

**FORT ATKINSON HIGH SCHOOL**  
**WHERE OUTSTANDING STUDENTS MAKE US**  
**AN OUTSTANDING SCHOOL**

*FORT ATKINSON HIGH SCHOOL...*

*"A partner in our students' futures"*

The mission of Fort Atkinson High School, as a partner in our students' future is to educate students to become life-long learners and contributors in a global society

***by engaging the resources and talents of our students, staff, parents, and community,  
and by inspiring in all students an active and responsible involvement in their  
own educational pursuits.***

Your high school experience is one that will have a lasting impact on the rest of your life. The four years you spend at Fort Atkinson High School will significantly shape the rest of your life. As you can see by reading our mission statement above we feel a strong responsibility to you and your education... "a partner in our students' future".

The educational opportunities at Fort Atkinson High School are vast and varied. We offer a broad curriculum which will provide students the proper preparation for work or further education upon graduation. Whichever route you choose, and we believe that they are both good options depending on the individual's desire, this Program of Studies will help you to plan a meaningful education experience during your high school years.

Our school is much more than our curriculum and we know that if all you do is "get through" the requirements for graduation, you will have missed so many excellent learning opportunities. We view our mission as getting you ready for life and to this end we encourage you to find co-curricular activities with which to become involved. Life is more than plugging through your job -- it will be much richer if you see the fun to be had by interacting with other people. Drama, music, athletics, the Signal (your newspaper), the Tchogeerrah (your yearbook), clubs, intramurals...there are so many wonderful possibilities. Dare to become involved. Dare to have fun!

As you begin preparing for the future, if college is in your plans, you will want to take the Preliminary Scholastic Aptitude Test/National Merit Qualifying Test (PSAT/NMSQT) as a junior during October. This is the way you qualify for the National Merit Scholarships. You will also take the ACT (American College Test). This is a college entrance exam which will be given to you in your junior year. Also, those of you headed for post-high school studies should know that we have a very extensive scholarship program (over \$200,000 in awards).

We are very pleased to have you as a member of our student body, which is in excess of 1000 students. Our faculty and staff are dedicated to you and providing you a valuable high school experience that will pay dividends for many, many years to come. Along with the strong support of our community, your family and friends, we believe the opportunities available to you at Fort Atkinson High School will serve you well now and in the future. Welcome to Fort Atkinson High School!

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## GRADUATION REQUIREMENTS

### Introduction

This booklet should help you with your course selections. It covers grades 9-12 and describes a wide selection of courses to help you complete your education and prepare for college or for a career.

Read each of the course descriptions carefully and plan a program that will match your interests and abilities. Make choices that will help you personally and challenge yourself to grow and mature.

Keep the following in mind as you select your courses: Students must earn a minimum of 24 credits to graduate from Fort High School. Six credits per year are required as a minimum load, unless permission for an alternative schedule is granted by the principal and counselor.

Among the necessary 24 credits for graduation, the following state minimums must be met.

English	4 Credits
Social Studies	3 Credits
Science	3 Credits
Mathematics*	3 Credits
Physical Education	1 ½ Credit
Relationships/Wellness	½ Credit
Career Pathways	½ Credit

**All graduating classes are required to successfully complete all components of the Senior Portfolio process and under State of Wisconsin statutes, students must meet the Wisconsin Civics Graduation requirement.**

***\*Students must successfully complete Algebra I as part of the Mathematics requirement.***

Beginning with the 2020-2021 school year (2024 graduating class), the following are grade level course requirements or recommendations. The remainder of credits may be chosen from among appropriate electives.

#### Freshmen:

English 9 or Accelerated English 9 (Req.)	1 Credit
Eastern Cultural Studies-H (Req.)	1 Credit
Chemistry I & Physics I (Req.)	1 Credit
Pre-Algebra, Algebra I or Geometry (Req.)	1 Credit
Physical Education (Req.)	½ Credit

#### Sophomores:

English 10 or Accelerated English 10 (Req.)	1 Credit
U.S. History or AP U.S. History (Req.)	1 Credit
Physical Education (Req.)	½ Credit
Biology I & Earth Science I (Req.)	1 Credit
Math (Req.)	1 Credit
Career Pathways (Req.)	½ Credit

Juniors:

English 11 or Accelerated English 11 (Req.)	1 Credit
Physical Education (Req.)	½ Credit
Relationships/Wellness (Req.)	½ Credit
Science (Req.)	1 Credit
Math (Req.)	1 Credit

Seniors:

1 Literature Course (Early British Lit., Later British Lit., Contemporary Lit., Dramatic Lit., English 12 Literature)	½ Credit
1 Writing Course (Creative Writing, Essay Writing, or English 12 Composition) or Advanced Placement English	½ Credit
Economics or AP Microeconomics (Req.)	1 Credit
Government or Government-H (Req.)	½ Credit

For all other graduating classes, the following are grade level course requirements or recommendations.  
The remainder of credits may be chosen from among appropriate electives.

Sophomores:

English 10 or Accelerated English 10 (Req.)	1 Credit
U.S. History or AP U.S. History (Req.)	1 Credit
Physical Education (Req.)	½ Credit
Science (Req.)	1 Credit
Math (Req.)	1 Credit
Career Pathways (Req.)	½ Credit

Juniors:

English 11 or Accelerated English 11 (Req.)	1 Credit
Physical Education (Req.)	½ Credit
Relationships/Wellness (Req.)	½ Credit
Science (Req.)	1 Credit
Math (Req.)	1 Credit

Seniors:

1 Literature Course (Early British Lit., Later British Lit., Contemporary Lit., Dramatic Lit., English 12 Literature)	½ Credit
1 Writing Course (Creative Writing, Essay Writing, or English 12 Composition) or Advanced Placement English	½ Credit
Economics or AP Microeconomics (Req.)	1 Credit
Government or Government-H (Req.)	½ Credit

## COURSE SELECTION PROCESS:

Each February, Fort Atkinson High School students in grades 9-11<sup>th</sup> along with 8<sup>th</sup> graders are asked to select their course preferences for the next school year. This is an extremely important process which is used to determine staffing levels for the following school year. A master schedule is built based upon the requests students make during the Course Selection Process. It is important to understand that elective classes may not be offered annually based upon the total requests for a particular course. Equally important is the consideration students should give for alternate courses. When the schedules are built, upperclassmen are given priority for elective classes. Therefore, students need to make their selections carefully as changes to schedules just prior to the start of school cause a significant disruption to instruction and class size. Again please remember:

- ✓ There is no guarantee that every elective course listed in the “Program of Studies” will be offered.
- ✓ In situations where numbers will not allow all students to be scheduled into an elective class, upper classmen are given preference in filling those classes.
- ✓ Alternate classes need to be carefully considered and selected as a necessary part of the Course Selection Process.

### **Start College Now & Early College Credit Program (ECCP)**

#### **Start College Now Program - Students enrolling in a local Technical Colleges**

This Program:

1. Allows 11<sup>th</sup> and 12<sup>th</sup> grade students who have Completed 10<sup>th</sup> grade in good academic standing to enroll in one or more nonsectarian courses at a local technical college.
2. Provides that if the course is taken for high school credit, the pupil’s district will pay the cost of tuition, if the course is not offered as part of the normal high school curriculum.
3. Provides that post-secondary admittance be contingent on meeting entrance requirements and the availability of space.
4. Requires the school district to determine whether the course satisfies state graduation requirements, and what, if any, high school credits are to be awarded to the pupil. Students may appeal the district’s determination to the State Superintendent.
5. Requires a pupil application and notification process so that school district and post-secondary planning are reporting may take place. **Please see your counselor at least one month prior to either the October 1 or March 1 deadline.**
  1. **Requires that the Start College Now Application be returned** to the students counselor at least 5 days prior to the official due date of either **March 1<sup>st</sup>** for participation in the following fall semester, or **October 1<sup>st</sup>** for the spring semester.

## **Early College Credit Program (ECCP) Application – Students enrolling in Public/Private Universities**

This Program:

1. High school students will be eligible to take courses during the fall, spring, or summer semesters to earn college credit.
2. Eligible students may be permitted to enroll at campuses or online to take one or more courses for which the student may earn high school credit, post-secondary credit, or both.
3. Under ECCP, the costs of the courses are shared among the school, the state, and in some cases the student's family.
4. **Return the ECCP Application** to your counselor at least 5 days prior to the official due date of either **March 1<sup>st</sup>** for participation in the following summer or fall semesters, or **October 1<sup>st</sup>** for the spring semester.
5. **After you return your application to the pupil services office**, we will attach an official high school transcript, comment on the uniqueness of the course(s) you have selected and forward everything to the school board for their approval.
6. You will receive your copy of the ECCP application back from the school board with a cover letter indicating approval for credit and tuition payment or not. This only confirms that you have been approved. You will have to take further steps to actually register for the course(s).

\* The following passage from the "Introduction to the University of Wisconsin System" guide is provided as a resource to parents and students out of continuing concern over college acceptability of certain Fort High School courses.

# **PREPARING FOR COLLEGE**

## **University of Wisconsin System**

The range of courses at today's high school is designed to prepare students with differing interests and abilities for a wide variety of life-after-high-school options. College prep courses are particularly appropriate for providing you with the academic background you need to succeed in a degree program at a college or university.

Your college preparatory program should help you develop competence in at least four primary areas -- English, Mathematics, Social Studies, and Natural Science. College preparatory courses are characterized by the academic challenge they present, requiring time and intellectual effort extending beyond the classroom.

The UW System supports the educational reform efforts occurring in Wisconsin's K-12 schools (i.e., Tech Prep and Youth Apprenticeship) that may result in students taking a number of applied academic courses. As an active partner in these initiatives, the UW System will make every effort to evaluate the course work offered in these and other innovative curricular programs and will continue to work with high schools and technical colleges to make sure these courses meet the standards of university admission.

There are some courses -- even though sometimes identified as English, Mathematics, Social Studies or Natural Science courses -- that do not meet credit requirements for admission to a UW System institution. "Remedial" or "basic" courses do not offer the same kind of subject matter or require the same academic achievement demanded by a "regular" or "advanced" college preparatory course.

Other courses that generally do not fit within the framework of a college preparatory program include those that primarily emphasize helping students to attain or improve learning-related skills. For example, English as a Second Language (ESL) may not be considered as college preparatory English by some campuses.

University and secondary school educators generally agree on which courses are and are not acceptable for college preparatory credit. However, because of varying academic goals and missions, one institution of higher education may accept a course for college preparatory credit, whereas another may not. University admissions officers make acceptance decisions based upon faculty policies and other criteria.

The following information is designed to guide you as you select college preparatory credit courses. The examples given illustrate the types of courses that may be acceptable for college preparatory credit, but they do not cover all possibilities.

If you have questions about the acceptability of a specific high school course, contact the Admissions Office or the institution you plan to attend, or call HELP, the UW System advising service, toll free at (800) 442-6459, or on-line at [www.uwhelp.wisconsin.edu](http://www.uwhelp.wisconsin.edu)

# COLLEGE PREPARATORY CREDIT REQUIREMENTS

All UW System institutions require a **minimum** of 17 high school credits distributed as follows:

## I. Core College Preparatory Credits

English	4 credits
Mathematics (Algebra I, Geometry, Algebra II)	3 credits
Social Science	3 credits
Natural Science (Lab Sciences)	3 credits

<b>TOTAL</b>	<b>13 credits</b>
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## II. Elective Credits 4 credits

Elective credits are chosen from the above core college preparatory areas, Foreign Language, Fine Arts, Computer Science and other academic areas. A **minimum** of two credits in a single Foreign Language are required for admission to UW-Madison. UW-Platteville and UW-Milwaukee require 2 years of Foreign Language for an **exit requirement** from their institutions. Some UW System institutions may accept vocational courses for a portion of these four credits (i.e., Eau Claire, Green Bay, Oshkosh, Platteville, Stevens Point, Stout and Superior).

For more information, refer to the admissions requirements for each university as identified in the most recent [Introduction to the University of Wisconsin System](http://www.uwhelp.wisconsin.edu/introduction/admission), or go the HELP website at [www.uwhelp.wisconsin.edu/introduction/admission](http://www.uwhelp.wisconsin.edu/introduction/admission)

## Courses Not Considered Core College Preparatory Credits

### English

Courses not accepted as core college preparatory credits tend to be those that emphasize applied skills, performance, or technical production. (NWSP Journalism, Yearbook, are most likely not acceptable).

### Math

In most cases, courses are not accepted as core college preparatory credits in Math if they: 1) are taught prior to first-year Algebra, 2) do not have Algebra as a prerequisite, or 3) are computer related courses.

### Social Science

All of our social studies courses are considered college preparatory.

### Natural Science

Any courses which are more applied in nature should be reviewed by an admissions officer for acceptability. (Animal Science, Electronics, and Medical Occupations are examples of applied courses and are not acceptable).



# AN OVERVIEW OF THE ADVANCED PLACEMENT PROGRAM

## What is Advanced Placement?

The Advanced Placement (AP) Program is a cooperative educational endeavor between secondary schools and colleges and universities. It allows high school students to experience college-level academic learning through AP courses, and gives them the opportunity to show that they have mastered the advanced material by taking AP exams. Advanced Placement Exams are given in Fort Atkinson during the month of May. Exams are a combination of multiple-choice and essay questions. Every examination receives an overall grade on a five-point scale: 5 (extremely well qualified); 4 (well qualified); 3 (qualified); 2 (possibly qualified); and 1 (no recommendation). Students can receive credit, advanced class placement, or both, from thousands of colleges and universities that participate in the Advanced Placement Program.

AP courses **make substantial academic demands on students**. Most courses are a full year in length. Students are required to do considerable outside reading and other assignments and to demonstrate the analytical skills and writing abilities expected of first-year students in a strong college program. This experience helps them develop the intellectual skills and self-discipline they will need in college. F.A.H.S. expects all AP students to take the AP exam as part of the course requirement (NOTE: Students are responsible for the exam fee). Generally, students should have a grade history no lower than a B+ in related content to be successful in AP classes.

## What are the benefits of Advanced Placement?

Selection of advanced placement courses will benefit students in the following ways:

- ❖ Provide college credits for courses and examinations successfully taken in high school.
- ❖ Exempt them from some introductory college courses, thus permitting students to move more quickly into advanced classes.
- ❖ Motivate them to attempt more challenging courses in both high school and college.
- ❖ Develop, in a high school environment, the study skills and habits they will need in college.
- ❖ Bolster their confidence that they can meet college requirements.
- ❖ Reduce college costs and time to obtain a degree.
- ❖ Colleges view advanced placement experience as a plus for admissions.

## How difficult are AP courses?

AP courses are introductory college courses, so they are not easy, but neither are they impossibly difficult. AP courses require more time and work, but in doing so you gain in many ways. Generally a Junior would take one or two AP courses; a Senior would enroll in one, two, or three AP courses.

## If I don't get a good grade on an AP Exam, will it hurt my chance for college admission?

Generally, it is to your advantage to submit all evidence of your college-level work because:

- ❖ College officials evaluate courses based on the quality of the course as well as the grade received.
- ❖ If you report AP grades before your Senior year, you will be informing colleges that you are serious about your studies.

- ❖ If you take an examination as a Senior, colleges will not receive your grade before July, well after you have been admitted.
- ❖ You can control the reporting of your AP Examination grades. When taking the exam, you indicate on your answer sheet the name of the college you wish to receive your grades. Later you can write to the AP Program and request your grades be sent to the colleges of your choice.

### **Can I take an AP exam without taking an AP course?**

Taking an AP course is the best preparation for an AP exam. However, some students who have a strong background in certain areas may be able to perform quite well on an AP exam.

### **How much credit can I expect to get from an AP course and exam?**

You will receive high school credit for taking an AP course. Each college decides which AP exam grades it will accept for credit or for advanced placement. Most colleges accept grades of 3 and above awarding 3 or more college credits. Information about acceptance of AP credits at Wisconsin universities is available through the Gearing Up link at [www.uwhelp.wisconsin.edu](http://www.uwhelp.wisconsin.edu).

### **How do I get involved in AP?**

An AP teacher, guidance counselor, or the AP Coordinator can help you determine which AP courses may be good for you. Plan ahead in the ninth or tenth grade so you will have the appropriate background courses for the AP classes offered during your junior or senior year. For further information contact the AP Coordinator at 568-4478.

## **AN OVERVIEW OF THE FORT ATKINSON HIGH SCHOOL ARTICULATION PROGRAM WITH MADISON COLLEGE (MATC) AND WAUKESHA COUNTY TECHNICAL COLLEGE (WCTC)**

### **What is articulation?**

Articulation is taking college-equivalent courses while in high school. Some Fort Atkinson High School departments have Articulation Agreements with Madison College (MATC) and Waukesha County Technical College (WCTC), Gateway, Milwaukee Area – MATC, and UW-Madison. These agreements entitle you to earn college credit while in high school AT NO COST TO YOU. This means that while you are in high school, you can begin a vocational or technical program that leads to a one-year or a two-year MATC or WCTC certification. These courses are designated as “DC” (dual credit) and must be taken as a Junior or Senior in order to receive the dual credit.

### **What are the benefits to you as a student?**

- Upon successful completion of articulated courses, your high school instructor will forward your name to Madison College (MATC) or WCTC if you receive a “B” or better in the course.
- You may utilize your certificate for up to 27 months after high school graduation.

- You do not have to pay tuition for articulated courses.
- Instead of wasting time re-learning what you already know, you may take more advanced courses.
- You may choose to take additional electives to supplement your degree.
- You may have a time-shortened program at the college.
- Some of your MATC/WCTC program courses may transfer to four-year institutions.
- You can develop marketable skills in a more condensed period of time.

### **What do YOU need to do?**

- Achieve a course grade of “B” or better.
- During registration at the technical college, refer to your high school transcript which will have the “DC” designation after the course title.

### **Who can answer any questions I may have about articulation?**

Seek information from the teachers are teaching advanced standing courses or see your high school Guidance Counselor.

### **Which high school courses are currently articulated?**

<b>Department</b>	<b>High School Course</b>	<b>MATC or WCTC Course</b>
Business Information & Technology	IT Essentials II—DC Office Essentials—DC Marketing II—DC	Madison College Madison College Madison College
English	Intro. to College Writing & College Reading Strategies—DC	Madison College
Mathematics	Elementary Algebra—DC	Madison College
Family & Consumer Education	Introduction to Foods—DC ProStart I—DC Assistant Child Care Teacher—DC Fashion Merchandising – DC	WCTC WCTC WCTC Madison College
Technology Education	Adv. Machine Tool & Welding—DC Adv. Automotive Systems—AS 3D Solid Modeling—DC Intro to Engineering & Principles of Engineering—DC Advanced Cabinetmaking—DC Construction II	Madison College Blackhawk Technical College Milwaukee Area Tech College Milwaukee Area MATC  Madison College Madison College

# AN OVERVIEW OF THE YOUTH APPRENTICESHIP PROGRAM

## What is Youth Apprenticeship?

Wisconsin's nationally recognized Youth Apprenticeship Program provides high school youth with academic and occupational skills leading to both a high school diploma and a State Skills Certificate in a specific industry.

The Youth Apprenticeship Program provides students with specific occupational skills as well as valuable employability skills, interpersonal skills, and a general knowledge of the world of work. Students who successfully complete the program have the option of entering the workforce directly after high school, applying for a registered adult apprenticeship position, or enrolling in a technical college or a four-year university.

## What are the benefits of the Youth Apprenticeship program?

Upon successful completion of the program, each youth apprentice will have earned a high school diploma and will receive a Certificate of Occupational Proficiency. During the course of the program, students will:

- be able to demonstrate employment skills based on industry-developed skill standards
- be exposed to multiple aspects of the industry
- be paid while learning on the job
- receive related classroom instruction
- be evaluated on performance of demonstrated competencies

Students will be instructed by qualified teachers and skilled worksite mentors. The programs are endorsed by business and industry to provide a high level of knowledge for either workplace employment or further education.

## What do YOU need to do?

- Select an area of interest.
- Enroll in the high school courses that lead to a Youth Apprenticeship.
- **Make application to the Youth Apprenticeship Program during the sophomore or junior year. (See your instructor.)**
- Interview for and secure a work-based training position.
- Achieve the specified program competencies in that area.

### Youth Apprenticeship programs are offered in the following areas:

Course Area	One-Year Youth Apprenticeship	Two-Year Youth Apprenticeship
Auto Technician	✓	✓
Hospitality & Lodging/Tourism	✓	
Health Services	✓	✓
Information Technology	✓	✓
Manufacturing	✓	✓

Production Agriculture/Animal Science	✓	✓
Production Agriculture/Crops & Soils	✓	✓
Welding	✓	✓
Construction	✓	✓

If you have any questions about the Youth Apprenticeship Program, please see an instructor in the area of interest to you.

All Fort Atkinson High School students are encouraged to do research for career & academic planning each year. The following is a highly recommended resource that can provide valuable information to help your decision-making and academic planning.

## ***XELLO***

***“EVERY STUDENT READY FOR THE FUTURE”***  
***Check out Xello on YouTube!***

***This career search tool can help you find information on the following subjects:***

### **Education**

Find information on schools, programs & financial aid. Set your educational goals Find schools that match your needs. Organize with your class planner.

### **Occupations**

Find details on occupations. Find jobs that match your interests, skills, major, budget or experience. Set your occupational goals.

### **Assessments**

**Take career assessments. Enter inventory or tests scores**  
*See occupations that match your results.*

### **Job Seeking**

**See details on jobs & employers. Learn how to write the perfect cover letter**  
*Learn how to fill out a job application.*

### **Budgeting**

Budget your lifestyle. Research occupations that fit your budget.

### **News & Views**

Get the latest on jobs, industries, education, and career planning.

# Agriculture

## MISSION STATEMENT Agriculture Department School District of Fort Atkinson

Agriculture is our world's most vital industry. The demand for production, processing, and distribution of food and fiber products is a never ending need. Agriculture Education will work with each student to develop an awareness of the importance of agriculture. Students will be exposed to a wide variety of career opportunities and life long skills. The agriculture education program will be continuous and encompass the areas of agriculture exploration, applied agriculture science, agriculture business, and agriculture production. Students will develop competencies needed to successfully gain employment in these areas.

In addition, students may elect to further develop their leadership skills through involvement in FFA. The National FFA provides members the opportunity to apply classroom knowledge through problem solving, communicating, teamwork, and community development.

### Mission Statement -- National FFA Organization

The FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

Course Name	Credit	9	10	11	12	Prerequisite
Agricultural Leadership	1	X	X			None
Animal Science	1		X	X	X	None
Plant Science	1		X	X	X	None
Agriculture Business	½			X	X	None
Agriculture Production	½			X	X	None
Food Science	½			X	X	None
Horticulture	½			X	X	Plant Science
Landscape Design	½			X	X	Plant Science
Veterinarian Science	½			X	X	Animal Science
Production Agriculture Youth Apprenticeship	½ - 1			X	X	Concurrent Semester Ag. Course/Instructor's Signature

\*In order to provide a rich and meaningful experience in Agriculture, the above designated courses will be taking multiple trips to offsite locations. This means that students will be transporting themselves to those locations. If a student does not have transportation it may be provided. Permission forms and appropriate documentation will be provided when classes begin. Courses include: Landscape Design, Vet Science, Agriculture Production and Agriculture Business.

### **AGRICULTURAL LEADERSHIP**

Grade Level: 9, 10

Credit: 1

Length: Full Year

Prerequisite: None

The course will feature units in Agriculture Careers, Leadership, Animal Science, Wildlife Ecology, Agronomy, Horticulture, Agricultural Safety and Agriculture Business. Special time will be devoted to leadership training in Parliamentary Procedure, communication and community service. "Hands-on" activities will highlight each unit with the use of the Animal Lab, Plant Lab, Greenhouse, Computer Lab, Outdoor Lab, and Field Trips.



### **ANIMAL SCIENCE**

Grade Level: 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: None

\*Science Equivalency-(counts towards 3<sup>rd</sup> science credit)

Students will become familiar with the overall care and management of domesticated animals. This course will include units in horses, dairy and beef cattle, sheep, goats, rabbits, aquaculture, poultry, dogs, cats, animal welfare, current events, reproduction/genetics, animal health, and feeding/nutrition. Individual and group study will be highlighted by lab activities in the Animal Lab and/or field trips.

### **PLANT SCIENCE**

Grade Level: 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: None

\*Science Equivalency – (counts towards 3<sup>rd</sup> science credit)

This course will cover the basic skills needed by a student interested in a career or hobby related to plant science. Course work features units in careers, plant growth and reproduction, soils, greenhouse management, plant diseases & pest management, flowers, fruits, vegetables, and landscape ornamentals. A variety of "hands on" activities including field trips, guest speakers, indoor and outdoor plant care, and greenhouse production.

### **AGRICULTURE BUSINESS**

Grade Level: 11, 12

Credit: ½

Length: Semester

Prerequisite: None

This course is designed for students with an interest in agricultural business and integrating business skills. Units will include: career exploration and planning, identifying agricultural job sources, completing job applications, resume writing, interviewing and public speaking skills, healthful living, citizenship, investments, insurance, taxes, leadership skills, computer skills, entrepreneurial skills, budgeting, product marketing, commodity marketing, record keeping, agricultural economics, and production agriculture.

### **AGRICULTURE PRODUCTION**

Grade Level: 11, 12

Credit: ½

Length: Semester

Prerequisite: None

The course is intended to cover the general production and management of livestock, dairy,

and crop enterprises. Topics include: importance of production agriculture, record keeping, financial management, production systems, feeding, facilities, animal health, land use management, machinery, economics, and marketing. Students will participate in FFA supervised agricultural experience projects, career development activities, guest speakers, lab activities, management of a livestock enterprise, personal record keeping, and field trips.

### **FOOD SCIENCE**

Grade Level: 11, 12

Credit: ½

Length: Semester

Prerequisite: None



The course will apply the principles of basic sciences, such as biology, chemistry, engineering, physics and psychology to the problems of food production. Students will examine basic aspects of food manufacturing such as: consumer acceptability, consumer concerns, food composition, quality factors of foods, food preservation, product analysis, processing methods, economics, nutritional quality, labeling, regulations, and safety. Students will participate in FFA supervised agricultural experience project, career development activities, guest speakers, processing activities, preservation labs, product development projects, educational field trips, and research activities.

### **HORTICULTURE**

Grade Level: 11, 12

Credit: ½

Length: Semester

Prerequisite: Plant Science

This course will include the advanced study of flowers, fruits, vegetables, and landscape ornamentals. Topics will include: plant selection and identification, plant diseases, container grown plants, growth stimulants and regulators, plant propagation, integrated pest management, maintaining landscape plants, and careers in horticulture. Students enrolled in this course will manage the greenhouse for the semester.

### **LANDSCAPE DESIGN**

Grade Level: 11, 12

Credit: ½

Length: Semester

Prerequisite: Plant Science



The advanced course provides a background in horticulture, nursery and planting standards, and in the creative process of design. Topics will include: plant selection and identification, landscape design principles, landscape design (CAD), hardscaping, irrigation, masonry, fences, equipment usage and maintenance, landscape surveying and calculations, landscape contracts, contractors and documents, and installing and maintaining landscape plants.

### **VETERINARIAN SCIENCE**

Grade Level: 11, 12

Credit: ½

Length: Semester

Prerequisite: Animal Science

\*Science Equivalency – (counts towards 3<sup>rd</sup> credit of science)

Veterinarian Science is designed to give animal science students an advanced working knowledge of the large animal, laboratory animal, veterinary assistant, and pet industries. Students will be instructed in the care, maintenance, and training of all common domesticated animals. Students will be prepared for entry level positions in the animal industry, pet industry, animal breeding industry, livestock industry, and veterinary assistant training. Veterinarian Science will also give students a strong life science background with emphasis in anatomy, physiology, diseases, genetics, and nutrition to help prepare students for entry into college and technical school.

### **PRODUCTION AGRICULTURE YOUTH APPRENTICESHIP**

Grade Level: 11, 12

Credit: ½ – 1

Length: 1 or 2 Semesters

Prerequisite: Current or former Agriculture course and instructor permission. **Concurrent**



**semester enrollment in Agriculture Business, Agriculture Production, Food Science, Horticulture, Landscape Design, or Veterinarian Science is required.** Please see an Agriculture Instructor to obtain a Program Application.

This is the on-the-job component for students. Students are placed or find their own job opportunities which enable them to work part-time in an agricultural job setting. Students earn credit based upon the number of hours worked and are paid by the employer. Their school schedules will be reviewed to accommodate 10-20 hours of work per week. Enrollment in this job experience is limited by the number of job sites available. A written agreement outlining work experience objectives

is executed by the school, employer, student, parents, and supervising teacher involved.

### **FORT ATKINSON FFA**

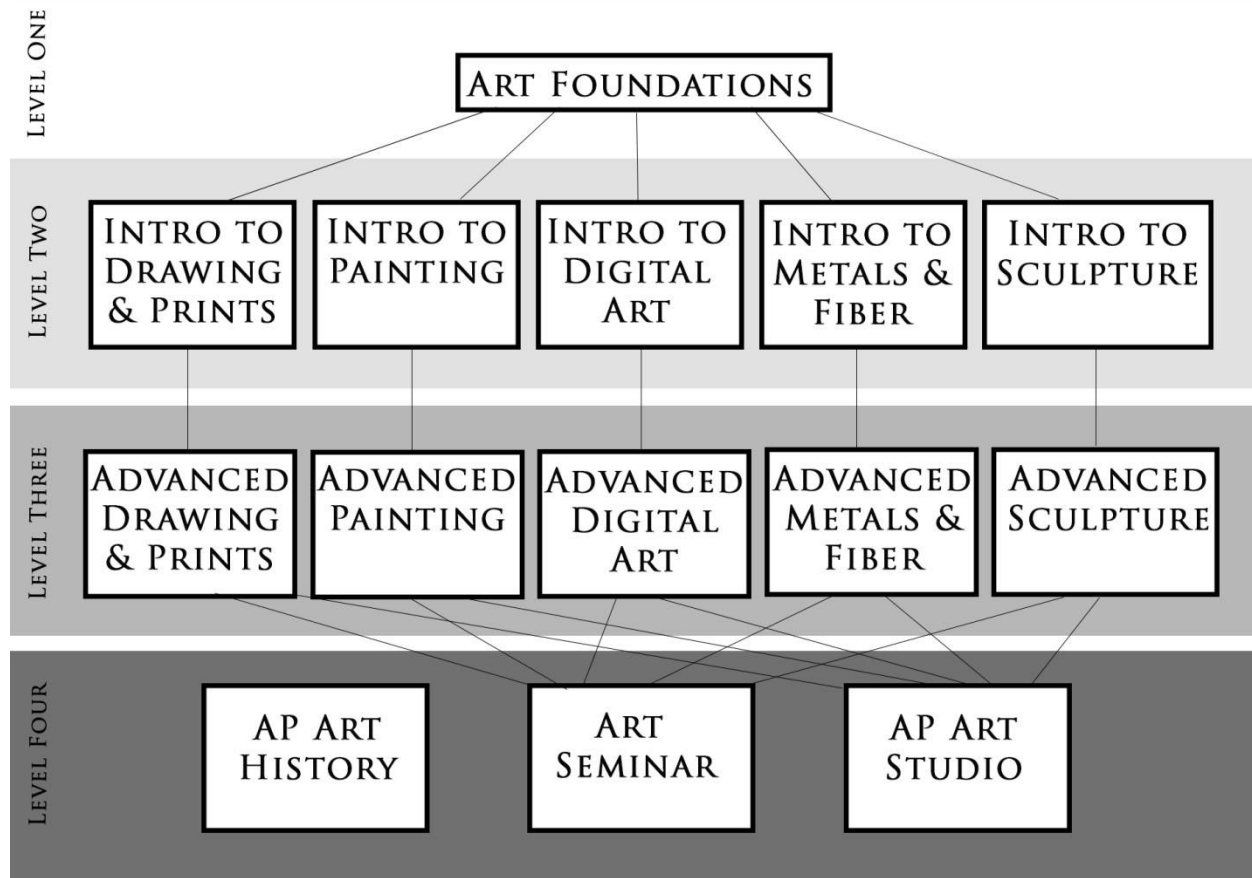


The FFA is a national organization for students enrolled in agriculture education. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. Fort Atkinson FFA's program of activities is year round, providing students an opportunity to participate in a wide range of activities. Membership is open and free to all agriculture students.



Proposed Course Offerings:						Prerequisite
Art Foundations	½	X	X	X	X	None
Intro to Drawing & Printmaking	½	X	X	X	X	Art Foundations or above*
Intro to Painting	½	X	X	X	X	Art Foundations or above*
Intro to Sculpture	½	X	X	X	X	Art Foundations or above*
Intro to Art Metals and Fiber (formerly known as wearable arts)	½	X	X	X	X	Art Foundations or above*
Intro to Digital Arts & Photography	½	X	X	X	X	Art Foundations or above*
Advanced Drawing & Printmaking	½	X	X	X	X	Intro to Drawing & Printmaking
Advanced Painting	½	X	X	X	X	Intro to Painting
Advanced Sculpture	½	X	X	X	X	Intro to Sculpture
Advanced Art Metals and Fiber (formerly known as wearable arts)	½	X	X	X	X	Intro to Art Metals & Fiber
Advanced Digital Arts & Photography	½	X	X	X	X	Intro to Digital Arts
AP Art Studio	1				X	Any art class & teacher consent
Art Seminar	1				X	Any Art Class & teacher consent
AP Art History	1		X	X	X	NONE

# FAHS ART DEPARTMENT COURSE FLOW CHART



## ART FOUNDATIONS

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester

**Prerequisite: None**

Do you wish you had more time in your day to explore your creative side? Art Foundations provides an overview of several artistic disciplines both two and three-dimensional.

Students of all levels will explore drawing, painting, sculpture, metals, and digital art. Students will be encouraged to develop work that promotes personal expression, creativity, craftsmanship, techniques. This class focuses on establishing a strong understanding of the elements of art and principles of design while also teaching students to become careful observers of the world around them. Projects in this class are designed to promote higher-level thinking through problem solving, while enjoying a hands-on relaxed environment.

## **INTRO TO DRAWING AND PRINTMAKING**

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester

**Prerequisite: Art Foundations or higher**



In Intro to Drawing and Printmaking we focus on strengthening knowledge, understanding and use of a variety of drawing techniques while increasing observational skills. Students will learn to build their drawing skills while increasing their ability to express themselves through their artwork. Students in this class will build strong foundational drawing skills and techniques which are necessary and useful tool for all other media. We will experiment with a variety of media and techniques such as charcoal, graphite, ink, and colored pencil, through a series of life drawing, portraits, surrealistic pieces and abstract art. This is a course that is well suited to students learning to become better draftsman, designers and digital artists. The ability to draw is an essential skill for architects, engineers, graphic designers as well as anyone working within the large fields of visual arts.

## **ADVANCED DRAWING AND PRINTMAKING**

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester

**Prerequisite: Intro to Drawing & Printmaking**



Students will build upon the skills and techniques gained in Intro to Drawing and Printmaking. We will begin working with a variety of printmaking techniques, pen and ink drawing and mixed media work. We focus on being expressive in our drawings while experimenting with media. Students will be given the opportunity to engage in more independent and open projects and use their drawing skills to express themselves as individuals. The goal of this class is to help students become experts in drawing and printmaking techniques. Students leave this class as creative problem solvers with the ability to use their drawing skills in imaginative and expressive ways.

### **INTRO TO PAINTING**

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester

#### **Prerequisite: Art Foundations or higher**

A great class for students who enjoy dabbling and want to learn more about this interesting and varied subject! Introduction to Painting allows students to tour the world of art history as we study the masterpieces of Picasso, Van Gogh, Warhol, and many more. Students will learn to identify major movements in art, while experimenting with both realism and abstraction. Students will be introduced to a variety of media including acrylic, oil, watercolor, as well as digital painting and graphic design. This course invites students to make their mark!

### **ADVANCED PAINTING**

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester

#### **Prerequisite: Intro to Painting**



Students in this class will learn advanced techniques in watercolor, oil, acrylic, and digital painting. Students will also have the opportunity to work on a larger scale and develop their own unique style. Students will be given the opportunity to engage in more independent projects and use their painting skills to express themselves as individuals. Students in this class will walk away with greater confidence in their skills, as well as deeper understanding of the history and traditions of painting.

### **INTRO TO SCULPTURE**

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester

#### **Prerequisite: Art Foundations or higher**

In Intro to Sculpture we spend one quarter working with clay and one quarter working with other sculptural techniques. During the first quarter of class we will be using a variety of hand-building techniques to create ceramic sculptures, vessels and tea pots. During the second quarter we will use a variety of different media and techniques; found object, plaster, and stained glass mosaic. The goal of this course is to familiarize the student with the wide range of materials and techniques one can use to make three dimensional art. There will be a focus on technique within each sculptural media. This is a great course for students that enjoy working with their hands and is a great companion for construction, wood-working and metals courses. If you plan on going into construction, furniture design, engineering, architecture, interior design, dentistry, and other fields in which one creates three dimensional objects this class is a great way to build dexterity, skill and knowledge.

### **ADVANCED SCULPTURE**

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester

#### **Prerequisite: Intro to Sculpture**



In this course students will expand on the basic knowledge gained in Intro to Sculpture by studying advanced techniques in clay, glass, and other sculptural media. Students will create



larger scale artwork that is more conceptual in nature. This course also allows for students to independently produce artwork that fits their individual aesthetics. The first quarter of the class will focus on clay sculpture and wheel throwing. In the second quarter we will learn how to design and build a stained glass piece and create an installation.

### **INTRO TO ART METALS AND FIBERS**

(Formerly known as Wearable Arts)

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester

**Prerequisite: Art Foundations or higher**



In Art Metals students will be introduced to a variety of jewelry making techniques (sawing, piercing, soldering, forming, etc) to create jewelry or wearable metal objects. We will also learn about shibori and tie-dye techniques in addition to making conceptual fashions from non-traditional materials. You will walk out of this class having made a pair of earrings, a bracelet, a necklace, a ring, at least one t-shirt, and a piece of sculptural fashion. The quality of work produced in this class is professional level and many students have sold their artwork from our art shows and even to staff at school! Jewelry design is a growing area of the arts routed in ancient times. This is a great companion course to Metals in the Tech Ed program, building on many of the same concepts and techniques, yet having a focus on design and creativity. This a great course for students exploring a field in design (interior design, furniture and cabinet making, welding and large scale metal work, etc).

### **ADVANCED ART METALS AND FIBERS**

(Formerly known as Wearable Arts)

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester

**Prerequisite: Intro to Art Metals and Fibers**



Students in advanced art metals will learn more advanced techniques in the studies of textiles (batik and felting). Advanced techniques in metal smithing will also be explored (enameling, forging, and advanced construction). Students will also be able to expand on their experiences with conceptual fashion. Students will leave this class with all the skills necessary to jump directly into a college level jewelry program.

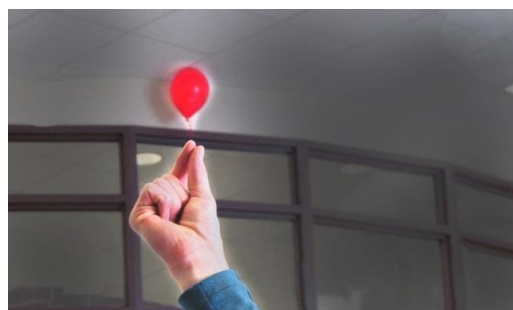
### **INTRO TO DIGITAL ART AND PHOTOGRAPHY**

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester;

**Prerequisite: Art Foundations**



Are you considering a career in visual communication? This class is designed for the student who enjoys taking photos, experimenting with technology, and may be considering a career in the design industry. Major themes studied will

be graphic design, animation, commercial art, photography techniques, and photo-manipulation. Students in this class will explore career pathways of the Digital Art industry by participating in real-world assignments and contests. Students will learn how to navigate Photoshop, how to work independently to meet client's needs, as well as how to collaborate with a team to achieve an artistic vision.

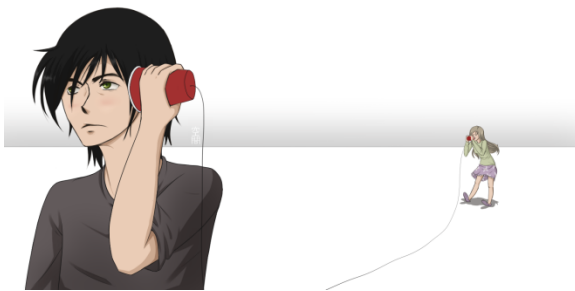
### **ADVANCED DIGITAL ART AND PHOTOGRAPHY**

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester

**Prerequisite: Intro to Digital Arts**



This class is for students who would like to extend their skills in photography, technology, and digital art. Students in this class will continue to explore career pathways of the Digital Arts Industry such as graphic design, animation, and visual communication. Students will be challenged to “think outside the box” to solve high level design problems. Students will work locally with clients in our school and community, as well as participating in state and national design contests. While completing real-world tasks, students are also invited to explore their creative side and express their ideas via photos, graphics, and video!

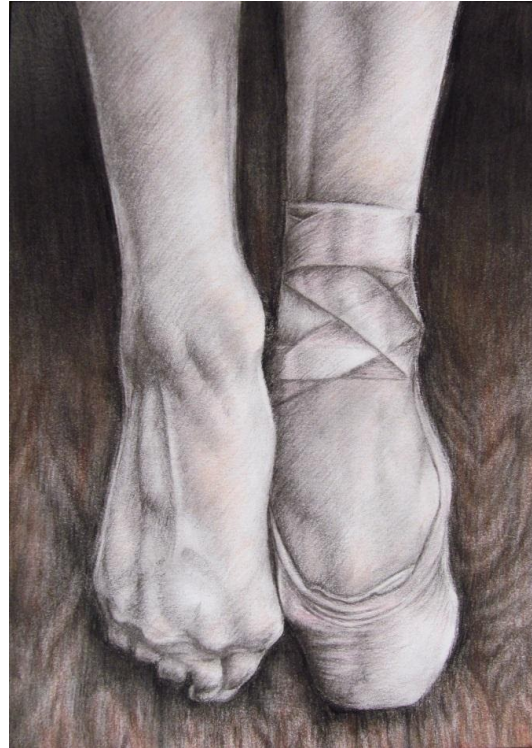
### **AP ART STUDIO**

Grade Level: 12

Credit: 1

Length: Full Year

**Prerequisite: Senior with at least one art class and art teacher recommendation**



The AP Studio portfolios are designed for students who are seriously interested in the practical experience of art and the opportunity to create art in an independent studio environment. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. AP Studio Art sets a national standard for performance in the visual arts that contribute to the significant role the arts play in academic environments. This College Board program provides the only national standard for performance in the visual arts that allows students to earn college credit and/or advanced placement while still in high school. In essence, the AP Program is a cooperative endeavor that helps high school students complete college-level courses and permits colleges to evaluate, acknowledge and encourage that accomplishment through the granting of appropriate credit and placement.

Students in this class work to create a vast portfolio of high quality and thoughtful art. Students interested in this class should discuss their placement in it with Mrs. Szabo prior to signing up and should have a broad base of art class experience in order to be successful.

### **ART SEMINAR**

Grade Level: 12

Credit: 1

Length: Full Year

**Prerequisite: Senior with at least one art class and art teacher consent**



This class is structured for senior art students that want the independence to choose their media, subject, techniques and ideas for art. This is an independent project based course that closely mirrors AP Art but does not require the rigor of the portfolio or the opportunity to earn AP credit. For students with a more advanced understanding of art that really want to explore their own art ideas.

### **AP ART HISTORY**

Grade Level: 10, 11, 12

Credit: 1

Length: Full Year

**Prerequisite: None**



Dive into the world of Art History while earning credit towards your post-secondary education. AP Art History is designed to provide the same benefits of an introductory college course to high school students. In the course, students will examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. They learn to look and analyze works of art within their historical context, and to articulate what they see or experience in a meaningful way. Students will learn how and why works of art communicate visual meaning. This course is a great choice for students who are interested in art, history, or just looking to fulfill a humanities credit that most colleges require for graduation.



## BUSINESS & INFORMATION TECHNOLOGY



Course Name	Credit	9	10	11	12	Prerequisite
Microsoft Office Essentials I (Dual Credit)	½	X	X*	X*	X*	None
Microsoft Office Essentials II	½	X	X	X	X	Microsoft Office Essentials I
Marketing Essentials I	½	X	X	X	X	None
Marketing Essentials II (Dual Credit)	½	X*	X*	X*	X*	Marketing Essentials I
Multi-Media & Web Page Design I	½	X	X	X	X	None
Multi-Media & Web Page Design II	½	X	X	X	X	Multi-Media & Web Design I
Personal Finance	½	X	X	X	X	None
Business Entrepreneurship & Organization	½	X	X	X	X	None
IT Essentials I	½			X	X	None
IT Essentials II (Dual Credit)	½			X*	X*	IT Essentials I
Accounting I	1		X	X	X	None
Accounting II	1			X	X	Accounting I & Instructor Approval
Business Law	½			X	X	None
Business Procedures	1				X	None
Certified Business Co-op	1				X	2 semesters of BIT classes

\*Dual Credit with MATC

### **MICROSOFT OFFICE ESSENTIALS I**

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester

Prerequisite: None

Dual Credit if taken during So., Jr., or Sr. year

The programs of Microsoft Office (Word, Excel, Access, Power Point, and Publisher) are considered an industry standard when it comes to creating documents and presentations. In this course you will be introduced to the basics of Microsoft Office and have an opportunity to create, edit, and modify documents and presentations that can be used in personal, work and school-related activities. When this course is completed during the students sophomore, junior or senior year, Madison College (MATC) offers dual credit. Students who take this course during their freshman year and pass with a 70% or higher are eligible to return during their sophomore, junior or senior year to take the dual-credit test before the end of the 1st semester. Arrangements for this must be made with the instructor before the end of September.



### **MICROSOFT OFFICE ESSENTIALS II**

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester

Prerequisite: Microsoft Office Essentials I

This course will build off of what is learned in the Microsoft Office Essentials I course. Students will learn more in-depth concepts and study additional tasks that can be accomplished with the Microsoft Office Suite. Students will also look at real-world applications for the Microsoft Office Programs, learn concepts and create projects that will be useful after high school.

### **MARKETING ESSENTIALS I**

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester

Prerequisite: None

Do you ever wonder why consumers choose certain products when there are often dozens of products that do the exact same thing? It is called marketing, it's the process of studying consumer behaviors and beliefs to develop and promote products that consumers will want to purchase. You will learn about the four functions of marketing, which are price, product, place, and promotion. You will gain not only an understanding of the functions, but get several chances to actually execute your knowledge and understanding of them through hands-on projects as well as working in the school store.

### **MARKETING ESSENTIALS II (Dual Credit)**

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester

Prerequisite: Marketing I



Students will gain a deeper understanding of the concepts learned in Marketing I and get the opportunity to learn about vital concepts like market research, packaging, branding, visual merchandising, sales, advertising, e-marketing, how social media has impacted marketing, and much more.



**Dual Credit** after successful completion of Marketing Essentials I & II.

## **MULTI-MEDIA & WEB PAGE DESIGN I & II**

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester

Prerequisite: Level I – None, Level II – Multi-Media & Web Design I

Are you prepared? Today people like to communicate with images and sound via web pages, animations/movies, cell phones, music and other digital media. A variety of industry accepted programs are used in these courses to teach the design concepts for building effective web pages and movies. The Level II course will expand on the designing and building of effective web sites and communication media.

## **PERSONAL FINANCE**

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester

Prerequisite: None



Learning to manage your money is as important as earning it. Financial literacy among teens has been recognized as a necessity.

Personal Finance helps students become “financially fit” by studying the areas of Financial Aid, Budgeting, Career Research, Taxes, Insurance, Housing, Investing, Saving and Banking. The goal of this course is for students to develop skills to become wiser consumers to get the most out of their hard earned money.

Learn strategies and gain the skills necessary to make your money work for you!

## **BUSINESS ENTREPRENEURSHIP & ORGANIZATION**

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester

Prerequisite: None

Entrepreneurship is the art of owning and operating your own business. In this class, students will assess their entrepreneurial attitudes and ability, learn how to assess business competition, create a business, and experience all aspects of planning a new venture.

## **IT ESSENTIALS I (Information Technology): PC Hardware and Software**

Grade Level: 11, 12

Credit: ½

Length: Semester

Prerequisite: None

IT Essentials I is intended for students who want to gain working knowledge of how computers work, how to assemble computers, and how to troubleshoot hardware and software issues and explore or pursue careers in Information Technology.

## **IT ESSENTIALS II (Dual Credit) (Information Technology): PC Hardware and Software**

Grade Level: 11, 12

Credit: ½

Length: Semester

Prerequisite: IT Essentials I



IT Essentials II continues the learning began in IT Essentials I. Connecting to the Internet and sharing resources in a network environment are added as well as communication skills and security in the IT field.

**Dual Credit** after successful completion of IT Essentials I & II.

### **ACCOUNTING I**

Grade Level: 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: None

Accounting teaches the basics of keeping financial records. This course is strongly recommended for any student planning to pursue a college business degree, as well as students interested in management or business ownership. Self-employed business people, as well as various types of employees, all need a basic understanding of accounting principles.

### **ACCOUNTING II**

Grade Level: 11, 12

Credit: 1

Length: Full Year

Prerequisite: Accounting I & Instructor Approval

Prepare yourself for accounting at the postsecondary level and a career in this prosperous field. This career oriented course will help prepare those students planning to major in accounting, marketing, management, and other areas of business administration in college or technical school.

### **BUSINESS LAW**

Grade Level: 11, 12

Credit: ½

Length: Semester

Prerequisite: None



Business Law is a course for everyone. Have you ever lent something to someone (money, cd's, car, etc.) and then not gotten it back? What can you do if a salesperson talked you into a poor contract? If you are a minor, what are your rights if an employer asks you to work in violation of the Child Labor laws? Learn answers to these and other legal questions in Business Law! Topics covered: lawsuits, criminal law, contract law, employment law, rights and responsibilities of adults compared to minors.

### **BUSINESS PROCEDURES**

Grade Level: 12

Credit: 1

Length: Full Year

Prerequisite: None

This Certified Business CO-OP companion course is for students interested in the career areas of computers, accounting, or office support working at positions in computers, banking, finance, law, and more. This course is open to all seniors and will address the skills and attitudes necessary for successful employment through a variety of hands-on activities and interaction with local business owners and employers.

### **CERTIFIED BUSINESS CO-OP**

Grade Level: 12

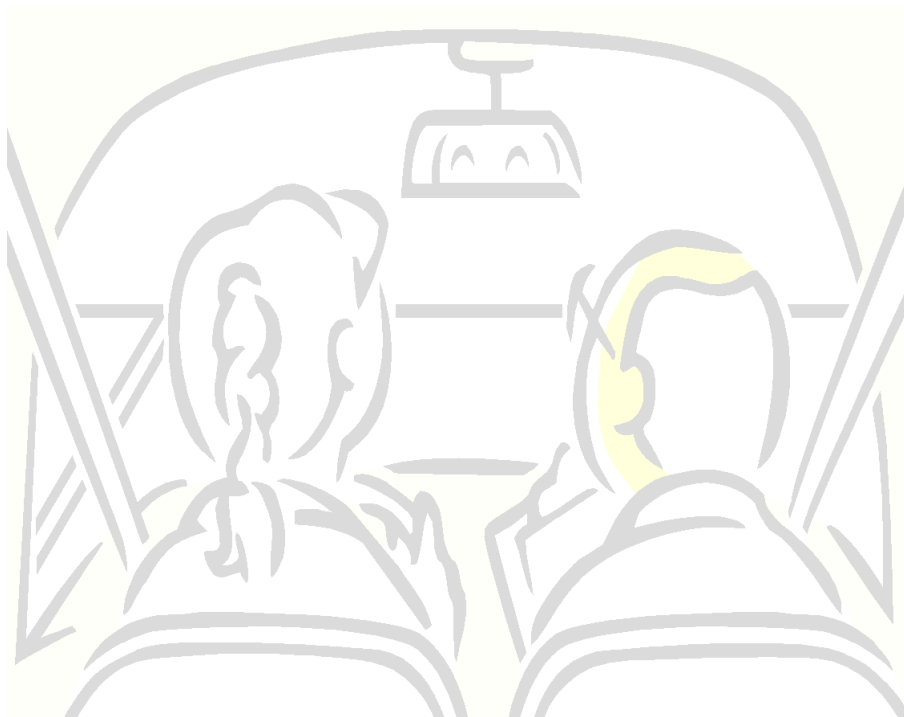
Credit: 1

Length: Full Year

Prerequisite: Successful completion of two semesters of BIT classes—excluding Keyboarding AND Concurrent enrollment in Business Procedures

Earn credit, earn money, and gain experience all at the same time. This program will attempt to place students in just about any business that provides the student a variety of learning experiences in areas of business. Business operators must be willing to participate in the Certified Business Skills CO-OP program.

## **DRIVER EDUCATION**



### **Driver Education**

Driver Education is offered to Fort Atkinson High School students through the contracted services of Tri-City Driving School. The course will be offered each quarter throughout the school year during the school day. Additionally, Tri-City offers evening classes and a summer class. This is a non-credit class and will not count toward the student's GPA.

Tri-City Driving School is an established driving school that has been teaching safe driving to our youth since 1990. Our mission is to teach our students the laws, proper driving techniques and overall safe driving skills in an enjoyable classroom environment.

#### **Tri-City Driving School Team:**

Jeff Rossing, Owner and Instructor Licensed with the State of WI

Terry Nachtigal, Instructor Licensed with the State of WI

**Classroom and Driving Lessons Program:**

Price: TBD

- 30 hours of classroom instruction – Minimum State of WI Requirement for Minors
- Instruction Permit testing (Temps) administered
- Classroom materials
- 6 hours of driving lessons – State of WI Requirement for Minors
- 6 hours of driving observation – State of WI Requirement for Minors

**Requirements:**

- Student must be at least 15 years of age per WI law
- 30 hours classroom minimum
- Student attendance is critical. If a student is absent, the instructor will provide an opportunity to the student for making up that session missed in another class, or the instructor will assign homework
- Registration for Driver Education will be one to two weeks prior to the class starting date
- A parent or guardian is required at registration
- Payment is due at registration
- Minimum age for students to obtain instruction permit is 15.5 years of age
- Student must pass knowledge and signs testing with a minimum score of 80%
- All minors must hold the instruction permit (temps) for a minimum of 6 months, be at least 16 years old, have completed all classroom requirements, driving observation and driving lessons before taking the road test at the DMV

Please contact Jeff Rossing at Tri-City Driving School with any questions at 920-723-3394, or [rossingjeff@gmail.com](mailto:rossingjeff@gmail.com)

# ENGLISH



Course Name	Credit	9	10	11	12	Prerequisite
English 9	1	X				None
Accelerated English 9	1	X				See Description Below
English 10	1		X			None
Accelerated English 10	1		X			See Description Below
English 11	1			X		None
Accelerated English 11	1			X		See Description Below
Newspaper Journalism	1	X	X	X	X	Consent of Instructor
Yearbook Journalism	1	X	X	X	X	Consent of Instructor
British Literature*	½				X	None
Contemporary Literature*	½				X	None
Dramatic Literature	½				X	None
Contemporary Communications*	½		X	X	X	English 9/Accelerated English 9
Creative Writing*	½				X	None
Essay Writing*	½				X	See Description Below
English Seminar*	½		X	X	X	English 9/Accelerated English 9
Intro to College Writing & College Reading Strategies	1				X	None
AP English Literature	1				X	Successful completion of English Honors Program strongly recommended

**\*These semester courses serve as the English requirement for Seniors. Seniors are required to choose one of the three writing courses and one of the five literature courses to meet their Senior English requirement. Seniors must take at least one English course each semester unless they have prior approval from the English Department Chair and the High School Principal.**

## **ENGLISH 9**

Grade Level: 9

Credit: 1

Length: Full Year

Prerequisite: None

English 9 is a required core academic course aligned to the Common Core English Language Arts Standards. English Language Arts is an integrated discipline in which reading, writing, listening, speaking and language skills are developed. Throughout the year, students will be challenged to increase their proficiency within these disciplines through reading and analyzing complex texts in a variety of genres, utilizing the writing process to research and produce narrative, informative, and argumentative texts, participating in listening and speaking experiences, acquiring and applying English language conventions knowledge, and learning and using vocabulary-solving strategies. Technology is integrated into instruction to both engage learners and enhance development 21st century skills.

Because English Language Arts instruction builds an understanding of the human experience through critical thinking, problem-solving, communication, collaboration, and creativity, the curriculum is delivered through a thematic approach centered on a quarterly theme to provide a common context for learning grounded in the exploration of essential questions to acquire deeper meaning and understanding of content and literacy skills. Grade 9 quarterly themes include individuality, advocacy, balance, and risk.

## **ACCELERATED ENGLISH 9**

Grade Level: 9

Credit: 1

Length: Full Year

Prerequisite: Student is required to meet at least 2 of the following prerequisite criteria to enroll:

- Advanced on the grade 8 English Language Arts Forward Exam
- SRI lexile score of 1186 or higher
- Grade 8 English Language Arts quarterly grade of A for at least 3 out of 4 quarters
- If two of the three prior data points are not met, grade 8 English Language Arts Teacher and/or District Gifted and Talented Program Coordinator recommendation(s) will be considered

Accelerated English 9 includes all of the core academic standards included in English 9; however, the Accelerated English 9 course provides the additional content and rigor needed to prepare students for the AP English Literature and/or AP English Language courses. The Accelerated English 9 course also includes the ELA content and skills required to earn an Advanced level of achievement (27 on the Reading and English exams) as defined by the ACT Career and College Readiness Framework.

Students will be challenged through reading and analyzing advanced-level texts in a variety of genres, utilizing the writing process to research and produce narrative, informative, and argumentative texts, participating in listening and speaking experiences, acquiring and applying English language conventions knowledge, and learning and using vocabulary-solving strategies. Technology is integrated into instruction to both engage learners and enhance 21st century skills. The Accelerated English 9 course incorporates a higher quantity of reading both in and outside of class time than the English 9 course and, overall, incorporates a larger percentage of classic literature identified by the College Board (AP) testing corporation.



The Accelerated English 9 course is taught through the same thematic approach as English 9 centering on a quarterly theme to provide a common context for learning grounded in the exploration of essential questions to acquire deeper meaning and understanding of content and literacy skills. Grade 9 quarterly themes include individuality, advocacy, balance, and risk.

## **ENGLISH 10**

Grade Level: 10

Credit: 1

Length: Full Year

Prerequisite: None

English 10 is a required core academic course aligned to the Common Core English Language Arts Standards. English Language Arts is an integrated discipline in which reading, writing, listening, speaking and language skills are developed. Throughout the year, students will be challenged to increase their proficiency within these disciplines through reading and analyzing complex texts in a variety of genres, utilizing the writing process to research and produce narrative, informative, and argumentative texts, participating in listening and speaking experiences, acquiring and applying English language conventions knowledge, and learning and using vocabulary-solving strategies. Technology is integrated into instruction to both engage learners and enhance development 21st century skills.

Because English Language Arts instruction builds an understanding of the human experience through critical thinking, problem-solving, communication, collaboration, and creativity, the curriculum is delivered through a thematic approach centered on a quarterly theme to provide a common context for learning grounded in the exploration of essential questions to

acquire deeper meaning and understanding of content and literacy skills. Grade 10 quarterly themes include adversity, influence, social justice, and grit.



## **ACCELERATED ENGLISH 10**

Grade Level: 10

Credit: 1

Length: Full Year

Prerequisite: Student is required to meet at least 2 of the following prerequisite criteria to enroll:

- Score on the Grade 9 ACT Aspire Reading and English Exam at the “Exceeding” Level
- Cumulative GPA of 3.5 or higher
- English 9 Honors semester grade of A for at least 1 of the 2 semesters and no lower than a B either semester
- If two of the three prior data points are not met, if enrolled in English 9, English Teacher and/or District Gifted and Talented Program Coordinator recommendation(s) will be considered

Accelerated English 10 includes all of the core academic standards included in English 10; however, the Accelerated English 10 course provides the additional content and rigor needed to prepare students for the AP English Literature and/or AP English Language courses. The Accelerated English 10 course also includes the ELA content and skills required to earn an Advanced level of achievement (27 on the

Reading and English exams) as defined by the ACT Career and College Readiness Framework.

Students will be challenged through reading and analyzing advanced-level texts in a variety of genres, utilizing the writing process to research and produce narrative, informative, and argumentative texts, participating in listening and speaking experiences, acquiring and applying English language conventions knowledge, and learning and using vocabulary-solving strategies. Technology is integrated into instruction to both engage learners and enhance 21st century skills. The Accelerated English 10 course incorporates a higher quantity of reading both in and outside of class time than the English 10 course and, overall, incorporates a larger percentage of classic literature identified by the College Board (AP) testing corporation.

The Accelerated English 10 course is taught through the same thematic approach as English 10 centering on a quarterly theme to provide a common context for learning grounded in the exploration of essential questions to acquire deeper meaning and understanding of content and literacy skills. Grade 10 quarterly themes include adversity, influence, social justice, and grit.

### **ENGLISH 11**

Grade Level: 11

Credit: 1

Length: Full Year

Prerequisite: None

English 11 is a required core academic course aligned to the Common Core English Language Arts Standards. English Language Arts is an integrated discipline in which reading, writing, listening, speaking and language skills are developed. Throughout the year, students will be challenged to increase their proficiency within these disciplines through reading and analyzing complex texts in a variety of genres, utilizing the

writing process to research and produce narrative, informative, and argumentative texts, participating in listening and speaking experiences, acquiring and applying English language conventions knowledge, and learning and using vocabulary-solving strategies. Technology is integrated into instruction to both engage learners and enhance development 21st century skills.

Because English Language Arts instruction builds an understanding of the human experience through critical thinking, problem-solving, communication, collaboration, and creativity, the curriculum is delivered through a thematic approach centered on a quarterly theme to provide a common context for learning grounded in the exploration of essential questions to acquire deeper meaning and understanding of content and literacy skills. Grade 11 quarterly themes include honor and worth, sacrifice, ingenuity, and ambition.

### **ACCELERATED ENGLISH 11**

Grade Level: 11

Credit: 1

Length: Full Year

Prerequisite: Student is required to meet at least 2 of the following prerequisite criteria to enroll:

- Score on the ACT Aspire Reading and English Exam at the “Exceeding” Level
- Cumulative GPA of 3.5 or higher
- English 10 Honors quarterly grade of A for at least 1 of the 2 semesters and no lower than a B either semester
- If two of the three prior data points are not met, if enrolled in English 10, English Teacher and/or District Gifted and Talented Program Coordinator recommendation(s) will be considered

Accelerated English 11 includes all of the core academic standards included in English 11;

however, the Accelerated English 11 course provides the additional content and rigor needed to prepare students for the AP English Literature and/or AP English Language courses. The Accelerated English 11 course also includes the ELA content and skills required to earn an Advanced level of achievement (27 on the Reading and English exams) as defined by the ACT Career and College Readiness Framework.

Students will be challenged through reading and analyzing advanced-level texts in a variety of genres, utilizing the writing process to research and produce narrative, informative, and argumentative texts, participating in listening and speaking experiences, acquiring and applying English language conventions knowledge, and learning and using vocabulary-solving strategies. Technology is integrated into instruction to both engage learners and enhance 21st century skills. The Accelerated English 11 course incorporates a higher quantity of reading both in and outside of class time than the English 11 course and, overall, incorporates a larger percentage of classic literature identified by the College Board (AP) testing corporation.

The Accelerated English 11 course is taught through the same thematic approach as English 10 centering on a quarterly theme to provide a common context for learning grounded in the exploration of essential questions to acquire deeper meaning and understanding of content and literacy skills. Grade 11 quarterly themes include honor and worth, sacrifice, ingenuity, and ambition.

### **NEWSPAPER JOURNALISM**

Grade Level: 9, 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: A completed application, recommendation by an English instructor, and a sample of writing are required to be considered for admittance to this class

This course teaches students the importance of the press in a free society and develops skills in gathering, writing, and editing news related to high school students and staff. Members of the class, who make up the staff of the school's paper, "The Signal," learn how to precisely and objectively as they construct news leads and stories, write headlines, solicit and design advertising, take, develop and crop photos for publication, lay out pages and prepare final pages for production. The responsibility of meeting deadlines is stressed. Students should also be prepared to spend time after school and on weekends in the production phase of the newspaper.



### **YEARBOOK JOURNALISM**

Grade Level: 9, 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: Recommendation by English Instructor and consent of Journalism Instructor

Principles of good yearbooking are studied such as the importance of choosing and implementing a theme, planning pages, employing modern graphic design, securing photos to get the best results, and writing copy to best record a year of high school history. The importance of punctuality is made clear by the necessity of meeting deadlines. First Amendment rights and responsibilities related to the school press are also stressed. Students design pages, plan pictures and photo schedules, write copy and headlines, sell yearbooks, contact sponsors, proofread copy and distribute yearbooks. They work together on fund-raisers to defray publishing costs. The computer is utilized in all phases of their work: writing, design and business. Students should be prepared to spend time after school and on weekends to meet deadlines.

### **BRITISH LITERATURE**

Grade Level: 12

Credit: ½

Length: Semester

Prerequisite: None



This course is designed to introduce the highlights of British Literature from a historical and literary perspective. Authors will be examined in this context, as well as on their own notoriety. Literary devices and genres are examined based on their historical relevance and literary merit. The course is taught at the college preparatory level.



### **CONTEMPORARY LITERATURE**

Grade Level: 12

Credit: ½

Length: Semester

Prerequisite: None

This course is designed to explore the individual within society. There is an emphasis on the genre, format, literary techniques, and power of ideas within the selected novels. Short stories and poetry may be used to foster understanding of the novels. This course requires at least twenty pages of reading nightly, and the course is taught at the college preparatory level.

### **DRAMATIC LITERATURE**

Grade Level: 12

Credit: ½

Length: Semester

Prerequisite: None

This course is designed to examine drama as a mirror of the time in which it was composed. Students examine the characteristics of drama and the terms relating to different genres within

drama. There is discussion and examination of different periods of drama, changes in dramatic performance, important or influential playwrights, dramatic content, and theatrical conventions.

### **CONTEMPORARY COMMUNICATIONS**

Grade Level: 10-12

Credit: ½

Length: Semester

Prerequisite: English 9/Accelerated English 9

This course teaches strategies that focus on career and college skills specific to written, verbal, and technology-based communication. Students will learn how to analyze, design, and write various speeches and presentations. Projects may include but are not limited to persuasive speeches, remote meetings, interviews, sales presentations, how-to videos, and training sessions.

This course will satisfy the 0.5 composition credit for 12th grade. Sophomores and juniors are eligible to take this class but must also take English 10/Accelerated English 10 or English 11/Accelerated English 11 at the same time.

T

### **CREATIVE WRITING**

Grade Level: 12

Credit: ½

Length: Semester

Prerequisite: None



This college-preparatory writing class is designed for those who enjoy writing. The focus will be on developing higher-level writing skills and producing finished works. Students will be expected to work through the writing process for polished, published pieces. Writing assignments may include poetry, fiction, creative nonfiction, advertising, children's literature, and analytical writing. Students should note that this class involves sharing written work with other students and supplying feedback to other authors on a regular basis.

## ESSAY WRITING

Grade Level: 12

Credit: ½

Length: Semester

Prerequisite: At Least a B in English 11 or Accelerated English 11 or Teacher Recommendation



This is a writing-intensive course focused on the essay format, while still developing skills in informal writing (such as journal writing and daily topics). All stages of the writing process will be discussed, examined, and expected in the students' own writing. Skills will range from vocabulary/grammar/reflective writing to research writing. The pace and deadline expectations for this class simulate a college class. This course is highly recommended for the college-bound student.

## ENGLISH SEMINAR

Grade Level: 10-12

Credit: ½

Length: Semester

Prerequisite: English 9/Accelerated English 9

This course focuses on unique and highly engaging literature topics/genres. Students will read novels, essays and short stories of a particular genre. Students will examine, evaluate, and provide literary analysis for their reading while finding real-world applications. Reading outside of class will be required. ***The literary topics and genres will rotate every semester to meet various student interests.***

This course will satisfy the 0.5 literature credit for 12th grade. Sophomores and juniors are eligible to take this class but must also take

English 10/Accelerated English 10 or English 11/Accelerated English 11 at the same time.



## INTRODUCTION TO COLLEGE WRITING AND COLLEGE READING STRATEGIES (Dual Credit)

Grade Level: 12

Credit: 1

Length: Full-Year

Prerequisite: None

This dual credit curriculum combines two independent Madison College courses (Intro to College Writing and College Reading Strategies), which are designed to prepare students for successful completion of English I (a college-level first-year composition course) and to introduce students to the reading and writing skills needed in most college-level classes and by many employers. The course teaches basic principles of composition (including organization, development, unit, and coherence in paragraphs and multi-paragraph documents), various college study skills, and college reading techniques (including identifying main ideas and supporting details, highlighting and annotating texts, summarizing, and making inferences). The emphasis of the course is on developing the critical thinking and reading skills needed to become successful college readers and writers. Dual credit is available for **seniors** who earn a C or better for their course work and their final exams for **both** semesters. This class meets both the composition and literature requirement for senior English.

**ADVANCED PLACEMENT ENGLISH**  
**LITERATURE & COMPOSITION**

Grade Level: 12

Credit: 1

Length: Full Year

Prerequisite: Summer reading is required. At least a “B” in English 11 Honors and teacher approval

This course is designed for the students who are seeking a challenge beyond the regular course of study. There is the possibility of obtaining college credit through the successful scoring of the AP exam near the end of the school year; students are to hold the expectation of taking the exam as part of the class. Students will engage in careful reading and in-depth analysis of various literary works. Students will be expected to have completed the summer reading individually so as to begin the year with that literature’s coverage. Students enrolled in AP Literature may be asked to purchase study guide materials at their own cost. This class meets both the composition and literature requirement for senior English.

## FAMILY AND CONSUMER EDUCATION



Course Name	Credit	9	10	11	12	Prerequisite
Introduction to Foods	½	X*	X*	X*	X*	None
World Kitchens	½	X	X	X	X	Introduction to Foods
ProStart I – Culinary Arts Intro. to Hospitality	1			X*	X*	Intro. To Foods or Consent of Instructor
ProStart II - Culinary Arts/Food Service Management	1			X*	X*	Intro to Foods or Consent of Instructor
Food Service COOP	½ - 1			X	X	ProStart I or concurrent enrollment in ProStart II or Intro. To Foods
Creative Sewing	½	X	X	X	X	None
Fashion Analysis	½		X	X	X**	None
Housing & Interior Design	½		X	X	X	None
Child Development/Parenting	½	X	X	X	X	None
Assistant Childcare Teacher (ACCT)	1			X*	X*	Child Development/Parenting
Child Care COOP	½ - 1			X	X	ACCT Certification
Independent Living	½				X	None
Youth Apprenticeship Health Services	½ - 1			X	X	Nursing Assistant Madison College (MATC) Youth Options
Youth Apprenticeship Hospitality, Lodging, and Tourism	½ - 1			X	X	Any 2 Food Classes



\*Dual Credit with WCTC

\*\*Dual Credit with MATC





### **INTRODUCTION TO FOODS (Dual Credit)**

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester

Prerequisite: None

Lab Fee: \$20

This is an introductory cooking course offering students the fundamentals of food preparation for the household. Major units include safety and sanitation, nutrition, meats, fruits and vegetables, dairy and cheese, eggs, and baking. We will be in the kitchen preparing and eating food several times every week. Students may have the opportunity to receive two (2) college credits from Waukesha Community Technical College.

Some examples of foods prepared are: pancakes, pizza, fajitas, twice-baked potatoes, apple crisp, cinnamon rolls, soft pretzels, tacos, banana chocolate chip muffins, and many other foods.

### **WORLD KITCHENS**

Grade Level: 9, 10, 11, 12

Credit: ½;

Length: Semester

Prerequisite: Introduction to Foods

Lab Fee: \$20

Students will build upon knowledge and skills acquired in Introduction to Foods while allowing their taste buds to travel the world. The course explores the cuisines and cultures of various countries. Learn how environmental and social influences shape people's diets while we cook and eat many of the diverse and delicious food that the culinary world has to offer.

Some examples of foods prepared are: curried chicken enchilada casserole, crème brulee, chicken gumbo, homemade pasta, matzo ball soup, Thai fried rice, spring rolls, cannoli, and much more!

### **PROSTART I (Dual Credit)**

Grade Level: 11, 12

Credit: 1

Length: Full Year

Prerequisite: Introduction to Foods

Lab Fee: \$20

Want to impress your friends and family with your knowledge of the culinary arts? Learn about the hospitality industry, visit fine dining establishments, and work with professional chefs while preparing foods in our kitchen. ProStart 1 is a 1 credit year-long culinary program designed for those who are interested in pursuing either a career in the food service industry or pursuing post-secondary education in the hospitality and tourism field. Students who successfully complete the program can receive certification from the National Restaurant Association (NRA) which will provide them with articulated college credit or advanced standing opportunities at some 30+ colleges and universities across the United States, along with many scholarship opportunities. Students will also work toward receiving ServSafe Sanitation Management Certification through the NRA which allows the student to get their sanitation managers license through the State of Wisconsin Health Department. As part of the practical learning process, students run a catering business through the high school and participate in contests. Students interested in pursuing this class as an option should intend on gaining employment in a related field to gain full certification. Students are encouraged to enroll in the Food Service Coop or Youth Apprenticeship program concurrently if they are employed in a food service related occupation. Students have the opportunity to receive 3 college credits from Waukesha Community Technical College (WCTC).



## **PROSTART II**

Grade Level: 11, 12

Credit: 1

Length: Full Year

Prerequisite: ProStart I with a grade of C or better or Consent of Instructor

Lab Fee: \$20

This advanced level course builds upon the concepts and skills addressed in ProStart I. Please see the ProStart I course description above.

## **FOOD SERVICE CO-OP**

Grade Level: 11, 12

Credit: ½ - 1

Length: Full Year

Prerequisite: ProStart I or concurrent enrollment in ProStart II or Intro to Foods



This one-year, advanced skill-level course allows the student to gain experience in the Foodservice industry by gaining successful employment with a food service related facility. The student needs to have taken Introduction to Foods. Students will be responsible to find their own employment. Students will be working towards attaining the Wisconsin Skills Certificate in Food Service. In this CO-OP, students work with a workplace mentor and school site facilitator to assess student progress throughout the period of employment. The student must remain employed throughout the CO-OP experience to gain successful credit.

## **YOUTH**

### **APPRENTICESHIP**

Grade Level: 11, 12

Credit: ½ -1

Length: 1-2 years

Prerequisites: Consent of Instructor and Excellent Attendance Record,



These one or two year programs are designed to integrate school-based and work-based learning.

Programs will provide academic and occupational skills necessary for employment and/or advanced standing in a post-secondary technical program. Students who register go through an application process to be accepted into the program. Acceptance criteria will include: attendance, GPA, teacher recommendations and high school credits at grade level. Students must also be concurrently registered in a related course each semester. Students are responsible for gaining employment in a related, relevant job. Seniors must complete their hours by August 31 of their graduation year. Employment sites must agree to pay Youth Apprentices at least minimum wage.

Students will receive a Certificate of Occupational Proficiency from the Wisconsin Department of Workforce Development for completion of a Level 2 program, and a certificate for Level 1 completion.

The following areas are available:

- **Health Services 1 and 2** Credit: ½-1

The specialty areas completed include:

Health Care Foundations (HCF), Health Information Management (HIM), Medical Assistant (MA), Nursing Assistant (NA), and Pharmacy Technician (PHARM). For successful completion of the **LEVEL ONE** students must complete core abilities, minimum of one specialty area, 2 semesters related instruction, and a minimum of 450 work hours. **LEVEL TWO** Students must complete core abilities, minimum of two specialty areas, 4 semesters related instruction, and a minimum of 900 work hours. Related classes include: chemistry, general anatomy and physiology, AP biology, molecular chemistry.

- **Hospitality, Lodging, and Tourism 1 and 2**

Credit: ½-1

The Pathways identified are: Food and Beverage Services include a Dining Area and Kitchen Area Units, Lodging Pathway include Front Office and Housekeeping Unit, and Travel and Tourism Pathway include Reservation and Tour activity unit. All Pathways include maintenance and

Grounds, Meetings and Events, Marketing and Sales I and II, and Management I and II Units. **Level One** requirements include Two units , 2 semesters related instruction, and a minimum of 450 work hours. **Level Two** requirements include skills in each Pathway, minimum of Four Units, Minimum of 4 semesters related instruction and a minimum of 900 work hours. Related classes include: Intro To Foods, World Kitchens, ProStart I, and ProStart II.

### **CREATIVE SEWING**

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester

Prerequisites: None



This semester course is designed to provide students with the knowledge and skills necessary to sew or to enhance their current sewing knowledge and skill set. The course begins with the basics of hand sewing and use of the sewing machine and additional topics will include using patterns, textiles (weaving and knitting), seam finishes, and other construction elements. Throughout the course of the semester, students will be allowed to choose projects that appropriately showcase their skills and demonstrate their understanding of current topics. Students who enter the class with previous sewing knowledge will be allowed to do independent sewing; an “study plan” detailing the area of focus will be required before each project.

**Materials and supplies will be the responsibility of the student.**

### **FASHION ANALYSIS** **(Dual Credit)**

Grade Level: 10, 11, 12

Credit: ½

Length: Semester

Prerequisites: None



This dual course is designed to introduce students to the elements and principles of design as they relate to fashion promotion and products. Students work with the elements and principles of design as they relate to fashion promotion and products. Forecasting, creativity and a grasp of influences and sources of design are major components of the course.



### **HOUSING AND INTERIOR DESIGN**

Grade Level: 10, 11, 12

Credit: ½

Length: Semester

Prerequisites: None



In this semester students explore the world of interior design. Students are introduced to the basics of early architecture, housing trends, construction basics, the elements and principles of design, furnishing designs and creating and implementing a design plan. Students will develop their skills and demonstrate their understanding of housing interiors in relation to the elements and principles of design through a variety of assignments and larger projects.

## **CHILD DEVELOPMENT & PARENTING**

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester

Prerequisites: None

This is a must have class for any student who is planning on a career in elementary education, child counseling, daycare provider, or planning on being a parent. This semester course is designed to provide students with the opportunity to learn about families, pregnancy, parenting styles, and the physical, cognitive, social and emotional development stages of infants and toddlers. Additional topics discussed include: neglect, child abuse, guidance and selecting appropriate toys and books to promote development. Students will have an opportunity to develop and practice basic childcare skills as they participate in the “RealCare Baby 3” simulation experience.

## **ASSISTANT CHILD CARE TEACHER (Dual Credit)**

Grade Level: 11, 12

Credit: 1

Length: Full Year

Prerequisites: Child

Development/Parenting



This year long, dual credit course is an excellent class for students seeking experience in careers related to working with children as it is designed to provide students with knowledge, skills and certification necessary to pursue a career in child care. Students will complete 20 hours of on-the-job experience/observation with children between the ages of birth and three in a licensed child care facility. Class time will be spent on developing lesson plans, learning to select appropriate activities and resources for children, nutrition for children, professionalism, current issues and trends in the daycare profession and designing their own facility. Students that satisfactorily complete the course will be certified by the Department of Public Instruction (DPI) to work in child care and will receive the Assistant

Child Care Teacher Certification, Shaken Baby Prevention Certification and college credit from Madison College for Early Childhood Health, Safety, and Nutrition and the State of Wisconsin for Assistant Childcare Teacher and Infant and Toddler Certification.



## **CHILD CARE CO-OP**

Grade Level: 11, 12

Credit: ½ - 1

Length: Semester to Full Year

Prerequisite: Assistant Childcare Teacher



This one-year, advanced skill-level course allows the student to gain experience in the Child Care industry by gaining successful employment with a daycare provider. The student needs to have taken Parenting/Child Development and Assistant Child Care Teacher prior to being accepted in this CO-OP. Students will be responsible to find their own employment. Students will be working towards attaining the Child Care Teacher Certification. In this co-op, students work with a workplace mentor and school site facilitator to assess student progress throughout the period of employment. The student must remain employed throughout the co-op experience to gain successful credit.

## **INDEPENDENT LIVING**

Grade Level: 12

Credit: ½

Length: Semester

Prerequisites: None

The Independent Living course provides students opportunities to develop the essential skills necessary to address practical problems one will experience as they enter and proceed through adulthood. Course topics will focus on skills development from the following areas: personal growth, interpersonal, budgeting and personal finances, career development, relationships, consumer responsibility, health and wellness habits and housing, transportation and environmental responsibilities. Through these topics and a variety of activities students will develop independent living skills and cultivate a deeper understanding of self and of skills for relationships encountered in families, with friends, and in the work place in order to take responsibility for personal success in life.

## HEALTH (Relationships/Wellness)

Course Name	Credit	9	10	11	12	Prerequisite
Health: Relationships and Wellness	½			X	X	None

“The first wealth is health”-Ralph Waldo Emerson



Health is a semester long required course for juniors. During the course students will be reflecting on a variety of topics and how their choices either increase or decrease their risk when trying to protect the things in their life that are most important to them. The course is divided into the following topic areas: first aid/CPR, nutrition/fitness, alcohol, tobacco and other drugs, personality, relationships and human growth and development. At the conclusion of this course students should have reliable information that would enable them to make choices towards a healthy lifestyle now and in the future.

# HIGH SCHOOL INDEPENDENT STUDIES GUIDELINES

## The Independent Studies program is structured:

1. To provide experiences for high school students which will reach beyond the regular high school curriculum.
2. To aid individuals to develop their self-discipline as fully as possible, emphasizing the factors of independent creative inquiry.
3. To develop a proper attitude toward and respect for learning.
4. To develop the skill of problem solving.

## The Independent Studies Program Guidelines:

1. Application for Independent Studies is the student's responsibility. Application blanks are available from school counselors and are to be completed in triplicate. The student, the counselor and the supervising teacher each receive a copy of the completed form for their records.
2. The completed application form (including outline, objectives, time allocation, supervision schedule and method of evaluation) must be turned in to the office by the end of the first week of the semester in which the Independent Study is to be undertaken.
3. The student should demonstrate exceptional interest in the subject area in which the Independent Studies project is to be undertaken.
4. Course work in the subject area already offered through the high school curriculum must have been completed prior to the beginning of the Independent Studies project.
5. Independent Studies projects should not duplicate or replace courses available through the regular curriculum.
6. A student must carry six regular classroom credits in addition to the Independent Studies project.
7. Independent Studies projects may NOT be taken to fulfill specific department requirements for graduation.
8. The credit to be earned for each program will be determined by the student, the teacher and the principal through mutual agreement.
9. Independent Studies forms must be initialed by the head of the department sponsoring the Independent Study to indicate his/her awareness of the project. The form must also be signed by the supervising teacher, the student and the parent/guardian indicating that they understand and agree with the terms of the project.

The signature of the school counselor will indicate that the student has signed up for the required six credits for the school year. The principal's signature will indicate final acceptance of the contract and terms of the project.

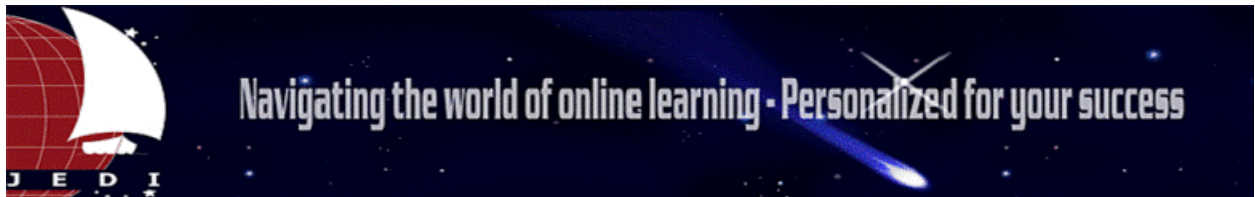
## **JEDI – JEFFERSON-EASTERN DANE INTERACTIVE NETWORK**

A group of local school districts came together in 1996 to form the JEDI Network. The goal of the network is to offer an array of courses through emerging technologies. Initially course offerings were transmitted through a fiber optic system. Now all of the courses are offered “on-line”. A student registering for a JEDI course will need to have access to a computer that has internet access that is not dial up.

JEDI coursework is meant for students who fall in the following categories; want to work at an accelerated pace, want courses not offered by the high school, have schedule conflicts or full schedules or have medical issues that interfere with consistent attendance.

### **JEDI – SINGLETON COURSE**

Students enrolling in a single JEDI high school course should see their counselors in August to enroll in a 1<sup>st</sup> semester course and in December to enroll in a 2<sup>nd</sup> semester class. Enrollment needs to be completed through your counselor



## CAREER PATHWAYS

Course Name	Credit	9	10	11	12	Prerequisite
Career Pathways	1/2		X			None

### CAREER PATHWAYS

Grade Level: 10

Credit: ½

Length: Semester

Prerequisite: None

The primary purpose of this course is to guide students through the decision making process that will lead them to setting initial post high school career plans. Secondary goals would include the student becoming familiar with high school curricular opportunities available to them during their junior and seniors years, the portfolio, and finding relevancy for their daily learning and how it is connected to their future goals.

Students will be guided through a sequence of instructional experiences, which will lead them to an initial career goal, and empower them to reuse these skills in the future as they continue to change and modify their goals. The instruction will enable them to be able to complete the following:

- ✓ Identification of their personal work preferences (interests, skills, values, length of training)
- ✓ Familiarity and proficiency in accessing information whether that be through the Internet, common reference guides or school catalogues. The types of information sought will be regarding occupations, types of training programs that will lead to the field, schools or other agencies offering the training etc.
- ✓ Identify a group of occupations that potentially match their preferences.
- ✓ Develop a course plan for the junior and senior year that correlates to their established goals.

- ✓ Develop a portfolio that is reflective to date of their experiences and accomplishments.

Group and individual discussion will be highly emphasized in this course. Students will be involved in activities which help them clarify their learning style preference, personalities with regards to occupational selection, and value clarification with regards to a number of occupational characteristics. Students will learn to use computerized programs and the Internet to assist them in formulating an initial life plan for work and training. Students will formulate an academic plan for the 11th and 12th grades. Daily living skills and concepts such as budgeting, credit card management, conflict resolution, and personal responsibility will be covered in the course. Additional areas of study will include: skills/traits necessary for academic and work success as well as the areas needed to secure employment. Students will place important personal information into their **Student Portfolio**, a file which will reflect their planning as it evolves.

### **Career Cluster Model**

Counselors and instructors will be using the Career Clusters national model when discussing occupational choices. With each cluster the occupations are further divided into “Pathways”. Students will complete an assessment that is correlated to the career cluster model. Occupations are also organized by career clusters on the career cruising web site, Wisconsin’s popular and convenient program used by students and parents. (see page 12) In the future many of the career planning reference guides and materials that we will use will be related to this model. The 16 Career Clusters are as follows:



<b>Agriculture, Food, &amp; Natural Resources</b>	<b>Architecture &amp; Construction</b>	<b>Arts, A/V Technology &amp; Communications</b>	<b>Business Management &amp; Administration</b>
<b>Education &amp; Training</b>	<b>Finance</b>	<b>Government &amp; Public Administration</b>	<b>Health Services</b>
<b>Hospitality &amp; Tourism</b>	<b>Human Services</b>	<b>Information Technology</b>	<b>Law, Public Safety, Corrections &amp; Security</b>
<b>Manufacturing</b>	<b>Marketing</b>	<b>Science Technology, Engineering &amp; Mathematics</b>	<b>Transportation, Distribution &amp; Logistics</b>

### **Career Cluster Example: Agriculture, Food, & Natural Resources**

#### **Pathways within this cluster.**



- ✓ Animal Systems
- ✓ Agribusiness Systems
- ✓ Environmental Service Systems
- ✓ Food Products and Processing Systems
- ✓ Natural Resources Systems
- ✓ Plant Systems
- ✓ Power, Structural, and Technical Systems

Counselor Presentations: The counselors go into the classroom throughout the quarter to present on the following topics:

- ❖ Career portfolio updating
- ❖ Admissions requirements to the UW System, private colleges and the technical colleges. A review of key reference materials are distributed and reviewed. Review of other private and

military opportunities also occurs.

- ❖ Explanation of testing opportunities: PSAT/NMSQT, ASVAB, WSAS, ACT, SAT, AP Exams.
- ❖ Curriculum opportunities available to students. For example, the co-op program, JEDI courses, military early entry program, AP course opportunities, Youth Options, and independent studies.
- ❖ College Catalogues: a key resource for comparing programs. College degree requirements and an explanation of pre-professional curriculums.
- ❖ Computerized career/school search. Students are taught to use the Career Cruising Careers Program.
- ❖ Internet career/school reference tool. All students are given the opportunity to learn to use the Internet. They are directed to key websites related to career, work and post high school education.

- ❖ Salary/wage information and analysis of labor market trends. Specific review of Madison College (MATC) program offerings and how to incorporate attendance at Fort

Atkinson MATC and Watertown MATC when seeking a degree.

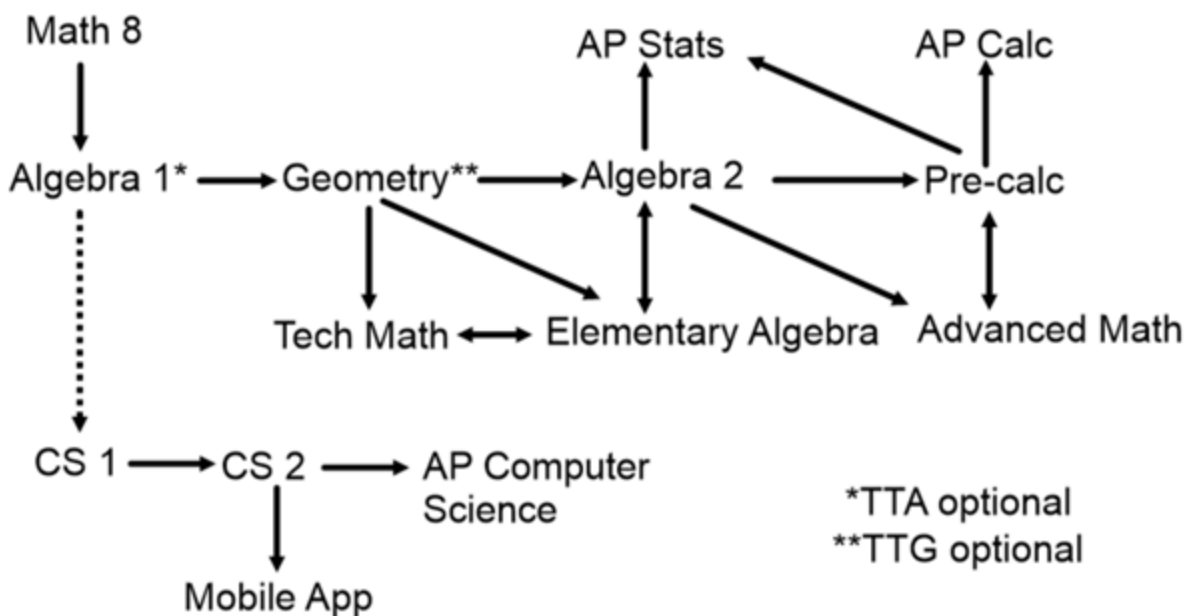
# MATHEMATICS

Today's students, in planning their future, must carefully consider the courses they should take in mathematics. This country and its way of life demand that a large percent of its successful citizens know and understand mathematics as it is applied to today's increasing technology.

Three credits of math are required for graduation from FAHS. One of these credits must be from successful completion of Algebra 1. Four year colleges have a minimum requirement of successful completion of Algebra 2 and highly recommend four years of math. The aim of courses beyond Algebra 1 is to lay a strong foundation for students who will be attending a four year college or technical school. AP Calculus, AP Computer Science, and AP Statistics are offered for those students wishing to take advanced placement courses. Elementary Algebra (dual credit Madison College) satisfies a Madison College (MATC) credit.

Freshman course selection is determined by teacher recommendation. All other students should then follow the course sequence listed below.

Computer Science courses are also offered in the Math Department as an elective. CS1 and CS2 can count towards math credit.



## HIGH SCHOOL CREDIT DISTRIBUTION REQUIREMENTS

All UW System institutions require a **minimum** of 17 high school credits distributed as follows:

### I. Core College Preparatory Credits

English	4 credits
Mathematics (Algebra I, Geometry, Algebra II)	3 credits
Social Science	3 credits
Natural Science	3 credits
<b>TOTAL</b>	<b>13 credits</b>

### MATHEMATICS SEQUENCE

Course Name	Credit	9	10	11	12	Prerequisite
Pre-Algebra	1	X				Teacher Recommendation Only(online)
Transition to Algebra (TTA)	0.25	X	X	X		Teacher Recommendation Only
Algebra I	1	X	X	X		Successful completion of Math 8 or Pre-Algebra
Transition to Geometry (TTG)	0.25	X	X	X	X	Teacher Recommendation Only
Geometry	1	X	X	X	X	Successful completion of Algebra I
Algebra II	1		X	X	X	Successful completion of Geometry
Pre-Calculus	1			X	X	Successful completion of Algebra II & consent of Instructor
AP Calculus AB	1				X	Pre-Calculus & consent of Instructor
Advanced Math	1			X	X	Successful completion of Algebra II
Elementary Algebra (Dual Credit-MATC)	1			X	X	Successful Completion of Algebra I, Geometry, and Teacher Recommendation
Technical Math	1			X	X	Successful Completion of Algebra I, Geometry, and Teacher Recommendation
Consumer Math	½				X	Senior Status(online class)
AP-Statistics	1			X	X	Successful completion of Algebra II & consent of Instructor
Computer Science 1	½		X	X	X	Completed Algebra I & Geometry or concurrent with Geometry
Computer Science 2	½		X	X	X	Successful completion of Computer Science 1
AP Computer Science	1			X	X	Successful Completion of Computer Science 2 & consent of Instructor
Mobile APP Development	½			X	X	Successful Completion of Computer Science 2

### **PRE-ALGEBRA**

Grade Level: 9

Credit: 1

Length: Full Year

Prerequisite: Teacher Recommendation  
(online course)

Students in this class will strengthen skills needed to be successful in Algebra I. Topics include: Evaluating Expressions and Using Order of Operations, Unit Rates and Proportions, Area and Perimeter, and Solving Equations. Only students receiving teacher recommendation are allowed to enroll in this course. Students must take Algebra I upon completion of Pre-Algebra. Successful completion of Algebra I is a requirement for graduation.

### **TRANSITION TO ALGEBRA (TTA)**

Grade Level: 9, 10, 11, 12

Credit: 0.25 elective credit/quarter

Length: One quarter-full year

Prerequisite: Teacher Recommendation Only

During intervention time, students will have mini-lessons that will either review past material or preview upcoming material and skills needed to succeed in their math class lessons. In addition, time will be used for targeted skills practice when necessary. Students will also have the opportunity to prepare for upcoming tests. Intervention will last for approximately 40 minutes of the block period. Students will receive additional help in the Math Lab during the second half of their intervention period. During this time they can work on homework, study for a test, or practice skills further with a Math Lab teacher.

### **ALGEBRA I**

Grade Level: 9, 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: Successful completion of Math 8 or Pre-Algebra.

Students will strengthen their algebraic skills that will be the foundation of their future mathematical studies. Students will engage in problem-based lessons structured around a core idea. Guided by the teacher, students will interact in groups to foster mathematical discourse. Practice with concepts will be spaced over time and mastery comes as the course progresses. Concepts include: Functions, Linear Relationships, Simplifying and Solving Equations, Sequences, Modeling 2-Variable Data, and Inequalities. Students who have successfully completed Algebra 1 should take Geometry as the next course.

### **TRANSITION TO GEOMETRY (TTG)**

Grade Level: 9, 10, 11, 12

Credit: 0.25 elective credit/quarter

Length: One quarter-full year

Prerequisite: Teacher Recommendation Only

During intervention time, students will have mini-lessons that will either review past material or preview upcoming material and skills needed to succeed in their math class lessons. In addition, time will be used for targeted skills practice when necessary. Students will also have the opportunity to prepare for upcoming tests. Intervention will last for approximately 40 minutes of the block period. Students will receive additional help in the Math Lab during the second half of their intervention period. During this time they can work on homework, study for a test, or practice skills further with a Math Lab teacher.

## **GEOMETRY**

Grade Level: 9, 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: Successful completion of Algebra 1

Students will engage in problem-based lessons structured around a core idea. Guided by the teacher, students will interact in groups to foster mathematical discourse. Practice with concepts will be spaced over time and mastery comes as the course progresses. Concepts include: Shapes and Transformations, Angles and Measurement, Justification and Similarity, Trigonometry and Probability, Congruent Triangles, Proof and Quadrilaterals, Polygons, Circles, Solids and Constructions. Students who have successfully completed Geometry should take Algebra 2 as the next course. Students who struggled with Algebra 1 and Geometry should consider taking Elementary Algebra before taking Algebra 2.

## **ALGEBRA II**

Grade Level: 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: Successful completion of Geometry

This course continues the study of Algebra. Four year colleges and many technical schools require the completion of Algebra II. Students will engage in problem-based lesson structured around a core idea. Guided by the teacher, students will interact in groups to foster mathematical discourse. Practice with concepts will be spaced over time and master comes as the course progresses. Topics include: Functions, Transformations, Solving Equations and Intersections, Inverses, Logarithms, Trigonometry, Polynomials, Normal Distributions, Sequences and Series, Exponential Functions, Probability and Statistics. Students who are successful in Algebra II should consider taking Pre-Calculus. Those students not considering Pre-Calculus could continue to strengthen their math skills by enrolling in Advanced Math or Elementary Algebra.

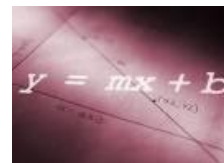
## **PRECALCULUS**

Grade Level: 11, 12

Credit: 1

Length: Full Year

Prerequisite: Successful completion of Algebra II (with an "A" or "B")  
And consent of instructor.



This course is intended to prepare students for Calculus. Students will study real numbers and complex numbers. Expanded skills will include vector algebra, functions including exponential and logarithmic functions, the need and use of the complex number, mathematical induction, circular trig functions and graphs, and the beginning of Calculus. Assignments, problem sets, quizzes, tests, use of calculators in graphing and problem solving, use of tables for trigonometry and logarithms. This course is required for AP Calculus. . A TI-83+ or TI-84 calculator is required for this course.

## **AP CALCULUS AB**

Grade Level: 12

Credit: 1

Length: Full Year

Prerequisite: Successful completion of  
Precalculus ("A" or "B")

And consent of instructor.

Students who take this course will be prepared to take the Advanced Placement Calculus AB test. The course reviews and uses major concepts of Algebra, Geometry, Analytic Geometry, Trigonometry, and functions. The two major topics are differential and integral Calculus. These allow students to analyze functions, solve related rate problems, find areas and volumes of two and three dimensional Geometry. A TI-84+ calculator is required for this course.



### **ADVANCED MATH**

Grade Level: 11, 12

Credit: 1

Length: Full Year

Prerequisite: Successful completion of Algebra II

Students who wish to continue their study of mathematics but do not wish to take Pre-Calculus have the option of taking Advanced Math. Students will work with a wide variety of topics necessary to prepare themselves for post secondary schooling. This class will use the graphing calculator to explore and enhance the understanding of mathematical relationships and concepts. Topics will include: Number Systems and Set Theory; Solving Equations, Inequalities, Matrices; Functions, and the nature of their graphs, trigonometry; probability and statistics; analytic geometry; parametric equations and vectors; polar coordinates; exponential and logarithmic functions; sequences and series; and limits. The course work will include assignments, problem sets, quizzes, tests, and projects. . A TI-84 calculator is required for this course.

### **ELEMENTARY ALGEBRA (Dual Credit MATC)**

Grade Level: 11, 12

Credit: 1

Length: Year

Prerequisite: Algebra I, Geometry, and Teacher Recommendation

This course offers traditional algebra topics with applications. Learners develop algebraic problem solving techniques needed for technical problem solving and for more advanced algebraic studies. Topics include linear equations, exponents, polynomials, rational expressions, roots and radicals. This course prepares learners to succeed in technical mathematics courses. Upon successful completion of this course with a 72% average or better and a C or better on the cumulative final exam, the student will receive

one math credit from FAHS and possibly 3 Madison College (MATC) college credits applied to an Associate Degree.

### **TECHNICAL MATH**

Grade Level: 11 or 12

Credit: 1

Length: Full Year

Prerequisite: Successful Completion of Geometry

This course will be designed to meet the unique needs of students at Fort Atkinson High School who have identified career aspirations in technical fields including manufacturing, construction, automotive, agriculture, and some areas of engineering. The new course will include concepts taught in other advanced math classes, such as Algebra II or Pre-Calculus; however, the concepts will be taught within authentic work-environment context and application. By providing the instruction specific to problems the student will face in the world of work in the career field of their choosing, the math will have high level of authentic application and encourage engagement.

### **CONSUMER MATH**

Grade Level: 12

Credit: ½

Length: Semester

Prerequisite: Senior Status



As students become consumers, it is essential that they learn consumer skills such as balancing a checkbook, calculating sales tax, unit pricing, computing wages and withholdings from hourly rates, salaries, commissions, and combinations of these. Other skills concern savings account, borrowing money, using credit cards, and purchasing items on installment. Students will work independently online through the PLATO learning environment to complete this course.

### **AP-STATISTICS**

Grade Level: 11, 12

Credit: 1

Length: Full Year

Prerequisite: Successful completion of Algebra II and consent of instructor

Students who take this course will be prepared to take the Statistics Advanced Placement Exam. Anyone who has an interest in a career in the sciences, engineering, nursing, or the social sciences such as psychology should take this course. It will provide background and study methods to interpret and better understand data. This is a college level course built around four main topics: exploring data, planning a study, probability as foundation for the procedures of statistics, and inferential reasoning. Students enrolled in AP courses may be asked to purchase AP study guide materials at the student's cost. The course will include assignments, labs, tests, methods to develop data, and working with samples from a population and a research project. A TI-84 calculator is required for this course.

### **COMPUTER SCIENCE 1**

Grade Level: 10, 11, 12

Credit: 0.5

Length: Semester

Prerequisite: Completed Algebra I

What is Computer Science and who should take it? Computer software impacts every aspect of our lives since every electronic device (like computers and smartphones) uses it to perform its tasks. This class is an introduction to software development. Students will learn how to write code, which means they will learn how to create the instructions that the computer understands. These instructions are at the foundation of every piece of software that runs on any computer or smartphone. Students will start by creating games in a 3D virtual world environment and then learn how to write code in Java. Who should take Computer Science? Anyone who wants to learn how to code, who plans to be an engineer or work in any technical field.

### **COMPUTER SCIENCE 2**

Grade Level: 10, 11, 12

Credit: 0.5

Length: Semester

Prerequisite: A grade of 'C' or better in Computer Science 1

Students will extend their knowledge of coding in Java by learning how to create more complex programs. Students will improve their problem-solving skills and understanding of coding by writing numerous programs to solve a wide variety of problems. This class will prepare the student for AP Computer Science and Mobile App Development.

### **AP COMPUTER SCIENCE**

Grade Level: 11, 12

Credit: 1

Length: Year

Prerequisite: A grade of 'C' or better in Computer Science 2 or consent of instructor.



This course will follow the AP College Board outline to prepare the student for the Advanced Placement Computer Science A exam. This is an advanced course in Java coding in which students will become fluent in programming. If you plan on becoming an engineer or work in any technical field, it is highly recommended that you take AP Computer Science. NOTE: Students who take this course and pass the AP Computer Science exam with a 3 or higher automatically receives \$1000 as part of the Ed Karrels APCS Scholarship.



## **MOBILE APP DEVELOPMENT**

Grade Level: 11, 12

Credit: 0.5

Length: Semester

Prerequisite: Computer Science 2

Apps are everywhere! They are on smartphones, smart TV's, tablets, and other mobile devices. Students in the Mobile App Development course will learn how to design and develop mobile apps for Android devices. The apps that are created in this course can be uploaded to the Google Play store and subsequently be downloaded by anyone around the world. Students will be provided with a tablet if they don't have an Android phone.

# MUSIC

Course Name	Credit	9	10	11	12	Prerequisite
Blackhawk Chorale	1	X	X	X	X	None
Chamber Chorale	1		X	X	X	Permission of Instructor/Audition
South High Street Singers/Lexington Singers	1	X	X	X	X	Permission of Instructor/Audition
Concert Band	1	X	X	X	X	None
Orchestra	1	X	X	X	X	None
Jazz Messengers	1	X	X	X	X	Permission of Instructor/Audition
Jazz Ambassadors	1			X	X	Permission of Instructor/Audition
Music Theory & Composition	½			X	X	Permission of Instructor
Select Women's Choir	1		X	X	X	Permission of Instructor/Audition

The study of music is one of the most valuable and worthwhile activities a person can undertake. No other area of study develops the whole person like music. At the 1996 Grammy Awards, accomplished actor, Richard Dreyfuss, commented on the need for music in a well-balanced life. "Perhaps we've all misunderstood the reason we learn music, and all the arts in the first place....for hundreds of years, it has been known that teaching the arts, along with history and math and biology, helps to create the well-rounded mind that western civilization and America have been grounded on. America's greatest achievements in science, in business, in popular culture, would simply not be attainable without an education that encourages achievement in all fields."

**Performances and concerts are considered a natural outgrowth of the curriculum and are required as a part of the final grade in all music course offerings.**



## CONCERT BAND

Grade Level: 9, 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: None

Concert Band studies and performs a variety of music that is a multifaceted representation of styles and periods. Students are encouraged to expand their musical horizons. Students are encouraged to expand their musical horizons. Band begins with summer marching band taking place during summer school. Please make it a point to enroll in summer school prior to the end of the current academic year. The school year will begin with marching band, which is a required part of the class and after about a quarter will transition quickly into the concert band setting. The Concert Band will be divided into two ensembles. The Wind Ensemble is intended for a more mature experienced musician ready for a deeper layer of musical intelligence. The Symphonic Band is intended for younger musicians looking to add upon and expand their musical vocabulary. Individual improvement and musical growth will be stressed as a part of the class. Instrumentation: Piccolo, Flute, Oboe, Bassoon, Clarinet, Bass Clarinet, Alto Saxophone, Tenor Saxophone, Baritone Saxophone, Trumpet, Horn, Trombone, Euphonium, Tuba, String Bass, and Percussion.

### **JAZZ MESSENGERS**

Grade Level: 9, 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: Permission of Instructor/Audition



Jazz Messengers is the entry level jazz ensemble at Fort Atkinson. It is recommended for all Freshman and

Sophomores interested in Jazz. This class is open to all interested instrumental music students. The course of study will encompass learning and performing the various styles of Jazz and World music as well as an emphasis on improvisation and composition. Instrumentation: Percussion, Alto Saxophone, Tenor Saxophone, Baritone Saxophone, Trumpet, Trombone, Piano, String Bass, Guitar & Percussion.

### **JAZZ AMBASSADORS**

Grade Level: 11, 12

Credit: 1

Length: Full Year

Prerequisite: Permission of Instructor/Audition

The Jazz Ambassadors strive to reach a deeper level of musical connection through improvisation and extended jazz techniques. Jazz Ambassadors is designed for more experienced students and requires instructor's approval. The course of study will encompass learning and performing various styles of Jazz and World music as well as an emphasis on improvisation and composition. Instrumentation: Percussion, Alto Saxophone, Tenor Saxophone, Baritone Saxophone, Trumpet, Trombone, Piano, String Bass, Guitar & Percussion.

### **ORCHESTRA**

Grade Level: 9,10,11,12

Credit: 1

Length: Full Year Prerequisite: None

The Orchestra offers opportunities to study and to perform a variety of musical literature of



intermediate and advanced levels. The focus of the Orchestra will be to refine existing skills and to develop mature performance skills while gaining a broad musicianship. In addition to performing, Orchestra students will explore a variety of music periods and styles, music history and theory, composing, conducting, and aural skills-components that will add to the understanding, appreciation, and enjoyment of music. There are two sections, Philharmonic Orchestra and Symphony Orchestra, each designed to meet the needs of every student musician.

### **BLACKHAWK CHORALE**

Grade Level: 9, 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: None

The Blackhawk Chorale performs music from all periods of music history stressing that of the major choral composers. The focus of Blackhawk Chorale will be to refine existing skills and to develop mature performance skills while gaining a broad musicianship. The choir participates in special observation days and concert events as well as solo-ensemble festivals at the district and state levels.

### **TREBLE CHORUS**

Grade Level: 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: Permission of Instructor/Audition

The Treble Chorus, with its requirements of interest and excellence in the performance of music of all types, performs music from all periods of music history stressing that of the major choral composers. The focus of Treble Chorus will be to refine existing skills and to develop mature performance skills while gaining a broad musicianship. The choir participates in special observation days and concert events as well as solo-ensemble festivals at the district and state levels.



### **CHAMBER CHORALE**

Grade Level: 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: Permission of Instructor/Audition

The Chamber Chorale, is an advanced ensemble with its requirements of interest and excellence in the performance of music of all types, performs music from all periods of music. The focus of Chamber Chorale will be to refine existing skills and to develop mature performance skills while gaining a broad musicianship. Individual improvement will be stressed. Performance participation and evidence of learning regarding aspects of music theory are assessed as part of the final grade.



### **SOUTH HIGH STREET SINGERS/LEXINGTON SINGERS**

Grade Level: 9, 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: Permission of Instructor/Audition

The South High Street Singers and Lexington Singers are vocal ensembles with a special emphasis on performance. The purpose of this organization is to fulfill the needs for those students who desire and thrive on challenge, for those whose more advanced vocal ability require a more advanced group to increase personal achievement for those who desire a richer and varied musical experience beyond regular concert choir literature. South High Street Singers participate in a number of performances and competitions throughout the year and are a requirement towards the grade in this class. Lexington Singers emphasis is on performance. Exposure to contemporary forms of music is the course of study for both Show Choirs. Styles of dance are also incorporated in the class.



Students are responsible for a \$300 fee which is due the day of auditions. Other expenses include overnight trips which are for members of the South High Street Singers, combo and crew members.

Some rehearsals are scheduled outside the regular school day and are required.

### **MUSIC THEORY AND COMPOSITION**

Grade Level: 11, 12

Credit: ½

Length: Semester

Prerequisite: Permission of Instructor

A course emphasizing the learning and understanding of the fundamentals of music composition and structure. Included in the course are units on basic and advanced music theory. Composition using computer technology and MIDI concepts will be utilized the second half of the semester.

# PHYSICAL EDUCATION

The Physical Education curriculum reflects a transition period. Our students move from the structure of the freshman year where there is a set curriculum into their sophomore and junior years where they will have some options from which to choose. Physical education is offered to seniors as make-up only and may only be done through quarter enrollment in a course.

Course Name	Credit	9	10	11	12	Prerequisite
<b>Physical Education 9</b>	½	X				None
<b>Physical Education 10/11</b>	½		X	X		None
<b>Lifeguard Training</b>	½		X	X	X	Instructor Consent
<b>Physical Education Make-Up</b>	½				X	
<b>Advanced Strength Training &amp; Conditioning</b>	½	X	X	X	X	

## PHYSICAL EDUCATION 9

Grade Level: 9

Credit: ½

Length: Semester

Prerequisite: None



## PHYSICAL EDUCATION 10-12

Grade Level: 10, 11, 12

Credit ½

Length: Semester

Prerequisite: None

This course will expose students to a wide variety of activities that will promote lifetime fitness and recreational opportunities. The course will focus on the basic fundamentals, skills, rules and etiquette necessary to be successful in each activity. Students may be introduced to the following activities: softball, speedball, biking, badminton, volleyball, lacrosse, tennis, rollerblading, floor hockey, frisbee golf, weight training and a variety of fitness activities.

### Competitive Games PE 10-12

This course is designed to cover all areas of physical education and place an emphasis on competitive games. Students will also engage in fitness activities, team sports, individual sports, and aquatics. Students will have a strong understanding of how movement in a variety of areas will lead to a healthy lifestyle.

### Wellness PE 10-12

This course will allow students to experience new and current trends in fitness such as Yoga, Pilates, Kickboxing, power walking, biking, step aerobics, water fitness, elliptical training, tone and sculpting, computer based exercise activities, and interval training. Students will participate in different fitness activities that will help them reach personal goals. Students will analyze their health and fitness needs, analyze the newest diet and health trends, experience techniques to better manage their stress and design a personal fitness program to meet their goals. Students will also examine ways to incorporate nutrition into their wellness plan, examine their own diet, and explore local health club facilities in the community. Students will also learn how to instruct group exercise classes. Students will ultimately demonstrate the importance of living a healthy lifestyle.

### **ADVANCED STRENGTH AND CONDITIONING**

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester

Prerequisite: Instructor consent



This is a ground based movement course designed to meet the need for a higher level of development within human performance. This course will feature highly structured workouts with regard to workout intensity and exercise frequency. Explosiveness training and speed improvements will be included in this course. Freshmen may only take this as an elective course.

### **LIFEGUARD TRAINING**

Grade Level: 10, 11, 12

Credit: ½

Length: Semester

Prerequisite: Instructor consent

This course is designed for those students who would like to become a certified American Red Cross lifeguard. Students will be certified as a professional rescuer, AED provider, and a lifeguard with current First Aid. Students must be able to pass a swim test, water tread and brick retrieve to successfully be placed into the course. The cost of the course is \$70 for a text book and mask. This class is for general credit and does not count towards a PE credit. Students must gain instructor's consent to be placed in the course.

# SCIENCE

Please note, there are several changes within the science offerings based upon grade level within school. Many of these changes will begin with the graduating class of 2024, but increased offerings will be available to all students beginning with the 2020-2021 school year. Through the curriculum update process, all science offerings and availabilities will be as follows:

Course Name	Credit	9	10	11	12	Prerequisite
REQUIRED SCIENCE FOUNDATIONS COURSES for ALL STUDENTS						
Chemistry I	½	X		Only applicable for credit recovery		None
Physics I	½	X				None
Biology I	½	*	X			Chemistry I & Physics I
Earth Science I	½	*	X			Chemistry I & Physics I
*Concurrent grade 9 enrollment is permissible with freshman courses to accelerate access to advanced science coursework.						
BIOLOGY OFFERINGS						
Biology	1		X	X	X	Science 9
Biotechnology	½			X	X	Biology and Chemistry II
Human Anatomy and Physiology	1			X	X	Biology
AP Biology	1			X	X	Biology and Chemistry H Required Instructor Recommendation Required if Missing Prerequisite(s)
*Concurrent enrollment with required Grade 10 courses permissible to accelerate access to advanced science coursework.						
CHEMISTRY OFFERINGS						
Chemistry II	1		X	X	X	Science 9 or Biology
Accelerated Chemistry II	1		X	X	X	Science 9 or Biology This accelerated course provides content rigor sufficient to prepare students for AP Chemistry and AP Biology.
AP Chemistry	1			X	X	Chemistry H Instructor Recommendation Required if Missing Prerequisite(s)
EARTH SCIENCE OFFERINGS						
Astronomy	½		X	X	X	Science 9 or Biology Duplicative of previous Earth and Space Science Course
Geology	½		X	X	X	Science 9 or Biology Duplicative of previous Earth and Space Science Course
ENVIRONMENTAL SCIENCE OFFERINGS						
Ecology	½		X	X	X	Science 9 or Biology Duplicative of previous Natural Resources Course

AP Environmental Science	1			X	X	Biology and Chemistry
<b>PHYSICS OFFERINGS</b>						
Physics II	1			X	X	Science 9 or Biology and Algebra II
Conceptual Physics	1		X	X	X	Science 9 or Biology
<b>SPECIAL OFFERINGS</b>						
Medical Occupations	½		X	X	X	Biology
Electronics	1		X	X	X	Algebra I Recommended
Independent Study	1			X	X	Instructor Recommendation Required

## REQUIRED SCIENCE FOUNDATIONS COURSES FOR ALL STUDENTS

### **CHEMISTRY I**

Grade Level: 9

Credit: ½

Length: Semester

Prerequisite: None

Chemistry I is a required 1 semester science course that provides foundational learning in chemistry. Students in this course will deepen and hone skills in data collection and reporting as well as making scientific observations. Units in study of matter, atomic theory, chemical reactions and solutions will be provided to prepare students for future chemistry coursework.

### **PHYSICS I**

Grade Level: 9

Credit: ½

Length: Semester

Prerequisite: None

Physics I is a required 1 semester science course. Content covered during the semester will include number sense and reporting in laboratory settings.

Study will be provided in the area of kinetics including speed, velocity and acceleration, conservation laws of mechanical energy and momentum and the study of waves. This course will provide the foundational learning for future physics coursework.

### **BIOLOGY I**

Grade Level: 9 or 10

Credit: ½

Length: Semester

Prerequisite: None

Biology 1 is a required 1 semester science course. Biology is the study of life in all its wondrous forms and interconnections. This course provides the foundational learning in biological sciences that will prepare students for future courses and life as a scientifically literate member of society. In this course, students will develop an understanding of the essence of life including how earth developed its great biodiversity, how life obtains and uses energy, and how life maintains the delicate and awe inspiring balance that is nature. This course may be taken during the freshman year with department consent.



## **EARTH SCIENCE I**

Grade Level: 9 or 10

Credit: ½

Length: Semester

Prerequisite: None

Earth Science I is a required 1 semester science course. Content covered during the semester will focus on the large scale interactions between the geosphere, atmosphere, hydrosphere and humans. Students will learn how life and earth systems are connected to one another and the importance of sustainable use of natural resources. Special attention will be paid to the carbon cycle and its role in climate change. This course may be taken during the freshman year with department consent.

## **BIOLOGY OFFERINGS**

### **BIOLOGY**

Grade Level: 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: Science 9

Biology is the study of life in all its wondrous forms and interconnections. In this course we strive to understand the essence of life including the elegance of DNA, the hidden beauty of cells, the fascinating systems that keep us alive and healthy, and how life maintains the delicate and awe inspiring balance that is nature. Biology is one of three required science courses here at Fort Atkinson High School.

### **BIOTECHNOLOGY**

Grade Level: 11, 12

Credit: ½

Length: Semester

Prerequisite: Biology and Chemistry II

This course covers basic concepts and techniques necessary to work in a biotechnology laboratory

setting. It will give students an awareness of career opportunities and the skills needed for careers in biotechnology. The extensive laboratory work will introduce students to proper laboratory techniques and the operation of instruments used in biotechnology labs. This course is designed to prepare students for entry level employment and/or a two- or four-year college program in the field of biotechnology. Career choices for students taking this class might be: biotechnology lab technician in a crime lab or agribusiness corporation, technician at a research lab or a pharmaceutical corporation. Labs include: Restriction Enzyme Analysis, Electrophoresis, Purification of DNA, Transformation, Polymerase Chain Reaction PCR.

### **HUMAN ANATOMY AND PHYSIOLOGY**

Grade Level: 11, 12

Credit: 1

Length: Full Year

Prerequisite: Biology

In this course we will delve into the mysteries of the human body and develop a deep appreciation for the understanding of how our bodies work. We will explore the structures of the human body; their names, locations and how they work together. As we work through all 11 body systems we will investigate how the structures and chemicals of the body function to maintain our existence. This course is highly recommended for students interested in going into any biological science, any medical/health career, veterinary services, or who just enjoy the subject. This course is great preparation for both those going on to a 2-year program such as Madison College (MATC) or another 4-year college. This course involves many hands of experiments, dissections, and bioengineering.

## **ADVANCED PLACEMENT BIOLOGY**

Grade Level: 11, 12

Credit: 1

Length: Full Year

Prerequisite: Biology and Chemistry H Required  
(or Instructor Recommendation)

The Advanced Placement course is equivalent to an introductory college Biology course for Science majors. The course is designed to be taken by students with a special interest and high motivation for an in-depth study of the biological sciences. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills to deal critically with the rapidly changing science of Biology. This course requires a high level of preparation and a commitment to excellence. Students who are not prepared for a rigorous course should not take Advanced Placement Biology. This course will involve more time and effort than other courses, the textbook is an advanced one, and excellent reading skills are required. Students are expected to take the Advanced Placement Exam at the conclusion of the course. Students will be responsible for the cost of the exam. A test similar to the Advanced Placement Exam will be given at the end of the course. This exam will be included in the course grade. Students enrolled in AP courses may be asked to purchase AP study guide materials at the student's cost.

## **CHEMISTRY OFFERINGS**

### **CHEMISTRY II**

Grade Level: 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: Science 9 or Biology

Chemistry is the branch of science which investigates the composition of matter, the

reactions that occur, the energy changes which take place and the theories which govern them. An understanding of chemistry can help you better understand how products we use everyday are made and how they work - everything from antacid tablets to gasoline. This course is intended for students planning to attend a four-year college. It is highly recommended to take at least one year of high school chemistry.

### **ACCELERATED CHEMISTRY II**

Grade Level: 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: Science 9 or Biology (This course is a preparation for AP Chemistry and AP Biology)

Accelerated Chemistry II has the same core content as Chemistry II. Student's will be challenged by the course's faster pace and independent nature aligned to preparation for AP Chemistry. Learn about the fundamental concepts of chemistry including structure and states of matter, intermolecular forces, and reactions. You'll do hands-on lab investigations and use chemical calculations to solve problems. Those individuals who intend to further their education beyond high school should give consideration to enrollment in Accelerated Chemistry II, especially those whose interests lie in the fields of nursing, engineering, teaching, medicine, pharmacy, metallurgy, genetic research, agriculture, etc.

For students planning to attend a four-year college, it is highly recommended to take at least one year of high school chemistry beyond the Chemistry I course. This course is a prerequisite for AP Chemistry and strongly recommended for AP Biology.

### **ADVANCED PLACEMENT CHEMISTRY**

Grade Level: 11, 12

Credit: 1

Length: Full Year

Prerequisite: Chemistry II

Challenge yourself by taking a college level chemistry course while still in high school. Learn about the fundamental concepts of advanced chemistry including structure and states of matter, intermolecular forces, and reactions in this rigorous course. You'll do complex hands-on lab investigations and use chemical calculations to solve advanced scientific problems.

For students planning to attend a four-year college, successful completion of this course, including a score of 3 or higher on the AP Chemistry exam may result in the awarding of college credit within postsecondary college or university programming. This course is aligned to the AP Chemistry course as outlined by the College Board.

### **EARTH SCIENCE OFFERINGS**

#### **ASTRONOMY**

Grade Level: 10, 11, 12

Credit: ½

Length: Semester

Prerequisite: Science 9 or Biology

Astronomy is a 1 semester elective science course. The first part of the course will focus attention on our Solar System. Students will learn about Kepler's 3 Laws of Planetary Motion, Earth-Moon-Sun geometry, characteristics of the Solar System, and how our Sun produces energy. The second half of the course will look at different classes of stars in the universe, how stars change over time, our changing model of the universe, and the Big Bang model.

### **GEOLOGY**

Grade Level: 10, 11, 12

Credit: ½

Length: Semester

Prerequisite: Science 9 or Biology

Geology is a 1 semester elective science course. Students will learn how the major geologic forces have shaped Earth and society. Class time will be spent in the lab learning how to classify earth materials and exploring how we can use data from earth materials to determine how the Earth has changed over time. Course time will be devoted to analyzing how the availability of earth resources has impacted human society.

### **ENVIRONMENTAL SCIENCE OFFERINGS**

#### **ECOLOGY**

Grade Level: 10, 11, 12

Credit: ½

Length: Semester

Prerequisite: Science 9 or Biology

Ecology is a course designed to make students aware of the life and earth science issues that pertain to the ecology of our natural resources. This course will include the study of forestry, water quality, fish, waste, conservation and wildlife management, invasive species, and current environmental issues, all through the lens of sustainability. The curriculum is focused on experiences, projects, and hands-on learning and includes field trips, guest speakers, and student choice projects.

## **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

Grade Level: 11, 12

Credit: 1

Length: Full Year

Prerequisite: Biology and Chemistry

In this college level course students study how science interacts with ethics and application. A.P.E.S. is the study of the natural sciences in a way that always includes consideration of people and how they have influenced the systems under examination. This class will include aspects of geology, ecology, earth and atmospheric science, population dynamics, geography, pollution and policy. Students will find that APES brings to the table a wide menu of study including biomes, landscapes, biodiversity, law, food, agriculture, pests, health and politics. Man's use of our natural resources and preservation of those resources is a key component in areas such as wetland, forests and prairies. We investigate the impact of toxic and hazardous waste as man attempts to become sustainable. Students enrolled in AP courses may be asked to purchase AP study guide materials at the student's cost.

intend to further their education beyond high school should give consideration to enrollment in Physics II, especially those whose interests lie in the science career pathways. For students planning to attend a four-year college, it is highly recommended to take at least one year of high school physics while in high school.

## **CONCEPTUAL PHYSICS**

Grade Level: 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: Science 9 or Biology

Conceptual Physics emphasizes conceptual understanding of key concepts with a heavy emphasis on hands-on learning activities. Conceptual Physics is an activity-based physics course in which students are challenged to solve a problem that is identified at the beginning of each unit. Students will learn to apply scientific design processes in the areas of motion, energy, and materials science to solve those problems. Conceptual Physics is generally not recognized by colleges for entrance requirements. However, it does count toward one of the required three credits for high school graduation.

## **PHYSICS OFFERINGS**

### **PHYSICS II**

Grade Level: 11, 12

Credit: 1

Length: Full Year

Prerequisite: Science 9 or Biology and Algebra II

Physics II provides opportunity for deeper physics knowledge and experiences building upon the Physics I course. Engage in deeper learning about the collection and reporting of data, motion and velocity, vectors, energy and momentum and waves. Those individuals who

## **SPECIAL OFFERINGS**

### **MEDICAL OCCUPATIONS**

Grade Level: 11, 12

Credit: ½

Length: Semester

Prerequisite: Biology

This course will give students an awareness of career opportunities and the skills needed for careers in allied health. Students will have the opportunity to explore dozens of different career options in the allied health field through field trips, guest speakers, job shadowing, and the use of Xello. The laboratory work will introduce students to proper laboratory techniques and the operation of instruments used in allied health clinics and labs. In addition to career options, the curriculum covers systems of the human body and medical terminology. This is an excellent class to take before enrollment in the certified nurse assistant class offered through MATC-Fort Atkinson. This course is designed to prepare students for entry level employment and/or a two- or four-year college program in the field of allied health. Career choices for students taking this class might be: one year of school to become a surgical technician or 12 years to become a surgeon; two-year or four-year RN; dental assistant, dental hygienist or dentist; medical assistant, physician assistant or physician; respiratory therapist, physical therapist, medical lab technician at a hospital or clinic, radiology technician, dietetic technician or dietitian, and many others. This course does not meet Science credit requirements for admission to a UW system institution. This course is recommended for those students planning on taking the certified nurse assistant course through MATC-Fort Atkinson.

### **ELECTRONICS**

Grade Level: 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: Science 9 or Biology (Algebra I recommended)

We all use electronic equipment everyday - whether we think so or not. Because of this, a basic understanding of how electricity and electronics works is vital to understanding how our world works. Most of the time in electronics is spent in the lab investigating principles like Ohm's Law, capacitance, and integrated circuits.

### **INDEPENDENT STUDY**

Grade Level: 11, 12

Credit: 1

Length: Full Year

Prerequisite: Instructor Recommendation Required

Science begins when people make observations of events and ask questions. Students identify and select a topic in their area of interest. Book research is compiled from primary sources and a hypothesis. The purpose of the research projects are to allow students the opportunity to "do" science. The goal of the research project will be to enter local, regional and state science fairs such as Fort Atkinson Science Fair, UW Junior Science, Engineering and Humanities Symposium, and the Science Congress. Students may also choose to establish mentorships with college professors at area universities in order to extend their research experiences. Research projects provide an excellent opportunity for talented and motivated students. Students will be rewarded not only by the knowledge and experiences gained, but also by the cash prizes, awards and trips that are offered by the various competitions.

## SOCIAL STUDIES

Three credits in Social Studies are required for graduation.

Course Name	Credit	9	10	11	12	Prerequisite
Eastern Cultural Studies	1	X				None
Eastern Cultural Studies-H	1	X				None
U.S. History 10	1		X			None
Adv. Placement U.S. History	1		X	X	X	None
Advanced Placement Human Geography	1			X	X	None
Advanced Placement Psychology	1			X	X	None
Ancient & Medieval History	½			X	X	None
Ethnic Studies	½			X	X	None
History of Warfare	½			X	X	None
Modern World History	½			X	X	None
Psychology	½			X	X	None
Sociology	½			X	X	None
Today's World	½			X	X	None
Wisconsin Story	½			X	X	None
Women's Studies	½			X	X	None
Advanced Placement Microeconomics	½				X	None (Suggested minimum of Pre-Calc math background)
Advanced Placement Macroeconomics	½				X	None (Suggested minimum of Pre-Calc math background)
Economics	½				X	None
Government	½				X	None
Government-H	½				X	None

### **EASTERN CULTURAL STUDIES**

Grade Level: 9

Credit: 1

Length: Full Year

Prerequisite: None

physical geography, history, environmental issues, economics, government, demographics, and current events. This course is a complement to the 8<sup>th</sup> grade “Western Cultural Studies” social studies class.

Eastern Cultural Studies is a class for students to gain a deep understanding of cultures throughout the world, with an emphasis on the eastern hemisphere. Students will investigate people whose beliefs, values, and customs are similar and different than their own. Topics include

## **EASTERN CULTURAL STUDIES – HONORS**

Grade Level: 9

Credit: 1

Length: Full Year

Prerequisite: None



This course develops human geography skills and an understanding of the forces behind change in our world today. Important topics include the fundamentals of governance, economic development, and cultural traits. Skills are developed through the study of different regional areas such as the Middle East, Africa, South Asia, East Asia, and Southeast Asia. ECS – H will present material in more detail and will require more writing, presentations, independent work, and increased work time outside of class than the ECS course.

## **U.S. HISTORY 10**

Grade Level: 10

Credit: 1

Length: Full Year

Prerequisite: None

The U.S. History course will examine the major events and famous people that have shaped U.S. society over the last century. Main themes include politics, social, and economic trends from the times of Imperialism through the current day.

## **ADVANCED PLACEMENT U.S. HISTORY**

Grade Level: 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: Recommended 3.25 GPA

This class is designed to prepare students for the AP exam in U. S. History. The course is an in-depth study of U. S. History taught at an accelerated pace. Students will utilize several learning techniques, many of which are self directed. Reading and writing skills are emphasized. In order to be successful in Advanced Placement U.S. History, students need

to be highly motivated and self-directed. It is strongly recommended that students have good writing skills and the ability to spend approximately five hours a week working outside of class.

## **ADVANCED PLACEMENT HUMAN GEOGRAPHY**

Grade Level: 11, 12

Credit: 1

Length: Full Year

Prerequisite: None

This course deals with patterns of global cultural systems and their impact on the earth. Human Geography includes an analysis of rural and urban economics, politics and boundaries, population, urbanization, religion, and linguistics. Theoretical and mathematical models will be used to understand human behavior and interactions with the environments in which we live. AP Human Geography is open to Juniors and Seniors who intend to take the AP Human Geography exam in May.

## **ADVANCED PLACEMENT PSYCHOLOGY**

Grade Level: 11, 12

Credit: 1

Length: Full Year

Prerequisite: Recommended 3.25 GPA

This course introduces students to the systematic and scientific study of behavior. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. Students will also learn about the methods psychologists use in their everyday practices. Students will be required by district policy to take the national AP exam in May and possibly receive three college credits.

### **ANCIENT AND MEDIEVAL HISTORY**

Grade Level: 11, 12

Credit: ½

Length: Semester

Prerequisite: None

Ancient & Medieval History is designed to acquaint students with the historical background of our present day world. Course content includes non-Western and Western civilizations prior to the 1400's, including Ancient Greece and Rome, China, and Medieval Europe. Instruction highlights the economic, political, and social aspects of our emerging world. Emphasis is placed on primary source work.

### **ETHNIC STUDIES**

Grade Level: 11, 12

Credit: ½

Length: Semester

Prerequisite: None

This course will cover the history of various racial and ethnic groups such as Asian Americans, African Americans, Latinos, Middle-Eastern and Muslim Americans, Native Americans, and White Ethnics. Study will include reasons they came to the U.S., how they interacted with the mainstream culture, the ways in which they contributed to society, unique characteristics they held onto, and the ways in which they were not a full and equal part of society, and actions taken to be treated more equally. Contemporary issues regarding race and ethnicity such as immigration, racial profiling, affirmative action, and Indian gaming will also be covered.

### **HISTORY OF WARFARE**

Grade Level: 11, 12

Credit: ½

Length: Semester

Prerequisite: None

This class will look at how warfare has changed from ancient times to the present day. Students will have the opportunity to study and act out the battle tactics, weapons, and famous people of the many conflicts spanning human history. Topics include the root causes of war, the daily lives of fighting men and women, the evolution of military equipment, and the reasons why battles are won or lost. Active participation is a big part of assessment for students in this class.

### **MODERN WORLD HISTORY**

Grade Level: 11, 12

Credit: ½

Length: Semester

Prerequisite: None

Modern World History is designed to acquaint students with the historical background of our present day world. Course content includes non-Western and Western civilizations since the 1400's, including the Renaissance and the Age of Imperialism. Instruction highlights the economic, political, and social aspects of our emerging world. Emphasis is placed on primary source work.

### **PSYCHOLOGY**

Grade Level: 11, 12

Credit: ½

Length: Semester

Prerequisite: None

Psychology will help students understand why they think, feel, talk and act as they do. The course explores the ways various psychologists explain human behavior. As a result of dealing with these explanations, students will be better able to understand themselves and others.



## **SOCIOLOGY**

Grade Level: 11, 12

Credit: ½

Length: Semester

Prerequisite: None;



Since Sociology is the study of human society and social behavior, sociologists focus on group behavior to understand how people relate to one another and influence each other's behavior. The intent of this course is to introduce students to topics such as social class, adolescence, deviance, culture, personality, race, and ethnicity. Students are invited to think like a sociologist by making connections between themselves and society, understanding the reasons for social problems, and considering solutions to societal issues. Discussion is an important element of this student participation class.

## **TODAY'S WORLD**

Grade Level: 11, 12

Credit: ½

Length: Semester

Prerequisite: None

This course covers current events that appear most often in the news and are important either locally, state wide, nationally, or globally. Topics covered can be both teacher and student selected. Students will stay informed of what is happening in the news. Student participation in discussion is an essential part of this course.

## **WISCONSIN STORY**

Grade Level: 11, 12

Credit: ½

Length: Semester

Prerequisite: None

This course is a survey of Wisconsin based on a variety of aspects of the state's past and present, including: Native American perspective, geography and geologic influences, economics, political development, the role of conflict and war, and immigration. Also included in the course is a county portfolio project. Students will

develop research and writing skills and well as technological and group presentation skills. They will have an understanding of their state history as well as factors affecting the community in which they live.

## **WOMEN'S STUDIES**

Grade Level: 11, 12

Credit: ½

Length: Semester

Prerequisite: None

Women's Studies looks at issues that affect women past and present. We will study the traditional and non-traditional roles that women have had in U.S. and world culture and society from ancient times through women's rights movements in the 19<sup>th</sup> and 20<sup>th</sup> centuries. We will also discuss current issues that face women worldwide, human trafficking, advertising and body image, domestic abuse, and economic gaps between genders. Student participation in discussion is an important part of this course.

## **ECONOMICS**

Grade Level: 12

Credit: ½

Length: Semester

Prerequisite: None

This senior level course combines the three main themes of economics: micro, macro, and personal finance. Students will learn about the market system that the United States functions under, how it operates, and when and how the government steps in to correct any problems. The course also helps students understand basic business functions, such as competition and the role of advertising, as well as personal decision-making and risk-taking in areas such as investments and insurance.

**ADVANCED PLACEMENT  
MICROECONOMICS**

Grade Level: 12

Credit: ½

Length: Semester (second only)

Prerequisite: None

AP Micro is a fast-paced second semester senior course. It is intended for students looking for a challenge and interested in taking a closer look at the decision-making that businesses conduct in determining how to set prices and how much to produce. Students enrolled will use math reasoning and critical thinking skills to apply their knowledge to prepare to take the national Microeconomics AP exam and possibly earn college credit.

**ADVANCED PLACEMENT  
MACROECONOMICS**

Grade Level: 12

Credit: ½

Length: Semester (second only)

Prerequisite: None

AP Macroeconomics is a fast-paced second semester course for seniors. It is intended for students looking for a challenge and interested in understanding the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students will use math, reasoning, critical thinking, and application skills to prepare for the national Macroeconomics AP exam and possibly earn college credit.

**GOVERNMENT**

Grade Level: 12

Credit: ½

Length: Semester

Prerequisite: None

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 studied. Emphasis will be placed on government processes as they relate to society today.

**GOVERNMENT – HONORS**

Grade Level: 12

Credit: ½

Length: Semester

Prerequisite: None

This course introduces students to the history, structure, and systems of the U.S. political process. Students will be exposed to the functions of local, state, and federal government. Students will also gain an understanding of citizenship and the voting and electoral process. A higher level of participation and performance is expected in the Honors level course.

## **SPECIAL EDUCATION**

The Special Education Department at FAHS is comprised of both certified teaching staff and special education assistants who support student learning across all academic areas. Students who are identified as eligible for services have an Individual Educational Program (IEP) team which includes the student and his/her parents. The team develops a plan and services are provided to the student on a continuum of levels from consultative support to specially designed and delivered instruction.

### **Special Education Vision and Mission Statement:**

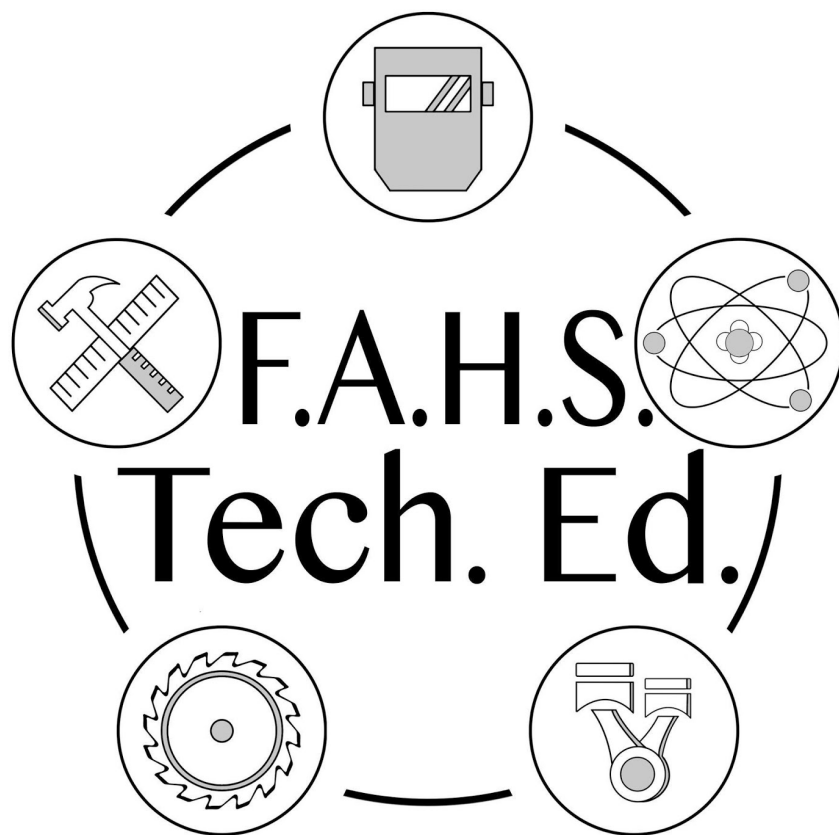
The mission of the special education department is three-fold: (1) to provide specially designed curriculum when necessary, as well as modifications, accommodations and/or related services for students to be successful in their general education curriculum; (2) to help students and families think about life after high school and set long-range goals; and (3) to design the high school experience to ensure that students gain the skills and connections they need to achieve those goals.

### **Special Education provides opportunities for students to:**

- Increase academic skills by focusing on individual learning abilities.
- Make progress in the general education curriculum through modifications, accommodations and/or related services.
- Help student and family think about the future and consider what students want to do after high school.
- Provide post-secondary and career exploration opportunities prior to graduation through curriculum and hands on experiences.
- Jointly plan for how to make the high school experience relate directly to student dreams and desired outcomes.
- Help students and families make connections to services they will need after high school.
- Increase opportunities for student success once leaving school.

# TECHNOLOGY EDUCATION

"Providing Life Skills and Career Readiness"



In today's rapidly changing world it is imperative to provide students with learning experiences that will allow them to keep pace with our rapidly changing technological society. Our focus is to design a curriculum and provide lifelong learning skills which will incorporate all curricular disciplines and provide all students with relevant, career-focused education to become capable and productive adults.

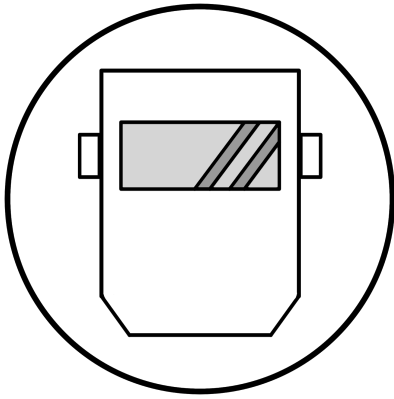
The F.A.H.S. Technology Education Department offers a sequence of courses that focus on five areas or career pathways of study. The pathways will provide students with a solid set of knowledge, experiences, and skills that can serve as a foundation for careers in the areas of Manufacturing, Automotive, Construction, Cabinetmaking and Engineering.

TECHNOLOGY EDUCATION						
Manufacturing						
Course Name	Credit	9	10	11	12	Prerequisite
Machine Tool & Welding I	½	X	X	X	X	None
Machine Tool & Welding II	½		X	X	X	Successful completion of Machine Tool & Welding I
Advanced Machine Tool & Welding Dual Credit Madison College	1			X	X	Successful completion of Machine Tool & Welding I and Machine Tool & Welding II
Advanced Machine Tool & Welding II Independent Study	1				X	Successful completion of Machine Tool & Welding I; Machine Tool & Welding II; and Advanced Machine Tool & Welding.
Manufacturing Youth Apprenticeship	½ - 4			X	X	Successful completion of Machine Tool & Welding I; Enrollment of Machine Tool & Welding II; Instructor Consent

Automotive/Transportation						
Energy & Small Engines	½	X	X	X	X	None
Automotive Tech I	½		X	X	X	Energy & Small Engines Recommended
Automotive Tech II	1			X	X	Successful completion Automotive Tech I or Instructor Consent. Energy & Small Engines. Recommended.
Advanced Automotive Systems Dual Credit Blackhawk Technical College	1				X	Successful completion of Auto I and Auto II or Instructor Consent. Energy & Small Engines Recommended.
Automotive Youth Apprenticeship	½ - 4			X	X	Successful completion of Auto I; enrollment in Auto II; Instructor Consent.
Cabinetmaking						
Beginning Cabinetmaking	½	X	X	X	X	None
Advanced Cabinetmaking Dual Credit Madison College	1		X	X	X	Successful completion of Beginning Cabinetmaking
Independent Study Cabinet making	½ - 1			X	X	Advanced Cabinetmaking
Engineering						

3D Solid Modeling: Computer Aided Drafting (CAD)	1	X	X	X	X	None
Computer Integrated Manufacturing: CIM	1	X	X	X	X	None
Introduction to Engineering	1	X	X	X	X	None
Principles of Engineering	1		X	X	X	Successful completion of Introduction to Engineering.
<b>Construction</b>						
Construction I	½	X	X	X	X	None
Construction II Dual Credit Madison College	½	X	X	X	X	Successful completion of Construction.
Advanced Construction	½			X	X	Successful completion of Construction I & Construction II
Consumer Care: Home & Auto	½	X	X	X	X	None
Construction Youth Apprenticeship	½ - 4			X	X	Successful completion of Construction I; enrollment in Construction II; Instructor approval.

# Manufacturing



## **Machine Tool & Welding I**

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester

Prerequisite: None

This introductory course in metalworking will orient students to the skills and knowledge necessary to understand and pursue higher levels of skills in the world of manufacturing. This course orients students to a variety of processes:

Unit:

- Layout/measurement/blueprint reading (toolbox)
- Forming/cutting (lathe)
- Molding (foundry)
- assembling (GMAW, SMAW and OAW welding)

Manufacturing is a growing profession in Jefferson County and throughout the United States. Skilled workers are needed to fill these positions. Note: Students are to wear safety glasses which are the fiscal responsibility of the student.

## **Machine Tool & Welding II**

Grade Level: 10, 11, 12

Credit: ½

Length: Semester

Prerequisite: Successful completion of Machine Tool and Welding I or Instructor Consent.

This activity-based course provides a more in-depth approach to materials, processes and industrial design systems. Students will build upon concepts and skills acquired in Introduction to Industrial Design (prerequisite course) to learn about:

Units:

- Advanced blueprint reading (sawed block)
- Advanced forming/cutting (lathe)
- Advanced molding and assembling (C-Clamp)
- Welding Processes (GMAW, GTAW, FCAW and SMAW)

Examples of some projects include:

C-clamps, metal forming of sculptures, advanced welding positions (overhead, vertical up and down). Note: Students are to wear safety glasses which are the fiscal responsibility of the student.

### **Advanced Machine Tool & Welding**

Grade Level: 11, 12

Credit: 1 (3 Credits MATC)

Length: Full Year

Prerequisite: Successful completion of Machine Tool and Welding I, Machine Tool and Welding II, or Instructor Consent



participating in an industry level work experience in the area of manufacturing.

This vocational preparation course designed for students who may wish to enter the manufacturing industry as a chosen occupation. Coursework will closely simulate the manufacturing industry. Students will be responsible for the planning, manufacturing and overseeing processes of customer jobs. Projects may vary from racks, carts, trailers, to vehicle and machined parts.

The course allows students high level learning experiences involving:

- Fabrication (Various Projects)
- Machining (Lathe, Mill)
- Welding Processes (GMAW, GTAW, FCAW and SMAW)

Note: Students are to wear safety glasses which are the fiscal responsibility of the student.

**Note: This course is a dual credit course with Madison College. Students will receive 8 credits at Madison College upon completion of the course (SMAW, GMAW, Machine Tool, and Fabrication)**

### **MANUFACTURING YOUTH APPRENTICESHIP**

Grade Level: 11, 12

Credits: ½ - 4

Length: Full Year

Prerequisite: Successful completion of Machine Tool & Welding I, enrollment in Machine Tool & Welding II and acquire instructor consent.

Students who are serious about a career in the manufacturing industry should consider this youth apprenticeship. Students will acquire additional knowledge, skills, and concepts by

## **AUTOMOTIVE**



### **ENERGY & SMALL ENGINES**

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester

Prerequisite: None

In today's world, understanding of exhaustible, inexhaustible, and renewable energy sources is critical. The semester will cover topics in both energy and small engines, the majority being in small engines.

During the Energy section of this class, students will learn about fossil fuels, and our dependence on them. Students will also learn about alternative energies and the importance of their development on our country. We will also discuss the need to conserve our resources and develop other methods to fulfill our energy needs. To demonstrate knowledge of content, students will complete a research paper and presentation of an energy source of their choosing. Students will then make a powerpoint and present their energy source to the class.

During the Small Engine section of this class,



students will learn about the 4 Stroke Cycle, and the role that it plays in our daily lives. Students will learn the 4 distinct actions during the 4 stroke cycle, and what internal components of the engine need to do during each stroke. They will also gain an understanding of how various components must be timed for the cycles to function. Students will also be required to perform various labs during this portion of the class in which they will be completing inspection, measurements, disassembly and reassembly of a small engine. If time allows, students will be able to bring in an engine from home for engine diagnosis and repair towards the end of the semester.

Students are required to provide a combination lock and approved safety glasses during the labs. They will also be required to complete and pass a nationally recognized Safety Module before they are allowed to begin any lab exercises.

\*\*this course is recommended for the Automotive sequence but is not required.

### **AUTOMOTIVE TECHNOLOGY I**

Grade Level: 10, 11, 12

Credit: ½

Length: Semester

Book: CDX Automotive, MLR (Maintenance Light Repair)

Prerequisite: None, however, Energy & Small Engines is highly recommended

The Automotive Technology 1 course is designed to provide the student with a basic knowledge of various automotive systems and the recommended maintenance required to keep the automobile operating safely and efficiently. Emphasis will be placed on the areas of safety, power and hand tools, the 4-Stroke Cycle, batteries, brakes, fluid and lubricants and tires. Various "hands-on" lab modules are required during this course. Students will also have an attempt to gain ASE certification in brakes.

Students are required to purchase approved safety glasses, and a minimal charge may be imposed for supplies used during this course. Students must also pass a nationally recognized Safety Module to enable them to perform the required labs during this class.

### **AUTOMOTIVE TECHNOLOGY II**

Grade Level: 11, 12

Credit: 1

Length: Full Year

Book: CDX Automotive, MLR (Maintenance Light Repair)

Prerequisite: Successful completion of Automotive Technology I

This course is being offered as year one of the two year Automotive Program. Students will receive instruction in the automotive areas of brakes, steering, suspension, engine performance, and electrical.

The students will gain knowledge in all aspects of suspension and steering to include inspection of components, automatic and manual transmissions, wheel alignment, engine performance and diagnostic testing, and electrical system operation and troubleshooting. Proper techniques and procedures for diagnosis, repair and maintenance of these systems will be practiced, which will also require the students to utilize diagnostic and specialized equipment. Work-based learning is also part of this program to assist the student in development of his or her work skills. Instruction will include live vehicle work as well as working with computer software and training aids from automotive components.

The students are required to provide approved safety glasses for this course and may be imposed a minimal expense for supplies used during this class. A required nationally recognized Safety Module must be completed prior to performing any required labs during this course.

## **ADVANCED AUTOMOTIVE SYSTEMS**

Grade Level: 12

Credit: 1

Length: Full Year

Prerequisite: Successful completion of Auto Tech I & Auto Tech II (Energy & Small Engines is recommended but not required)



Advanced Automotive Systems is a vocationally oriented class which will prepare students with basic skills needed to enter a post-secondary training program for future entry into an automotive service career. Students taking this class will work toward “Advanced Society of Automotive Service Excellence” (ASE) and State Youth Apprenticeship competencies in the areas of Brakes, Steering & Suspension, Electricity and Electronics, and Engine Performance. A large portion of class time will be spent on hands-on activities that will allow the students to expand their knowledge and skills developed in Automotives 1 & 2. In the extensive lab portion of this course, students will be required to utilize communication skills which will enable them to generate repair orders, perform inspections and diagnosis of various systems malfunctions, and the repairs required to repair the concern. The diagnosis will then require the student to create a repair estimate to determine the cost of the needed repair. After receiving the customer’s approval of the repairs needed, the students will then proceed with the repair as well as quality control the job upon completion. Students may be required to pay a minimal fee for materials. A nationally Safety Module must be completed for this course.

**Note: This class is an articulated credit with Blackhawk Technical College.**

## **AUTOMOTIVE TECHNOLOGY YOUTH APPRENTICESHIP**

Grade Level: 11, 12

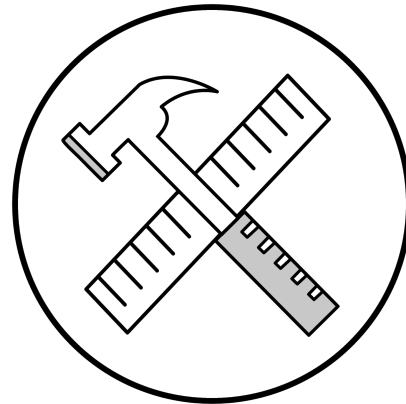
Credit: ½ - 1

Length: Semester or Full Year

Prerequisite: Enrolled or successful completion of Automotive Technology II or Advanced Automotive Systems & Instructor Consent

If the student is serious about a career in the automotive industry then this youth apprenticeship is for him/her. Students will build upon and increase automotive concepts and skills in the automotive industry or business setting.

## **CONSTRUCTION**



### **CONSTRUCTION I**

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester

Prerequisite: None

Students will take part in classroom and lab activities to learn construction techniques used in industry today. The curriculum used for this course allows students to gain a nationally recognized construction training certification through the National Center for Construction Education and Research (NCCER). The course will include techniques and information including basic

construction safety, construction math, hand tools, power tools, construction drawings, communication skills, employability skills, materials handling, rough framing, roofing, drywall hanging and mudding. NOTE: Safety glasses must be worn at all times and they are the fiscal responsibility of the student.

## **CONSTRUCTION II**

Grade Level: 10, 11, 12

Credit: ½ (3 credits MATC)

Length: Semester

Length: Semester

Prerequisite: Successful completion of Construction I

Building upon the skills obtained in Construction 1 (required) this course will provide students the opportunity to design and plan a larger scale project. This course is a dual credit class through Madison College. Students can earn 3 credits towards the construction program at Madison College by completing the course. Students will use prior skills and gain advanced skills by completing the selected project. Projects will include building a tool box, saw horse, bean bag toss, and the final project will be shed, gazebo, etc. NOTE: Safety glasses must be worn at all times and they are the fiscal responsibility of the student.

## **Advanced Construction**

Grade Level: 11, 12

Credit: ½

Length: Semester

Prerequisite: Completion of Construction I, Construction II & Instructors Approval.

Advanced Construction is the capstone course in the technology education construction pathway. Students will be improving on already developed

skills in safety, floor framing, blueprint reading and drywall. They will be gaining new skills in window installation, door installation, electrical, plumbing and finish carpentry. These improved and new skills will be developed through a semester long project of entirely building a half bathroom. The project includes building a floor system, walls, stairs, door and window installation, PEX plumbing, PVC plumbing,



residential wiring, sheathing, drywalling, trimwork, vanity

installation and proper teardown. Upon completion of the construction pathway students will be ready to either go directly into the workforce, continued education or adult apprenticeship in construction fields.

## **Construction Youth Apprenticeship**

Grade Level: 11, 12

Credit: ½ - 1

Length: Semester or Full Year

Prerequisite: Enrolled or completion of Construction I & Instructor Consent.

If the student is serious about a career in the construction industry then this youth apprenticeship is for him/her. Students will build upon and increase construction concepts and skills in the construction industry or business setting.

## **CONSUMER HOME & AUTOMOTIVE CARE**

Grade Level: 9, 10, 11, 12

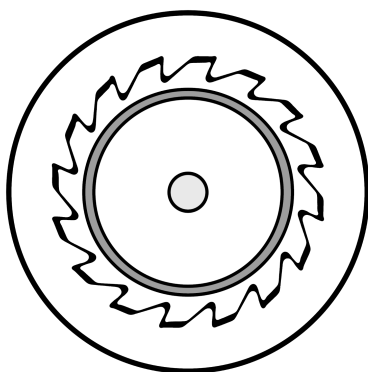
Credit: ½

Length: Semester

Prerequisite: None

Consumer Home & Automotive Care is a course that will provide the student with the information and practical skills required to assist them in fixing some basic problems around the house or with your vehicle. Students will learn basic home repair in the areas of drywall, electrical circuits, plumbing and painting. Students will also learn about some of the basics about their vehicles in learning about how to change their oil, change a tire, etc. This course is for any student who may or may not want to pursue further studies in the Technology Education Department at Fort Atkinson High School. If you will be someday rent or own a home or car, this course is designed for you! Note: Students are to wear safety glasses which are the fiscal responsibility of the student.

# **CABINETMAKING**



## **BEGINNING CABINETMAKING**

Grade Level: 9, 10, 11, 12

Credit: ½

Length: Semester

Prerequisite: None

This is an introductory course to woodworking and cabinet making. It will

allow the students to gain the knowledge and skills needed to plan and produce fine woodworking projects. This course will include types of wood, measurement and math skills, reading work instructions, making a cost estimate, safely learning how to use hand tools, power tools, and equipment used in industry. Beginning projects are generally, but not limited to, a shop stool and cutting board. Second quarter students will build a project of their choosing. NOTE: Safety glasses must be worn at all times and they are the fiscal responsibility of the student. Also, there is a fee for any building materials used in class. Projects can only be taken home after the school has received payment. If there are any issues or concerns please contact the building principal.

## **ADVANCED CABINETMAKING**

Grade: 10, 11, 12

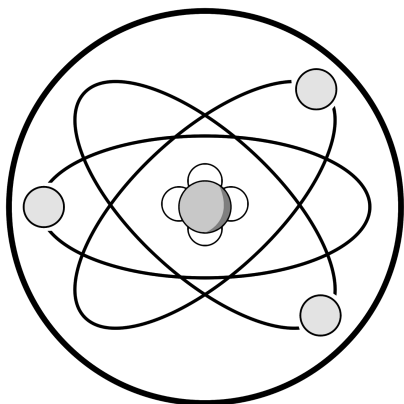
Credit: 1 (2 credits MATC)

Length: Full Year

Prerequisite: Successful completion of Beginning Cabinetmaking or Instructor Consent

This advanced course will allow students an in depth study of woodworking and cabinet making. It includes: Advanced skill activities on all equipment, drawer construction, various joinery techniques, design elements, cost estimates, creating work instructions, and problem solving. This is accomplished through personal project selection and MATC dual credit. Students will create a production plan and complete it from start to finish to prove proficiency in the design, planning, and purchasing of materials. NOTE: Safety glasses must be worn at all times and they are the fiscal responsibility of the student. Also, there is a fee for any building materials used in class. Projects can only be taken home after the school has received payment. If there are any issues or concerns please contact the building principal.

# ENGINEERING



## **3D SOLID MODELING: COMPUTER AIDED DRAFTING**

Grade Level: 9, 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: None



Industry and technology have changed and evolved. We have gone from a 2D world of drawings, to a 3D world where engineers, designers, architects and production personnel can look at an object from all angles using software. In this STEM course, students will be using industry standard software, SolidWorks. Students will be involved in an interactive process where they can explore practical applications of the concepts they learn. They will put their designs concepts into practice, where ideas may become reality in this course.

Students will learn all aspects of the software SolidWorks. Including sketching, features, assembling, creating blueprints, simulation testing and video production of models. They will then have the opportunity to produce their designs in a variety of different ways. Through

modeling using wood and printing via laser engraver, plotter and 3D printer.

At the completion of the course the students will be required to take the CSWA(Certified SolidWorks Associate) exam. This will certify the students as an amateur drafter in SolidWorks.

## **COMPUTER INTEGRATED MANUFACTURING: CIM**

Grade Level: 9, 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: None

Computer Integrated Manufacturing (CIM) is an exciting, rapidly changing field exploring the numerous ways in which computer technologies are linked to manufacturing. The course applies the concepts of solid modeling and Computer Aided Design (CAD) to develop prototypes and projects. The course will look at the numerous ways in which computer technology enhances and extends the potential of manufacturing systems.

Students will:

- Utilize computer modeling programs to create 3-D designs.
- Analyze designs using mass property analysis techniques for properties such as mass, volume, and moment of inertia.
- Explain the use of rapid prototyping in manufacturing.
- Explain the impact programmable machines have had on manufacturing.
- Assess applications of programmable machines.
- Write Computer Numerical Control (CNC) programs to accomplish given tasks using G-code and M-code.
- Measure parts accurately using common instruments such as micrometers and calipers.

- Use Computer Assisted Manufacturing (CAM) software to develop a CNC program which accurately produces a given part.
- Assess appropriate applications for robotics in the manufacturing industry.
- Differentiate between fixed and flexible manufacturing.
- Explain the components of a Computer Integrated Manufacturing (CIM) system.
- Justify appropriate applications for CIM.

### **INTRODUCTION TO ENGINEERING**

Grade Level: 9, 10, 11

Credit: 1

Length: Full Year

Prerequisite: None

The intent of this STEM course is to provide students with an orientation into the careers and challenges of engineering. Students who complete this course will learn the concepts necessary in order to develop their ideas into solutions that will improve our lives. Students will apply mathematical and scientific concepts to real life situations. Topics include:

- Concurrent Engineering
- Measurement
- Intro to 3D Solid Modeling
- Materials
- Electricity
- Problem Solving
- Engineering Disciplines

This is a **prerequisite** for the Principles of Engineering.

### **PRINCIPLES OF ENGINEERING**

Grade Level: 10, 11, 12

Credit: 1

Length: Full Year

Prerequisites: Introduction to Engineering

The intent of the STEM course is to provide students with a more in depth understanding of the challenges and requirements it takes to be an engineer. Students who complete this course will know and understand what it takes to develop solutions and be a productive member of a team. They will apply science concepts primarily dealing with physics to assist them in their design challenges that mimic challenges currently faced by working engineers. Finally, students will not only be problem solving but they will be doing it through a hands on manner using the resources available in the various Fort Atkinson Technology Facilities.

Topics include:

- Gantt and Flow Charts
- Mechanisms
- Fluid Power
- Electrical Circuits
- Gears
- Analysis engineering
- Problem Solving
- Design and modeling
- Industrial design

Upon completion of this course students will receive an elective credit in technology education at Fort Atkinson High School as well as a science equivalency credit at Fort Atkinson High School.

# WORLD LANGUAGE



Course Name	Credit	9	10	11	12	Prerequisite
French 1	1	X	X	X	X	None
French 2	1		X	X	X	French 1
French 3	1			X	X	French 2
French 4	1				X	French 3
German 1	1	X	X	X	X	None
German 2	1		X	X	X	German 1
German 3	1			X	X	German 2
German 4	1				X	German 3
Spanish 1	1	X	X	X	X	None
Spanish 2	1	X	X	X	X	Spanish 1
Spanish 3	1		X	X	X	Spanish 2
Spanish 4	1			X	X	Spanish 3
Advanced Placement Spanish Language and Culture	1				X	Spanish 4

The Wisconsin Foreign Language Standards are being implemented in all World Language courses. The World Language Department strongly recommends a grade of C or better to successfully advance to the next level of language study.

### **College Admissions**

Questions often come up about whether or not foreign language is needed for college admissions. At this time, a minimum of 2 credits of one foreign language is required for admissions at UW-Madison and UW-Eau Claire. UW-Platteville and UW-Milwaukee require foreign language for all students as an exit requirement. Other UW schools require it for specific degree requirements.

Foreign language is often taken by students with the intent of it satisfying all or a portion of the four academic electives needed as part of the total 17 college preparatory credits. (see page 5)

Students should consult the undergraduate bulletins published for each university or private college to determine if there are any admission or exit requirements in foreign language and if the major they are interested in requires a foreign language.

#### **FRENCH 1**

Grade Level: 9, 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: None

Workbook Fee: \$20.00

This course is an activity-filled introduction to the French language and culture through various speaking, listening, reading and writing activities and games. Units focus on describing yourself, friends, family, school and leisure activities, clothing, and of course, food! A study of France and Paris is also a part of this course.

#### **FRENCH 2**

Grade Level: 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: French 1

Workbook Fee: \$20.00

This course is a continuation of French 1, helping you develop your language skills with more proficiency. More advanced grammar usage is presented and Paris and French-speaking countries are studied. Units focus on describing your home, weather and seasons, your health and

environmental issues, travel and asking directions, vacation and summer activities, art, and modes of transportation.

#### **FRENCH 3**

Grade Level: 11, 12

Credit: 1

Length: Full Year

Prerequisite: French 1 & 2

Workbook Fee: \$20.00

This intermediate level course is designed to increase your fluency in the language through various speaking, listening, reading and writing activities and games. Conversational techniques are polished and the regions of France are studied in more depth. Units focus on childhood pastimes, travel, banks and the post office, cooking, driving, accidents, and medical problems.

#### **FRENCH 4**



Grade Level: 12  
Credit: 1  
Length: Full Year  
Prerequisite: French 1, 2, and 3  
Workbook Fee: \$20.00

This advanced level course is aimed at helping you improve your oral and written skills, increasing your fluency in the French language. Units focus on hotel stays, public transportation, city and country life, holidays, social etiquette and professions. A study of French Impressionism and other cultural topics is also a part of this course. French 4 is geared for students intending to pursue an in-depth understanding of the French language at the university level.

### **GERMAN 1**

Grade Level: 9, 10, 11, 12  
Credit: 1  
Length: Full Year  
Prerequisite: None

Guten Tag!  
German is gradually introduced at the beginning of the year in German 1, and before you know it, you will be able to understand, speak, read, and write in German! You will learn German through a wide variety of engaging, interactive, brain-friendly activities, and our new technology based textbook. Come and experience this I.Q. enhancing language!

### **GERMAN 2**

Grade Level: 10, 11, 12  
Credit: 1  
Length: Full Year  
Prerequisite: German 1

Now you can build on your knowledge of German from level 1, and do even more sophisticated activities in German 2! Putting on a fashion show, giving dog commands, and playing soccer in German are just some of the ways we have fun using German in level 2! You will also

become an expert about the formerly-divided city of Berlin.

### **GERMAN 3**

Grade Level: 11, 12  
Credit: 1  
Length: Full Year  
Prerequisite: German 1 & 2

Be a part of this special group that really explores what can be done in German! German 3 is still thematically based (with interesting activities), but with over two years of experience, you can start to speak and write with more sophistication. At this level, we can write a short story, make a video, or perform a skit, along with engaging theme-based projects.

### **GERMAN 4**

Grade Level: 12  
Credit: 1  
Length: Full Year  
Prerequisite: German 1, 2 & 3;

The successful completion of German 4 can enhance your post-secondary education in many ways! You should be ready for continued university study, or simply to travel abroad, as we cover almost every aspect of the German language. Mixed in with the continuation of reading, writing, speaking, and comprehension are teacher-designed units on Anne Frank, fairy tales, an interesting German-speaking composers/music unit, and much more!

### **SPANISH 1**

Grade Level: 9, 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: None

Workbook Fee: \$20.00

This novice level course is divided between speaking, listening, reading, and writing activities. This course focuses on the mastery of basic vocabulary, pronunciation and grammar. Units focus on describing yourself, your family, friends, meals, hobbies, school and home topics. Cultural awareness is stressed throughout each unit. Students will demonstrate communication skills through chapter assessments and creative projects. Students are encouraged to speak Spanish in class.

### **SPANISH 2**

Grade Level: 9, 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: Spanish 1

Workbook Fee: \$20.00

This second year Spanish course allows students to continue to develop skills in speaking and understanding and is aimed at enhancing reading and writing ability. After a brief review of first-year skills, the student is introduced to more advanced vocabulary and grammar usage. Units focus on the school day, vacations, tv and movies, daily routine, special occasions, childhood memories and your community. Cultural awareness is stressed throughout each unit.



Students will demonstrate communication skills through chapter assessments and creative projects. Students are encouraged to speak Spanish in class.

### **SPANISH 3**

Grade Level: 10, 11, 12

Credit: 1

Length: Full Year

Prerequisite: Spanish 1 and 2

Workbook Fee: \$20.00

This intermediate level course will allow students to expand their knowledge in both spoken and written forms of the Spanish language and culture. This course is a continuation of Spanish 1 and 2; therefore the vocabulary, grammar and cultural foundation will be enhanced. Units focus on television and movies, food, travel, professions, unforgettable experiences, artistic performances, and health & fitness. Students will demonstrate communication skills through chapter assessments, short readings and creative projects. Classroom activities are conducted in Spanish. Students should speak Spanish in class.

### **SPANISH 4**

Grade Level: 11, 12

Credit: 1

Length: Full Year

Prerequisite: Spanish 1, 2, and 3

Workbook Fee: \$20.00

This intermediate level course will allow students to participate actively using oral and written forms of the language with increased competency and proficiency. This course will include conversations, interviews, advanced vocabulary and grammar, reading selections and culture. Units focus on relationships, work, community, the future, myth or reality, cultures, caring for our planet, and rights and responsibilities. Students will demonstrate communication skills through chapter assessments, short readings and creative projects. Classroom activities are conducted in Spanish. Students should speak Spanish in class.

### **ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE**

Grade Level: 12

Credit: 1

Length: Full Year

Prerequisite: Successful Completion of Spanish 4  
or instructor consent

AP Spanish Language and Culture is intended for students who wish to develop proficiency and integrate their language skills, using authentic materials and sources. Students who enroll should already have an advanced knowledge of the language and cultures of Spanish-speaking peoples and should have attained a reasonable proficiency in using the language. The AP Spanish Language and Culture course prepares students to demonstrate their level of Spanish proficiency across three communicative modes: Interpersonal, Interpretive, and Presentational; and the five goal areas outlined in the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities). This course focuses on speaking and writing in the target language at a pre-advanced level. All students enrolled in AP Spanish Language and Culture will be asked to complete summer assignments that integrate the use of technology while maintaining the integrity of language acquisition through real-life experiences.