

The Choice:
SCHOOL DISTRICT OF
LA CROSSE

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Freshman Course Guide

*Logan High School
School Year 2017-2018*

Dear Incoming Freshmen,

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

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

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

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

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

Sincerely,

The Staff and Administration of the School District of La Crosse

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

A = 4 point

B = 3 point

C = 2 point

D = 1 point

F = 0 point

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

Class Rank Tie-Breaker Procedure

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

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

Auditing a Course

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

Graduation Requirements*

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

Non-spec. electives 8.5 credits

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.*)



ADDITIONAL OPPORTUNITIES

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



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

Core Courses: Potential Pathways

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

Core Courses	<i>Grade 9</i>	Grade 10	Grade 11	Grade 12
English 4.0 Credits	Basic English 9 English 9 World Humanities READ 180	Basic English 10 English 10 Pre AP English	English 11 AP English 11	Senior English College Prep English AP English 12
Math 3.0 Credits	Pre-Algebra Algebra I (Also extended) Geometry (Also honors)	Pre-Algebra 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 AP Statistics Advanced Math Topics Pre-Calculus AP Calculus 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 AP Statistics Advanced Math Topics Pre-Calculus AP Calculus Digital Electronics (Must be taken concurrently with or following the completion of Geometry)
Science 3.0 Credits	Biology (Also honors) Transition Science	Science Matters Chemistry (Also honors – with approval & Algebra II)	<i>Choose at least 1.0 Science credit: 4-year colleges require 3 years of natural science, two of which must be of</i>	<i>Optional – refer to college program requirements or career interest</i>

		Principles of Engineering	<i>laboratory sciences. Chemistry, Physics, and Principles of Engineering are examples which would meet this requirement.</i>	
Social Studies 3.0 Credits	Skills World History World History World Humanities	Skills U.S. History U.S. History AP U.S. History	U.S. Government AP Government Civics Economics	Work Place Economics 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		
<i>Additional Electives : 8.5 credits required</i>				

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

Descriptions of Required Freshmen Core Courses

(Choose one in each content area)

LANGUAGE ARTS

200 BASIC ENGLISH 9

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

Recommendation: Teacher recommendation & test scores

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

201 ENGLISH 9

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

Recommendation: Teacher recommendation

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

202 WORLD HUMANITIES-ENGLISH (Honors Course)

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

Recommendation: Teacher recommendation

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

222 ENGLISH READ 180

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

Recommendation: Teacher recommendation

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

MATHEMATICS

249 PRE-ALGEBRA

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

Recommendation: Consent of previous teacher

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

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

254 ALGEBRA I

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SCIENCE**300 TRANSITION SCIENCE**

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

MUSIC

100 9TH GRADE WOMEN'S CHORUS

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

9th Grade Women's Chorus offers students an opportunity to engage in the performance and understanding of distinctive and diverse women's vocal literature in an enjoyable and encouraging environment. Skills required in the one credit choirs are introduced in this course. 9th Women's Chorus introduces sight reading as an essential tool for cultivating personal and musical confidence. Students will learn the importance of their contribution in preparing performances and they will gain an appreciation of the process involved in creating musical excellence. All students receive individual or small group voice lessons where applicable techniques of vocal production are taught. 9th Women's Chorus gives 2-4 public performances each year. In addition, each choir participates in a clinic, festival, or contest activity. All chorus students have the opportunity to participate in solo/ensemble festival. This course meets every other day so students may keep a study hall on alternate days.

101 BAND

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

Recommendation: Consent of instructor

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

104 MUSIC THEORY

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

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

107 MUSIC APPRECIATION/SOUNDSCAPES

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

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

112 MEN'S CHOIR

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

Men's Choir offers students an opportunity to engage in the performance and understanding of distinctive and diverse male vocal literature in an enjoyable and encouraging environment. Skills required in the one credit choirs

are introduced in this course. Men's choir introduces sight-reading as an essential tool for cultivating personal and musical confidence. Students will learn the importance of their contribution in preparing performances and they will gain an appreciation of the process involved in creating musical excellence. All students receive individual or small group voice lessons where applicable techniques of vocal production are taught.

118 ORCHESTRA I (*Sinfonia*)

1 Credit

Year

9, 10, 11, 12

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

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

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

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

1 Credit

Year

9, 10, 11, 12

Recommendation: By audition only

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

Orchestra II (*Camerata*) is by audition only. Auditions are held in April. Audition packets are given to interested students on request. Students enrolled in *Sinfonia* receive audition information in their current class. Middle school students should ask their orchestra teacher for audition information. It should be noted that audition requirements are virtually identical for both Logan and Central high schools.

SUCCESS CENTER

700 BASIC SKILLS

.5 Credit

Semester

9, 10, 11, 12

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

TECHNOLOGY AND ENGINEERING

551 COMPUTER CONSTRUCTION (IT Essentials)

.5 Credit

Semester

9, 10, 11, 12

Computer Construction & Maintenance is a course designed to give the learner knowledge about how a computer and an operating system function. Students will work in teams to build a computer from the ground up. The student will gain knowledge on how to properly install, configure, upgrade, troubleshoot, and repair microcomputer

French and French-speaking peoples and their cultures, both present and past, are undertaken.

160 SPANISH I

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

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

162 SPANISH II

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

Recommendation: Spanish I

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

176 GERMAN I

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

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

178 GERMAN II

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

Recommendation: German I

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

190 CHINESE I

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

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