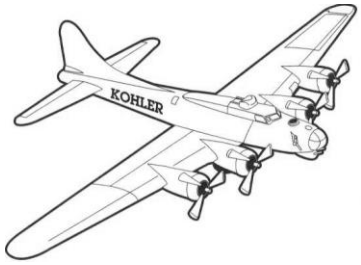
2017 - 2018



Kohler High School Course Description Book

KOHLER PUBLIC SCHOOLS
333 Upper Road Street
Kohler, WI 53044

OUR MISSION

Every day at Kohler Schools we inspire inquiry; engage hearts, minds and bodies; and provide supports to ensure all students can achieve success.

INTRODUCTION

The Kohler High School Course Description book contains information for students and parents about courses offered at Kohler High School. This information will assist you in making decisions about next year's courses.

Course selections should be guided by information collected from several sources: graduation requirements, student strengths and interests, parents, advisors and printed materials. This planning guide is subdivided by departments and includes descriptions of class offerings, recommendations and instructions. Please read the information carefully.

All courses, including Career and Technical Education course are available without discrimination based on race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, change of sex or gender identity), disability, age (except as authorized by law), military status, or physical, mental, emotional, or learning disability in any of its student programs and activities.

Regardless of how carefully courses are organized, how programs are planned and how faculty assignments are made, it may be necessary to cancel a class or change a program due to federal or state mandates, agency regulations or insufficient enrollment. School officials reserve the right to alter or cancel academic or extracurricular activities required by changing conditions.

The Kohler School District does not discriminate against pupils on the basis of sex, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, change of sex or gender identity), disability, age (except as authorized by law), military status, or physical, mental, emotional or learning disability in any of its student programs and activities. Federal law prohibits discrimination in employment on the basis of age, race, color, national origin, sex, religion or handicap.

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GRADUATION REQUIREMENTS

The Board of Education requires students to earn *26 CREDITS* in order to graduate from Kohler High School.

CREDIT SCHEDULE
The number of credits required for students in an academic year is as follows:

YEAR	***CREDITS per SEMESTER***	***CREDITS per YEAR***	***CUMULATIVE CREDITS***
9	3.25	6.5	6.5
10	3.25	6.5	13
11	3.25	6.5	19.5
12	3.25	6.5	26

STUDENT ENGAGEMENT
Students must be engaged 7 out of 8 class periods. Students who are enrolled in courses that meet every other day are considered to be engaged for the period that the course meets. Students may not have more than one and one half study hall periods per semester.

REQUIRED COURSES:
Students earn a minimum of twenty-six (26) credits in order to graduate from the District. These credits must be distributed in the following subject areas:

Course	**Credits**
English Language Arts	4 Credits
Social Sciences	3 Credits
Mathematics	3 Credits
Science	3 Credits
Computer Applications	.5 Credits
Fine or Applied Arts	.5 Credits
Health	.5 Credits
Physical Education	1.5 Credits

In order to be granted a high school diploma, a student must successfully complete a civics assessment.

COMMUNITY SERVICE
The district requires students to participate in community service activities to receive a high school diploma.

COURSE OFFERINGS

SUBJECT	CREDIT
ENGLISH LANGUAGE ARTS	
English 9 Survey	1
English 10 Survey	1
Honors American Literature[H]	1
Honors World Literature[H]	1
Writing, Rhetoric, Oration	.5 or 1
Senior Literature &Writing Portfolio	1
AP Literature & Language[AP]	1
MATHEMATICS	
Algebra I	1
Algebra 2	1
Honors Algebra 2	1
Geometry	1
Intermediate College Algebra[TC]	1
Pre-Calculus[C,H]	1
AP Calculus[AP, C]	1
AP Statistics[AP]	1
SOCIAL SCIENCES	
World History	1
US History	1
US Government	.5
Economics	.5
Consumer Economics	.5
Sociology[C]	.5
Behavioral Studies /Psychology	.5
AP US Government & Politics[AP]	1
SCIENCE	
Physical Science	1
Introduction to Chemistry & Physics	1
Biology	1
Honors Biology[H]	1
Conceptual Chemistry	1
Chemistry[H, C]	1
Physics[H, C]	1
AP Biology[AP, C]	1
WORLD LANGUAGE	
Spanish I	1
Spanish II	1
Spanish III	1
Spanish IV	1
PHYSICAL EDUCATION/HEALTH	
Physical Education 9	.5
Physical Education 10/11 (A&B)	.5
Fitness and Weight Training	.5
Lifetime Sports	.5
Health	.5

SUBJECT	CREDIT
VISUAL ARTS	
Foundations of Art and Design	.5
Art and Design Studio I	.5 or 1
Art and Design Studio II	.5 or 1
Art and Design Studio III	.5 or 1
Graphic Design	.5
Fund. of Photography & Filmmaking	.5
Advanced Photography (I & II)	.5
BUSINESS EDUCATION	
Microsoft Office[AS] & Desktop Publishing	.5
Business Management	.5
Business Law	.5
Marketing[AS]	.5
Accounting I[AS, C]	1
Accounting II[AS]	1
Web Page Design	.5
MUSICAL ARTS	
Concert Choir	.6
Symphony Band	.6
Honors Symphony Band[H]	.6
Music Appreciation/History & Listening[C]	.5
Music Appreciation/Technology in Music	.5
Music Appreciation/Modern Music	.5
TECHNOLOGY EDUCATION	
Woods & Technology I	.5
Mechanical Engineering & Drafting	.5
Architectural Design	.5
Manufacturing & Metalwork	.5
Advanced Technology Education I & II	1
Facilities Maintenance	1
ADDITIONAL PROGRAMS	
Job Shadow	.25
Teachers Assistant/Service	.25 or .5
Independent Study	.5 or 1
Work Study	.5 or 1
Youth Options/Course Options	Varies
Off Campus Courses	Varies
Online Courses	Varies
Intro to Aviation Course[C]	.5

NOTATIONS

AP = Advanced Placement (College Board)
AS = Advanced Standing (Lakeshore Technical College)
C = College Credit in High School (Lakeland College)
H = Honors
TC = Transcripted Credit (Lakeshore Technical College)

SCHEDULE CHANGES

Due to budget constraints and state reporting requirements, the course requests and schedules must be finalized in order to allocate teaching assignments and master schedule creation. Therefore, there is very limited flexibility in making course changes once the master schedule is established. If there are compelling or serious extenuating circumstances that warrant consideration for a course change after student schedules are finalized students should complete a schedule change request form – available in the high school office. Parent and Guardian signature is required for all schedule changes. **Changes made after the third day of classes require the following steps:**

1. A conference with the school counselor to discuss the reason for dropping or adding a course.
2. A conference with or consensus of the student, the parent, the teacher of the subject to be added or dropped, the school counselor, and the principal.
3. Students will only be able to drop or add a course if every member of the above party agrees that doing so is in the best interest of the student.
4. **Drops after the third day up until mid-quarter will result in a "W" withdraw grade on the student's transcript**. No credit will be awarded. Adding a course beyond the third day of classes requires that all make-up work prior to adding the class must be done in order to receive credit. **Courses dropped after the first mid-quarter will result in a failing grade.**

A student must remain in class until all drop procedures are completed

GRADING SYSTEM

Percentage	Grade	Grade Point
100.00-93.00	A	4.00
92.99-90.00	A-	3.67
89.99-97.00	B+	3.33
86.99-83.00	B	3.0
82.99-80.00	B-	2.67
79.99-77.00	C+	2.33
76.99-73.00	C	2.00
72.99-70.00	C-	1.67
69.99-67.00	D+	1.33
66.99-63.00	D	1.00
62.99-60.00	D-	0.67
59.99-Below	F	0.00

RANKING

Kohler High School does not rank its students.

FAILED COURSES

A student receiving the grade of "F" for any Kohler High School course may retake the Kohler High School course and receive the higher of the two grades. The transcript will not show the failing grade or include it in the GPA, but the course will be listed twice. However, if a student enrolls in a similar course off campus, the transcript will display the "F" for the prior course and the grade for the off campus course.

OFF CAMPUS COURSEWORK

As per graduation policy 345.6, students at Kohler High School may earn up to 4 pre-approved credits for study abroad, extension courses, correspondence courses, technical college courses, and summer programs. Off Campus Coursework is considered to be a course taken either physically at a site or originates from a source that is not the School District of Kohler. Off Campus Coursework must be taken from a public, private, or parochial high school accredited by the Wisconsin Department of Public Instruction or a similar accredited post-secondary institution also accepted by the Kohler District Administrator. In this policy "post-secondary institution" means a public or private institution within a university or college system.

ADVANCED CREDIT, DUAL ENROLLMENT & OTHER COURSE OPTIONS

It is the State Superintendent's goal that all students in Wisconsin, regardless of where they live, should have the opportunity to earn some postsecondary credentials while still in high school. The results will be multifold: young people succeeding in college-level courses during high school and graduating high school college and career ready; increasing the number of students who go on to enroll and succeed in higher education; and reducing the total time to degree – saving students and families money.

High school students can currently earn college credit in a variety of ways at Kohler High School, including Advanced Placement exams, Youth/Course Options, College Credit in High School (CCHS) through Lakeland College, and transcripted credit through the Wisconsin Technical College System (WTCS).

ADVANCED PLACEMENT (AP)

Advanced Placement (AP) is a high school academic program with courses in more than 30 subjects that culminate with college-level assessments. Exams are graded on a scale of one to five, with a score of three or higher considered successful and eligible for credit or advanced standing at most colleges and universities. According to the College Board, earning a score of three or higher on an AP exam is a good predictor of a student's ability to succeed in college academic studies and graduate.

Additionally, while the AP coursework provides strong preparation for the AP exam and an introduction to college-level work, it is worth noting that students do not need to take a formal AP course to take the AP exam in a subject area. Students interested in taking an AP exam need to register with the instructor of the course, or with the high school support staff in the case when a student desires to take the exam without taking a formal AP course by March 1st.
The cost of AP exams is $93 per exam in 2017.

AP Courses offered at Kohler High School include: AP Language & Composition, AP Literature & Composition, AP Calculus, AP Statistics, AP US Government & Politics, and AP Biology.

ARTICULATED – ADVANCED STANDING AND RETROACTIVE CREDIT

Wisconsin high school students may take high school courses for which advanced standing or retroactive credit is available upon enrollment at a post-secondary school. For example, advanced standing agreements have been developed between technical colleges and school districts when a high school course or courses contain competencies that are recognized as equivalent to those in a technical college course. The technical college credit awarded for this high school coursework is not only available at the technical college with which the high school has the articulation agreement, but also must be accepted as credit for any comparable course at any other technical college to which a student applies.

ARTICULATED – ADVANCED STANDING (AS)

Articulated-Advanced Standing opportunities are offered in the following Kohler High School courses: Accounting I, Accounting II, Marketing, & Microsoft Office.

RETROACTIVE CREDITS

Most colleges and universities offer retroactive credit for foreign languages taken by students while in high school, if a student takes the next level course at the college level and earns a satisfactory grade, as determined by the institution. Many universities award retroactive credits in

a world language if a student has taken and passed the next level college class with a grade of B or higher.

DUAL CREDIT/DUAL ENROLLMENT

Dual credit or dual enrollment programs allow students to earn high school and college credit simultaneously for the same course. Kohler High School offers the following dual enrollment options, including Course and Youth Options (for nearly all colleges and universities in Wisconsin), Transcripted Credit through the WTCS and College Credit in High School (CCHS).

YOUTH OPTIONS (YO)

The Youth Options (YO) program allows public high school juniors and seniors who are in good academic standing to take courses through the WTCS, the UW System, and participating private, non-profit, and tribally-controlled colleges in Wisconsin. Students seeking to take Youth Options courses must apply to the school district and then to the college. If the student's school board approves and the student is accepted at the college/university, the student's school board must pay the cost of the student's attendance (tuition, fees, and books), not to exceed 18 postsecondary credits per pupil.

Youth Options offers an important avenue for academically motivated students to gain access to college-level coursework not available in their high schools, and serves as a means to provide additional academic preparation for success in college by exposing students to the rigors of a college level course. Students earn college credit and high school credit simultaneously, reducing the total time and cost to degree.

By definition, the Youth Options courses are offered on college campuses, and are not available to students at their high school campuses. A college can deny the student's participation based on the student's academic qualifications or a lack of available space. A school board can deny the student's participation if there is a comparable course available in the school district, if the course does not satisfy a high school graduation requirement, and can determine the amount of credits to provide for the course, if any. The approved high school credit(s) typically graded are as follows: one-quarter (.25) high school credit per one semester post-secondary course credit.

Moreover, since Youth Options-eligible courses are predominantly offered on the college campus, the burden is placed on students to travel to the college campus to receive the credit, as opposed to those courses offered directly on-site at the high school through other dual credit programs. Some state financial assistance for transportation costs is available for low-income students.
There are options available to address transportation barriers. For example, a course offered by a post-secondary institution via two-way interactive instructional television, correspondence, or the Internet qualifies as a Youth Options course. As long as the course is offered by a Wisconsin post-secondary institution, a student may take the course as a correspondence course, a web-based course, through virtual or on-line programming, or by video conferencing. Likewise, a school district may meet the comparable course provisions by offering a two-way interactive instructional television or internet course consistent with the district's policy.
Students MUST submit form PI-8700-A notifying the school board of the student's intention of enrolling in a postsecondary institution no later than March 1 for a course to be taken in the fall semester or October 1 for a course to be taken in the spring semester. Student MUST also apply to the postsecondary institution in the school semester prior to the one in which the student plans to attend the postsecondary course. Students should contact the admissions office at the college or technical college for enrollment requirements and procedures. Additional information regarding

Youth Options as well as all necessary forms and documentation necessary to application forms to participate in the program are located at http://www.dpi.wi.gov/youthoptions/index.html
If the School Board approves the course and it is taken for high school credit, the grade will automatically become part of the student's transcript and calculated into the student's grade point average. Before purchasing any college textbooks, the students need to check with the High School office to see if KHS has the books on hand. Textbooks purchased by the district are the property of Kohler Public Schools and must be returned to the High School office. Otherwise, students will be billed for the cost of the textbooks. Textbooks purchased by the school district are the property of KHS

COURSE OPTIONS (CO)
Through Course Options, students have opportunities to accelerate their learning and earn college credits while in high school. Students enrolled in a Wisconsin public school district may apply to take up to two courses at a time at an Educational Institution at no cost to the student.

Under this program a parent of a pupil who wishes to attend a course under Course Options may submit an application, on a form provided by DPI at: http://courseoptions.dpi.wi.gov/, to the educational institution the pupil wishes to attend no later than six weeks prior to the date on which the course is scheduled to commence. The student's parent is required to sign the application form. By signing the form, the parent grants permission for the Educational Institution to request and obtain from the resident school district: records that are necessary to determine whether or not the student meets the prerequisites for the course and records relating to a student's expulsion and any pending disciplinary proceedings. The educational institution must send a copy of the application to the pupil's resident school board and, no later than one week prior to the date on which the course is scheduled to commence, the Educational Institution must notify the applicant and the resident school board whether the application has been accepted or rejected. The Educational Institution may deny a Course Options application for the following reasons: Space is not available in the course. The student does not meet the Educational Institution's criteria for being admitted to the course. The student is not enrolled in a Wisconsin public school district.
No later than one week before the start of the course, the resident school district is required to notify the student and the Educational Institution in writing if the application is denied and the reason. The statutes require resident school boards to reject a student's application to participate in Course Options if the course conflicts with a student's individualized education plan, and allow the school board to reject an application if:

- The course does not satisfy a high school graduation requirement; or
- The course does not conform to or support a student's academic and career plan

If notified that the requested course has been approved, the parent must notify both the Educational Institution and the resident school district whether or not the student will attend the course by the last weekday (excluding state holidays) before the course is scheduled to start. Parents are responsible for transportation between the resident or full-time enrolled school and the Educational Institution. The student should work with the resident school district to have a plan in place, including possible alternative courses at that resident school, in case the student's application is denied by either the Educational Institution or the resident school district.

A student's parent may appeal the decision of an Educational Institution or a school board to the Department of Public Instruction within 30 days of the decision. The Department shall affirm the decision unless it is found to be arbitrary or unreasonable. The Department's decision is final.

If the School Board approves the course and it is taken for high school credit, the grade will automatically become part of the student's transcript and calculated into the student's grade point average. Before purchasing any college textbooks, the student needs to check with the High School office to see if KHS has the books on hand. If the student has to purchase a textbook, they should submit a receipt from the Educational Institution to the high school office for reimbursement. Textbooks purchased by the district are the property of Kohler Public Schools and must be returned to the High School office. Students will be billed for the cost any textbook not returned to the high school office.

TRANSCRIPTED CREDIT (TC)

Wisconsin high school students can earn technical college credit through transcripted credit, under which both the high school and the respective technical college provide students credit for the same course. The course is taught either by a WTCS certified technical college instructor or a high school instructor who holds a current DPI license in a related field and has been granted WTCS articulation certification. Upon successful completion of the course, grades are posted to an official technical college transcript, and credit is earned at the technical college and high school level simultaneously.

Transcripted credit allows students to earn postsecondary credits for courses taught at the high school level **tuition-free.**

Transcripted credit involves a written contractual agreement between the individual technical college and the school district involved, which must include a cost-neutral arrangement for the school districts and technical colleges involved, and stipulates that students are not charged for the course. All courses taken for technical college credit appear on a student's transcript, and are transferrable to other technical colleges who have the same program.

Transcripted credit opportunities are offered in the following Kohler High School courses: Intermediate College Algebra (College Technical Mathematics 1A)

COLLEGE CREDIT IN HIGH SCHOOL (CCHS)

The College Credit in High School Program (CCHS) is an accredited program offered to high schools by Lakeland College. CCHS classes are pre-qualified courses that meet Lakeland College criteria and North Central Association of Colleges and Schools (NCA) accreditation standards that allow Kohler High School students to receive Lakeland College credit and high school credit for the same course. Students enrolled in these courses may receive both high school and college credit, providing that they pay for the cost of the college credit. If they do not pay the tuition for the college credits, students can enroll in the course, but will only receive high school credits for the course. Students will not be required to go through the formal admission procedure in order to register for CCHS credits. Tuition for the courses will be $300 per course* for a total of three/four credits of work. Registration forms and fees should be turned into the instructor for the course.

Students may not use Youth Options to pay for the cost of the college credits because, by definition, CCHS courses are offered at the high school and Youth Options only pays for credits earned at a college and are not available via the high school course catalogue.

CCHS opportunities are offered in the following Kohler High School courses: Pre-Calculus (MAT162 Pre-Calculus), AP Calculus (MAT 231 Calculus I), Sociology (SOC 100 Introduction to Sociology), Chemistry (CHM131Principles of Chemistry I), Physics (PHY 211 General Physics I), AP Biology (BIO 111 Life Sciences I), Accounting (ACC 210 Accounting Principles) and Music Appreciation- History and Listening (MUS 120 Music History & Appreciation).

Students earning credit for college coursework should contact and submit official college transcripts to the institution(s) they are interested in attending to see if and how the Lakeland College or Lakeshore Technical College credits would transfer. Students can learn how Lakeshore Technical College credits will transfer to other WI technical colleges or the UW-System by using the Transfer Information System at http://tis.uwsa.edu/wizards/. Courses typically transfer if a comparable course is offered at the receiving institution and if the student has earned a grade of "C" of better.

ADDITIONAL HIGH SCHOOL OPTIONS

INDEPENDENT STUDY

Independent Study is a program which places the responsibility for learning with the individual student; providing time, equipment, materials and guidance from an advisor in any one of the disciplines of the school. Independent Study may provide additional or further depth into a course already listed in the school's curriculum; it may provide the opportunity for the study of a unit of work not covered in the school curriculum; or it may be the alternative method for taking a particular course if scheduling conflicts occur. The Independent study program will not be an alternative to an existing course. The independent study must be limited in time to the length of logical grading periods such as one quarter, one semester or a year. The amount of time needed will depend on the length and depth of the study to be pursued. The student and teacher should reach a decision as to how much time is needed to complete the project for receiving credit and a grade. A project pursued for one quarter shall receive .25 credit; for one semester, .5 credit; for one year, 1 credit. Grading shall be in the form of a letter grade.

JOB SHADOWING

Job Shadowing is an opportunity designed for sophomore, junior and senior Kohler High School students to personalize the career exploration process. This personal experience provides a student with valuable information about a job not found in books or other sources. The student will pair with seasoned workers from business/industry. The student and his/her parent(s) are responsible for all Job Shadowing site selections, correspondence, and follow-through. An oral presentation at the end of the job experience is required. Successful completion of the program will earn .25 credits. A parent/guardian may not supervise their own child.

ON-LINE & DISTANCE LEARNING

Kohler High School allows students the option of taking courses via established on-line and/or distance learning providers. These courses are intended for learners who have interests in courses not available on-site in our school setting. Students need to be self-driven and able to work well independently in order to be successful with these modes of instruction. Links to the on-line and distance learning providers as well as the course request form for on-line and distance learning are available on the high school webpage under *Academics*.

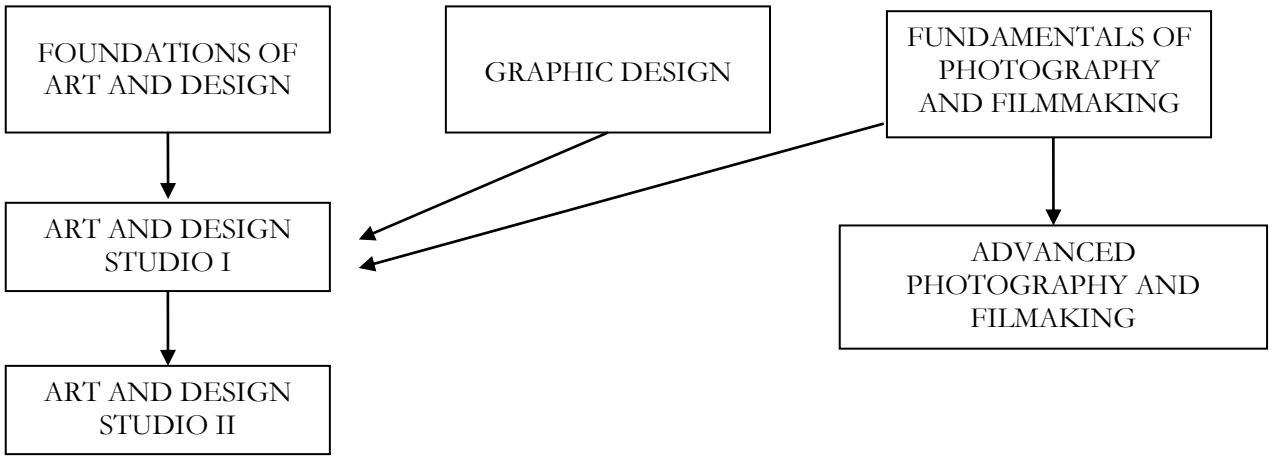
TEACHER ASSISTANCE PROGRAM

Students who qualify may earn credit for helping a teacher in the classroom. High school credit may be awarded for the program but a student may not earn more than a total of .5 credits as a teacher assistant. Students have the option of using this program as a service activity rather than choosing to earn credit. Students must complete a Teacher Assistant program form/contract in order to participate.

INTRODUCTION TO AVIATION COURSE [C]

This course introduces students to the study of aviation. Through the use of traditional curriculum and valuable resources at the Sheboygan County airport, students will learn the elements of flight required to become a private pilot. The course is concentrated on topics such as aerodynamics, flight systems, FAA regulations, and the air traffic control system. Each student is provided with an airplane flight, field trip to the AirVenture Museum, and flight-simulator session free of charge. Registration for 3 college credits is available through CCHS provided by Lakeland College. AVN 101 (.5 credit)

VISUAL ARTS



ELECTIVE

REQUIRED

VISUAL ARTS

GRADUATION REQUIREMENT- .5 CREDITS OF EITHER FINE OR APPLIED ARTS

Art is involved with the experience of living, seeing, thinking and feeling. It is through the creative process that art challenges the individual and activates the senses. A more varied personality should emerge through art experiences. Confidence, initiative and freedom of thought can grow out of creative activity because the problem solving involved in such undertakings demands independent judgment and personal sensitivity.
These combine to expand the horizon of the individual.

FOUNDATIONS OF ART AND DESIGN
This is an entry-level course for the High School Visual Art and Design curriculum. It is designed to provide an overview of Fine Art and Design through the use of a variety of tools and materials. Foundations is the class to learn about yourself, assuming nothing, trying everything. Like an aerial landscape, parts of the studio-based Foundations program may be recognizable ground for you, while other parts are unfamiliar. Courses and topics such as observational drawing and color create a universal foundation, while digital means, four-dimensional media and contemporary practices and research shift your perspective. You'll acquire knowledge that is relevant to your artistic goals, while taking risks and making honest, and personally meaningful, work.
Credit: .5
Recommended Grade Level: 9-12
Students are asked to provide their own sketchbook

FUNDAMENTALS OF PHOTOGRAPHY AND FILMMAKING
Students learn to capture and compose images with a camera and to develop compositional skills with a photographic eye. Students will also learn the history and development of photographic technology while exploring its importance in journalism, cinema, advertising, fine art, and commercial applications. We will explore darkroom techniques, but the emphasis will be on digital photography including Photoshop.
Access to a camera is required
Credit: .5
Recommended Grade Level: 9-12
Course Fee: $10

ADVANCED PHOTOGRAPHY
Under guidance of the instructor the advanced student of photography will extend and refine the skills and techniques introduced in Fundamentals, including creating and manipulating digital images in Photoshop. Advanced photography students will develop their portfolio in breadth (variety of photographic approaches) or concentration (theme for a body of work) as part of this class.
Students must provide their own DSLR camera
Credit: .5
Recommended Grade Level: 9-12
Prerequisite(s): Fundamentals of Photography and Filmmaking
Course fee: $10

GRAPHIC DESIGN

This is an entry-level course for the High School Visual Design curriculum. This course will introduce students to the basics of two-dimensional design through the use of type, logo, photography and illustration. The course will also cover digital image manipulation and page layout. The software used in the class, (Photoshop, InDesign and Illustrator) meet current industry standards. As you progress through the Graphic Design curriculum you'll build a professional portfolio and develop strong design skills while learning to prepare your work for publication in a variety of formats.

Credit: .5

Recommended Grade Level: 9-12

Prerequisite(s): There are no prerequisites for this course

ART AND DESIGN STUDIO

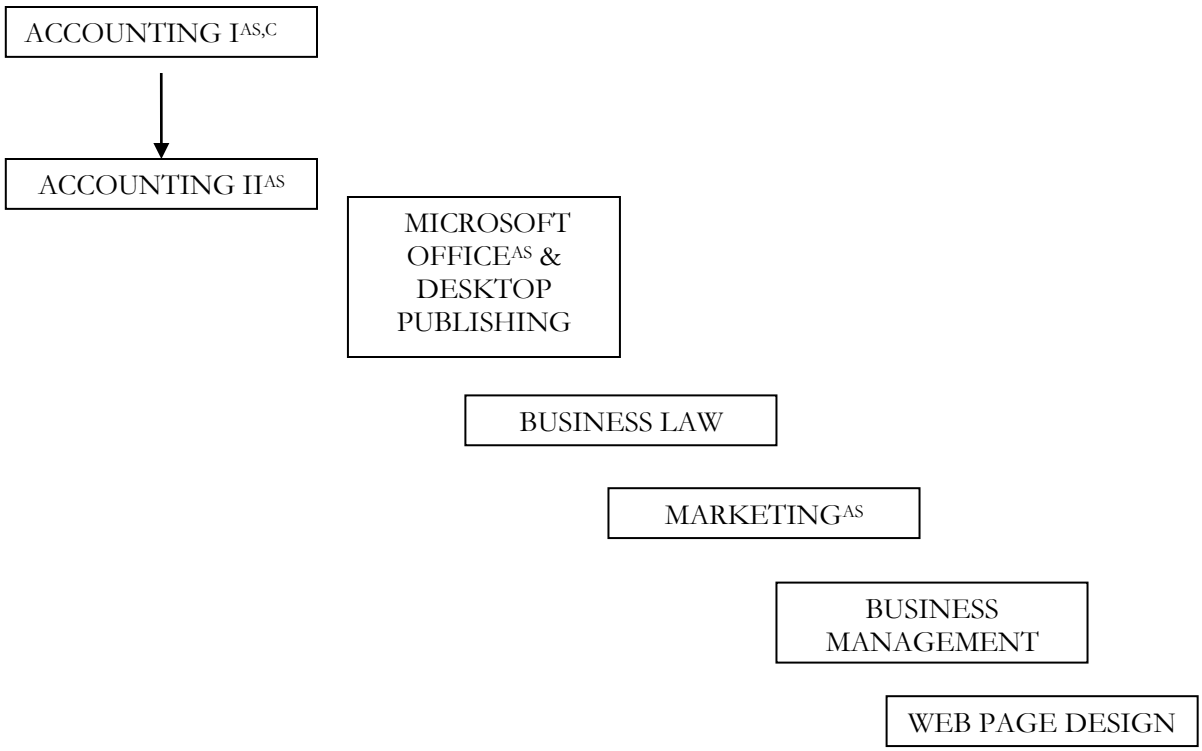
Grounded in the tradition of rigorous and committed studio practices, and enhanced by innovative approaches to marrying skill and concept in the creative world, Art & Design Studio creates a context for contemporary creative thinking and making. Interdisciplinary exploration and integrated learning of fine art media – disciplines in drawing, painting, photography, printmaking, and sculpture – are supported by an increased emphasis on professional preparation and practice under the guidance of the instructor.

Credits: 1.0 or .5

Recommended Grade Level: 9-12

Prerequisite(s): Foundations of Art and Design, Graphic Design, or Photography

BUSINESS EDUCATION



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BUSINESS EDUCATION

GRADUATION REQUIREMENTS-.5 IN A COMPUTER RELATED FIELD

The goal of Business Education is to educate students for business and about business. Students should enroll in business classes to prepare them for personal financial decisions as well as prepare them for college coursework. Also, in today's technological society, it is imperative to become computer literate. The following courses: Microsoft Office & Desktop Publishing, Principles in Entrepreneurship, and Webpage Design fulfill graduation requirement of .5 computer credit.

ACCOUNTING I [AS,C]
Do you want to get a head start with your college courses? Take Accounting I (CCHS) to receive college credit through Lakeland College. You can also articulate this course through LTC. This course provides an understanding of the basic principles of the double entry bookkeeping system. Subjects covered in the course include source documents, journaling, posting, adjusting entries, worksheets, closing entries and financial reports. Workbooks are used to help in gaining fundamental knowledge, "learning by doing" is emphasized and simulation sets are used to create a work atmosphere at various points in the year.
Students should be in the upper 25% of the class or have the instructor's consent to enroll for credit at Lakeland College. The course you should register for is ACC 210, Accounting Principles.
Credit: 1.0 (.5 per semester)
Recommended Grade Level: 9-12
Fees: $20 simulation (approx) & $30 workbook (approx.)

ACCOUNTING II [AS]
This class is designed to help the student gain a more thorough, in-depth knowledge of accounting procedures and techniques learned in Accounting I. More time will be spent learning about financial records, partnerships, corporations and how to interpret accounting information. Simulations are used to create a more realistic experience. Anyone who enjoyed and did well in the Accounting I course and feels that business is a possible career choice or college/technical school major will find this a valuable class. This course is articulated at LTC if a student receives an A or B. The student would receive Advanced Standing in the Accounting I course at LTC.
Credit: 1.0 (.5 per semester)
Articulation Credit from LTC
Recommended Grade Level: 10-12
Prerequisite(s): A/B grade in Accounting I and consent of instructor
Fees: $25 workbook (approx.)

BUSINESS LAW (2018-2019)
This course is designed to help students become aware of their legal obligations and rights in order to avoid legal difficulties. It will cover the areas of computer law, financial crimes, legal careers, environmental law and international law. Students will learn the differences between rights and responsibilities for individuals and business.
Credit: .5
Recommended Grade Level: 10-12 Fees: $10 workbook (approx.)

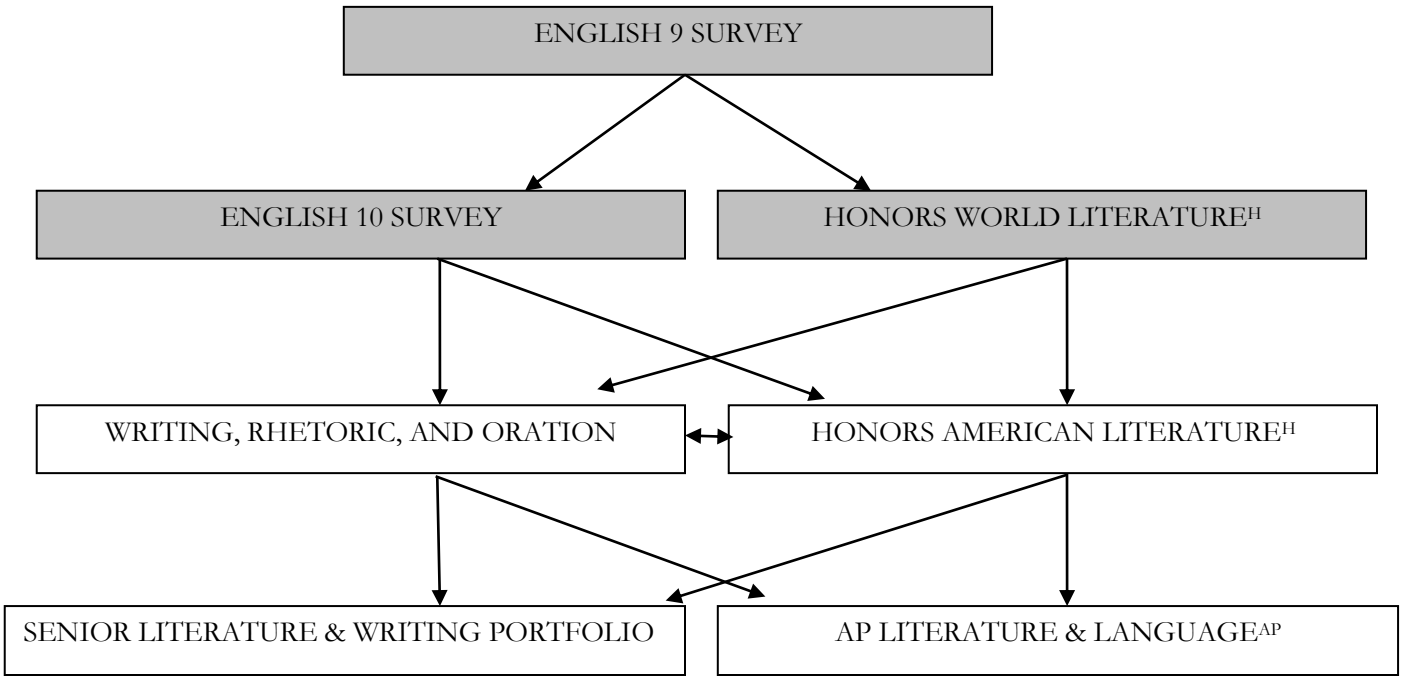
MARKETING[AS] (2017-2018)
This course has been developed to help students learn about the four P's of marketing—product, price, place, and promotion. Marketing is one of the largest and most exciting career areas in business today. Marketing is increasingly important to many non-business organizations as well. Even if a student does not choose a career in marketing, an understanding of marketing will be useful in their future. Students will do a sports marketing and international marketing project.
Credit: .5
Articulation Credit from LTC
Recommended Grade Level: 10-12
Fees: $15 (approx)

BUSINESS MANAGEMENT
This course is designed to prepare the student with knowledge of the world of business management and related career exploration. Students will acquire a vocabulary of business terms and understand the many activities, problems and decisions involved in operating a business. This course will also assist students in deciding on a specific career from among the great number of employment opportunities in the business world. Students will be required to purchase a workbook. A calculator is used frequently. Students will participate in Junior Achievement Titan or Junior Achievement Entrepreneurial. Both programs introduce critical economics and management decisions through interactive simulation. There are seven volunteer-led activities.
Credit: .5
Recommended Grade Level: 10-12
Fees: $15 workbook (approx)

MICROSOFT OFFICE[AS] & DESKTOP PUBLISHING
This course if designed to equip the student with background knowledge of Microsoft Office concepts and desktop publishing. The instructional focus of the course is to learn by doing. Microsoft Office concepts include word processing, database, spreadsheets, PowerPoint, fundamentals of input/output media, the history of computers, the impact of computers on businesses and individuals and the employment opportunities in technology. Desktop publishing knowledge and skills will prepare students for any setting in which electronic publishing is required.
Students will complete a resume, an informational flyer, a business report, brochure and newsletter.
Credit: .5
Recommended Grade Level: 9-12

WEB PAGE DESIGN
The internet is our life!!! We have the World Wide Web at our fingertips. This course is designed to teach students how to design, develop, publish and maintain a mobile responsive website, using a variety of web applications. This course will allow students to apply their creativity to a variety of design principles and learn the basics of HTML, the coding language of the web to meet consumer demand. Students will use technology tools in a hands-on lab setting to engage in high demand IT skills. Students will gain an understanding of what it takes to create and maintain internet traffic to their website, analyzing user demands and expectations, as well as making their website searchable through SEO (Search Engine Optimization). Integrating many different media types into an interactive website will also be analyzed. We will touch on blogging as well as advertising on the web.
Credit: .5
Recommended Grade Level: 9-12

ENGLISH LANGUAGE ARTS



ELECTIVE

REQUIRED

NOTATIONS

AP = Advanced Placement (College Board)
AS = Advanced Standing (Lakeshore Technical College)
C = College Credit in High School (Lakeland College)
H = Honors
TC = Transcripted Credit (Lakeshore Technical College)

ENGLISH LANGUAGE ARTS

GRADUATION REQUIREMENTS: 4 CREDITS

All students are required to complete English 9 Survey, English 10 Survey or Honors World Literature, American Literature or AP Language and Composition, and Senior Literature/Writing Portfolio or AP Literature and Composition.

ENGLISH 9 SURVEY
English 9 Survey achieves skills from the Common Core State Standards through the study of literature, informational texts, language usage, writing, and speaking/listening. Students will be exposed to skills through reading exploration, memoirs, fallacies, cross-curricular initiatives, class discussion, personal choice, and poetry explication within various works including but not limited to Maus, Night, "Popular Problems", To Kill a Mockingbird, Fahrenheit 451, and "Romeo and Juliet". Students will complete writing compositions that include argumentative synthesis, literary analysis, choice research, and creative storytelling. All writing is graded on the platform of 6+ traits of a writer.
Credit: 1.0
Fee: None
Pre-requisites: English 8 Survey

ENGLISH 10 SURVEY
The class will focus on specific reading strategies in an effort to improve students' reading comprehension and ability to think critically about issues presented in novels. We will also be tackling how reading and writing are connected through various writing mediums. Throughout the semester we will be targeting six specific reading strategies and six specific writing strategies. All of the work we will be covering will be focused on increasing your proficiency in reading and writing and prepare you for college. In order to pass this class you must reach target proficiency in several categories. We will read a mixture of texts including Huxley, Shakespeare, Salinger, and Achebe.
Credit: 1.0
Fee: None
Pre-requisites: English 9 Survey

HONORS WORLD LITERATURE[H]
World Literature sophomore students prepare for college level reading and writing assignments. With works by Shakespeare, Donne, Sophocles, Homer, and Chaucer, this class offers a solid understanding of technical literary elements. Writing in World Literature will be both analytical and creative in nature, beginning with the basic précis to the more collegial style of research based analysis. Students will be required to read the majority of works outside of class in order to prepare for discussion based course work. World Literature affords students the opportunity to use classical writing techniques to create a unique voice of their own. A six trait writing technique will be employed throughout the course of a school year.
Credit: 1.0
Fee: None
Pre-requisites: A/B grade in English 9 Survey and Teacher Recommendation

HONORS AMERICAN LITERATURE^{H}
In American Literature for juniors, students receive an inside look into some of the most prolific American novelists and poets. Students will read from a variety of authors, such as: Twain, Chopin, Poe, Hurston, Hughes, and Crane. Juniors will explore themes, issues, literary styles, writing techniques and an in-depth look into recognizing and analyzing various literary elements. A discussion based college preparatory course, American Literature teaches students how to properly respond to literature through oral and written expression.
Credit: 1.0
Fee: None
Pre-requisites: English 9 Survey, English 10 Survey, or Honors World Literature

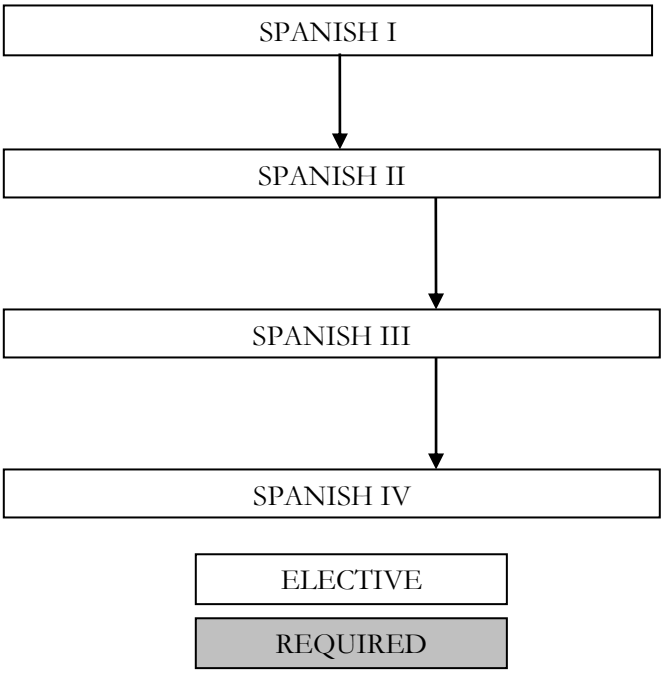
WRITING, RHETORIC, AND ORATION
Writing, Rhetoric, and Oration is a humanities course that weaves together the Socratic Method, critical thinking, 21st century learning, and a debate style approach. Conceived out of the educational humanist movement, Writing, Rhetoric, and Oration focuses on four main pillars: the art of persuasion (rhetoric), the art of language (the written word), the art of speaking (oration), and the art of literacy (college reading). These four main focuses form the basic pedagogical philosophy of the course. Using a cycle approach that consists of research, discussion, academic writing, and academic reading, students will be engaged in a unique, co-taught seminar environment that immerses them in current and topical events. Topics switch each semester and are chosen based on population and current state, national, and world events. Utilizing a formative assessment approach, students will read primarily historical texts, creative non-fiction texts, and informational texts, while engaging themselves in the writing process with heavy emphasis on revision, both peer and personal. This course perfectly prepares students for the rigors of an on demand college writing emphasis course.
Credit: .5 or 1.0 (English or Social Studies)
Recommended Grade Level: 11-12
Fee: None
Pre-requisites: English 9 Survey, English 10 Survey, World History, US History

SENIOR LITERATURE & WRITING PORTFOLIO
Seniors will follow the suggested College and Career Readiness Anchor Standards for Language over the course of semester one. With a primary focus on the college application process, students will complete college applications, resumes, requests for letters of recommendation, and personal statements. Our school counselor and guidance will provide resources, technology, and the search tools necessary for successful completion. First and second semester readings in class include literature by Poe, Christie, Chaucer, Rosoff, and Beah, with each requiring a minimum of one writing reflection or multimedia presentation incorporating conventions of standard English and speech, knowledge of language, and vocabulary acquisition and use. Throughout the year, regular weekly debate and discussing targets current events requiring comprehension and collaboration with presentations of knowledge and ideas matching grade specific CCSS standards.
Credit: 1.0
Fee: $10 (Presentation Book)
Pre-requisites: English 9, English 10 Survey, American Literature and/or AP Language

AP LITERATURE & LANGUAGE^{AP}
Advanced Placement Literature and Language meets the requirements provided by the College Board in the AP English Course Description as well as prepare students for college level studies and the AP Exam. During this course, students will read and analyze many different types of literature, including American and British works, and different genres, including autobiographies, scientific tracts, poems, plays, historical accounts and fiction as students learn to make connections from the readings to their

lives through writing, discussion and debate. During the duration of the course, students will also study grammar and MLA citing, as needed, to strengthen these parts of writing. The focus is on learning through thinking and writing, and preparation for the AP test, college and the outside world.
Credit: 1.0
Recommended Grade Level: 12
Fees: $93 AP Test registration (approx.)
Pre-Requisites: English 9, Honors World Literature, or Writing, Rhetoric, and Oration

WORLD LANGUAGE



WORLD LANGUAGES

GRADUATION REQUIREMENTS: NONE

Many colleges recommend or require that prospective students have at least two years of a high school world language. Colleges are adding incentives for high school world language study by granting retroactive credit. Some schools are awarding as many as 16 college credits for four years of high school world language study. Students must enroll in the language in their freshman year of college and earn a "B" or better in this initial course.

Although many colleges do not require high school world language as an entrance requirement, they do require world language study in college to fulfill a degree.

The benefits of a high school world language include:

- Study of a world language contributes to a broad education in a world where the majorities of people do not speak or read English.
- Students who are able to master another language have skills important in future employment possibilities.
- Study of a world language has valuable carry-over applications in improving English skills.

Students entering this program need to understand that a good understanding of English is very important. Recommendations for Spanish courses will be based on English competencies and verbal achievement scores. Students who are not recommended may enroll in Spanish, but must realize that considerable effort will be required.

Note: Students entering the University of Wisconsin—Madison will need three years of a single high school world language for admittance.

SPANISH I

Spanish I is an introduction to Spanish using the communicative approach. Spanish is introduced through listening, speaking, reading and writing; with an emphasis on learning these skills in a cultural context. Students begin to develop correct pronunciation and intonation while learning culturally correct ways to interact. Students learn to comprehend and respond to beginning level spoken and written Spanish. Topics covered include greetings, introductions, likes, dislikes, homes, families, communities, food, sports, weather, clothing, school days, life in the city, celebrations, household tasks, body parts, and restaurant interactions. With guidance, students learn to write complete sentences on these same topics, ask questions, express opinions or preferences and write descriptions. Students use the ***Avancemos*** text series which provides instruction from audio and video sources. In addition, students have access to web-based practice and digital textbooks.
Credit: 1.0 (.5 per semester)
Recommended Grade Level: 9-12
Prerequisite(s): None
Fees: Workbook TBD
Recommendations for this course: Good background in English grammar or previous language study

SPANISH II

Using the same approach as Spanish I, students further develop their speaking, listening, reading, and writing skills. Vocabulary and grammar learned in Spanish I are reviewed and expanded. Students are expected to express themselves in greater detail when both speaking and writing. Listening skills are further developed through the continued use of audio and video support. Students begin to read longer, more complex selections and to respond both verbally and in writing with greater depth. Students continue to use the ***Avancemos*** text series which bridges from Spanish I and also provides instruction from audio and video sources. Once again, students have access to web-based practice and digital textbooks.
Credit: 1.0 (.5 per semester)
Recommended Grade Level: 10-12
Prerequisite(s): Grade of. "C" or better in Spanish I or consent of instructor
Fees: Workbook TBD

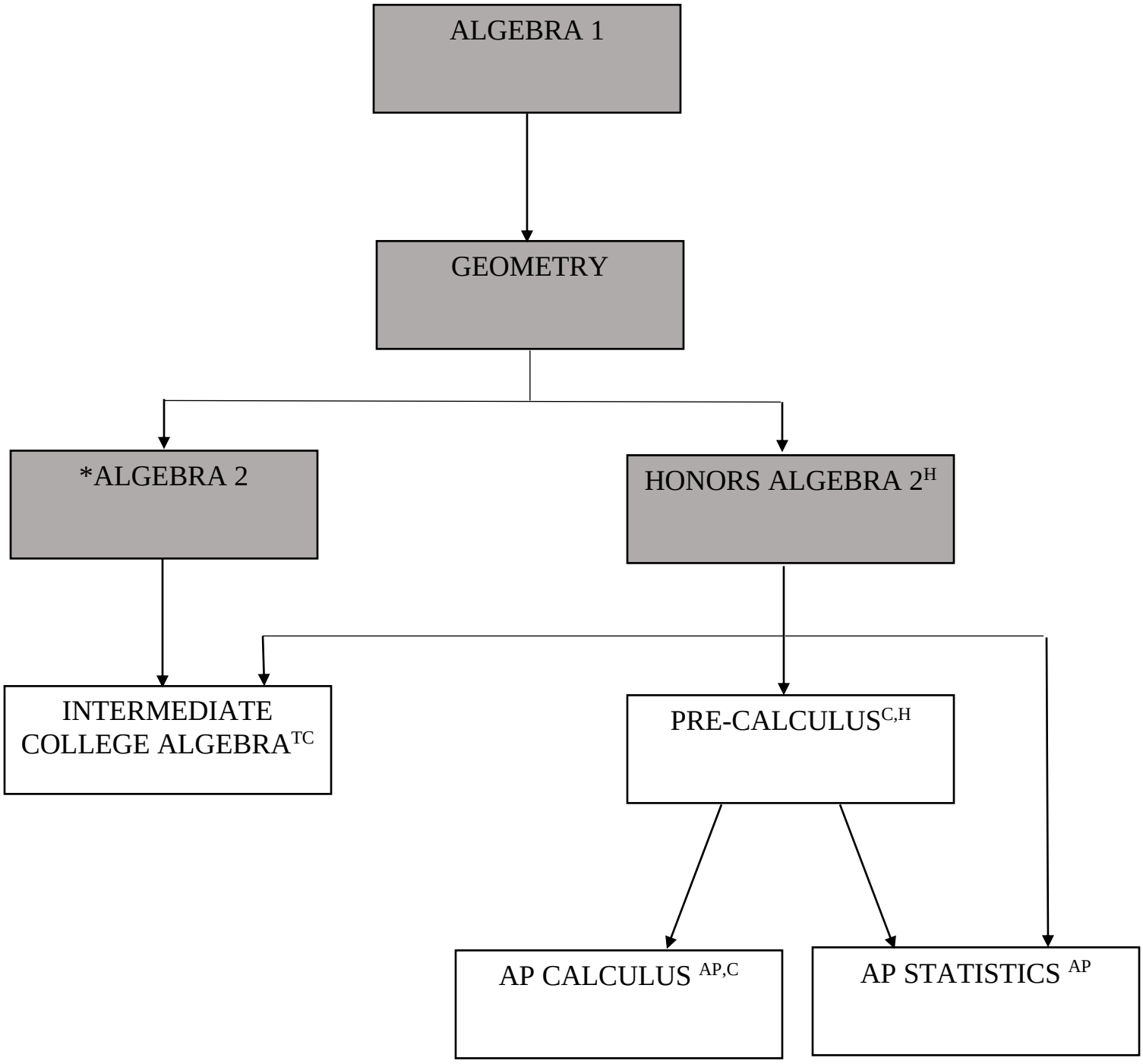
SPANISH III

Spanish III emphasizes speaking, listening, reading and writing at an intermediate level. Material learned in Spanish II is briefly reviewed before students begin a more in-depth analysis of new grammatical structures and those previously learned. Students begin to read authentic Hispanic literature and poetry, and to study authors and historical figures that have impacted the cultures of the Spanish-speaking world. Listening and comprehension skills are further developed through continued use of audio and video resources. Students use the ***En Español Tres*** series along with two educational telenovelas entitled ***"La Catrina"*** and ***"La Catrina: El Ultimo Secreto"*** in which they follow the events of a young Mexican-American girl from Los Angeles who travels to Mexico. The series will further develop linguistic competence and cultural awareness.
Credit: 1.0 (.5 per semester)
Recommended Grade Level: 11-12
Prerequisite(s): Grade of "C" or better in Spanish II or consent of instructor
Fees: Workbook TBD

SPANISH IV

Spanish IV is the culmination of a four-year program of study. Students will review all grammatical structures previously learned and will be introduced to a final few. Grammar and vocabulary are presented via history, art, literature and current events from the Spanish-speaking world. Students will be required to do more reading and writing, using the ***En Español Cuatro*** series, and throughout the year will view a 52-part telenovela entitled ***"Destinos"*** chronicling the events of a Mexican-American attorney from Los Angeles who travels to Spain, Argentina, Puerto Rico and Mexico investigating a mystery contained in a letter. This series serves as a medium for writing and further discussion of cultural and historical events.
Credit: 1.0 (.5 per semester)
Recommended Grade Level: 12
Prerequisite(s): Grade of "C" or better in Spanish III or consent of instructor
Fees: Workbook TBD

MATHEMATICS



*Students may take Pre-Calculus and/or AP Statistics after Algebra 2 (non-honors) with teacher recommendation

MATHEMATICS

GRADUATION REQUIREMENTS: 3 CREDITS

Students who enter college after high school will benefit by taking as much college preparatory mathematics as possible including: Algebra I, Geometry, Algebra II, Intermediate College Algebra, Pre-Calculus, AP Statistics and AP Calculus. Most colleges now require a minimum of three credits of college preparatory mathematics for entrance.

ALGEBRA I

Algebra I is a yearlong course intended for 9th grade students. Topics in Algebra I will include, but are not limited to, the following:

- Solving Linear Equations and Inequalities
- Graphing Linear Functions
- Writing Linear Functions
- Solving Systems of Equations
- Exponents and Exponential Functions
- Polynomials and Factoring
- Quadratic Functions and Equations
- Radical Expressions and Equations
- Rational Expressions and Functions
- Data Analysis and Probability

Credit: 1.0 (.5 per semester).
Recommended Grade Level: 9, 10
Prerequisite(s): None

GEOMETRY

Geometry is a yearlong course designed for students who have successfully completed Algebra I. Topics in Geometry will include, but are not limited to the following:

- Tools of Geometry
- Reasoning and Proof
- Parallel and Perpendicular Lines
- Congruent Triangles
- Relationships with Triangles
- Polygons and Quadrilaterals
- Similarity
- Right Triangles and Trigonometry
- Transformations
- Area
- Surface Area and Volume
- Circles
- Probability

Credit: 1.0(.5 per semester) Recommended Grade Level: 9, 10, 11
Prerequisite(s): Successful completion of Algebra 1

ALGEBRA 2

Algebra 2 is a yearlong course designed for students who have successfully completed Geometry. Topics in Algebra 2 will include, but are not limited to the following:

- Expressions, Equations and Inequalities
- Functions, Equations and Graphs
- Linear Systems
- Quadratic Functions and Equations
- Polynomials and Polynomials Functions
- Radical Functions and Rational Exponents
- Exponential and Logarithmic Functions
- Rational Functions
- Probability and Statistics
- Trigonometry

Credit: 1.0 (.5 per semester)
Recommended Grade level: 10, 11, 12
Prerequisite(s): Successful completion of Geometry

HONORS ALGEBRA 2^{H}

Honors Algebra 2 is a yearlong course designed for students who have successfully completed Geometry and have been recommended for the honors level. Topics in Honors Algebra 2 include, but are not limited to, the following:

- Expressions, Equations and Inequalities
- Functions, Equations and Graphs
- Linear Systems
- Quadratic Functions and Equations
- Polynomials and Polynomials Functions
- Radical Functions and Rational Exponents
- Exponential and Logarithmic Functions
- Rational Functions
- Sequences and Series
- Quadratic Relations and Conic Sections
- Probability and Statistics
- Periodic Functions and Trigonometry
- Trigonometric Identities and Equations

Credits: 1.0 (.5 per semester)
Recommended grade level: 10, 11, 12
Prerequisite(s): B or higher in Geometry and recommendation of the teacher

INTERMEDIATE COLLEGE ALGEBRA^{TC}

This course would be designed for students who have completed Algebra 2 who do not meet the prerequisites for Pre-Calculus, and/or for students who plan to attend a technical college. The curriculum of this class will follow the curriculum of the Intermediate Algebra I course taught at Lakeshore Technical College.

Topics will include, but are not limited to, the following:

- Apply properties of real number systems
- Evaluate expressions
- Solve and analyze linear equations and inequalities

- Demonstrate graphing skills on the Cartesian coordinate plane & graph functions & relations
- Apply properties of functions and relations
- Solve systems of equations and inequalities
- Apply properties of exponents
- Perform basic operations and factor polynomials
- Solve equations using factoring
- Evaluate rational and radical expressions
- Solve equations involving rational and radical expressions
- Operate within the complex number system
- Solve quadratic equations
- Use Algebra functions
- Apply properties of exponential and logarithmic functions

Students can earn college credit through Lakeshore Technical College for no extra fee with the completion of the course with an average of 78%.
Credit: 1.0 (.5 per semester). Opportunity to earn 4 college credits through LTC.
Recommended Grade Level: 11 & 12
Prerequisite(s): Completion of Algebra II

PRE-CALCULUS[C,H] WITH LIMITS

Pre-calculus is a year-long course in which students will extend topics introduced in Algebra 2 and learn to manipulate and apply more advanced functions and algorithms. This course provides a mathematically sound foundation for students who intend to study Calculus. Students who have successfully completed Honors Algebra 2 with a grade of at least a B- or have the consent of the instructor may take this course. It may be taken for dual credit-high school credit and credit through Lakeland College's CCHS program (for a fee).

This course will include a study of the following topics:

- Relations and Functions
- Polynomial and Rational Functions
- Exponential and Logarithmic Functions
- The Trigonometric Functions
- Trigonometric Identities
- Applications of Trigonometry
- Systems of Equations and Matrices
- Topics in Analytic Geometry
- Introduction to Limits and Derivatives

Credit: 1.0 (.5 per semester). Opportunity to earn 3 college credits through Lakeland College's CCHS program.
Recommended Grade Level: 11 & 12
Prerequisite(s): B- or higher in Algebra 2 or consent of instructor.

ADVANCED PLACEMENT CALCULUS[AP, C]

This course follows a certified A.P. Calculus curriculum. AP Calculus may be taken by juniors or seniors who have completed Pre-Calculus with a grade of at least B-. Students completing this course have the option of taking the A.P. Calculus Exam (version AB) in May. This course may be also be taken for dual credit—high school credit and college credit through Lakeland College's CCHS program. If a student chooses to take this class only for high school credit, no fee will be charged.

AP Calculus will cover the following topics:

- A detailed study of limits.
- A detailed study of derivatives.
    - Using limit definition to calculate a derivative.
    - The use of the power, product, quotient and chain rules to find the derivative of a function.
- Introduction to the study of implicit differentiation.
- Applications involving the use of derivatives.
- A study of maximums and minimums
- Velocity and acceleration problems.
- Rate of change problems.
- A detailed study of integration techniques.
- An introduction to the study of volumes of revolution.

Credit: 1.0 (.5 per semester)
Recommended Grade Level: 12
Prerequisite(s): Grade B- in Pre-Calculus or consent of instructor PRIOR to the start of summer vacation.
Fees: $93 AP Test registration (approx.)

ADVANCED PLACEMENT STATISTICS^{AP}

This course follows a certified A.P. Statistics curriculum. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

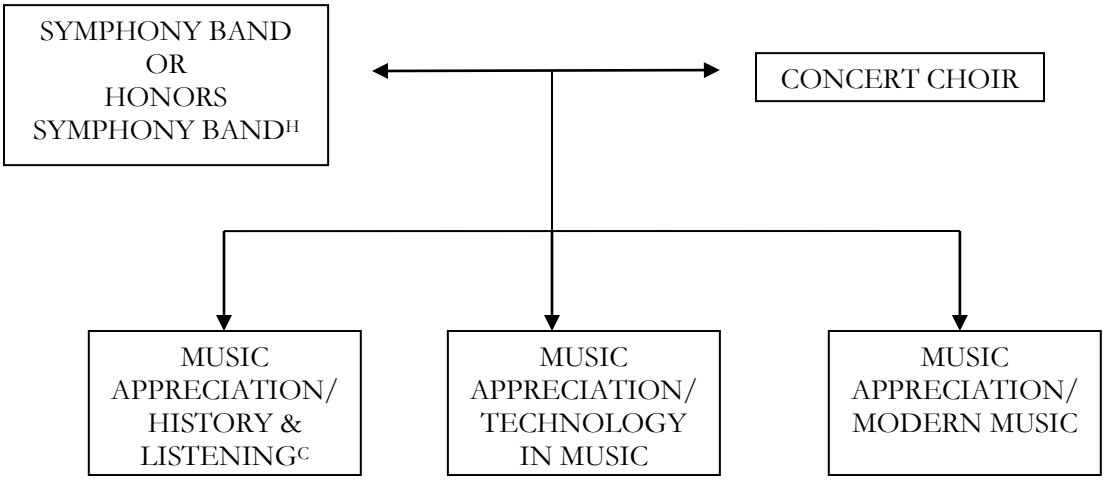
- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

Students who successfully complete the course may receive credit and/or advanced placement for a one-semester introductory college statistics course by taking and earning the obligatory score on the AP Statistics test, which is administered in May.

Students who have completed or are currently enrolled in Pre-Calculus are eligible to enroll as the course requires a solid understanding of algebraic skills. The use of the graphing calculator and computer will be heavy in this course for data and graph analysis as well as computations.

Credit: 1.0 (.5 per semester). Opportunity to earn college credit by taking the AP test.
Recommended Grade Level: 11 & 12
Prerequisite(s): None
Successful completion of Algebra II.
Fees: $93 AP Test registration (approx.)

MUSICAL ARTS



ELECTIVE

REQUIRED

NOTATIONS

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C = College Credit in High School
(Lakeland College)
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MUSICAL ARTS

GRADUATION REQUIREMENTS: .5 OF EITHER FINE OR APPLIED ARTS

GENERAL PHILOSOPHY

Music education is a basic component of the general education of all students. A well-balanced school curriculum with musical experience should be included along with all other academic subjects. It is recognized that the school musical education program is of equal importance with all academic subjects. Music allows the student to develop aesthetically, creatively and academically.

The primary purpose of the school music program is to provide students with a variety of experiences through aesthetic education. Active participation promotes a student's ability to learn. Every pupil should have the opportunity to: a) become aesthetically sensitive to music, b) understand and appreciate music, c) pursue and develop his or her own potential for musical expression, d) enrich their lives through opportunities for musical success.

A successful aesthetic experience involves the cognitive understanding of music. For music to have meaning, students should strive toward an understanding of the basic elements of music. Through these elements, students will be able to perceive the structures, symbols and syntax of music. While the elements of music are each important in their own way, they do not exist alone.

Music, a natural form of expression, is important in developing each student's affective potential. We as music educators understand the expressive qualities of music. It is of value to provide those opportunities for feeling to the students, which promote and generate meaningful experiences, responses and profound learning. Music gives each student a source of enjoyment, which can enhance the quality of life during school years, and throughout later life.

Choir and band are yearly classes. If there is a conflict with schedules, students need to make changes at the semester.

VOCAL MUSIC

Students have many opportunities for small group and solo work and may also participate in a variety of vocal music groups. Music theory and music form, sight-reading and analysis are covered in Vocal Music.

CONCERT CHOIR
Concert Choir is an elective class open to anyone in grades 9-12 and meets five times in each two-week period. This chorus is exposed to a large variety of choral SATB music including classical, contemporary, folk, sacred and pop types. Students explore the elements of music, the history, the theory and the aesthetic value of the pieces they sing. Music performed ranges in difficulty from moderate to difficult. Attendance at performances is required.

Posture, breathing techniques, vowel purity and voice placement are all a major part of the daily practice routine. All students in Concert Choir are involved in individual voice lessons or voice classes (1-7 members), wherein greater emphasis is placed on technique, style and performance qualities through work on specific solo selections.

The Concert Choir is involved several times yearly as a performance group, presents seasonal concerts, performs for school functions, is entered in the Spring Music Festival and sings annually at the Scroll Night Ceremonies. Senior vocal students who have been a member of the Concert Choir for three of their four high school years will sing at their graduation ceremony in June.
Credit: .6
Recommended Grade Level: 9-12

INDEPENDENT STUDY
High School junior and senior vocal students may have the opportunity to tutor elementary kindergarten through sixth grade students in vocal training and singing. The amount of credit will depend upon the time spent tutoring and the instructor will determine this.

INSTRUMENTAL MUSIC
Students begin instrumental study in the summer between grades 5 and 6. Students in grades 7 and 8 participate in Concert Band, while students in grades 9,10,11 and 12 enroll in Symphony Band. Students enrolled in band are expected to take part in small ensemble work and there is opportunity to be involved in a variety of extracurricular experiences in instrumental music.

SYMPHONY BAND
The Symphony Band is open to instrumental students in grades 9-12. Music performed is of advanced difficulty and includes compositions of all periods: Baroque, Classical, Romantic and Contemporary. Emphasis is placed on the understanding of musical concepts (melody, harmony, rhythm, expression, texture and form). Music history, theory, composition, improvisation and listening will also be explored. Band meets 2-3 times per week. Attendance at performances is required.

All students of Symphony Band are involved in individual instrumental lessons with a music teacher. Lessons emphasize style, technique and further explanation of music, as well as proficiency on each student's individual instrument. The Symphony Band performs three major concerts a school year. Members also have the opportunity to play in the pep band and jazz band, as well as having the opportunity to participate in the District Solo and Ensemble Festival.
Credit: .6
Recommended Grade Level: 9-12
Fees: Instrument rental fee for school-owned instruments

HONORS SYMPHONY BAND^{H}

The purpose of the honors project is to enhance the musical learning experience for the individual, as well as enhancing the education of all students within the music program by reinvesting and sharing what is to be studied and learned. Students will assume necessary leadership roles while involved with their project. All honors projects are carried out in addition to the curriculum. Its purpose is not to replace curriculum, but to enhance the curriculum. Students must be either a junior or senior within the school's music program.

Students have the opportunity to create an independent project or pick a project from the following list:

- Compose an original composition or arrangement for the band, choir, or small ensemble
- Study conducting and conduct one of the school ensembles
- Give private lessons at no cost to junior high students (w/parental consent)
- Perform in a mini-recital
- Create a research project or interdisciplinary project focusing on the understanding of music in relation to history, culture, and art.

Before work on an honors project is to begin, a written proposal detailing what will be accomplished, timeline for completion, materials or resources to be used and the anticipated results must be submitted. This should be typewritten. All proposals are to be submitted.

All honors projects will be student initiated and completed without extensive help from the teacher(s). Projects should involve at least two hours of work per week on the average. At the end of the term (semester/year), a final product or presentation is required.

Credit: .6

Recommended Grade Level: 11-12

Prerequisite(s): Symphony Band and consent of instructor.

GENERAL MUSIC

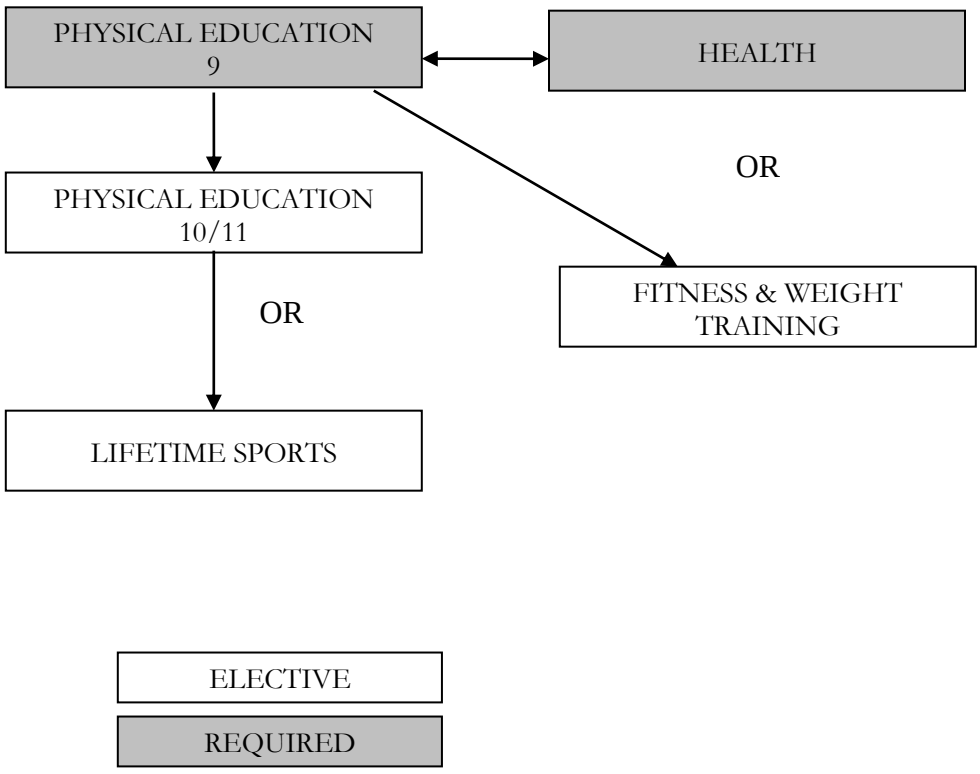
MUSIC APPRECIATION
The music department offers a cycle of different music appreciation classes. Over the course of four years, students have the opportunity to take three different non-performing music classes. No musical experience is necessary.

HISTORY & LISTENING-BACH TO ROCK^{C} (2017-2018) & (2019-2020)
This elective course is open to all 11-12 grade students and is a College Advanced Placement Program (CAPP Course). The music history and listening course will explore the elements of music (melody, harmony, rhythms, etc.) from Johann Sebastian Back to today's contemporary composers. It is through the various examples of music that students will analyze and describe what makes music unique, interesting, and expressive.
Credit: .5
Recommended Grade Level: 11-12

USING TECHNOLOGY IN MUSIC (2018-2019)
This elective course is open to all 9-12 grade students. This course will explore music through the different uses of technology and will focus on how technology is influencing the music industry and profession. Students will explore the field of music making, recording and studio work. Students will work with computers, synthesizers, sound modules, recording equipment, sequencers, and music software. Using the latest in technology, students will also have an opportunity to compose, improvise, listen, and analyze music.
Credit: .5
Recommended Grade Level: 9-12

MODERN MUSIC (2018-2019)
This elective course is open to all 9-12 grade students. The modern music course will explore music in America and other nations. Music expresses who and what we are as human beings. Therefore, it is through this course that we gain greater appreciation for our own heritage and the heritage of others. Music genres explored include rock, jazz, folk, national anthems, and music from both the western and eastern hemispheres.
Credit: .5
Recommended Grade Level: 9-12

PHYSICAL EDUCATION



PHYSICAL EDUCATION

GRADUATION REQUIREMENTS: 1.5

Students are required to be enrolled in Physical Education 9 and two semesters of any combination of: Physical Education 10/11, Weight Training and Fitness, and/or Lifetime Sports to satisfy this requirement. Students are responsible for their own gym clothes, shoes, and towels. While 1.5 credits of physical education are required for high school graduation, physical education credits do not applied to typical 17 college preparatory credits required for admission to most colleges.

PHYSICAL EDUCATION 9
In this course the emphasis is on application of skills in games, team strategy, and playing in a socially acceptable manner. Team and lifetime skills are emphasized. Some of the course offerings are flag football, softball, speedaway, ultimate frisbee, basketball, pickleball, badminton, swimming, recreational games, and volleyball. Be ready to have fun and try several different activities and games. Remember, you can't have too much fun while being physically active! Students will need shorts/athletic pants, t-shirt, and athletic shoes. This is a required course for freshmen students.
Credit: .5
Recommended Grade Level: 9

PHYSICAL EDUCATION 10/11 A **(**2017-2018)
In this course the emphasis is on application of skills in games, team strategy, and playing in a socially acceptable manner. Team and individual lifetime skills are emphasized. Some of the course offerings are flag football, speedaway, softball, pickle ball, dance, fitness swimming, volleyball, basic weight training, and recreational games. Students will need shorts/athletic pants, t-shirt, and athletic shoes.
Credit: .5
Recommended Grade Level: 10 & 11

PHYSICAL EDUCATION 10/11 B **(**2018-2019)
In this course the emphasis is on application of skills in games, team strategy and playing in a socially acceptable manner. Team and individual lifetime skills are emphasized. Some course offerings are ultimate Frisbee, tennis, golf, badminton, cardio fitness, fitness swimming, basketball, floor hockey, and recreational games. Students will need shorts/athletic pants, t-shirt, and athletic shoes.
Credit: .5 per semester
Recommended/Required Grade Levels: 10 & 11

HEALTH

In recent years there has been an increased emphasis on health promotion and disease prevention. Health is a one-semester course required of all freshmen students. This class emphasizes student self-awareness for better health and the development of personal skills for health improvement. Health explores the importance of developing good health habits and taking personal responsibilities for health.

Credit: .5

Recommended Grade Level: 9

FITNESS AND WEIGHT TRAINING

Fitness and Weight Training is a class that will help improve an individual's overall physical fitness through a variety of physical training methods. The strength training will be evolved around three core lifts including squats, deadlifts, and bench press. The fitness portion of the class will involve several anaerobic exercises including plyometrics, agility drills, speed, and running activities. The class will also stress the importance of maintaining flexibility through a variety of static and dynamic stretching. This class is far different that the standard physical education class. Part of the class grading is whether the student improves strength and fitness abilities, among class participation, journals, and independent fitness assignments. This class may be taken any number of times during a student's time at Kohler, but may only take this course once per semester. Beware! This class will make you stronger and in better shape!

Credits: .5 if taken everyday for one semester

.25 if taken every other day for one semester

Recommended Grade Level: 9-12

LIFETIME SPORTS

Grade 12 Physical Education is offered as a lifetime sports elective. The course is designed to have students become familiar with some life time activities that they will enjoy as adults. Some of these activities include: tennis, bowling, volleyball, card games, badminton, pool, table tennis, lawn games, golf, disc golf, fitness, canoeing, camping, fishing, hiking, and other outdoor recreation activities.

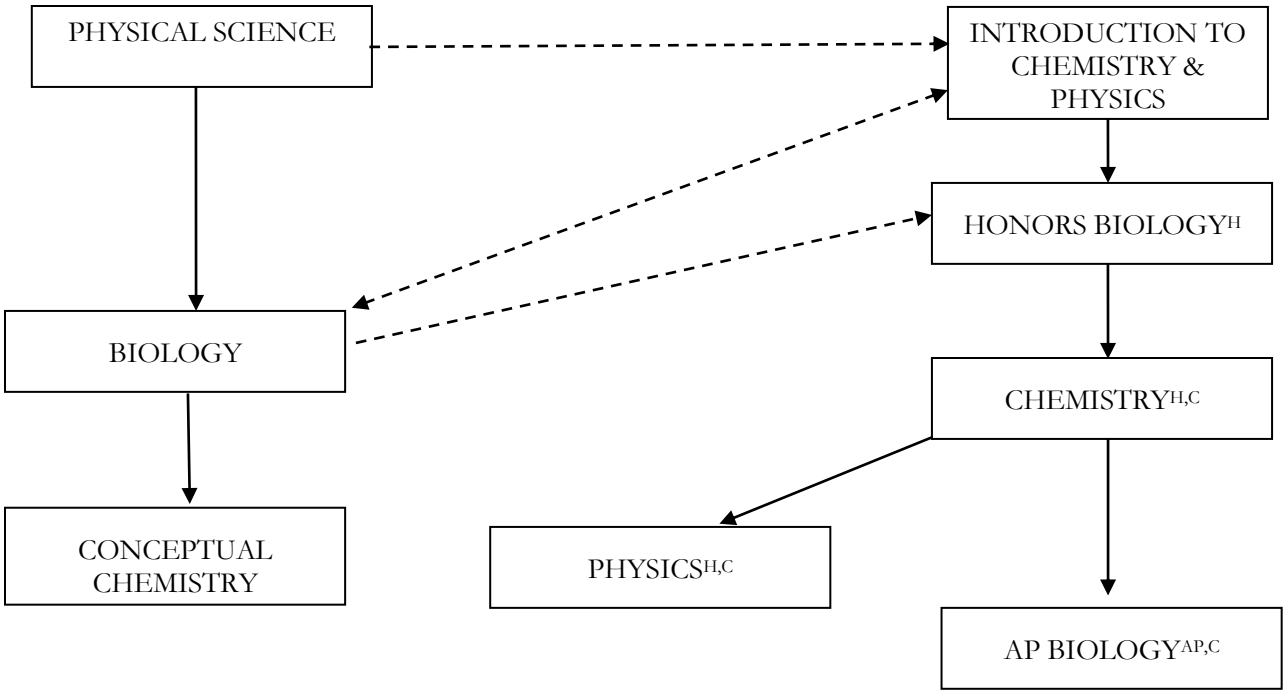
Credit: .5

Recommended Grade Level: 12

PE WAIVER

The Board may grant, upon a student's request, permission for that student to take an additional .5 credit in English, social studies, mathematics, science, or health education towards high school graduation requirements in lieu of .5 credits in physical education based on the students participation in an organized physical activity the Board deems appropriate for this purpose. The student's participation in such organized school activity must meet the stated requirements of the Board in terms of duration of participation and verification of same.

SCIENCE



THREE CREDITS OF SCIENCE ARE REQUIRED

NOTATIONS
AP = Advanced Placement (College Board)
AS = Advanced Standing (Lakeshore Technical College)
C = College Credit in High School (Lakeland College)
H = Honors
TC = Transcripted Credit (Lakeshore Technical College)

SCIENCE

GRADUATION REQUIREMENTS: 3 CREDITS

All students are required to take a science track in order to graduate. This is part of a sequential program that begins in grade 7 with Life Science and continues in grade 8 with Earth Science. Students complete their high school science requirement by taking either Physical Science and Biology or Introduction to Chemistry and Physics and Honors Biology. After completing Honors Biology and based on science faculty recommendations, the students are then able to take Chemistry[H,C], Advanced Placement Biology[AP,C], and/or Physics[H,C] during their last two years in high school.

Colleges recommend that high school students have a good preparation in mathematics, biology, chemistry and physics to be successful at the college level. They also recommend preparation in general scientific methodology and communication.

PHYSICAL SCIENCE
This course introduces the nature and methods of physical science in a fundamental manner including energy and motion, nature of matter, kinds of substances, interactions of matter, waves, light and sound, electricity, and energy resources. Hands-on experiences allow students to understand concepts and develop problem-solving and critical thinking skills as they work in the laboratory.
Credit: 1.0 (.5 per semester)
Recommended Grade Level: 9

BIOLOGY
This course presents practical, basic biological concepts while retaining a comprehensive content. Laboratory activities are designed to give meaning to many biological concepts and enables students to use some of the tools a scientist uses. Students will recognize biology as something all around them and a part of their lives. Hands-on experiences in the laboratory reinforce the learning of biological concepts and processes. This course is designed for those students who have taken Physical Science.
Credit: 1.0 (.5 per semester)
Recommended Grade Level: 10 or 11

INTRODUCTION TO PHYSICS & CHEMISTRY
This advanced introductory program combines chemistry, physics, technology, engineering, and mathematics with dynamic hands-on laboratory activities, and investigative inquiries.
This course introduces the nature and methods of physical science including energy and motion, nature of matter, kinds of substances, interactions of matter, waves, light and sound, electricity, and energy resources. Hands-on experiences allow students to understand concepts and develop problem-solving and critical thinking skills as they work in the laboratory.
Credit: 1.0 (.5 per semester)
Recommended Grade Level: 9
Prerequisites: Grade of C or better in Earth Science or consent of instructor
Grade of B or better in Algebra I or consent of instructor

HONORS BIOLOGY[H]

This course provides students with the solid foundation they need to understand the expanding role of biology in society. Students are presented with important biological concepts within a historical framework, ensuring students are aware that scientific theories are developed over time and are dynamic. This course provides a study of the basic concepts of life and living things and the new knowledge of biology. Students gain an appreciation and understanding for their environment and learn to make decisions about issues stemming from the contemporary advances in the biological sciences. Laboratory experiences allow students to obtain and use biological knowledge.

Credit: 1.0 (.5 per semester)

Recommended Grade Level: 10, 11 or 12

Prerequisite: Grade of "C" or better in Introduction to Chemistry and Physics or consent of the instructor.

CONCEPTUAL CHEMISTRY

Students will experience chemistry principles through a thematic approach that employs societal issues with chemistry applications. This engaging approach uses high school engineering design storylines to develop understandings of major global issues that interweave science, technology, society and the environment while developing analytical and strategic thinking skills. Laboratory, decision-making, and problem solving activities are essential to each unit. The key goals of this course are to help students become aware of and understand the importance of chemistry in their lives and to develop problem-solving techniques and critical-thinking skills that provide for the application of chemical principles in making informed decisions about scientific and technological issues.

Learning Objectives

By completing Conceptual Chemistry, students will be able to (reference: American Chemical Society):

- Ask, find, or determine answers to questions derived from curiosity about everyday experiences;
- Describe, explain, and predict natural phenomena;
- Read and understand articles in the popular press and engage in social conversation about the validity of the conclusions;
- Identify scientific issues underlying national and local decisions and express ideas that are scientifically and technically informed;
- Evaluate the quality of scientific information on the basis of its sources and methods; and
- Pose and evaluate arguments based on evidence and apply conclusions appropriately Credit: 1.0

Recommended Grade Level: 11 or 12

Prerequisite: Physical Science and Biology

CHEMISTRY[H, C]

This course studies the science of the composition, structure, properties, and reactions of matter. The students will gain a working knowledge of the language of chemistry which is based on the periodic table of elements. Students will utilize problem-solving and critical thinking skills to understand the organization and limitations of chemical principles. Chemical principles will be reinforced through demonstrations and laboratory experiments. Laboratory safety will be emphasized.

Credit: 1.0 (.5 per semester)

Recommended Grade Level: 11 or 12

Prerequisite:
1) Enrolling in Honors Algebra II concurrently and a grade of "C" or better in Honors Biology or consent of the instructor.
2) Students should hold a minimum 3.0 GPA in previous required science courses or have the instructor's consent to enroll for honors or CCHS credit.

ADVANCED PLACEMENT BIOLOGY[AP,C]

AP biology students have successfully completed Honors Biology and Honors Chemistry or are concurrently enrolled in Honors Chemistry. Students routinely spend additional time outside of the class period completing course requirements. This AP course conforms to the standards instituted by the College Board for all AP courses and covers all of the topics in the AP Biology course description. These include the four Big Ideas (Evolution, Energy Processes, Information, and Interactions), the seven Science Practices and all of the Enduring Understandings. Students, additionally, benefit greatly from the experience gained through the use of the wide repertoire of instrumentation and equipment employed in the department as they complete the laboratory portion of the course. Opportunities to integrate biological knowledge and science practices through inquiry-based activities and investigations occur in the laboratory portion of the course. Laboratory activities and investigations typically make up 35% of the course. Students taking the AP Biology exams will be required to do additional work and spend extended time in review sessions

Credit: 1.0 (.5 per semester)
Recommended Grade Level: 11-12
Prerequisite:
1) Successful completion of Honors Biology and Chemistry or concurrently enrolled in Chemistry
2) Minimum 3.0 GPA in previous required science courses or have the instructor's consent to enroll for CCHS credit.

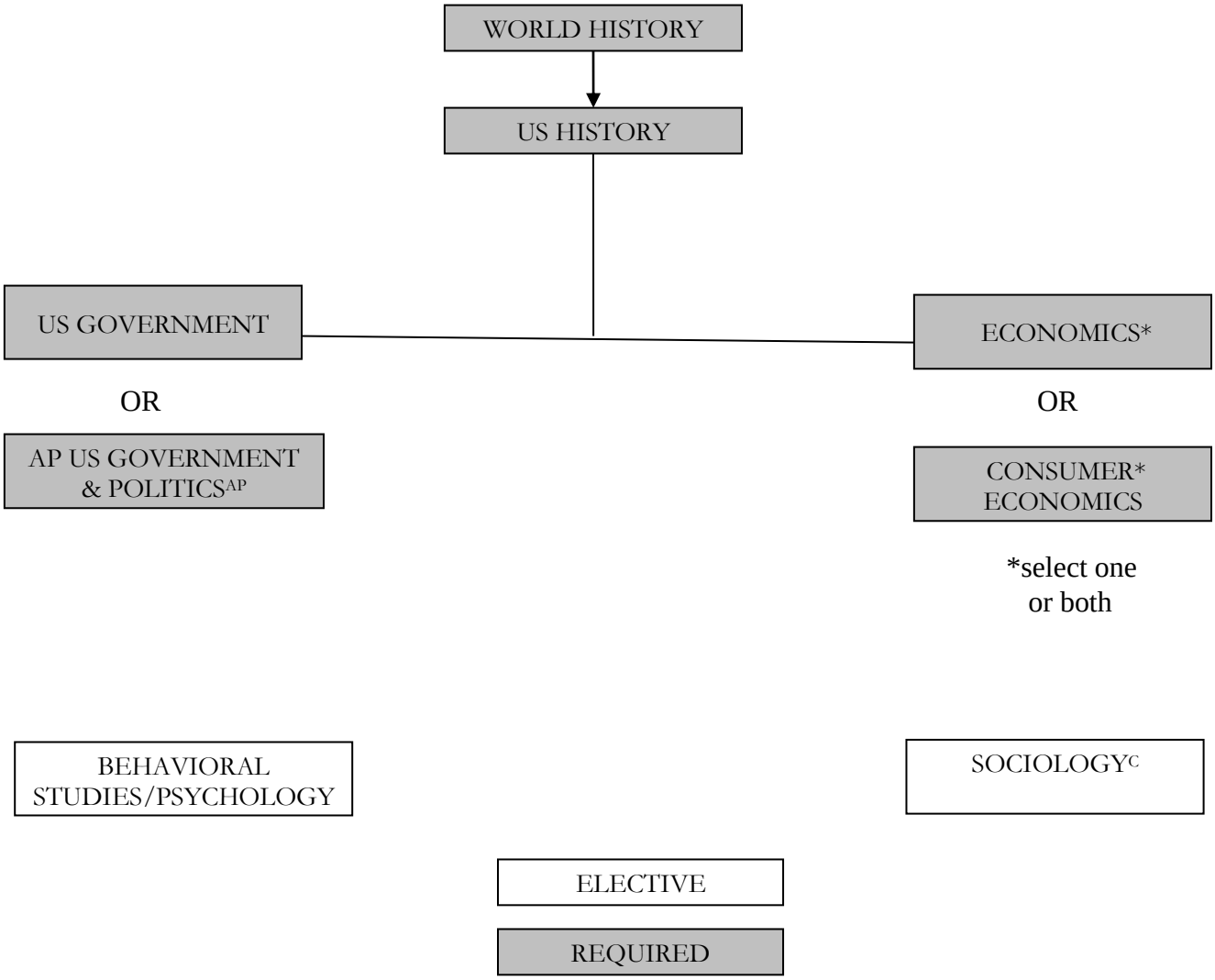
Fees: Lab Manual, $93 AP Test registration (approx.)

PHYSICS[H, C]

This course challenges students to grasp realistic applications of motion and energy concepts through a balance between traditional, time-tested physics and the latest in current scientific thought and technology resources. The course focuses on both quantitative problem-solving practice and qualitative conceptual study. Students investigate the interaction of matter and energy including measurement, heat, mechanics, sound, light, electricity, and nuclear energy. Students utilize critical thinking and problem-solving skills to understand the laws of physics. The laws of physics will be reinforced through demonstrations and laboratory experiences, focusing on science, technology, engineering & mathematics.

Credit: 1.0 (.5 per semester)
Recommended Grade Level: 12
Prerequisite:
1) Enrolling in Pre-Calculus or Calculus concurrently and a grade of "C" or better in Chemistry or consent of the instructor.
2) Minimum 3.0 GPA in previous required science courses or have the instructor's consent to enroll for honors or CCHS credit.

SOCIAL SCIENCES



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SOCIAL SCIENCES

SOCIAL SCIENCES GRADUATION REQUIREMENTS- 3 CREDITS

All students are required to complete World History, US History, US Government, and either Economics or Consumer Economics. Students can take AP US Government in place of US Government & Politics.

WORLD HISTORY
World History is a required course for ninth or tenth grade students. It focuses on the economic, political, technological, and cultural development of mankind from ancient civilizations through modern times. In- depth projects and a variety of presentation formats give students the means to explore history in a student-centered environment. The course also offers an opportunity for students to make relevant connections between the past and the present day world.
Credit: 1.0 (.5 per semester)
Recommended Grade Level: 9 & 10

US HISTORY
American History is a required course for students in the ninth or tenth grade. The course traces the development of the American nation from pre-Columbian times through the Cold War. Special emphasis is placed on historical themes fundamental to the development of the United States today. Important units include the social and economic development of colonial America, the American Revolution, the writing of the Constitution, slavery and civil rights, westward expansion, the Great Depression, World War II, and the Cold War.
Credit: 1.0 (.5 per semester)
Recommended Grade Level: 9 & 10

US GOVERNMENT
This required semester course is intended to help prepare students for the responsibilities of adult citizenship. Discussing current events is a major area of emphasis. Beginning with the study of political philosophy and concepts related to the American system of government, students study the structure and operation of each of the three branches of the federal government. A strong emphasis is placed upon learning about the Constitution and civil liberties. Students participate in several major individual and group projects to explore American government in depth.
Credit: .5
Recommended Grade Level: 11 or 12

ECONOMICS
This course emphasizes analysis of the American economic system as it relates to the individual and other economic systems. Specific units will cover microeconomic issues such as the law of supply and demand, factors of production, and the business cycle. Macroeconomic issues will include money and banking, monetary and fiscal policy, international trade and comparative economic systems. We will be touching on the history of economic thought as well as current economic issues. The current uncertainty regarding the economy make this an exciting and challenging course.
Credit: .5
Recommended Grade Level: 11 or 12
Either Economics and/or Consumer Economics courses fulfill the graduation requirement.

CONSUMER ECONOMICS
The purpose of this course is to provide an opportunity for students to learn basic economic principles and financial management skills in a practical manner. Mastery of these skills will assist students in being more financially competent throughout their lives. Topics covered include basic introduction to economic principles, saving, checking accounts, investing, household budgeting, renting, buying a home, insurance, taxes, and more.
Credit: .5
Recommended Grade Level: 11 or 12
Either Economics and/or Consumer Economic courses fulfill the graduation requirement.

SOCIOLOGY [C]
This Sociology Course is designed to introduce students to the sociological study of society. Sociology focuses on the systematic understanding of social interaction, social organization, social institutions, and social change. Major themes in sociological thinking include the interplay between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the social construction of human life. Understanding sociology helps discover and explain social patterns and see how such patterns change over time and in different settings. By making vivid the social basis of everyday life, sociology also develops critical thinking by revealing the social structures and processes that shape diverse forms of human life.
Credit: .5
Recommended grade level: 11 or 12

BEHAVIORAL STUDIES/PSYCHOLOGY
This course is designed as a survey of basic concepts and methods of psychology as a behavioral science and seeks to develop an understanding of the individual and social forces that influence and direct behavior. Topics include: History and approaches/schools of psychological thought; research methods; biological bases for behavior; sensation and perception; states of consciousness; personality; motivation; emotion; memory; learning; psychological disorders; and social psychology.
Credit: .5
Recommended Grade Level: 11 or 12
Prerequisite: None

ADVANCED PLACEMENT US GOVERNMENT & POLITICS^{AP}

This course will focus on current events and issues in the world today. Using what they know about the past, students will gain a better understanding of present-day issues. Students will use the Internet, newspapers, magazines, and television to critically analyze what is going on and why, being careful to examine all sides of the issue. The students will practice problem solving techniques, debate, and engage in activities that emphasize the importance of being an active, compassionate, informed global citizen. Through this process the student will learn how to think independently and gain a better understanding of the world we live in. This class is intended to provide a forum in which students have a great deal of freedom to discuss issues of interest. Active involvement in discussions and willingness to express your views is vital.

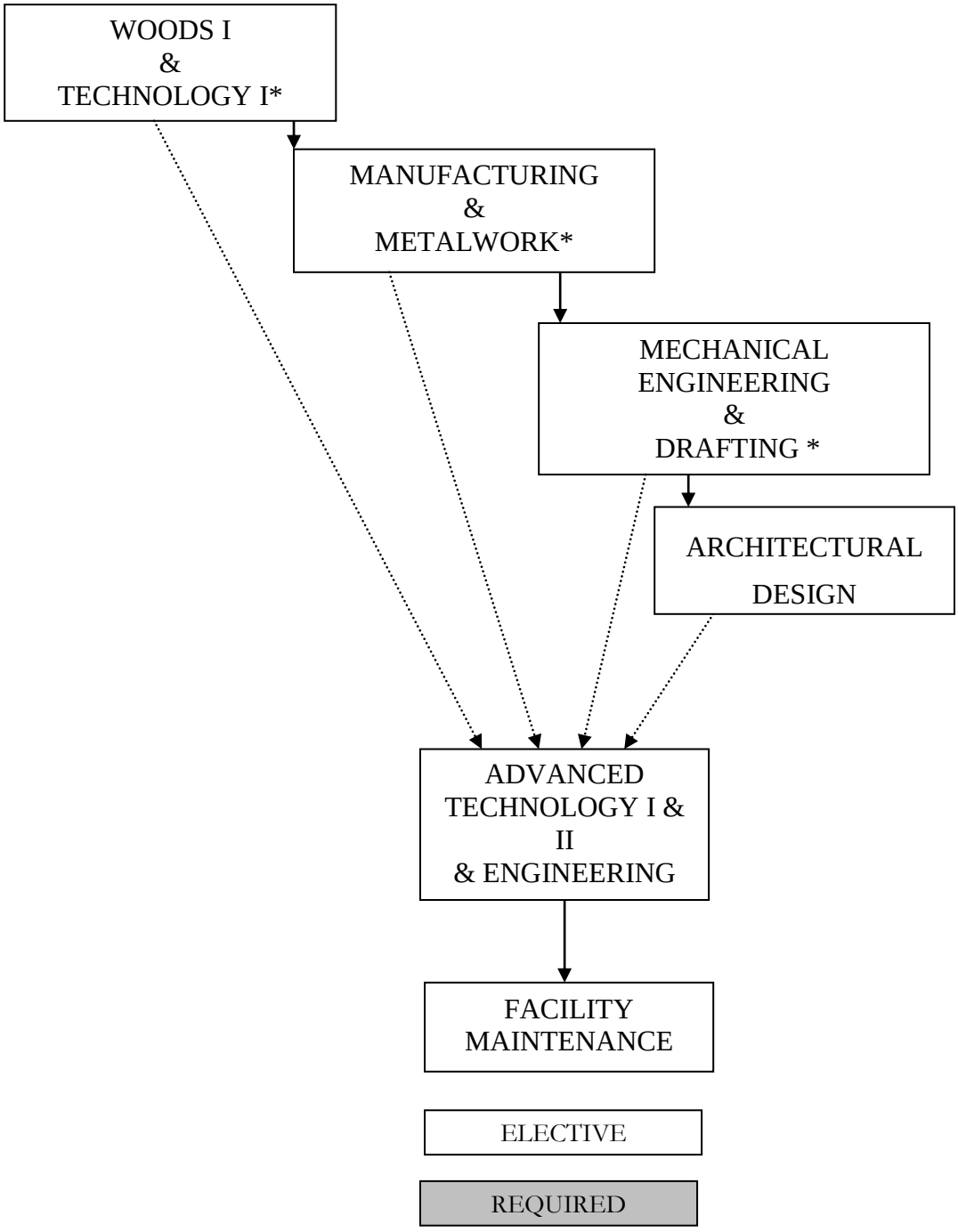
Credit: 1

Recommended Grade: Level: 11 or 12

Prerequisite: Minimum 3.0 GPA in previous required Social Studies courses or consent of instructor.

Fees: $93 AP Test registration (approx.)

TECHNOLOGY & ENGINEERING EDUCATION



*** COURSE IN ENGINEERING SEQUENCE**

TECHNOLOGY & ENGINEERING EDUCATION

GRADUATION REQUIREMENTS-.5 OF EITHER FINE OR APPLIED ARTS

Technology and Engineering Education helps students develop individual interests and skills in technology. Students are challenged to discover, create, solve problems, and construct solutions by using a variety of tools, machines, computer systems, materials, processes, and technological systems. Students planning to pursue engineering at the college level should follow the Engineering sequence of courses to allow them to develop their skills, interests, and knowledge.

WOODS & TECHNOLOGY I

Woods Technology I is an activity-oriented course that prepares individuals for enrollment in advanced Technology and Engineering education programs and include basic technical information and laboratory experiences. The primary objective is to introduce students to the materials and processes used by construction and manufacturing industries to produce its products.

Students will gain knowledge in the areas of:

- Machine use and how they work
- Proper use and safety regarding machines, power tools, and hand tools
- Problem solving
- Basic math and drafting
- Social skills and cooperation
- Project construction

Credit: .5

Recommended Grade Level: 9-12

Notes:

1) Woods I is a prerequisite to all other high school woods courses.
2) Course one of four of the engineering sequence.

Fees: Varies according to projects chosen

MECHANICAL ENGINEERING & DRAFTING

This course provides students with an opportunity to apply technical knowledge and skills to develop a set of working drawings in support of mechanical and industrial engineers, and related professionals. It includes instruction in manufacturing materials and processes, sectioning, mechanical drafting, geometric dimensioning and tolerance, and blueprint reading. This course also includes fabrication of models to be tested for structural engineering.

Credit: .5

Recommended Grade Level: 9-12

Notes:

1) Students in or have completed this course have the opportunity to join the Engineering Club.
2) Course two of four of the engineering sequence.

Fees: Varies according to projects chosen

ARCHITECTURAL DESIGN

This course of study is designed to help students learn and practice room relationships and plan layout, traffic flow, symbols, elevations, electrical, exterior design and more. Emphasis will be placed on proper design, architectural style, lettering, and local building codes. Instruction will include on-the-board techniques as well as computer-aided drafting (CAD) and producing a scale model of house plans. Upon completion of this course, the student should have the expertise necessary to produce a set of plans required to build a residence.

Credit: .5

Recommended Grade Level: 9-12

Note: Course three of four of the engineering sequence.

Fees: Varies according to projects chosen

MANUFACTURING & METALWORK

This Metal Production course will give students an opportunity to develop basic skills in various areas of the metal working industry. Required projects and exercises in different types of welding, sheet metal, types and uses of machine tools, foundry, and working with hand tools in the bench metal area will be used to make students aware of the many metal working processes. Students will also be able to concentrate in a specific area through the production of a project of their own choice with instructor approval.

Credit: .5

Recommended Grade Level: 9-12

Notes:

1) Metals is a prerequisite for students who choose to continue working in metals in Advanced Technology I or II.
2) Course four of four of the engineering sequence.

Fees: Varies according to projects chosen

ADVANCED TECHNOLOGY EDUCATION I & II

This course enables students to work out a program of study to enhance their goals and knowledge of one of the major areas of Industrial Technology and will have an opportunity to specialize in a chosen field.

Credit: 1.0 (.5 per semester)

Recommended Grade Level: 11-12

Fees: Vary according to projects chosen

Prerequisites: Woods Technology I and Architectural Design

FACILITY MAINTENANCE

This course is designed for students who are interested in pursuing a career in the Construction Trades performing entry-level facility maintenance. Students will learn skills related to career success, general safety, construction-related math skills; use of hand tools, power tools, and blueprint reading. Students will also learn basic carpentry, concrete, masonry, electrical, plumbing, landscaping, grounds maintenance, and surface finishing and sealing skills. They will learn about and perform tasks in basic environmental control and building safety systems. Instruction is a combination of lecture, lab, and application in the field providing basic or entry level maintenance and repair services in the school system.

Credit: 1.0 (.5 per semester)

Recommended Grade Level: 11-12

Prerequisites: Three years of high school technology education courses