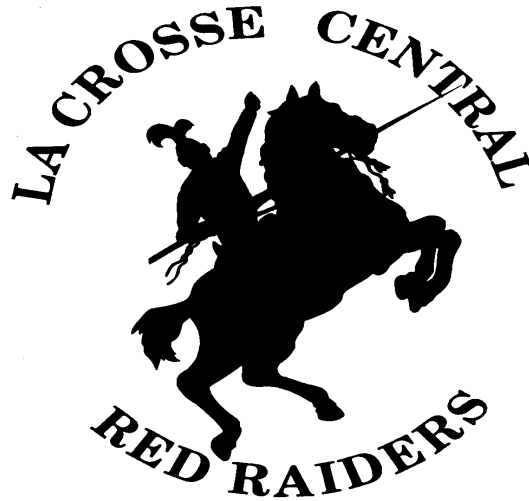


The Choice:
SCHOOL DISTRICT OF
LA CROSSE
Dream • Believe • Achieve



Freshman Course Guide

Central High School
School Year 2018-2019

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, .5 credit of Government, .5 credit of Economics</i>
<i>Science</i>	<i>3.0 credits</i>	<i>Must have 1 credit of Life Science, 1 credit 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 will take the ACT in the Spring of your Junior year as part of the Wisconsin Student Assessment System. You may also elect to take the ACT at other times to improve your score. 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

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	Grade 9	Grade 10	Grade 11	Grade 12
English 4.0 Credits	English 9 World Humanities	English 10 Pre AP English	English 11 Novels/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 meet this requirement.</i>	<i>Optional – refer to college program requirements or career interest</i>
Social Studies 3.0 Credits	World History AP World History	U.S. History AP U.S. History	U.S. Government AP Government	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 Finances .5 Credit		Personal Finances		
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 drugs 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

352 WORLD HISTORY

1 Credit

Year

9, 10, 11, 12

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

373 AP WORLD HISTORY

1 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 Realignment (c. 1900 to the Present). Themes allow students to make connections and identify patterns and trends over time.

FAMILY & CONSUMER ED

552 FASHION DESIGN

.5 Credit

Semester

9, 10, 11, 12

Fashion Design is a course that focuses on using a pattern when sewing for the individual. Fashion trends are explored to develop and improve personal clothing styles. A minimum of two projects will be constructed.

553 EARLY CHILD DEVELOPMENT

.5 Credit

Semester

9, 10, 11, 12

This course covers human growth and development including conception, prenatal development, labor/delivery, and care of the newborn. A field trip to the Family Birthing Place is offered to extend labor and delivery information. Principles of child development through the age of three will be covered. Developmentally appropriate activities and healthy child guidance skills are also studied. *This course, when taken with Child Development, is transcribed with Western Technical College.*

558 ADVANCED FOODS

.5 Credit

Semester

9, 10, 11, 12

Advanced Foods 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.

566 INTERIOR DESIGN

.5 Credit

Semester

9, 10, 11, 12

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

573 EXPLORING HEALTH CAREERS

.5 Credit

Semester

9, 10, 11, 12

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

LANGUAGE ARTS

230 THEATRE I

.5 Credit

Semester

9, 10, 11, 12

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

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 FRESHMAN TREBLE CHOIR

.5 Credit

Year

9

Freshman Treble 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 required in the one credit choirs are introduced in this course. Freshman Treble Choir introduces sight reading as an essential tool for

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 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.

TECHNOLOGY EDUCATION

551 COMPUTER CONSTRUCTION (IT Essentials)

.5 Credit

Semester

9, 10, 11, 12

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

604 INTRODUCTION TO COMPUTER-AIDED DESIGN & ARCHITECTURE

.5 Credit

Semester

9, 10, 11, 12

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

638 WOODS I

.5 Credit

Semester

9, 10, 11, 12

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



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

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

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

