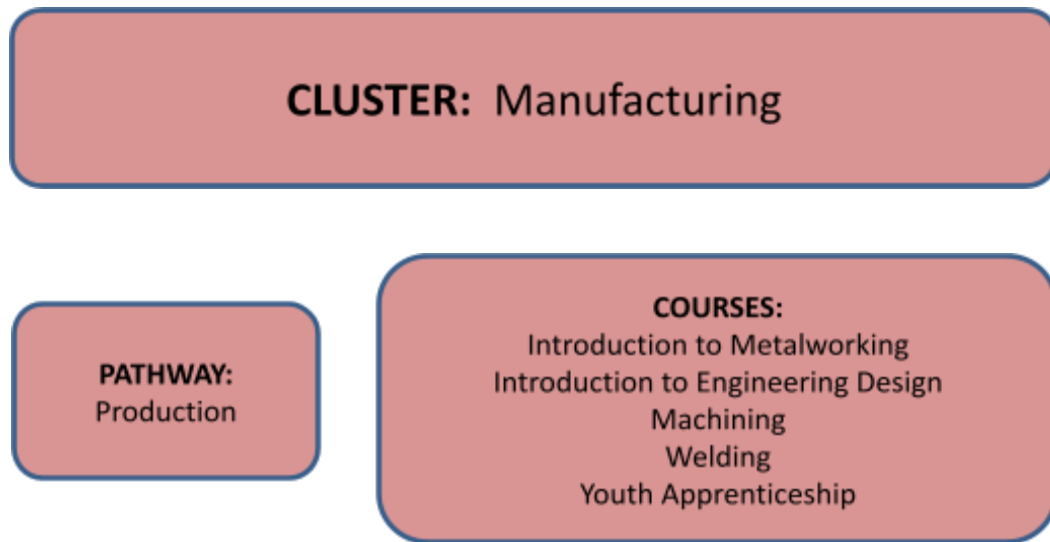
**COURSES:**  
Introduction to Business  
Financial Literacy  
Accounting (CAPP)  
Youth Apprenticeship

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**CLUSTER:** Health Science

**PATHWAY:**  
Therapeutics

**COURSES:**  
Biology  
Anatomy & Physiology (AS w/LTC)  
Nursing Assistant (TC w/MPTC)  
Youth Apprenticeship (MATC)



## Regional Career Pathways (RCP)

Wisconsin has identified various career areas of our economy that are in highest demand to have specialized RCP maps created to help provide students and parents with a guide. These comprehensive maps help students move from career pathways to related sectors to specific careers that require varying levels of education and/or training. Students are then able to identify coursework and career experiences offered through OHS that can support their interests.

Our region has developed five RCP maps. Given our course options at OHS, the following four maps are linked below:

[Advanced Manufacturing](#)  
[Architecture & Construction](#)  
[Finance](#)  
[Patient Care](#)

# Graduation Requirements

## General Credit Information

- Ozaukee High School requires 28 credits for graduation.
- All students in grades 9-12 must take eight classes each semester in order to be considered a full-time student.
- Course credit value:
  - o ½ credit courses
    - meet every other day for one semester
  - o 1 credit courses
    - meet every other day for two semesters or
    - meet every day for one semester
  - o 2 credit courses
    - meet every day for two semesters

## Subject Specific Requirements

- The credits earned while in grades 9 through 12 shall be earned within the following subjects:

Subject	Credits
English	4
Mathematics	3
Science	3
Social Sciences	3
Physical Education	1.5
Health	0.5
Economics & Financial Literacy	1
Electives	12
Total Required	28

- o **English Requirements:**
  - English 1, 2, English 3 or AP English Language, and English 4A and 1 (one) additional .5 credit English elective or AP English Literature are required for graduation
- o **Mathematics Requirements:**
  - Algebra 1 and Geometry are required for graduation
- o **Social Sciences**
  - World History, U.S. History or AP U.S. History, American Government and 1 (one) additional .5 credit of a Social Science elective or AP U.S. Government and Politics are required for graduation
- o **Science**
  - 3 terms of Physical/Chemical Science, 2 terms of Life Science, and 1 term of General Science are required for graduation (Class of 2023)
  - Biology, Physics & Chemistry are required for graduation (Class of 2024 and beyond)
- o **Personal Finance**
  - Economics and Financial Literacy are required for graduation

## Transfer Students

- o Students who transfer into our high school are expected to meet all of the graduation requirements established by this policy. Special considerations may be made for those students who come from schools that have lesser standards.

## Grading, Class Rank, Academic Awards

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### Grade Point Average (GPA)

Cumulative **Grade Point Average** will be calculated at the conclusion of each semester. The final grade for each class will be used to calculate cumulative G.P.A.

Un-weighted GPA Scale		
Standard Grade	Letter Grade	Grade Points
4.0	A	4.000
3.7	A-	3.667
3.3	B+	3.333
3.0	B	3.000
2.7	B-	2.667
2.3	C+	2.333
2.0	C	2.000
1.7	C-	1.667
1.0	D	1.000
0	F	0.000

Weighted GPA Scale		
Standard Grade	Letter Grade	Grade Points
4.0	A	5.000
3.7	A-	4.667
3.3	B+	4.333
3.0	B	4.000
2.7	B-	3.667
2.3	C+	3.333
2.0	C	3.000
1.7	C-	2.667
1.0	D	2.000
0	F	0.000

- *Transcripts will display both GPA values.*
- *Rank in class is based on a weighted scale.*

### Courses with Weighted Grades

- **Advanced Placement (AP)**
  - o Provided in the traditional classroom setting
  - o Offered in a virtual course format through Wisconsin Virtual School
  - o Both formats earn weighted grades

AP Courses Offered in Traditional Classroom Setting	
Art History	English Literature & Composition
Biology	Psychology
Calculus AB	Statistics
Calculus BC	Studio Art: 2D & 3D Design, Drawing
Chemistry	U.S. Government & Politics
English Language & Composition	U.S. History

- **Cooperative Academic Partnership Program (CAPP)**
  - Partnership with UW-Oshkosh
  - College course curriculum taught by OHS instructor
  - Students pay for college credit at beginning of course – a significantly reduced rate (approx. \$100 per college credit)
  - Formally begins college transcript – grades transfer to college

CAPP Courses Offered at OHS			
OHS Course Name	CAPP Course Name	College Credits	OHS Credits
CAPP Accounting	Financial Accounting (ACCT 206)	3	0.75
CAPP Entrepreneurship	Introduction to Business (BUS 198)	3	0.75
CAPP Financial Literacy	Personal Finance (BUS 231)	3	0.75
CAPP Principles of Macroeconomics	Principles of Macroeconomics (ECON 201)	3	0.75
CAPP Principles of Microeconomics	Principles of Microeconomics (ECON 202)	3	0.75

- **Spanish 4 & 5**

## Academic Excellence Scholarship

Provided by the State of Wisconsin, the Academic Excellence Scholarship is a \$9000 (\$2250 per year ) award. The recipient is determined by class rank (weighted cumulative GPA) at the end of the first semester of senior year. If two or more students share the top class rank, the following tiebreaker procedure will be utilized:

- The first tiebreaker is the scholar with the highest ACT composite score
- The second tie breaker is the total number of high school graduation credits earned while enrolled in the district
- The third tie breaker is the highest ACT sub-score
  - a scholar may choose from English, Math, Reading or Science to determine the highest sub-score
  - the second, third, and fourth highest sub-scores chosen by the scholar in that order will be utilized as additional tie breakers
- The final tie breaker, if needed, is a coin flip.

## Determination of Class Valedictorian & Salutatorian

- Determined on the sixth school day prior to the graduation ceremony
- Based on weighted class rank
- Class valedictorian will be the top ranked student of the senior class
- Class salutatorian will be the second ranked student of the senior class
- Students with an identical weighted class rank will be honored as co-recipients of the appropriate designation

## Honor Roll and Honor Cords

Ozaukee High School utilizes the honor roll system to recognize the academic achievements of our highest performing students as measured by the weighted semester GPA. This designation is identified at the end of each semester.

Honor cords are awarded to our seniors who have earned a weighted cumulative GPA that signifies a high level of academic achievement. This achievement is recognized by the receiving of an honor cord at the Senior Awards Night that is worn by the recipient during the graduation ceremony. The following chart illustrates the honor roll and honor cord systems.

Honor Roll	
Honor Level	Semester GPA Range (weighted)
Honors	3.000 – 3.499
High Honors	3.500 and above

Honor Cords		
Honor Level	Cumulative GPA Range (weighted)	Cord Color
Honors	3.000 – 3.499	Silver
High Honors	3.500 and above	Gold

## Scheduling Guidelines

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### Scheduling Process

Ozaukee High School begins the scheduling process for the next year toward the end of the first semester. The courses described in this booklet are those approved by the School Board for offering to our students but does not guarantee that all electives will be available. The Board decides in April each year what electives will be offered, based on student enrollment.

### Important Considerations

Course selection is a very important task. The following elements should be considered when choosing courses:

- **Graduation Requirements**
  - Review requirements in this guide
  - Appropriate timing and sequence
  - Review course prerequisites carefully
- **Intended Career Path**
  - Identified Career Cluster(s) within Xello
  - Identified saved careers in Xello
- **Appropriate Educational Path**
  - Best educational approach for career
    - Technical College
    - Four year College/University
    - Trade School
    - Apprenticeship
    - Direct employment with subsequent training
- **Course Rigor**
  - Continued academic/skills growth throughout high school
  - Choose level that provides challenge, avoids failure
  - Weighted credit with increased GPA growth potential
- **Post high school benefits**

- o College credit while in high school (ECCP and/or Start College Now)
- o Advanced Placement - potential college credit earned through AP exam success
- o Youth Apprenticeship, Coop provides direct employment experiences and enhanced career awareness

It is important to know that student course selection directly determines the Master Schedule and teacher assignments. **Careful selection is critical.** The more accurate the course requests in the beginning, the smaller the number of schedule conflicts and changes later.

## Scheduling Timeline

The scheduling process from providing student/parent information sessions through receiving a finalized individual schedule takes many months. The following chart provides a general timeline of the process:

Date	Activity
October/November	Students engage in ACP lessons that develop, focus, or update appropriate Career Cluster choices in Xello that help guide their course requests for the upcoming year.
	Provide student/parent information presentation at the 11 <sup>th</sup> grade level that assists appropriate course requests.
December	Individual 11 <sup>th</sup> grade conferences to help with student course requests
January	Individual 9th & 10th grade meetings to help with student course requests
	Large group grade 8 scheduling orientation and course request sessions
	Grade 8 scheduling assistance night is offered
Mid-February	Course Requests are finalized and the building of the Master Schedule begins
March	Master Schedule Building and student schedule creation
April	Student schedules are distributed and students/parents are given an opportunity to review and edit schedules.
End of April	All student schedules are finalized to allow all students the ability to finish school year with a fully completed schedule.

## Schedule Changes

Every effort will be made to honor each student's request for courses; however, conflicts between courses do arise. When that occurs, the school counselor will contact the student and help them resolve the problem prior to the end of the school year.

With our enhanced course request communication process, we are able to have students and parents feeling confident about their completed schedule prior to leaving for summer break. This eliminates the need for schedule changes in the fall, allowing students and teachers the ability to focus on learning from the first day of class.

# College & Career Based Learning

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## College Level Coursework

### Start College Now

High school students in good academic standing and who have no record of significant disciplinary problems may have the opportunity to take college courses at their local technical college. If our local school board determines a college course is eligible for high school credit and it is not comparable to any course offered by the school district, the school district will pay for the course. Once you graduate from high school, you can transfer those credits to any of the Wisconsin Technical Colleges.

### Program Guidelines

- Available to Grade 11 & 12 students (Grade 10 students would apply in the spring of their 10<sup>th</sup> grade year for the upcoming Junior year)
- March 1<sup>st</sup> application deadline for fall semester
- October 1<sup>st</sup> application deadline for spring semester

### Steps to Follow

- Meet with school counselor to discuss career plans and Start College Now program eligibility
- If appropriate, obtain Start College Now [application and instructions](#)
- Connect with local Technical College's [Career Prep Coordinator](#) to discuss appropriate courses and availability
- Finish and turn in completed application to the high school counseling office by program deadlines

## Early College Credit Program (ECCP)

The ECCP 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. Under this program, "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.

### Steps to Follow

- Interested students need to apply to the institution of their choice within program definitions during the semester before the one they wish to attend.
- Students need to contact OHS Counseling Office in writing of intent to take a college course by:
  - o March 1<sup>st</sup> for fall semester courses
  - o October 1<sup>st</sup> for spring semester courses
- Letter of intent must include the student's name, name of institution of higher education, name and course number of intended course(s), number of credits of college course

## Career Based Learning

### Co-op Work Experience

- Open to grade 11 & 12 students
- 90 hour work exploration experience
- Primarily Manufacturing based experiences, most in Sheboygan County
- Concurrent participation in a Tech Education course at OHS
- Students receive high school credit for the Co-op experience
- Interested students should contact the OHS Counseling Office for more information

### Ozaukee Youth Apprenticeship

- Open to grade 11 & 12 students (Grade 10 students would apply in the winter of their 10<sup>th</sup> grade year for the upcoming Junior year)
- Available in numerous career areas
- State recognized work training program
- Requires a minimum commitment of 450 hours of paid work within a calendar year
- Related education is provided for student as part of apprenticeship if required
- Students receive high school credit, release time, and a state certification
- Application deadline is March 1<sup>st</sup> of previous school year
- Interested students should contact the high school Counseling office with questions
- Program information and application materials can be found [here](#)

### Industry Recognized Certifications (IRC's)

Students are able to earn specific IRC's by taking a series of courses within two of our career pathways. This series prepares the students to pass the specific coursework and related certification exam to earn the IRC. These credentials can be very useful and/or necessary for students pursuing employment and further educational programming.

- **Architecture & Construction**
  - Autodesk AutoCAD
  - Autodesk Inventor - Imperial or Metric
  - Autodesk REVIT- Imperial or Metric
- **Health Sciences**
  - CNA (Certified Nurse Aide)

### Career & Technical Student Organization (CTSO)

OHS offers students the opportunity to be part of the following CTSO's:

**Future Business Leaders of America** - This club is advised by our business teacher and provides students with a rich amount of educational and professional opportunities to develop skills and knowledge related to business. More information on the Wisconsin FBLA can be found [here](#)

**SkillsUSA** - A partnership of students, teachers and industry working together to ensure America has a skilled workforce. SkillsUSA provides educational programs, events and competitions that support career and technical education in the nation's classrooms. This club is advised by our metal's teacher. More information on the Wisconsin SkillsUSA can be found [here](#)

## Work Study

Grade 11 and 12 students are able to participate in a work study opportunity that allows them to earn credit while engaging in employment. Students who are being asked to work during school hours, will be required to submit an employer verification form. This form provides proof that the employer is needing the student during school hours. The following expectations provide a comprehensive description of the work study program.

- Work a minimum of 135 total hours during the semester. All documentation of hours must be verifiable with the employer.
  - Maintain “Good Standing” in school. “Good Standing” means that the student:
    - Is passing all classes.
      - If a student is not passing a class, he/she must improve their grade to “passing” within one week.
    - Demonstrates consistent school attendance.
      - Excessive absences will result in termination from the program.
  - Demonstrates appropriate behavior.
    - Disciplinary referrals can provide grounds for termination from the program.

## Career Resources

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### Career Information

#### Xello

Xello is the site that we use at OMS/OHS for the development of our 6<sup>th</sup> – 12<sup>th</sup> grade student’s Academic and Career Plan (ACP). Each student creates an electronic version of their ACP Portfolio within their Xello account. Xello is the starting point when looking to find out information about colleges, universities, careers, resume writing, career inventories and more.

**Xello Website:** [Xello Student Login](#)

#### InspireWI

InspireWI is a web-based career experience organization made up of numerous partners from companies (employers and employees) and school districts. Every partner pays for the services provided by the InspireWI staff. This agreement has enabled them to become a very effective career experience organizer. Through InspireWI, students are able to engage in the following activities:

Students utilize Xello and the InspireWI website to learn about careers and the local companies that employ them. They are able to engage in the following activities:

- ❖ **Huddles with Employee Mentors** – Through InspireWI, students are able to connect virtually with specific career mentors. They can begin by reading through the current discussion board posts, and choose to ask additional questions.
- ❖ **Company Profiles** - When students select a career, they are able to click on the Companies box and discover a variety of Wisconsin companies that employ that career. They are able to read a company profile and see other careers that the company employs.
- ❖ **Career Experiences (Job Shadows, Company Tours, Career Education Activities)** - Students are

able to register and participate in a variety of scheduled activities. They are also able to request a specific experience if they do not see a career listed.

- ❖ **Co-op Work Experiences** – Grade 11 & 12 students who are interested in primarily the Manufacturing area have another paid work exploration opportunity. Co-ops are a 90 hour work exploration experience tied to a student's concurrent participation in a Tech Education course at OHS. The Co-op experience involves students in a hands-on exploration of various careers within specific company divisions. This exposure to multiple careers within a single Co-op is an exceptionally efficient method. Interested students should contact the OHS Counseling Office for more information.
- ❖ To access **InspireWI**, [Click here](#). Students may also access InspireWI through their Xello account.

## TEACHER AIDE PROGRAM

### Overview

Grade 11 & 12 students are provided an opportunity to serve as a teacher aide. Depending on the placement, students may assist the teacher with various classroom prep activities and may provide student tutoring services with the younger grades. The following information details specific elements of the teacher aide program.

### Elements

- A student can serve as a teacher aide for one (1) class period per academic year
- A teacher aide earns .25 non-GPA credit
- A student needs to be accepting of whatever position is selected for them – personal requests will not be honored
- A contract is signed that describes the participant's and teacher's roles

# Early Graduation

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## Rationale

The Board and professional staff of NOSD want parents and students to know that they believe students will receive the greatest benefit from our school system by attending four full years of high school. Even though there may be reasons to graduate early, parents should think carefully about the welfare of their student before making this decision. The student should seriously consider the pros and cons of early graduation. Both parents and students should realize that some of the most beneficial courses and rewarding experiences are offered in the last semester of the senior year. With all of these things considered, if it is in the best interest of the student, the following procedure is established:

## Program Guidelines

- The student must have completed the first semester of their senior year and earned all the credits necessary for graduation.
- The student must meet one of the following reasons for considering early graduation:
  - To permit students to begin advanced, formal education
  - To permit students entry into apprenticeships or on-the-job training programs
  - To permit entry into the armed services of the United States.
  - To accommodate significant personal or family needs
  - To permit students to offer exceptional service to society.
- The process of application:
  - The student must meet with the school counselor to discuss early graduation and review Early Graduation Request Checklist
  - The student must submit a written letter requesting early graduation to the high school principal by October 15 of his/her senior year. The letter must include:
    - An explanation of the student's reason for early graduation.
    - Signatures of the student and at least one parent/guardian to approve and verify the letter.
  - In the case of an apprenticeship or on-the-job training scenario, students must obtain a letter of recommendation from their employer confirming the advanced training level of the employment.
  - The Board must be informed of students who are eligible and have applied for early graduation. Students may be required to make a presentation to the board justifying their reasons for seeking early graduation.

The early graduate is welcome to participate in commencement exercises if he/she desires and must inform the high school principal of this desire. If they choose not to participate in the commencement exercise, the early graduate may pick up his/her diploma anytime after graduation.

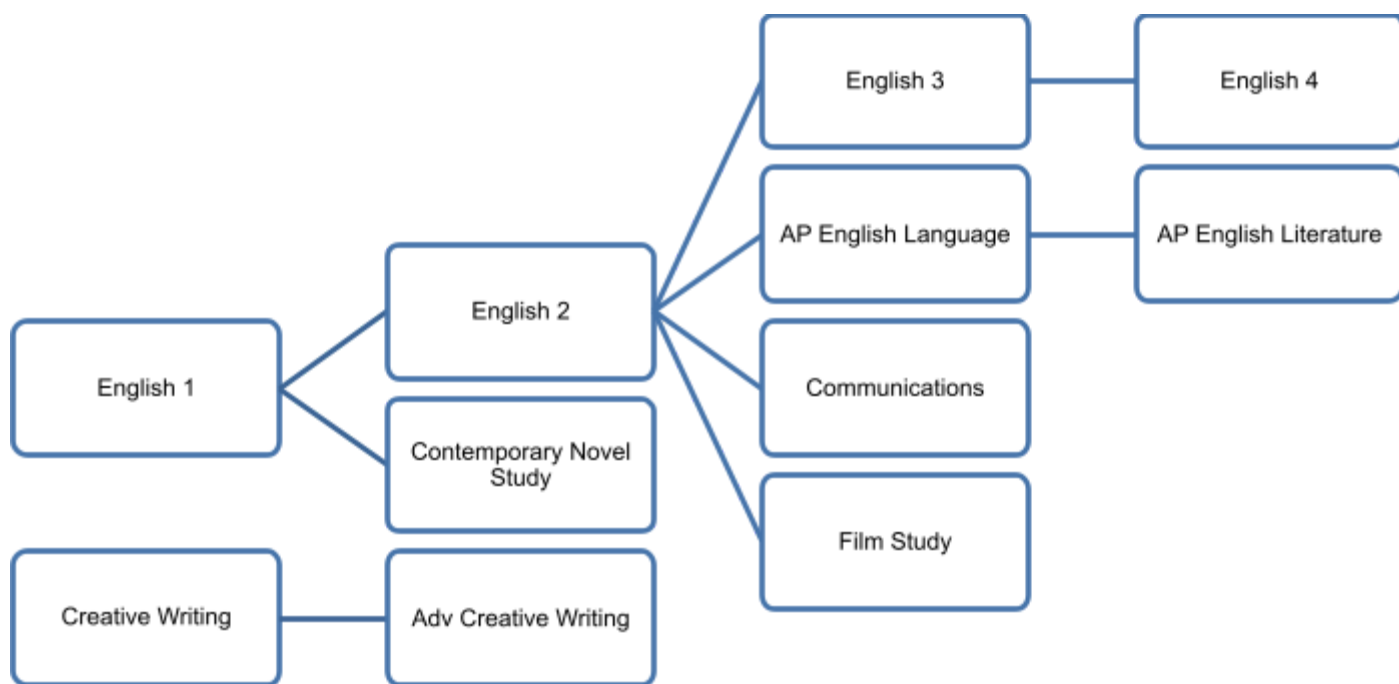
The early graduate will not be permitted to take part in organized school activities during the remainder of his/her senior year.

# High School Course Offerings

## ENGLISH

**Graduation Requirements:** 4.0 credits

(including English 1, English 2, English 3 or AP Eng. Lang., & English 4A or AP Eng. Lit.)



### English 1

**203 A & B**

**Credit:**

1.0

**Grade Level:**

9

**Prerequisite:**

None

This required course introduces students to various literary selections, to improve writing techniques, and to strengthen language and grammar skills. Students learn how to integrate the writing process into a variety of written forms, including analytical and expository essays, poetry and narratives. Students will also practice research skills and write a research paper. The course is intended to acquaint students with a variety of genres, including the short story, novel, epic, poetry, drama, and nonfiction.

### English 2

**205 A & B**

**Credit:**

1.0

**Grade Level:**

10

**Prerequisite:**

English 1

This required course focuses on exploring diverse cultures and literary genres. Aimed at increasing their cultural, intrapersonal, and language arts competencies, students will read contemporary multicultural prose and poetry, become acquainted with today's major authors, and discuss how these literary works reflect the problems, values, and issues of contemporary society. Students will have an opportunity to express themselves both creatively and analytically. In addition to analogy readings, students will examine supplementary novels and nonfiction texts.

<b>English 3</b>	<b>207 A &amp; B</b>
<b>Credit:</b>	<i>1.0</i>
<b>Grade Level:</b>	<i>11</i>
<b>Prerequisite:</b>	<i>English 2</i>

This required course is designed to further develop critical thinking skills, expository writing techniques, and strengthen language and grammar skills introduced in English 1 and English 2. This course surveys American literature (from pre-colonial to the present), diverse genres, authors, and themes. In addition to anthology readings, students will examine supplementary novels, dramas, and nonfiction texts. Students in this course will write for a variety of audiences and purposes with an emphasis on critical writing. Students will continue to develop proficiency in oral communication, grammar, and research skills.

<b>English 4</b>	<b>209A</b>
<b>Credit:</b>	<i>1.0</i>
<b>Grade Level:</b>	<i>12</i>
<b>Prerequisite:</b>	<i>English 3</i>

This required course extends the literacy skills established in the previous English courses through analysis of literature, research writing, and formal speaking activities. This course focuses on a variety of literature, including the analysis of selections from the world literature anthology and supplementary novels, plays, and nonfiction texts. Students in this course will focus on expanding skills necessary to student success in further secondary and post-secondary English classes. In addition, students will study editing, grammar skills, oral communication, non-print media, and vocabulary from texts.

<b>AP English Language &amp; Comp</b>	<b>297 A &amp; B</b>
<b>Credit:</b>	<i>1.0</i>
<b>Grade Level:</b>	<i>11</i>
<b>Prerequisite:</b>	<i>English 2 &amp; Teacher Recommendation</i>

The purpose of AP English Language is to provide talented high school students with college-level material. The AP examinations given in May of each year provide a standardized method of evaluating a student's ability to read prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. With this in mind, students will be reading texts from various disciplines and periods. Also, the class writing and reading is designed to make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. This class will emphasize expository, analytical, and argumentative writing. This is a weighted course.

<b>AP English Literature &amp; Comp</b>	<b>299 A &amp; B</b>
<b>Credit:</b>	<i>1.0</i>
<b>Grade Level:</b>	<i>12</i>
<b>Prerequisite:</b>	<i>English 3, AP English Lang &amp; Teacher Rec</i>

The purpose of AP Literature is to provide talented high school seniors with college-level material. The AP examinations given in May of each year provide a standardized method of evaluating a student's ability to read, interpret and analyze both prose and poetry. The exam stresses analytical skills and strong literary background. The AP Exam in mid-May is optional but recommended. The course is further designed to provide skills in critical thinking, advanced writing, seminar style discussion, college reading, and appreciation for literature. This is a weighted course.

<b>Principles of Literacy</b>	<b>223 A &amp; B</b>
<b>Credit:</b>	<i>1.0</i>
<b>Grade Level:</b>	<i>9-12</i>
<b>Prerequisite:</b>	<i>Placement Only</i>

This is a course designed to raise student achievement in reading comprehension skills as well as improving skills relevant to their core English classes. Individualized instruction targets reading and writing skills to support student learning in all content areas. Other literacy-building activities include independent engaged reading, oral reading fluency, reading/writing workshops, and review of challenging vocabulary from your core area classes. Students will be enrolled concurrently in their grade level English class.

<b>Creative Writing</b>	<b>213</b>
<b>Credit:</b>	<i>0.5</i>
<b>Grade Level:</b>	<i>9-12</i>
<b>Prerequisite:</b>	<i>None</i>

Students in this course will generate free-writing in a journal, study models of good writing, and experiment with poetry and prose. Students will develop a sense of speaker and audience. They will provide positive support for their fellow writers and learn to revise their work using concrete, sensory details and appropriate choice of diction, syntax, purpose, and audience.

<b>Advanced Creative Writing</b>	<b>215</b>
<b>Credit:</b>	<i>0.5</i>
<b>Grade Level:</b>	<i>9-12</i>
<b>Prerequisite:</b>	<i>Creative Writing</i>

This class is for those students interested in continuing to polish their creative writing skills, with emphasis on building daily writing practice. Through direct instruction, as well as a workshop approach, students will study voice, style, tone, audience, and syntax in both their writing as well as others' writing. Along with a variety of writing assignments, focus will be on the following: editing and revising, writing techniques, studying various authors and their writing styles, and manuscript preparation.

<b>Film Study</b>	<b>217</b>
<b>Credit:</b>	<i>0.5</i>
<b>Grade Level:</b>	<i>11-12</i>
<b>Prerequisite:</b>	<i>English 2</i>

In film study, students will study several types of films including documentaries, short films, and major feature-length films. Students will **write** film reviews, analysis essays, as well as read supplementary material, give presentations, and take quizzes/exams. The course will include a study of American film history, techniques, structure, censorship, racism, sexism, and innovation. The course is intended for students interested in serious film analysis.

<b>Communications</b>	<b>219</b>
<b>Credit:</b>	<i>0.5</i>
<b>Grade Level:</b>	<i>11-12</i>
<b>Prerequisite:</b>	<i>English 2</i>

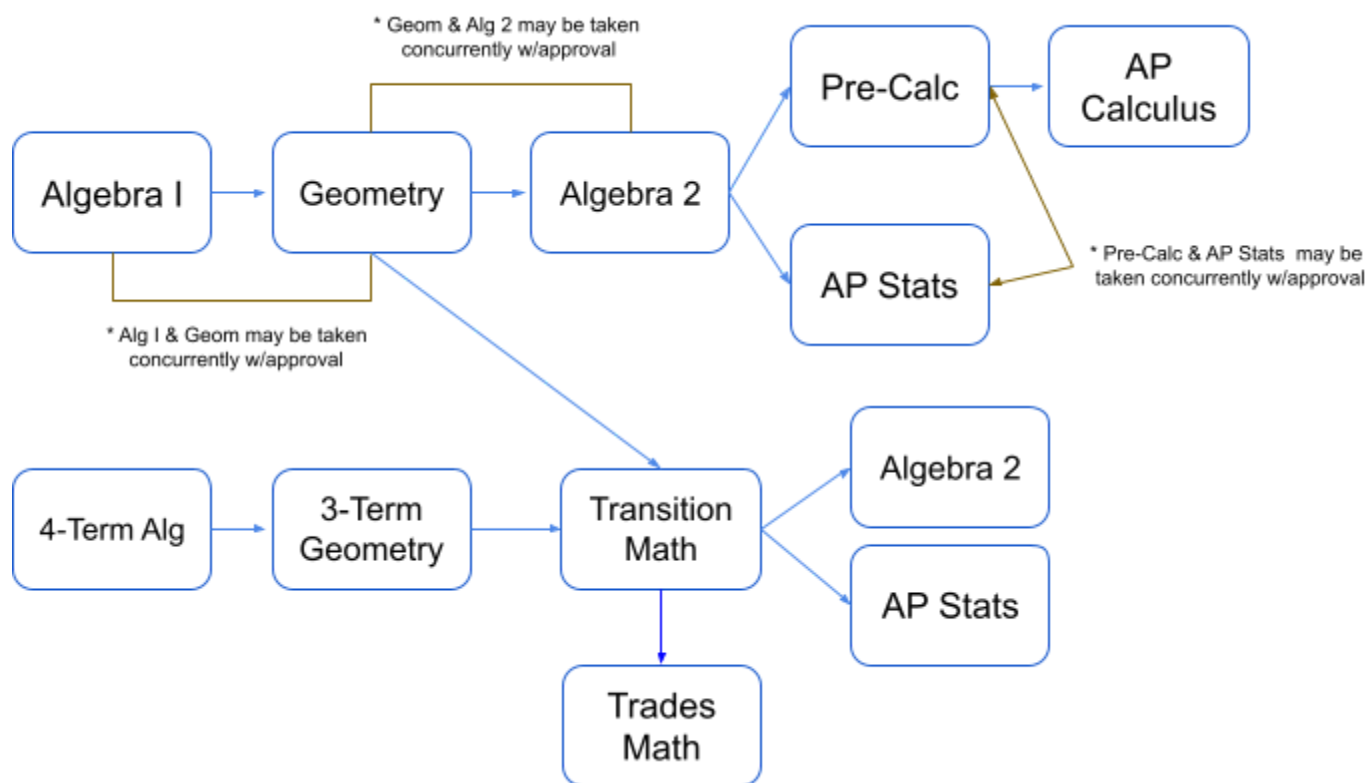
This lively course is designed for the student who wishes to develop and improve his or her verbal and nonverbal communication skills. Class activities will focus on delivery of various types of speeches (wedding toasts, eulogies, awards, etc.), analysis of the rhetorical techniques used in persuasion, media analysis, and the dynamics of group discussion. Furthermore, students will create blogs, papers, advertisements, and other forms of visual communication.

<b>Contemporary Novel Study</b>	<b>225</b>
<b>Credit:</b>	<i>0.5</i>
<b>Grade Level:</b>	<i>10-12</i>
<b>Prerequisite:</b>	<i>English 1</i>

This course is designed for the student who already enjoys reading and analyzing quality literature. This course stresses becoming a life-long reader. The student will improve analytical reading skills and writing skills through exposure to a wide variety of genres. Class time will be spent in journaling, responding to essay prompts, and discussing literature (primarily in small group settings).

# MATHEMATICS

**Graduation Requirements:** 3.0 credits  
(including Algebra and Geometry)



## Algebra 1 (4 term)

**303 A, B, C & D**

**Credit:**

*1 Math Credit, 1 Elective Credit*

**Grade Level:**

*9-10*

**Prerequisite:**

*8<sup>th</sup> grade teacher recommendation*

**Supplies:**

*A scientific calculator is REQUIRED.*

This course is the foundation of all future math courses. Preparation for future math classes through the understanding of abstract concepts is developed. The series of Algebra 1, Geometry, and Algebra 2 is our minimum recommendation to be prepared to attend a university. Algebra 1 four term is a **full year** course earning 1 math credit and 1 academic elective credit. Over the course of the year students will explore algebraic fundamentals including, evaluating, creating, solving, factoring and graphing linear, quadratic, and polynomial functions. On a daily basis, students will use problem solving strategies and think critically. Students will learn in collaboration with others, share ideas, justify solutions and critique the reasoning of others, in alignment with the Common Core Standards.

**Algebra 1 (2 term) 305 A & B****Credit:** 1.0**Grade Level:** 9-10**Prerequisite:** *None, but concurrent enrollment with  
Geometry allowed***Supplies:** *A scientific calculator is REQUIRED.*

This course is the foundation of all future math courses. Preparation for future math classes through the understanding of abstract concepts is developed. The series of Algebra 1, Geometry, and Algebra 2 is our minimum recommendation to be prepared to attend a university. Over the course of the year students will explore algebraic fundamentals including, evaluating, creating, solving, factoring and graphing linear, quadratic, and polynomial functions. Students will use problem solving strategies and think critically. Students will learn in collaboration with others, share ideas, justify solutions and critique the reasoning of others, in alignment with the Common Core Standards.

**Geometry (3-term) 306 A, B & C****Credit:** *1 Math Credit, 0.5 Elective Credit***Grade Level:** 10-11**Prerequisite:** Algebra 1, teacher recommendation**Supplies:** *A scientific calculator is REQUIRED.*

This course prepares students to understand and use logical reasoning procedures through plane geometry concepts. The series of Algebra 1, Geometry, and Algebra 2 is our minimum recommendation to be prepared to attend a university. In Geometry students will build spatial visualization skills, conceptual understanding of geometry topics, and an awareness of connections between different ideas. Students will investigate, conjecture, and then prove to develop their reasoning skills. A strong foundation in Algebra skills is essential as students will be expressing geometric properties with equations. The key concepts addressed in this course are: transformations, similarity and congruence, properties and measurements of plane figures, right triangle trigonometry, investigation and proof, and geometric constructions, in alignment with the Common Core Standards.

**Geometry (2 term) 307 A & B****Credit:** 1.0**Grade Level:** 9-11**Prerequisite:** Algebra 1 (*concurrent enrollment allowed*)**Supplies:** *A scientific calculator is REQUIRED.*

This course prepares students to understand and use logical reasoning procedures through plane geometry concepts. The series of Algebra 1, Geometry, and Algebra 2 is our minimum recommendation to be prepared to attend a university. In Geometry students will build spatial visualization skills, conceptual understanding of geometry topics, and an awareness of connections between different ideas. Students will investigate, conjecture, and then prove to develop their reasoning skills. A strong foundation in Algebra skills is essential as students will be expressing geometric properties with equations. The key concepts addressed in this course are: transformations, similarity and congruence, properties and measurements of plane figures, right triangle trigonometry, investigation and proof, and geometric constructions, in alignment with the Common Core Standards.

## Transitional Math

**321 A & B**

**Credit:** 1.0

**Grade Level:** 11-12

**Prerequisite:** Geometry

**Supplies:** A graphing calculator is recommended. TI-84 Plus is recommended.

*NOTE: Transitional Math may be taken  
before or after Trades Math.*

Transitional Math is a mathematics course for high school students who have successfully completed algebra and geometry. This course will present new concepts and provide additional reinforcement of elements previously learned in order to enhance success in Algebra 2. The materials in this course integrate the topics of algebra, geometry, probability, and statistics. Throughout the course, students will practice algebraic thinking and use algebra to model and solve real world problems. Students are exposed to several branches of mathematics and will explore ways in which each one can be used as a mathematical model in understanding the world.

## Trades Mathematics

**331 A & B**

**Credit:** 1.0

**Grade Level:** 12

**Prerequisite:** Geometry

**Supplies:** A graphing calculator is recommended. TI-84 Plus is recommended.

*NOTE: Trades Math may be taken  
before or after Transition Math.*

This course follows a standard technical college introductory math course path: apply basic arithmetic, Algebra, and Geometry to the various trades. Application problems will also include those of facilities, staffing, and materials management to provide a more well-rounded and supportive experience. As in all other OHS courses, students will be asked to articulate their solution processes and analysis results.

## Algebra 2

**309 A & B**

**Credit:** 1.0

**Grade Level:** 10-12

**Prerequisite:** A minimum grade of 2.7 in Geometry

**Supplies:** A graphing calculator is **REQUIRED**. TI-84 Plus is recommended.

This course builds upon algebraic principles developed throughout Algebra 1. This course prepares students for Pre-Calculus and college level mathematics. The series of Algebra 1, Geometry, and Algebra 2 is our minimum recommendation to be prepared to attend a university. Algebra 2 will review analyzing, graphing, and solving linear and quadratic equations, transitioning into higher-degree, polynomial equations. Additional topics include solving systems of equations, exploring and analyzing functions, radical expressions and trigonometry and statistical analysis of data, in alignment with the Common Core Standards.

## **Pre-Calculus**

**313 A & B**

**Credit:** 1.0

**Grade Level:** 11-12

**Prerequisite:** A minimum grade of 2.7 in Algebra 2

**Supplies:** A graphing calculator is **REQUIRED**. TI-84 Plus is recommended.

This course will prepare students for college level mathematics and serve as a foundation for Calculus. Pre-Calculus is designed to provide a comprehensive study of functions, which are the basis of calculus and other higher mathematics courses. Students will explore the properties and graphs of polynomial, rational, inverse, exponential, logarithmic and trigonometric functions. Students will study analytical trigonometry, conics, matrices, probability, and limits. Graphing calculators are essential for the in depth study of analyzing graphs, graphical regressions, solving complex equations, and for operations with matrices.

## **AP Calculus AB & BC**

**399 A & B and 397 A & B**

**Credit:** 2.0 weighted credits

**Grade Level:** 12

**Prerequisite:** Pre-Calculus

**Supplies:** A graphing calculator is **REQUIRED** and needed for the AP exam. TI – 84 Plus preferred.

AP Exam Fee (Optional)

AP Calculus follows the curriculum prescribed by the College Board for AP Calculus BC. A college level curriculum will be experienced and college credit may be earned by taking the AP Calculus Exam in early May. This course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The graphing calculator is integrated into the course to give the students a multi-dimensional approach to the concepts, results, and problems that will be a precursor to future calculus studies. Functions, graphs, limits, derivatives, and integrals are the main focus areas of the course, as well as additional topics in differential and integral calculus, such as parametric, polar & vector functions, and series.

## **AP Statistics**

**395 A & B**

**Credit:** 1.0 weighted credit

**Grade Level:** 11-12

**Prerequisite:** Algebra 2 (Concurrent Enroll Allowed)

**OR** A minimum grade of 2.7 in  
Transition Math

The AP Statistics course is equivalent to an introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

## PHYSICAL EDUCATION & HEALTH

**Graduation Requirements:** 1.5 credits of Phy Ed, 0.5 credits of Health

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### Physical Education 9-10

**603**

**Credits:**

*0.5*

**Grade Level:**

*9-10*

**Pre-requisite:**

*None*

Concentration will be on physical fitness and individual and team sport activities that contribute to lifetime fitness. An emphasis will be placed on muscular and cardio-respiratory activities that lead to a healthy lifestyle. A variety of team sports and cooperative activities will be played with emphasis placed on teamwork, sportsmanship, and the physical benefits of exercise.

### Physical Education 11-12

**605**

**Credits:**

*0.5*

**Grade Level:**

*11-12*

**Pre-requisite:**

*None*

A course designed for improving physical fitness levels with an individual and team emphasis. There will be a focus on cardio-respiratory fitness activities that include fitness testing, volleyball, badminton, ultimate Frisbee, and a wide variety of games and cooperative activities.

<b>Personal Fitness</b>	<b>607</b>
<b>Credits:</b>	0.5
<b>Grade Level:</b>	10-12
<b>Pre-requisite:</b>	None

Personal Fitness is designed to help students develop an understanding of cardiovascular and muscular training. Each student will participate in a variety of strength and conditioning activities and will participate in circuit training, along with developing and implementing a personalized fitness program. Proper techniques and self-discipline will be emphasized.

<b>Yoga Fitness</b>	<b>613</b>
<b>Credits:</b>	0.5
<b>Grade Level:</b>	10-12
<b>Pre-requisite:</b>	None

The Yoga Fitness course is designed to help students develop an understanding of lifetime fitness and stress management. Students will participate in a variety of lifetime fitness activities, but the course will focus on the foundations and practice of Yoga. Each student will participate in fitness activities including Yoga, Pilates, Zumba, and Resistance Training while also exploring various stress management techniques. Individualized fitness goal setting and progress will be emphasized.

<b>Health</b>	<b>615</b>
<b>Credits:</b>	0.5
<b>Grade Level:</b>	<i>Required for all 9<sup>th</sup> grade students</i>
<b>Pre-requisite:</b>	None

This course focuses on the role of an individual's lifestyle as it pertains to his/her personal health and wellness. Topics include: Personality and Stress, Teen Suicide and Depression, Health Promotion, Substance Use and Abuse, Nutrition and Eating Disorders, Physiology, Fitness and Sports Medicine, First Aid and CPR, Abstinence, and Human Growth and Development.

*A Health course is required for graduation from OHS. Students who fail the Health course offered will be required to repeat the course. Students who enroll at Ozaukee High School after their freshman year will be required to complete the required course or provide evidence of successful completion at their previous school.*

<b>Advanced Nutrition</b>	<b>617</b>
<b>Credits:</b>	0.5
<b>Grade Level:</b>	10-12
<b>Pre-requisite:</b>	Health

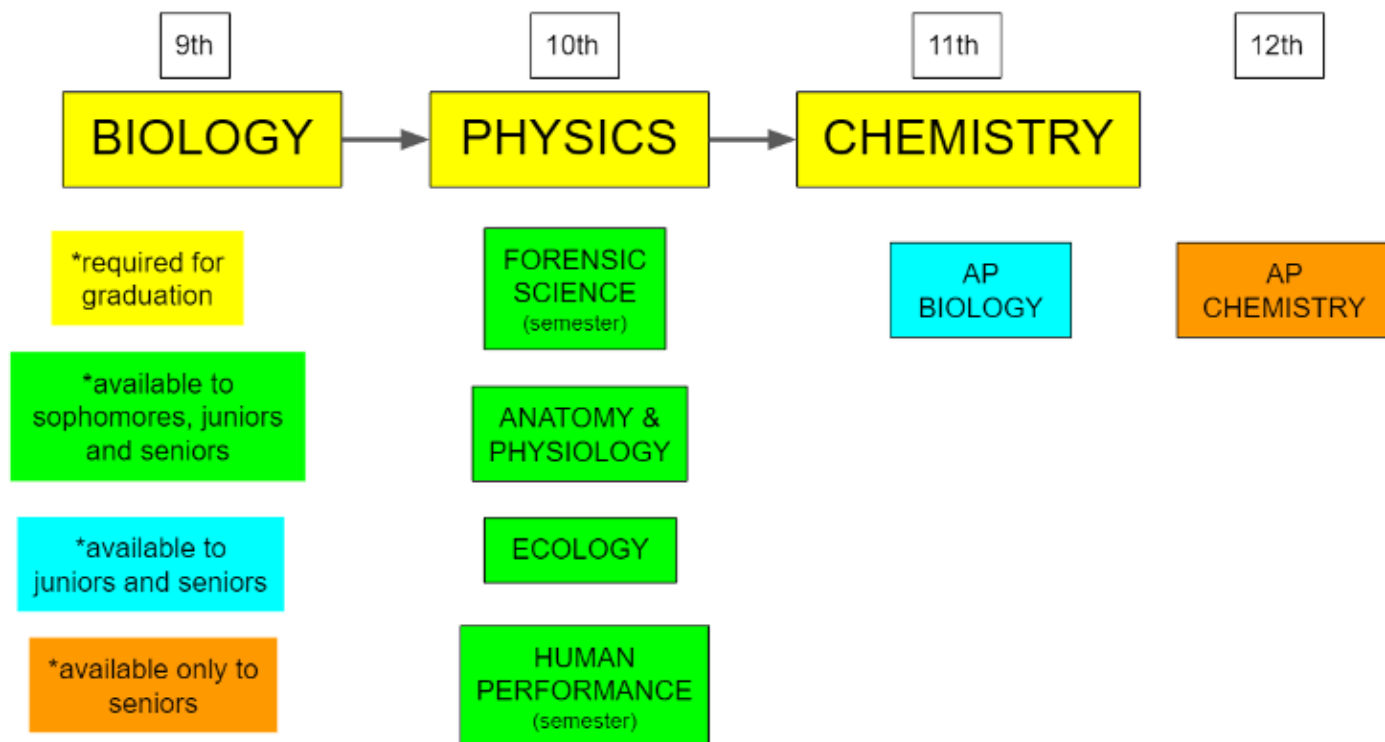
This course emphasizes nutrition and its effects on an individual's wellness throughout the life cycle. Course content will be rigorous and focused on students strongly interested in nutrition and potential careers in the food industry. Students will: 1) Evaluate factors that influence the nutrition and health of individuals, families, and communities. 2) Synthesize principles of food acquisition, handling, preparation, and service to meet long term nutrition and food needs. 3) Evaluate factors that affect food safety and sanitation from production through consumption. 4) Evaluate impacts of science and

technology on nutrition and food related issues. 5) Integrate knowledge, skills, and practices required for careers in the nutrition and food industry.

## SCIENCE

### Graduation Requirements:

- 3.0 credits - including 1.5 credits of Physical Science, 1 credit of Life Science & 0.5 credit of General Science (Class of 2023)
- Biology, Physics & Chemistry (Class of 2024 and beyond)



### Biology

Category:

Credit:

Grade Level:

Prerequisite:

405 A & B

Life Science

1.0

9

The focus of this course is to better understand the unity and diversity of life. Scientific models will be to take complex concepts and make them easier to understand. Topics include macromolecules, enzymatic activity, transport across membranes, energy, cell cycle, response to stimuli, genetics, inheritance, evolution, and ecology. In addition to content, this course deeply emphasizes science skills especially data analysis and experimental design.

## **Physics**

### **409 A & B**

**Category:** *Physical Science*  
**Credit:** *1.0*  
**Grade Level:** *10*  
**Prerequisite:** *Algebra*  
**Supplies:** *Scientific Calculator Required*

This course is going to dive into all major physics topics at varying depths. Students will spend time investigating topics that include motion, forces, energy, momentum, atomic energy, waves, electricity and magnetism, circuits, thermodynamics, and optics. Learning will occur through classroom discussion, inquiry based lab investigations, and individual research. This class focuses on conceptual physics, and uses algebra level math to verify concepts. Students that complete the second semester will receive 1-Credit of "Energy Generation" from LTC .

## **Chemistry**

### **407 A & B**

**Category:** *Physical Science*  
**Credit:** *1.0*  
**Grade Level:** *11*  
**Prerequisite:** *Physics*  
**Supplies:** *Scientific Calculator Required*

The study of Chemistry focuses on matter at the atomic level and requires a problem solving mindset with a math focus. The math that is taught in this class expands upon the math skills taught in Physics. We discuss scientific concepts that exist on such a small scale that they are not possible to see on their own. Students verify how these concepts work by using lab techniques as well as mathematical and data analysis. Topics studied include: Periodic table analysis, bonding, properties of chemical reactions, intermolecular forces, molecular geometry, calculating for product and reactant, acids and bases, and thermodynamics.

## **Ecology**

### **413 A & B**

**Category:** *General Science*  
**Credit:** *1.0*  
**Grade Level:** *10-12*  
**Prerequisite:** *Biology*

This class places a major emphasis on hands-on activities in which the interrelationship between the abiotic and biotic systems will be explored. The course is designed for students with an interest in continuing biological studies or interested in pursuing a career in an environmental field. Content areas include the four major areas of ecology: behavioral, population, community, and ecosystem. In addition to the nature center, class will also center around the greenhouse, hydroponics, and "testing the waters" with Riveredge Nature Center. Students will be expected to spend time outdoors working on both individual and group projects related to environmental education.

## **Human Performance**

**427**

**Category:**

*General Elective*

**Credit:**

*0.5*

**Grade Level:**

*10-12*

**Prerequisite:**

*Biology*

While the scientific research that forms the basis of this class is from athletes, this course is aimed at anyone who is interested in increased human performance. Topics covered include achievement goal theory, motivation, stress, locus of control and attribution, attentional focus and concentration, self-talk, imagery, and flow. Students will develop generalized knowledge on each topic based on real research followed up with a specific focus on individualized reflection and application. Students will perform a personal inventory of psychological skills and learn how to regulate levels of anxiety/excitement to find individual zones of optimal performance. Ultimately students will develop a personal psychological skills training plan to enhance performance, increase enjoyment, or achieve greater self-satisfaction.

## **Forensic Science**

**415**

**Category:**

*General Science*

**Credit:**

*0.5*

**Grade Level:**

*10-12*

**Prerequisite:**

*Biology*

The course will provide an outline for students to better understand the processing of crime scenes, evidence and forensic science in general. In Forensic Science, various topics will be considered including testimonial evidence and various types of physical evidence such as; faceprints, fingerprints, hair and fibers, DNA, blood splatter, casts and impression, ballistics, and handwriting analysis. Students will first learn how specific evidence is gathered and what information can be obtained from it. Students will learn the importance of observations of minor details and detailed record-keeping. A base understanding of chemistry, biology and anatomy will be reinforced throughout our study.

## **Anatomy & Physiology**

**423 A & B**

**Category:**

*Life Science*

**Credit:**

*1.0*

**Grade Level:**

*10-12*

**Prerequisite:**

*Biology*

Anatomy and Physiology encompasses a review of the human body, its functions and pathologies. This course takes a holistic approach to the study of the human body, with the goal of preparing students for a university program in the medical sciences. Structure and function will be investigated in units moving from biochemistry, cellular mechanisms, tissues and body systems. The basic body systems include the muscle, skeletal, cardiovascular, nervous, reproductive, lymphatic, endocrine, urinary, integumentary, respiratory, and digestive systems.

## **AP Biology**

**499 A & B**

**Category:**

*Life Science*

**Credit:**

*1.0 (weighted)*

**Grade Level:**

*11-12*

**Prerequisite:** Biology (minimum of a 3 grade) & Teacher Recommendation

**Cost:**

*AP Test Fee (optional)*

AP Biology is a course that is taught in accordance with guidelines prescribed by College Board. All students that are motivated, ask questions, and are willing to work hard outside of class will have the opportunity to earn college level biology credit. The AP test is not required, and the course is encouraged to be taken by anyone seeking a science related career. The course will cover a wide array of topics including cellular biology, genetics, evolution, biodiversity, kingdom characteristics, plant and animal anatomy and physiology, and ecology. Students looking to take this course should consider taking Anatomy and Physiology concurrently or previous to AP Biology.

## **AP Chemistry**

**497 A & B**

**Category:**

*Physical Science*

**Credit:**

*1.0 (weighted)*

**Grade Level:**

*12*

**Prerequisite:** *Chemistry (minimum of a 3 grade) and Teacher Recommendation*

**Cost:** *\$14/\$20 – Lab Notebook, AP Test Fee (Optional)*

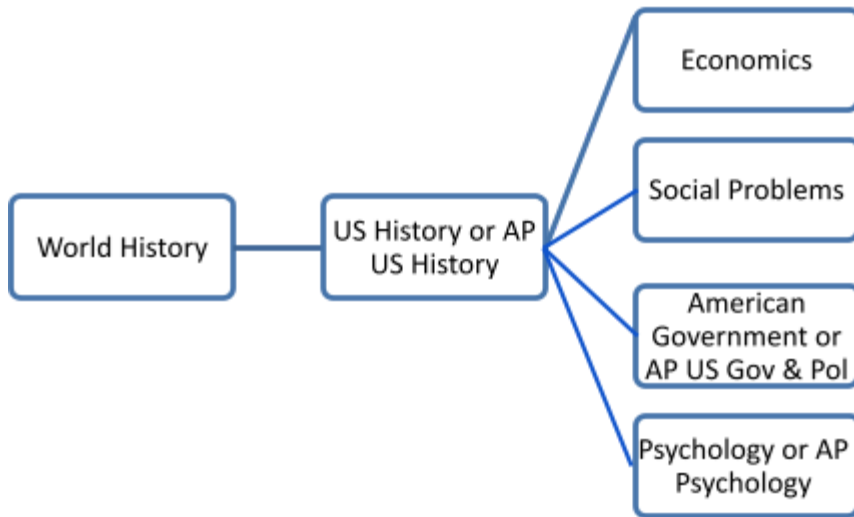
AP Chemistry is a rigorous and demanding course that will require full commitment on the part of the student. AP Chemistry expands on the basic material taught in previous Chemistry courses with a greater focus on theory. This course also uses calculations as explanations for phenomena and to make predictions. An emphasis is placed on the laboratory experiences as well. Students taking AP Calculus concurrently will find the math in this class to be helpful for this course, however calculus is not necessary for AP Chemistry.

# SOCIAL SCIENCE

**Graduation Requirements:** 3.0 credits

(Incl. World History, US History or AP US History, Economics, American Government or AP US Government)

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## World History

**503 A & B**

**Credit:** 1.0

**Grade Level:** 9

**Prerequisite:** none

World History covers major cultures and events from the age of absolutism to world movements in the 20<sup>th</sup> century. Students will develop an understanding of how past events, people, and ideas contributed to their time period and impact the future. This course focuses more on the cause/effect relationships of historical events rather than on specific dates. A focus of the first semester will be building a familiarity with world geography. The second semester will address major world wars from a global perspective.

## US History

**505 A & B**

**Credit:** 1.0

**Grade Level:** 10

**Prerequisite:** none

This course will examine themes and topics in United States history, beginning with the Westward Expansion (making connections to the Civil War from middle school) through to the end of World War II and possibly into the Korean and Vietnam wars. The course will examine topics and themes including, but not limited to, the development of the US identity through westward expansion, slavery, the Civil War and Reconstruction era, industrialization and immigration, imperialism, World War I, the "Roaring Twenties", the Great Depression, World War II, the Cold War, and as far as we can get to present day. Skill emphasis is put on writing a persuasive 5-paragraph essay along with interpreting primary documents, political cartoons, and propaganda.

## AP US History

599 A & B

Credit:

1.0 (weighted)

Grade Level:

10-12

**Prerequisite:** 3.3+ in World History (or US History), 3+ or above in English 1 (or subsequent English class). **Summer reading and homework are required and can affect class enrollment.**

*\*Note: Recommendations will be made by Freshmen World History teacher (currently Ms. Kaas)*

**Cost:**

\$27 Personal Textbook cost (AMSCO) AP Exam Fee (Optional)

This course is a survey of American history, emphasizing the development and changing nature of American society. The students learn the lion's share of factual knowledge through their own reading and review. Class time is spent examining analytical and interpretive issues in American history – how and why the course of history went the way it did. By the end of the course students will be familiar with the basic chronology of American history; and understand its principal themes, including changes in political organization, long-term social trends, the interaction of various ideas, cultures, and social practices, and the trends in American literary and cultural expression. **Beyond content, students have to be fluid and efficient writers and be able to quickly interpret primary documents (many) they have never seen before.** Even the best content learners struggle relating this information in a formulaic way in a short amount of time in “Lone Essay Questions” and “Document Based Questions.” BE WEARY: An AP phrase goes: “If you aren’t crying, you aren’t trying.” THIS COURSE IS NOT FOR THE FAINT OF HEART or an overly busy student. The reward; though, is great, saving thousands of dollars on college credits IF you can pass the May College Board Exam. **This course, though very interesting and challenging, is term and content intensive and will require a considerable amount of independent study and work.**

## Social Problems

507

Credit:

0.5

Grade Level:

11-12

Prerequisite:

None

This course is designed to give the student an introduction to the study of social problems. It will present views from numerous perspectives within sociology, with special emphasis of the social psychological aspects of the individual and society. The purpose of this course is to make the student aware of his/her own social environment, as well as that of others within our social system. One of the goals of the course is to give the student a wide base of knowledge of the different aspects of society. Topics in the course are subject to change to keep the information fresh and relevant to our changing society. Topics covered may include drug abuse, crime, juvenile delinquency, divorce and other family problems, mental illness and other health problems, social class, and other selected social issues. This course may contain adult content that might be offensive. Please note that by enrolling in this course you understand and recognize that to be the case.

## Economics

513

Credit:

0.5

Grade Level:

11-12

Prerequisite:

none

This course is required for graduation. The goal of this course is to have students learn how the “system” works to eventually make logical and “economical” decisions for the future. Unit 1: Studies how to use scarce resources in the best way possible with the economic problem of alternative uses of their limited resources. Unit 2: Analyzes the affect supply and demand has on our economy and business and personal decisions. Unit 3: Compares and contrasts varying political and economic systems. From pure capitalism to communism, students will understand both the origins and theories of

these systems as well as the statistical realities of their economies. Unit 4: Examine both personal and federal banking: how the flow of the economy works and how loans, money supply, the government, and the Federal Reserve influence and react to the economy. Unit 5: Introduces basic concepts associated with personal finance and investing. This will serve as a foundation and/or review of financial literacy.

## Psychology

509

Credit: 0.5

Grade Level: 11-12

Prerequisite: *None, students wanting to take Virtual AP Psychology as a senior must take Psychology as a junior.*

The aim of this course is to examine the mental processes and behaviors of individuals in society today. Students will learn to “step back” and take both an objective and subjective look at both individual and human behavior. Topics include the physiological workings of the brain and nervous system to the abstract workings of the mind. Historical study is included, focusing on the works of a variety of early psychologists. Segments on infant and child development, as well as abnormal psychology, are included. An emphasis on critical analysis of human behavior and critical application of higher-order thinking skills are emphasized. Students are expected to read, retain, and analyze material at a much higher level than in traditional core classes that may focus more on established fact.

## AP Psychology

597

Credit: 1.0 (weighted)

Grade Level: 10-12

Prerequisite: *There are no prerequisites for AP Psychology (other than being in 10th grade or higher). **Regular Psychology (in house or online will prove to be very helpful).** Students should be able to read a college-level textbook and write grammatically correct, complete sentences. **Summer reading and homework are required and can affect class enrollment.***

Cost: \$27 Personal Textbook cost (AMSCO) AP Exam Fee (Optional)

Other: *This course was designed to be a potential **online only course** as well. This option **needs approval by both administration and teacher PRIOR to enrollment.***

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. The AP Psychology course is designed to be the equivalent of the Introduction to Psychology course usually taken during the first college year. There are no prerequisites for AP Psychology. Students should be able to read a college-level textbook and write grammatically correct, complete sentences. **This course, though very interesting and applicable to everyday life, is term and content intensive and will require a considerable amount of independent study and work.**

## American Government

515

Credit: 0.5

Grade Level: 11-12

Prerequisite: American Government or AP US Government is required for graduation

It is very important that you, as an American Citizen, learn about how our government works and how you fit into it. It is your duty and responsibility as an American citizen to understand the structure and how it operates to serve its citizens. The beginning stages of the class will focus on the historical background of how we came to be the United States of America. Once we are clear with the structure and basis, emphasis will be placed on the United States Constitution, state and local government and their interaction with other branches of government, and the students' responsibility as citizens of the United States in general. We will also examine our government and its place in current events.

## **AP US Government & Politics**

**593 A & B**

**Credit:**

*1.0 (weighted)*

**Grade Level:**

*11-12*

**Prerequisite:**

American Government or AP US Government is required for graduation

**Cost:**

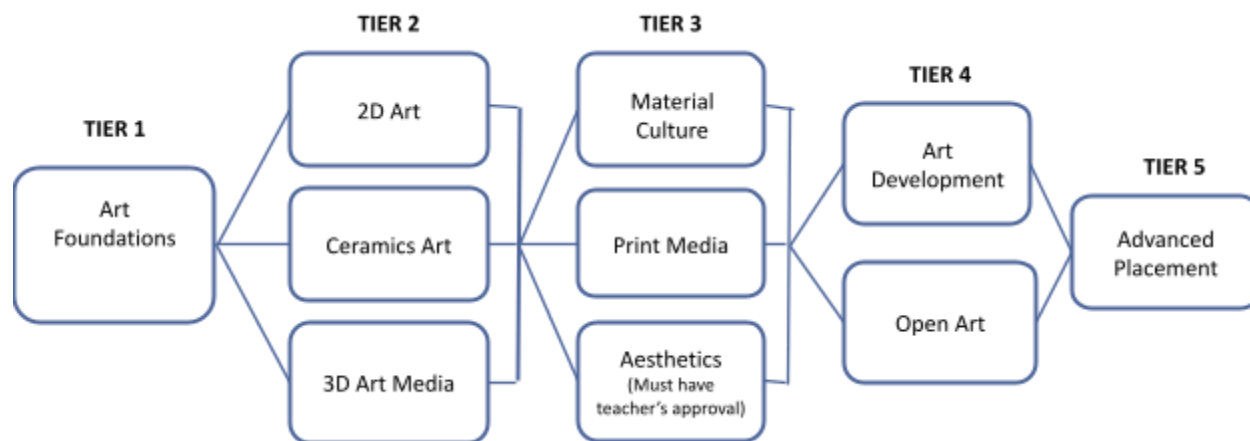
AP Exam Fee (Optional)

This course will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics.

# ART

Graduation Requirements: None

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## Tier 1

### Art Foundations

001

Credit:

0.5

Grade Level:

9-12

Prerequisite:

None

Cost: \$20 for Art Project + sketchbook (spiral bound, hard cover, minimum 9" x 12"- recommend Pentalic)

The Foundations class provides basics of different art media and what the media can be used for. The class will focus on developing basic ideas for making art works and how the different art materials can be used to show those ideas. The class will focus primarily on using drawing and painting to address their ideas, interests, and aptitudes. At the end of the course students will have the opportunity to experiment with ceramics and other media in which they may be interested and learn the basics of art history and art terms.

## Tier 2

### 2D Art

003

Credit:

0.5

Grade Level:

9-12

Prerequisite:

Art Foundations with a 2.0 or better

Cost: \$20 for Art Project + sketchbook (spiral bound, hard cover, minimum 9" x 12"- recommend Pentalic)

The 2D Art class provides a more in-depth development of two-dimensional art media. The class will provide exercises that will help students create drawings and paintings that look more detailed and closer to real life. The primary focus of

the class will be translating drawings into paintings and learning the techniques the students will need to produce quality 2-D work.

**Ceramics Art** **006**  
**Credit:** 0.5  
**Grade Level:** 9-12  
**Prerequisite:** *Art Foundations with a 2.0 or better*  
**Cost:** \$20 for Art Project + sketchbook (spiral bound, hard cover, minimum 9" x 12"- recommend Pentalic)

The Ceramics Art class provides an in-depth development of the use of clay techniques. Students will exercise different strategies to make 3-D models, forms, armatures, and glazes. By the end of the class students will be able to demonstrate the different stages of molding, glazing, firing and finishing clay.

**3D Art Media** **005**  
**Credit:** 0.5  
**Grade Level:** 9-12  
**Prerequisite:** *Art Foundations with a 2.0 or better*  
**Cost:** \$20 for Art Project + sketchbook (spiral bound, hard cover, minimum 9" x 12"- recommend Pentalic)

The 3D Art Media class takes what has been learned in the Ceramics class and provides meaning through other 3-D media. The primary focus of the class will be translating drawings into 3D art works and learning the techniques needed to produce quality 3-D work. Students will learn carving and sculpture techniques utilizing ceramics, plaster, and wood.

## **Tier 3**

**Material Culture** **007**  
**Credit:** 0.5  
**Grade Level:** 10-12  
**Prerequisite:** *Art Foundations, a choice of a Tier 2 class, all with a 2.0 or better*  
**Cost:** \$20 for Art Project + sketchbook (spiral bound, hard cover, minimum 9" x 12"- recommend Pentalic)

The Material Culture class focuses on interior design, architecture, and the relations between objects. As society has developed, a multitude of human made subject matter has resulted that encompasses a wide range of purposes. The perceived value of this created matter is directly related to how it is arranged, displayed and utilized. The Material Culture class will address the basics of determining purpose, designing, making and displaying human made materials.

**Print Media** **015**  
**Credit:** 0.5  
**Grade Level:** 9-12  
**Prerequisite:** *Art Foundations, a choice of a Tier 2 class, all with a 2.0 or better*  
**Cost:** \$20 for Art Project + sketchbook (spiral bound, hard cover, minimum 9" x 12"- recommend Pentalic)

The Print Media class is for students who are interested in design careers. Students will begin the class by learning how companies spread knowledge of and promote interest in their products. They will then learn the basic tools, techniques, and methods within Photoshop to exercise those marketing strategies. In addition, students will learn and apply printing techniques to various media used by companies to promote their products.

## **Aesthetics**

**011**

**Credit:** 0.5

**Grade Level:** 10-12

**Prerequisite:** *Art Foundations, a choice of a Tier 2 class, all with a 2.0 or better and Teacher's approval*

**Cost:** \$20 for Art Project + sketchbook (spiral bound, hard cover, minimum 9" x 12" - recommend Pentalic)

The Aesthetics class will explore philosophy through art and its related meanings to life. Students will review basic philosophical literature within the topics of society, history, politics, and religion. They will also explore values, morals, hierarchies, and controversy through the lens of art. Students will produce works in a wide variety of media related to topics of interest.

## **Tier 4**

### **Art Development**

**013**

**Credit:** 0.5

**Grade Level:** 10-12

**Prerequisite:** *Art Foundations, a choice of a Tier 2 class, and a choice of a tier 3 class, all with a 2.0 or better*

**Cost:** \$20 for Art Project + sketchbook (spiral bound, hard cover, minimum 9" x 12" - recommend Pentalic)

The Art Development class is for students who would like to focus on advancing their media specific abilities. The class will help students develop their ideas, techniques, use of media, and a level of production needed for artistic careers.

### **Open Art**

**017**

**Credit:** 0.5

**Grade Level:** 10-12

**Prerequisite:** *Art Foundations, a choice of a Tier 2 class, and a choice of Tier 3 class, all with a 2.0 or better*

Students who have taken all other art classes but would still like to take another art class are able to take the Open Art class as an independent study. This class must be worked out with the art teacher in advance and may be taken during any period but is advised to take it during the A.P. or Art Development class periods.

## **Tier 5**

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

**049**

**Credit:** 0.5

**Grade Level:** 10-12

**Prerequisite:** *Art Foundations, a choice of a Tier 2 class, a tier 3 class, and a tier 4 class, all with a 2.0 or better. Teacher approval is required for this course.*

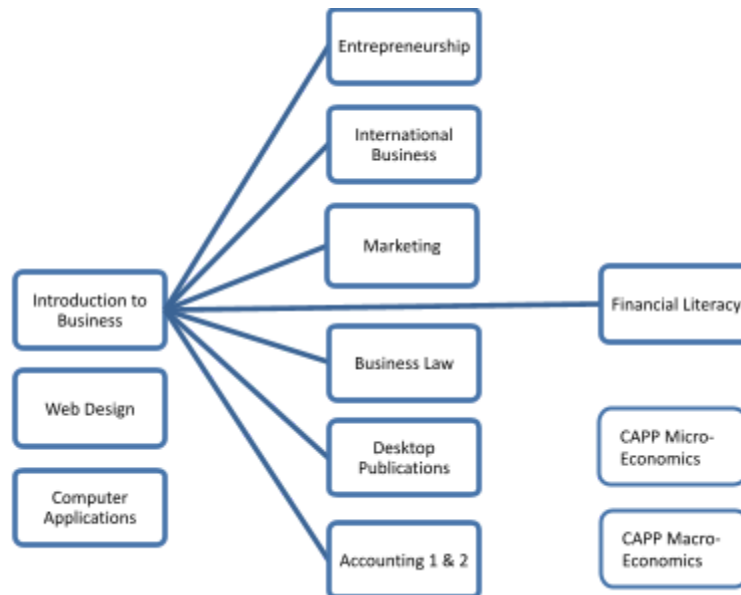
The Advanced Placement Art Class offers four different class options: **Drawing, 2-D, 3-D**, and **Art History** and the possibility for earning college credits. Students who are taking A.P. for college credit will either need to send in a portfolio or take a test. The Drawing, 2-D, and 3-D classes are media-based classes. The students will be responsible for producing a number of pieces of work fulfilling the “Selected Works” and “Sustained Investigation” requirements which, if the students choose to take A.P. for college credit, will be mailed to the College Board Review. The A.P. Art History class will be a preparation for a final test which will cover all the knowledge pertaining to art history starting from Prehistoric to Current. Students will need to be able to produce high quality work and possess a strong capability for independent production.

## BUSINESS & TECHNOLOGY

**Graduation Requirements:** One credit

(including Computer Applications (10<sup>th</sup> grade) and Financial Literacy (12<sup>th</sup> grade))

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### Introduction to Business

**103**

**Credit:** 0.5

**Grade Level:** 9-12

**Prerequisite:** None

This course is designed to provide students with a practical understanding of business including what it is, how it works, how it's changing and how to be successful in the workplace. Students will learn the fundamentals of business related to management, marketing, operations, accounting, information systems, and finance. Students will learn about globalization, business ethics and industry outlooks. Students will gain a strong sense of our changing business world and what it will take for them to be successful in it.

### Web Design

**115**

**Credit:** 0.5

**Grade Level:** 9-12

**Prerequisite:** None

This course is designed to provide students with training and practice in a variety of web design tools. Students will learn how to apply industry web design principles as they design and create customized web pages. Students will be introduced to HTML and various web design tools including Weebly, Wix, Adobe DreamWeaver, and Fireworks. Students will create custom graphics for websites using Adobe Suite.

**Computer Applications 105****Credit:** 0.5**Grade Level:** 10**Prerequisite:** None

In this course, students will be learning how to use MS Office products (Word, Powerpoint, Excel, Publisher and Access). These are programs that employers use daily and expect employees to use. In the course, students will learn how to use MS Office, how to apply it and how it compares to Google. Students will develop workplace readiness skills to ensure they are competitive in the workforce and in institutions of higher learning upon graduation from OHS. This course is designed to lead to MS Office certification.

**Entrepreneurship 119****Credit:** 0.5**Grade Level:** 10-12**Prerequisite:** *Introduction to Business***Special Note** – Available college credit through UW-Oshkosh in the CAPP program and weighted credit

This course is designed to help students learn how to think strategically and to develop a detailed business plan. Students will be exposed to many different aspects of the world of business. A primary objective of the course is to broaden both the interests and horizons of students toward understanding the dynamics of business and business careers. Students will learn the essential elements of creating a business plan. Elements of entrepreneurship including market research, funding, market development, management team essentials and human resources will be covered in this course. As a culminating project, students will develop a detailed business plan covering multiple elements of a business.

This course can be taken for CAPP (college credit), which can earn you a weighted GPA in this course. The CAPP credit is offered through UW Oshkosh as a 3 credit course offering.

**International Business 107****Credit:** 0.5**Grade Level:** 10-12**Prerequisite:** *Introduction to Business****Offered every other school year***

This course is designed to provide students with an understanding of how business works in today's global marketplace. Additionally, students will be exposed to the career opportunities, the professional challenges, the personal risks and rewards of working in international business. Through this course, students will learn how international business differs from domestic business. They will be introduced to the impact of cultural differences, trade agreements, international organizations, laws, business customs and technology on international business.

**Business & Personal Law 117****Credit:** 0.5**Grade Level:** 10-12**Prerequisite:** *Introduction to Business*

***Offered every other school year***

This course is designed to provide students with an understanding of our legal system from a civil, criminal, and a corporate standpoint. Students will also be introduced to the career opportunities available in the legal profession. Students will learn about the procedures and laws associated with civil, criminal, and corporate court systems. Topics will include: employee rights, consumer rights, contracts, lawsuits, juvenile vs. adult status in the legal system, sentencing options, and jury selection.

**Marketing 108**

**Credit:** 0.5

**Grade Level:** 10-12

**Prerequisite:** *Introduction to Business*

***Offered every other school year***

Students will learn about the marketing mix, promotions, branding, licensing, marketing research, pricing decisions, and advertising campaigns. Students will evaluate how marketing strategies affect consumer buying patterns. Understanding these elements, students will be required to apply these concepts to a variety of products and services aimed at specific target markets.

**Financial Literacy 131**

**Credit:** 0.5

**Grade Level:** 12

**Prerequisite:** *Required for Graduation*

**Special Note** – Available college credit through UW-Oshkosh in the CAPP program and weighted credit

Students will learn how to effectively manage their money and finances. Students will learn basic financial planning skills that will help them be successful when they are living on their own. Topics covered in the course include: planning for college or a career, managing a checking account, creating a personal budget, financing a car, insuring your assets, avoiding credit card debt, and establishing the savings habit early. Students will also cover retirement and estate planning, investing and investment strategies, ultimately culminating in a comprehensive financial plan for future financial success.

This course can be taken for CAPP (college credit), which can earn you a weighted GPA in this course. The CAPP credit is offered through UW Oshkosh as a 3 credit course offering.

**Accounting 125 A & B**

**Credit:** 1.0

**Grade Level:** 11-12

**Prerequisite:** *Introduction to Business*

**Cost:** Student workbook will be approximately \$25

**Special Note** – Available college credit through UW-Oshkosh in the CAPP program and weighted credit

This course will introduce students to the vocabulary, concepts and procedures related to the accounting cycle, beginning with a focus on a service business operated as a proprietorship and advancing to a merchandise business operated as a corporation.

Students will first learn the business concepts and accounting practices used to analyze a service business for a proprietorship. Students will learn how to read the chart of accounts, how to record and analyze business transactions, and how to journalize and then post to the general ledger. Students will learn how to create a worksheet, income statement, balance sheet and post-trial balance sheet for a service business.

Students will then learn the business concepts and accounting practices used to analyze a merchandising business organized as a corporation. Students will learn the use of special journals, subsidiary ledgers, payroll records, and financial statements for a corporation.

This course can be taken for CAPP (college credit), which can earn you a weighted GPA in this course. The CAPP credit is offered through UW Oshkosh as a 3 credit course offering.

<b>Desktop Publications</b>	<b>149</b>
<b>Credit:</b>	<i>0.5</i>
<b>Grade Level:</b>	<i>9-12</i>
<b>Prerequisite:</b>	<i>Introduction to Business</i>

Students will learn how to use the Adobe Suite to create print ready publications for a variety of medium. Using programs like Photoshop, Illustrator and InDesign, students will manipulate graphics to create custom pieces promoting a variety of goods and services. Students will develop an understanding of effective graphic design and layout.

<b>Macroeconomics</b>	<b>201</b>
<b>Credit:</b>	<i>0.5</i>
<b>Grade Level:</b>	<i>11-12</i>
<b>Prerequisite:</b>	<i>Economics</i>

**Special Note** – Available college credit through UW-Oshkosh in the CAPP program and weighted credit

How do economists measure the health of the economy, explain its inner workings, and predict its future? In particular, how is the production of goods and services, employment, investment,

inflation, wages, and interest rates all related? We will attempt to understand these phenomena, and our economy as a whole, by making simplifying assumptions about our incredibly complicated world.<sup>1</sup> Do our assumptions help us understand the complex and interconnected things we see? Can the assumptions be used to accurately predict the consequences of large events such as financial crises, war and earthquakes? In this class, I will attempt to answer these questions among others.

A College of Business and BBA Perspective:

- Comprehensive knowledge of all major business disciplines: Students will demonstrate essential knowledge in all business disciplines.

- Global implications: Our students will identify key components of countries' business

environments and know how the components vary.

- Data utilization and analysis skills: Students will demonstrate competency in mathematical

Skills.

## **Microeconomics**

**202**

**Credit:**

*0.5*

**Grade Level:**

*11-12*

**Prerequisite:**

*Economics*

**Special Note** – Available college credit through UW-Oshkosh in the CAPP program and weighted credit

This course is a University Studies Program to introduce students to the concepts and values of a *Liberal Education*. We will focus on microeconomics, which provides the tools of economic decision-making by individuals, businesses, and government.

Topics include scarcity and choice, the price and market system, decision making by consumers, price-output decisions by firms, perfect and imperfect competition, government intervention, and the labor market. The knowledge gained in the course will allow students to understand the market economy, and thereby become a rational thinker in everyday economic situations. Microeconomic theory is also an important tool to analyze economic issues in many areas such as labor market and trade. In short, students will be prepared to apply their knowledge in the real-world economic environment, from small scale units to the global economy.

## FOREIGN LANGUAGE

Graduation Requirements: None

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### Spanish 1

**703**

**Credit:**

*1.0*

**Grade Level:**

*9-12*

**Prerequisite:**

*None*

This course will provide beginning Spanish students with a true flavor of the language through speaking, reading, writing, and listening. Students will also begin to explore the cultures of various Spanish-speaking countries. Throughout the course, students will learn to have basic conversations, describe themselves, their likes and dislikes, their school day, and discuss their families and more.

### Spanish 2

**705**

**Credit:**

*1.0*

**Grade Level:**

*9-12*

**Prerequisite:**

*Spanish 1*

This course will continue to provide students with opportunities to speak, hear, read, and write Spanish. Students will gain a deeper understanding of Spanish-speaking countries. Throughout the course, students will learn to describe their house and home life, sports that they enjoy, having a healthy lifestyle, summer activities, vacations, and more.

### Spanish 3

**707**

**Credit:**

*1.0*

**Grade Level:**

*10-12*

**Prerequisite:**

*Spanish 2*

**Recommendation** – *Students should have earned a grade of 3.0 or higher in Spanish 2*

This course will provide students with more opportunities to speak, listen, read, and write Spanish. Students will continue to gain a deeper understanding of Spanish-speaking countries. Throughout the course, students will learn to discuss travelling and vacation activities, daily routines, shopping and clothing, food preparation, and more. Students will also learn about traditional Mexican legends and write their own legend.

**Spanish 4****709****Credit:****1.0****Grade Level:****11-12****Prerequisite:***Spanish 3***Recommendation** – *Students should have earned a grade of 3.0 or higher in Spanish 3*

Students will continue to improve in Spanish proficiency through speaking, listening, reading, and writing. Students will master more complex grammar and be able to discuss topics in increasing detail. Students will come to a deeper understanding and increased appreciation of the cultures of Spanish-speaking countries. Students will also have the opportunity to begin teaching Spanish to elementary students.

**Spanish 5****713****Credit:****1.0****Grade Level:****11-12****Prerequisite:***Spanish 4***Recommendation** – *Students should have earned a grade of 3.0 or higher in Spanish 4*

Students will continue to improve in Spanish proficiency through speaking, listening, reading, and writing. Spanish 5 will be a project based class where students choose the themes of units. Students will learn more complex grammar concepts with the themes they choose. Students will also come to a deeper understanding and increased appreciation of the cultures of Spanish-speaking countries.

# MUSIC

Graduation Requirements: None

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Concert Band

Concert Choir

Band/Choir

## Concert Band

051

**Credit:** 1.0

**Grade Level:** 9-12

**Prerequisite:** *Prior instrument training or Band teacher's approval*

Students will develop instrumental technique, music literacy and theory skills, and perform in a variety of music styles. Students will perform in Pep Band for athletic events, march in parades, attend small group lessons, and perform varied music literature in concerts throughout the school year. Students will also prepare either a solo or small ensemble that could be performed at a Solo and Ensemble festival. Additional opportunities are available for interested students such as joining the Jazz Band, performing at the Solo and Ensemble festival, and being selected for the Big East Honors Band or other honors bands.

## Concert Choir

061

**Credit:** 1.0

**Grade Level:** 9-12

**Prerequisite:** *voice placement hearing if new to the choral program*

Students will develop vocal technique, music literacy and theory skills, and perform in a variety of choral styles. Students will work together as a choir, have small group lessons, perform in school concerts and for the community throughout the school year. Additional opportunities are available for interested students such as joining the A Cappella Choir, participating in Solo and Ensemble festival, being selected for the Big East Honors Choir, and taking private lessons. Choir is open to all students.

## Band/Choir

071

**Credit:** 1.0

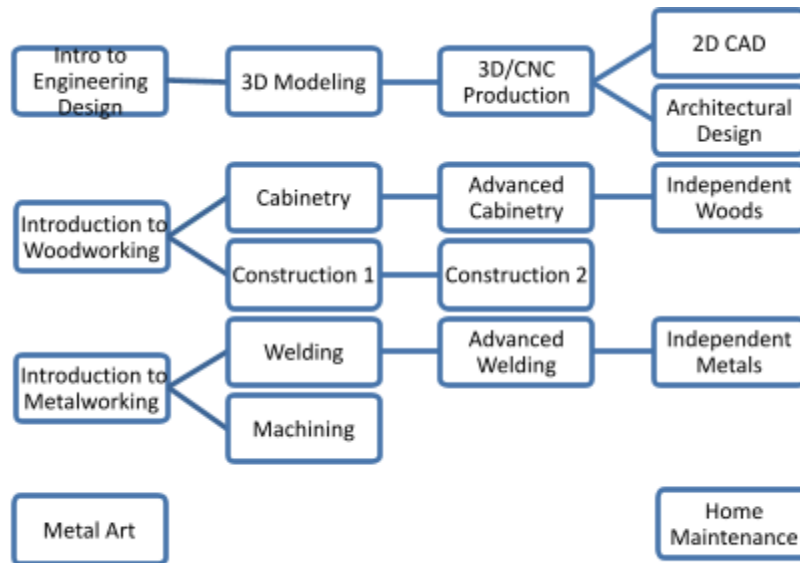
**Grade Level:** 9-12

**Prerequisite:** *Prior instrument training or Band teacher's approval, and voice placement hearing if new to the choral program*

Students may take both Concert Band and Concert Choir concurrently, meeting with each class for half of the block. The content of the course is a combination of the Band and Choir contents listed above.

# TECHNOLOGY EDUCATION

Graduation Requirements: None



## ENGINEERING & DESIGN COURSES

<b>Introduction to Engineering Design</b>	<b>835</b>
<b>Credit:</b>	<i>0.5</i>
<b>Grade Level:</b>	<i>9-12</i>
<b>Prerequisite:</b>	<i>None</i>

This course is a prerequisite for many other Tech Ed courses and should be taken by *all* students who are considering *any* type of technical career that involves making or fixing things. This course is designed to teach students about basic engineering drawing & design by creating drawings in the following areas: Sketching, isometric, multi-view, geometric construction, auxiliary views, pattern development, sectioning, and 3-D modeling. About 40% of the drawings will be done on paper w/ pencil, and the rest using CAD software on computers. Math skills are developed and reinforced when creating the various technical drawings. Also, students will apply their newly acquired skills by designing and building a wooden, 3D puzzle, and 3D printing a small, individual project.

<b>3D Modeling</b>	<b>839</b>
<b>Credit:</b>	<i>0.5</i>
<b>Grade Level:</b>	<b>10-12</b>
<b>Prerequisite:</b>	<i>Introduction to Engineering Design</i>

This course builds on the Introduction to Engineering Design class and covers advanced 3D modeling techniques and applications. Students will create a series of selected models and assemblies using Autodesk Inventor software. These models & assemblies will then be used to generate various dimensioned production drawings. Students will apply their newly acquired skills by designing and building an engine, with moving parts, as a final project. Or, students may choose, with instructor approval, an alternate final project. Also, if time permits, students will create and 3D print a small model as an introduction to the 3D Production course.

<b>3D/CNC Production</b>	<b>841</b>
<b>Credit:</b>	0.5
<b>Grade Level:</b>	10-12
<b>Prerequisite:</b>	3D Modeling

This course provides a brief review of the advanced 3D modeling techniques and applications that were taught in the 3D modeling course. Then, these techniques will be applied to create 3D models. These models, in turn, will be produced using a CNC (Computer Numerical Control) machine and/or a 3D printer. Students will use MasterCAM to create CNC routed projects, and Inventor to create 3D printed projects. Each project will involve a 3 step process: 1-Design, 2-Toolpath Creation, and 3-Production. Students completing this course should be prepared for the Autodesk Inventor certification test, an industry-recognized credential that looks good to prospective engineering programs and employers.

<b>Computer Aided Drawing (CAD)</b>	<b>837</b>
<b>Credit:</b>	0.5
<b>Grade Level:</b>	11-12
<b>Prerequisite:</b>	Introduction to Engineering Design

This course builds on the Introduction to Engineering Design class. Work begins with single view drawings and progresses rapidly through to more complex work. Students will complete a set of technical drawings in each of the following areas: orthographic projection w/ dimensions, auxiliary views, pattern development, sectioning, oblique pictorials, machine-threads, and machine-casting. All drawings are completed using AutoCAD software on computers. Students completing this course should be prepared for the AutoCAD certification test, an industry-recognized credential that looks good to prospective engineering programs and employers.

<b>Architectural Engineering &amp; Design</b>	<b>843</b>
<b>Credit:</b>	0.5
<b>Grade Level:</b>	11-12
<b>Prerequisite:</b>	Introduction to Engineering Design

This course is devoted to learning about basic building construction and architecture through a project based approach. Students will work through step-by-step tutorial lessons in creating a single family residential project with REVIT software. The house plans will include elevations, sections, floor plans, construction sets, and photorealistic renderings. Once the initial house project is completed students can apply their newly acquired skills in creating a home of their own design using the same REVIT software.

## **BUILDING TRADES COURSES**

<b>Introduction to Woodworking</b>	<b>803</b>
<b>Credit:</b>	0.5
<b>Grade Level:</b>	9-12
<b>Prerequisite:</b>	None
<b>Cost:</b>	\$20 for project materials

This course is designed to teach students about general woodworking techniques and machine/tool operation. Students will learn to operate and complete performance tests on all of the following woodworking machines as they work on projects: table saw, radial arm saw, power miter saw, jointer, planer, band saw, jig saw, disc sander, drill press, and router.

Also, students will be introduced to CNC (Computer Numerical Control) routing. This course is a prerequisite for any student wishing to enroll in the Cabinetry or Construction courses. Currently, the projects being made by students in this class are a lamp and desk organizer.

**Cabinetry** **805**  
**Credit:** 0.5  
**Grade Level:** 9-12  
**Prerequisite:** *Introduction to Woodworking. Intro to Engineering Design recommended*  
**Cost:** *\$50 for night stand project materials*

This course builds on the Introduction to Woodworking class. Students will use equipment for more advanced woodworking techniques and joints to build a teacher-designed cabinet that will include a face frame, drawer, and doors. Students will briefly review woodshop safety, develop a set of working plans for the cabinet base with the instructor's guidance, and then produce the project. The students will then produce a set of working plans for both the drawer and doors, and then produce these parts to complete the project. The current project being used in this class is a night stand/end table.

**Advanced Cabinetry** **807**  
**Credit:** 0.5  
**Grade Level:** 10-12  
**Prerequisite:** *Cabinetry*  
**Cost:** *Costs will vary based on the materials required by each project*

This course is designed to teach students to apply what they have learned in the previous woodworking classes, to think and work independently, and problem solve. This course will allow students the freedom to challenge their woodworking skills as they develop and produce student-designed, instructor-approved project(s). Upon completing a detailed set of plans, students will seek help as needed while working independently in the cabinetry class on their individual project(s). An acceptable project will challenge the student's woodworking skills and include various elements such as advanced joints, a face frame, drawer, &/or doors.

**Construction 1** **813A & B**  
**Credit:** 1.0  
**Grade Level:** 11-12  
**Prerequisite:** *Introduction to Woodworking. Introduction to Engineering Design is highly recommended.*

This course is designed to teach students about the building construction trades through hands-on experiences. Students are exposed to building construction techniques involving rough framing, siding, roofing, and finish carpentry. Students will work in groups of 5 or less, on a storage shed. Each group will draw a set of plans for a storage shed, estimate the needed materials, get prices from local businesses to calculate a final cost, and then build it. Pertinent information will be provided as needed to aid/assist in the building process of the sheds. When completed, sheds will be delivered to the customer's home by the class.

## **Construction 2**

**814A & B**

**Credit:** 1.0

**Grade Level:** 12

**Prerequisite:** *Construction 1 completed with a grade of 3 or higher and teacher approval.*

This course is designed to strengthen students' leadership, organizational, and management skills, as well as improve their carpentry skills, by placing them into a leadership role as a "crew foreman". The students will be exposed to advanced building construction techniques and calculations. Each student will be assigned as a foreman in charge of a construction crew. They will be responsible for assisting the instructor in overseeing the successful construction of a shed. Some of the specific duties will include ordering materials, teaching building construction techniques to crew-members, inspecting shed construction, communicating with the customers as needed, and monitoring/verifying the billing of materials. Construction 2 students will also be expected to research at least 1 trade found within the construction industry.

## **Independent Woods**

**812**

**Credit:** 0.5

**Grade Level:** 11-12

**Prerequisite:** *Advanced Cabinetry completed with a grade of 3 or higher and teacher approval.*

**Cost:** *Costs will vary based on the materials required by each project.*

This course will allow students to demonstrate advanced woodworking, problem solving, project management, and quality control skills. Students will be required to complete a minimum of two independent projects during the term. Students will be required to create a contract/plan for each project, outlining their responsibilities and timelines. This contract/plan must be finished within the first week of class or the student will be required to drop the course and take an alternative (on-schedule) option.

## **WELDING & MACHINING COURSES**

### **Introduction to Metalworking**

**815**

**Credit:** 0.5

**Grade Level:** 9-12

**Prerequisite:** *None*

**Cost:** *Approximately \$20 for project materials*

This course is designed to teach students basic introductory principles of manufacturing, exposing them to practices and techniques for: machining, electric arc welding, gas welding, and sheet metal work. Students will learn about and practice metal shop safety, tool/ machine procedures, and welding processes while creating their metal projects. This will be done in a project oriented setting, maximizing "learning by doing." This is the prerequisite course for any student wishing to enroll in Welding or Machining.

### **Machining**

**817**

**Credit:** 0.5

**Grade Level:** 9-12

**Prerequisite:** *Introduction to Metalworking*

**Cost:** *\$20 for project materials*

This course is designed to teach students basic principles of metal lathe, vertical milling machine, surface grinding, drill press use, and thread tapping, exposing them to applicable practices utilizing those machines through the use of exercises and in the development of their projects. Students will learn about machine tools as they work on their projects: a metal goblet, machinist cube and machinist's hammer. This will be done in a project oriented setting, maximizing "learning by doing."

**Welding** **823**  
**Credit:** 0.5  
**Grade Level:** 9-12  
**Prerequisite:** *Introduction to Metalworking*  
**Cost:** *\$20 for project materials*

This course is designed to teach students basic welding techniques/principles. Students will learn 4 types of welding; Oxy-Acetylene gas, stick, MIG, and TIG. Also, students will learn to use the Plasma-Arc Torch and Oxy-Acetylene Torch for cutting. Students will learn about welding safety and then begin working on practice welds. Students will perform a variety of required welds and testing for strength and consistency. Projects included are a metal dice, a shelf, and other projects.

**Advanced Welding** **825**  
**Credit:** 0.5  
**Grade Level:** 10-12  
**Prerequisite:** *Welding*  
**Cost:** *Costs will vary based on the materials required by each project.*

This course is designed to teach students advanced welding techniques/principles. Students will further develop their skill at performing 4 types of welding; Oxy-Acetylene gas, stick, MIG, and TIG, and at using the Oxy-Acetylene Torch for cutting. Students will learn how to make layouts and blueprints, join metals by the use of Stick, MIG, and TIG according to layouts, and cut metal to a given shape and size using gas cutting and plasma burning equipment. Basic elements of the course may include, but are not limited to, the recognition of welding symbols, blueprint reading, familiarity with melting and welding characteristics of various types of metals, making different welds from all angles, selecting the proper materials and equipment for the proper and safe operation.

**Independent Metals** **827**  
**Credit:** 0.5  
**Grade Level:** 11-12  
**Prerequisite:** *Machining and/or Welding and teacher approval*  
**Cost:** *Costs will vary based on the materials required by each project.*

This course is designed to provide students with the opportunity to develop advanced principles in the areas of machining (engine lathe, vertical milling machine, surface grinding, and drill press use) and/or welding (Gas, MMA (stick), GMAW (mig) and Gas Cutting Torch Practices, and Brazing, TIG, Stainless Steel (TIG), and Aluminum (GMAW)). Students will be required to complete a minimum of two independent projects during the term. Students will be required to create a contract/plan for each project with the Tech Ed teacher outlining their responsibilities and timelines. This contract must be finished within the first week of class or the student will be required to drop the course and take an alternative (on-schedule) option.

## **BONUS TECHNOLOGY CLASSES**

<b>Metal Art</b>	<b>851</b>
<b>Credit:</b>	<i>0.5</i>
<b>Grade Level:</b>	<i>9-12</i>
<b>Prerequisite:</b>	<i>None</i>
<b>Cost:</b>	<i>\$20 for project materials</i>

This will be a project based course composed of three to five projects. This is an introductory class designed to explore a variety of metals and become familiar with techniques. Students will be introduced to the elements and principles of design and learn metal working techniques and processes. They will learn how to develop an idea, create patterns/layouts and execute said idea. Design will be incorporated into all aspects of the class. Students will learn how to create designs both on the computer and on paper. They will learn basic welding and soldering techniques. Students will be introduced to the laser and plasma cutters, various hand tools, the MIG welder & soldering tools. Students will fabricate metal yard art, decor, jewelry, and a variety of other projects based on skill sets and areas of interest.

<b>Home Maintenance</b>	<b>809</b>
<b>Credit:</b>	<i>0.5</i>
<b>Grade Level:</b>	<i>11-12</i>
<b>Prerequisite:</b>	<i>None</i>
<b>Cost:</b>	<i>\$20 for project materials</i>

This course is designed to teach students about the basic structure of a house and the various systems in it. Students will work in small groups completing activities and projects that will involve wiring up various electrical circuits, soldering copper tubing, cementing PVC pipe, applying asphalt shingle roofing, mixing/pouring concrete, and taping/patching drywall. The class will enable students to perform basic construction, maintenance, and repair of simple electrical, plumbing, drywall, roofing, masonry, and carpentry issues that a homeowner may face in purchasing or maintaining a home. Anyone planning to own a home someday will benefit from this course, as well as anyone considering a career in any of the construction trades.