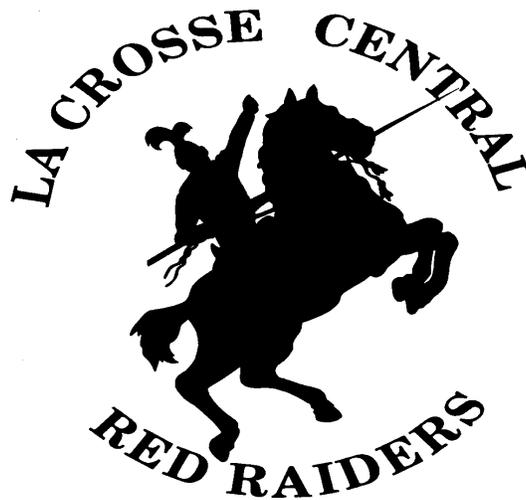


The Choice:
SCHOOL DISTRICT OF
LA CROSSE
Dream • Believe • Achieve



Freshman Course Guide

*Central High School
School Year 2017-2018*

Dear Incoming Freshmen,

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

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

- A page providing an overview of the “High School Letter Grade/Grade Point Average (GPA) Equivalency Scale.” This will help you understand how high school GPA is determined and how GPA influences a student’s rank in his/her class. On this page you will find you how many credits you need to earn in each content area in order to graduate. Page 3
- An overview of “College and Technical/Trade School Entrance Requirements.” This is included because you will want to begin thinking, even now, about the courses you take and how they may prepare you for study after high school, including study in technical schools or universities. Pages 4-5
- Additional learning opportunities, such as, Global Education Achievement Certificate and AVID. Page 5
- A page that shows you our high school “Core Courses: Potential Pathways.” We have courses in our district that high school students are required to take (Core Courses) and other courses that they may choose to take (Electives). Both kinds of courses earn you credit toward graduation. This page should help you understand what options you have as you begin taking some of your important Core Courses in 9th grade. Page 6
- Several pages providing “Descriptions of Required Freshmen Core Courses.” These pages are included so you can read a little more about what each Core Course involves so you can make good selections as you work with your parent/guardian, guidance counselor, and teachers. Pages 7-9
- Several more pages providing “Additional Freshman Elective Courses.” These pages give you a good overview of the elective courses you can consider. We think you are going to find a great variety of classes to satisfy your interests and needs! Pages 9-13

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

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

Sincerely,

The Staff and Administration of the School District of La Crosse

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

A = 4 point

B = 3 point

C = 2 point

D = 1 point

F = 0 point

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

Class Rank Tie-Breaker Procedure

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

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

Auditing a Course

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

Graduation Requirements

<i>English</i>	<i>4 .0 credits</i>	
<i>Social Studies</i>	<i>3.0 credits</i>	<i>Must have 1 credit of World History, 1 credit of US History, .5credit of Government, .5 credit of Economics</i>
<i>Science</i>	<i>3.0 credits</i>	<i>Must have 1 credit of Life Science, 1credit of Physical Science, 1 credit of elective Science.</i>
<i>Math</i>	<i>3.0 credits</i>	
<i>Physical Education</i>	<i>1.5 credits</i>	

<i>Health</i>	<i>.5 credit</i>
<i>Personal Finance</i>	<i>.5 credit</i>
<i>Non-spec. electives</i>	<i>8.5 credits</i>

Total Credit Required For Graduation: 24.0

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

COLLEGE AND TECHNICAL SCHOOL ENTRANCE REQUIREMENTS

4-Year College or University Preparation

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

What courses should I take?

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

4 years of college prep level English

3 years of social studies

3 years of math including Algebra I, Geometry, and Algebra II

3 years of natural science including 2 credits of laboratory science such as biology, chemistry, or physics.

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

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

What else should I do to prepare for admission?

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

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

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

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

A final tip: A valuable resource concerning the UW System is: The Help Line at 1-800-442-6459 or www.uwhelp.wisconsin.edu.

Technical College or Trade School Preparation

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

Technical colleges and other industry schools require a high school diploma just as a 4-year institution. If a GED is your path, you may need to enroll in additional credits at these colleges to ensure the knowledge and skills

background you need to succeed. Programs of study at each institution may require or encourage specific high school courses related to the field. Having this strong high school academic and skills-based background increases your chances of entering the program of your choice. Technical college programs may also have waiting lists to enroll based on the number of students accepted into any program. Your readiness for enrollment ensures you have the best opportunity to enroll in the program of your choice.

What courses should I take? Technical colleges and Industry specific schools require high school courses in English, Math, Social Studies, Science, and Career and Technical Education. Programs may also highly value courses in Physical Education/Health, Arts, and Music depending on the program of your choice. It is suggested that you review the courses in your career clusters to ensure your readiness for acceptance at a post-secondary program.

What else should I do to prepare for admission?

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

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

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

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

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

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

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ADDITIONAL OPPORTUNITIES

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

AVID (Advanced Via Individual Determination) – AVID is a four-year elective program designed to help students be successful in high school and college. AVID students are actively involved in their own education and



grow academically and personally through the support of the AVID College Readiness System. AVID students also become thoroughly grounded in AVID strategies (WICOR: writing, inquiry, collaboration, organization and reading). Students who are interested in AVID must fill out an application and go through an interview process.

Core Courses: Potential Pathways

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

Core Courses	<i>Grade 9</i>	Grade 10	Grade 11	Grade 12
English 4.0 Credits	English 9 World Humanities	English 10 Pre AP English	English 11 AP English 11	Senior English College Prep English AP English 12
Math 3.0 Credits	Algebra I (Also extended) Geometry (Also honors)	Algebra I (Also extended) Geometry (Also extended or honors) Algebra II (Also extended or honors) *Digital Electronics (Must be taken concurrently with or following the completion of Geometry)	Geometry (Also extended or honors) Algebra II (Also extended or honors) Intro to Statistics Pre-Calculus AP Statistics *Digital Electronics (Must be taken concurrently with or following the completion of Geometry)	Geometry (Also extended or honors) Algebra II (Also extended or honors) Pre-Calculus AP Statistics AP Calculus *Digital Electronics (Must be taken concurrently with or following the completion of Geometry)
Science 3.0 Credits	Biology (Also honors)	Science Matters Chemistry (Also honors) Principles of Engineering	<i>Choose at least 1.0 Science credit:</i> <i>4-year colleges require 3 years of natural science, two of which must be lab or sciences.</i> <i>Chemistry, Physics, and Principles of Engineering are examples which would</i>	<i>Optional – refer to college program requirements or career interest</i>

			<i>meet this requirement.</i>	
Social Studies 3.0 Credits	World History	U.S. History	U.S. Government	Economics
	AP World History	AP U.S. History	AP Government	AP Economics
Physical Education 1.5 Credit (over 3 yr span)	Fitness & Wellness (required class, take grade 9 or 10 before any other PE)			
Health .5 Credit	Self-Awareness (take grade 9 or 10)			
Personal Finance .5 Credit		Personal Finance		

Additional Electives : 8.5 electives required

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

*Offered at Logan High School only

HEALTH

432 SELF AWARENESS: HEALTH *(Required)*

.5 Credit

Semester

9, 10, 11, 12

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

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

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

SCIENCE

304 BIOLOGY

1 Credit

Year

9, 10, 11, 12

Biology is designed to provide an understanding of chemical and biological aspects of the environment. Problem solving will be approached through lab activities. Students will be expected to gain an understanding of the interactions of science, technology, and society. Topics/concepts will be aligned with the Life and Environmental Wisconsin State Standards and include an Introduction to Biology, Biochemistry, Cell Structure and Function, Classification, Microbiology/Immunology Diseases and Animals, Plants, Genetics and Evolution, Human Systems, Ecology, and Taxonomy.

305 HONORS BIOLOGY

1 Credit

Year

9, 10

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

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

SOCIAL STUDIES

108 ROBED CHOIR**1 Credit****Year****9, 10, 11, 12**

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.

Robed Choir gives several public performances in various venues throughout the Midwest. In addition, Robed Choir participates in a clinic, festival, or contest activity. All choir students have the opportunity to participate in solo/ensemble festival.

112 MEN'S CHOIR**.5 Credit****Year****9, 10, 11, 12**

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

118 ORCHESTRA I**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, 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.

120 ORCHESTRA II (Chamber)**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 gives several public

