Greetings Students,

We are extremely fortunate in the School District of La Crosse to be able to provide you with a tremendous variety of excellent course and program options. The comprehensive list of course offerings detailed in this high school course guide is evidence of the wide spectrum of learning opportunities for you to consider.

With the array of course options herein, it is important that you review the courses prior to completing your registration sheets. To help the process of course selection, we encourage you to have thoughtful conversations about the various options with caring resource people in your life (e.g. your parent(s), teachers, additional family members, friends, etc.). Clearly, your school counselor is a critically important resource as he/she can assist you in formulating the most effective pathway to meeting both your high school goals and your “career and college readiness” goals.

This guide provides opportunities for you to customize courses of study that suit you best. For example, you may be interested in designing your own course (Alternative Pathways), taking college courses (Youth Options and Course Options), or finding work experience in a field of interest (Mentorship and Student Co-ops).

Our goal in the School District of La Crosse is to make your high school experience meaningful, relevant, and memorable. Finally, we are in a continuous process of improvement, innovation, and growth; so, if you have ideas regarding how we can make our course offerings even better, please let us know!

Sincerely,

Troy Harcey

DISTRICT ADMINISTRATION

Randy Nelson .................................................. Superintendent of Schools
Troy Harcey .............................................. Associate Superintendent/Instruction
Janet Rosseter ............................................. Executive Director/Business Services
Mark White .............................................. Director of Human Resources
Michael Lichucki .................... Director of Curriculum, Instruction, and Assessment
Vicki Lyons .................................................. Director of Information Technology
Regina Siegel .................................................. Director of Pupil Services

CURRICULUM SUPERVISORS AND COORDINATORS

Jon Baudek .................................................. Supervisor of Physical Education & Health
Sandra Brauer ........................................... Supervisor of Social Studies & World Languages
Wally Gnewikow ....................................... Supervisor of Math (Secondary)
Lynda Gruber-Suskey ...................... Supervisor of Summer School
Laura Huber .................................................. Supervisor of Math (Elementary)
Steve Michaels ........................................ Supervisor of Fine Arts
Annette O’Hern ........................................... Supervisor of Career & Choice Education
Penny Reedy .......................................... Administrative & Teacher Mentoring
Lisa Schreiner ........................................ Supervisor of After School Programs
Shelley Shirel ........................................... Supervisor of High Performance Learning
Rob Tyvoll ........................................... Supervisor of Academic Programs & Staff Development
Aimee Zabrowski .................................... Supervisor of Special Education
Curt Teff .................................................. Supervisor of School Resource Officers
SECTION I: INTRODUCTION

District Ends Policy ................................................................. 3
Nondiscrimination Policy .......................................................... 4
High School Mission Statement, Philosophy, and Career Cruising .......... 5
Grading Scale and Graduation Requirements ...................................... 6
College and Technical Entrance Requirements .................................... 7
Online Learning Options: eScholars ................................................ 8
Certificate Opportunities for Students ................................................. 9
Career Clusters .............................................................................. 10
Career Clusters and Programs of Study .............................................. 12-43
Course Index .................................................................................. 44

SECTION II: CURRICULUM COURSES

Art ............................................................................................. 50
Business Education ................................................................. 52
Computer Studies ................................................................. 56
Family and Consumer Education .................................................. 57
Health ......................................................................................... 60
Language Arts ............................................................................ 61
Library Media Center ............................................................... 65
Mathematics ............................................................................. 66
Music ......................................................................................... 70
Physical Education .................................................................... 75
Science ....................................................................................... 78
Social Studies ............................................................................ 82
Success Center ........................................................................... 86
Technology & Engineering .......................................................... 87
World Language ......................................................................... 93

SECTION III: LEARNING ALTERNATIVES AND OPTIONS

Additional Opportunities ............................................................... 98
Alternative Pathways to Meet Graduation Requirements .................... 99
LaCrossroads .............................................................................. 100
School-to-Work Options ........................................................... 102
AVID .......................................................................................... 104
Health Academy .......................................................................... 105
Global Academy .......................................................................... 108
Engineering Academy .................................................................. 109
ACE Academy ............................................................................ 110
Special Education ....................................................................... 112
District Ends Policies

E-1, District Vision
Students will discover their talents and abilities and will be prepared to pursue their dreams and aspirations while contributing effectively to their local, national, and global communities.

E-2, Academic Achievement Goals
Students will demonstrate continuous improvement toward a high level of individual success in all required and elective academic/curricular areas using multiple measures of performance.

1. Students will:
   a. Meet achievable and developmentally appropriate goals through collaborative planning with their teachers and parents/caregivers.
   b. Achieve clearly defined competence or mastery in all curricular areas as monitored by an array of quantitative and qualitative measures.
   c. Develop higher order critical thinking skills.
   d. Develop and exercise creativity in problem solving and self-expression.
   e. Develop the curiosity, self-discipline and self-awareness necessary for life-long learning.

2. Students required to take state standardized assessments will score proficient or advanced.

E-3, Involved Citizenship
• Students will strive for mutual understanding as contributing citizens in a diverse world.
• Students will:
  1. Understand and exercise the rights and responsibilities of citizenship in our democratic society.
  2. Volunteer time and talents.
  3. Practice the shared community values of honesty, respect, responsibility, compassion, self-discipline, perseverance, and giving.
  4. Clarify personal values and effectively use them in relationships.
  5. Utilize critical thinking and content knowledge necessary to appreciate cultural and individual differences.
  6. Demonstrate effective skills in team as well as individual endeavors.
  7. Demonstrate effective and comprehensive communication skills.

E-4, Responsible Life Choices
• Students will acquire the knowledge and skills necessary to make effective and responsible life choices.
• Students will:
  1. Apply critical thinking and problem-solving skills.
  2. Demonstrate creativity and innovation.
  3. Show courage and commitment to their choices, values, and beliefs.
  4. Understand the dynamics of change and possess coping and resiliency skills.
  5. Establish good health and wellness practices.
  6. Successfully manage personal resources.
PUBLIC NOTICE OF NONDISCRIMINATION POLICY

It is the policy of the School District of La Crosse, pursuant to s. 118.13 Wisconsin Statutes and PI 9 that no person on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability, may be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, co/extra-curricular, pupil services, recreational, or other program or activity.

This chapter does not intend to prohibit the provisions of special programs or services that are located in specific schools and are based upon objective standards of individual need or performance to meet the needs of pupils, including gifted and talented, special education, school-aged parents, bilingual bicultural, at risk and other special programs; or programs designed to overcome the effects of past discrimination.

These procedures shall not limit a parent or adult student's access to the impartial due process hearing procedures authorized by chapter 115 of WI Statutes or the Individuals with Disabilities Education Act.

1. Inquiries related to Title IX of the Federal Education Amendments of 1972, (prohibits discrimination on the basis of sex), Title VI of the Civil Rights Act of 1964 (prohibits discrimination on the basis of race and national origin), Chapter I of Title I ESEA of 1965 as amended in 1988 (education of the disadvantaged), or Wisconsin Statutes relating to race, religion, national origin, ancestry, creed, or sexual orientation may be directed to:

   Associate Superintendent/Instruction
   School District of La Crosse
   807 East Avenue South
   La Crosse, WI 54601
   (608) 789-7654

2. Inquiries related to Section 504 of the Federal Rehabilitation Act of 1973, (mandates civil rights for persons with disabilities), the Americans with Disabilities Act of 1990 (prohibits discrimination on the basis of disabilities), the Individuals with Disabilities Education Act, Wisconsin Statutes Chapter 115 and Wisconsin Administrative Code PI 11 (provides for the education of children with disabilities) and statutes relating to pregnancy, marital or parental status may be directed to:

   Supervisor of Special Education
   School District of La Crosse
   807 East Avenue South
   La Crosse WI 54601
   (608) 789-7655

   Director of Human Resources
   School District of La Crosse
   807 East Avenue South
   La Crosse WI 54601
   (608) 789-7650
HIGH SCHOOL MISSION STATEMENT

The high school will establish an educational program which provides students the opportunities to develop skills and behavior necessary for current and future success.

GOALS

1. Develop and apply problem solving, critical thinking and information gathering skills.
2. Develop global, environmental and cultural awareness.
3. Develop all forms of communication skills.
4. Grow in creativity and aesthetic awareness.
5. Acquire basic knowledge to function in society.
6. Develop attitudes which encourage life-long learning.
7. Function in an ever changing technological environment.
8. Participate in alternative programs based on needs.
9. Participate in a comprehensive co-curricular activities program to enhance life-long skills.
10. Enhance interpersonal skills and responsible behavior.
11. Develop healthy, mental, physical and social well-being.
12. Provide preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently.

PHILOSOPHY OF EDUCATION

The School District of La Crosse believes that its primary responsibility is to provide excellence in education for all children and to assure that each will be a successful student. The district will devote its energies and resources to achieve this goal within the means of the community. Our objective is to provide students with instruction in subjects which are necessary to develop skills for successful and productive lives and to stimulate the development of intellectual capabilities, emotional well-being, productive citizenship and each individual’s potential.

CAREER CRUISING

Career Cruising is an interactive, web-based career resource designed for middle and high school students to help students explore career and college options and develop a career plan. Career Cruising can be accessed from school, home, or wherever a student has access to the Internet.

All high school students have a Career Cruising account. Career Cruising has some great features which include:

⇒ Interest and Skills Assessments—a world-renowned career assessment tool to help people identify suitable career options based on their interests and skills
⇒ Career Profiles—thorough and up-to-date information about hundreds of different occupations, including direct links between careers and related college programs
⇒ Multimedia Interviews - interviews with real people in various occupations, which add depth and realism to career profiles
⇒ College and Financial Aid Information—comprehensive college and financial aid information, with a number of useful search tools to help students find the right college and the right scholarships
⇒ Electronic Career Portfolio—available online, so students can develop their education and career plans from wherever they access Career Cruising
⇒ Resume Builder - integrated with the portfolio to help students format and print professional-looking resumes quickly and easily

See your child’s school counselor to find out how to access this excellent resource.
GRADING SCALE

\[
\begin{align*}
A &= 4 \\
B &= 3 \\
C &= 2 \\
D &= 1 \\
F &= 0
\end{align*}
\]

Class rank determined by G.P.A.

TIE BREAKER PROCEDURE

Students' class rank will be determined by grade point average. Instances may occur where students are tied in grade point average. The following tie breaking criteria, in order, will be used to break ties:

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.

AUDIT PROCEDURE

Students auditing classes will be expected to attend all class sessions, complete all assigned work and take all tests. There will be a grade issued and placed on the transcript; however, the grade will not be used to compute grade point and a notation of the audit will appear on the transcript. 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 audit does not count as a credit towards graduation.

GRADUATION REQUIREMENTS*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
<td>(Must have 1 credit per year)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.0</td>
<td>(Must have 1 credit of World History, 1 credit of US History, .5 credit of Government, .5 credit of Economics)</td>
</tr>
<tr>
<td>Science</td>
<td>3.0</td>
<td>(Must have 1 credit of Life Science, 1 credit of Physical Science, .5 credit of elective Science)</td>
</tr>
<tr>
<td>Math</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.5</td>
<td>See requirements on page 75</td>
</tr>
<tr>
<td>Health</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>Computer</td>
<td>.5</td>
<td>See computer requirements on page 56</td>
</tr>
<tr>
<td>Non-spec. electives</td>
<td>8.5</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit for Grad 22.5

*Additional Graduation Considerations:

1. 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).
2. Beginning with the 2019—2020 graduating class, 24 credits will be required in the School District of La Crosse for a regular high school diploma.
3. Beginning with the 2019—2020 graduating class, a .5 credit in Personal Financial Literacy will be required for graduation. This course will replace the current .5 Computer graduation requirement.
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.

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 have high 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 transcripted 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
La Crosse eScholars Online Learning Program

The La Crosse School District is now offering students the opportunity to participate in online learning courses to better serve individual needs and to create an avenue for equipping students with the 21st Century Skills they will need throughout their lives.

The district has a menu of its own online courses to offer a wide selection of viable, quality course options that satisfy the Wisconsin academic standards. Students enrolled full-time in the school district through traditional and/or online courses are eligible to participate in all co-curricular and extra curricular activities. These online learning options will provide the following features:

- Relevant, rigorous coursework completed in flexible locations (home, school, library, etc.)
- Satisfaction of district graduation requirements
- High quality, interactive courses aligned to state and national standards
- Specific online courses to provide more flexible scheduling
- Online course registration offered during each school’s regular course registration process
- Opportunities for students who may be unable to participate in a traditional educational setting
- Modified rates of learning to accommodate students in traditional, accelerated, credit recovery, or extended environments (e.g., home-based and homebound)
- Preparation for a future in post-secondary educational and work environments

Course Information

Online courses are identified in each department of the course guide. Students interested in taking an online course should register on the course selection sheets at their schools.

Students in a full-time, home-based learning environment have access to all available online coursework. Students residing within district boundaries who are currently open enrolled in a full-time virtual school are eligible to transfer to the district’s full-time online program.
Certificate Opportunities for Students

The School District of La Crosse offers multiple opportunities for students to earn certificates of achievement in high school.

**Employability Skills Certificate Program**—The intent of the Employability Skills Certificate Program is to recognize a student's mastery of employability skills valued by employers, help students explore a career interest, and provide a state credential of student mastery of employability skills. The student, along with community mentors, takes part in experiences where leadership and other technical skills necessary for success in career and college can be offered which allow students to grow and expand their leadership skills. Students demonstrate competencies learned while performing tasks or functions in one of three environments—school-based, community-based or work-based. The Wisconsin Department of Public Instruction issues the state certificate. Interested students should see Mrs. Hinkel or Mr. Dammen (Central) or Mrs. Washa or Mrs. Molling-Enright (Logan).

**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).

**Youth Apprenticeship**—Wisconsin's Youth Apprenticeship program is a part of a statewide School-to-Work initiative. It is designed for high school students who want hands on learning in an occupational area at a worksite along with classroom instruction.

This one or two-year elective program combines academic and technical instruction with mentored on-the-job learning. Available program areas include finance, manufacturing, tourism, information technology, STEM, and health services. Interested students should see their counselor.

**Youth Leadership**—The intent of the Wisconsin Youth Leadership Certificate is to recognize a student’s mastery and exhibition of leadership skills valued by employers, communities, and organizations. The Youth Leadership Certificate consists of the following required components:

Reinforcing 21st Century Skills in the form of the 4 Cs (Collaboration, Creativity, Communication, and Critical Thinking Skills); in Leadership Skills and Attitudes; completion of 90 leadership or service hours. The certificate earned by the student will be issued by the State of Wisconsin. Interested students should contact Mrs. Annette O’Hern (Hogan) at aohern@lacrossesd.org.
<table>
<thead>
<tr>
<th><strong>The 16 Career Clusters</strong></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Food &amp; Natural Resources</td>
<td>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</td>
</tr>
<tr>
<td>Architecture &amp; Construction</td>
<td>Careers in designing, planning, managing, building and maintaining the built environment.</td>
</tr>
<tr>
<td>Arts, A/V Technology &amp; Communications</td>
<td>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</td>
</tr>
<tr>
<td>Business Management &amp; Administration</td>
<td>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</td>
</tr>
<tr>
<td>Education &amp; Training</td>
<td>Planning, managing and providing education and training services, and related learning support services.</td>
</tr>
<tr>
<td>Finance</td>
<td>Planning, services for financial and investment planning, banking, insurance, and business financial management.</td>
</tr>
<tr>
<td>Government &amp; Public Administration</td>
<td>Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.</td>
</tr>
<tr>
<td>Health Science</td>
<td>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</td>
</tr>
<tr>
<td><strong>Hospitality &amp; Tourism</strong></td>
<td>Hospitality &amp; Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Human Services</strong></td>
<td>Preparing individuals for employment in career pathways that relate to families and human needs.</td>
</tr>
<tr>
<td><strong>Law, Public Safety, Corrections &amp; Security</strong></td>
<td>Planning, Managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</td>
</tr>
<tr>
<td><strong>Manufacturing</strong></td>
<td>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.</td>
</tr>
<tr>
<td><strong>Marketing</strong></td>
<td>Planning, managing, and performing marketing activities to reach organizational objectives.</td>
</tr>
<tr>
<td><strong>Science, Technology, Engineering &amp; Mathematics</strong></td>
<td>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.</td>
</tr>
<tr>
<td><strong>Transportation, Distribution &amp; Logistics</strong></td>
<td>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.</td>
</tr>
</tbody>
</table>
Agriculture in Wisconsin includes science, marketing, service, production, supply, processing, preservation of the food supply, plants, animals and natural resources. This area employs over 12 percent of Wisconsin’s workforce.

DO YOU HAVE AN INTEREST IN:

**Animals**
- Working with sick or injured animals
- Working with companion animals like dogs and cats
- Working with unique species such as fish for food
- A medical field
- Marine biology

**Plants**
- Caring for plants in your home or yard
- Designing landscapes for homes or businesses
- Developing new plants or modifying existing ones
- What plants need to grow successfully

**Natural Resources**
- Native fish and their aquatic habits
- Forest ecosystems
- Preservation of endangered species
- Wolves and whitetails in Wisconsin

**Foods**
- What makes bread rise and pop fizz
- Being a food scientist
- Designing new food and flavors
- How science is used to process your food

FROM HIGH SCHOOL
On-the-job training and/or minimal experience
Crop Sprayer | Farm Worker | Fisherman
Landscape Laborer | Logger | Nursery Worker
Retail Cashier | Customer Service Rep. | Pet Groomer

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Technical college, apprenticeship, certifications
Herdsman
Feed Manager
Milker & Dairy Worker

BACHELORS, Pre-PROFESSIONAL OR HIGHER DEGREE
Colleges/Universities
Agricultural Engineer | Animal Scientist | Animal Psychologist
Biochemist | Botanist | Food Scientist
Forester | Game Warden | Geneticist
Greenhouse Manager | Landscape Architect | Marine Biologist
Plant Pathologist | Soil Geologist | Soil Scientist
Toxicologist | USDA Inspector | Veterinarian
# Environmental Services Program of Study

**Career Cluster** Agriculture, Food & Natural Resources  
**Career Pathway** Environmental Service Systems

**Notes:** *Classes can be taken any year. Please talk with your counselor to develop your individual learning plan (ILP) to ensure you are meeting requirements for entrance of your desired post-secondary institution such as appropriate math level, world language, etc.*

Created on [WiCareerPathways.org](http://WiCareerPathways.org)  
Last Updated: 1/24/2013  
Downloaded: 1/24/2013 3:19:50 PM

<table>
<thead>
<tr>
<th>High School</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Career &amp; Technical Education</strong></td>
<td></td>
<td>Computer &amp; Internet Applications I</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Additional Electives</strong></td>
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<tr>
<td><strong>English</strong></td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>Senior English</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Pre-Calculus · AP Statistics · Calculus</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Biology</td>
<td>Science Matters</td>
<td>Chemistry · *Environmental Science</td>
<td>Physics</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>World History</td>
<td>US History</td>
<td>AP Government · *Geography</td>
<td>Economics</td>
</tr>
<tr>
<td><strong>Other Required</strong></td>
<td>Fitness &amp; Wellness</td>
<td>PE .5 credit · Personal Finance</td>
<td>PE .5 credit</td>
<td></td>
</tr>
<tr>
<td><strong>Work-Based Learning Options</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Activities</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

## Agriculture/Natural Resources
**Careers in designing, planning, managing, building, and maintaining the built environment.**

**INTERESTS & ABILITIES**

Activities that describe what I like to do:
- Read and follow blueprints and/or instructions.
- Picture in my mind what a finished product looks like.

Work with my hands:
- Perform work that requires precise results
- Solve technical problems

- Visit and learn from beautiful, historic, or interesting buildings
- Follow logical, step-by-step procedures

Personal qualities that describe me:
- Curious
- Good at following directions
- Pay attention to detail
- Good at visualizing possibilities
- Patient and persistent

School subjects that I like:
- Math
- Drafting
- Physical sciences
- Construction Trades
- Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education

---

**FROM HIGH SCHOOL**

**On-the-job training and/or minimal experience**

<table>
<thead>
<tr>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction Laborer</td>
</tr>
<tr>
<td>Fence Builder</td>
</tr>
<tr>
<td>Roofer</td>
</tr>
<tr>
<td>Highway Maintenance</td>
</tr>
<tr>
<td>Title Setter</td>
</tr>
<tr>
<td>Groundskeeper</td>
</tr>
<tr>
<td>Heavy Equipment Operator</td>
</tr>
<tr>
<td>Gardener</td>
</tr>
</tbody>
</table>

**CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE**

**Technical college, apprenticeship, certifications**

<table>
<thead>
<tr>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory Technician</td>
</tr>
<tr>
<td>Lead Embroidery Colorist</td>
</tr>
<tr>
<td>Service Technician</td>
</tr>
<tr>
<td>HVAC Technician</td>
</tr>
<tr>
<td>Refrigeration Technician</td>
</tr>
<tr>
<td>HVAC-R Service Technician</td>
</tr>
<tr>
<td>Research and Development Technician</td>
</tr>
<tr>
<td>Refrigeration, AC, Heating Tech</td>
</tr>
<tr>
<td>Architectural Technician</td>
</tr>
<tr>
<td>Service Tech</td>
</tr>
<tr>
<td>Steel Retailer</td>
</tr>
<tr>
<td>Sheet Metal Apprentice</td>
</tr>
<tr>
<td>Draftsman</td>
</tr>
<tr>
<td>Carpenter</td>
</tr>
<tr>
<td>Drafter</td>
</tr>
<tr>
<td>Foreman</td>
</tr>
<tr>
<td>Lighting Designer</td>
</tr>
<tr>
<td>Interior Designer</td>
</tr>
</tbody>
</table>

**BACHELORS, Pre-PROFESSIONAL OR HIGHER DEGREE**

**Colleges/Universities**

<table>
<thead>
<tr>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architect</td>
</tr>
<tr>
<td>Building Contractor</td>
</tr>
<tr>
<td>CAD Engineer</td>
</tr>
<tr>
<td>Civil Engineer</td>
</tr>
<tr>
<td>Cost Estimator</td>
</tr>
<tr>
<td>Electrical Engineer</td>
</tr>
<tr>
<td>Grounds Supervisor</td>
</tr>
<tr>
<td>Interior Design</td>
</tr>
<tr>
<td>Landscape Architect</td>
</tr>
</tbody>
</table>
# Architecture & Construction Program of Study

## Career Cluster: Architecture & Construction

### Career Pathway

Notes: *Classes can be taken any year. Please talk with your counselor to develop your individual learning plan (ILP) to ensure you are meeting requirements for entrance of your desired post-secondary institution such as appropriate math level, world language, etc.

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<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career &amp; Technical Education</td>
<td>Introduction to CAD Design &amp; Architecture</td>
<td>Architectural CAD Designs</td>
<td>Woods II · Construction Systems/Careers</td>
<td>Off-site Construction · BIM/ Capstone</td>
</tr>
<tr>
<td>Additional Electives</td>
<td>Introduction to Engineering Design (TC) · Woods I · *Art I</td>
<td>*Sculpture II/III · Computer &amp; Internet Applications (TC) · Principles of Engineering (TC)</td>
<td>*Fashion &amp; Home Design</td>
<td>Management &amp; Entrepreneurship · Woods III</td>
</tr>
<tr>
<td>English</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>Senior English</td>
</tr>
<tr>
<td>Math</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II · Digital Electronics</td>
<td>AP Statistics or Algebra III</td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>Science Matters · Principles of Engineering</td>
<td>Chemistry</td>
<td>Physics</td>
</tr>
<tr>
<td>Social Studies</td>
<td>World history</td>
<td>US History</td>
<td>US Government</td>
<td>Economics</td>
</tr>
<tr>
<td>Other Required</td>
<td>Health Fitness &amp; Wellness</td>
<td>PE .5 credit</td>
<td>PE .5 credit · Personal Finance</td>
<td></td>
</tr>
<tr>
<td>Work-Based Learning Options</td>
<td>Construction Career Academy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Activities</td>
<td>Skills USA · FIRST Robotics</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.

PERSONAL QUALITIES THAT DESCRIBE ME:
- Creative and imaginative
- Good communicator/good vocabulary
- Curious about new technology
- Relate well to feelings and thoughts of others
- Determined/tenacious

INTERESTS & ABILITIES
Activities that describe what I like to do:
- Use my imagination to communicate new information to others
- Perform in front of others
- Read and write
- Play a musical instrument
- Perform creative, artistic activities
- Use video and recording technology
- Design brochures and posters

School subjects that I like:
- Art/Graphic design
- Music
- Speech and Drama
- Journalism/Literature
- Audiovisual Technologies

FROM HIGH SCHOOL
On-the-job training and/or minimal experience
- Floral Designer
- Musician
- Stained Glass Designer
- Sign Designer
- Sign Painter
- Photographer
- Pre-press Operator

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Technical college, apprenticeship, certifications
- General Manager, Marketing/Graphics
- Manager, Advertising & Design
- Graphic Designer
- Master Controller
- Graphic & Interactive Design
- Audio, Web & Voice
- Assistant Graphic Designer

BACHELORS, PRE-PROFESSIONAL OR HIGHER DEGREE
Colleges/Universities
- Animator
- Artist
- Cinematographer
- Composer
- Copy Editor
- Dancer
- Photographer
- Set Designer
- Illustrator
- Architect
- Interior Decorator
- Art Teacher
- Art Therapist
- Graphic Designer
- Videographer
- Journalist
- Musician
- Music Therapist

School District of La Crosse
High School Course Guide
Visual Arts
Program of Study

Career Cluster: Arts, Audio/Video Technology & Communications
Career Pathway: Visual Arts

Notes: *Please talk with your counselor to develop your individual learning plan (ILP) to ensure you are meeting requirements for entrance of your desired post-secondary institution such as appropriate math level, world language, etc.

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High School

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<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career &amp; Technical Education</td>
<td>Computer &amp; Internet Applications (TC)</td>
<td>*Video Production · *Graphic Arts I</td>
<td>*Photography · Web Design · Graphic Arts II</td>
</tr>
<tr>
<td>Additional Electives</td>
<td>Art I · Introduction to Engineering Design (TC)</td>
<td>Drawing II · Painting II · Sculpture II · Techno-Art</td>
<td>Drawing III · Sculpture III · Art Seminar · Techno Art · Marketing I</td>
</tr>
<tr>
<td>English</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
</tr>
<tr>
<td>Math</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II · Digital Electronics</td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>Science Matters · Principles of Engineering</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Social Studies</td>
<td>World History</td>
<td>US History</td>
<td>Government</td>
</tr>
<tr>
<td>Other Required</td>
<td>Fitness &amp; Wellness</td>
<td>PE .5 credit</td>
<td>PE .5 credit · Personal Finance</td>
</tr>
<tr>
<td>Work-Based Learning Options</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other Activities</td>
<td>Skills USA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Business Management and Administration careers encompass planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.

INTERESTS & ABILITIES
Activities that describe what I like to do:
- Perform routine, organized activities, but can be flexible
- Work with numbers and detailed information
- Be the leader in a group
- Make business contact with people
- Work with computer programs
- Create reports and communicate ideas
- Plan my work and follow instructions without close supervision

Personal qualities that describe me:
- Organized
- Practical and Logical
- Patient
- Tactful
- Responsible

School subjects that I like:
- Computer Applications/Business and Information Technology
- Accounting
- Math
- English
- Economics

FROM HIGH SCHOOL
On-the-job training and/or minimal experience
| Bank Teller | Caterer | File Clerk |
| Mail Clerk | Receptionist | Sales Clerk |
| Telephone Operator | Hotel Clerk | Billing Clerk |
| Data Entry Clerk |

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Technical college, apprenticeship, certifications
| Administrative Assistant | Front Desk Supervisor |
| Management Trainee | Human Resources Service Center Rep |
| Manager | Office Administrator |
| Office Manager | Operations Manager |
| HR Specialist | Assistant Manager |

BACHELORS, Pre-PROFESSIONAL OR HIGHER DEGREE
Colleges/Universities
| Accountant—CPA | Advertising Manager | Art Director |
| Business Consultant | Health Care Administrator | Marketing Manager |
| Human Resource Manager | Sales Representative | Theater Manager |
# Business Information Management Program of Study

**Career Cluster** Business Management & Administration  
**Career Pathway** Business Information Management

Notes: *Please talk with your counselor to develop your individual learning plan (ILP) to ensure you are meeting requirements for entrance of your desired post-secondary institution such as appropriate math level, world language, etc.

---

**High School**

<table>
<thead>
<tr>
<th></th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career &amp; Technical Education</td>
<td>Introduction to Business</td>
<td>Computer &amp; Internet Applications (TC) · Accounting I</td>
<td>Business &amp; Entrepreneurship · Accounting II</td>
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</tr>
<tr>
<td>Additional Electives</td>
<td>*Art I</td>
<td>Computer Construction · *Tech Art · Intro to Marketing</td>
<td>Management &amp; Entrepreneurship · Cisco I</td>
<td>Business Law · Cisco II</td>
</tr>
<tr>
<td>English</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>Senior English</td>
</tr>
<tr>
<td>Math</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Pre-Calculus, AP Statistics</td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>Science Matters · Principles of Engineering</td>
<td>Chemistry</td>
<td>Physics</td>
</tr>
<tr>
<td>Social Studies</td>
<td>World History</td>
<td>US History</td>
<td>Government</td>
<td>Economics · Sociology</td>
</tr>
<tr>
<td>Other Required</td>
<td>Fitness &amp; Wellness</td>
<td>PE .5 · Personal Finance</td>
<td>PE .5</td>
<td></td>
</tr>
<tr>
<td>Work-Based Learning Options</td>
<td>Business &amp; Marketing Co-op</td>
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<td></td>
</tr>
<tr>
<td>Other Activities</td>
<td>FBLA</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Business, Management & Administration
**Planning, managing, and providing education and training services, and related learning support services.**

**INTERESTS & ABILITIES**

**Activities that describe what I like to do:**
- Communicate with different types of people
- Help others with their homework or to learn new things
- Go to school
- Direct and plan activities for others
- Handle several responsibilities at once
- Acquire new information
- Help people overcome their challenges

**Personal qualities that describe me:**
- Friendly
- Decision-maker
- Helpful
- Innovative/Inquisitive
- Good listener

**School subjects that I like:**
- Language Arts
- Social Studies
- Math
- Science
- Psychology

### FROM HIGH SCHOOL

**On-the-job training and/or minimal experience**
- Aerobic Instructor
- Child Care Assistant
- Library Assistant
- Dance Teacher

**CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE**

**Technical college, apprenticeship, certifications**
- Child Care Provider
- Instructional Assistant
- Para Professional Instructional Assistant
- Teacher Assistant
- Teacher’s Aid

**BACHELORS, Pre-PROFESSIONAL OR HIGHER DEGREE**

**Colleges/Universities**
- Bilingual Educator
- Secondary School Teacher
- Instructional Coordinator
- Speech-Language Pathologist
- Vocational Education Teacher

- Educational Administrator
- Teacher of the Blind
- School Counselor
- Elementary Teacher
- Special Education Teacher

- School Psychologist
- Librarian
- University Professor
- Training Manager

---

*School District of La Crosse*
# Teaching/Training Program of Study

**Career Cluster** Education & Training  
**Career Pathway** Teaching/Training

**Notes:** Please talk with your counselor to develop your individual learning plan (ILP) to ensure you are meeting requirements for entrance of your desired post-secondary institution such as appropriate math level, world language, etc.

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<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer &amp; Internet Applications 1 (TC)</td>
<td>Parents &amp; Children</td>
<td>Child Development</td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Additional Electives</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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</thead>
<tbody>
<tr>
<td>Keyboarding for Everyone</td>
<td>Photography</td>
<td></td>
<td>Digital Productions, Inc. · Assistant Child Care Teacher</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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<tbody>
<tr>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>Senior English</td>
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</table>

<table>
<thead>
<tr>
<th>Math</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Pre-Calculus · AP Statistics</td>
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<table>
<thead>
<tr>
<th>Science</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Science Matters</td>
<td>Chemistry</td>
<td>Physics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>World History</td>
<td>US History</td>
<td>Government</td>
<td>Economics · Psychology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Required</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness &amp; Wellness</td>
<td>PE .5 credit</td>
<td>PE .5 credit · Personal Finance</td>
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<table>
<thead>
<tr>
<th>Work-Based Learning Options</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Education &amp; Training</th>
</tr>
</thead>
</table>

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*School District of La Crosse*

*High School Course Guide*
Planning, services for financial and investment planning, banking, insurance, and business financial management.

INTERESTS & ABILITIES
Activities that describe what I like to do:
- Work with numbers
- Work to meet a deadline
- Make predictions based on existing facts
- Have a framework of rules by which to operate
- Analyze financial information and interpret it to others
- Handle money with accuracy and reliability
- Take pride in the way I dress and look

Personal qualities that describe me:
- Trustworthy
- Orderly
- Self-confident
- Logical
- Methodical or efficient

School subjects that I like:
- Accounting
- Math
- Economics
- Banking/Financial Services
- Business Law

FROM HIGH SCHOOL
On-the-job training and/or minimal experience
Bank Teller
Cashier
Bill & Account Collector

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Technical college, apprenticeship, certifications

| Accountant | Bookkeeper |
| Budgeting Program Manager | Accounting Clerk |
| Corporate Accountant | Tax Preparation |
| Staff Accountant | Teller/Loans |
| Account Clerk | Head Teller & Personal Banker |
| Financial Accountant | Night Auditor |

BACHELORS, Pre-PROFESSIONAL OR HIGHER DEGREE
Colleges/Universities

| Accountant—CPA | Actuary | Auditor |
| Controller | Credit Analyst | Manager |
| Insurance Underwriter | Investment Advisor | Stockbroker |
| Real Estate Appraiser | Financial Advisor | Economist |
# Finance Program of Study

**Career Cluster** Finance  
**Career Pathway** Banking Services

**Notes:** Please talk with your counselor to develop your individual learning plan (ILP) to ensure you are meeting requirements for entrance of your desired post-secondary institution such as appropriate math level, world language, etc.

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</thead>
<tbody>
<tr>
<td><strong>Career &amp; Technical Education</strong></td>
<td>Introduction to Business</td>
<td>Accounting I · Computer &amp; Internet Applications I (AS)</td>
<td>Accounting II</td>
<td>Business Law · Management &amp; Entrepreneurship · Accounting III</td>
</tr>
<tr>
<td><strong>Additional Electives</strong></td>
<td></td>
<td>Intro to Marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>English 9 or World Humanities</td>
<td>English 10 or Pre-AP</td>
<td>English 11 or AP 11</td>
<td>College Prep English or AP English 12</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Algebra I</td>
<td>Geometry/ or Honors Geometry</td>
<td>Algebra II or Honors Algebra II</td>
<td>AP Statistics</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Biology or Honors Biology</td>
<td>Science Matters</td>
<td>Chemistry</td>
<td>Physics</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>World History or World Humanities</td>
<td>US History</td>
<td>Government</td>
<td>Economics</td>
</tr>
<tr>
<td><strong>Other Required</strong></td>
<td>Fitness &amp; Wellness</td>
<td>PE .5 credit</td>
<td>PE .5 credit · Personal Finance</td>
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<tr>
<td><strong>Work-Based Learning Options</strong></td>
<td>Finance Youth Apprenticeship</td>
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</tr>
<tr>
<td><strong>Other Activities</strong></td>
<td>FBLA</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Finance**
Executing governmental functions to include governance: national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.

INTERESTS & ABILITIES
Activities that describe what I like to do:

◊ Be involved in politics.
◊ Negotiate, defend, and debate ideas and topics.
◊ Plan activities and work cooperatively with others.
◊ Work with details.
◊ Perform a variety of duties that may change often.
◊ Analyze information and interpret it to others.
◊ Travel and see things that are new to me.

Personal qualities that describe me:

◊ Good communicator
◊ Competitive
◊ Service-minded
◊ Well-organized
◊ Problem-solver

School subjects that I like:

◊ Government
◊ Language Arts
◊ History
◊ Math
◊ Foreign Language

FROM HIGH SCHOOL
On-the-job training and/or minimal experience

<table>
<thead>
<tr>
<th>Mail Carrier</th>
<th>Postal Clerk</th>
<th>License Clerk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drivers License Examiner</td>
<td>Infantry Forces</td>
<td>Mail Handling Operator</td>
</tr>
</tbody>
</table>

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Technical college, apprenticeship, certifications

<table>
<thead>
<tr>
<th>Police officer</th>
<th>Deputy sheriff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loss prevention investigator</td>
<td>Jailer</td>
</tr>
<tr>
<td>Coroner</td>
<td>City planning aid</td>
</tr>
<tr>
<td>Building inspector</td>
<td>Postmaster</td>
</tr>
<tr>
<td>Transportation inspector</td>
<td>Special forces</td>
</tr>
<tr>
<td>Dispatcher</td>
<td>Infantry forces</td>
</tr>
</tbody>
</table>

BACHELORS, Pre-PROFESSIONAL OR HIGHER DEGREE
Colleges/Universities

<table>
<thead>
<tr>
<th>Accountant</th>
<th>Lawyer</th>
<th>Legislator</th>
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<td>Public Utilities Manager</td>
<td>City Manager</td>
<td>Infantry Officer</td>
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<tr>
<td>Urban Planner</td>
<td>Political Scientist</td>
<td>Translator/Interpreter</td>
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<tr>
<td>Occupational Health &amp; Safety Specialist</td>
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<td>Peace Corps Volunteer</td>
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</tbody>
</table>
## Security Program of Study

**Career Cluster** Government & Public Administration  
**Career Pathway** National Security

**Notes:** Please talk with your counselor to develop your individual learning plan (ILP) to ensure you are meeting requirements for entrance of your desired post-secondary institution such as appropriate math level, world language, etc.

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<tr>
<td><strong>Additional Electives</strong></td>
<td>Introduction to Business · Computer Construction &amp; Maintenance</td>
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<td>Cisco I, II</td>
<td>Cisco III, IV</td>
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<tr>
<td><strong>English</strong></td>
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<td>Geometry</td>
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<td>Pre-Calculus, AP Statistics</td>
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<tr>
<td><strong>Science</strong></td>
<td>Biology</td>
<td>Science Matters · Principles of Engineering</td>
<td>Chemistry</td>
<td>Physics</td>
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<td><strong>Social Studies</strong></td>
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<td>US History</td>
<td>Government</td>
<td>Economics · Global Issues</td>
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<td><strong>Other Required</strong></td>
<td>Fitness &amp; Wellness</td>
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<td><strong>Work-Based Learning Options</strong></td>
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<td><strong>Other Activities</strong></td>
<td>Skills USA · FBLA</td>
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</tbody>
</table>
**Health Science**

Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

**INTERESTS & ABILITIES**
Activities that describe what I like to do:
- Work under pressure
- Help sick people and animals
- Make decisions based on logic and information
- Participate in health and science classes
- Respond quickly and calmly in emergencies
- Work as a member of a team
- Follow guidelines precisely and meet strict standards of accuracy

Personal qualities that describe me:
- Compassionate and caring
- Good at following directions
- Conscientious and careful
- Patient
- Good listener

School subjects that I like:
- Biological Sciences
- Chemistry
- Math
- Occupational Health classes
- Language Arts

**FROM HIGH SCHOOL**
On-the-job training and/or minimal experience
- Certified Nursing Assistant
- Food Service Worker
- Hospital Admitting

**CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE**
Technical college, apprenticeship, certifications
- Central Service Technician
- EEG Tech
- Medical Lab Tech
- EMG Tech
- Medical Lab Tech
- Records Management Specialist
- Dental Assistant
- PTA-Physical Therapy Assistant
- Dental Hygienist
- Medical Assistant
- X-ray Tech
- CNA-Certified Nursing Assistant
- Surgical Tech
- RN-Registered Nurse
- Operating Room Tech
- COTA-Certified Occupational Therapy Assistant
- Massage Therapist
- Occupational Therapy Assistant
- PTA-Physical Therapy Assistant
- Rehab Tech
- LPN-Licensed Practical Nurse
- Radiology Tech

**BACHELORS, Pre-PROFESSIONAL OR HIGHER DEGREE**
Colleges/Universities
- Athletic Training
- Chiropractor
- Dentist
- Dietician
- Occupational Therapist
- Music Therapist
- Pharmacist
- Psychiatrist
- Surgeon
- Primary Care Physician
- Geneticist
- Statistician
- Podiatrist
- Oral Surgeon
- Registered Nurse
## Health Science Program of Study

**Career Cluster** Health Science  
**Career Pathway** Therapeutic Services

**Notes:** *Classes can be taken any year. Please talk with your counselor to develop your individual learning plan (ILP) to ensure you are meeting requirements for entrance of your desired post-secondary institution such as appropriate math level, world language, etc.

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<td>Creative Writing or College Prep English</td>
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<td>Geometry or Honors Geometry</td>
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<td>Other Activities</td>
<td>HOSA · FCCA</td>
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</table>
Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food service, lodging, attractions, and recreation events and travel-related services.

INTERESTS & ABILITIES
Activities that describe what I like to do:
◊ Investigate new places and activities
◊ Work with all ages and types of people
◊ Organize activities in which other people enjoy themselves
◊ Have a flexible schedule
◊ Help people make up their minds
◊ Communicate easily, tactfully, and courteously
◊ Learn about other cultures

Personal qualities that describe me:
◊ Tactful
◊ Self-motivated
◊ Works well with others
◊ Outgoing
◊ Slow to anger

School subjects that I like:
◊ Language Arts/Speech
◊ Foreign Language
◊ Social Sciences
◊ Marketing
◊ Food Services

FROM HIGH SCHOOL
On-the-job training and/or minimal experience
Baggage Porter & Bellhop Cake Decorator Concierge
Food Attendant Furniture Refinisher Tourism Guide
Usher Janitor Hotel Clerk
Short Order Cook Restaurant Host/Hostess Housekeeper

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Technical college, apprenticeship, certifications
Manager
Assistant Restaurant Manager
Dietary Cook
Dietary Aide

BACHELORS, Pre-PROFESSIONAL OR HIGHER DEGREE
Colleges/Universities
Archivist Conservation Manager Curator
Historian Park Ranger Recreation Director
Resort Manager Theatre Manager Zookeeper
# Hospitality & Tourism Program of Study

**Career Cluster** Hospitality & Tourism  
**Career Pathway** Travel and Tourism

**Notes:** *Classes can be taken any year. Please talk with your counselor to develop your individual learning plan (ILP) to ensure you are meeting requirements for entrance of your desired post-secondary institution such as appropriate math level, world language, etc.

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<td>Intro to Marketing</td>
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<td><em>Art I</em></td>
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<td>Chemistry *Environmental Science</td>
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<td><strong>Social Studies</strong></td>
<td>World History</td>
<td>US History</td>
<td>Government *Psychology</td>
<td>Economics *Global Issues</td>
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</table>
Preparing individuals for employment in career pathways that relate to families and human needs.

INTERESTS & ABILITIES
Activities that describe what I like to do:
◊ Care about people, their needs, and their problems
◊ Participate in community services and/or volunteering
◊ Listen to other people’s viewpoints
◊ Help people be at their best
◊ Work with people from preschool age to old age
◊ Think of new ways to do things
◊ Make friends with different kinds of people

Personal qualities that describe me:
◊ Good communicator/good listener
◊ Caring
◊ Non-materialistic
◊ Uses intuition and logic
◊ Non-judgmental

School subjects that I like:
◊ Language Arts
◊ Psychology/Sociology
◊ Family and Consumer Sciences
◊ Finance
◊ Foreign Language

FROM HIGH SCHOOL
On-the-job training and/or minimal experience
Aerobic Instructor
Crossing Guard
Nanny

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Technical college, apprenticeship, certifications
Nanny
Disability Specialist
Personal Care Aide
Pre-School Teacher
Infant & Toddler Teacher

BACHELORS, PRE-PROFESSIONAL OR HIGHER DEGREE
Colleges/Universities
Dietician
Placement Counselor
School Counselor
Vocational Rehab Counselor
Alcohol & Drug Abuse Counselor
Investment Advisor
Psychiatrist
Sociologist
Career Counselor
Religious Worker
Minister/Clergy
Psychologist
Social Worker
Financial Counselor
Family Services
Program of Study

Career Cluster Human Services
Career Pathway Family and Community Services

Notes: *Please talk with your counselor to develop your individual learning plan (ILP) to ensure you are meeting requirements for entrance of your desired post-secondary institution such as appropriate math level, world language, etc.

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<td>Work-Based Learning Options</td>
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<td>Other Activities</td>
<td>HOSA • FCCLA</td>
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</table>

Human Services
Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.

INTERESTS & ABILITIES
Activities that describe what I like to do:
◊ Work with computers
◊ Reason clearly and logically to solve complex problems
◊ Use machines, techniques, and processes
◊ Read technical materials and diagrams and solve technical problems
◊ Adapt to change
◊ Play video games and figure out how they work
◊ Concentrate for long periods without being distracted

School subjects that I like:
◊ Math
◊ Science
◊ Computer Tech/Applications
◊ Communications
◊ Graphic design

Personal qualities that describe me:
◊ Logic/analytical thinker
◊ See details in the big picture
◊ Persistent
◊ Good concentration skills
◊ Precise and accurate

FROM HIGH SCHOOL
On-the-job training and/or minimal experience
(careers in this field require more than minimal experience or on-the-job training)

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Technical college, apprenticeship, certification
Service Technician
Software Support Specialist
Technical Support Specialist
Internet Help Desk
Network Technician
Systems Operator
Network Technician
IT Network Administrator
Security Engineer
Software Developer
IT Programmer Analyst

BACHELORS, Pre-PROFESSIONAL OR HIGHT DEGREE
Colleges/Universities
Computer Engineer
Database Administrator
Video Game Designer
Computer Network Admin.
Software Engineer
Webmaster
Animator
Illustrator
Computer Programmer
# Information Technology Program of Study

**Career Cluster** Information Technology  
**Career Pathway** Network Systems

**Notes:** *Please talk with your counselor to develop your individual learning plan (ILP) to ensure you are meeting requirements for entrance of your desired post-secondary institution such as appropriate math level, world language, etc.

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<td>Computer Construction &amp; Maintenance · Computer &amp; Internet Applications (AS)</td>
<td>*Cisco I &amp; II (TC) · Robotics</td>
<td>*Cisco III &amp; IV (TC)</td>
<td>IT Youth Apprenticeship (YA) · *Digital Electronics (DE)</td>
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<tr>
<td><strong>Additional Electives</strong></td>
<td>Introduction to Engineering Design</td>
<td>Principles of Engineering</td>
<td>*Computer Integrated Manufacturing (CIM) · Accounting · Web Design</td>
<td>Business Law · Mobile App Development</td>
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<tr>
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<td>English 9 or World Humanities</td>
<td>English 10 or Pre-AP English</td>
<td>English 11 or AP 11</td>
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<td>Algebra II or Honors Algebra II</td>
<td>Pre-Calculus · AP Statistics · Digital Electronics</td>
<td>Calculus · AP Statistics</td>
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<td>Biology or Honors Biology</td>
<td>Science Matters · Chemistry</td>
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<td>Government</td>
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<td><strong>Other Required</strong></td>
<td>Fitness &amp; Wellness</td>
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<td>Information Technology Youth Apprenticeship</td>
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<tr>
<td><strong>Other Activities</strong></td>
<td>FBLA · Skills USA · FIRST Robotics</td>
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</table>

*All courses are offered on a credit hour basis. AP denotes Advanced Placement.
Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

INTERESTS & ABILITIES
Activities that describe what I like to do:
◊ Work under pressure or in the face of danger
◊ Make decisions based on my own observations
◊ Interact with other people
◊ Be in positions of authority
◊ Respect rules and regulations
◊ Debate and win arguments
◊ Observe and analyze people’s behavior

Personal qualities that describe me:
◊ Adventurous
◊ Dependable
◊ Community-minded
◊ Decisive
◊ Optimistic

School subjects that I like:
◊ Language Arts
◊ Government/Sociology
◊ Government/History
◊ Law Enforcement
◊ First Aid/First Responder

FROM HIGH SCHOOL
On-the-job training and/or minimal experience
Correctional Officer Parking Enforcement Officer
Security Guard Crossing Guard
Dispatcher

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Technical college, apprenticeship, certifications
Police Officer Transportation Security Officer
Corrections Officer Paramedic
EMT/Paramedic Emergency Dispatching
Fire Fighter Paralegal

BACHELORS, Pre-PROFESSIONAL OR HIGHER DEGREE
Colleges/Universities
Adjudicator Arbitrator FBI Agent
Forensic Science Technician Judge Lawyer
Judicial Law Clerk Park Ranger Fingerprint Examiner
Probation & Parole Officer Private Detective Police Officer
### Legal Services

#### Program of Study

**Career Cluster** Law, Public Safety, Corrections & Security  
**Career Pathway** Legal Services

*Notes: *Classes can be taken any year. Please talk with your counselor to develop your individual learning plan (ILP) to ensure you are meeting requirements for entrance of your desired post-secondary institution such as appropriate math level, world language, etc.

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<td>Accounting I · Computer &amp; Internet Applications I</td>
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<td>World History</td>
<td>US History</td>
<td>US Government · *Sociology</td>
<td>Economics · *Psychology</td>
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<td>Fitness &amp; Wellness</td>
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<td><strong>Work-Based Learning Options</strong></td>
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<td><strong>Other Activities</strong></td>
<td>FBLA</td>
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</table>

**Law, Public Safety, Corrections & Security**
Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

INTERESTS & ABILITIES
Activities that describe what I like to do:
◊ Work with my hands and learn that way
◊ Put things together
◊ Do routine, organized and accurate work
◊ Perform activities that produce tangible results
◊ Apply math to work out solutions
◊ Use hand and power tools and operate equipment/machinery
◊ Visualize objects in three dimensions from flat drawings

Personal qualities that describe me:
◊ Practical
◊ Observant
◊ Physically active
◊ Step-by-step thinker
◊ Coordinated

School subjects that I like:
◊ Math-Geometry
◊ Chemistry
◊ Trade and Industry courses
◊ Physics
◊ Language Arts

FROM HIGH SCHOOL
On-the-job training and/or minimal experience
Brush Painter  Engraver  Tire Builder
Oil Well Driller  Production Clerk  Assembly Line Worker

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Technical college, apprenticeship, certifications
Service Technician
Maintenance Mechanic
Maintenance Electrician
Machinist
Fabricator
Welder

BACHELORS, Pre-PROFESSIONAL OR HIGHER DEGREE
Colleges/Universities
Electrical Engineer  Electronic Engineer  Engineering Manager
Environmental Engineer  Industrial Engineer  Mechanical Engineer
# Manufacturing Production Program of Study

**Career Cluster** Manufacturing  
**Career Pathway** Manufacturing Production Process Development

**Notes:** Please talk with your counselor to develop your individual learning plan (ILP) to ensure you are meeting requirements for entrance of your desired post-secondary institution such as appropriate math level, world language, etc.

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**High School**

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<tr>
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<td>Intro to Engineering Design (TC)</td>
<td>Computer &amp; Internet Applications · Principles of Engineering (TC) · Robotics · Small Engine/Fabrication</td>
<td>Small Engine/Fabrication II · Construction Career Academy</td>
<td>Computer Integrated Manufacturing (TC) · Construction Career Academy</td>
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<tr>
<td>Additional Electives</td>
<td>Introduction to Business · Woods I</td>
<td>Intro to Marketing · Woods II</td>
<td>Management &amp; Entrepreneurship · Woods III</td>
<td>Architectural CAD</td>
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<tr>
<td>English</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>Senior English</td>
</tr>
<tr>
<td>Math</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II · Digital Electronics</td>
<td>Pre-Calculus · AP Statistics</td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>Science Matters · Principles of Engineering</td>
<td>Chemistry</td>
<td>Physics</td>
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<tr>
<td>Social Studies</td>
<td>World History</td>
<td>US History</td>
<td>Government</td>
<td>Economics</td>
</tr>
<tr>
<td>Other Required</td>
<td>Fitness &amp; Wellness</td>
<td>PE .5 credit</td>
<td>PE .5 credit · Personal Finance</td>
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<tr>
<td>Work-Based Learning Options</td>
<td>Construction Career Academy</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other Activities</td>
<td>FIRST Robotics · Skills USA</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Manufacturing**
Planning, managing, and performing marketing activities to reach organizational objectives.

INTERESTS & ABILITIES
Activities that describe what I like to do:
- Shop and go to the mall
- Be in charge
- Make displays and promote ideas
- Give presentations and enjoy public speaking
- Persuade people to buy products or to participate in activities
- Communicate my ideas to other people
- Take advantage of opportunities to make extra money

Personal qualities that describe me:
- Enthusiastic
- Competitive
- Creative
- Self-motivated
- Persuasive

School subjects that I like:
- Language Arts
- Math
- Business Education/Marketing
- Economics
- Computer Applications

FROM HIGH SCHOOL
On-the-job training and/or minimal experience
- Cashier
- Classified Ad Clerk
- Telemarketer
- News Vendor
- Wedding Planner

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Technical college, apprenticeship, certifications
- Retail Sales Associate
- Sales and Marketing
- Sales Rep

BACHELORS, Pre-PROFESSIONAL OR HIGHER DEGREE
Colleges/Universities
- Advertising Manager
- Public Relations Manager
- Insurance Agent
- Business Agent
- Purchasing Agent
- Market Research Analyst
- Marketing Manager
- Research Analyst
- Real Estate Broker
# Merchandising Program of Study

**Career Cluster** Marketing  
**Career Pathway** Merchandising

**Notes:** Please talk with your counselor to develop your individual learning plan (ILP) to ensure you are meeting requirements for entrance of your desired post-secondary institution such as appropriate math level, world language, etc.

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<tr>
<td>Career &amp; Technical Education</td>
<td>Introduction to Business</td>
<td>Intro to Marketing</td>
<td>Sports &amp; Entertainment Marketing · Fashion &amp; Home Design</td>
<td>Advanced Marketing</td>
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<td>Additional Electives</td>
<td>Art I</td>
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<td>Clothing Skills</td>
<td>Business &amp; Marketing Co-op</td>
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<td>Geometry</td>
<td>Algebra II</td>
<td>Pre-Calculus · Statistics</td>
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<td>Social Studies</td>
<td>World History</td>
<td>US History</td>
<td>Government</td>
<td>Economics · Psychology</td>
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<td>PE .5 credit · Personal Finance</td>
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<td>Work-Based Learning Options</td>
<td>Business &amp; Marketing Co-op</td>
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<td>Other Activities</td>
<td>DECA · FBLA</td>
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</tr>
</tbody>
</table>

**Marketing**
Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.

INTERESTS & ABILITIES
Activities that describe what I like to do:
- Interpret formulas
- Find answers to questions
- Work in a laboratory
- Figure out how things work and investigate new things
- Explore new technology
- Experiment to find the best way to do something
- Pay attention to details and help things be precise

Personal qualities that describe me:
- Detail-oriented
- Inquisitive
- Objective
- Methodical
- Mechanically inclined

School subjects that I like:
- Math
- Science
- Drafting/Computer Networking
- Technical Classes/Technology Education

FROM HIGH SCHOOL
On-the-job training and/or minimal experience
Statistical Clerk

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Technical college, apprenticeship, certifications
Bio-Med Tech
Bio-Med Electronic Tech
Customer Service Engineer
Clinical Engineer
Engineering Technician
Mechanical Design Tech
Draftsman

BACHELORS, Pre-PROFESSIONAL OR HIGHER DEGREE
Colleges/Universities
Aerospace Engineer
Chemical Engineer
Electrical Engineer
Mathematician
Astronomer
Civil Engineer
Geologist
Mechanical Engineer
Biomedical Engineer
Computer Engineer
Industrial Engineer
Metallurgist
**Science, Technology, Engineering & Math Program of Study**

**Career Cluster** Science, Technology, Engineering & Mathematics  
**Career Pathway** Engineering and Technology

**Notes:** *Classes can be taken any year. Please talk with your counselor to develop your individual learning plan (ILP) to ensure you are meeting requirements for entrance of your desired post-secondary institution such as appropriate math level, world language, etc.*

---

<table>
<thead>
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<th><strong>High School</strong></th>
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<th><strong>Grade 10</strong></th>
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<tr>
<td>Career &amp; Technical Education</td>
<td>Introduction to Engineering Design (TC)</td>
<td>Principles of Engineering (TC) · Robotics</td>
<td>Digital Electronics (TC)</td>
<td>Computer Integrated Manufacturing (TC)</td>
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<td>Additional Electives</td>
<td>Computer Construction &amp; Mainte-nance · *Art I · Intro to CAD · Woods I</td>
<td>*Computer &amp; Internet Applications (AS) · Woods II · Arch CAD Design</td>
<td>Woods III · Video Production</td>
<td>Architecture · BIM Automotive</td>
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<td>English 10 or Pre-AP</td>
<td>English 11 or AP 11</td>
<td>College Prep English · AP English 12 · Creative Writing</td>
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<td>Construction Career Academy</td>
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<td>Other Activities</td>
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Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

INTERESTS & ABILITIES
Activities that describe what I like to do:
◊ Travel
◊ See well and have quick reflexes
◊ Solve mechanical problems
◊ Design efficient processes
◊ Anticipate needs and prepare to meet them
◊ Drive or ride
◊ Move things from one place to another

Personal qualities that describe me:
◊ Realistic
◊ Mechanical
◊ Coordinated
◊ Observant
◊ Planner

School subjects that I like:
◊ Math
◊ Trade and Industry courses
◊ Physical Sciences
◊ Economics
◊ Foreign Language

FROM HIGH SCHOOL
On-the-job training and/or minimal experience
Bus Driver Deckhand Delivery Driver
Service Station Attendant Highway Maintenance Ticket Clerk
Shipping/Receiving Clerk Traffic Clerk Taxicab Driver
Light Truck Driver

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Technical college, apprenticeship, certifications
Automotive Tech
Mechanic
Diesel Re/Excavator
Diesel Mechanic
Diesel Tech
Diesel Mechanic

BACHELORS, Pre-PROFESSIONAL OR HIGHER DEGREE
Colleges/Universities
Airline Pilot Air Traffic Controller Astronaut
Environmentalist Locomotive Engineer Mechanical Engineer
# Transportation Systems Program of Study

**Career Cluster** Transportation, Distribution & Logistics  
**Career Pathway** Transportation Systems/Infrastructure Planning, Management and Regulation

**Notes:** *Please talk with your counselor to develop your individual learning plan (ILP) to ensure you are meeting requirements for entrance of your desired post-secondary institution such as appropriate math level, world language, etc.*

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<td>Introduction to Engineering Design (TC)</td>
<td>Computer &amp; Internet Applications I · Small Engines/Fabrication</td>
<td>Small Engines II</td>
<td>Computer Integrated Manufacturing</td>
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<td>Robotics · *Architectural CAD</td>
<td>Principles of Engineering</td>
<td>Management &amp; Entrepreneurship</td>
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<tr>
<td><strong>English</strong></td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>Senior English</td>
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<tr>
<td><strong>Math</strong></td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II · Digital Electronics</td>
<td>Pre-Calculus, Statistics, Calculus</td>
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<tr>
<td><strong>Science</strong></td>
<td>Biology</td>
<td>Science Matters · Digital Electroncs</td>
<td>Chemistry</td>
<td>Physics</td>
</tr>
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<td><strong>Social Studies</strong></td>
<td>World History</td>
<td>US History</td>
<td>US Government · Geography</td>
<td>Economics</td>
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<td><strong>Work-Based Learning Options</strong></td>
<td>Transportation Youth Apprenticeship</td>
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<td><strong>Other Activities</strong></td>
<td>FIRST Robotics · Skills USA</td>
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COURSES OFFERED BY
CENTRAL and LOGAN HIGH SCHOOLS

ART DEPARTMENT

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<td>9-10-11-12</td>
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<td>year</td>
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<tr>
<td>451 Art Drawing II</td>
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<td>0.5</td>
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<td>452 Art Drawing III</td>
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<td>0.5</td>
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<tr>
<td>453 Painting II</td>
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<td>454 Painting III</td>
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<td>455 Sculpture II</td>
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<td>semester</td>
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<td>456 Sculpture III</td>
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<td>457 Art Seminar</td>
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<td>459 Digital Art</td>
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<td>460 AP Art Studio</td>
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<tr>
<td>992 Student Classroom Assistant</td>
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<td>semester</td>
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BUSINESS EDUCATION DEPARTMENT

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<td>507 Accounting I</td>
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<td>semester</td>
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<td>508 Accounting II</td>
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<tr>
<td>509 Accounting III</td>
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<td>semester</td>
<td>53</td>
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<td>510 Personal Finance</td>
<td>10-11-12</td>
<td>0.5</td>
<td>semester</td>
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<td>510V Online Personal Finance</td>
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<td>semester</td>
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<tr>
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<td>514 Business &amp; Marketing Co-op</td>
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<td>515 Hospitality &amp; Tourism</td>
<td>10-11-12</td>
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<td>semester</td>
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<td>516 Business Law</td>
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<td>538 International Business</td>
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<td>542 Banking &amp; Finance Youth Apprenticeship</td>
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<td>549 Sports &amp; Entertainment Marketing</td>
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<td>550 Web Design</td>
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<td>575 Servant Leadership</td>
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<td>235 Yearbook Production</td>
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<td>993 Student Classroom Assistant</td>
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<td>semester</td>
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</table>

COMPUTER STUDIES

Various course offerings delivered through multiple departments.

FAMILY AND CONSUMER EDUCATION

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<td>552 Fashion Design</td>
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<td>558 Foods for Life</td>
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<td>559 Advanced Foods</td>
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<td>560 Creative Foods</td>
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<td>562 Independent Living</td>
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<td>573 Exploring Healthcare Careers</td>
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HEALTH

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<td>432 Self-Awareness: Health</td>
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**TECHNOLOGY & ENGINEERING**

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* Taught at Logan only. Central students are responsible for transportation to Logan.

**WORLD LANGUAGE**

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School District of La Crosse                   High School Course Guide
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**ALTERNATIVE PATHWAYS TO MEET GRADUATION REQUIREMENT**

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**ENGINEERING PATHWAY**

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### SPECIAL EDUCATION MISSION STATEMENT

113

### SUMMER SCHOOL

114

### YOUTH OPTIONS

114

### COURSE OPTIONS

115
ABOUT THE PROGRAM

The Art Program is designed to provide students the opportunity to reach their potential through art activities and experiences which impart knowledge, develop skills, and stimulate life-long visual and sensory awareness and appreciation.

ART COURSE OFFERINGS

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* = Recommendation- class of Art I
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.

451 ART DRAWING II
452 ART DRAWING III
.5 Credit                    Semester 10, 11, 12
Recommendation: Art I and Drawing II or consent of instructor
Drawing II/III provides intermediate or advanced experiences in pencil, charcoal, ink, conte crayon, pastels, commercial design, and art appreciation. Students successfully completing one semester of Drawing II/III may elect to take a second semester, which will focus on creativity and self-expression using skills and materials covered in the first semester’s work. Students will receive .5 credit for each semester.

453 PAINTING II
454 PAINTING III
.5 Credit                    Semester 10, 11, 12
Recommendation: Art I and Painting II or consent of instructor
Painting II/III provides intermediate or advanced experiences in watercolor, acrylic, oil, tempera, commercial design, and art appreciation. Students successfully completing one semester of Painting II/III may elect to take a second semester, which will focus on creativity and self-expression using skills and materials covered in the first semester’s work. Students will receive .5 credit for each semester.

455 SCULPTURE II
456 SCULPTURE III
.5 Credit                    Semester 10, 11, 12
Recommendation: Art I, Sculpture II or consent of instructor
Sculpture II/III provides intermediate or advanced experiences in subtractive and additive sculpture using clay, wood, plastics, metals, and other media; in addition, elements of commercial design and art appreciation will be emphasized. Students successfully completing one semester of Sculpture II/III may elect to take a second semester, which will focus on creativity and self-expression using skills and materials covered in the first semester’s work. Students will receive .5 credit for each semester.

457 ART SEMINAR
.5 Credit                     Semester 11, 12
Recommendation: Art I, Drawing II/III (2 sem), Painting II/III (2 sem), Digital Art, photography or consent of instructor
Art Seminar is designed as an independent study for students with serious interest and advanced skills in art. Course goals and objectives will be designed by the student and instructor. Students may earn .5 credits in each discipline of: Drawing, Painting, Sculpture, Photography and Digital Art.

459 DIGITAL ART
.5 Credit                        Semester 10, 11, 12
Recommendation: Art I
Digital Art is for students who want to learn how to create art with technology. Students will use computers, video, and a variety of other technologies to complete projects in illustration, layout, and animation. Digital Art will provide an opportunity to learn about the new tools being used by practicing artists and art careers which utilize this technology.

460 AP ART STUDIO
.5 Credit                           Semester 11, 12
Recommendation: Art I, Art II and Art III in their respective field of study
Advanced Placement Art is designed for students with serious interest and advanced skills in art. Course goals and objectives will be designed by the student and the instructor, concentrating on self-expression in two or three dimensional design or in drawing. Advanced Placement Art is taught as a college level art course. It is designed for the most dedicated students who wish to earn college credit.

992 STUDENT CLASSROOM ASSISTANT
.5 Credit                        Semester 12
Recommendation: By application only
This program is intended to provide a hands-on learning experience in an educational setting. Students will discover the skills, habits, and attitudes necessary to be successful in the work world by observing, communicating, and working with a teacher and students in a discipline of their choice. Students will be assigned to assist a teacher one class period daily at an instructional level deemed appropriate by the department.
ABOUT THE PROGRAM

Business and Marketing’s primary mission is to prepare students for business occupations and to teach students about business. Education about business focuses on those aspects of business that affect every member of society. Preparation for business occupations focuses on the preparation of individuals to own or operate their own business or be a worker in a business career.

BUSINESS AND MARKETING COURSE OFFERINGS

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* Taught at Logan only—Central students are responsible for transportation to Logan

**Transcripted credit with Western Technical College

+ Articulated credit with Western Technical College
500 KEYBOARDING FOR EVERYONE
.5 Credit Semester 9, 10, 11, 12
Keyboarding is an essential skill for everyone! Whether you are going on to post-secondary schooling or straight into the workforce, keyboarding technique is crucial. This independently run one-semester course is designed to work with students with varying levels of keyboarding experience. Students with little or no keyboarding experience will learn basic keyboarding technique followed by drill and focus on improving speed and accuracy. Students with intermediate and advanced keyboarding skills will be given a brief review of the keyboard followed by drill and focus on improving speed and accuracy. All students will learn document processing skills relative to post-secondary education and employability skills.

507 ACCOUNTING I
.5 Credit Semester 10, 11, 12
Accounting I is recommended for students with an interest in going into business today as an owner or employee. It is designed to give students knowledge of the basic concepts of double-entry accounting systems. Students will gain an understanding of the accounting cycle for a sole proprietorship and a merchandising business. Topics covered include the journalizing of transactions, posting to ledger accounts, payroll, and end-of-period financial statements and reports. Students interested in any area of business will very likely to be required to take accounting during their post-secondary education.

508 ACCOUNTING II
.5 Credit Semester 10, 11, 12
Recommendation: Accounting I
Accounting II will build upon the basic accounting skills that were developed in the first-semester course. Students will be using special journals when working with sales and accounts receivable, and purchases and accounts payable. Activities include preparation of payroll records and taxes, notes payable and receivable, calculating depreciation on plant assets, and maintaining inventory records. Students will have the opportunity to complete a realistic accounting simulation that will reinforce accounting procedures and techniques utilized in solving business problems and making financial decisions. Accounting is the language of business, and this course will prove beneficial to students entering any post secondary business program or the world of work.

To receive Articulated Credit from Western, a student must take both Accounting I and Accounting II.

509 ACCOUNTING III
.5 Credit Semester 11, 12
Recommendation: Accounting II
Students will expand their knowledge of Accounting Systems learned in Accounting I and II by utilizing automated computer software. Students use accounting software to help manage, store, calculate, post, retrieve, analyze, and print accounting information as well as to prepare financial reports. Students will become familiar with the use of business papers, forms, and reports involved and interpret information common to partnerships and corporations. We will use the same software as WTC & UWL and many businesses in Western Wisconsin.

510 PERSONAL FINANCE
.5 Credit Semester 10, 11, 12
Today more than ever, teenagers and young adults are struggling in the area of personal finance. This one-semester course is an excellent course to help prepare students for life after high school while giving them the knowledge and tools to take control of their financial futures. This hands-on course will include topics such as budgets, credit, financing a loan, renting an apartment, buying a home/car, consumerism, gross and net income, payroll taxes, financial institutions, savings and investments, retirement and insurance. Students will also be participating in the Reality Store and an interactive online financial game where students make real-life financial decisions. This is an excellent course for both personal use as well as students interested in any career in business. This course is also offered online. Please register using:

510V ONLINE PERSONAL FINANCE

512 INTRO TO MARKETING
.5 Credit Semester 10, 11, 12
Marketing I is a semester course that introduces students to the exciting world of marketing management and merchandising. Students will see things from a “marketing perspective” in the areas of human relations and diversity, selling, careers, advertising and promotion, job interview, resume and more through classroom instruction, activities, and current events. Students will have the opportunity to join a nationally-known student organization, DECA, and apply methods through travel and competition in leadership conferences, district, state, and national competition and possible field trips.
513 ADVANCED MARKETING  
1 Credit Year 11, 12  
Recommendation: Intro to Marketing or Hospitality & Tourism, Sports & Entertainment, and instructor’s approval  
Advanced Marketing is a one-year course that builds upon competencies learned in Intro to Marketing. Students will experience exciting instruction in the areas of advertising, entrepreneurship, display, selling, tourism, sports marketing, store losses, and money and banking. In addition, students will enjoy the experience of “job shadowing” for a day in a business of their career choice. Additional class instruction will involve DECA activities and projects. Students are given the opportunity to earn experience and credit through a local co-operating business.  
Transcripted credit available at Western Technical College

514 BUSINESS & MARKETING CO-OP  
1 Credit Year 11, 12  
Recommendation: Instructor’s approval  
Business & Marketing Co-op is a one-year course. It represents related work experience by on-the-job training in the career area of the student’s interest. The students are released for part of their regular school day to work at a cooperating business. The training sponsor and the coordinating teacher organize, train, supervise, and coordinate the classwork with the job requirements. Students should also enroll in Advanced Marketing.

515 HOSPITALITY & TOURISM  
.5 Credit Semester 10, 11, 12  
Recommendation: Intro to Marketing  
This course provides students with an overview of one of the most exciting and in demand career areas in Marketing and Business. In addition to being one of the 16 Career Clusters, this Hospitality & Tourism course will help students gain practical knowledge and skills that will be useful in their future, regardless of career choice. Topics of study include the hospitality and tourism industry, hotel and lodging industry, restaurants, management, international hospitality and tourism, legal issues, market research, E-Commerce, 4 P’s of Marketing, attractions, recreational events, non-profit opportunities, and career exploration. Upon completion of this course, students are eligible for Marketing FEST as a junior or senior or Business & Marketing Co-Op.

516 BUSINESS LAW  
.5 Credit Semester 10, 11, 12  
Business Law is a semester in the study of principles of law as they relate to the individual citizen and consumer. Emphasis is given to preventive law, the avoidance of legal difficulties through an understanding of the rights and responsibilities of the individual, an understanding of our justice system, business contracts and related topics. The student may participate in a class mock trial and other simulations. A field trip to the courthouse will provide an opportunity to view a live trial and meet people from the law profession.

517 COMPUTER & INTERNET APPLICATIONS  
.5 Credit Semester 9, 10, 11, 12  
Recommendation: Keyboarding course is strongly recommended  
To be effective in the 21st century, students and employees must be able to exhibit a range of functional and critical thinking skills related to information, media, and technology. In this course, students will learn skills to successfully access and evaluate information, use and manage information, create and analyze media products, and apply technology effectively for everyday use. The class has been designed using the current ISTE standards and the Microsoft Office Specialist and Internet & Computing Core Certification modules. Specific units include: Computer Fundamentals, Living Online & Research Tools, Microsoft Word, Microsoft Excel, and Microsoft Power Point.  
Transcripted credit available at Western Technical College  
This course is also offered online. Please register using:

517V ONLINE COMPUTER AND INTERNET APPLICATIONS

520 INTRO TO BUSINESS  
.5 Credit Semester 9, 10  
This one-semester course gives students a general overview of the world of business. This introductory level course allows students a chance to get a taste of other business and marketing courses which are offered at the high school level. Students will explore different topics involving business management, accounting, marketing, personal finance, maintaining a checkbook, basic budgeting, investments, ethics, business communications, entrepreneurship, and other business-related careers. Students will understand why business-related majors are one of the most popular in post-secondary education today.
522 MANAGEMENT & ENTREPRENEURSHIP
.5 Credit  Semester  10, 11, 12
Learn what it takes to become a successful entrepreneur or manager in the business world today! This one-semester course is designed to help students understand basic concepts of management including the characteristics, organization, and operations of a business. Students will also learn the advantages and challenges of starting up your own business. All aspects of management including human resource management, financial management, and marketing management are learned. In the last quarter of this class, students will participate in an exiting one-month management simulation that allows students to run their own business while working with other “managers” within their classroom. This is an essential class for students interested in any business-related career or for students who would like to explore a possible career choice in business.

538 INTERNATIONAL BUSINESS
.5 Credit  Semester  11, 12
This one-semester course is designed with an emphasis on the ever expanding global marketplace. Without question, global business practices and international trade strongly impact the world economy. Students will leave this course with skills to compete with peers studying International Business in other leading world markets. This course will also provide a global perspective on the many career opportunities available for our 21st Century Learners. International Business will introduce student to the interrelationships between countries’ social norms, political/legal systems, and business practices. Areas to be studied include: the foundations of international business, global business environment, international banking/finance/investment, international business communications and culture, as well as ethical and social responsibilities in the global economy.

542 BANKING & FINANCE YOUTH APPRENTICESHIP
3 Credits  1-2 Years  11, 12
Recommendation: Selection by committee
The Banking & Finance Youth Apprenticeship Program is designed to present a broad overview of the entire financial services industry. Students will receive training and instruction in such areas as teller functions, consumer lending, account services, operations, business law, and marketing. The industry-approved finance curriculum is taught using a combination of classroom instruction and 10-20 hours per week of paid work-based training. Students should also enroll in Advanced Marketing.

549 SPORTS AND ENTERTAINMENT MARKETING
.5 Credit  Semester  10, 11, 12
Recommendation: Intro to Marketing
In this course you will learn how marketing and management functions are applied to the sports and entertainment industry. Entertainment (including sports) is one of the largest exports from the United States to the rest of the world. Learn how you can be involved.

550 WEB DESIGN
.5 Credit  Semester  10, 11, 12
Recommendation: Computer & Internet Applications or Emerging Web Technologies
This course teaches you how to use Macromedia’s Dreamweaver MX to create web pages and manage complete sites. A major benefit of Dreamweaver is that it permits you to work with the HTML code switching between direct coding and WYSIWYG modes. Macromedia Fireworks will be used to create vector graphics, edit bitmap graphics, optimize images and create rollover effects for your websites. We will also use the core features of Flash MX to add animation, movie clips, and sounds.

575 SERVANT LEADERSHIP
.5 Credit  Semester  10, 11, 12
Servant Leadership focuses on leadership attributes that can be identified, modeled and taught. The class is primarily experientially based and emphasizes the importance of communication, character, personal growth, and building strong relationships and teams. A variety of initiatives will be used to facilitate the learning of skills and, along with various media, reinforce those skills throughout the semester.

235 YEARBOOK PRODUCTION
1 Credit  Year  9, 10, 11, 12
Recommendation: Application Process and Consent of Instructor
Yearbook Production is a course designed to teach students layout, design, copy editing, photography, graphics, and advertising/finance, with the final product of the year long course being the actual production of the school yearbook. This course earns elective, not English, credit.

993 STUDENT CLASSROOM ASSISTANT
.5 Credit  Semester  12
Recommendation: By application only
This program is intended to provide a hands-on learning experience in an educational setting. Students will discover the skills, habits, and attitudes necessary to be successful in the work world by observing, communicating, and working with a teacher and students in a discipline of their choice. Students will be assigned to assist a teacher one class period daily at an instructional level deemed appropriate by the department.
ABOUT THE PROGRAM
Computers will be used in the School District of La Crosse as an instructional tool that will increase student motivation, provide the flexibility to individualize curriculum content to the student’s ability to learn, and prepare students for a world in which computers are commonplace.

COMPUTER PROFICIENCY
All students are required to meet minimum computer proficiencies as identified by the School District of La Crosse. This may be accomplished through the following courses.

- Cisco Networking
- Computer Construction
- Computer & Internet Application
- Emerging Web Technologies
- Introduction to Engineering Design
- Exploring Computer Science I
- Video Production & Movie Making
- Web Design

COMPUTER STUDIES COURSE OFFERINGS

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<th>9TH GRADE</th>
<th>10TH GRADE</th>
<th>11TH &amp; 12TH GRADE</th>
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<tbody>
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<tr>
<td>Computer Construction (IT Essentials) (Technology)</td>
<td>Exploring Computer Science II (Math)</td>
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<tr>
<td>Keyboarding for Everyone (Business)</td>
<td>Cisco Networking Academy † (Technology)</td>
<td>Computer &amp; Internet Applications * (Business)</td>
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<td>Introduction to Engineering Design (Technology)</td>
<td>Computer &amp; Internet Applications (Business) *</td>
<td>Computer Construction (IT Essentials) (Technology)</td>
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<td>Computer Construction (IT Essentials) (Technology)</td>
<td>Computer Seminar: Applications (Business)</td>
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<td>Web Design (Business)</td>
<td>Computer Programming Seminar (Math)</td>
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<td>Online Computer &amp; Internet Applications I (Business)</td>
<td>CISCO Networking Certification Pathway† (Technology) **</td>
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<td>Digital Productions, Inc. (Business)</td>
<td>Web Design (Business)</td>
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<td>Keyboarding for Everyone (Business)</td>
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<td>Introduction to Engineering Design (Technology)</td>
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<td>Video Production &amp; Movie Making (Technology)</td>
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*Transcripted credit with Western Technical College
**Taught at Logan—or offered online
† Articulated credit with Western Technical College
See department for course descriptions
ABOUT THE PROGRAM
Family & Consumer students should develop knowledge, attitudes, and skills needed
to be contributing members of families and to deal critically with family-related
concerns now and as members of society.

FAMILY & CONSUMER EDUCATION COURSE OFFERINGS

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<td>Interior Design</td>
<td>Fashion Design</td>
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<td>Foods for Life</td>
<td>Interior Design</td>
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<td>Independent Living</td>
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Student Classroom Assistant
552 FASHION DESIGN  
.5 Credit  Semester  9, 10, 11, 12  
Students will develop and refine sewing skills, learn technical sewing terminology and practice construction techniques while creating easy-to-sew garments. Students will learn how to make fashion their own through the use of patterns, sewing, and creating projects reflecting current fashion fads and trends. This course covers the history and traditions of the global fashion industry - from haute couture design to budget priced mass market apparel. Students will develop an understanding of textile basics, fashion terminology, and apply the elements and principles of design to clothing. Have fun taking what’s in your closet and making it new again by alteration, embellishment, and accessorizing.

553 EARLY CHILD DEVELOPMENT  
.5 Credit  Semester  9, 10, 11, 12  
This course is the study of the development of the child in the areas of physical, emotional, intellectual, and social growth from conception to age three. The primary units of study include child development theories, pregnancy with the use of the Empathy Belly, labor and delivery, teenage pregnancy, caring for infants with the use of the RealCare Baby simulator, guiding and caring for children, health and safety, families today and child-related careers.

558 FOODS FOR LIFE  
.5 Credit  Semester  9, 10, 11, 12  
Foods for Life activities will increase the students’ present understanding of food choices and develop skills in preparing nutritious foods for the family. Topics include: entry level cooking, techniques, safety and sanitation, and the integration of foods for life and recipe development for eating light and healthy.

559 ADVANCED FOODS  
.5 Credit  Semester  10, 11, 12  
Recommendation: Foods for Life  
This course is the study of culinary skills, sanitation procedures, food nutrition, recipe design, culinary careers, and the preparation of various foods such as fresh pastas and sauces, candies and chocolates, comfort foods, international dishes, and cakes. The students will demonstrate learning through daily activities, cooking labs, projects, presentations, quizzes, and exams.

560 CREATIVE FOODS  
.5 Credit  Semester  10, 11, 12  
Recommendation: Recommend either Foods for Life or Advanced Foods  
Creative Culinary Arts enables students to develop advanced skills in food preparation. Units include regional & foreign foods, cake decorating, specialty desserts, entertaining, appetizers, sauces, spices, garnishing & more. This course is recommended for students who want to develop and practice advanced culinary skills and food preparation techniques or who are interested in pursuing a culinary career. The students will demonstrate learning through daily activities, cooking labs, projects, presentations, quizzes, and exams.

562 INDEPENDENT LIVING  
.5 Credit  Semester  10, 11, 12  
This course is the study of the skills necessary for successfully navigating life after high school. The primary units of study include character building, goal setting, decision-making, college and career exploration, personal financial management, consumerism, personal nutrition and health, buying a car, renting an apartment, and building strong relationships.

566 INTERIOR DESIGN  
.5 Credit  Semester  9, 10, 11, 12  
This course is the study of how to read and draw floor plans, create room arrangements, coordinate color and design of furniture, window, wall and floor treatments, and plan individualized living spaces while utilizing the principles of design. The final project brings all the learning together when students design their own dream home, calculate the cost of furnishings, and create a long-term plan for decorating.

570 EXPLORING CHILDHOOD  
.5 Credit  Semester  10, 11, 12  
This course offers the unique experience of learning about children ages 3 to 8 by working with them. Students will operate a playschool program for 3, 4 and 5 year olds. The students have the responsibility of planning and teaching the children in the playschool. Prior to teaching preschool, students explore the areas of physical, intellectual, social, and emotional development. In addition, students learn how to write and practice teaching lessons. Students will also have the opportunity to work at an elementary school with teachers and children. High school helpers will assist children and may help teachers with special projects. Learning logs, observations, and projects give students the opportunity to see the growth and progress in children and themselves.
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.

994 STUDENT CLASSROOM ASSISTANT
.5 Credit Semester 12
Recommendation: By application only
This program is intended to provide a hands-on learning experience in an educational setting. Students will discover the skills, habits, and attitudes necessary to be successful in the work world by observing, communicating, and working with a teacher and students in a discipline of their choice. Students will be assigned to assist a teacher one class period daily at an instructional level deemed appropriate by the department.
ABOUT THE PROGRAM

The mission of the Health Education Curriculum is to provide a program of instruction that has a positive effect on all dimensions of a person’s health. Through instruction and continuous guidance, students will be provided the knowledge and motivation necessary to help them achieve emotional, physical, intellectual, and social health habits needed to live productive and enjoyable lives in a changing world.

HEALTH COURSE OFFERINGS

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<th>9TH GRADE</th>
<th>10TH &amp; 11TH (Elective)</th>
<th>12TH GRADE (Elective)</th>
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| Self Awareness-Health | Holistic Health Practices  
Self Awareness-Health | Holistic Health Practices  
Student Classroom Assistant  
Self Awareness-Health |

If the student wishes a second health course, Holistic Health Practices is the recommendation.

430 HOLISTIC HEALTH PRACTICES  
.5 Credit  Semester 10, 11, 12  
Holistic Health is a one-semester course designed to empower students to reach a higher level of health and well-being. The class is designed to challenge students to find harmony and balance in their life.  
A. Health and Happiness  
B. Habits of Highly Effective Teens  
C. Emotional Health and Self Actualization  
D. Natural Healing Techniques (relaxation, humor, massage, etc.)  
E. Drugs and Social Issues.  
F. Promoting Health and Wellness (TATU, SADD)  
G. Selective Health Issues (20 choices)  
Each student will examine various techniques that will enhance the quality of life. The class will be able to choose from among 20 interesting health topics to discover information in their specific health concerns. The students will help design health promotion programs. The course is meant to be stimulating, thought provoking, and fun.

988 STUDENT CLASSROOM ASSISTANT  
.5 Credit  Semester 12  
Recommendation: By application only  
This program is intended to provide an in depth approach to health education and teaching. The student will provide assistance and input in a classroom setting. They will learn all of the basic essentials to teaching Health Education. They will provide guidance for students and act in a leadership role for the teacher. Students with an interest in health or seeking a career in education is recommended.

432 SELF AWARENESS: HEALTH (Required)  
.5 Credit  Semester & Summer School  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 or 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.
ABOUT THE PROGRAM

The mission of the Language Arts curriculum is to provide a program of instruction in the areas of reading, speaking, writing, listening, and thinking while recognizing the relationship between the communication skills and other learning disciplines.

LANGUAGE ARTS COURSE OFFERINGS

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<th>9th Grade</th>
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<th>11th Grade</th>
<th>12th Grade</th>
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<tr>
<td>Core English</td>
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<td>Core English</td>
</tr>
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<td>Basic English 9* (Logan)</td>
<td>Basic English 10* (Logan only)</td>
<td>English 11</td>
<td>Senior English</td>
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<td>English READ 180* (Logan only)</td>
<td>English 10</td>
<td>Online English 11</td>
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<td>English 9</td>
<td>Online English 10</td>
<td>AP English 11</td>
<td>College Prep English</td>
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<td>Theatre I</td>
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<td>Elective English:</td>
<td>Theatre II</td>
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<td>Theatre I</td>
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<td>Theatre I</td>
<td>Novels</td>
<td>Novels</td>
<td>Theatre II</td>
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<td>Theatre II</td>
<td>Creative Writing</td>
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<td>Novels</td>
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<td>Survey of English</td>
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<td>Creative Writing</td>
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<td>Literature</td>
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<td>Survey of English</td>
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<td>Student Classroom Assistant</td>
<td>Literature</td>
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<td>Advanced Speech</td>
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</table>

Language Arts Graduation Requirements:

*MAY not be accepted at all colleges
200 BASIC ENGLISH 9 *(Logan)*  
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)  
*This course is not accepted at all colleges*

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 Wisconsin State Standards. Students will study literature, informational text, and critical analysis, as well as the research and writing process.  
*This course is aligned with Wisconsin State Standards*  
This course is also offered online. Please register using:

201VA/B ONLINE ENGLISH 9

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.  
*This course is aligned with Wisconsin State Standards*

204 BASIC ENGLISH 10 *(Logan)*  
1 Credit Year 10  
Recommendation: Teacher Recommendation  
Basic English10 is a two semester course that provides students with the opportunity to improve reading and writing skills and move from State Minimal or Basic to State Proficiency Standards.  
*This course is not accepted at all colleges*

205 ENGLISH 10  
1 Credit Year 10  
Recommendation: English 9 with Teacher Recommendation  
English 10 provides students with the opportunity to advance skills in research, organization, audience adaptation, evaluation, discussion, listening, and composition. Students will analyze literature and informational text.  
*This course is aligned with Wisconsin State Standards*  
This course is also offered online. Please register using:

205VA/B ONLINE ENGLISH 10

208 PRE-AP ENGLISH *(Honors Course)*  
1 Credit Year 10  
Recommendation: “A” in 9th grade English and recommendation of 9th grade English teacher or “A” or “B” in World Humanities with teacher recommendation.  
Pre-AP English is designed for students who have exhibited exceptional ability and skill in language arts. (Both literature and writing are emphasized.)  
Students will be required to read a novel during the summer to be prepared for this class in the fall. This course is part of the Advanced Placement vertical sequence.

210 ENGLISH 11  
1 Credit Year 11  
Recommendation: Recommendation of 10th grade English teacher  
English 11 is designed for those students who have exhibited writing, reading, speaking, listening, and research competency and are ready to strengthen those skills. Research and argumentation will be emphasized. Literature from the 17th, 18th, 19th, and early 20th century, including foundational U.S. documents, will be studied. This course also includes ACT English Test preparation.  
*This course is aligned with Wisconsin State Standards*  
This course is also offered online. Please register using:

210VA/B ONLINE ENGLISH 11
213 ADVANCED PLACEMENT ENGLISH 11
1 Credit Year 11
Recommendation: World Humanities and Pre-AP English with an “A.” Other students are required to write an essay prior to admittance into the AP program. This essay must be submitted before registering for an AP course. (See department chairperson)
AP English 11, a full year, college-level English course, meets the course requirements set forth by the College Board. It is designed to develop students’ awareness of language and literature and to train students to become mature readers and writers. Students enrolled in AP English 11 are encouraged to take the College Board Language AP Exam in the spring which may qualify them for college credit. Summer reading is required. This course must be taken as a full-year course.

217 CREATIVE WRITING
.5 Credit Semester 11, 12
Recommendation: Teacher Recommendation & Successful Completion of Grade 9 and 10 English Courses
Creative Writing is a semester course for students who wish to write and study the forms of short story fiction, poetry, and drama. The overall goal of the course is to help students use language to express their own views in writing with imagination and clarity of thought.

220 SURVEY OF ENGLISH LITERATURE
.5 Credit Semester 11, 12
Recommendation: Successful completion of Grade 9 and 10 English requirements.
Survey of English Literature offers a chronological survey of major authors in English Literature from the Anglo-Saxon period through the 20th Century. The literature and writers of the periods are studied in relation to the historical events, attitudes of the period, and the development of literary forms. This course is recommended for college bound students.

221 NOVELS
.5 Credit Semester 11, 12
Recommendation: Successful Completion of Grade 9 and 10 English Courses .
This semester course helps students develop a better understanding of literature, life, and mankind by comparing 20th Century trends to those of past centuries.

222 ENGLISH READ 180 (Logan)
.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 Wisconsin State Standards.

223 COLLEGE PREP ENGLISH
1 Credit Year 12
This course focuses on skills that will make the transition from high school to college smoother. College Prep English is a course designed for students who desire to learn how to write the type of papers required in college, and to improve writing techniques. Discussion, listening, and the critical analysis of literature and informational text are major components of this course.

226 ADVANCED SPEECH
.5 Credit Semester 12
Advanced Speech is a class designed to help the student explore in depth the advanced forms of communication. A major goal is to prepare students to fulfill their role in a democratic society, teaching them to use critical and analytical thought processes.

228 SENIOR ENGLISH
1 Credit Year 12
Recommendation: Successful Completion of 9, 10, and 11 Grade English Course Requirements and Teacher Recommendation
This course focuses on skills that will make the transition from high school to the work force or a two-year program smoother. Writing, speaking, researching, and reading will be emphasized. This course is also offered online. Please register using: 228VA/B ONLINE SENIOR ENGLISH

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.
233 ADVANCED PLACEMENT ENGLISH 12  
1 Credit Year 12  
Recommendation: “A” or “B” in AP English 11 and teacher recommendation. Other students are required to write an essay prior to admission into the AP program. This essay must be submitted before registering for an AP course. AP English 12, a full-year, college-level English course, meets the course requirements set forth by the College Board. It is designed to develop students’ aptitude for interpreting literature and for writing about and discussing perception of meaning, structure, and language. Students enrolled in AP English 12 are encouraged to take the College Board Literature AP Exam in the spring which may qualify them for college credit. Summer reading is required. This course must be taken as a full year course.

995 STUDENT CLASSROOM ASSISTANT  
.5 Credit Semester 12  
Recommendation: By application only  
This program is intended to provide a hands-on learning experience in an educational setting. Students will discover the skills, habits, and attitudes necessary to be successful in the work world by observing, communicating, and working with a teacher and students in a discipline of their choice. Students will be assigned to assist a teacher one class period daily at an instructional level deemed appropriate by the department.
ABOUT THE PROGRAM

The Library Media Center provides a unique opportunity for students interested in exploring the role of the LMC in serving students and building staff.

986 STUDENT CLASSROOM ASSISTANT
.5 Credit Semester 12
Recommendation: By application only
This program is intended to provide a hands-on learning experience in an educational setting. Students will discover the skills, habits, and attitudes necessary to be successful in the work world by observing, communicating, and working with a teacher and students in a discipline of their choice. Students will be assigned to assist a teacher one class period daily at an instructional level deemed appropriate by the department.
ABOUT THE PROGRAM

The mathematics curriculum provides a broad, balanced instructional program to serve the personal, vocational and academic needs of each student. It recognizes individual growth rates and unique learning styles of children, incorporating basic math principles with futuristic needs.

MATHEMATICS COURSE OFFERINGS

<table>
<thead>
<tr>
<th>9TH GRADE</th>
<th>10TH GRADE</th>
<th>11TH GRADE</th>
<th>12TH GRADE</th>
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<tbody>
<tr>
<td>Core Math</td>
<td>Core Math</td>
<td>Core Math</td>
<td>Core Math</td>
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<tr>
<td>Pre-Algebra (Logan)</td>
<td>Pre-Algebra</td>
<td>Algebra I</td>
<td>Algebra I</td>
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<td>Algebra I</td>
<td>Algebra I</td>
<td>Online Algebra I</td>
<td>Online Algebra I</td>
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<tr>
<td>Online Algebra I</td>
<td>Online Algebra I</td>
<td>Algebra I Extended</td>
<td>Algebra I Extended</td>
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<tr>
<td>Geometry</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Algebra II</td>
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<tr>
<td>Honors Geometry</td>
<td>Honors Geometry</td>
<td>Online Algebra II</td>
<td>Online Algebra II</td>
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<tr>
<td>Algebra II</td>
<td>Algebra II</td>
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<td>Honors Algebra II</td>
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<tr>
<td>Geometry</td>
<td>Geometry</td>
<td>Algebra II Extended</td>
<td>Algebra II Extended</td>
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<tr>
<td>Honors Geometry</td>
<td>Honors Geometry</td>
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<tr>
<td>Algebra II Extended</td>
<td>Geometry</td>
<td>Algebra III</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>Exploring Computer Science I (Central)</td>
<td>Exploring Computer Science II (Central)</td>
<td>Advanced Math Topics (Logan)</td>
<td>Algebra III</td>
</tr>
<tr>
<td>Exploring Computer Science II (Central)</td>
<td>Digital Electronics (PLTW) - Logan</td>
<td>Exploring Computer Science I (Central)</td>
<td>AP Calculus</td>
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<tr>
<td>Student Classroom Assistant</td>
<td>Digital Electronics (PLTW) - Logan</td>
<td>Exploring Computer Science II (Central)</td>
<td>AP Statistics</td>
</tr>
</tbody>
</table>

Course offerings are minimum recommendations for each area of preparation. Please see your school counselor for post secondary entrance requirements.
246 ADVANCED MATH TOPICS (Logan)  
.5 Credit  Semester  11, 12  
This course will have a brief review of Algebra I and Geometry concepts. It will then cover topics that include: advanced factoring methods, functions, interpreting graphs, rational expressions, complex numbers and solving quadratic equations and inequalities, logarithmic and exponential functions and conic sections. This course is good preparation for Algebra II.

247 INTRODUCTION TO STATISTICS (Logan)  
.5 Credit  Semester  11, 12  
Statistics is a mathematical requirement for many college majors. Taking this class in high school would be excellent preparation for students planning on furthering their education after high school. Topics covered in this class include organizing data and looking for patterns, displaying data with graphs and curves, using measures of central tendency, analyzing with correlation and regression, designing samples and experiments, probability, and inference tests using standard normal calculations.

248 AP STATISTICS  
1 Credit  Year  11, 12  
Recommendation: A year of Algebra II or III with a grade of B or better or consent of department chair  
Statistics is a mathematical requirement for many college majors. Taking this class in high school would be excellent preparation for students planning on furthering their education after high school. Topics covered in this class include exploratory data analysis, linear regression and correlation, probability, probability distributions and methods of sampling and experimental design. Students will also learn the methods of statistical inference such as hypothesis testing.

249 PRE-ALGEBRA (Logan)  
1 Credit  Year  9, 10  
Pre-Algebra students will develop basic algebraic skills to help be successful in Algebra I the following year. The concepts taught in this class will be continually revisited so students have multiple opportunities to encounter and reinforce the ideas taught in class. Visual and manipulative teaching strategies will be used to help students build a foundational understanding of important abstract algebraic concepts.

254 ALGEBRA I  
1 Credit  Year  9, 10, 11, 12  
Algebra I is designed to develop the student’s 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. This course is also offered online. Please register using: 254VA/B ONLINE ALGEBRA I

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 the student’s 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 students 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. This course is also offered online. Please register using: 257VA/B ONLINE GEOMETRY

257 GEOMETRY EXTENDED  
257EXE 1 Credit (Math)  Year  10, 11, 12  
257EXM 1 Credit (Elective)  Year  
Geometry Extended 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 this course. This course covers the same curriculum as Algebra I but the student has two class periods to learn and comprehend the curriculum. The students 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.
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.

260 ALGEBRA II
1 Credit Year 10, 11, 12
Algebra II includes a review, continuation and extension of the concepts and problem solving experienced in Algebra I. Even though topics such as complex numbers, logarithmic and exponential functions, sequences and series can be somewhat abstract, emphasis will be placed on the applications of Algebra II concepts. This course is also offered online. Please register using:

260VA/B ONLINE ALGEBRA II

262 PRE-CALCULUS (Honors Course)
1 Credit Year 11, 12
Recommendation: Algebra II or Honors Algebra II with a grade of B or better or consent of department chair
This is a pre-requisite for AP Calculus and is at an advanced level compared to Algebra III. For those college bound students who may be leaning toward future study in math-oriented areas such as engineering, business, the sciences, and/or mathematics, pre-calculus and AP Calculus should be chosen. Students will be exposed to more advanced algebra, circular and trigonometric functions, logarithmic and exponential functions, limits and sequences and series.

266 AP CALCULUS
1 Credit Year 12
Recommendation: Pre-calculus with a grade of B or better or consent of department chair
AP Calculus is taught as a college level math course. Topics covered include differential and integral calculus.

270 EXPLORING COMPUTER SCIENCE I (Central)
.5 Credit Semester 10, 11, 12
Recommendation: Geometry or consent of instructor
Exploring Computer Science is designed to introduce you to the breadth of the field of computer science through an exploration of engaging and accessible topics. The course is designed to focus on the conceptual ideas of computing and helps students understand why certain tools or programming languages might be utilized to solve particular problems. You will learn computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today’s students. You will be introduced to interface design as well as learn about current programming languages to design apps, solve problems, and code.
271 EXPLORING COMPUTER SCIENCE II
(Central)
.5 Credit Semester 10, 11, 12
Recommendation: ESC I or consent of instructor
ESC II is a semester course which expands concepts learned in ECS I.

273 COMPUTER PROGRAMMING SEMINAR
(Central)
.5 Credit Semester 11, 12
Recommendation: Exploring Computer Science II and consent of instructor
This course is designed to provide additional programming experiences for the student wishing to broaden his/her programming skills. The student will be engaged in independent research and teacher/student programming projects. With the teacher’s supervision, the student will develop programs of his/her own interest. Projects might consist of developing software that could be used by other students and teachers in other courses.

617 DIGITAL ELECTRONICS (PLTW) (Logan)
1 Credit Year 10, 11, 12
Recommendation: Algebra
Digital Electronics is a one-year course exploring the principles and concepts of digital electronics and the study of basic building blocks of digital systems. The course introduces the student to the applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. Students also will learn to build and program robots. And use advanced micro controllers. Digital Electronics is one of the classes in the Project Lead The Way Engineering Curriculum.

996 STUDENT CLASSROOM ASSISTANT
.5 Credit Semester 12
Recommendation: By application only
This program is intended to provide a hands-on learning experience in an educational setting. Students will discover the skills, habits, and attitudes necessary to be successful in the work world by observing, communicating, and working with a teacher and students in a discipline of their choice. Students will be assigned to assist a teacher one class period daily at an instructional level deemed appropriate by the department.
ABOUT THE PROGRAM

The music program will provide for all students a variety of musical experiences to develop music literacy, promote aesthetic growth and establish a basis for a lifelong appreciation of music.

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<th>9TH GRADE</th>
<th>10TH—11TH GRADE</th>
<th>12TH GRADE</th>
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<td><strong>Performance Classes</strong></td>
<td><strong>Performance Classes</strong></td>
<td><strong>Performance Classes</strong></td>
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<tr>
<td>9th Grade Women’s Chorus</td>
<td>Band</td>
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<td>9th Grade Honors Women’s Chorus</td>
<td>Honors Band</td>
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<td>Band</td>
<td>Select/Robed Choir</td>
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<td>Honors Select/Robed Choir</td>
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<td>Men’s Chorus</td>
<td>Men’s Chorus</td>
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<td>Honors Orchestra I</td>
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<td>Music Theory</td>
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<tr>
<td>Music Appreciation/Soundscapes</td>
<td>Music Appreciation/Soundscapes</td>
<td>Music Appreciation/Soundscapes</td>
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</tbody>
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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 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. 9th Women’s Choir gives 2-4 public performances each year. In addition, each choir participates in a clinic, festival, or contest activity. All choir students have the opportunity to participate in solo/ensemble festival.

101 BAND
1 Credit Year 9, 10, 11, 12
Recommendation: Ability to play a band instrument or consent of instructor
The Band program offers a wide variety of growth experiences throughout the year to students. The major performing groups include marching band for everyone the first quarter of school, and membership in the concert bands the remaining three quarters. Membership in either the Wind Ensemble or the Symphonic Band will be determined by audition. Band students receive a balanced program of instrumental music education. Lessons, concert and marching band, solo-ensemble, and other enrichment experiences combine to improve your individual musicianship, your intelligence, and problem solving skills in an atmosphere that’s fun, rewarding, and challenging. Jazz band and Pep band are offered as co-curricular groups outside the school day. Students would be required to complete three of the following: solo performance; private lessons; ensemble performances outside of school; written projects; and/or mentoring projects.

102 HONORS BAND
1 Credit Year 9, 10, 11, 12
Recommendations: Consent of Instructor
The Band program offers a wide variety of growth experiences throughout the year to students. The major performing groups include marching band for everyone the first quarter of school, and membership in the concert bands the remaining three quarters. Membership in either the Wind Ensemble or the Symphonic Band will be determined by audition. Band students receive a balanced program of instrumental music education. Lessons, concert and marching band, solo-ensemble, and other enrichment experiences combine to improve your musicianship, your intelligence, and problem solving skills in an atmosphere that’s fun, rewarding, and challenging. Jazz band and Pep band are offered as co-curricular groups outside the school day. Students would be required to complete three of the following: solo performance; private lessons; ensemble performances outside of school; written projects; and/or mentoring projects.

103 9TH GRADE HONORS 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 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. 9th Women’s Choir gives 2-4 public performances each year. In addition, each choir participates in a clinic, festival, or contest activity. All choir students have the opportunity to participate in solo/ensemble festival. Students would be required to complete three of the following: solo performance; private lessons; ensemble performances outside of school; written projects; and/or mentoring projects.

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, in order 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.

108 SELECT (Logan)/ROBED (Central) CHOIR
1 Credit Year 9, 10, 11, 12
Recommendation: By audition only
Select/Robed Choir offers students an opportunity to engage in the performance and understanding of distinctive and challenging vocal literature in an enjoyable and encouraging environment. This Choir emphasizes the study of 4-part 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. Advanced students have the opportunity to participate in the National Association of Teachers of Singing events, to develop and present voice recitals, and to sing at numerous community activities. Students would be required to complete three of the following: solo performance; private lessons; ensemble performances outside of school; written projects; and/or mentoring projects.

110 HONORS SELECT (Logan)/HONORS ROBED (Central) CHOIR
1 Credit Year 9, 10, 11, 12
Recommendation: Consent of Instructor
Choir offers students an opportunity to engage in the performance and understanding of distinctive and challenging vocal literature in an enjoyable and encouraging environment. This Choir emphasizes the study of 4-part 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. Advanced students have the opportunity to participate in the National Association of Teachers of Singing events, to develop and present voice recitals, and to sing at numerous community activities. Students would be required to complete three of the following: solo performance; private lessons; ensemble performances outside of school; written projects; and/or mentoring projects.

112 MEN’S CHORUS
.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. Men’s Choir gives 2-4 public performances each year. In addition, each choir participates in a clinic, festival, or contest activity. All choir students have the opportunity to participate in solo/ensemble festival.
114 10TH - 12TH GRADE WOMEN’S CHORUS
1 Credit Year 10, 11, 12
10th-12th Women’s Choir 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 from 9th grade Women’s Choir are briefly reviewed and further developed in this course. 10th-12th grade Women’s choir emphasizes the study of 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. All choir students have the opportunity to participate in solo/ensemble festival.

115 HONOR’S MEN’S CHORUS
.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.

Men’s Choir gives 2-4 public performances each year. In addition, each choir participates in a clinic, festival, or contest activity. All choir students have the opportunity to participate in solo/ensemble festival.

Students would be required to complete three of the following: solo performance; private lessons; ensemble performances outside of school; written projects; and/or mentoring projects.

118 ORCHESTRA I
1 Credit Year 9, 10, 11, 12
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.

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 (Sinfonia at Logan; Orchestral at Central), 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, individually tailored to the developmental level of each student. Both the Central and Logan Orchestra I groups give several public performances each year; in addition, each group participates in a clinic, festival or contest activity.

All Orchestra students have the opportunity to participate in solo/ensemble festival, and an optional annual field trip is often available.

119 HONORS ORCHESTRA I
1 Credit Year 9, 10, 11, 12
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.

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 (Sinfonia at Logan; Orchestral at Central), 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, individually tailored to the developmental level of each student. Both the Central and Logan Orchestra I groups give several public performances each year; in addition, each group participates in a clinic, festival or contest activity.

All Orchestra students have the opportunity to participate in solo/ensemble festival, and an optional annual field trip is often available. Students would be required to complete three of the following: solo performance; private lessons; ensemble performances outside of school; written projects; and/or mentoring projects.
120 ORCHESTRA II (Chamber at Central; Camerata at Logan)

1 Credit Year 9, 10, 11, 12

Membership selection is determined in each high school using a process determined by the orchestra director. The selection process will be clearly explained and made available to students during the spring semester. This information is also available by contacting the respective high school/middle school orchestra director.

Orchestra II offers string students the opportunity to explore and perform many challenging styles of advanced orchestral literature. At a variety of times, wind and percussionists are invited to perform with the string orchestra to provide performance of full symphonic literature. Orchestra II emphasis the 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. Orchestra II 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.

997 STUDENT CLASSROOM ASSISTANT

.5 Credit Semester 12

Recommendation: By application only

This program is intended to provide a hands-on learning experience in an educational setting. Students will discover the skills, habits, and attitudes necessary to be successful in the work world by observing, communicating, and working with a teacher and students in a discipline of their choice. Students will be assigned to assist a teacher one class period daily at an instructional level deemed appropriate by the department.

121 HONORS ORCHESTRA II

(Chamber at Central; Camerata at Logan)

1 Credit Year 9, 10, 11, 12

Membership selection is determined in each high school using a process determined by the orchestra director. The selection process will be clearly explained and made available to students during the spring semester. This information is also available by contacting the respective high school/middle school orchestra director.

Orchestra II offers string students the opportunity to explore and perform many challenging styles of advanced orchestral literature. At a variety of times, wind and percussionists are invited to perform with the string orchestra to provide performance of full symphonic literature. Orchestra II emphasis the 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. Orchestra II 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. Students would be required to complete three of the following: solo performance; private lessons; ensemble performances outside of school; written projects; and/or mentoring projects.
ABOUT THE PROGRAM

Physical Education in the La Crosse School District is an integral part of the total educational program. The mission of the Physical Education curriculum is to provide a program of instruction for the development of the whole individual through physical activities by emphasizing the relationship among the physical, intellectual, emotional and social well-being of the individual. The curriculum will provide experiences that will develop positive attitudes toward wellness and contribute to lifetime participation in physical activities.

PHYSICAL EDUCATION COURSE OFFERINGS

<table>
<thead>
<tr>
<th>9th Grade (.5 credit)</th>
<th>10th Grade (.5 credit)</th>
<th>11th and 12th Grade (.5 - 1.0 credit)</th>
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</thead>
<tbody>
<tr>
<td>Fitness &amp; Wellness</td>
<td>Weight Training I</td>
<td>(Course sequence recommends completion of Fitness &amp; Wellness class first by the end of Grade 10)</td>
</tr>
<tr>
<td>(Course sequence recommends completion of Fitness &amp; Wellness by the end of 10th grade.)</td>
<td>Select Physical Education</td>
<td>Selective Physical Education</td>
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<tr>
<td>Online Fitness Fundamentals</td>
<td>Fitness &amp; Wellness</td>
<td>Adventure Education</td>
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<td></td>
<td>Online Fitness Fundamentals</td>
<td>Junior Leaders</td>
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<td></td>
<td>Lifeguard Training (Logan)</td>
<td>Senior Assistant</td>
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<td></td>
<td>Fit for Life</td>
<td>Senior Competitive Activities</td>
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<td>Online Fit for Life</td>
<td>Lifetime Activities</td>
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<td>Lifeguard Training (Logan)</td>
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<td>Weight Training I</td>
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<td>Fit for Life</td>
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<td>Online Fit for Life</td>
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Physical Education Instruction in Wisconsin
School District Standards-ss121.02, Wis. Stats.
Standard P
1. In grades 9-12 at least 1.5 credits of physical education incorporating effects of exercise, health-related fitness, and lifetime activities.
2. Credits must be earned over three separate years.

All physical education offerings must be presented to all students in a co-educational format per Title Lx Federal Education Amendments of 1972, ss118.13 Wis. Stats. And PI 9, Wis. Admin.Code.
The base of the high school physical education program is the Fitness & Wellness course. It is suggested that students take it during their 9th grade year and it is recommended that it be completed by the end of their 10th grade year. The Selective PE course will include mainly 10th and 11th grade students but is also open to other students. All PE students receiving credit will complete the Fitnessgram assessment in each class.

400 FITNESS/WELLNESS
-.5 Credit  Semester  9, 10
Recommendation: 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. This course is also offered online. Please register using:
434V A/B ONLINE FITNESS FUNDAMENTALS

410 FIT FOR LIFE
-.5 Credit  Semester  10, 11, 12
Fit For Life is a course that encourages group and individual personal training. The students will learn a variety of ways to gain muscle, tone up, and continue to promote healthy living. A wide variety of activities and community resources will be utilized to promote continued lifelong fitness after high school. A tentative week plan will include: 2 days of strength training: kettle bells, free weights, stability balls, medicine balls, isometric/body resistance training and the weight room. 2 days will be used to explore a variety of activities and equipment that enhance cardiovascular and flexibility fitness. Possible activities include: hiking, yoga/pilates, biking, walking, interval training and other aerobic activities. This course is also offered online. Please register using:
433V A/B ONLINE FIT FOR LIFE

412 SELECTIVE PE
-.5 Credit  Semester  10, 11, 12
Recommendation: Fitness & Wellness
Selective Program Choices:
Possible Activities: Golf, Tennis/Pickle Ball, Badminton, Racquet Ball, Lacrosse, Indoor Games, Basketball, Soccer Volleyball, Flag Football, Ultimate Frisbee, Hiking, Walking, Cross-Country Skiing, Snowshoeing, In-line Skating, Bowling, Aerobics, Dance, Archery, Orienteering, Climbing Wall, Yoga, Pilates, and Kickboxing. Aquatics—Logan only: Possibilities include:

413 ADVENTURE EDUCATION
-.5 Credit  Semester  11, 12
The Adventure Education class will give the students an opportunity to study and experience activities that they can pursue for a lifetime. These activities will enhance fitness levels, improve recreational skills, and increase an awareness of nature. These units include: hiking, rock climbing, biking, disc golf, camping, orienteering, backpacking, archery, and outdoor survival skills. Students will also complete projects as required.

415 JUNIOR LEADERS
-.5 Credit  Semester  11
Recommendation: Fitness & Wellness and Selective PE and consent of Instructor of PE Department
Junior Leader instruction provides comprehensive instruction in all phases of physical education. The course will include a variety of teaching methods and take an intense look at physical education related careers. After successful completion of this course the student may enroll in the Senior Assistant program.

416 SENIOR ASSISTANT
-.5 or 1 Credit  Semester or Year  12
Recommendation: Must have satisfied 1.5 P.E. credit
Senior Assistant experiences provide students who have successfully completed the Junior Leaders program with an opportunity to assist the professional staff with regular class instruction.

418 SENIOR COMPETITIVE ACTIVITIES
-.5 Credit  Semester  12
Recommendation: Fitness & Wellness and .5 credit Selective PE
Senior activities is designed for students who have a strong interest for individual and team sport in a competitive environment. Students will be responsible for all aspects of sports including, but not limited to: game play, officiating, scoring, and tournament design. Students will be given an opportunity to demonstrate teamwork and sportsmanship as well as sports related skills in a “high level” of competition.
420 LIFETIME ACTIVITIES
.5 Credit  Semester  11, 12
Lifetime Activities is designed for the student who desires to be active in a noncompetitive environment. Students will be infusing low impact activities and technology to monitor their health and participation. Students will be introduced to a variety of units that are designed to promote lifetime activities. Possible units may include, but are not limited to: hiking, racquet sports, yoga/Pilates, inline skating, and golf.

422 LIFEGUARD TRAINING COURSE (Logan)
.5 Credit  Semester  10, 11, 12
Recommendation: .5 Selective PE Pre-Course Swim Test, $35.00 for purchase of Red Cross texts
This course will provide the necessary minimum skills training for a person to qualify to serve as a non surf lifeguard - (Includes certification in First Aid, CPR for the Professional Rescuer, Lifeguard Training, and Automatic Internal Defibrillator (AED).

423 WEIGHT TRAINING I
.5 Credit  Semester  10, 11, 12
Recommendation: Fitness & Wellness
Weight Training I will be offered so the student can develop an appreciation of the components of physical fitness, muscle strength, endurance and flexibility. Practice sessions will be done in conjunction with proper training techniques and proper spotting methods.

424 WEIGHT TRAINING II
.5 Credit  Semester  11, 12
Recommendation: Weight Training I and Fitness & Wellness
Weight Training II will enable students an opportunity to improve or maintain their level of flexibility, muscular endurance and strength by incorporating the programs and methods learned in Weight Training I. The students will be responsible for charting their progress and understanding what level of strength and endurance is considered to be appropriate for a healthy lifestyle. Students will be expected to create their own program for their individual needs.

425 WEIGHT TRAINING III
.5 Credit  Semester  11, 12
Recommendation: Weight Training I and II
Weight Training III enhances understanding and abilities in health related fitness components, expanding the concepts they have learned in Weight Training I and II. Participants design their own training program based on their individualized goals and desires. This individualized design in Weight Training III includes nutrition planning and activity scheduling components not addressed in earlier Weight Training courses. Weight Training III students will also have the opportunity to mentor Weight Training I students in their initial Weight Training program.
**ABOUT THE PROGRAM**

The mission of the School District of La Crosse science curriculum is to foster in our youth a desire and enthusiasm to learn about the scientific world. The program will provide the students with the basic concepts and skills necessary to function in the present and future. The curriculum will foster student involvement, provide scientific experiences, and promote critical thinking and logical inquiry.

**SCIENCE CURRICULUM OFFERINGS**

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<thead>
<tr>
<th>9TH GRADE</th>
<th>10TH GRADE</th>
<th>11TH GRADE</th>
<th>12TH GRADE</th>
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<tr>
<td>Core Science&lt;br&gt;Biology&lt;br&gt;Online Biology&lt;br&gt;Honors Biology&lt;br&gt;Transition Science (Logan)</td>
<td>Core Science&lt;br&gt;Biology&lt;br&gt;Online Biology&lt;br&gt;Honors Biology&lt;br&gt;Science Matters&lt;br&gt;Online Science Matters&lt;br&gt;Chemistry*&lt;br&gt;Online Chemistry&lt;br&gt;Honors Chemistry*&lt;br&gt;Principles of Engineering <em>(PLTW)</em></td>
<td>Core Science&lt;br&gt;Physics&lt;br&gt;AP Physics I&lt;br&gt;Chemistry&lt;br&gt;Online Chemistry&lt;br&gt;Honors Chemistry&lt;br&gt;Environmental Science&lt;br&gt;Anatomy/Physiology I&lt;br&gt;Anatomy/Physiology II (HSA)&lt;br&gt;Astronomy&lt;br&gt;AP Chemistry*&lt;br&gt;AP Biology*&lt;br&gt;AP Environmental Science*&lt;br&gt;Biotechnology&lt;br&gt;Biology 105 <em>(Logan)</em>&lt;br&gt;Science Matters&lt;br&gt;Online Science Matters&lt;br&gt;Biology&lt;br&gt;Online Biology&lt;br&gt;Principles of Engineering <em>(PLTW)</em></td>
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* Teacher recommendation required
300 TRANSITION SCIENCE  (Logan)
1 Credit  Year  9
Recommendation:  Recommendation by Counselor and 8th Grade teacher.
Recommendation based on Science Aptitude and WSAS 8th Grade Test Score.
Transition Science is designed to provide an understanding of biological and chemical factors of the environment. Students will gain insight into science and be better prepared for success in Biology. Topics will include study skills, Math Skills, Lab Safety, Scientific Method, Measurement, Chemistry, Cells, Human Systems and Ecology, Genetics, Cell Structure; Function and Process, and Biochemistry.

301 SCIENCE MATTERS
1 Credit  Year  10, 11, 12
Science Matters is designed to provide an understanding of the physical and chemical aspects of science. This course is an introduction to Physics and Chemistry Concepts.
This course is also offered online. Please register using:
302V A/B ONLINE SCIENCE MATTERS

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 include an Introduction to Biology, Biochemistry, Cell Structure and Function, Classification, Genetics and Evolution, Human Systems, Ecology, and Taxonomy.
This course is also offered online. Please register using:
304V A/B ONLINE BIOLOGY

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.

306 ENVIRONMENTAL SCIENCE
.5 Credit  Semester  11, 12
Recommendation:  1 credit of Biology or Honors Biology
Environmental Science will provide the student with the most basic ecological concepts which will be supported by laboratory and field work. The goals of this course are to provide the student with:
1. An awareness of economic, social, political, and ecological interdependence.
2. Opportunities to acquire the knowledge, values, attitudes, and commitment and skills needed to protect and improve the environment. The units of study include: Social and Biological Background, Populations, Resource and Energy, Land and Water Use, and Pollution. This course will prepare the student for continued advanced study.

307 BIOTECHNOLOGY
.5 Credits  Semester  11, 12
Recommendation:  1 credit of Biology or Honors Biology
Biotechnology is a technology based biology course with support of new and exciting laboratory materials to solve problems in criminal science, manage microorganisms, understand ethical issues, and benefit society. This hands-on class combines disciplines like genetics, biochemistry, and cell biology, which are in turn linked to practical applications. The course explores an ever changing, evolving science that leads to career choices in forensics, food science, genetic engineering, agriculture, chemical engineering, environmental science, etc.
308 CHEMISTRY
1 Credit  Year  10, 11, 12
Recommendation: 1 credit of Science Matters, Algebra II or Honors Biology
This course is designed to help the student gain an understanding of the basic concepts of chemistry. The student will have equal exposure to theoretical concepts and laboratory work. Mathematical models and societal implications of chemistry will be integrated throughout the course. The major units of study are: Matter, Atomic Structure, Bonding, Periodic Properties, Chemical Reactions, Solutions, Acids and Bases, Oxidation and Reduction, and Organic Chemistry. The course will serve as a basis for those students planning to take physics or advanced biology courses. This course will provide an awareness of chemistry-related careers and will prepare students for career and college readiness.
This course is also offered online. Please register using:

308V A/B ONLINE CHEMISTRY

309 AP BIOLOGY
1 Credit  Year  11, 12
Recommendation: 1 credit of Honors Biology or Biology and of Chemistry or concurrent enrollment in Chemistry and consent of instructor
The course is rigorous and challenging as a variety of topics are studied in detail. A unit of basic biochemistry lays the groundwork for greater understanding of what happens at the cellular level. An in-depth study of metabolism, nutrition, energy, pathway, homeostasis, and the transport of materials in the cell is related to the function of the whole organism, understanding the chemical nature of the gene and its role in genetics, reproduction, and development enables the student to further investigate implications in genetic engineering and recombinant DNA. How organisms evolved to respond to their environment is pursued.

310 HONORS CHEMISTRY
1 Credit  Year  10, 11, 12
Recommendation: 1 credit of Honors Biology or Biology, suggest Algebra II or concurrent enrollment in Algebra II and consent of instructor
Students enrolling in this course should have above average algebra skills. The same basic topics as chemistry are covered as well as thermo chemistry and thermodynamics, but some concepts are developed in greater depth. Laboratory work is emphasized to develop theoretical concepts and to improve problem-solving skills. Upon successful completion of this course, students will meet the chemistry requirement for admission to college but will be expected to take physics in order to be adequately prepared for college.

311 AP CHEMISTRY
1 Credit  Year  11, 12
Recommendation: 1 year of a Life Science (Biology), 1 Year of Chemistry, Algebra II, concurrent enrollment or completion of Physics and a 4th year math class
The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students should attain a greater depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of the principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory.

312 BIOLOGY 105 (Logan )
.5 Credit  Semester  11, 12
Recommendation: 1 credit of Honors Biology or Biology, Chemistry or concurrent enrollment in Chemistry and consent of instructor
Biology 105 is an introduction to modern Biology. Four major sections are covered: The Cellular Basis of Life, the Flow of Energy, Genetics and Continuity of Life, and the Diversity and Ecological Relationships of Organisms. Themes developed throughout the course are processes used in the scientific investigations; the history and dynamic nature of biology, and relationships between science, technology, and society. Pre-requisite to earn 4 university credits: Meet admission to UW-La Crosse requirements. Attend a two-hour weekly lab at UW-L. Must receive a grade of “C” or better.

314 PHYSICS
1 Credit  Year  11, 12
Recommendation: 1 credit of Algebra and Geometry. Recommended: Algebra II
This course is designed to give the student a good understanding of the physical world. This course will give the student equal exposure to classroom concepts and experimental procedures. The student will also gain a firm understanding of mathematical problem solving in physics. The major units of study are Mechanics, Electricity and Magnetism, Heat and Thermodynamics, and Optics. Other topics may include Nuclear Physics, the Kinetic Theory of Matter, Wave Theory, and Relativity. The interrelationships of physics, technology, and society will be studied. Career possibilities related to physics will be explored. Physics will provide preparation for further study in a college or technical school.
316 AP ENVIRONMENTAL SCIENCE
1 Credit Year 11, 12
Recommendation: 2 years of Science
Courses - Biology, Chemistry, 1 year of Algebra
The goal of the AP Environmental Science course is to provide students with the scientific principles, concept, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. This course will cover the concepts and skills students will need to demonstrate to earn college credits on the Advanced Placement exam.

317 AP PHYSICS
1 Credit Year 11, 12
Recommendation: Algebra I
This Algebra-Based course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. This course will provide the time needed to foster greater depth of conceptual understanding through the use of student-centered, inquiry-based instructional practices. This course will also provide the time to cover the concepts and skills students will need to demonstrate in order to earn credit for the introductory algebra-based college physics course.

318 ANATOMY/PHYSIOLOGY I
.5 Credit Semester 11, 12
Recommendation: 1 credit of Biology or Honors Biology
*This course is only offered Semester I.
This course is designed to extensively survey the anatomy/physiology of the human body. Students may take the course for the entire year to cover all systems or one semester (either semester). Students in the Health Science Academy course will experience more on site visits/fieldtrip experiences than students in one of the two high school site classes. Semester I systems include: Integumentary, Skeletal, Muscular, and Nervous.

319 ANATOMY/PHYSIOLOGY II
.5 Credit Semester 11, 12
Recommendation: 1 credit of Biology or Honors Biology
*This course is only offered Semester II and can be taken without taking Anatomy/Physiology I.
This course is designed to extensively survey the anatomy/physiology of the human body. Students in the Health Science Academy course will experience more on site visits/fieldtrip experiences than students in one of the two high school site classes.

The semester II class will include a short review of semester I topics. Semester II systems include: Endocrine, Cardiovascular, Lymphatic, Respiratory, Digestive, Urinary, and Reproductive. Students completing the yearlong course will be prepared to take the Advanced Placement exam to earn college credits.

322 ASTRONOMY
.5 Credit Semester 11, 12
Recommendation: Algebra I
This course is intended to provide the student with the most basic material and methods which are used in astronomy. The history of astronomy is integrated with present theory and current data now being gathered as a result of our space program.

616 PRINCIPLES OF ENGINEERING (PLTW)
1 Credit Year 10, 11, 12
Recommendation: Algebra and instructor's approval
The intent of this course is to provide for orientation to the careers and challenges of engineering and to introduce students to the core abilities that all workers must possess whether they are entering the field as an engineer or as an engineering technician. Students will be exposed to those attributes which are common to all engineering endeavors. They will become aware that all members of the engineering team solve problems using math and science principles. Students will use the concepts of problem solving, concurrent engineering modeling, ethics, optimization, systems design, and technology/society interactions. The course is an integrative hands-on laboratory-based course that shows students the important concepts involved with engineering while having them work on real-life case studies that are examples of the type of problems they would be solving in this exciting career.

998 STUDENT CLASSROOM ASSISTANT
.5 Credit Semester 12
Recommendation: By application only
This program is intended to provide a hands-on learning experience in an educational setting. Students will discover the skills, habits, and attitudes necessary to be successful in the work world by observing, communicating, and working with a teacher and students in a discipline of their choice. Students will be assigned to assist a teacher one class period daily at an instructional level deemed appropriate by the department.
ABOUT THE PROGRAM

The purpose of social studies in the School District of La Crosse is to promote within our students a sense of individual worth and civic responsibility, a respect for the opinions and viewpoints of others, a knowledge of the past, an awareness of the present, and a concern for the future.

SOCIAL STUDIES COURSE OFFERINGS

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<tr>
<th>9TH GRADE</th>
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<tr>
<td><strong>Core Social Studies</strong></td>
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<td>Skill-Building</td>
<td>Skillbuilding U.S. History</td>
<td>Skill-Building Civics</td>
<td>Economics</td>
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<tr>
<td>World History/Geography</td>
<td>(Logan)</td>
<td>(Logan)</td>
<td>Online Economics</td>
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<td>World History</td>
<td>U.S. History</td>
<td>U.S. Government</td>
<td>Workplace Economics</td>
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<tr>
<td>Online World History</td>
<td>Online U.S. History</td>
<td>Online U.S. Government</td>
<td>(Logan)</td>
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<td>AP World History (Central)</td>
<td>World History</td>
<td>AP World History (Central)</td>
<td>AP MicroEconomics (Central)</td>
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<tr>
<td>Honors World Humanities</td>
<td>Online World History</td>
<td>U.S. History</td>
<td>AP MacroEconomics (Logan)</td>
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<td>(Logan)</td>
<td>AP World History (Central)</td>
<td>Online U.S. History</td>
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<td>AP U.S. History</td>
<td>Economics (Logan)</td>
<td>Online U.S. Government</td>
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<td><strong>Elective Social Studies</strong></td>
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<td>World History</td>
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<td>Psychology</td>
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<td>Sociology</td>
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<td>AP World History (Central)</td>
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<td>Online Sociology</td>
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<td>AP Government</td>
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<td>Global Issues</td>
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<td>Elective Social Studies</td>
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<td>World Geography I</td>
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<td>Psychology</td>
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<td>World Geography II</td>
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<td>AP Psychology</td>
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**School District of La Crosse**

**High School Course Guide**
346 SKILLBUILDING WORLD HISTORY/
GEOGRAPHY (Logan)
1 Credit Year 9
Recommendation: Recommendation of So-
cial 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 em-
phasis is on learning and study skills with stu-
dents returning to the traditional pathway as
soon as possible. This class may not be accept-
ed by some colleges and universities as social
studies credit for entering college.

349 SKILLBUILDING U.S. HISTORY (Logan)
1 Credit Year 10
Recommendation: Recommendation of So-
cial 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 em-
phasis is on learning and study skills with stu-
dents returning to the traditional pathway as
soon as possible. This class may not be accept-
ed by some colleges and universities as social
studies credit for entering college.

351 SKILLBUILDING CIVICS (Logan)
.5 Credit Semester 11
Recommendation: Recommendation of So-
cial 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 em-
phasis is on learning and study skills with stu-
dents returning to the traditional pathway as
soon as possible. This class may not be accept-
ed 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 cul-
tures, religions, political and economic systems
as well as geography and current issues which
have influenced people(s) and nations through
the centuries.

This course is also offered online. Please reg-
ister using:

353 U.S. HISTORY
1 Credit Year 10, 11, 12
U.S. History includes a review of history from
colonial times through the nineteenth century
with an emphasis on twentieth century Ameri-
ca. Important economic, political, social and
geographic influences are studied as they relate
to the development of the United States.

This course is also offered online. Please reg-
ister using:

356V A/B ONLINE U.S. HISTORY

354 U.S. GOVERNMENT
.5 Credit Semester 11, 12
This class deals primarily with the structure and
functions of the national and state governments
of the United States. Included is a study of the
development of our political system, elections,
Congress, the Presidency, and the Federal Court
system. The structure and function of Wisconsin
state and local government is also stud-
ied. Emphasis will be placed on government
processes as they relate to society today.

This course is also offered online. Please reg-
ister using:

354V A/B ONLINE U.S. GOVERNMENT

355 ECONOMICS
.5 Credit Semester 12
This course is a study of the American econom-
ics system emphasizing a reasoned approach to
economic decision making and developing an
understanding of the basic principles and laws of
our economy and how we, as individuals, relate
to them in every day life through our jobs, in our
government and in our society. In addition, this
course will enable students to recognize the eco-

cnomic similarities, differences, and interdepend-
ence of the world community.

This course is also offered online. Please reg-
ister using:

355V ONLINE ECONOMICS

356 WORKPLACE ECONOMICS (Logan)
.5 Credit Semester 12
This course is a study of the American economic
system that emphasizes economic principles as
they relate to consumer economics. The course
will examine the nature of economics, the pro-
duction of goods and services, supply and de-
mand theory, money and banking, the national
economy and the role of government, personal
finance, and personal investing. Students will
learn how to interpret commonplace economic
events and apply critical thinking and decision
making skills as consumers and producers.
357 PSYCHOLOGY
.5 Credit Semester 10, 11, 12
Psychology is the study of human behavior and the influences of the conscious and unconscious process on the shaping of personality, thought, learning, and behavior. Emphasis will be placed on developing an understanding of the basic principles of personality development, personality theories, and various measurement techniques. The course will also focus on the assessment of psychological disorders, learning, memory, intelligence, sensation and perception, and social psychology.

358 SOCIOLOGY
.5 Credit Semester 10, 11, 12
Sociology is the study of human interaction and development with special emphasis placed on culture, ethnic, racial, and minority groups. Other units studied will include the institutions of marriage and families, gender-roles, and criminal behavior. Sociology will conclude with a focus on social problems that exist in our society.

This course is also offered online. Please register using:

358V ONLINE SOCIOLOGY

359 GLOBAL ISSUES
.5 Credit Semester 10, 11, 12
Global Issues is a flexible and topical course focusing on current events including their development and future implications. Possible topics may include nuclear issues, population, terrorism, human rights, the environment, women's issues, and other newsworthy topics.

361 WORLD GEOGRAPHY-Western Hemisphere
.5 Credit Semester 10, 11, 12
This course is a study of the Western Hemisphere and will help students discern the global patterns of physical and cultural characteristics such as earth-sun relationships, atmospheric and oceanic circulation, land forms, climate, population, transportation and communication, economic linkages, and cultural themes. The students will be provided the opportunity to study the Five Themes of Geography as they apply to the Western Hemisphere. These five basic geographic themes are:
1) Location - Absolute and Relative
2) Place - Physical and Human Characteristics
3) Relationships within Places - Humans and Environments
4) Movement - Humans Interacting on the Earth
5) Regions - How They Form and Change

362 WORLD GEOGRAPHY-Eastern Hemisphere
.5 Credit Semester 10, 11, 12
This course is a study of the Eastern Hemisphere and will help students discern the global patterns of physical and cultural characteristics such as earth-sun relationships, atmospheric and oceanic circulation, land forms, climate, population, transportation and communication, economic linkages, and cultural themes. The students will be provided the opportunity to study the Five Themes of Geography as they apply to the Eastern Hemisphere. These five basic geographic themes are:
1) Location - Absolute and Relative
2) Place - Physical and Human Characteristics
3) Relationships within Places - Humans and Environments
4) Movement - Humans Interacting on the Earth
5) Regions - How They Form and Change

364 WORLD HUMANITIES (Honors) - Logan
1 Credit Year 10, 11, 12
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.

366 AP U.S. HISTORY
1 Credit Year 10, 11, 12
Advanced Placement U.S. History is a year long course that provides a basic exposure to the factual narrative of United States History from the period of colonization to the recent past. The goals of the course are to develop an understanding of some of the principle themes in United States History, an ability to analyze historical evidence, and an ability to express that understanding and analysis in writing. This course will prepare the student to take the AP exam.

367 AP EUROPEAN HISTORY
1 Credit Year 11, 12
Advanced Placement European History provides a basic exposure to the factual narrative of European history from the period of the High Renaissance to the recent past. The goals of the course are to develop an understanding of some of the principal themes in modern European history and to develop an ability to analyze historical evidence and an ability to express that understanding and analysis in writing. This course may be taken to fulfill the requirement for World History or as an elective. The course is designed to prepare students to take the Advanced Placement test in May.
368 AP GOVERNMENT  
.5 Credit  Semester  11, 12  
This course is designed to provide an in-depth study of the American political system and American government. The course will examine in detail the principal processes and institutions through which the political system functions. Course work will be at a level that would equal an advanced political science class. This course may be taken to fulfill the requirement for Government or as an elective. This course is designed to prepare the student for the Advanced Placement Test.

369 AP MICROECONOMICS (Central)  
.5 Credit  Semester  12  
AP Microeconomics is a one-semester course that prepares students to take the AP microeconomics exam. A strong background in math is recommended. Students will develop a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the determination of prices and output under competition, monopoly, and other market structures. The theory of consumer demand, analysis of cost structure of the firm, pricing and employment of resources, and distribution of income are other concepts covered.

370 AP MACROECONOMICS (Logan)  
.5 Credit  Semester  12  
AP Macroeconomics is a one-semester course that prepares students to take the AP macroeconomics exam. A strong background in math is recommended. Students will develop a thorough understanding of the principles of economics that apply to the economic system as a whole. It places primary emphasis on principles relating to the functioning of the aggregate economy, including the fundamentals of national income measurement and determination, money and banking, fiscal and monetary policies and economics growth.

373 AP WORLD HISTORY (Central)  
1.0 Credit  Year  9, 10, 11, 12  
The AP World History course is structured around themes and concepts in six different chronological periods from approximately 8000 BCE to the present: Technological and Environmental Transformations (to c. 600 BCE); Organization and Reorganization of Human Societies (c. 600 BCE to c. 600 CE); Regional and Transregional Interactions (c. 600 CE to c. 1450); Global Interactions (c. 1450 to c. 1750); Industrialization and Global Integration (c. 1750 to c. 1900); Accelerating Global Change and Realignments (c. 1900 to the Present). Themes allow students to make connections and identify patterns and trends over time.

374 AP PSYCHOLOGY  
1.0 Credit  Year  10, 11, 12  
The Advanced Placement Program offers a course and exam in psychology to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in psychology. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

999 STUDENT CLASSROOM ASSISTANT  
.5 Credit  Semester  12  
Recommendation: By application only  
This program is intended to provide a hands-on learning experience in an educational setting. Students will discover the skills, habits, and attitudes necessary to be successful in the work world by observing, communicating, and working with a teacher and students in a discipline of their choice. Students will be assigned to assist a teacher one class period daily at an instructional level deemed appropriate by the department.
The expectations of this course are to improve students’ grades, attendance and behavior and to increase their G.P.A. The students should develop better learning skills and study habits. This is a voluntary program to help students do better in school and ultimately to receive a diploma.

700 BASIC SKILLS (Logan)

.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 is the focus of this class.
ABOUT THE PROGRAM

The mission of Technology & Engineering in the School District of La Crosse is to provide students with an opportunity to explore a wide variety of technological experiences, thereby allowing each student to select an area that is suited to their interests and abilities. Each area should develop from the exploratory stage systematically up to a technological skill. The students have the opportunity to choose whether they desire to use their technology and engineering experience to enter into the workforce, a technical college, or a university.

TECHNOLOGY & ENGINEERING COURSE OFFERINGS

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th &amp; 12th Grade</th>
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<tbody>
<tr>
<td>Computer Construction (IT Essentials)</td>
<td>Woods I</td>
<td>Woods I</td>
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<td>Woods I</td>
<td>Woods II</td>
<td>Woods II</td>
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<tr>
<td>Intro to CAD (Computer Aided Design) and Architecture (Central only)</td>
<td>Manufacturing Systems</td>
<td>Woods III</td>
</tr>
<tr>
<td>Intro to Engineering Design</td>
<td>Small Engines, Welding &amp; Fabrication I</td>
<td>Building Construction *</td>
</tr>
<tr>
<td>Architectural CAD Design</td>
<td>Intro to CAD (Computer Aided Design) and Architecture</td>
<td>Manufacturing Systems</td>
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<tr>
<td>Introduction to Engineering Design</td>
<td>Architectural CAD Design</td>
<td>Small Engines, Welding &amp; Fabrication I</td>
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<tr>
<td>Principles of Engineering*</td>
<td>CAD Drafting Seminar</td>
<td>Small Engines, Welding &amp; Fabrication II</td>
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<tr>
<td>Digital Electronics†</td>
<td>Introduction to Engineering Design</td>
<td>Automotive Technology †</td>
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<tr>
<td>Creative Metals &amp; Woods</td>
<td>Principles of Engineering</td>
<td>Introduction to CAD and Architecture</td>
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<tr>
<td>Robotics</td>
<td>Digital Electronics†</td>
<td>Architectural CAD Design</td>
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<tr>
<td>Video Production &amp; Movie Making Photography</td>
<td>Creative Metals &amp; Woods</td>
<td>CAD Drafting Seminar</td>
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<td>Online Digital Photography</td>
<td>Robotics</td>
<td>Introduction to Engineering Design</td>
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<tr>
<td>Computer Construction (IT Essentials)</td>
<td>Video Production &amp; Movie Making Photography</td>
<td>Introduction to Engineering Design</td>
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<tr>
<td>Cisco Networking Academy I</td>
<td>Online Digital Photography</td>
<td>Principles of Engineering</td>
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<td>Cisco Networking Academy II</td>
<td>Computer Construction (IT Essentials)</td>
<td>Digital Electronics†</td>
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<td>Graphic Arts I †</td>
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<td>Creative Metals &amp; Woods</td>
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<td>Computer Integrated Manufacturing††</td>
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<td>Robotics</td>
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<td>Computer Construction (IT Essentials)</td>
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<td>Cisco Networking Academy I, II, III, IV</td>
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<td>Graphics Arts I †</td>
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<td>Graphic Arts III †</td>
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<td>Technology Education—Classroom</td>
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<td>Technology Education—Co-Op</td>
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<td>Student Classroom Assistant</td>
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<td>Intro to Construction Careers</td>
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<td>Construction Career Academy</td>
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<td>• Off-Site Construction</td>
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<td>• Building Information Management</td>
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<td>• Construction Capstone</td>
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<td>• Construction Systems</td>
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* Instructor’s approval required
† Taught at Logan only—Central students are responsible for transportation to Logan
‡‡ Taught at Central—Logan students are responsible for transportation to Central
CISCO NETWORKING CERTIFICATION PATHWAY

This two-year course is designed to teach students the skills needed to design, build and maintain small to medium size networks. The entire course is a four-semester program that will provide students with the opportunity to enter the workforce and/or further their education and training in the computer networking field. Central students are responsible for transportation to Logan. **Cisco is taught at Logan only.** *Articulated credit with WTC.*

545 CISCO NETWORKING I

<table>
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<tr>
<th>Credit</th>
<th>Semester</th>
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This course teaches students the skills needed to obtain entry-level home network installer jobs. It also helps students develop some of the skills needed to become network technicians, computer technicians, cable installers, and help desk technicians. It provides a hands-on introduction to networking and the Internet using tools including PC installation, Internet connectivity, wireless connectivity, file and print sharing, and the installation of game consoles, scanners, and cameras. Cisco 1 is part of the e-Scholars program and can be taken as an online option.

546 CISCO NETWORKING II

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<th>Credit</th>
<th>Semester</th>
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**Recommendation:** Successful completion of Cisco Networking Academy I
This course prepares students for jobs as network technicians and helps them develop additional skills required for computer technicians and help desk technicians. It provides a basic overview of routing and remote access, addressing, and security. It also familiarizes students with servers that provide email services, web space, network monitoring and authenticated access. Students also learn the soft skills required for help desk and customer service positions, and the final chapter helps them prepare for the CCENT certification exam. Cisco Networking 2 is part of the e-Scholars program and can be taken as an online option.
Prerequisites: CISCO Networking Certification Pathway II

547 CISCO NETWORKING III

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<th>Credit</th>
<th>Semester</th>
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**Recommendation:** Successful completion of Cisco Networking Academy I & II
This course familiarizes students with the equipment applications and protocols installed in enterprise networks, with a focus on switched networks, IP telephony requirements, and security. It also introduces advanced routing protocols such as Enhanced Interior Gateway Routing Protocol (EIGRP) and Open Shortest Path First (OSPF) Protocol. Hands-on exercises, including configuration, installation, and troubleshooting, reinforce student learning by using Cisco routers and switches. Cisco Networking 3 is part of the e-Scholars program and can be taken as an online option.
Prerequisites: CISCO Networking Certification Pathway I & II

548 CISCO NETWORKING IV

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<th>Credit</th>
<th>Semester</th>
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**Recommendation:** Successful completion of Cisco Networking Academy I, II & III
This course is the final course in the Cisco Networking Academy and introduces students to network design processes using two examples; a large stadium enterprise network and a medium-sized film company network; students follow a standard design process to expand and upgrade each network, which includes requirements gathering, proof-of-concept, and project management lifecycle services, including upgrades, competitive analyses, and system integration, are presented in the context of presale support. A hands-on review will take place toward the end of class to help prepare students for the CCNA.
Cisco Networking 4 is part of the e-Scholars Program and can be taken as an online option.
Prerequisites: CISCO Networking Certification Pathway I, II, & III
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)
- 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 transcripted credit at Iowa University. See your school counselor or PLTW instructor for more information.

### INTRODUCTION TO ENGINEERING DESIGN

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

A course that teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software.

### PRINCIPLES OF ENGINEERING

| 1 Credit | Year | 10, 11, 12 |

**Recommendation:** Algebra

The intent of this course is to provide an orientation to the careers and challenges of engineering and to introduce students to the core abilities that all workers must possess, whether they are entering the field as an engineer or as an engineering technician. Students will be exposed to those attributes that are common to all engineering endeavors. They will become aware that all members of the engineering team solve problems using math and science principles. Students will use the concepts of problem solving, concurrent engineering modeling, ethics, optimization, systems, design and technology/society interactions. The course is an integrative, hands-on, laboratory-based course that shows students the important concepts involved with engineering while having them work on real-life case studies that are examples of the types of problems they would be solving in this exciting career.

### DIGITAL ELECTRONICS (Logan)

| 1 Credit | Year | 10, 11, 12 |

**Recommendation:** Algebra

Digital Electronics is a one-year course exploring the principles and concepts of digital electronics and the study of basic building blocks of digital systems. The course introduces the student to the applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. Students will also learn to build and program robots. And use advanced micro controllers. Digital Electronics is one of the classes in the Project Lead The Way Engineering Curriculum.

### COMPUTER INTEGRATED MANUFACTURING (Central)

| 1 Credit | Year | 11, 12 |

**Recommendation:** IED and/or POE

Students learn concepts of robotics and automated manufacturing by creating three-dimensional designs with modeling software and producing models of their designs. The major focus of this course is to answer questions such as: How are things made? What processes go into creating products? Is the process for making a water bottle the same as it is for a musical instrument? How do assembly lines work? How has automation changed the face of manufacturing? As students find the answers to these questions, they learn about the history of manufacturing, a sampling of manufacturing processes, robotics, and automation. This course is built around several key concepts: computer modeling, Computer Numeric Control (CNC) equipment, Computer Aided Manufacturing (CAM) software. robotics and flexible manufacturing systems. This course is designed for 11th or 12th grade students.
### 551 COMPUTER CONSTRUCTION (IT Essentials)
**.5 Credit**  
**Semester:** 9, 10, 11, 12  
Computer Construction & Maintenance is a course designed to give the learner knowledge on how a computer and the 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.

### 600 PHOTOGRAPHY
**.5 Credit**  
**Semester:** 10, 11, 12  
Photography introduces the skills to use cameras, lenses, and light meters. Film developing, printmaking, design, composition, Photo Shop, and digital photography will be emphasized.  
*This course is also offered online. Please register using:*  
**600V ONLINE DIGITAL PHOTOGRAPHY**

### 602 VIDEO PRODUCTION AND MOVIE MAKING
**.5 Credit**  
**Semester:** 10, 11, 12  
Video Production is a one-semester course that allows the student to create his or her own full-length digital movies. Students will be introduced to creating visual effects, inserting audio clips, and other technical aspects of movie making. This course meets the computer requirement for graduation.

### 603 CREATIVE METALS & WOODS
**.5 Credit**  
**Semester:** 10, 11, 12  
This semester class is designed to welcome any student into the world of manufacturing. Many students may not feel comfortable taking the standard small engine and fabrications classes because of a lack of experience and knowledge in the area. Techniques such as flame cutting, soldering, shielded metal arc welding, gars metal arc welding, flux core welding, gas tungsten arc welding, CNC mill and standard mill and lathe operations, CNC router operations, CNC laser engraver operation will be covered. Students will have an opportunity to utilize the skills they learn to create individual projects.

### 614 GRAPHIC ARTS I (Logan)
**1 Credit**  
**Year:** 10, 11, 12  
This course provides students with a basic understanding of graphic arts. Emphasis will be on both theory and hands-on activities. Layout, design, computerized typesetting, silk-screening, and photography will be covered in this course. Multicolor will be stressed in the second semester.

### 626 GRAPHIC ARTS II (Logan)
**.5 Credit**  
**Semester:** 11, 12  
**Recommendation:** Technology Systems or instructor's approval  
Following a review of basic processes, students are introduced to advanced techniques with hands-on experiences in the area of their interest in the fields of photography, and screen-printing.

### 628 GRAPHIC ARTS III (Logan)
**1 Credit**  
**Semester:** 11, 12  
**Recommendation:** Technology Systems or instructor's approval  
This course is also available for .5 credit for one semester. Graphic Arts Seminar is a logical conclusion to the graphic arts sequence by providing students with the opportunity to gain experiences that are current to the graphic arts industry. Students in this course should be considering graphic arts as a career objective.

### 612 SMALL ENGINES, WELDING & FABRICATION I
**1 Credit**  
**Year:** 10, 11, 12  
This course is a study of transportation systems dealing generally with the methods by which people and goods move through various environments. This course covers the basics of small engines, metal fabrication, welding and machining used in transportation systems.

### 624 SMALL ENGINES, WELDING & FABRICATION II
**1 Credit**  
**Year:** 11, 12  
**Recommendation:** Small Engine, Welding, and Fabrication I  
This is a transportation course that covers advanced systems of transportation. The course will take students to the next level as far as functions, processes, and procedures of the transportation industry.
650 ROBOTICS
.5 Credit   Semester  10, 11, 12
This class will use a hands-on approach to introduce the basic concepts in robotics, focusing on mobile robots, programming, electronic components and prototype design. Students will work in teams to build and test increasingly more complex robots in an end-of-semester robot contest. Students will receive a comprehensive overview of robotic systems and the subsystems that comprise them.

640 AUTOMOTIVE TECHNOLOGY (Logan)
1 Credit   Year  11, 12
Recommendation: Small Engines, Welding, and Fabrication I
This course is also available for .5 credit for one semester.
If you depend on your car and want to understand how it works and how you can make it safer and more reliable, you will benefit from this class. You will learn how a car works, what the parts are, and what they do. In knowing this you will be able to perform some of the repairs yourself or just know what is going on when someone else in making the repairs. Either way you will be saving money.

647 TECH ED CLASSROOM
1 Credit   Year  11, 12
Recommendation: Instructor's approval
The in-school phase of Technology Education - Co-op is a job-related class to acquaint students with general topics considered to be important to workers in industrial occupations. In addition to this course, students are required to be enrolled in a technical course closely related to their career training. The course includes the student's progress on the job, collective bargaining, managing money, consumer responsibilities, and researching careers. In this program students will explore their own career training and other industrial occupations through field trips, employer luncheons, and school and community projects. Additional activities will include the Skills USA club through projects, leadership, and competition.

648 TECH ED- CO-OP WORKSITE
1 Credit   Year  11, 12
Recommendation: Instructor's approval
The out-of-school phase of Technology Education - Co-op represents related work experiences by on-the-job training in the career area of the student's interest. Students are released from part of their regular school day to work at one of the cooperating businesses. The training sponsor and the coordinating teacher organize, train, supervise, and coordinate the classroom work with the job requirements.

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.

605 ARCHITECTURAL CAD DESIGN
1 Credit   Year  10, 11, 12
Industry standard AutoCAD software will be used to teach students to design their dream house. Engineering concepts, such as material science/structure, will be explored to enhance student understanding. Students will produce a complete set of working drawings (floor plan, plot plan, sections, elevations, foundation plan and perspectives) for a residential structure. Students that are successful in this class have an interest in art and engineering.

607 CAD DRAFTING SEMINAR
1 Credit   Year  11, 12
Recommendation: Instructor's approval
This course is also available for .5 credit for one semester.
CAD Drafting Seminar is a logical conclusion to the drafting sequence by providing students the opportunity to gain experience that is pertinent to present-day problems. Students taking this course should be considering a career in drafting. This also includes the senior assistant program. All drawings will be done on a computer.

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.

634 WOODS II (Advanced Woods)
1 Credit   Year  10, 11, 12
Recommendation: Instructor's approval
This course is also available for .5 credit for one semester. Advanced Woods students will study the elements of design and style found in woodworking projects. Students will concentrate on craftsmanship and quality workmanship in building a project.
639 WOODS III
1 Credit Year 11, 12
Recommendation: Instructor's approval
This course is also available for .5 credit for one semester.
This is a logical conclusion to the woods course sequence as an opportunity to gain experience that is current to the woodworking/cabinetry industry.

611 MANUFACTURING SYSTEMS
1 Credit Year 10, 11, 12
This course is also available for .5 credit for one semester. In this course students will learn to use tools and machines safely and to market their products. Manufacturing takes a hands-on approach in understanding manufacturing technology.

637 CONSTRUCTION SYSTEMS
.5 Credit Semester 10, 11, 12
Construction Systems is a course for students interested in exploring the fundamentals of building construction. Types of site preparation, foundations, framing methods, roofing techniques, exterior and interior finishing, and estimation will be topics covered during this course. Design methods and blueprint reading are also important components of this course. Students will also learn how to safely use other hand tools and machines. Safety is emphasized and students will be required to pass all machine tests with 100% accuracy.

633 BUILDING CONSTRUCTION
2 Credits Year 11, 12
Recommendation: Instructor’s Approval
This course is for students with an interest in light-frame construction. Course content includes site clearing, site layout, foundations, framing, roofing, windows and doors, exterior finish and interior finish. Along with information on electrical and plumbing, special units will cover computerized estimating, solar, remodeling, cabinet-making, and alternative house building. Special emphasis is placed on safety in the use of hand, power and machine tools.

990 STUDENT CLASSROOM ASSISTANT
.5 Credit Semester 12
Recommendation: By application only
This program is intended to provide a hands-on learning experience in an educational setting. Students will discover the skills, habits, and attitudes necessary to be successful in the work world by observing, communicating, and working with a teacher and students in a discipline of their choice. Students will be assigned to assist a teacher one class period daily at an instructional level deemed appropriate by the department.
ABOUT THE PROGRAM

The purpose of the World Language Program in the School District of La Crosse is to enhance the existing curriculum in all subject areas by emphasizing a global perspective. The study of another language expands student understanding in the areas of oral and written communication skills. World language study is a core discipline in a globalized society.

WORLD LANGUAGE PATHWAYS

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>French I or II</td>
<td>French I, II or III</td>
<td>French I, II, III,</td>
<td>French I, II, III,</td>
</tr>
<tr>
<td>Online French I or II</td>
<td>Online French I, II,</td>
<td>or IV</td>
<td>IV or V</td>
</tr>
<tr>
<td>German I or II</td>
<td>German I, II or III</td>
<td>German I, II, III,</td>
<td>German I, II, III,</td>
</tr>
<tr>
<td>Spanish I or II</td>
<td>Spanish I, II or III</td>
<td>or IV</td>
<td>or IV</td>
</tr>
<tr>
<td>Online Spanish I or II</td>
<td>Online Spanish I, II,</td>
<td>Spanish I, II,</td>
<td>Spanish I, II,</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>Spanish Literature</td>
<td>II, or III</td>
<td>or III</td>
</tr>
<tr>
<td>Chinese I</td>
<td>Chinese I or II</td>
<td>Spanish Literature</td>
<td>Chinese I, II, or II</td>
</tr>
</tbody>
</table>

In some cases, if adding a second language, it is often possible to go directly into Level II because of prior language experience. Many students add a 2nd or 3rd language in their sophomore or junior year.

Introduction

Students are strongly encouraged to follow a 4-year language sequence through high school. Many colleges and universities look favorably on applicants with 4-5 years of language study; this effort shows determination, perseverance, the desire to obtain a higher level of proficiency in the language, and broader cultural understanding. Adding another language is encouraged for students with excellent linguistic abilities.

Students should be aware of the possibility of earning retroactive credits in the Wisconsin university system and possibly other colleges and universities. Up to 16 credits may be earned after one college-level language class. In addition, students have the option of taking the AP language test. With a score of 3 or above, students may earn 3-4 more language credits. Always ask about language retroactive credits and language requirements when visiting a college.
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 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.
This course is also offered online. Please register using:

150VA/B ONLINE FRENCH I

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 group, 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.
This course is also offered online. Please register using:

152VA/B ONLINE FRENCH II

154 FRENCH III
1 Credit     Year     10, 11, 12
Recommendation: FRENCH II
French III introduces more grammar concepts and vocabulary needed for everyday communication. Creative role playing (e.g. making plans, a visit to the doctor, etc.) allows the student to participate in and improve his/her use of the spoken language. Cultural topics may include the Louvre, L’Opéra, travel to Benin, Switzerland and other francophone countries as well as French cities. Students will read appropriate texts and authentic documents and write compositions.
This course is also offered online. Please register using:

154VA/B ONLINE FRENCH III

156 FRENCH IV
1 Credit     Year     11, 12
Recommendation: French III
French IV reviews previously learned grammar and vocabulary and continues to introduce new concepts. There will be an increased emphasis on culture reading and writing as well as expanding the ability to speak freely. Topics may include la Côte d’Ivoire, Provence and the South of France, and Quebec. Literature from many French-speaking countries is explored and students will read a short novel in French.

158 FRENCH V
1 Credit     Year     12
French V emphasizes grammar review as needed, vocabulary development and advanced speaking/writing proficiency. Students are encouraged to prepare for college placement tests that could help them earn up to 16 retroactive credits and to prepare for the AP or SAT II French Tests. Emphasis is placed on history, civilization, and art.
A spring or summer trip to France may be offered every other year to sophomore, junior, and senior French students who are in good academic and behavioral standing. The trip is based on student interest.
Also available as a cultural experience is the Epinal exchange open to French students who may host a student from Epinal for three weeks one summer and the following summer visit his/her correspondent in Epinal.
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.
This course is also offered online. Please register using:
160VA/B ONLINE SPANISH I

162 SPANISH II
1 Credit Year 9, 10, 11, 12
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.
This course is also offered online. Please register using:
162VA/B ONLINE SPANISH II

164 SPANISH III
1 Credit Year 10, 11, 12
Recommendation: Spanish II
Spanish III develops more creative communication ability as students strengthen grammar and vocabulary skills. At this intermediate level, students seek to function in a wider range of every day situations and social settings. There is a continued emphasis on the culture of Spanish speaking countries.
This course is also offered online. Please register using:
164VA/B ONLINE SPANISH III

166 SPANISH IV
1 Credit Year 11, 12
Recommendation: Spanish III
In Spanish IV, communicative skills are strengthened toward the goal of more natural overall proficiency. Students review previously learned grammar and learn more advanced grammar concepts. Students will read a variety of literature and more emphasis is placed on culture, geography, and history.

131 SPANISH LITERATURE
Recommendation: 8th Grade Immersion and/or teacher recommendation after having had level 1
1 Credit Year 9, 10, 11, 12
This course is designed for Spanish Immersion students and or Heritage and native speakers entering High School. The year- long course combines Spanish grammar concepts currently in Spanish levels two and three. These grammar concepts will be explored through literature with extensive vocabulary acquisition through Hispanic classic and contemporary literature. This course will be conducted entirely in Spanish. All the modes of communication will be practiced in this course.

168 SPANISH V
1 Credit Year 12
Recommendation: Spanish IV
In Spanish V, students should expect to become more orally proficient. Advanced grammar skills are reviewed and refined. Emphasis is placed on Hispanic literature and on written composition in Spanish. Generally, those who finish Spanish V are able to earn retroactive credits by taking a college level placement exam. Others may wish to take an Advanced Placement Spanish test for college credits.

A spring or summer trip to a Spanish-speaking country may be offered every other year to sophomore, junior, and senior Spanish students who are in good academic and behavioral standing.
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. German fairy tales will be read.

180 GERMAN III
1 Credit   Year  10, 11, 12
Recommendation: German II
This course will continue to improve the four basic communicative skills of listening, speaking, reading, and writing. Students will be able to interact socially in an appropriate manner and be able to tend to their own welfare in the target culture. The study of literature will continue with fables, short stories, fairy tales, and other literary texts suitable to this skill level.

182 GERMAN IV
1 Credit   Year  11, 12
Recommendation: German III
German IV students will attain the level of mastery needed to travel in a German speaking country. Students will know what to expect and how to behave in different social contexts and situations. They will comprehend more difficult conversations, television programs, movies, and study an extended radio drama. They will read, discuss, and write about articles and books of ever increasing difficulty. Students will be able to describe, discuss related events, and give opinions on an ever increasing variety of topics. The cultural emphasis is on travel and daily life in German speaking countries.

184 GERMAN V
1 Credit   Year  12
Recommendation: German IV
German V students continue developing their ability to understand, speak, read, and write German. German literature (poetry) short stories, and a two-act play) are studied. Students research and make presentations on various aspects of German

GERMAN EXCHANGE:
(Central) Under the auspices of G.A.P.P. (German American Partnership Program), Central German students in good standing may participate in an exchange with a high school in Kirchhelm/Teck in Germany. Every other year we host German students in October, then are hosted by them the following June. For 3 weeks students stay with families, attend school, and have a full program of activities and short trips.

(Logan) Under the auspices of G.A.P.P. (German American Partnership Program), Logan German students in good standing may participate in an exchange with a high school in Friedberg in Germany. Every other year we host German students in September, then are hosted by them the following July. For 3 weeks students stay with families, attend school, and have a full program of activities and short trips.
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 150 characters as a means to understand an elementary text of Chinese reflecting social activity. Topics include geography, Chinese society, and cross-cultural issues.

191 CHINESE II
1 Credit                       Year                  10, 11, 12
Recommendation: Chinese I
Chinese II will introduce more detailed sentence structure and vocabulary expansion through listening, speaking, reading, and writing activities. Students will increase their reading vocabulary to 300—320 characters. Using the system of radical identification and character stroke order, students will acquire dictionary skills and other interpretation skills. Additional cultural topics will include the different cities of China and an overview of China vs. 21st century China.

192 CHINESE III
1 Credit                     Year               11, 12
Recommendation: Chinese II
Students in Chinese III will continue to expand character vocabulary for reading comprehension and for extended conversation. At this level, students will begin to examine authentic documents reflecting social activity. Students will increase their capacity to analyze phonetic components of characters and will demonstrate greater ease and proficiency in using a Chinese dictionary and other e-translation tools. Students will be introduced to Chinese literature (either in original language or in translation) which reflects contemporary Chinese cultural values.

193 CHINESE IV
1 Credit                     Year               12
Recommendation: Chinese III
Students in Chinese IV will continue to expand character vocabulary for reading comprehension and for extended conversation. At this level, students will continue to examine authentic documents reflecting social activity. Students will increase their capacity to analyze phonetic components of characters. Students will read short expository texts besides regular narrative passages. Students writing skills will be further refined.

991 STUDENT CLASSROOM ASSISTANT
.5 Credit                     Semester               12
Recommendation: By application only
This program is intended to provide a hands-on learning experience in an educational setting. Students will discover the skills, habits, and attitudes necessary to be successful in the work world by observing, communicating, and working with a teacher and students in a discipline of their choice. Students will be assigned to assist a teacher one class period daily at an instructional level deemed appropriate by the department.
### Table of Contents

*Alternative Pathways to Meet Graduation Requirements* .......................................................... 99  
*LaCrossroads* ......................................................................................................................... 100  
*Options for the High Performance Learners* ........................................................................ 101  
*School-To-Work Options* ....................................................................................................... 102  
*AVID* ......................................................................................................................................... 104  
*Health Science Academy* ....................................................................................................... 105  
*Global Business Academy* ..................................................................................................... 108  
*Engineering Pathway* ............................................................................................................. 109  
*ACE Academy* ....................................................................................................................... 110  
*Special Education* ................................................................................................................ 112  
*Summer School* ...................................................................................................................... 113  
*Youth Options* ....................................................................................................................... 113  
*Course Options* ...................................................................................................................... 114
ALTERNATIVE PATHWAYS TO MEET GRADUATION REQUIREMENTS

Planning for the future is complex and requires an ongoing team effort from students, parents, staff and community.

Students should be empowered to create an educational path through their high school years which is meaningful to them and produces the results they choose. As part of that, they should be able to develop an alternative plan for a semester class, a series of classes, a group of dissimilar classes or a year-long class.

All requests for approval of an Alternative Pathway to meeting graduation requirements are considered individually on a case-by-case basis. Each proposal is unique and will be considered on its own merits. Plans should include “new” learning for the student. Plans must receive final approval from the committee before students begin any work. Students whose plan includes work during the summer months should have final approval from their committee by May 15. Final presentation for Summer Alternative Pathways must be completed by the target date set at the preliminary meeting.

Some example alternative pathways are:
- Receive credit for successfully completing a class off campus.
- Travel extensively, focus on a learning plan and obtain credit.
- Attend an intensive summer instructional camp and receive appropriate credit.
- Take private lessons, obtain several advance ratings and receive appropriate credit.

The application forms and more detailed information regarding the application process are available from your school counselor. This is not an option for incoming 9th graders.
LACROSSE HIGH SCHOOL

MISSION STATEMENT

Our mission is to provide an alternative educational setting for youth who have been unsuccessful in a traditional setting and who have made the decision to shape a better future for themselves. As a learning community, students and staff create an environment that:

- Offers certified teachers providing district approved curriculum
- Utilizes instruction that has real world application
- Provides vocational preparation
- Promotes social and citizenship skills
- Celebrates diversity
- Creates a feeling of community
- Disseminates information on our philosophy and procedures to fellow professionals working with adolescents.

BROAD GOALS

LaCrossroads provides a comprehensive curriculum focusing on students’ academic, vocational, and social skills.

ACADEMIC

To develop the ability to apply the skills stressed within each of the academic disciplines of Language Arts, Mathematics, Physical Education, Science, and Social Studies in addition to elective areas.

VOCATIONAL

To help youth develop skills for successful employment.
To create awareness of career opportunities.
To prepare a career pathway plan.

SOCIAL

To develop values that will enable our students to function as responsible, productive citizens.
To encourage development of individual potential.
To help youth develop decision making skills.
To help youth cope with school, community, and home issues with which they may be struggling.

METHODS TO REACH GOALS

ACADEMIC

- One-room schoolhouse atmosphere
- Individualized graduation plan
- Teaching by content certified teachers
- Individualized academic assistance
- Curriculum rotated to match district curriculum.

VOCATIONAL

- On-the-job credit
- Job Skills training
- Portfolio including résumé
- Community linkage: job shadowing, guest speakers, mentors, Reality Store, interviews with employers,
- Visits to post-high school training/education facilities
- Student run businesses supported by the Business Skills Class

SOCIAL

- Student Counselors on staff
- Behavioral level system with rewards/consequences
- Linkage with School Social Worker/School Psychologist/Police Liaison/School Nurse/School Administrator/South East
- Asian Services Coordinator/African American Services Coordinator/Native American Services Coordinator, County Human Services/and counseling agencies/etc.
- Service learning projects that connect youth to their community
OPTIONS FOR THE HIGH PERFORMANCE LEARNERS
AT THE HIGH SCHOOLS

I. Wisconsin Statutes 121.02 (1) Standard (t): Each school board shall provide access to an appropriate program for pupils identified as gifted/talented.
   “Access” is defined as: School District course offerings, independent study, programs through CESAs, cooperative arrangements between school boards and post secondary institutions.

II. Related Wisconsin Standard (p): Pupils identified as gifted/talented may require special accommodation in programming which is outside the normal sequence of course(s) of the standard requirements for graduation. (PI 1803)

III. BOE Policy - IGBB “The School District of La Crosse will develop and promote programming options for gifted and talented students which will foster their unique abilities and needs. Outcomes of gifted/talented programming will be achieved through careful analysis of the needs of these students, their studies and credits, and arranged for within administrative procedures.

IV. High School Options
   1. There are honors and regular courses in the core areas that meet the minimum credits required for graduation, several required courses that do not have honors sections, and electives. 22.5 credits are required for graduation.
   2. There are AP courses that prepare students for taking an Advanced Placement exam.
   3. There is an Alternative Pathway that can be developed (See page 81).
   4. Youth Options.

ARTICULATION AGREEMENTS - Several courses at the high school level will satisfy basic course requirements at the technical college level. Students who satisfactorily complete the high school course will receive a certificate documenting completion which can be presented at the time of enrollment at a technical college. (Example: Computer courses)

RETRO-ACTIVE CREDITS - Some institutions of higher education will award college credits for course work completed in high school if the student goes on to do well in that subject at the college level. (Example: World Language)

ADVANCED PLACEMENT (AP) TESTING PROGRAM - Students can register and pay a fee to take AP exams in a variety of subjects each May at the high school. Scores of 1 - 5 are awarded. Most colleges and universities will award college credit based on these scores. The credit awarded varies by institution, scores and major. (Note: You do not need to take an AP course to be eligible to take the exam. The AP course, however, is designed to help you prepare to do well on the AP exam while earning high school credit. If you take an AP course, you are not required to take the AP exam.)

YOUTH OPTIONS - Youth Options allows juniors and seniors to enroll at UW-La Crosse, Viterbo or Western Technical College for courses which are not offered at the high school level. Students may earn both high school and college credits through these courses. Tuition is paid by the School District of La Crosse for approved courses. There are specific procedures and timelines for applying for these courses. Contact your school counselor for assistance with applying for this program.

COLLEGE-BASED EXAM PROGRAMS - There may be exams available at the institution of higher education you choose which can for little or no cost earn you credit, allow basic courses to be waived, or secure you placement in higher level courses. If you have done well in a subject in high school, you may wish to take one or more of these exams. Inquire about exam programs at the school you are considering.

Stop in student services or the career center for more information.
SCHOOL-TO-WORK

Mission Statement

It is the mission of the School District of La Crosse to develop a School-to-Work Program that will provide a system of opportunities to help all students make the transition from education to employment and/or post-secondary education.

Broad Goals

The School District of La Crosse, in its efforts to help develop the knowledge base, attitudes and skills necessary for a productive, satisfying life, presents and endorses this statement of policy in accordance with the following convictions:

- In a highly technological, rapidly changing society where occupations change and disappear, public education must equip students to deal with the world of work and make informed decisions regarding post—secondary education.
- Students have a variety of learning styles and learn best when they become involved in experiences that are relevant to their lives in today’s world.
- It is necessary for communities and educational systems to work together as partners in order for school-to-work programs to achieve optimum effectiveness.

YOUTH APPRENTICESHIP

This is a one- or two-year program for juniors and seniors. Paid work experience combined with classroom instruction provides excellent job opportunities. Students must apply for this program and are sponsored by area business. Graduates receive a certification from the state of Wisconsin. Applications are available in the Career Center.

(Central: Mrs. Hinkel; Logan: Mrs. Molling-Enright)

Youth Apprenticeship offers several career programs to pursue:

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Art, A/V Technology & Communications
- Finance
- Health Science
- Hospitality & Tourism
- Information Technology
- Manufacturing
- Science, Technology, Engineering & Mathematics (STEM)
- Transportation, Distribution & Logistics

CO-OP PROGRAMS

1 Credits  Year  11, 12

Students need to apply with the appropriate co-op coordinator in their career interest area. Applications are available from the Career Center or the co-op coordinator and are due March 1st. Return application to co-op coordinator by class registration deadline. Co-op coordinator’s signature required on registration for courses.

Paid work experience combined with related classroom instruction provides excellent job skills for juniors and seniors in these one-year programs.

530 & 536 BUSINESS (taught at Logan)

Recommendation: A business class in the students’ career area.

Training Areas: Accounting, computer technology, office management, secretarial.

647 & 648 TECHNOLOGY:

Recommendation: Related technology course in career area

Training Areas: Construction, transportation, manufacturing, graphic arts

513 & 514 BUSINESS & MARKETING:

Recommendation: Marketing I

Training Areas: Retail sales, advertising, entrepreneurship, management

This is a one- or two-year program for juniors and seniors. Paid work experience
545 CISCO NETWORKING CERTIFICATION
PATHWAY I, II, III, IV (Logan)
.5 Credit/Section  Semester  10, 11, 12
Articulated credit with Western Technical College.
This two-year course is designed to teach students the
skills needed to design, build, and maintain small to
medium sized computer networks. The entire four-
semester program will provide students the
opportunity to enter the workforce and/or further their
education and training in the computer networking
field. Actual work-based experience may be
available during the student’s second year of
instruction.

571 ASSISTANT CHILD CARE TEACHER (Central)
.5 Credit  Semester  11, 12
Articulated credit with Western Technical College.
The Assistant Child Care Teacher course will certify
students for employment in the child care industry
upon completion of the state requirements. Realistic
investigation of the multiple opportunities for
working with children as well as creating activities
and curriculum planning is carried out. Early
Childhood I certification for employment in daycare
centers is awarded upon completion of state
guidelines.
## Advanced Via Individual Determination (AVID)

(By counselor or principal recommendation only.)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>237</td>
<td>AVID 9</td>
<td>1.0</td>
<td>AVID is a college readiness elective course for qualifying students to develop the academic and social skills needed to be successful in post-secondary education. Students enroll in an AVID course where they learn goal setting, note-taking, writing skills, and reading strategies for each of their high school years. Motivational activities include speakers, field trips, college visits, and seminars.</td>
</tr>
<tr>
<td>238</td>
<td>AVID 10</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>240</td>
<td>AVID 11 Seminar</td>
<td>1.0</td>
<td>The 11th grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first and second year college students. This course is organized around the theme of “Leadership as a Catalyst for Change in Society”.</td>
</tr>
<tr>
<td>241</td>
<td>AVID 12 Seminar</td>
<td>1.0</td>
<td>The AVID Elective 12th grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first and second year college students. This course continues around the theme of “Leadership as a Catalyst for Change in Society.”</td>
</tr>
</tbody>
</table>
Health Science Academy

The La Crosse Health Science Academy is a two-year program that will provide thematic instruction, career exploration, job shadows, clinical experience, health science labs, mentoring by health professionals, research, certification, and internship opportunities for students. Instruction for the La Crosse Health Science Academy takes place at the Health Science Center near the UW-La Crosse campus as well as field experiences in area health care facilities. Students spend 3 class periods in the Academy with remaining credits during the day taken at their home high schools. Instruction includes Anatomy & Physiology, Health Occupations, Exercise Physiology, AP Psychology, Medical Technology, Medical Terminology, Global Issues in Health Care and more! Health Science Academy applications are due March 1.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>Anatomy &amp; Physiology</td>
<td>1.0</td>
<td>This course is designed to extensively survey the anatomy/physiology of the human body. All systems of the human body will be studied. Labs are conducted at UWL. Medical terminology will be introduced.</td>
</tr>
<tr>
<td>2374</td>
<td>AP Psychology</td>
<td>1.0</td>
<td>The Advanced Placement Program offers a course and exam in psychology to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in psychology. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.</td>
</tr>
<tr>
<td>2001</td>
<td>Health Occupations I</td>
<td>0.5</td>
<td>Health Occupation students participate in field experiences, tours and individual job shadows. Students explore a variety of careers in healthcare.</td>
</tr>
</tbody>
</table>
Exercise Physiology is designed for the Academy student to coordinate content learned in the classroom to activities at the YMCA. Students will be infusing low impact activities and technology to monitor their health and participation. Students will be introduced to a variety of units that are designed to promote lifetime activities.

**YEAR TWO SENIOR COURSES:**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Health Occupations Advanced</td>
<td>1.0</td>
<td>Health Occupation students participate in field experiences, tours and individual job shadows. Students have the opportunity to select specialized areas of study in Nursing Assistant, Pharmacy Tech, Emergency Medical Response (all of which could include certifications) or in Medical Mentorship. Students will continue their career portfolio.</td>
</tr>
<tr>
<td></td>
<td>• CNA*</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Pharmacy Tech**</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Emergency Medical Response</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Medical Mentorship</td>
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<tr>
<td></td>
<td>*Non-transcripted: offered through Gunder-</td>
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<td>**Non-transcripted: offered through the Red</td>
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<tr>
<td>2003</td>
<td>Medical Terminology</td>
<td>.5</td>
<td>This course introduces students to the essential medical terminology used for health care professionals. The course is transcripted with Western Technical College.</td>
</tr>
<tr>
<td>2359</td>
<td>Global Issues in Health Care</td>
<td>1.0</td>
<td>Global Issues is a flexible and topical course focusing on current events including their development and future implications. Possible topics may include nuclear issues, population, terrorism, human rights, the environment, women's issues, and other newsworthy topics.</td>
</tr>
<tr>
<td>2004</td>
<td>Medical Technology</td>
<td>.5</td>
<td>This course introduces students to the essential technology and tools used by medical professionals. Students will utilize Anatomy in Clay as part of a health care project. Field experiences and labs will be an integral part of this course.</td>
</tr>
<tr>
<td>2010</td>
<td>Certified Nursing Assistant*</td>
<td>1.0</td>
<td>Training for this course includes classroom, laboratory and clinicals by a healthcare professional. Students successfully completing this course can apply for the state exam for Nursing Assistant certification. Clinicals and filed experiences may be scheduled outside the traditional school day. Students may have the opportunity to take this training during the summer or as part of the Academy during the school year. Separate applications are required.</td>
</tr>
<tr>
<td></td>
<td>*This course is offered at Wester and provides transcripted credit</td>
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<td></td>
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<tr>
<td>Year</td>
<td>Course Name</td>
<td>Credit</td>
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<tr>
<td>2008</td>
<td>Global Partners Experience</td>
<td>0.5</td>
<td></td>
</tr>
</tbody>
</table>

This hands-on course will provide an opportunity for students to volunteer their time, energy, and talents to serve a community with the Gundersen Global partners program. Students will learn and teach in Pine Ridge Reservation. Participants will gain an understanding of Lakota culture and also expand their knowledge of health occupations through job shadows. Students will participate in team orientation and debriefing activities with Gundersen’s Global Partners teams. This course is offered in the summer as part of the Health Science Academy.
Global Business Academy

The Global Business Academy is a two-year program for juniors and seniors interested in exploring the world of global business opportunities. Instruction will include business and marketing concepts, economics, and government all from a global perspective. Students will participate in field experiences and job shadows with businesses having a global connection. This Academy may take place off campus. Interested students should complete the application for the Global Business Academy available in Student Services. Courses subject to change.

<table>
<thead>
<tr>
<th>YEAR ONE JUNIOR COURSES:</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Number</strong></td>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td>4354</td>
<td>US Government</td>
</tr>
<tr>
<td>4363</td>
<td>World Geography</td>
</tr>
<tr>
<td>4525</td>
<td>Into to Business &amp; Marketing</td>
</tr>
<tr>
<td>4538</td>
<td>International Business</td>
</tr>
<tr>
<td></td>
<td>Foreign Language of choice (register at your high school)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR TWO SENIOR COURSES:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Course Number</strong></td>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td>4359</td>
<td>Global Issues</td>
</tr>
<tr>
<td>4355</td>
<td>Economics</td>
</tr>
<tr>
<td>4576</td>
<td>Servant Leadership</td>
</tr>
<tr>
<td>4526</td>
<td>Global Business Seminar</td>
</tr>
<tr>
<td></td>
<td>Foreign Language of choice (register at your high school)</td>
</tr>
</tbody>
</table>
Engineering Pathway

The School District of La Crosse is excited to announce an opportunity for sophomores, juniors and seniors interested in pursuing education and careers in the engineering field. The Engineering Pathway is a three-year program that will provide thematic instruction, career exploration, job shadows, mentoring by engineering professionals, research and development, advanced placement, college credit, and internship opportunities for students.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>609</td>
<td>Introduction to Engineering Design</td>
<td>1.0</td>
<td>A course that teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software.</td>
</tr>
<tr>
<td>616</td>
<td>Principles of Engineering</td>
<td>1.0</td>
<td>The intent of this course is to provide an orientation to the careers and challenges of engineering and to introduce students to the core abilities that all workers must possess, whether they are entering the field as an engineer or as an engineering technician. Students will be exposed to those attributes that are common to all engineering endeavors. They will become aware that all members of the engineering team solve problems using math and science principles. Students will use the concepts of problem solving, concurrent engineering modeling, ethics, optimization, systems, design and technology/society interactions. The course is an integrative, hands-on, laboratory-based course that shows students the important concepts involved with engineering while having them work on real-life case studies that are examples of the types of problems they would be solving in this exciting career.</td>
</tr>
<tr>
<td>617</td>
<td>Digital Electronics</td>
<td>1.0</td>
<td>Digital Electronics is a one-year course exploring the principles and concepts of digital electronics and the study of basic building blocks of digital systems. The course introduces the student to the applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. Students also will learn to build and program robots. Digital Electronics is one of the classes in the Project Lead The Way Engineering Curriculum.</td>
</tr>
<tr>
<td>618</td>
<td>Computer Integrated Manufacturing</td>
<td>1.0</td>
<td>Students learn concepts of robotics and automated manufacturing by creating three-dimensional designs with modeling software and producing models of their designs. The major focus of this course is to answer questions such as: How are things made? What processes go into creating products? Is the process for making a water bottle the same as it is for a musical instrument? How do assembly lines work? How has automation changed the face of manufacturing? As students find the answers to these questions, they learn about the history of manufacturing, a sampling of manufacturing processes, robotics, and automation. This course is built around several key concepts: computer modeling, Computer Numeric Control (CNC) equipment, Computer Aided Manufacturing (CAM) software, robotics and flexible manufacturing systems. This course is designed for 11th or 12th grade students.</td>
</tr>
</tbody>
</table>
ACE Academy

The School District of La Crosse along with the Association of General Contractors and many local business partners is excited to announce a new opportunity for juniors and seniors interested in pursuing education and careers in the Architectural and Construction industry. The La Crosse ACE Academy is a two-year program that will provide thematic instruction, career exploration, job shadows, field experiences, mentoring by construction professionals and internship opportunities for students. Instruction for the Construction Career Academy is scheduled to take place at each high school with opportunities for off-site construction projects.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
<th>Description通告</th>
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</thead>
<tbody>
<tr>
<td>3637</td>
<td>Construction Systems</td>
<td>1.0</td>
<td>This course is the foundation of the Construction Career Academy. Topics covered will include site preparation, foundations, framing methods, roofing techniques, exterior and interior finishing, CAD, design methods, blueprint reading and estimation. Hand tool, power tool, and machine safety are also important components of the course.</td>
</tr>
<tr>
<td>3649</td>
<td>Introduction to Construction Careers</td>
<td>.5</td>
<td>This course is designed as a foundation for careers. Emphasis will include employability skills, career research, field experiences, and communication skills.</td>
</tr>
<tr>
<td>3651</td>
<td>Construction Careers</td>
<td>.5</td>
<td>This course is a continuation of careers concentrating on specific careers in the construction industry. Emphasis will also include OSHA 10 training, and field experiences.</td>
</tr>
<tr>
<td><strong>Math Selection:</strong> (select one of the following)</td>
<td></td>
<td>1.0</td>
<td>Students select the appropriate level math course. Math will be customized in a thematic approach and facilitated in an online learning environment.</td>
</tr>
<tr>
<td></td>
<td>- Algebra II</td>
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<tr>
<td></td>
<td>- Pre-Calculus</td>
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<tr>
<td></td>
<td>- Geometry</td>
<td></td>
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</tr>
<tr>
<td>Course Number</td>
<td>Course Name</td>
<td>Credits</td>
<td>Description</td>
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<tr>
<td>3633</td>
<td>Off-Site Construction</td>
<td>2.0</td>
<td>Course content includes site clearing, site layout, foundations, framing, roofing, windows and doors, exterior finish and interior finish. Off-site hands on projects will be a major component of this course to apply construction foundations to real examples.</td>
</tr>
<tr>
<td>3634</td>
<td>Building Information Management (BIM)</td>
<td>.5</td>
<td>BIM (Building Information Management) is a process involving the generation and management of digital representations of physical and functional characteristics of a building. The resulting building information models become shared knowledge resources to support decision-making about a facility from earliest conceptual stages, through design and construction, through its operational life and eventual demolition. This course will include using the software AutoDesk Revit, a 3D modeling software, and studying construction specs.</td>
</tr>
<tr>
<td>3635</td>
<td>Construction Capstone</td>
<td>.5</td>
<td>This course will assist students in finalizing their construction academy experience and will include job and post-secondary readiness, portfolios, and personal financial management.</td>
</tr>
</tbody>
</table>
SPECIAL EDUCATION

MISSION STATEMENT

The Special Education Program in the School District of La Crosse offers services in two main areas: instructional and support services. Instructional services include a complete offering of all Special Education Program disability areas including Early Childhood, Learning Disabilities, Emotional Disturbances, Cognitive Disabilities, Hearing Impairment, Visual Impairment and Speech and Language Communication Disorders. Program support services include School Psychology, Social Work, Physical Therapy, Occupational Therapy, Nursing and Specially Designed Physical Education.

The Department meets the educational needs of all disabled students, ages 3-21, who reside within the School District of La Crosse. This includes students enrolled in parochial schools who may have special educational needs.

Students who are placed in Special Education Programs have been referred by teachers, administrators, parents or concerned adults. After referrals are made and parental permission secured, evaluation by members of an Individual Education Program (IEP) Team takes place. If it is the determination of this team that special educational needs do exist, an Individual Educational Program is developed. The program will include courses in the general curriculum whenever possible.

SCHEDULING

Individual schedules are developed relative to a student’s IEP goals and objectives. This will be done prior to the start of school. Parents that would like more detailed information about schedules should contact their student’s case manager.
SUMMER SCHOOL

Students may take a course for credit during Summer School. A variety of original credit options will be offered. Registration materials are available in Student Services and during spring registration.

YOUTH OPTIONS

- Credit earned through Youth Options is NOT figured into GPA at Central/Logan/7 Rivers.
- Grades from Youth Options appear on transcripts.
- For each college credit earned through Youth Options, you receive 1/4 credit at Central/Logan/7 Rivers.
- Deadlines for applying:
  - March 1—for first semester
  - October 1—for second semester
- Summer school and UW extension courses do not apply to this program.
- Tuition, fees, and books are paid for by the district. Transportation costs can be reimbursed by the State Superintendent if you are unable to pay. Contact Hogan Curriculum Office to receive the necessary forms.
- Students who will be juniors may attend:
  - WTC (Must have completed 10th grade, have acceptable attendance and disciplinary records, be in good academic standing and not be at risk).
  - UW-L (Must rank in the upper 10% of your class and have an ACT score of 26 of higher).
  - VITERBO (Must have at least a 2.5 GPA and have a strong recommendation from their high school counselor).
- Students who will be seniors when they take part in Youth Options may attend WTC (see above for qualifications), UW-L (Must rank in the upper 25% of your class or score in the upper 10% on the ACT), or Viterbo (Must have a 2.5 GPA and an ACT score of at least 22).
- Grades received in Youth Options may be transferable when you go to college after high school graduation. You will be entering as a transfer student which means in the UW system you must have at least a 2.0 GPA in order to be accepted.

Procedure for Applying

1. Obtain application from your school counselor or from the high school newsletters.
2. Meet with your school counselor to discuss course selections.
3. Obtain a college catalog and select classes.
   - Those without a prerequisite and/or those with course numbers in the 100’s are usually acceptable.
   - Students must choose courses that we do not offer or have already taken.
   - Complete form. Where it says, “College you will be attending” your choices are UW-L, WTC, or Viterbo. Have parents sign the form.
   - Take form back to your high school counselor for their signature.
COURSE OPTIONS

- All Course Options courses and grades are recorded on the high school transcript.
  * Course Options courses taken through another school district are included in high school G.P.A.
  * College credit earned through Course Options is not figured into high school G.P.A.
- For each college credit earned through Course Options, the student receives ¼ credit at Central/Logan High Schools.
- Tuition charges for a course taken through an outside school district are paid by the resident school district (in this case, the School District of La Crosse).
- Tuition charges for a course taken at a university or technical school are shared and paid by the school district and/or the university or technical school.
- Transportation costs can be reimbursed by the state. Reimbursement forms can be obtained at the site below:
  http://courseoptions.dpi.wi.gov/
- Tuition, books, and fees are paid for by the resident school district.
- Eligible Course Options students may attend:
  * A public school in a nonresident school district
  * The University of Wisconsin System
  * A technical college
  * Participating nonprofit institutions of higher education
  * A tribal college
  * A charter school
  * A nonprofit organization approved by the Wisconsin DPI
- Applicants for Course Options may be rejected if:
  * Space is not available for 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
  * The course does not apply toward high school graduation
- Grades from an institution of higher learning may be transferable to other colleges or universities.
- Procedures for applying:
  * Parents may obtain application forms from their school counselor or the Department of Public Instruction website:
    http://courseoptions.dpi.wi.gov/
- Parents/students should contact the desired school/institution of higher learning directly to determine when the desired course begins.
  * Applications must be received 6 (six) weeks prior to the start of the course.
  * Application forms must be completed in full.
  * If an application is accepted, the school or institution of higher learning will notify the student with enrollment details.