

The Choice:  
SCHOOL DISTRICT OF  
**LA CROSSE**



**Dream • Believe • Achieve**



## **Freshman Course Guide**

*Logan High School  
School Year 2016-2017*

*Dear Incoming Freshmen,*

*Exciting days lie just ahead with your upcoming entrance into Logan High School on the horizon! There are many things to consider as you get ready for that next step, so this freshman-specific course guide has been developed to make things a little bit easier for you and your family. You are encouraged to reference it and to discuss it with your school counselor. It contains information that we feel freshman students will find of particular importance.*

*Inside you will find several features that will be important to know as you plan for your freshmen year. These features include:*

- A page providing an overview of the “High School Letter Grade/Grade Point Average (GPA) Equivalency Scale.” This will help you understand how high school GPA is determined and how GPA influences a student’s rank in his/her class. This page also shows you how many credits you need to earn in each content area in order to graduate. Page 3
- An overview of “College and Technical/Trade School Entrance Requirements.” This is included because you will want to begin thinking even now about the courses you take and how they may prepare you for study after high school, including study in technical schools or universities. Pages 4-5
- Additional learning opportunities, such as, Global Education Achievement Certificate and AVID. Page 5
- A page that shows you our high school “Core Courses: Potential Pathways.” We have courses in our district that high school students are required to take (Core Courses) and other courses that they may choose to take (Electives). Both kinds of courses earn you credit toward graduation. This page should help you understand what options you have as you begin taking some of your important Core Courses in 9<sup>th</sup> grade. Page 6
- Several pages providing “Descriptions of Required Freshman Core Courses.” These pages are included so you can read a little more about what each Core Course involves so you may then make good selections as you work with your parent/guardian, guidance counselor, and teachers. Pages 7-9
- Several more pages providing “Additional Freshman Elective Courses.” These pages give you a good overview of the elective courses you can consider. We think you are going to find a great variety to satisfy your interests and needs! Pages 9-14

*Of course, you can still access the district’s regular high school course guide. It provides a lot more information about available options and programs, and there will likely be some things in that course guide that your school counselor will want you to see.*

*We are excited about you arriving at Logan High School next fall! We look forward to the next four years together!*

*Sincerely,*

*The Staff and Administration of the School District of La Crosse*

**High School Letter Grade/Grade Point Average (GPA) Equivalency Scale:**

*A = 4 point*

*B = 3 point*

*C = 2 point*

*D = 1 point*

*F = 0 point*

*(Note: Class rank is determined by G.P.A.)*

**Class Rank Tie-Breaker Procedure**

*Student class rank will be determined by grade point average. In some instances, students may be tied in grade point average. In such a circumstance, the following tie-breaking criteria will be utilized:*

- 1. The candidate must have attended a minimum of five semesters in a La Crosse Public High School.*
- 2. The candidate must demonstrate commitment to attend college/university/technical school in Wisconsin.*
- 3. Highest ACT score/converted SAT score reported by the start of the student's senior year.*
- 4. Number of honor/AP courses taken by candidate for credit.*
- 5. Candidate involvement in curricular and extra-curricular student leadership activities.*

**Auditing a Course**

*When a student audits a course in the School District of La Crosse, a grade is issued and placed on the transcript, but the grade does not count toward GPA. A notation that this was an audited course also appears on the transcript. Students auditing courses will be expected to attend all class sessions, complete all assigned work and take all tests. A special programming form must be filed for each audit. A request to audit a class will not be accepted after the 9th week of the semester. An audited course does not count as a credit towards graduation.*

**Graduation Requirements\***

<i>English</i>	<i>4 .0 credits</i>	
<i>Social Studies</i>	<i>3.0 credits</i>	<i>Must have 1 credit of World History, 1 credit of US History, .5credit of Government, .5 credit of Economics</i>
<i>Science</i>	<i>3.0 credits</i>	<i>Must have 1 credit of Life Science, 1credit of Physical Science, 1 credit of elective Science.</i>
<i>Math</i>	<i>3.0 credits</i>	
<i>Physical Education</i>	<i>1.5 credits</i>	
<i>Health</i>	<i>.5 credit</i>	
<i>Personal Finance</i>	<i>.5 credit</i>	
<i>Non-spec. electives</i>	<i>8.5 credits</i>	

***Total Credit Required For Graduation: 24.0***

**Note:** Beginning with the 2016—2017 school year, all students must complete and pass the Wisconsin Civics Graduation Assessment modeled after the Naturalization Test used by the United States Citizenship and Immigration Services. This assessment is a graduation requirement recently established by state statute (WI ACT 55).

## COLLEGE AND TECHNICAL SCHOOL ENTRANCE REQUIREMENTS

### 4-Year College or University Preparation

If you are considering attending a 4-year college or university for further education, you must graduate from high school, complete course requirements for your chosen school, earn good grades (rank high in your class), and take college entrance exams.

#### What courses should I take?

The following courses are considered minimum requirements for entry into a college or university. Some schools require more courses in some subjects.

- 4 years of college prep level English
- 3 years of social studies
- 3 years of math including Algebra I, Geometry, and Algebra II
- 3 years of natural science including 2 credits of laboratory science such as biology, chemistry, or physics.

You will need at least four more credits from the following areas; world language (having 2 or more years of a single world language is strongly recommended and now required by many schools), fine arts, computer sciences, and other academic subjects.

Depending on your possible major or career field, you may need more courses in specific subjects to be well prepared. Consult your counselor in the Student Services office for suggested courses related to your career clusters.

#### What else should I do to prepare for admission?

You should apply to take entrance exams (ACT or SAT) in your Junior year (April or June are suggested). To best prepare for the ACT, college prep courses should be taken in high school. There also are many practice tools available for students to familiarize themselves with test structure. For more information, parents and students may see their school counselor. Request that the scores be sent to schools you are considering.

Entrance exam scores can be used along with your class rank to determine your admission as a new student. Some colleges publish minimum requirements for class rank and/or entrance exam scores. In some cases, if you don't meet minimum requirements for class rank, a high ACT or SAT score may not help you gain admission. See your counselor or the college website about the rank and scores required at the schools you are considering.

#### What if I don't know if a 4-year program is best for me?

Keep as many options open as possible by including college prep courses in your high school plan. These courses will best prepare you for college if you decide that is the right educational choice for you. If you decide to pursue another pathway, those courses will have given you a strong, balanced background which can serve you well.

**A final tip:** A valuable resource concerning the UW System is: The Help Line at 1-800-442-6459 or [www.uwhelp.wisconsin.edu](http://www.uwhelp.wisconsin.edu).

### Technical College or Trade School Preparation

High School is a time to gain skills and knowledge in a wide variety of subjects. It is also an opportunity to identify areas of strength, weakness, and interest which may play an important role in selecting a career area. As you explore careers and education after high school, you may find that your career skills can adequately or even best be learned at a technical college or industry-specific school.

Technical colleges and other industry schools require a high school diploma just as a 4-year institution. If a GED is your path, you may need to enroll in additional credits at these colleges to ensure the knowledge and skills background you need to succeed. Programs of study at each institution may require or encourage specific high school courses related to the field. Having this strong high school academic and skills-based background increases your chances of entering the program of your choice. Technical college programs may also have waiting lists to enroll based on the number of students accepted into any program. Your readiness for enrollment ensures you have the best opportunity to enroll in the program of your choice.

**What courses should I take?** Technical colleges and Industry specific schools require high school courses in English, Math, Social Studies, Science, and Career and Technical Education. Programs may also highly value

courses in Physical Education/Health, Arts, and Music depending on the program of your choice. It is suggested that you review the courses in your career clusters to ensure your readiness for acceptance at a post-secondary program.

**What else should I do to prepare for admission?**

You should apply to take entrance exams (such as ACT, ASSET, or COMPASS) in your Junior year (April or June are suggested). To best prepare for the ACT, courses in English, math, social studies and science should be taken in high school. There are many practice tools available for students to familiarize themselves with test structure. For more information, parents and students may see their school counselor. Request that the scores be sent to schools you are considering. Technical colleges may have specific requirements for testing in specific programs. Please review these so you are ready for admission.

There are a multitude of options for dual credit or transcribed credit for admission to a technical college degree program. Those courses offered in your high school are named in this course book. If you choose to take college credit while in high school, those credits, as well, may be transferred to a technical college system school.

Entrance exam scores can be used along with your class rank to determine your admission as a new student. Some technical colleges and industry specific institutions publish minimum requirements for class rank and/or entrance exam scores. See your counselor or the college website about the rank and scores required at the schools you are considering.

**What if I don't know if a 1 or 2-year program is best for me?**

Keep as many options open as possible by including college prep and other elective courses in your high school plan. These courses will best prepare you for post-secondary admission if you decide that is the right educational choice for you. If you decide to pursue another pathway, those courses will have given you a strong, balanced background which can serve you well.

**A final tip:** A valuable resource concerning the Wisconsin Technical College System is [www.wtcsystem.edu](http://www.wtcsystem.edu) (PS -- the address in the book is a .com site that does not go directly to the WTSC website.)



**ADDITIONAL OPPORTUNITIES**

**Global Education Achievement Certificate**—Endorsements shall be awarded to students who have demonstrated a dedication to global education by successfully fulfilling the recommended criteria in the following four (4) areas: Coursework, Cultural Literacy, Co-Curricular and Other School-Sponsored Activities and Community Service over their four-year high school career. The Department of Public Instruction issues the state certificate. Interested students should see Ms. McGowan (Logan) or Mr. Havlicek (Central).



**AVID (Advanced Via Individual Determination)** – AVID is a four-year elective program designed to help students be successful in high school and college. AVID students are actively involved in their own education and grow academically and personally through the support of the AVID College Readiness System. AVID students also become thoroughly grounded in AVID strategies (WICOR: writing, inquiry, collaboration, organization and reading). This course is available only for students who qualify.

## Core Courses: Potential Pathways

A total of 15.5 Core Course credits are required for graduation. The number of credits required in each content area is identified in the left-hand column of the following chart. Available Core Courses are listed by grade level.

Core Courses	<i>Grade 9</i>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>English</b>	Basic English 9	Basic English 10	English 11	Senior English
4.0 Credits	English 9  World Humanities  READ 180	English 10  Pre AP English	AP English 11	College Prep English  AP English 12
<b>Math</b>	Pre-Algebra	Pre-Algebra	Geometry (Also extended or honors)	Geometry (Also extended or honors)
3.0 Credits	Algebra I (Also extended)  Geometry (Also honors)	Algebra I (Also extended)  Geometry (Also extended or honors)  Algebra II (Also extended or honors)  Digital Electronics (Must be taken concurrently with or following the completion of Geometry)	Algebra II (Also extended or honors)  Intro to Statistics  AP Statistics  Advanced Math Topics  Pre-Calculus  AP Calculus  Digital Electronics (Must be taken concurrently with or following the completion of Geometry)	Algebra II (Also extended or honors)  Intro to Statistics  AP Statistics  Advanced Math Topics  Pre-Calculus  AP Calculus  Digital Electronics (Must be taken concurrently with or following the completion of Geometry)
<b>Science</b>	Biology (Also honors)	Science Matters	<i>Choose at least 1.0 Science credit:</i>	<i>Optional – refer to college program requirements or career interest</i>
3.0 Credits	Transition Science	Chemistry (Also honors – with approval & Algebra II)  Principles of Engineering	<i>4-year colleges require 3 years of natural science, two of which must be of laboratory sciences.</i>  <i>Chemistry, Physics, and Principles of Engineering are examples which would meet this requirement.</i>	
<b>Social Studies</b>	Skills World History	Skills U.S. History	U.S. Government	Work Place Economics
3.0 Credits	World History  World Humanities	U.S. History  AP U.S. History	AP Government  Civics  Economics	AP Economics
<b>Physical Education</b>	Fitness & Wellness (required class, take grade 9 or 10 before any other PE)			
1.5 Credit (over 3 yr. span)				
<b>Health</b>	Self-Awareness (take grade 9 or 10)			
.5 Credit				
<b>Personal Finance</b>		Personal Finance		
.5 Credit				

*Additional Electives : 8.5 credits required*

*It should be noted that both Core and Elective course requirements may be satisfied through on-line courses, when available.*

## *Descriptions of Required Freshmen Core Courses*

(Choose one in each content area)

### LANGUAGE ARTS

#### **200 BASIC ENGLISH 9**

**1 Credit    Year    9**

**Recommendation: Teacher recommendation & test scores**

Basic English 9 provides students with the opportunity to increase their reading and writing skills in order to meet State Proficiency Standards. Both literature and writing are emphasized. (.5/L, .5/W)

#### **201 ENGLISH 9**

**1 Credit    Year    9**

**Recommendation: Teacher recommendation**

English 9 provides students with the opportunity to develop reading, writing, speaking, and listening skills that meet Common Core Proficiency Standards. Students will study literature, informational text, and critical analysis, as well as the research and writing process.

#### **202 WORLD HUMANITIES-ENGLISH (Honors Course)**

**1 Credit    Year    9**

**Recommendation: Teacher recommendation**

World Humanities provides students with the opportunity to integrate studies in World History and English in a chronological approach to major themes from early cultures through modern times. It provides students who have reached an advanced level of proficiency an opportunity to further enhance their skills. This course is part of the Advanced Placement vertical sequence.

#### **222 ENGLISH READ 180**

**.5 or 1 Credit    Semester or Year    9**

**Recommendation: Teacher recommendation**

Read 180 provides students with the opportunity to increase their comprehension in reading and accuracy in writing in order to meet Common Core or Proficiency Standards.

### MATHEMATICS

#### **249 PRE-ALGEBRA**

**1 Credit    Year    9, 10**

**Recommendation: Consent of previous teacher**

Pre-Algebra is designed to develop basic algebraic skills to help students be successful in Algebra I the following year. The concepts taught in this class will be taught in a spiraled format so students have multiple opportunities to encounter and learn ideas. Visual and manipulative teaching strategies will be used to help students understand abstract algebraic concepts. Students will be expected at times to work in groups to communicate and read in order to transfer written material into mathematical ideas/formulas/concepts. Students successful in Pre- Algebra should subsequently enroll in Algebra I.

Students who have taken Applied Algebra previously cannot take Pre-Algebra.

#### **254 ALGEBRA I**

**1 Credit    Year    9, 10**

Algebra I is designed to develop the arithmetic and algebraic skills necessary for problem solving and advanced mathematics study. Instead of working with constant numeric quantities in arithmetic, algebra deals with variables. Following the successful completion of Algebra I, students generally enroll in Geometry or Algebra II.

**254\*\*\* ALGEBRA I EXTENDED****254EXE 1 Credit (Math) Year 9, 10, 11, 12****254EXM 1 Credit (Elective) Year**

Algebra I Extended is designed to develop arithmetic and algebraic skills necessary for problem solving and advanced mathematics study. Instead of working with constant numeric quantities in arithmetic, Algebra I Extended deals with variables.

This course covers the same curriculum as Algebra I but the student has two class periods to learn and comprehend the curriculum. The student has this course for two consecutive periods and 8-period days and one period on EL days. This course allows for additional examples, questioning and collaborative work time.

**257 GEOMETRY****1 Credit Year 9, 10, 11, 12**

Geometry students will develop the concepts and relationships involved with plane geometrical figures. Investigations will be provided that will develop the student's inductive and deductive reasoning skills. Problem solving using geometrical concepts and relationships will be a major component of the course.

**258 HONORS GEOMETRY****1 Credit Year 9, 10, 11, 12**

Recommendation: Algebra I with grade of B or better or consent of department chair

Honors Geometry involves most of the same concepts studied in geometry, but the approach is much more formal. Students thinking about pursuing math-related careers should be challenged by this course. Placing an emphasis on formal proofs, students will develop their deductive and inductive thinking skills while developing an appreciation for a formal mathematical system.

**HEALTH****432 SELF AWARENESS: HEALTH (Required)****.5 Credit Semester 9, 10, 11, 12**

Self-Awareness is a class designed for students who have a particular interest in the psychological aspects of humans and who want a better understanding of the key factors motivating human behavior. The six major components of this class are:

- A. Health and Wellness
- B. Self-Awareness
- C. Stress Management
- D. Longevity Factors
- E. Drugs & Society
- F. Human Relations
- G. Emotional Health

This class will develop a personal health program, evaluate the components of psychosocial health, distinguish behaviors that resist drugs and avoid violence, and evaluate the importance of interpersonal relation skills to current issues.

**SCIENCE****300 TRANSITION SCIENCE****1 Credit Year 9**

**Recommendation: Recommendation by counselor and 8th grade teacher based on science aptitude and WSAS 8th grade test score.**

Transition Science is designed to provide an understanding of biological, physical, chemical, and earth sciences. Students will gain insight into science and be better prepared for success in Biology and Science Matters. Topics will include Study Skills, Math Skills, Lab Safety, Scientific Method, Measurement, Matter and Energy, Chemistry, Sound and Light, Cells, Classification, Animal/Human Systems and Ecology.

**304 BIOLOGY****1 Credit Year 9, 10, 11, 12**

Biology is designed to provide an understanding of chemical and biological aspects of the environment. Problem solving will be approached through lab activities. Students will be expected to gain an understanding of the interactions of science, technology, and society. Topics/concepts will be aligned with the Life and Environmental



Wisconsin State Standards and include an Introduction to Biology, Biochemistry, Cell Structure and Function, Classification, Microbiology/Immunology Diseases and Animals, Plants, Genetics and Evolution, Human Systems, Ecology, and Taxonomy.

### **305 HONORS BIOLOGY**

**1 Credit** **Year** **9, 10**

**Recommendation: Recommendation of 8th grade teacher and school counselor**

Honors Biology is a course for students who wish to pursue a strong science/math related career. The course of study is the same as that described in regular Biology with the addition of the following:

1. Students will do one laboratory or literature research project per quarter that relates to each block of study.
2. Activities will be open-ended and problem-solving in nature.
3. Students will have greater exposure to biological theory and will be expected to learn and use more technical vocabulary.
4. There will be an increased use of charts, graphs and data tables.
5. Each student will be expected to develop and complete one major project.

## **SOCIAL STUDIES**

### **346 SKILLBUILDING WORLD HISTORY/GEOGRAPHY**

**1 Credit** **Year** **9**

**Recommendation: Recommendation of social studies teacher and school counselor**

This course is designed to build the study and learning skills students need to be successful in social studies classes. This class is for students who find social studies very difficult. The emphasis is on learning and study skills with students returning to the traditional pathway as soon as possible. This class may not be accepted by some colleges and universities as social studies credit for entering college.

### **352 WORLD HISTORY**

**1 Credit** **Year** **9, 10, 11, 12**

World History is a survey of human progress from ancient times to the present. Included in this study of forces and events are different cultures, religions, and political and economic systems as well as geography and current issues which have influenced people(s) and nations through the centuries.

### **364 WORLD HUMANITIES-SOCIAL STUDIES (Honors)**

**1 Credit** **Year** **9**

**Recommendation: Writing sample and teacher recommendation**

Honors World Humanities provides students with the opportunity to integrate studies in World History and English in a chronological approach to major themes from early cultures through modern times.

## **PHYSICAL EDUCATION**

### **400 FITNESS/WELLNESS**

**.5 Credit** **Semester** **9, 10**

*Note: This course needs to be completed before the end of the 10th grade year*

Emphasis will be placed on total wellness, which will include analyzing individual needs in the areas of strength, endurance, cardiovascular fitness, flexibility, and body composition. Nutrition, goal setting, dealing with stress, and consumer issues will also be covered. A complete fitness portfolio must be completed.

## **Descriptions of Additional Freshman Elective Courses**

### **ART**

### **450 ART I**

**1 Credit** **Year** **9, 10, 11, 12**

Art I is a course designed for all students interested in learning fundamentals of drawing, painting, printmaking, sculpture, commercial design, and art appreciation, while exploring the properties of various media, the importance of art history through creative problem and critical thinking skills.



the integration of foods for life and recipe development for eating light and healthy.

### **566 FASHIONS AND HOME DESIGN**

**.5 Credit** **Semester** **9, 10, 11, 12**

Fashions and Home Design is for those students who enjoy design and want to learn more about fashions and interior decorating. Elements and principles of design are applied to both fashion and home design projects. Topics include: textiles, principles and elements of design, understanding house plans, and developing interior plans.

### **573 EXPLORING HEALTH CAREERS**

**.5 Credit** **Semester** **9, 10, 11, 12**

In the first quarter of *Exploring Health Careers*, students will be introduced to the healthcare system and the variety of opportunities in this career cluster. Further topics will include the legal and ethical responsibilities of healthcare professionals and cultural and global topics related to medicine. In the second quarter of the class, students will delve into the basics of anatomy and physiology and first aid that will provide a foundation for further courses.

*Exploring Healthcare Careers* will provide a glimpse into a wide variety of healthcare positions as well as universal career skills.

## **LANGUAGE ARTS**

### **230 THEATRE I**

**.5 Credit** **Semester** **9, 10, 11, 12**

**Recommendation: Consent of instructor for grades 9 and 10**

Theatre I provides the student with a focus on acting and acting styles as a learned discipline, with an emphasis on characterization and performance techniques. Theatre I explores the literature and history of theatre and reveals theatre to be a source of culture, art, pleasure and self-awareness.

### **231 THEATRE II**

**.5 Credit** **Semester** **9, 10, 11, 12**

**Recommendation: Consent of instructor for grades 9 and 10**

Theatre II is designed to provide the student with an introduction to directing and directing techniques. Various elements of acting are also addressed in this course. The course also introduces elements of stagecraft specific to set design and construction, make-up and application, lighting, sound, effects, props, and general stage and house management.

## **MUSIC**

### **100 9TH GRADE WOMEN'S CHORUS**

**.5 Credit** **Year** **9**

9th Grade Women's Chorus offers students an opportunity to engage in the performance and understanding of distinctive and diverse women's vocal literature in an enjoyable and encouraging environment. Skills required in the one credit choirs are introduced in this course. 9th Women's Chorus introduces sight reading as an essential tool for cultivating personal and musical confidence. Students will learn the importance of their contribution in preparing performances and they will gain an appreciation of the process involved in creating musical excellence. All students receive individual or small group voice lessons where applicable techniques of vocal production are taught.

9th Women's Chorus gives 2-4 public performances each year. In addition, each choir participates in a clinic, festival, or contest activity. All chorus students have the opportunity to participate in solo/ensemble festival. This course meets every other day so students may keep a study hall on alternate days.

### **101 BAND**

**1 Credit** **Year** **9, 10, 11, 12**

**Recommendation: Consent of instructor**

The Band program offers a wide variety of musical experiences throughout the year. The major performing groups include the "Pride of the North Side" Marching Band, Concert Band and Wind Symphony. All students enrolled in band will participate in the marching band during the 1<sup>st</sup> quarter. All students will then audition at the end of the 1<sup>st</sup> quarter to be placed by ability level into either the Concert Band or Wind Symphony for the remainder of the school year. All band students will receive a balanced program of instrumental music education. Individual lessons, concert performances, solo-ensemble, and other enrichment experiences combine to heighten the individual musicianship, intelligence, and problem solving skills in an atmosphere that is fun, rewarding, and challenging. Students may choose to participate in one of the extra-curricular bands which include: Jazz band, Pep band and

Show Band. Students MUST be enrolled in band in order to participate in extra-curricular bands, or any band activity.

### **104 MUSIC THEORY**

**.5 Credit**

**Semester**

**9, 10, 11, 12**

Students develop skills in listening, aural analysis, music reading and writing, and a minimal proficiency at the piano. Music students will become proficient in the use of western music notation. The students begin to assemble the skills of arranging, which allows them to analyze and create works of music. Advanced students in Music Theory will begin to develop skills for 4-part chorale writing. Music Theory is recommended for any students wishing to pursue music in college.

### **107 MUSIC APPRECIATION/SOUNDSCAPES**

**.5 Credit**

**Semester**

**9, 10, 11, 12**

In Soundscapes, students use computers and synthesizers to write their own music and in the process learn about the fundamentals of music and arranging. Soundscapes has received national recognition for innovative use of technology in the classroom. The computer programs used in the course allow a wide variety of musical styles to be used. Students with music performance background (in or out of school), computer skills, or just a genuine interest in music can be successful and will enjoy this course. Prior experience in music is not necessary but helpful.

### **112 MEN'S CHOIR**

**.5 Credit**

**Year**

**9, 10, 11, 12**

Men's Choir offers students an opportunity to engage in the performance and understanding of distinctive and diverse male vocal literature in an enjoyable and encouraging environment. Skills required in the one credit choirs are introduced in this course. Men's choir introduces sight-reading as an essential tool for cultivating personal and musical confidence. Students will learn the importance of their contribution in preparing performances and they will gain an appreciation of the process involved in creating musical excellence. All students receive individual or small group voice lessons where applicable techniques of vocal production are taught.

### **118 ORCHESTRA I (*Sinfonia*)**

**1 Credit**

**Year**

**9, 10, 11, 12**

**Recommendation: Ability to play an orchestra instrument or consent of teacher**

All String students should enroll in Orchestra 118 to ensure a placement in the class. Placement in either Orchestra I or Orchestra II will be determined in May by the high school orchestra director. No audition is required for Orchestra I.

High school Orchestra offers students an opportunity to engage in the performance and understanding of distinctive and challenging literature for string and chamber orchestra in an enjoyable and encouraging environment. In Orchestra I, developing students learn the importance of their contribution in preparing performances and gain an appreciation of the process involved in creating musical excellence. Skills required for current and more advanced developmental levels are introduced, reviewed and further refined. All students receive individual or small-group lessons where string techniques are taught, with instruction individually tailored to the developmental level of each student. The *Sinfonia* gives several public performances each year and, in addition, participates in a clinic, festival, or contest activity.

### **120 ORCHESTRA II (*Camerata*) *Honors credit available***

**1 Credit**

**Year**

**9, 10, 11, 12**

**Recommendation: By audition only**

Orchestra II offers string students the opportunity to explore and perform many challenging styles of advanced orchestral literature in an enjoyable and encouraging environment. At a variety of times, winds and percussionists are invited to perform with the string orchestra to provide performance of full symphonic literature. Orchestra II emphasizes advanced pedagogical skills as an essential tool for preparing the confidence needed to perform the more advanced literature. All string students receive individual or small group lessons to help each student with skill development. *Camerata* gives several public performances throughout the academic year. In addition, Orchestra II students also participate in a clinic, festival, or contest activity, as well as the opportunity to perform in solo/ensemble festival.

**Orchestra II (*Camerata*) is by audition only.** Auditions are held in April. Audition packets are given to interested students on request. Students enrolled in *Sinfonia* receive audition information in their current class. Middle school

students should ask their orchestra teacher for audition information. It should be noted that audition requirements are virtually identical for both Logan and Central high schools.

**SUCCESS CENTER**

**700 BASIC SKILLS**

**.5 Credit**    **Semester**    **9, 10, 11, 12**

Basic Skills provides students with the opportunity to enhance study skills, life skills and career skills. Providing support materials for core-subjects, assisting with homework assignments, tutoring, and test taking preparation are the focal areas for this class.

**TECHNOLOGY AND ENGINEERING**

**551 COMPUTER CONSTRUCTION (IT Essentials)**

**.5 Credit**    **Semester**    **9, 10, 11, 12**

Computer Construction & Maintenance is a course designed to give the learner knowledge about how a computer and an operating system function. Students will work in teams to build a computer from the ground up. The student will gain knowledge on how to properly install, configure, upgrade, troubleshoot, and repair microcomputer hardware. This includes basic knowledge of desktop and portable systems, basic networking concepts, and printers. The student will also gain knowledge of safety and common preventive maintenance procedures. This class will introduce the student to A+ Certification—an entry level certification exam recognized in the IT industry.

**604 INTRODUCTION TO COMPUTER-AIDED DESIGN & ARCHITECTURE**


**.5 Credit**    **Semester**    **9, 10, 11, 12**

This is a course for those students who want to develop basic technical skills in drafting. The course enhances and further develops skills such as designing, drawing, planning, and problem-solving. Students learn how to design, plan, prepare, interpret, and use drawings in today’s society. The course focuses on mechanical and architectural drawing.

**638 WOODS I**

**.5 Credit**    **Semester**    **9, 10, 11, 12**

Woods I is a course for students interested in constructing a project that is used in a recreational or hobby area. The course teaches students about basic woodworking. Students learn to work safely with woodworking tools and machines.



The School District of La Crosse is a Certified Project Lead the Way (PLTW) school district. This certification distinction provides college credits to students who participate in the PLTW classes including:

- Introduction to Engineering Design (IED) (see course 609, available to freshmen, below)
- Principals of Engineering (POE)
- Digital Electronics (DE)
- Computer Integrated Manufacturing (CIM)

Students who have successfully completed any of these PLTW courses may be eligible for transcribed credit and/or advanced standing at the Milwaukee School of Engineering as well as Western Technical College. See your school counselor or PLTW instructor for more information.

**609 INTRODUCTION TO ENGINEERING DESIGN**

**1 Credit**    **Year**    **9, 10, 11, 12**

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software.

**WORLD LANGUAGE**

**150 FRENCH I**

**1 Credit**    **Year**    **9, 10, 11, 12**

French I introduces the student to various aspects of the language and francophone culture. Emphasis is placed on the communications skills of speaking, listening, reading, and writing. Students will begin using the target language

immediately and learn basic vocabulary relating to school, home, foods, and the world around them. An awareness and understanding of cultures different from our own will be developed as French history, geography, and contemporary life in France and French-speaking countries are studied.

### **152 FRENCH II**

**1 Credit** **Year** **9, 10, 11, 12**

#### **Recommendation: French I**

French II reviews the material learned in French I and continues to develop vocabulary and grammar skills. Students will be speaking the target language the majority of the time. Through role-playing, skits, cooperative groups, and partner activities, students will continue to develop proficiency in the four skill areas. More detailed studies of the French and French-speaking peoples and their cultures, both present and past, are undertaken.

### **160 SPANISH I**

**1 Credit** **Year** **9, 10, 11, 12**

Spanish I students will start to use the language to talk about their lives and the world around them and will learn basic vocabulary and grammar skills. The students will be introduced to the richness and diversity of Hispanic cultures. Students will be expected to take an exit exam to determine readiness for Spanish II.

### **162 SPANISH II**

**1 Credit** **Year** **9, 10, 11, 12**

#### **Recommendation: Spanish I**

Spanish II provides the student with continuing opportunities to gain communicative skills by acquiring more vocabulary and grammar concepts. Emphasis is placed on three modes of communication: interpersonal, interpretive and presentational. Students continue to study the cultures of Spanish-speaking countries. Students will be expected to take an exit exam to determine readiness for Spanish III.

### **176 GERMAN I**

**1 Credit** **Year** **9, 10, 11, 12**

German I students begin to develop listening, speaking, reading, and writing skills. The main emphasis is on oral communication. Students will learn about America's German heritage, the geography of German-speaking countries, and about the cultural differences and similarities between German and American young people.

### **178 GERMAN II**

**1 Credit** **Year** **9, 10, 11, 12**

#### **Recommendation: German I**

German II students will be able to handle typical social situations in an appropriate manner and to tend to their welfare in a limited manner in the target culture. Students will be able to converse, read, and write about events in the present, past, and future tenses. German fairy tales will be read.

### **190 CHINESE I**

**1 Credit** **Year** **9, 10, 11, 12**

Chinese I will introduce the main features of Mandarin, China's official dialect. Using a phonetic link to English, students will develop listening, speaking, and writing skills which will enable them to communicate in very simple, but correct Chinese in ordinary daily life. Students can expect to read approximately 350 characters as a means to understand an elementary text of Chinese reflecting social activity. Topics include geography, Chinese society, and cross-cultural issues.