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INTRODUCTION

I. GRADUATION

A. Graduation Requirements:

To be eligible for a high school diploma, a student must earn a minimum of twenty-three and half credits, at least six of which were earned while in residence during their senior year at Whitnall High School (exception: mid-year graduate or alternative school graduate). A credit is earned for successful completion of a course meeting for one class period per school day for one school year or for a learning experience that is the equivalent of such a course. These credits include certain basic requirements (see Section B) or the satisfactory completion of a student's prescribed Individual Education Plan (I.E.P.). Students attending the alternative school must earn a **minimum of 23.5 credits** and meet all basic requirements (see Section B).

B. Graduation Course Requirements:

English - 4 credits to include:

- 1) English 9 (year long)
- 2) English 10 (year long)
- 3) English 11 (American Literature and Grammar Composition ~ year long)
- 4) 1 additional credit of elective English (year long)

Social Studies - 3 credits to include:

- 1) Patterns of Western Civilization (year long)
- 2) U.S. History 1 (semester 1), U.S. History 2 (semester 2)
- 3) U.S. History 3 (semester)
- 4) Economics (semester)

Science - 2 credits to include: 1 credit Physical Science (Earth Space Science, Chemistry, Integrated Science or Physics) and 1 lab science (Biology)

Class of 2015 and beyond will need 3 credits of science to include: 1 credit of Biology; 1 credit of Chemistry and 1 credit of Physics

Mathematics - 3 credits

***Computers** - 1/2 credit, (i.e. CADD, Programming 1, Computer Applications, Computer Studies)

Physical Education - 1.5 credits: 1/2 credit semester freshman year, 1/2 credit sophomore year, 1/2 credit junior year

Health - 1/2 credit

Electives - 9.0 credits (**Class of 2015 and beyond** ~ Elective required credits will equal **8.0 credits**)

C. Graduation Credit Requirements:

		<u>Class of 2015 and beyond</u>
English	4.0 credits	4.0 credits
Social Studies	2.5 credits	2.5 credits
Economics	0.5 credit	0.5 credit
Science	2.0 credits	3.0 credits
<i>(Biology and one other physical science)</i>		<i>[Biology, Chemistry and Physics]</i>
Mathematics	3.0 credits	3.0 credits
*Computers	0.5 credit	0.5 credit
Physical Education		
9th grade	0.5 credit	0.5 credit
10th grade	0.5 credit	0.5 credit
11th grade	0.5 credit	0.5 credit
Health	0.5 credit	0.5 credit
Electives	<u>9.0 credits</u>	<u>8.0 credits</u> (for Class of 2015 and beyond)
TOTAL	23.5 credits	23.5 credits

*Beginning with the class of 2007, we will be offering a test out option for 8th grade students who wish to be exempt from the computer technology course requirement for high school students. This test will assess the student's technology skills and literacy. The test is administered during their 8th grade year. Details of this option will be made available to 8th grade students through the middle and high school guidance office(s).

D. Graduation—Participation in Ceremony

The graduation ceremony is voluntary, senior attendance is not required for the awarding of an earned diploma. Only seniors who have met all graduation requirements (**23.5 credits** and specific course requirements and are in good standing) can participate in the graduation ceremony.

II. SCHEDULING

A. Scheduling of Classes:

At Whitnall High School the instructional program is designed to meet the requests of students for specific classes. Scheduling starts with the student. All student request information is gathered and entered into a computer. This information indicates what classes students want. Based on the student requests, the number of sections of each course is determined and scheduled.

B. Calendar for Student Scheduling for the 2011-2012 School Year:

1. February, 2011 - Initial student scheduling
2. March 11th - April 15, 2011 - Students wishing to change an initially selected class because of a partial schedule or a semester failure, will confer with their counselor to make this change. There is one schedule change period for students wishing to change their original schedule: March 11 - April 15, 2011.

C. Schedule Changes After April 15, 2011:

A student's program is planned during the second semester (February 2011) for the following year. Students may initiate changes in their tentative program through April 15, 2011. (First and second semester classes are to remain intact as programmed after April 15, 2011). Exceptions:

1. Computer error
2. Balancing of classes
3. Graduation requirements (seniors)
4. Failure of a required class
5. Failure to meet a prerequisite

Scheduling Notes:

1. Schedule changes will not be made for the following reasons:
 - a. Employment
 - b. Extra curricular activities
 - c. Teacher preference
 - d. Overload
2. Students are required to keep all periods and teachers as assigned by the computer.

D. Student Scheduling Requirements:

A full day of school for Whitnall High School students is defined as seven periods (7:15 AM—2:18 PM). State Statue 118.15 defines students to be in school for all enrolled classes unless in an accredited work program.

A. Requesting Course Changes

Following registration, students may request course changes they feel are necessary to improve their program. However, in many cases, requests for course changes cannot be honored because desired courses are full. Any course/schedule changes will be made at the discretion of the school staff. No changes will be made on the first day of school or the day prior to in order to ensure that attendance reports are accurate when classes begin. The only appointments available on these days will be for students with incomplete schedules.

B. Adding or Withdrawing a Course

A student wishing to either add a course or withdraw from a course must fill out the Course Change Request Form, which is available in the Guidance Office (see page 9). Read the following paragraphs and follow the procedure for the type of course change being requested.

The procedure of requesting a course addition or withdrawal must first be discussed with his/her guidance counselor. The student's Course Change Request Form must be signed by the student's parent/guardian, the teacher, and then be checked by the guidance counselor for class availability and approval. If a course change results in a withdrawal, teachers will need to sign the form to assure that textbooks and classroom materials have been returned.

No changes will be made for teacher preference.

Students who have a seven class schedule may drop to six classes but will receive no credit/no grade provided the withdrawal is prior to the mailing date of the first progress report of the semester. If withdrawal is beyond ten (10) school days, students will be moved to a study hall (10 days is the cut off for adding a different class). If withdrawing after the mailing of the first progress reports, a student would withdraw from the course with an "F" and be moved to a study hall.

Students who have a six class schedule have a maximum of 10 days from the beginning of a course to complete an add/withdrawal course request. If a student wants to drop a class, they must add a class to maintain the six class minimum course load. If a student request is made after the 10 day deadline, no course changes will occur.

All of the above add/withdrawal procedures are predicated on the policy that, when adding a course, the student must meet course prerequisites and the course can be easily scheduled and does not put the class size over the recommended limits.

Course Change Request Form

If you want to request a course change, please review the "Adding/Withdrawing from Courses" policy outlined on page 9. Then make an appointment to see your guidance counselor to discuss the requested course change. Obtain the required signatures from parents/guardians, counselor and teacher. Final processing will be done by the Guidance Department.

NAME _____ **Grade Level** _____ **Date** _____
(Please Print) (9-10-11 or 12)

Course I want to **DROP/WITHDRAW**:

_____ **Hour** _____

Course I want to **ADD**:

_____ **Hour** _____

The **REASON** I want to make the change is:

Please circle and sign:

OK / NOT OK to requested change Parent/Guardian Signature _____
(As a parent/guardian, I have reviewed the schedule change requested above)

OK / NOT OK to requested change Guidance Counselor Signature _____
(Guidance counselor has checked course loads/space availability)

OK Books and class materials returned Teacher Signature _____
(only required if student is withdrawing from course)

COURSE CHANGE FINAL STATUS:

Processed / NOT Processed Date _____

Guidance Department Signature _____

III. GRADING

A. Grade Reports

Grade Reports are issued twice each semester. One grade is recorded for each quarter grading period. This grade is a measure of actual accomplishment in school subjects. The grade is a tool designed to communicate effectively and precisely to parents and students the progress each student is making in terms of the specific skills and understanding of the course content. A student in daily class attendance is not guaranteed a grade; however, his/her exemplary attendance should enhance his/her classroom performance and final grade. Students will receive a grade of A-F or no grade based on recommendation of teacher and counselor relative to dropped classes. The following grade symbols are used in recording student achievement:

	Non-Weighted	Weighted
A	4.000	5.000
A-	3.670	4.588
B+	3.330	4.163
B	3.000	3.750
B-	2.670	3.338
C+	2.330	2.913
C	2.000	2.500
C-	1.670	1.670
D+	1.330	1.330
D	1.000	1.000
D-	.670	.670
F	.000	.000
I	.000	.000

All classes meet five (5) days per week and carry 1/2 credit for one semester of work.

B. Homework

The teaching staff at Whitnall High School recognizes the importance of homework to supplement and enhance classroom activities. The amount of homework required varies with each course. To meet certain class requirements (e.g., F.A.C.E., Technology Education, Science, Music, etc.), it may also be necessary to do work in a laboratory outside of regular class time.

Homework serves to assist a student in a number of ways:

1. It reinforces concepts and ideas, which have been presented in the classroom.
2. It helps a student to become more proficient in specific skills.
3. It provides a student an opportunity to develop the personal discipline individual study demands.
4. It allows the student to share ideas with fellow students and instructors in both large and small group settings.

Classroom teachers, aware that students may have homework assignments in other courses, provide them with methods for approaching homework effectively. These range from organizing study time to step-by-step directions for satisfactory completion of out-of-class study.

How well a student understands the importance of homework and its relationship to his/her courses will determine, to a large degree, his/her academic success. Parents requesting homework for students who are ill for 2 days or more can do so by calling the Guidance Office. Teachers have 24 hours to gather homework. Homework can be picked up in the Guidance Office before 3:30 PM.

C. Incompletes

Students are given two weeks after the quarter or semester ends to make up any incompletes. If a student does not make up the incomplete within two weeks, the student will receive a failing grade. Some incompletes may be extended by your counselor/teacher for special circumstances.

D. Progress Reports

At the end of the fifth week of each marking period, a progress report may be seen on **Infinite Campus** by parents. Parents are invited to discuss the progress reports with the teachers involved. Progress reports will be available on **Infinite Campus** the fifth week of each quarter.

E. Report Cards

Report cards are issued four times during the school year. All quarter grades can be seen on **Infinite Campus**. Semester report cards will be sent home. Credit is given on a semester basis. Thus, if a student passes one semester, but fails the other one, he receives 1/2 credit. If the course is a required course, the student must make up the semester failed. The class rank is based on semester grades only.

F. **INFINITE CAMPUS**

Whitnall parents have the opportunity to use **INFINITE CAMPUS**, an online communication tool that allows them to follow their child's progress in school. Parents may monitor their child's academic progress online using a password-protected site to view student schedules, grades, assignments, daily and period attendance, course history, and health/immunization data. Parents interested in using this feature are encouraged to visit the school's website at www.whitnall.com/whs and click on the **INFINITE CAMPUS** link for more information on signing up for this program.

IV. GUIDANCE OFFICE

School counselors assist students:

- to learn to set short and long-term goals
- to understand the school curriculum and the impact course selection will have on future plans
- to understand the school environment and its expectations
- to understand their own capabilities and those of others
- to learn skills to cope with change and plan for the future
- to improve coping with developmental issues
- to understand sex equity as it relates to them
- to understand the world of work and its expectations for employment, as well as becoming informed about educational work alternatives
- to understand the relationship between lifestyle preferences and occupational interests
- to understand personal relationships and how to establish an independent identity as well as to develop interpersonal skills
- to develop skills for conflict resolution with adults and peers
- to understand and develop decision-making skills and take responsibility for personal decisions
- to become informed about themselves through assessment techniques.

V. WHITNALL HIGH SCHOOL EDUCATIONAL PLAN

A. Policy

It is the policy of the Whitnall School Board to encourage students, parents, and counselors to plan the best course of study for a student's development. Each educational plan will encompass four years of high school with built-in opportunities for modification. (The educational plan is a guideline and can be modified and/or changed).

B. Procedure

1. A student's class load must be no less than three full credits per semester or the equivalent of no less than six classes. To qualify for a diploma, a student must earn 23.5 credits for graduation during eight semesters of attendance. A student may register for more credits per semester, but excess credits shall not be construed as a means to qualify for early graduation. Written permission from the principal or his designee must be received for a lighter subject load.
2. During December of a student's ninth grade year, a counselor will have a student conference to plan the student's course of study for four years.

C. Academic Support Center

This center is located in the library where students can receive additional help in their classes. Students need to get a pass from the teacher of the class they need help in. The center is open from 7:00 AM to 3:00 PM. Students without a study hall can get help after school hours.

AUDITING

Students may audit any elective course above the minimum number of credits required for graduation by the Board of Education. Students taking an audited course will receive a grade and credit. The grade does not count towards the student's GPA. A student can take no more than one audited course per semester. An audit must be an overload (7th class) for all grades but 12th grade. Seniors may audit their 6th class if they do not need it for graduation. Six classes are a normal load. Students auditing courses must abide by the same regulations for adding/dropping/changing courses as any other student at the high school. Auditing students will be limited to 25% of the enrollment of any class. All audit forms must be completed and returned to the counselor's office by the second Friday of the semester for which the student wishes to audit a class.

INDEPENDENT COURSES

Students may ask a specific teacher to work with them on an independent course. These courses are not board approved to be grade weighted.

VIRTUAL, ONLINE and CORRESPONDENCE COURSE ENROLLMENT

High school students may take a **maximum of three academic courses** to be applied toward graduation requirements by completing online or correspondence courses offered through recognized and approved agencies. Students wishing to enroll in a virtual, online or correspondence course must apply for permission prior to enrolling.

Students eligible for enrollment must have parent/guardian permission and meet one or more of the following criteria and receive prior approval from a high school review team:

- ◆ Students who successfully completed all the classes in any specific course content sequence at Whitnall High School and are in need of advanced or specialized coursework.
- ◆ Credit deficient students needing specific courses in order to graduate.
- ◆ Students who require alternative coursework as part of an educational plan (special education, gifted/talented, 504, at risk, ESL).
- ◆ Homebound students
- ◆ Students who are expelled from the regular school setting but for whom educational services are to be provided as part of the expulsion order or defined agreement.

Students applying to take an online, virtual or correspondence course must be enrolled in the District full time and take courses during the regular school day at the school site unless pre-approved for remote access by the review team for special circumstances. Students may take courses on or off campus with the approval of the review team. In addition, the student must provide an official record of all grades before credit toward graduation will be recognized.

The course fees and materials for an online, virtual or correspondence course shall be borne by the District for students who complete the coursework and receive passing grade of at least a "C." The District will provide the hardware and software needed to take a course on the school premises but will not provide equipment for home instruction, nor pay for home Internet access or technical assistance. If the class is not completed, the student shall be held responsible for the costs of the entire class.

NCAA ELIGIBILITY

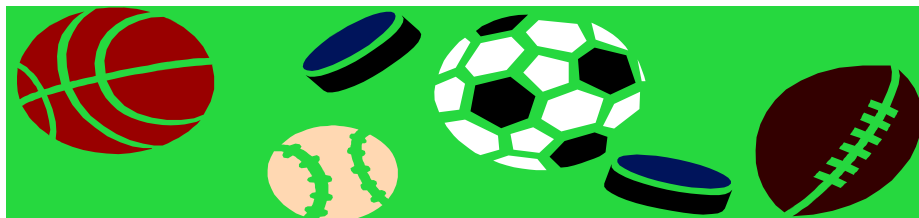
Those students wishing to participate in athletics at the collegiate level must be aware of courses that have not been accepted or are questioned by NCAA. It is important that if students are enrolled in these courses and want to qualify as a college student-athlete they take these courses above the required courses for NCAA eligibility.

The following courses do not qualify as NCAA courses and therefore, cannot be used for NCAA initial-eligibility certification:

Broadcast Journalism
Art I, II, III
Physical Education
Yearbook
Computer Applications

Introduction to Auto CADD/Advanced CADD
Programming 3, 4 (independent study)
Geometry
Computer Studies

► See Appendix A for NCAA Quick Reference Guide



EARLY GRADUATION

Per Board Policy Manual ~ 345.61R

Procedures:

- 1. Students desiring early graduation from Whitnall High School must meet the following requirements:**
 - a. Complete a minimum of six semesters of high school work, except in unusual circumstances as approved by the Whitnall School Board.
 - b. Have written approval of parent(s)/guardian.
 - c. Complete all required courses or the equivalent and enough electives to equal or surpass the minimum number of credits required for graduation by the anticipated date of early graduation, with the possible exception of physical education credits. Beginning with the Class of 2004, students must have completed ALL credit requirements for graduation and satisfied ALL other graduation criteria established by the Board in order to receive a high school diploma.

- 2. Students desiring early graduation are to observe the following procedures:**
 - a. Apply at least **one semester before** the planned date of early graduation.
 - b. Submit a letter of approval from their parent(s)/guardian.
 - c. Consult with a counselor to verify that graduation requirements can be met by the anticipated date for early graduation.
 - d. Consult with the principal about graduation procedures, class rank procedures, honors, and other considerations.

- 3. The following are items that students and parents/guardians should consider before deciding about early graduation:**
 - a. Students meeting all other requirements for graduation may have up to .5 credit requirements in physical education waived.
 - b. Students who graduate one semester early will be eligible for class rank, valedictorian/salutatorian, and scholarship consideration at the end of that year, which is the normal year of graduation.
 - c. Students who graduate two or more semesters early will have their class rank records transferred to the year in which they will graduate and standings for that class will be recomputed with the additional student included. The students' name and rankings will be included in any lists of students maintained or shared with groups considering scholarship applicants.
 - d. If the early graduation candidate's class rank is moved to a different class and the student then ranks first or second, the student will become a co-valedictorian or co-salutatorian with the student who would have otherwise held that spot for the purposes of graduation ceremonies. Class rank based on actual GPA would be used to determine eligibility for scholarships that are dependent on class rank.
 - e. A student who pursues college admission without completing high school graduation requirements and is no longer enrolled at the high school may be awarded a high school diploma after successfully completing college coursework in the areas needed for high school graduation. Students who pursue this option waive the right to any class rank or valedictorian/salutatorian standing, but may be eligible for consideration for scholarships that are not dependent on class rank. A student must take a minimum of two daily courses or the equivalent in order to be considered enrolled at Whitnall High School.

Whitnall School District

345.61E EARLY GRADUATION REQUEST FORM

Student's Name (please print) _____

I hereby request permission for early graduation from Whitnall High School. If this request is approved, I understand that any end-of-semester failures in courses required for graduation automatically voids the approval.

Proposed date of early graduation _____

Date application submitted to guidance _____

_____ I am submitting this application at least one semester before my proposed date of early graduation.

_____ At the time of graduation, I will have completed six/seven (circle) semesters of high school work.

_____ I have attached to this application a letter of approval from my parent / guardian.

_____ I have read a copy of the Whitnall School Board's policy and procedures regarding early graduation from high school.

Date _____ Student's Signature _____

Verification of the Counselor

I have consulted with this student and verify that all requirements for graduation can be completed by the proposed date of early graduation. A plan showing coursework completed and coursework to be completed is attached.

Date _____ Counselor's Signature _____

Verification of the Principal

I have reviewed this application and have consulted with this student regarding class rank, honors, and graduation procedures. I hereby verify eligibility for early graduation.

Date _____ Principal's Signature _____

AWARDS AND SCHOLARSHIPS

Students in the Whitnall School District shall be informed annually of any available scholarships and awards. Literature concerning scholarships will be available in Student Services, posted in the school building and available online on the Whitnall home page.

Criteria for school district awards and scholarships shall be developed consistent with school district goals and objectives.

GRADUATION/COMMENCEMENT PARTICIPATION

The Whitnall School District recognizes the accomplishment of the high school graduate by sponsoring graduation/commencement ceremonies for the graduates, families, friends, staff and public. Commencement ceremonies are an optional, extracurricular activity to which participation regulations included in the board's extracurricular activities policy apply, with the exception of the required grade point average. In order to conduct graduation/commencement ceremonies that befit the standards of the Whitnall School District, certain behavioral, attire and grooming conditions must be satisfied. The Board shall require students to conduct themselves in a manner consistent with established standards for the classroom during the ceremony. All students who choose to participate in the graduation/commencement ceremonies must also participate in the scheduled practice unless excused by the principal.

Graduation attire shall be appropriate for the dignity of the ceremony. The high school administration will prepare and distribute regulations pertaining to graduation/commencement participation which are consistent with this policy.

The Board considers the graduation/commencement celebration a joyous occasion and expects all those attending to respect the occasion.

HONOR ROLL & EXTRA CURRICULAR ACTIVITY ELIGIBILITY

The following criteria are followed to decide eligibility for the Honor Roll:

1. A student must be taking six (6) credits. They can take five (5) credits one semester and seven (7) credits in the other semester.
2. A student cannot have any grade of D+, D, D-, F, or and I (incomplete).
3. There are two (2) Honor Roll listings. The High Honor Roll lists students with a 3.500 - 5.00 G.P.A., and the Honor Roll lists students with a 3.00 - 3.499 G.P.A.

The following criteria are followed to decide eligibility for participating in extra curricular activities:

1. There are two separate listings that decide eligibility:
 - 1.1 Number of required credits taken - A student must be taking six (6) credits. They can take five (5) credits in one semester and seven (7) credits in the other semester.
 - 1.2 A G.P.A. of at least 2.000 - Any student having a G.P.A. below 2.000 would be ineligible.

GRADE 9

The number following course title indicates credit value.

Required Courses:

English 9	1
Mathematics	1
Patterns of Civilization	1
Physical Education/Health	1
Science	1

Total Required Credits	5
Total Elective Credits	1

Art:

Art IA – 2D Foundations	.50
Art IB – 3D Foundations	.50
Art 3A – Ceramics	.50
Art 3B – Art Metals/Jewelry (2012-13)	.50
Art 3B – Printmaking (2011-12)	.50

Business and Marketing:

Introduction to Business	.50
Computer Applications	.50
Event Marketing	.50

English:

Honors English 9 (GW)*	1
English 9	1

Family and Consumer Sciences:

Food in Family	.50
Introduction to Food Service	.50

Global Language:

French I	1
Spanish I	1
French 2	1
Spanish 2	1

Mathematics:

Algebra II (GW)*	1
Algebra I	1
Honors Geometry (GW)	1

Computer Science:

Computer Studies	.50
Programming I	.50
Programming 2	.50

Music:

Concert Chorus	1
Concert Band (Standard level wind ensemble)	1
Sinfonietta (Advanced wind ensemble)	1
Orchestra (Comprehensive string)	1
WHS Jazz Ensemble (after school)	.25

Physical Education/Health:

Physical Education 9	.50
Health	.50
Personal Strength and Fitness Training	.50

Science:

Biology	1
Advanced Biology	1
Honors Biology (GW)*	1

Technical Education:

Introduction To Technology Systems	.50
Communications (2012-13)	.50
Transportation and Energy	.50
Introduction to Auto-CADD	.50
Advanced Auto-CADD	.50

GW (Grade Weighted)

* Department Recommendation Only

GRADE 10

The number following course title indicates the credit value.

Required Courses:

English 10	1
Biology (<i>if not taken in 9th grade</i>)	1
U.S. History 1 and 2	1
Mathematics	1
Physical Education 10	.50

Total Required Credits	4.50
Total Electives	1.50

Art:

Art 1A – 2D Foundations	.50
Art 1B – 3D Foundations	.50
Art 2A/Art 2B – Adv. Drawing & Painting	.50
Art 2C—Digital Arts: Photography & Graphics	.50
Art 3A – Ceramics	.50
Art 3AC - Advanced Ceramics	.50
Art 3B – Art Metals/Jewelry (2012-13)	.50
Art 3B – Printmaking (2011-12)	.50

Business and Marketing:

Introduction to Business	.50
Computer Applications	.50
Event Marketing	.50
Business Communications	.50
Principles of Marketing I	1

English:

Honors English 10 (GW)*	1
English 10	1
Yearbook Design and Publication	1

Family and Consumer Sciences:

Food in Family	.50
Introduction to Food Service	.50
Human Development	.50
Child Guidance	.50

Global Language:

French I	1
Spanish I	1
French 2	1
Spanish 2	1
French 3	1
Spanish 3	1

Mathematics:

Algebra I	1
Honors Geometry (GW)*	1
Geometry	1

Computer Science:

Computer Studies	.50
Programming I	.50
Programming II	.50

Music:

Concert Chorus	1
Concert Band (Standard level wind ensemble)	1
Sinfonietta (Advanced wind ensemble)	1
Orchestra (Comprehensive string)	1
WHS Jazz Ensemble (<i>after school</i>)	.25

Physical Education:

Physical Education 10	.50
Physical Education/Wellness/Personal Fitness	.50
Personal Strength & Fitness Training	.50
Yoga, Pilates & Fitness	.50

Science:

Chemistry	1
Biology, Adv Biology or Honors Biology	1
PLTW ~ Principles of Engineering	1

Technical Education:

Introduction to Technology Systems	.50
Communications (2012-13)	.50
Construction	.50
Advanced Construction	.50
Manufacturing (2012-13)	.50
Transportation and Energy	.50
Intro to Auto-CADD	.50
Advanced Auto-CADD	.50
Do-It-Yourself Home Improvement	.50
PLTW ~ Introduction to Engineering Design	1

GW (Grade Weighted)

* Department Recommendation Only

GRADE 11

The number following course title indicates credit value.

REQUIRED COURSES:

English 11	1
Mathematics	1
Physical Education 11	.50
U.S. History 3 & Economics	1

Total Required Credits	3.0
Total Elective Credits	3.0

Art:

Art 1A – 2D Foundations	.50
Art 1B – 3D Foundations	.50
Art 2A/Art 2B – Adv. Drawing/Painting	.50
Art 2C—Digital Arts: Photography & Graphics	.50
Art 3A – Ceramics	.50
Art 3AC - Advanced Ceramics	.50
Art 3B – Art Metals/Jewelry (2012-13)	.50
Art 3B – Printmaking	.50
Art 4A/Art 4B – Adv. Independent Studio	.50
Art 4C—AP Studio Art/Portfolio Building (GW)* (Semester 2 only)	.50

Business and Marketing:

Computer Applications	.50
Business Communications	.50
Accounting I	.50
Advanced Accounting II	.50
Principles of Marketing I	1
Principles of Management A	1
Financial Literacy	.50

English:

English 11	1
Honors English 11 (GW)*	1
Great Plays (2011-12)	.50
Adv. Communication	.50
Creative Writing	.50
World Literature (2011-12)	.50
British Literature (2012-13)	.50
Contemporary Novels (2012-13)	.50
Shakespeare	.50
Broadcast Journalism	.50
Short Stories	.50
Approaches to Critical Reading	.50
Yearbook Design and Production	1

Family and Consumer Sciences:

Food in Family	.50
Introduction to Food Service	.50
Human Development	.50
Child Guidance	.50
Contemporary Living	.50
Assistant Child Care Teacher (ACCT)	.50
Volunteering Community Service	.50

Global Languages:

French I	1
Spanish I	1
French 2	1
Spanish 2	1
French 3	1
Spanish 3	1
French 4 (GW)	1
Spanish 4 (GW)	1

Mathematics:

Geometry	1
Honors Pre-Calculus (GW)*	1
Algebra & Trigonometry	1
Pre-Calculus	1
Statistics	1
AP Statistics (GW)*	1

Computer Science:

Computer Studies	.50
Programming I	.50
Programming 2	.50
Programming 3	.50

Music:

Concert Chorus	1
Concert Band (Standard level wind ensemble)	1
Sinfonietta (Advanced wind ensemble)	1
Orchestra (Comprehensive string)	1
AP Music Theory (2011-12)	1
WHS Jazz Ensemble (after school)	.25

GRADE 11 (continued ...)**Physical Education:**

Physical Education 11	.50
Phy. Ed/Wellness/Personal Fitness	.50
Personal Strength and Fitness Training	.50
Yoga, Pilates and Fitness	.50

Science:

AP Chemistry (GW)	1
Chemistry	1
Physics (GW)	1
Anatomy and Physiology (GW)*	1
AP Biology (GW)*	1
Medical Terminology	.50
PLTW ~ Principles of Engineering	1

Social Studies:

AP U.S. History II	1
Politics	.50
Philosophy	.50
Sociology	.50
Introduction to Psychology	.50
Current Events	.50
Crime in America	.50
21st Century Global Economics	.50
▣ U.S. History 3	.50
▣ Economics	.50

Technical Education:

Introduction to Technology Systems	.50
Communications (2012-13)	.50
Construction	.50
Advanced Construction	.50
Manufacturing (2012-13)	.50
Transportation & Energy	.50
Introduction to Auto-CADD	.50
Advanced Auto-CADD	.50
Do-It-Yourself Home Improvement	.50
PLTW ~ Intro to Engineering Design	1

CONSORTIUM CLASSES ~ Off Campus

Construction 2 (year long)	1
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PROJECT LEAD THE WAY PROGRAM(S) (PLTW)

Year long program(s) ~ 1.0 credit

◆ Principles of Engineering (Science elective)	1
◆ Intro to Engineering Design (Tech elective)	1
Networking Academy—CISCO I	1
Intro to Welding	1
Intro. to Auto Technology (Level 1)	1
Auto Technology Youth Apprenticeship (Level 2)	2-3

GW (Grade Weighted)*** Department Recommendation Only****▣ = MANDATORY**

GRADE 12

The number following course title indicates credit value.

REQUIRED COURSES:

English	1
<hr/>	
Total Required Credits	1.0
Total Required Electives	5.0

Art:

Art 1A – 2D Foundations	.50
Art 1B – 3D Foundations	.50
Art 2A/Art2B – Adv. Drawing/Painting	.50
Art 2C—Digital Arts: Photography & Graphics	.50
Art 3A – Ceramics	.50
Art 3AC - Advanced Ceramics	.50
Art 3B – Art Metals/Jewelry (2012-13)	.50
Art 3B – Printmaking (2011-12)	.50
Art 4A/Art4B – Studio Art: Adv. Paint/Draw	.50
Art 4C - AP Studio Art & Portfolio Building (GW)*	.50

Business and Marketing:

Computer Applications	.50
Accounting I	.50
Advanced Accounting II	.50
Principles of Management A	1
Principles of Management B (on-the-job)	1
Financial Literacy	1

English:

AP English Literature & Composition (GW)*	1
Great Plays (2011-12)	.50
Advanced Communication	.50
Creative Writing	.50
Advanced Writing	.50
World Literature (2011-12)	.50
British Literature (2012-13)	.50
Contemporary Novels (2012-13)	.50
Shakespeare	.50
Broadcast Journalism	.50
Short Stories	.50
Approaches to Critical Reading	.50
Yearbook Design and Production	1

Family and Consumer Sciences:

Food in Family	.50
Introduction to Food Service	.50
Human Development	.50
Child Guidance	.50
Cooperative Education (classroom)	1
Cooperative Education (co-op)	1
Assistant Child Care Teacher (ACCT)	.50
Contemporary Living	.50
Volunteering Community Service	.50

Global Languages:

French I	1
Spanish I	1
French 2	1
Spanish 2	1
French 3	1
Spanish 3	1
French 4 (GW)	1
Spanish 4 (GW)	1
AP Spanish Language (GW)	1
AP French Language (GW)	1

Mathematics:

Geometry	1
Algebra & Trigonometry	1
AP Calculus AB (GW)*	1
Pre-Calculus	1
Statistics	1
AP Statistics (GW)*	1

Computer Science:

Computer Studies	.50
Programming 1	.50
Programming 2	.50
Programming 3	.50

Music:

Concert Chorus	1
Concert Band (Standard level wind ensemble)	1
Sinfonietta (Advanced wind ensemble)	1
Orchestra (Comprehensive string)	1
AP Music Theory (2011-12)	1
WHS Jazz Ensemble (after school)	.25

GRADE 12 (continued ...)**Physical Education:**

Physical Education 11	.50
Phy. Ed 12 (Lifetime Sports & Fitness)	.50
Physical Education/Wellness/Personal Fitness	.50
Personal Strength and Fitness Training	.50
Yoga, Pilates and Fitness	.50

Science:

AP Chemistry (GW)	1
Chemistry	1
Integrated Science	1
Physics (GW)	1
AP Physics B (GW)*	1
AP Biology (GW)	1
Medical Terminology	.50
Anatomy and Physiology (GW)	1

Social Studies:

Politics	.50
Philosophy	.50
Sociology	.50
Introduction to Psychology	.50
Current Events	.50
Crime in America	.50
▣ Economics	.50
21st Century Global Economics	.50

Technical Education:

Introduction to Technology Systems	.50
Communications (2012-13)	.50
Construction	.50
Advanced Construction	.50
Manufacturing (2012-13)	.50
Transportation and Energy	.50
Introduction to Auto-CADD	.50
Advanced Auto-CADD	.50
Do-It-Yourself Home Improvement	.50
Project Lead The Way	1

Off Campus Tech Prep Offerings**MATC**

Auto Engine Servicing	2
Advanced Auto Engine Servicing	2
Culart Exploration/Co-op 1	2
Short Order Specialty Sandwich 1	2
Short Order Specialty Sandwich 2	2

Consortium Classes ~ OFF CAMPUS

Construction 2 (year long)	1
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PROJECT LEAD THE WAY PROGRAMS (PLTW)

Year long program(s) ~ 1.0 credit

- ◆ Principles of Engineering (Science elective) 1
- ◆ Intro to Engineering Design (Tech elective) 1

Networking Academy—CISCO I	1
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Intro to Welding	1
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Intro. to Auto Technology (Level 1)	1
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Auto Technology Youth Apprenticeship (Level 2)	2-3
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GW (Grade Weighted)

- ◆ Department Recommendation Only

- ▣ Mandatory

VI. WHITNALL HIGH SCHOOL FOUR YEAR EDUCATIONAL PLAN

Developing an educational plan requires sincere thoughts and sound educational planning. Every attempt should be made to plan carefully and accurately, constantly keeping in mind one’s abilities, interests and post high school plans.

A. High School Educational Plan

Grade 9

English 9 1
 Patterns of Civilization 1
 Mathematics () 1
 Phy. Ed. / Health 1
 Biology, Adv or Honors Biology 1

Grade 10

English 10 1
 Biology or Chemistry 1
 U. S. History 1 & 2 1
 Phy. Ed. 10 .50
 Mathematics () 1

Grade 11

English 11 1
 U.S History 3 or .50
 AP U.S. History II 1
 Phy. Ed II (required 1 semester) .50
 Mathematics () 1
 Economics .50
 Science (starting with Class 2015) 1.0

Grade 12

English 1

***Required: .50 credit of a computer course sometime during the four years.**
 (Note—see page 6 for procedure to “test out” of required computer course.)

B. Educational Goals After High School

____(1) College ____ (2) Vocational/Technical School ____ (3) Work Force
 ____ (4) Military Service ____ (5) Undecided

 Parent / Guardian Approval Date

 Counselor Date

 Student Signature Date

VII. GRADE WEIGHTING AND CLASS RANK INFORMATION

Each grade that you receive for a high school course receives a numeric value. These numeric values are used to determine a student's grade point average and consequently their rank-in-class. Under a system of grade weighting, an additional grade point would be assigned for certain identified courses, usually "honors" courses.

AP Chemistry (7301/02)	H Algebra II (9th) (6111/12)	Physics (7411/12)
AP English Lit & Comp (3401/02)	H Geometry (6211/12)	Anatomy & Physiology (7611/12)
AP French Language (4501/02)	H Pre Calculus (6311/12)	AP Physics B (7401/02)
AP Spanish Language (4601/02)	H English 9 (3111/12)	French 4 (4411/12)
AP US History 2 (8301/02)	H English 10 (3210/20)	Spanish 4 (4431/32)
AP Calculus AB (6401/02)	H. Biology (7211/12)	AP Studio Art (1421/22)
AP Biology (7201/02)	H English 11 (3311/12)	AP Statistics (6501/02)
AP Music Theory (1801/02)		

****Youth Options and AP approved courses including those that are online or virtual learning environments will also be grade weighted.**

A. Grade-Weighted Courses at Whitnall High School:

A student who earns an "A" in regular English 9 receives 4 grade points, but a student in grade-weighted English 9 will receive 5 grade points.

B. Earned Grades

For purposes of determining rank-in-class, only earned grades of "C" or higher will be grade weighted. For example, while a grade of "D" in a course will be used to determine grade point average, the "D" will receive the same point value as a non-grade-weighted class.

The opportunity to enroll in a grade-weighted course, or to take additional courses, is open to all students. If you have any questions about grade weighting or rank-in-class, feel free to contact your counselor.

C. Determination of Class Rank

1. Class rankings shall be maintained starting with the 9th grade and continuing through 12th grade. Only full time students shall qualify for class ranking status. Semester grades shall be used to calculate GPA for class rank.
2. The following special provisions apply when determining class rank:
 - a. Grades received by students for courses taken at a Wisconsin technical college or institution or higher education for dual credit or high school credit shall be included in determining the student's GPA.
 - b. Grades, except for pass/fail grades, received by students for courses taken at other public schools or approved alternative programs shall be included in determining the student's GPA.
 - c. A passing grade for a pass/fail course will reflect a credit on the transcript but will not be used in determining a student's GPA. Audited courses will be recorded on the student's transcript but no grade will be figured into the student's GPA.
 - d. Grades received by students for courses taken through home-based private educational program instruction shall not be used in determining the student's GPA.
 - e. Grades earned by a student in a another country or through study abroad shall not be used in determining the student's GAP.

f. Grades earned by a student in a course through credit by examination will be used in calculating the student's GPA and rank-in-class.

3. The class valedictorian and salutatorian and final naming of honor students will be determined upon completion of seven semesters and will be based upon the student's GPA and corresponding rank in class.

D. National Honor Society

Membership in the National Honor Society is open to all qualified juniors and seniors. *These students are eligible on the basis of cumulative grade point average and on the basis of documented leadership, service, and character.

For initial consideration, a student must have:

*been enrolled at WHS for at least one semester and *a cumulative grade point of 3.5 on a grade weighted scale.

After initial consideration, a student is:

*rated by the high school staff on leadership, character and service and *required to receive at least 7 responses in each category,

*required to complete a survey on school/community activities and *voted on by a faculty committee.

Timeline of selection process.

- June-initial screening based on grade point average
- September - evaluation of students by faculty and staff
- October - final evaluation of candidates by faculty committee
- November / December - induction ceremony

*As of fall 2003, only juniors and seniors will be accepted for membership..

VIII. CAREER & TECHNICAL EDUCATION

If you are planning to pursue a technical college degree or entering the work force immediately after high school, consider one of the following career and technical education programs that Whitnall offers:

Business, Finance & Marketing	Food Service	Mechanical/Architectural Drafting (CADD)
Transportation	Construction	Welding
Family and Community Services	Manufacturing	Auto Mechanics/Diesel
Child Care Service	Health Service	

See page(s) **67-72** for additional options.

There are introductory or prerequisite courses, which must be completed before you can take the above courses. Note: Some of the above courses may be offered off campus. Many of the courses above qualify for dual high school and college credit with the Wisconsin Technical College System.

IX. ADVANCED PLACEMENT PROGRAM - THE COLLEGE BOARD

Some questions and answers about the Advanced Placement program:

1. What is the Advanced Placement (AP) Program?

AP is a program of college level courses and exams for high school students. Over 90% of the colleges that most AP candidates have attended give credit for and/or advanced placement to students whose AP examination grades are considered acceptable.

2. What courses are offered in the AP Program at Whitnall High School?

AP Calculus AB	AP French Language	AP Spanish Language	AP Biology
AP English Lit & Composition	AP U.S. History II	AP Chemistry	AP Studio Art
AP Music Theory	AP Statistics	AP Physics B	

Individual course description booklets describing the essential content of each course are prepared by committees of college professors and AP teachers. These booklets also contain sample exam questions.

3. Each AP course prior to the beginning of instruction must pass a curriculum audit by the College Board.

4. What is an AP course like? Why should a student participate?

It is a special college level learning experience that most often takes a full academic year. It can take the form of an honor's class, a strong regular course, and a tutorial or independent study. It is usually challenging and stimulating and compared to other high school courses, often takes more time, requires more work, gives greater opportunity for individual progress and accomplishment, and goes into greater depth. In a study of 400 former AP students interviewed at their colleges, more than 90% ranked their AP experiences as the most valuable of their high school studies. As one student said: "I wasn't just learning facts and more facts...he (the AP teacher) taught us the tools and techniques of scholarship so you could see what facts you needed and how to get them...."

For additional information on the Advanced Placement Program at Whitnall High School see your school counselor.

X. YOUTH OPTIONS PROGRAM

The Wisconsin State Legislature passed legislation establishing the Youth Options Program (YOP). This program allows public school juniors and seniors, who meet the legislative guidelines and the admission criteria of the institution, the opportunity to enroll in one or more courses at any participating post secondary institution.

Students enrolled under the YOP Program will have the actual cost of tuition, fees, books and other necessary materials directly related to the course paid for by the school board of their district if the school board determines that the course in which they are enrolled will satisfy a high school graduation requirement. If the school board determines that the course will not satisfy a high school requirement, the student is responsible for these costs. Any student who wishes to participate in the YOP Program must make an official request in writing to the high school principal. Each case will be evaluated on an individual basis by the principal, school counselor and department chair. The principal-appointed committee shall make a recommendation to the superintendent concerning the Youth Options course. The superintendent will make the recommendation to the School Board.

If a student receives a failing grade in a course or fails to complete a course at an institution of higher education or technical college for which the School Board has made payment, the student's parent or guardian, or the student if he/she is an adult, shall reimburse the School Board the amount paid on the student's behalf upon the School Board or designee's request. If the payment is not reimbursed as requested, the student is ineligible for further participation in the Youth Option Program.

Those taking Youth Option courses will receive one quarter the high school credit for each class taken. An example would be if a student takes an engineering class at Marquette and it is a 3.0 credited course, he/she would receive .75 credits from Whitnall and 3.0 credits at Marquette (a dual credited course).

The deadline to request participation in the YOP Program is March 1, for the fall semester and October 1, for the spring semester. The notification should be taken to the Guidance Office, and it must be approved by the school board. The notification must include the following:

- Your name, address and phone
- Your date of birth and grade in school
- The name of your parent or guardian
- The name of the college or IHE (Institute of Higher Education) you want to attend
- The title of the courses you want to take
- The number of credits for each course
- Whether you want high school credit, college credit, or both

Please note that a student needs to be in good academic standing to participate in the Youth Options Program (i.e., no poor grades and on track for credits).

XI. EDUCATIONAL OPPORTUNITIES AFTER HIGH SCHOOL

- A. University of Wisconsin Four Year Campuses - UW-Madison, UW-Milwaukee, UW-Green Bay, UW-Parkside, UW-Eau Claire, UW-LaCrosse, UW-Oshkosh, UW-Platteville, UW-River Falls, UW-Stevens Point, UW-Stout, UW-Superior, UW-Whitewater, plus University of Wisconsin Two Year Campuses, such as UW-Waukesha.
- B. Independent Colleges in Wisconsin - Alverno, Beloit, Carroll, Cardinal Stritch, Carthage, Concordia, Edgewood, Lakeland, Lawrence, Marian, Marquette, Mount Mary, Mount Senario, Northland, Ripon, St. Norbert, Silver Lake, Viterbo, Wisconsin Lutheran.
- C. Out-of-State Public and Private Colleges/Universities (For specific information, see your school counselor).
- D. Technical Schools—Milwaukee Area Technical Colleges (MATC), Waukesha County Technical College (WCTC) and others throughout the state. These schools offer a wide variety of programs from nine weeks to two years in length.
- E. Apprenticeships and On-The-Job Training Programs (For specific information, see your school counselor).

F. Recommended High School Preparation for College/University:

Requirements for admission to various public and independent colleges differ a great deal. The admission requirements listed by colleges/universities are minimum. Colleges/universities highly recommend solid academic courses over and beyond the minimum for entrance.

Various majors and departments have their own requirements. It must also be kept in mind that the student will be in competition with other students having a solid academic background. A student should not only be admitted to college, but also have the background and skills to do well and to stay in a program. All colleges are looking for an intensive high school background, including a strong program in the senior year. Therefore, it is highly recommended that the college bound student earn at least 17 credits from the following:

English	4 years	History/Social Studies	3-4 years
Math	3-4 years	Science	3-4 years
Global Language	3-4 years	A course in computers	(For more information contact your school counselor)

Special Note Regarding Global Language:

1. Most Wisconsin colleges do not require (but many recommend) a global language for entrance. (Check college catalogs, especially private and out-of-state schools.)
2. Many college degree programs (major field of study) require a global language for graduation. UW-Madison requires two years of a global language as a general admission requirement. UW-Milwaukee requires a proficiency in a global language in order to graduate from any of its degree programs. One may meet this requirement by earning four years of global language at the high school level.
3. College bound students may earn retroactive credits in global languages. Students who have taken two or more years of high school global language and continue that language in college may receive retroactive college credits if they earn a "B" or better (some colleges, a "C") in the next semester or expected level of that language. Up to 16 retroactive credits may be earned.
4. A global language is available to any student with an interest in it. The non-college bound student can benefit from a global language as well as the college bound.

Special Note Regarding Mathematics:

Since the fall of 1991, UW-Madison has required three years of high school mathematics (algebra, geometry, and a higher level math) as a general admission requirement.

I. Milwaukee Area Technical College:

1. The admission requirements for the programs vary. Generally, students who are 18 years old or have earned a high school diploma are admitted to the Certificate and Diploma Programs (One year or less).
2. Admission to the Two-Year Associate Degree Programs, including the Two-Year College Parallel Program require:
 - a. Graduation from high school
 - b. Some programs have special requirements such as high school algebra, geometry, biology or chemistry.

J. For more information on any of the above (A-I), see your school counselor.

Art



ART 1A – 2 DIMENSIONAL ART FOUNDATIONS

Prerequisite: None - Grades 9, 10, 11, 12

Offered Semester 1

Course# 1111

This course teaches the student observational skills which will be used to render the seen world and an understanding of a variety of two dimensional art applications. Lessons include, but are not limited to, the exploration of contour, value, perspective, composition, and portrait drawing through experiences in a variety of two dimensional media, including drawing materials, painting materials, and a printmaking process. All students will gain an understanding of the art elements and principles and how they impact composition and design. A sketchbook will be required.

ART 1B - 3 DIMENSIONAL ART FOUNDATIONS

Prerequisite: Art 1A suggested, but not required - Grades 9, 10, 11, 12

Offered Semester 2

Course# 1112

This course teaches the student development of three dimensional form. Concepts covered will include achieving balance in three dimensional form, an understanding of how form follows function, movement in sculptural design and spatial relationships. Suggested processes will include mobile/stabile constructions, clay construction, paper sculpture, product design and application of relief concepts to three dimensional work.

ART 2A (sem1) Art2B (sem 2) - ADVANCED DRAWING AND PAINTING

Prerequisite: Art 1A Grades 10, 11, 12

Offered Semester 1: Art 2A

Course# 1211

Offered Semester 2: Art 2B

Course# 1212

This course will expand on the observational and creative applications of the drawing and painting processes explored in Art 1A. Students will create drawings using graphite, color pencil, pastels, and a variety of other media. Painting will then be explored through the use of watercolor, tempera, acrylic as well as mixed materials for surface texture and collage techniques. Students will create portfolio quality work.

Art 2A focuses on developing a greater understanding of life drawing, body proportions, facial proportions and portraiture. Various styles of art will be explored and personal drawing and painting styles further developed.

Art 2B investigates design, its elements and principles, at an advanced level. In this course, students will also examine careers that are based in art.

ART 2C: DIGITAL ARTS: PHOTOGRAPHY & GRAPHICS

Prerequisite: None Grades, 10, 11, 12

One Semester course

Course# 1220

This one semester course engages the students in the processes of digital photography and graphic design. Students learn image-editing techniques, composition skills, graphic design concepts, visual communication skills, and software skills that can be applied to digital photographs and graphic images. Students apply the art elements and principles to photographic and graphic design compositions. This course culminates in a portfolio of digitally produced art and design.



Art

ART 3A – CERAMICS**Prerequisite:** None - Grades 9, 10, 11, 12**Course #1311**

This course is one in which the hand building techniques of pinching, coiling, and slab construction will be taught. Students will apply glazes in a variety of ways and create both two dimensional and three dimensional work.

ART 3AC - ADVANCED CERAMICS**Prerequisite:** 3A Ceramics—Grades 10, 11, 12**Course #1321**

This course will further explore the ceramic processes of hand building and will introduce the potter's wheel to students. Students will use a variety of glazes and other finishes to alter the surface of the work. Students will be given artistic problems to solve through clay/ceramic processes. A variety of cultures and artists, who have utilized and expressed themselves through the use of clay, will be studied over the course of the year.

ART 3B - ART METALS/JEWELRY (Offered alternating years)**Prerequisite:** None - Grades 9, 10, 11, 12**Course# 1312**

OFFERED IN 2012-2013

This course will involve the creation of metal jewelry which can be worn by the individual. The processes of sawing, piercing, soldering, bezels, and gravity casting are covered in this class.

ART 3B - PRINTMAKING (Offered alternating years)**Prerequisite:** Art 1A - Grades 9, 10, 11, 12**Course# 1312**

NOW OFFERED IN 2011-2012

The student will study the printmaking processes of block printing, silk screen printing, mono-printing and calligraphy. Students will print on paper, fabric, and clothing.

ART 4 – ADVANCED INDEPENDENT STUDIO ART**Semester course – Grades 11, 12****Prerequisite:** B or better in all art classes and consent of instructor**4A—Offered Semester 1****Course# 1411****4B—Offered Semester 2****# 1412**

Art 1A and 2A and 2B for drawing/painting focus, Art 3A or 3B for three-dimensional focus such as metals or ceramics. Due to intensive semester study of one art medium, advanced independent studies in Ceramics, Printmaking, or Metals may be taken with the consent of the instructor and a previous grade of B or better in the medium to be studied.

See the Art Instructor prior to submitting student registration. When given permission to register, students will be given the “Art Department Independent Study” form. This MUST be filled out prior to the start of the class and signed by student, parent, instructor and guidance counselor.

Independent study requires 45 hours of in-class work each quarter and 4 hours of work completed outside of class each week.

Students will work with instructor to build a personalized goal, focusing on advanced, independent problems within one medium.

Art

ART 4C—*AP STUDIO ART AND PORTFOLIO BUILDING (GW)

Semester course - Grades 11, 12

ART 4C1
Offered Semester 1

Course# 1421

ART 4C2
Offered Semester 2 (Grade 11)

Course# 1422

Two semesters suggested; final semester must be taken during semester one of senior year.
Portfolios are due to AP College Board by January.

There is summer work involved in this class; AP requires approximately 30 works to be turned in for assessment.

In this class, students will focus on three goals:

1. Prepare a portfolio of two or three dimensional art, to become ready for college application, and scholarship competition
2. Analyze two dimensional design elements in their artwork and communicate those ideas in writing and through a PowerPoint presentation
3. Prepare to submit a portfolio to the AP College Board for college credit

Prerequisite: For drawing or design portfolio: Art 1A, 2A, 2B, 4A/B; for a three dimensional portfolio: Art 1B, 3A/B, 4A/B, 3C (if in Ceramics). If a transfer student requests this class she/he will need an equivalent combination of classes and evidence of 10 portfolio level works. A teacher, student, and parent contract acknowledging work load must be signed. Students must have at least 10 portfolio-ready works before the start of this class.

Students will focus on the production of work to build a portfolio for college acceptance and/or scholarship competition. Portfolio guidelines from AP College Board will be adhered to.

****It should be known that despite the numerous prerequisites required to enroll in the AP Art Course 4C, it may be possible that other students may request entry by approval of the Art Department.**





Music



CONCERT CHORUS

Course# 1521/22

Year course - Grades 9, 10, 11, 12

This mixed choral group is open to any student wishing to perform in a vocal ensemble. This ensemble needs basses, tenors, altos, and sopranos. The Concert Chorus performs music such as Vocal Jazz, Musical Theater and pop, as well as classic choral literature. Students in Concert Chorus also have the opportunity to perform or compete as a soloist or in an ensemble.

CONCERT BAND (Standard level wind ensemble)

Course# 1611/12

Year course - Grades 9, 10, 11, 12

Year long course in which enrollment is based upon director's placement after assessment of student's abilities. This group focuses on basic instrumental fundamentals including, but not limited to the following: individual and group intonation and tone development in basic tonalities, development of rhythmic and pulse skills in basic meters, a basic approach towards musicianship, as well as continued emphasis on basic wind instrument technique. Members are exposed to music of the highest quality providing students the opportunity to successfully apply techniques and perform at the highest standards. The group performs at annual concerts and festivals throughout the school year.

SINFONIETTA (Advanced wind ensemble)

Course# 1621/22

Year course - Grade 9, 10 11, 12

Year long course in which enrollment is based upon director's placement after assessment of student's abilities. This group focuses on advanced instrumental techniques as well as regular solidification of basic techniques and fundamentals including, but not limited to the following: individual and group intonation and tone development in major, minor and modal tonalities, advanced development of rhythmic and pulse skills in mixed and multi-meter settings, emphasis on basic theory, history, and compositional practices as applied to music studied, an advanced focus on musicianship, and an increased emphasis on advanced wind instrument technique. In addition, members of Sinfonietta serve on a "need be" basis as members of the WHS Chamber Orchestra (a combination of the WHS Orchestra, select Sinfonietta & Percussionists on an instrumentation "need be" basis). Members are exposed to advanced literature of highest quality. This group seeks to perform much like a professional ensemble. Outside private lessons are strongly encouraged and extra rehearsals will be scheduled on a "need be" basis. The group performs at annual concerts and festivals throughout the school year.

Music

ORCHESTRA (Comprehensive string ensemble)

Year course - Grades 9, 10, 11, 12

Course# 1711/12

Year long course in which enrollment is based upon director's placement after assessment of student's abilities. This group focuses on fundamental and advanced instrumental techniques including but not limited to the following: individual and group intonation and tone development in major, minor and modal tonalities, advanced development of rhythmic and pulse skills in simple, compound and multi-meter settings, emphasis on basic theory, history and compositional practices as applied to music studied, an advanced focus on musicianship, and an emphasis on advanced string technique. In addition, members of the WHS Orchestra frequently combine with select members of Sinfonietta and the WPE (see descriptions above) to create the WHS Chamber Orchestra on a "need be" basis. Members are exposed to literature of highest quality. This group seeks to perform much like a professional ensemble. Outside private lessons are strongly encouraged and extra rehearsals will be scheduled on a "need be" basis. The group performs at annual concerts and festivals throughout the school year.


NEW COURSE ~ NOW OFFERED 2011-12
AP MUSIC THEORY (Offered alternating years)

Course #1801/02

Year course ~ Grades 11, 12

Prerequisites: Must be concurrently enrolled in a music performance class (Sinfonietta, Concert Band, Orchestra, Concert Choir or Jazz Band)

The course should seek first to instill mastery of the rudiments and terminology of music, including hearing and notating pitches, intervals, scales and keys, chords, meter and rhythm. Building on this foundation, the course will progress to include more sophisticated and creative tasks, such as melodic and harmonic dictation, composition of a bass line for a given melody, implying appropriate harmony, realization of a figured bass, realization of a Roman numeral progression, analysis of repertoire (including melody, harmony, rhythm, texture and form) and sight-singing. The course will prepare the student for the AP Music Theory test as well as for entrance into collegiate music programs.


AFTER SCHOOL
JAZZ ENSEMBLE (Advanced Jazz Music Offering)

Year course - Grades 9, 10, 11, 12

Course# 1911/12

Credit: 1/2 Credit for the year (.25 credit per semester)

Year long course which meets 2:20 to 3:10 PM on Tuesdays and Thursdays. Enrollment is based upon enrollment in a WHS Concert Ensemble and/or director's placement after assessment of student's abilities. Students enrolled in Jazz Ensemble will study a wide variety of jazz styles through an advanced emphasis on performance, jazz music theory, jazz history, and improvisation. Members are exposed to music that is both diverse and of the highest quality and to perform at the absolute highest level while continuing to develop an awareness of the fundamentals of jazz. This group seeks to perform much like a professional ensemble. Outside private lessons are strongly encouraged and extra rehearsals will be scheduled on a "need be" basis. The group performs at concerts, festivals and special events throughout the school year.





Business & Marketing


INTRODUCTION TO BUSINESS**Semester course - Grades 9, 10, 11, 12****Course# 2210****Prerequisite:** None.**Credit:** 1/2 credit

This course offering is designed to help students develop a basic understanding of how business functions in today's society. Instruction includes an introduction to business, focusing on economics, management, financial planning and production. After the students have developed an understanding of the business, the course integrates this knowledge into topics on consumerism. Areas of discussion include owning and operating a business, buying a car, applying for a loan, aspects of credit, investing, banking and finance, budget planning, searching for a job, career planning, and exploration of many careers in the world of business are discussed.

COMPUTER APPLICATIONS**Semester course - Grades 9, 10, 11, 12****Course# 2260****Prerequisite:** None.**Credit:** 1/2 credit ***MATC Advanced Standing***

Business Computer Applications is a one semester course designed to give a student hands-on experience on IBM computers. Emphasis is placed on the four most important computer applications: word processing, database management, spreadsheets and Power Point. This course will fulfill the student's high school computer requirement. Students will develop a basic understanding of the following software: Microsoft Office Professional (Word, Excel, Access, Power Point and Front Page). Desktop publishing, web page design and the Internet will also be utilized.

EVENT MARKETING**Semester course—Grades 9, 10, 11, 12****Course# 2490****Prerequisite:** None**Credits:** 1/2 credit

Event Marketing provides students with an exciting venue from which to learn about the fascinating areas of marketing. This course will focus on the marketing strategies of sports and entertainment activities or events. Students will explore the content areas of event planning, sponsorships, public image, endorsements, legal issues, recreation marketing and the entertainment industry. Utilization of many guest speakers from industry and field trips will be used to enlighten students to this growing segment of the marketplace. This course will touch upon the basic foundations and principles of marketing using the power of sports and entertainment as the venue from which to teach these concepts.

BUSINESS COMMUNICATIONS

Course# 2240

Semester course—Grades 10, 11

This course offering will allow students to explore the process of communication as it relates to the business world and discover all of the ways people communicate in today's business environment. The technological advances of e-mail, voice mail, palm-size computers, computer networking, and the Internet have all contributed to the creation of the virtual office, which makes accurate communication more vital today than ever. The students will be able to perfect their language skills, including grammar, punctuation and a number of word usage in written and oral communication. Students will learn how to write a variety of business correspondences. Students will explore and analyze proper business etiquette. Students will acquire the ability to proofread business documents that are clear, correct, concise, complete, consistent and courteous. Students will learn about communication with various audiences, determining what language, tone, style and formats are appropriate. Students will evaluate individual skills and interests to help pursue the right career. Students will write a resume and cover letter, complete an interview successfully, and understand what is expected of a prospective employee.

ACCOUNTING I

Semester course - Grades 10, 11, 12

Course# 2320

Prerequisite: None.**Credits:** 1/2 credit ***MATC Transcribed Credit***

This course is designed to introduce the student to the basic accounting procedures and related vocabulary essential for personal use, college introduction, or the work force.

Through the application of both paper and software simulations, the students are able to experience the entire accounting cycle for sole proprietorships and partnerships. Students learn to keep accurate records of cash, write checks, verify bank statements, compute payroll deductions, compute federal and state taxes and prepare financial statements, etc.

This course is STRONGLY recommended for any student who is considering a business career or managing his/her own business.

ADVANCED ACCOUNTING 2

Semester course - Grades 11, 12

Course# 2340

Prerequisite: Accounting I**Credits:** 1/2 credit ***MATC Transcribed Credit***

Through advanced application of both paper and software simulations, students are able to master the accounting cycle and items covered in the first semester course. They will further examine partnerships and then corporations. The course is designed to simplify the accounting cycle through the application of various combination journals and extended worksheets.

This course is STRONGLY recommended for students who are considering a business career or managing his/her own business.

PRINCIPLES OF MARKETING I**Year course - Grades 10, 11****Prerequisite: None****Credits: 1.0****Course# 2481/82**

This course is designed to deal with the study of basic marketing concepts and how a business gets its products and services to the final user. The emphasis for this course is placed on advertising and other sales promotion activities, selling and related functions, industrial and commercial marketing, retailing, fashion merchandising, business communications, job interviewing, and career development. A variety of teaching methods are applied to this course, projects that are developed in class add realism to the course. Much hands-on learning takes place in this "learn by doing" design format. Upon completion of this course, junior and senior students may elect to enroll in the advanced business Principles of Management course.

PRINCIPLES OF MANAGEMENT A *(Formerly Principles of Marketing I)***Year course—Grade 11, 12****Credit: 1.0 MATC Advanced Standing****Prerequisite: NONE****Course# 2491/92**

The Principles of Management course is designed to expand the concepts of business or students who have a serious interest in learning about management theory and techniques. In this course, decision-making skills are emphasized with a goal of developing the student's ability to evaluate, analyze, and arrive at logical and profitable business decisions. Curriculum covered in this course may include, but is not limited to, such content areas as: management principles, human relations, communications, marketing research, risk management, selling principles and strategies, entrepreneurship, and product/service planning & development and retail management. Students will have the opportunity to manage the school store.

This course is highly recommended for those students who are college bound with a career interest in marketing, finance and management or those who have a desire to own and operate their own business. A variety of teaching methods will be utilized throughout the duration of this year long course. Course objectives would be satisfied by group projects, individual seminars and projects, and marketing case analysis.

**FINANCIAL LITERACY****Semester course—Grade 11, 12****Credit: 1/2 credit****Prerequisite: NONE****Course#2500**

Financial Literacy is designed for juniors and senior students and represents the standards of learning personal finance that are essential for all students as contributing members of society. Students will learn how to plan for their future and budget according to their financial needs. This will include spending, saving, investing and the effective use of credit.



Business & Marketing

Business & Marketing Information Technology

Business Career Pathways

Three distinct career pathways with crossover options: Please note that course pathways can be blended. A student may crossover into any pathway at any time. Check the actual course descriptions to track prerequisites.

FINANCE PATHWAY	MARKETING PATHWAY	MANAGEMENT PATHWAY
Grades 9-10 Introduction to Business	Grades 9-10 Event Marketing	Grades 9-10 Introduction to Business OR Computer Applications
Grades 10-12 Accounting 1	Grades 10-11 Principles of Marketing	Grades 10-11 Business Communications
Grades 11-12 Accounting 2*	Grades 11-12 Principles of Marketing A*	Grades 10-12 Accounting 1
Grades 11-12 Principles of Management A	Grade 12 Principles of Management B (with or without Co-op)	Grades 11-12 Principles of Management A* OR Accounting 2*

* See Prerequisites needed

Articulation Agreement Between WHS and MATC

WHS		MATC			
WHS Course (s)	WHS Course #	MATC Course (s)	Course	Credits	Requirements
Accounting I	2320	Financial Accounting	101-110	3	Minimum final grade of B
Accounting II	2340	Accounting I	101-111	4	Minimum final grade of B
Computer Appl	2260	MS WORD Part I	106-128	1	Minimum final grade of B & Teacher recommendation
Principles of Marketing	2481/82	Marketing 102	104-30	3	Minimum final grade of B

Successful completion of Accounting 1 will result in Transcribed Credit with Milwaukee Area Technical College's Basic Office Accounting (ACCTG-102) course. This means that a student will earn 3 college credits on an MATC transcript. Success in the course constitutes a grade of "B" or better.

Successful completion of Accounting 2 will result in Transcribed Credit with Milwaukee Area Technical College's Accounting 1 (ACCTG-111) course. This means that a student will earn 4 college credits on an MATC transcript. Success in the course constitutes a grade of "B" or better in both Accounting 1 and 2 and a score of 70 or better on the final Challenge Exam.



English



HONORS ENGLISH 9 (GW) Year Course - Grade 9

Course# 3111/12

Honors English 9 is a year long literature and writing based course. In addition to short stories and non-fiction literature, students will read at least five novels, write several essays, a research paper, and complete a variety of individual and group projects. A Shakespearean play and other classic pieces will also be studied, as well as vocabulary for the college bound and grammar rules relative to strong written communication. Use of the computer in composition work is required.

Students must have a solid background in grammar and sentence and paragraph writing. They must be self-motivated, independent workers.

Students may be asked to purchase a writing handbook. Score of at least **18 on the Explore Test** is required for placement. Recommendation from a previous English teacher is also suggested. In lieu of standardized test scores, a writing sample may also be used to determine appropriate placement.

ENGLISH 9 Year Course - Grade 9

Course# 3131/32

English 9 is a year long course which establishes a strong foundation for success in future high school English courses. Emphasis is less on recall of knowledge and more on higher level thinking skills: synthesis, analysis, application and evaluation.

Elements and literary devices of the short story are studied. Various novels are analyzed, stressing critical thinking skills through class discussion and composition. Students are given the opportunity to practice speaking in front of groups through participation in individual and small group presentations. A Shakespearean play will also be studied.

Composition skills will be enhanced through the study of a variety of paragraph types and essays. Students will be encouraged to publish their writings using the computer lab.

Students may be asked to purchase a writing handbook.

HONORS ENGLISH 10 (GW) Year Course - Grade 10

Course# 3210

The objective of this course is to build on the knowledge learned and skills acquired in Honors English 9. Through literary analysis, students develop and analyze effective communication skills, both verbal and written. These skills are interconnected, not separate entities.

This year-long required course integrates fundamentals and skills of speech and the traits and skills of writing, specifically analyzing expository writing to produce effective essays; this incorporation allows students to strengthen the connections between oral and written communication.

The speech component consists of an advanced focus on thought, language, the audible speech pattern, physical skills of delivery, and the attitudes and emotional adjustments necessary for effective speech. The writing component analyzes the writer's position (thesis), factual support for that position, and conclusion. Also stressed will be instruction in complex writing techniques and essay formats, effective application of principles of grammar, mechanics, usage, and acquisition of vocabulary.

English

ENGLISH 10**Course# 3230/40****Year Course - Grade 10**

The objective of this course is to build on the knowledge learned and skills acquired in English 9. Through literature, students develop effective communication skills, both verbal and written. These skills are interconnected, not separate entities.

This year-long required course integrates fundamentals and skills of speech and the traits and skills of writing, specifically utilizing expository writing to develop essays; this incorporation allows students to strengthen the connections between oral and written communication.

The speech component focuses on thought, language, the audible speech pattern, physical skills of delivery, and the attitudes and emotional adjustments necessary for effective speech. The writing component focuses on the writer's position (thesis), factual support of that position, and conclusion. Also stressed will be instruction in writing techniques and essay formats, correction application of principles of grammar, mechanics, usage, and acquisition of vocabulary.

HONORS English 11 (GW)**Course# 3311****Year Course - Grade 11**

The Honors American Literature/Grammar Composition course is an accelerated course for talented junior English students.

The objective of this course is twofold. One goal is to apply the skills acquired in Honors English 10 to evaluate literature organized by theme that spans the American literary movements. This thematic approach to the study of American literature is broken down into six concepts of study: individualism, the modern family, gender, the melting pot, heroes and freedom, and education. Students should gain a general understanding of our literary inheritance through discussion, writings, and projects.

The second objective of the course is to develop more complex composition skills. Students will effectively utilize the fundamentals of grammar in their writing and will work on improving their writing style through the six traits of writing. Students will also build their vocabulary by learning Greek and Latin roots, prefixes and suffixes. Students will utilize sophisticated research skills, including computer technology, to produce one 3-5 page and one 8-10 page research essay. The research papers will include preliminary investigation, organizing, writing and revising. Use of the computer lab is required. Students will continue to format their writings in MLA research format. **Unsatisfactory completion of the research papers will result in semester failure.**

Summer homework is required.

English 11**Course# 3330****Year Course - Grade 11**

The objective of this course is twofold. One goal is to apply the skills acquired in English 10 to analyze literature organized by theme that spans the American literary movements. This thematic approach to the study of American literature is broken down into six concepts of study: individualism, the modern family, gender, the melting pot, heroes and freedom, and education. Students should gain a general understanding of our literary inheritance through discussion, writings and projects.

The second objective of the course is to develop more complex composition skills. Students are reacquainted with the fundamentals of grammar and will work on improving their writing style through the six traits of writing. Students will also build their vocabulary through basic language blocks. Students will learn to use research skills, including computer technology, to produce one 3-5 page and one 8-10 page research essay. The research papers will include preliminary investigation, organizing, writing and revising. Use of the computer lab is required. Students will continue to format their writings in MLA research format. **Unsatisfactory completion of the research papers will result in semester failure.**

AP ENGLISH LITERATURE AND COMPOSITION (GW)

Course# 3401/02

Year Course - Grade 12**Prerequisite:** English 311, 321, 331, or consent of the department.

The Advanced Placement English Literature and Composition course is a one year course designed for the superior English student who wishes to earn college credit while in high school. The aim of the course is to teach students to write well about something important and to develop the skills of a mature reader. Most of the writing in the course is related to literature, either by following literary models or as a critical response to the literature read in and out of class. All formal papers submitted for a grade must be typed. Sample AP tests and in-class writings will also be part of the curriculum.

The AP test will be administered in May to those students interested in earning college credit for the course.

GREAT PLAYS, A REFLECTION OF SELF (Offered alternating years)**Semester course - Grades 11, 12**

Course# 3460

NOW OFFERED IN 2011-2012

Drama was created because of man's need to communicate his emotions, achievements, fears, and desires.

Through the study of dramatic literature, we can learn about what motivated and moved societies of long ago. But more importantly, we can learn about ourselves and the emotions and desires we share with all of mankind. This course is a chronological study of tragedies and comedies, including the works of Sophocles, medieval authors, Shakespeare, Moliere, Wilde, Shaw, and Shue. The dramas read form a basis for establishing the student's definition of self. The student will be expected to take an active role in the class through the sharing of thoughts and experiences. The student will, through a series of well-written assignments and projects, arrive at a greater understanding of who she/he is.

ADVANCED COMMUNICATION (Offered alternating years)**Semester Course - Grades 11, 12**

Course# 3480

NOW OFFERED IN 2011-2012

This course introduces the student to the role which communication plays in a democratic society. After a review of Speech basics, the student will move into the more specialized areas of articulation. Areas covered will include formal debating, interviewing, blackboard speaking, group discussion, memorized declamation, oratory, oral interpretation, public address, and the significant speech.

CREATIVE WRITING**Semester Course - Grade 11, 12**

Course# 3520

Prerequisite: Recommendation from English teacher and "C" or better grade.

This course will stress written expression in a variety of forms: journals, narratives, description, poetry (both traditional and modern), playwriting, creative non-fiction, the short story, etc. By examining the work of professional authors, students will first examine models and then create their own narratives, short stories, and poems.

The aim of the course is to enhance creativity, self-awareness, and self-expression **through both reflective and problem-solving activities as well as more formal assignments.**

ADVANCED WRITING**Semester Course - Grade 12**

Course# 3540

This one semester course introduces students to skills required for writing papers at the college level. Emphasis is on expanding writing skills previously taught; thesis development using argument, exposition and analysis; and style development emphasizing paragraph and sentence variety, parallel structure and sentence combining. Focus for all writing is on logical, understandable, college-level content using carefully analyzed support information.

English

WORLD LITERATURE (Offered alternating years)

Course# 3610

Semester Course - Grades 11, 12

NOW OFFERED IN 2011-2012

Students will read and study a selection of literary classics, knowledge of which will enrich their understanding of works they will read in college. Selections will be drawn from, but not be limited to, the works of Homer, Plautus, Dumas, Hugo, Kafka and Ibsen.

[*This course is recommended for college bound students only.*](#)

BRITISH LITERATURE (Offered alternating years)

Course# 3510

Semester Course - Grades 11, 12

OFFERED IN 2012-2013

A chronological approach will acquaint college bound students with the various literary movements and the major works and authors associated with the movements. The survey will begin with the earliest British Literature and proceed to the present, emphasizing representative authors. The purpose of the course will be to provide a broad background knowledge of British Literature, laying a foundation for future post-high school classes.

SHAKESPEARE

Course# 3630

Semester Course - Grades 11, 12

*"To hold, as 'twere, a mirror up to nature,
to show virtue her own feature, scorn her own image,
and the very age and body of the time his form and pressure."
Hamlet, Act III*

In his own words, Shakespeare explains the purpose of his writings. They form the mirror in which we can see ourselves and the world around us.

This class will delve into a variety of Shakespeare's plays and sonnets, from A Mid-summer Night's Dream to Hamlet, from Taming of the Shrew to Othello. Students will be given a choice of titles from which to select the five or six plays covered during this semester long class. In addition to in and out of class reading, the class will also watch contemporary film interpretations of several of the Bard's works, write a critical literary analysis, and do a variety of projects which will enable students to view our world through the words of Shakespeare.

CONTEMPORARY NOVELS (Offered alternating years)

Course# 3640

Semester Course - Grades 11, 12

OFFERED IN 2012-2013

The purpose of this course is to read and to study significant contemporary novels and their authors. Emphasis will be placed on analyzing the novel's themes, plots, setting, characterizations and styles. Students will read and study the novels as a class, in groups and individually. Different genres will be studied so students can identify with a type of writing they enjoy reading.

Strong reading ability and desire is a must.

BROADCAST JOURNALISM**Course# 3650****Semester Course - Grades 11, 12***This course does not meet NCAA requirements.*

Student interests are combined with critical analysis and creativity in the projects for Broadcast Journalism. This course is designed to inform and enhance student skills in analyzing the influences in visual media broadcasts and help students create original programs. There is a strong emphasis on writing and oral communication which students will apply through interviewing skills and gathering information to write stories based on our Whitnall community and schools.

Students will learn to use digital equipment to film and produce a total of six newscasts during the semester which will be telecast on the Time-Warner Cable Channel 96. Through the use of current technologies, students will learn skills that can also be applied to POD and Web casting.

SHORT STORIES**Course# 3660****Semester Course - Grades 11, 12**

The focus of this course will be a comparative study of contemporary as well as traditional short stories in regard to theme, subject matter, plot, point of view, symbolism, characterization, and style. Tests will be analytical as opposed to recall. Both individual and group projects will be incorporated into the class work.

APPROACHES TO CRITICAL READINGS**Course# 3680****Semester Course - Grades 11, 12***For the college and non-college bound.*

Anyone who has spent any time on the Internet knows that there is more information out there than it is possible to take in. The situation is only going to get more complicated. Many people have piles of reading to plough through at school and work and feel overwhelmed. The ability to process and make good sense of that information is crucial.

This course will help students to gain and practice the skills necessary to improve reading rate, comprehension, and analysis skills, which are necessary for both the university and the work place. In addition to practice in speed-reading, students will learn when to use skimming, scanning and PSQ3R +. Note-taking and memory tips will be practiced using a variety of resources including the Internet and film. Analysis of controversial situations and use of critical thinking steps will be applied in order to solve problems. Vocabulary acquisition is also stressed.

Novels will also be read and analyzed through projects and oral presentations.

YEARBOOK DESIGN AND PRODUCTION

Year course - Grades 10, 11, 12

Course# 3851/52

Prerequisite: Because yearbook can only accommodate 20 members, students must complete an application and receive approval from the instructor before registration. Freshman and sophomores must apply by March 1st. **Seniors may apply only if they have previously worked on the yearbook staff.**

A year-long course in which students will produce the Whitnall High School Yearbook "Magnum Opus." The course will expose students to skills in journalism and graphic arts. Students will be required to take photos, conduct interviews, write copy and create various layouts for the events at Whitnall High School. Students will gain experience with Adobe In Design Software designed for the Windows Platform. Skills acquired in the yearbook course may be used in future situations regarding journalism and graphic design. In addition to classroom work, there will be summer workshops available to students enrolled in this course. Students must enroll for the full year. If any student fails to meet deadline requirements, the instructor reserves the right to ask that student to withdraw from the course at any time.

A strong writing skill is a must.



English



Global Languages



FRENCH I

Course# 4111/12

Year course - Grades 9, 10, 11, 12

The four basic skills of the language are introduced: listening, speaking, reading and writing. The emphasis is on preparing students to perform communicative functions, such as greetings and leave-takings, describing people and objects, and indicating possession. Communication and interpersonal relationships in meaningful situations are stressed through activities related in realistic cultural contexts, lively video and audio programs, students come to know and appreciate the culture of the French-speaking world as they build their language skills.

SPANISH I

Course# 4131/32

Year course - Grades 9, 10, 11, 12

Spanish I emphasizes the four basic steps toward the mastery of the language: listening, comprehension, speaking, and writing. Although listening, comprehension and speaking are the primary concerns of the first year students, they do delve into the written word. Along with the mechanics of the language, the culture of Spanish-speaking countries is studied through the speech, customs and arts of the Spanish-speaking world.

FRENCH 2

Course# 4211/12

Year course - Grades 9, 10, 11, 12

Prerequisite: French I

French 2 extends students' proficiency with longer conversational exchanges and a comprehensive reading strand. Once again, communication and interpersonal relationships in meaningful situations are stressed through activities related in realistic cultural contexts, lively video and audio programs, students come to know and appreciate the culture of the French-speaking world as they build their language skills.

SPANISH 2

Course# 4231/32

Year course - Grades 9, 10, 11, 12

Prerequisite: Spanish I

The second level of Spanish provides the student with an opportunity to expand his/her communicative skills. Students develop these skills as they explore familiar aspects of their own lives, such as family, school, food, and personal interests. Students also recognize the similarities and differences between themselves and Hispanic youths. In addition, students improve their ability to share opinions as well as provide and ask for information. Gaining confidence and becoming comfortable speaking Spanish are two of the aspects of language acquisition emphasized at this level.

FRENCH 3

Course# 4311/12

Year course - Grades 10, 11, 12

Prerequisite: French II

In French III, more emphasis is given to developing the student's ability to read easily and with direct comprehension of original selections from contemporary French literature, newspapers, magazines, etc. At the same time, the student's listening, speaking, and writing skills are strengthened by various grammatical exercises. Considerable attention is also paid to increasing the student's ability to speak French.

Global Languages

SPANISH 3**Year course - Grades 10, 11, 12****Course# 4331/32****Prerequisite:** Spanish II

In Spanish III, major emphasis is given to developing the student's ability to speak the language. At the same time, the students' listening, reading and writing skills are strengthened by various activities. Considerable attention is also given to increasing the student's active vocabulary and to strengthening his/her ability to speak Spanish correctly.

FRENCH 4 (GW)**Year course - Grades 11, 12****Course# 4411/12****Prerequisite:** French III

This advanced course strives to increase proficiency in the four basic language skills: listening, speaking, reading and writing. Reading skills will be strengthened from reading poems, newspaper articles, and classical and contemporary French literature. The student will also increase his/her writing skills while at the same time improving his/her fluency in speaking French. French 4 will help to prepare students to gain college credit for high school French through the AP, SAT College Board French Exam or College Placement Tests.

SPANISH 4 (GW)**Year course - Grades 11, 12****Course# 4431/32****Prerequisite:** Spanish III

In Spanish 4, major emphasis is given to increasing the student's proficiency in the four basic language skills: listening, speaking, reading and writing. The student will strengthen his/her ability to use the language with more clarity. The student will increase his/her writing skills; more emphasis will be placed on higher level speaking skills in the target language. Spanish 4 will prepare the student to take the college test; thus making it possible for some to earn retroactive credits.

AP FRENCH LANGUAGE (GW)**Year course - Grade 12****Course# 4501/02****Prerequisite:** French 4 and consent of instructor

AP French is an intensified study of the French language with emphasis on grammar, idioms and the continued development of communication skills. It expands the student's knowledge of how the language works and enables them to build their confidence as communicators in French. Emphasis is spread equally over grammar, literature, and culture through readings and expository writing. Students will have the opportunity to take the AP French Exam, SAT College Board French Exam and college placement tests for college credit for their high school work in French.

AP SPANISH LANGUAGE (GW)**Year course - Grade 12****Course# 4601/02****Prerequisite:** Spanish 4 and consent of instructor

AP Spanish is an intensified study of the Spanish language with emphasis on the grammar, idioms, and oral aspect of the language. The course is conducted in Spanish to achieve more fluency, using the language formally and informally. Expository writing along with current readings is incorporated into the course. Students will have the opportunity to take the AP Spanish exam and college placement tests for college credit.

Family & Consumer Sciences



FOOD IN THE FAMILY

Semester course - Grades 9, 10, 11, 12

Course# 5120

In this course students will learn how to care for themselves nutritionally and how to make decisions related to planning meals, food purchases and preparing food for the family. Entertaining and serving other students will provide an opportunity to learn the social value of eating. Approximate cost of course: \$13.00.

INTRODUCTION TO FOOD SERVICE

Semester course - Grades 9, 10, 11, 12

Course# 5140

Prerequisite: Food in the Family

In this course students will learn skills for employment in the food industry. They will visit restaurants, experience large quantity food preparation and research world health issues related to the distribution of food. Ser-Sav Certification would be offered during this class. Certification test would be an additional cost. Approximate cost of course: \$13.00.

HUMAN DEVELOPMENT: The Early Years

Semester course - Grades 10, 11, 12

Course# 5220

Students will explore the early years of children's growth and development. As the students understand the physical, intellectual, social and emotional characteristics of each developmental stage, they will build confidence in caring for children more effectively.

(This course is required for acceptance into the Assistant Child Care Co-op Program.)

CHILD GUIDANCE

Semester course - Grades 10, 11, 12

Course# 5340

Prerequisite: NONE

Knowledge and understanding of how young children grow and develop is the foundation for success in working with children — whether in the home or classroom. Child Guidance includes an overview of the physical, intellectual, social and emotional characteristics of young children taught in Human Development. Students strengthen that foundation by learning practical techniques for guiding children through the developmental stages and how to create a safe, healthy learning environment that will provide experiences that build enthusiasm for learning. A minimum of ten (10) observation hours will be required as part of the course.



Family & Consumer Sciences

ASSISTANT CHILD CARE TEACHER (ACCT)

Course #

Length: Semester course ~ Grades 11, 12**Credit:** 1/2 credit**Prerequisite:** A "C" or better in Human Development**Location/Time:** Greenfield High School. **TIME:** 11:02 to 11:55 AM

Subject to space availability and scheduling of students. Must provide your own transportation to Greenfield High School.

The focus of this course is to study child development, learning experiences for young children, guidance techniques, limits and routines for children, special needs children, child care centers, and health and safety issues. Students will also participate in a preschool program, where they will plan lessons and guide children.

After completing this course and meeting the requirements set by the DPI and the Dept of Health and Family Services, students may choose to earn an Assisted Childcare Teacher Certification for the State of Wisconsin. This would allow students (age 17 or older), to be employed as an assistant teacher at a licensed childcare facility.

(This course is required for acceptance into the Assistant Child Care Services Co-op Program. Grades 11 and 12 Volunteering Community Service hours may be applied to meet the observation requirements if the volunteer placement is with children.)

COOPERATIVE EDUCATION/SKILLS FOR THE WORKPLACE AND CAREERS**Credit:** 1.0 (Classroom Instruction)**Year course - Grade 12****Course# 5411/12******Dual enrollment in "on the job" credit ~ additional 1.0 job credit for year****Course# 5441/42**

Course is designed to help students gain knowledge and confidence as they prepare for the post secondary setting. Students will identify and develop an understanding of individual foundation skills and workplace competencies necessary for future success.

This course is required for dual enrollment in the Cooperative Education (Co-op) and on-the-job program.

****On the Job Credit Summary****Prerequisite:** Enrollment in Cooperative Education Skills for the Workplace and Careers Class

A school supervised work-based program designed for students who wish to complete the State of Wisconsin Employability Skills Certificate. Students are required to obtain a paid part-time employment position, develop a career plan, complete a minimum of 180 hours of paid employment, demonstrate competency of the identified employability skills through on-the-job evaluations and the Skills for the Workplace and Careers classroom instruction. Work hours can be completed during the school year and additional hours during the summer, if needed.

REVISED ~ no longer a required class

CONTEMPORARY LIVING**Semester course - Grade 11, 12****Course# 5440****Prerequisite:** None

The Contemporary Living program is designed to help students become aware of rights and responsibilities as an individual, a partner, a parent, and a consumer. The course recognizes that personal values and attitudes will influence decision-making. Attempts will be made to help the student identify and interact with complex problems that families face today and in the future. This class is team taught through Family & Consumer Education and Social Studies.

VOLUNTEERING COMMUNITY SERVICE**Semester/Year course - Grades 11, 12****Course# 5451/52****Prerequisite:** None

Students will select a volunteer station of their choice or one offered by the instructor. The student agrees to work 75 hours a semester, which is the equivalent of one semester class. This course cannot be used as one of the six required classes, only as a seventh class. The supervising teacher will make evaluation with input from the agency or institution chosen to serve.

Volunteering students will receive a pass/fail grade and ½ credit for a semester. Students are limited to 1 credit of volunteering throughout high school.

Mathematics



ALGEBRA II FOR 9TH GRADERS (GW)

Year course - Grade 9

Course# 6111/12

Prerequisite: Instructor approval; grade of at least "B" in 8th grade Algebra, standardized test scores are also considered

This math course will extend earlier algebraic knowledge and provide students with opportunities to apply algebra to geometry and trigonometry. Students will experience work in functions, matrices, and general graphing techniques. The emphasis will be on recognizing and using the connection between algebra and other disciplines and between algebra and the world in which we live. Students will have to communicate the results of their investigations both verbally and in writing. Students will be expected to have an excellent background in mathematics as well as a desire to move quickly into higher order thinking and application skills. **A graphing calculator is required: TI-inspire recommended.**

ALGEBRA I

Year course - Grades 9, 10, 11, 12

Course# 6131/32

In Algebra I the focus is on representing situations that involve variable quantities with expressions, equations, and inequalities. A strong emphasis is placed on using numeric, symbolic and graphic representations of the same quantity; solving equations and inequalities; and problem-solving techniques. Students also use simple data analysis procedures and search for patterns inherent in mathematics as a means to organize and interpret information. **A graphing calculator is required: TI-inspire recommended.**

HONORS GEOMETRY (GW)

Year course - Grades 9, 10

Course# 6211/12

Prerequisite: H. Algebra II (6111/6112)

Students will study problems using geometric models, the properties of different figures and the relationships between them. Both plane and solid geometry will be covered with additional work in trigonometry. Reasoning and logic will be emphasized throughout the course. This class provides a rigorous study of geometric concepts. **A graphing calculator is required.**

GEOMETRY

Year course - Grades 10, 11, 12

Course# 6231/32

Prerequisite: Algebra I

Students will study problems using geometric models, the properties of different figures and the relationships between them. Both plane and solid geometry will be covered with additional work in trigonometry. Reasoning and logic will be emphasized through the course. **A graphing calculator is required.**

Mathematics

HONORS PRE-CALCULUS (GW)**Year course - Grade 11****Course# 6311/12****Prerequisite:** Honors Geometry, or consent of department

Graphing calculators will be used to analyze functions and relations, in particular, logarithmic, trigonometric, circular and polynomial functions. Students will represent and analyze relationships using differing functions and represent problem situations with matrices, sequences, and recursive relations. Again, the graphing calculator will be used to explore calculus concepts from both a graphical and numerical perspective. **A graphing calculator is required.**

ALGEBRA AND TRIGONOMETRY**Year course - Grades 11, 12****Course# 6331/32****Prerequisite:** Geometry

This course builds on concepts from algebra and geometry and extends the real number system to the complex number system. Students are introduced to the concept of functions, their operations and notation. The study of functions will include linear, quadratic and exponential functions. The circular functions and their relation to the trigonometric functions are explored in depth. Students are expected to have a graphing calculator for daily use. **A graphing calculator is required.**

AP CALCULUS AB (GW)**Year course - Grade 12****Course# 6401/02****Prerequisite:** Honors Algebra/Trigonometry or Pre-Calculus, or consent of instructor

Calculus consists of further analysis in trigonometry, logarithms, sequences, series and to a study of the limit concept, analytical geometry and an introduction to derivatives and integrals, and their applications stressing mathematical analysis. This course fulfills the requirements for the College Board Advanced Placement Course in Mathematics, Calculus AB. Students taking this class will be strongly encouraged to take the AP exam. A graphing calculator will be required for use on a daily basis. **A graphing calculator is required.**

PRE-CALCULUS**Year course - Grades 11, 12****Course# 6431/32****Prerequisite:** Algebra/Trigonometry

The material covered in Pre-Calculus is designed to give an in-depth background to those students who are considering a college education. Graphing calculators are used to explore the transformations of functions (polynomial, trigonometric, logarithmic, and exponential) and to explore concepts from calculus. **A graphing calculator is required.**

STATISTICS**Year course—Grades 11, 12****Course# 6591/92****Prerequisite:** Algebra/Trigonometry

This course is intended to present a simulation and modeling approach to statistics. The material covered in the class includes probability and data analysis, and the use of statistics in society. Statistics is required as a core math class for most college majors.

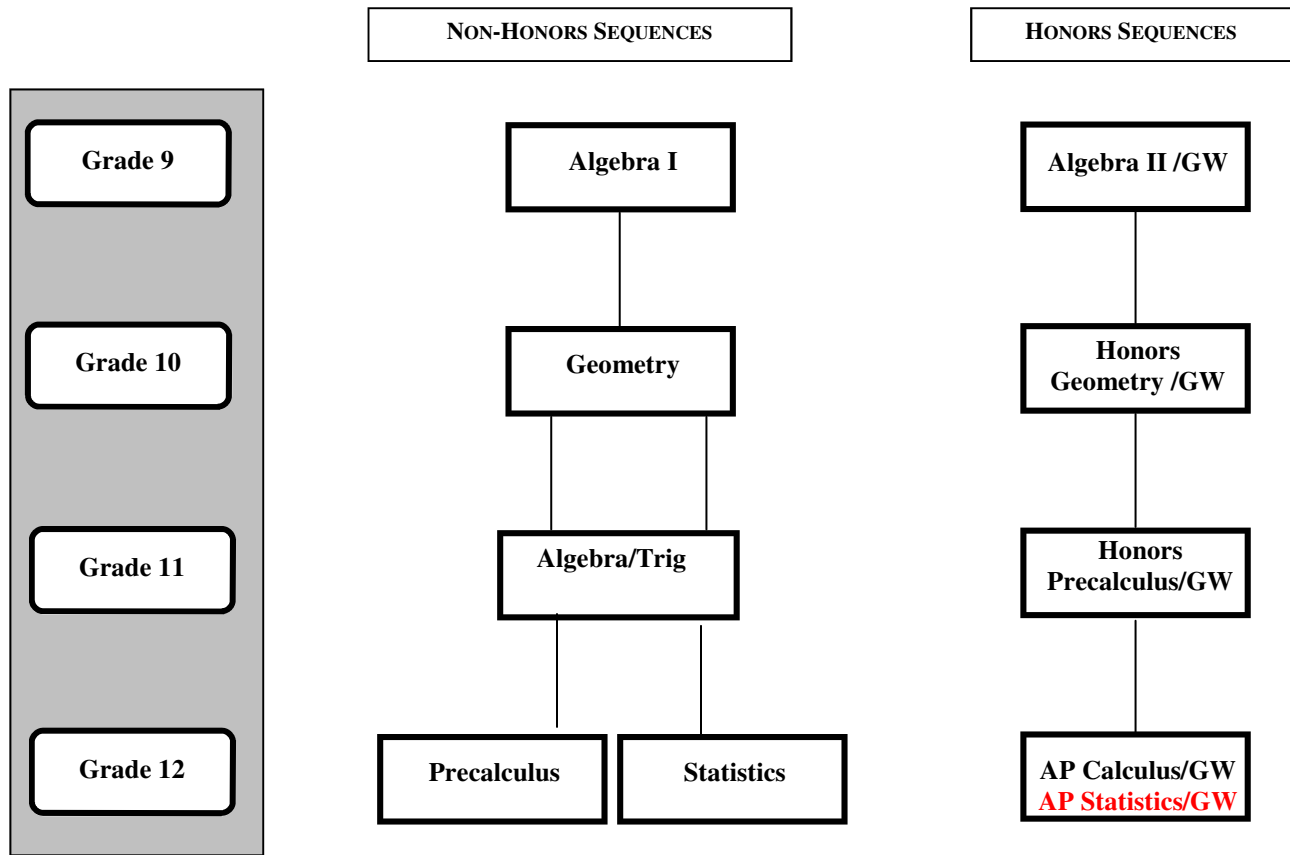
Seniors that are planning on going on to college and majoring in a non-mathematical or non-science field should consider taking statistics. **A graphing calculator is required.**

**NEW COURSE****AP STATISTICS (GW)****Year course—Grades 11, 12****Course #6501/02****Prerequisite:** Algebra/Trigonometry and Teacher Recommendation

The AP Statistics course is designed to provide students with the opportunity to study and learn material that would be the equivalent to a college level statistics course. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course fulfills the requirements from the College Board Advanced Placement Course in Mathematics for AP Statistics. Students taking this class will be strongly encouraged to take the AP exam. A graphing calculator is required.

Mathematics

MATHEMATICS SEQUENCE OPTIONS
FOR STUDENTS ENTERING THE HIGH SCHOOL COURSE OF STUDY IN GRADE NINE

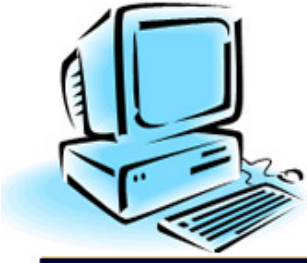


Notes:

A minimum of three years of high school mathematics is required for graduation and is sufficient to meet admission requirements for four-year colleges. Any of the above sequences meet these requirements. Please see the specific course descriptions for more details.

Movement between sequences will disrupt mathematical development and will be limited to special cases as recommended by a student’s mathematics teacher.

*Students may enroll in the Advanced Sequence only if they meet the required prerequisites.



Computer Science



COMPUTER STUDIES

Semester course - Grades 9, 10, 11, 12

Course# 6610

This class will cover making iMovies using Macs (possibly Garage Band), making a website using Wordpress (which you can see and change at home), taking apart a computer and being able to identify the components, installing Windows XP, the history of computers and the internet, how to set up a wireless network, and more.

PROGRAMMING I

Semester course - Grades 9, 10, 11, 12

Course# 6620

This course is an introduction to computer programming in which the programming languages of Visual Basic and HTML are used. In HTML, students will construct their own web pages. This course, along with Programming II, are strongly recommended for any students interested in a technical field.

PROGRAMMING 2

Semester course - Grades 9, 10, 11, 12

Course# 6640

Prerequisite: Programming I, grade of "C" or consent of instructor

This course will provide an in-depth study of the computer language Java. The emphasis is on writing structured programming code. This course is designed to closely follow the advanced placement objectives specified by the College Board. It is strongly recommended for students planning on a career in computer science or programming.

PROGRAMMING 3

Semester course - Grades 11, 12

Course# 6660

Prerequisite: Programming I & II, grade of "C" or consent of instructor

This course is a continuation of Programming II. The course contains advanced topics in Java and data structures. The computer language of Java and Java scripting is introduced at this level. Students taking Programming III should possess a strong problem-solving ability.

Computer Science



Science



REVISED Course curriculum

In August of 2010, The Whitnall High School Science Department proposed a plan to the School Board that would allow all students equal access to the core components of science. The proposal included the following:

- ◆ All students will take a full year of Biology, Chemistry and Physics
- ◆ All three of these courses will be offered at 3 levels
- ◆ Levels will be determined by the result of the EXPLORE/PLAN tests
- ◆ All three levels work with the same topics but at varied depths of understanding

SCORE BAND	Biology ~ 9th Grade	Chemistry ~ 10th Grade	Physics ~ 11th Grade
1 — 16	Biology	Applicable in 2012-13	Applicable in 2013-14
17 — 20	Advanced Biology	Chemistry	
21 — 25	Honors Biology (GW)	Advanced Chemistry	Physics
		Honors Chemistry (GW)	Advanced Physics
			Honors Physics (GW)

BIOLOGY

Year course - Grade 9, 10

Course# 7231/32

This course will seek to develop the foundation skills necessary for science, including use of the scientific method (controlled experimentation, mathematical calculations, table and graph production, critical thinking and analysis) and scientific instruments (microscopes, computers, probes, glassware, and measuring tools). Students will explore the natural world from microscopic cells to global environments. Current biological concerns such as invasive species and breaking developments such as cellular research will be investigated.

CHEMISTRY

Year course - Grades 10, 11, 12

Course# 7331/32

Prerequisite: Algebra I ("C" average is highly recommended), Biology

Chemistry is a laboratory course that focuses on an approach to problem-solving, developing laboratory techniques, and understanding broad chemical concepts. Topics include the classification of matter, atomic theory, periodicity, molecular and ionic compounds, chemical reactions, stoichiometry, gas laws, equilibrium, energy and change, solutions, and acids/bases. This course prepares students for higher level science courses at both the high school and college levels.

Science

AP CHEMISTRY (GW)**Year course - Grades 11, 12****Course# 7301/02****Prerequisite:** Chemistry and Algebra/Trig or concurrent enrollment

The Advanced Placement Chemistry course is designed to give students the analytic and scientific skills necessary to critically analyze problems in chemistry. The program will prepare students for intermediate and advanced college courses by making demands of them that are equivalent of a first year college general chemistry course. The emphasis in this program will be on chemical calculations and advanced laboratory work.

AP BIOLOGY (GW)**Year course - Grade 11,12****Course# 7201/02****Prerequisites:** Biology 721 or 723, Chemistry 733

The AP Biology course is designed to be the equivalent of an introductory college biology course. Three general areas will be covered which include: I. Molecules and Cells, II. Heredity and Evolution, III. Organisms and Ecology. The two main goals of the course are to help students develop a conceptual framework for modern biology and to gain an appreciation of biological science as a process.

Students will be encouraged to take the AP test in May of the second semester. Due to time constraints, students must begin preparation prior to the start of Semester I. This will be explained in detail in a required meeting with the instructor after the students register for the course. Students will be asked to purchase their own textbook.

PHYSICS (GW)**Year course - Grades 11, 12****Course# 7411/12****Prerequisite:** Algebra-Trig or concurrent enrollment

The aim of this physics courses is to describe natural occurrences in terms of the physical laws which govern them. Laboratory activities and mathematical problem solving are emphasized. This course would be an important prerequisite to most college science classes.

**NEW COURSE****AP PHYSICS B (GW)****Year course - Grades 12****Course# 7401/02****Prerequisite:** Physics

This course provides a systematic introduction to the main principles of physics at the college level and emphasizes the development of conceptual understanding and problem-solving ability using algebra and trigonometry. This course requires a laboratory component that is equivalent to a college experience. The course will prepare the student for the AP Physics B test as well as for entrance into college science programs. The AP Physics course is designed to be taken after completion of a high school Physics course, as recommended by the College Board.

ANATOMY AND PHYSIOLOGY (GW)**Course# 7611/12**

Year Course—Grades 11, 12

Prerequisite: Biology 9 or 10, Algebra, Chemistry required

Anatomy and Physiology is the study of the structure and function of the human body. Students will explore the various body systems by way of experimentation including the dissection of several mammalian organs and a complete rat dissection. Probes interfaced with computers explain many physiological human occurrences. Guest speakers and an optional field trip to Marquette University cadaver lab will provide insight into career and college opportunities. Recommended for students interested in the health professions or those who wish to gain a better understanding of the human body. The support text is written at an introductory college level.

MEDICAL TERMINOLOGY**One Semester, Grade 11, 12****Course #7500****Prerequisites:** C or better grade in a Life Science course**Credit:** 1/2 credit

This one semester course focuses on the component parts of medical terms: prefixes, suffixes and word roots. Students will practice formation, analysis and reconstruction of terms, including spelling, definition, and pronunciation. Organized according to body systems, terms related to anatomy, diseases and disorders, as well as surgical and diagnostic terms will be explored.

This course is recommended for students who are interested in health careers. It is articulated with the state-wide technical college medical terminology course. *Students earning a grade of B or better will be awarded 3 transcribed credits by Milwaukee Area Technical College.*

Students are required to pay for class materials. The cost of the textbook/workbook and CD needed is due the first week of class. The cost will be about \$70.00.

PROJECT LEAD THE WAY PROGRAM**PLTW: PRINCIPLES OF ENGINEERING(POE)****Course #PLTW1/PLTW2**

Year Course Grades: 10, 11, 12

Credit: 1.0**Prerequisite:** Biology, Algebra One and Geometry or concurrent enrollment in Physics or Chemistry**Location:** Greenfield High School **Time: 7:00 to 7:50 AM** Subject to space availability and scheduling of students. **Must provide your own transportation to Greenfield High School.**

This introductory course explores the wide variety of careers in engineering and technology and covers various technology systems and manufacturing processes. Using activities, projects and problems, students learn first hand how engineers and technicians use math, science and technology in an engineering problem-solving process to benefit people. The course also addresses concerns about social and political consequences of technology change.

NOTE: Additional PLTW courses available. Check with your Guidance Counselor for additional coursework titles, availability and times.

Special Education



BASIC PRE-ALGEBRA

Year Course—Grade 10, 11, 12

Course# EE6191/92

Designed for students who are considering post secondary education and need to increase their ability to work with variables and solving equations. Integration into Algebra the following years is one of the goals.

READ 180 LEVEL 1

Year Course, Grade 9, 10

Course# EE3851/52

This course is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive and instructional software, high interest literature, and direct instruction in reading and writing skills.

READ 180 LEVEL 2

Year Course, Grade 11, 12

Course# EE3871/72

This course is an extension to an intensive intervention program designed to meet the needs of students whose reading achievement continues to be below the proficient level after completion of the Level I course. The program directly addresses individual needs through adaptive and instructional software, high interest literature, and direct instruction in reading and writing skills.

BASIC LITERATURE

Year Course, Grade 10, 11, 12

Course# EE3371/72

This course exposes students to a variety of literature selection and novels. Students will explore various novels, stories, plays, myths, legends and poems. An emphasis is on building reading, writing and comprehension skills. Students will also learn practical English skills to include project development, research skills and oral presentation skills.

LANGUAGE STRATEGIES

Year course

Course# EELS01 / EELS02

Grade: Teacher placement per IEP Plan

Prerequisites: Individualized Education Plan and daily Language minutes as determined by IEP Team

This course provides individualized instruction in the receptive and expressive language skills necessary for educational and occupational understanding and function. Emphasis is placed on achieving individualized IEP goals through teacher directed activities and linking skills to academic and community tasks.

BASIC STUDY SKILLS

Semester course and/or year

Course #BS01/ BS02

Grade: Teacher placement per IEP Plan

Prerequisites: Individualized Education Plan as determined by IEP Team

Special Education



Social Studies

PATTERNS OF CIVILIZATION

Year course - Grade 9

Course# 8131/32

In this introductory social studies course, freshmen will explore world history from earliest humans to modern times. In that chronological and regional study, students will analyze the impact on history and culture of geography, economics, government, war/diplomacy, science/technology, religions/philosophy, the arts and the way people interact within and among civilizations. Students will gain competency in reading, writing, and critical thinking skills related to social studies.

UNITED STATES HISTORY 1

Semester course - 1/2 credit - Grade 10

Course# 8231

This semester course will cover the beginnings of American history from the early Native American cultures to European colonial settlement, the roots of the American Revolution, the development of an American culture, the growth of a government and Constitution, the economic expansion of Anglo-America, contrast differences between northern and southern America and examine the events leading to the Civil War. Students will be challenged to think critically and link historical concepts together. The course will teach history from geographical, political, social and economic perspectives.

UNITED STATES HISTORY 2

Semester course - 1/2 credit - Grade 10

Course# 8232

This semester course will start with the Civil War and its major results. The course will cover the Reconstruction period and "Gilded Age," the Progressive Era, America's first imperialistic period, World War I, the Roaring twenties, the causes of the Great Depression and President Roosevelt's attempts to stop the Depression through his New Deal policies. Students will be challenged to think critically and link historical concepts together. The course will teach history from geographical, political, social and economic perspectives.

UNITED STATES HISTORY 3

Semester course - 1/2 credit - Grade 11

Course# 8331

Offered both semesters

This semester course will cover America's entry into World War II and cover: the social, economic, and political impact the war had on America; the beginnings of the Cold War with Russia and the social, economic, political and military impact this war had on American culture between 1945 and the early 1990's; the Civil Rights era; the problems surrounding and reactions to a political crises in leadership within the modern Presidency; America's role in a global economy and reactions to a war on terrorism. Students will be challenged to think critically and link historical concepts together. The course will teach history from geographical, political, social and economic perspectives.

Social Studies

REQUIRED COURSE

ECONOMICS**Required Semester course - Grades 11, 12****Course# 8610**

Economics is a semester survey course that will prepare students for future class work for college and the real world. Students will learn to start viewing the world through an economic lens. Students will learn base concepts of choice, scarcity, incentives and opportunity cost – the cost of not doing the next best thing.

ALL STUDENTS WILL PARTICIPATE IN THE STATE STOCK MARKET GAME that will pit Whitnall student portfolios of stock against other schools in the state. Other simulations will be instituted. In addition, students will learn about the role of money, credit, stocks, type of market systems, the history of economics and careers in economics. The economics of sports will also be a topic.

In addition, we will study the role of globalization and its impact on America and the world. A major debate in the course focuses on the role of Wal-Mart and its impact on our culture.

Finally, students will be exposed to microeconomics: demand, supply, monopolies, oligopolies, corporations, banks, savings, and macroeconomics: Gross National Product, business cycles, economic growth, the role of our government in contrast to international economic systems and the economy. Guest speakers and a field trip are course goals.

Students will also learn about the state Consumer and Personal Finance Components:

- ◆ Budgeting
- ◆ Checking Accounts
- ◆ Savings and Investing
- ◆ Credit
- ◆ Credit Report
- ◆ Identity Theft
- ◆ Choices:

Buying a car	Contracts
Financing your education	Getting a job
Getting insurance	Paying taxes
Contracts	Finding an apartment

NEW Course Elective

21st CENTURY GLOBAL ECONOMICS**Semester course ~ Grades 11, 12****Course #8620**

Through simulations, and other diverse hands-on activities, the course will provide opportunities to apply economic principles within a global context. The course will examine the impact of culture, geography and politics upon the economics of a given region and the world as a whole. This course, 21st Century Global Economics, will enable students to bring to life abstract ideas and allow students to connect with diverse peoples in other parts of the world.



Social Studies

AP U.S. HISTORY II (GW)

Year course - Grades 11, 12

Course# 8301/02

Prerequisite: Department recommendation or consent of instructor

The Advanced Placement course in United States History is designed to prepare students to take the AP U.S. History exam in May. In order to meet the expectations for that exam, which covers U.S. History from the colonial period to the 1980's, students will learn to become more analytical readers and more competent expository writers. Throughout the course there will be a focus on developing objective test-taking skills for college level courses, as well as the ability to analyze, organize and write essay questions in a limited time frame. Students, in order to write these essays, will learn to analyze and interpret a variety of historical documents. In addition, students will practice critical reading skills so they can write summaries of extensive material on given topics. There is a required summer reading assignment, which will be followed by a brief objective test given the second day of school in the fall.

POLITICS: A CONTINUING STUDY

Semester course - Grades 11, 12

Course# 8440

The major goals of the course are to increase a student's understanding of the political process; to increase his awareness of how, as a citizen, he can become involved in and affect political institutions; and to provide an opportunity for the student to learn and practice his participation skills. Students will be required to participate in individual and group projects. The course will move from general understanding of politics to the practical application of how students are involved in the political process that operates within our high school and community.

PHILOSOPHY

Semester course - Grades 11, 12

Course# 8460

In this course, students will examine the questions that have historically engaged thinkers throughout the ages. Ideas such as friendship, reality, fairness, truth, being, and goodness are the foundation for class discussions and small projects that provide students the opportunity to explore these questions. Philosophy will offer students the opportunity to explore who they are in relation to these questions, as well as a wealth of ideas and a means to become more alert and skillful thinkers.

SOCIOLOGY

Semester course - Grades 11, 12

Course# 8520

This is a semester survey course that will prepare you for Sociology and other courses in college. If you plan on a career that deals with people, this course is a must. The following units are covered: Chapter 1-Intro to Sociology (base terms, three sub-theories of and the sociological imagination); Chapter 2—Culture (sub-cultures, countercultures (Skinheads), racism, prejudice, cults, religion); Chapter 3-Values (social change, Super Size Me, gender wars, gender differences-includes field trip to local mall and sports in America); Chapter 4—Social Structures (bureaucracies—Office Space, statuses, roles, social stratification, the Peter Principle); American Psychological Association and will prepare the learner for college level classes. Assessment entails homework packets, quizzes, tests and projects. The application of knowledge, i.e., higher level thinking skills, is an integral part; Chapter 5-Socialization (nature vs. nurture, "wild children," sources of socialization, the experiment on "obedience" and the role of television); Chapter 8-Deviance (deviance theories, analyze Dahmer, Gein and Manson); Chapter 16-Collective Behavior (social movements of the 60's, fashion, fads, mobs and urban legends). The main goal is to have you develop a sociological imagination and view your environment in a different light.

INTRODUCTION TO PSYCHOLOGY**Semester course - Grades 11, 12****Course# 8540**

This challenging semester survey course focuses on the study of human behavior. The following units are covered: Approaches/Fields/Methods, Abnormal Psychology (mental illness), Personality, Learning, Human Development, Memory and Intelligence. This course is based on the national standards developed by the American Psychological Association and will prepare the learner for college level classes. Assessment entails homework packets, quizzes, tests and projects. The application of knowledge, i.e., higher level thinking skills, is an integral part of this course.

CURRENT EVENTS**Semester course - Grades 11, 12****Course# 8560**

This course is basically designed for those who wish to keep up with and learn more about current events. By means of up-to-date newspapers and magazines, events and trends in society will be covered, analyzed and discussed by the students. From time-to-time, guest speakers will be brought in to deepen the student's knowledge on a particular area of interest. Heavy emphasis will be placed upon controversial subjects, allowing the student's full opportunity to hear and express different points of view. The subject matter of the course will largely be determined by what is happening now in our community, nation and world. Examples of units covered in the past have included women's liberation, minority group problems, future study, F.B.I and C.I.A., politics and current international problems.

CRIME IN AMERICA**Semester course - Grades 11, 12****Course# 8580**

This is a semester survey course that introduces the student to the basics of criminology. The class is broken down into the following units:

Unit 1—Introduction of Base Terms. What is Crime? White-collar and cyber crimes; the history of crime in America; the role of the mafia in America, including a look at modern mobs; types of defenses that includes a debate on the insanity defense; how do we measure crime, gangs and who are the victims of crime.

Unit 2—The Police. Their role in the community, the history of police, the police and law, a review of your constitutional rights, a role-play in being a police officer, police methods and investigation, forensics, the limits of police authority, and **guest speakers.** We currently have as guest speakers to include: our police liaison officer, K-9 officers, an undercover police officer, and a sheriff.

Unit 3—The Judicial System. We cover the basics of criminal procedure: apprehension through conviction in a court; study the impact of plea bargains, the role of attorneys, judges, witnesses, and the jury itself. **Simulations** include a jury selection (voir dire) and a mock trial. The unit traditionally is highlighted by a field trip to the **Milwaukee County Courthouse.** *There will be a lawyer guest speaker.*

Unit 4—The Role of Prisons in our Culture. We cover types of prisons, the role of juvenile delinquents in our culture, and our second debate which covers the death penalty.

Unit 5—The War on Drugs. To include a guest speaker from the DEA.

Unit 6—Terrorism (time permitting)

Physical Education & Health



PHYSICAL EDUCATION 9

Semester course - Grade 9

Course# 9120

This course is required to be taken as a 9th Grader.

The ninth grade physical education program is designed to provide the student with a wide range of activities. This program strives to provide a solid foundation upon which the individual may build. The program is designed to include a wide range of experiences that will provide opportunities for:

- . the assumption and carrying out of responsibilities
- . developing a wholesome competitive spirit
- . developing a high level of physical fitness
- . developing skills

Activities are conducted co-educationally. Opportunities are provided for activity in swimming, volleyball, softball, tennis, fitness and strength training, and floor hockey.

PHYSICAL EDUCATION 10

Semester course - Grade 10

Course# 9211

This course is required to be taken as a 10th Grader.

The tenth grade program of physical education embodies the principles promoted at the ninth grade level plus these further objectives: opportunities for increased activity experiences, the provision for some specialization, and the development of advanced individual and team sport skills.

Activities offered are swimming, soccer, basketball, flag football, fitness and strength training, and badminton/pickle ball.

PHYSICAL EDUCATION 11

Semester class - Grades 11

Course# 9320

This course is required to be taken as a 11th Grader.

The junior program is a co-education program with the objectives centered around a carry over value of offering golf, tennis, volleyball, ultimate Frisbee, badminton, pickleball, softball and fitness strength training.

PHYSICAL EDUCATION 12 - (LIFETIME SPORTS & FITNESS)

Semester course - Grade 12

Course# 9340

Prerequisite: Students must have successfully completed the 9th, 10th and 11th Physical Education curriculum. (Physical Education/Wellness Clinic is not part of the prerequisite.) Participants in this class should be willing to pay a \$35 fee for off-campus activities.

Physical Education, grade 12 is an elective course designed for the serious physical education student who is looking to further their study within the physical realm. Advanced strategies and techniques will be discussed in various team and individual sports. Activities offered are golf, tennis, volleyball, weight training, softball, basketball, flag football, handball, water sports, rock climbing, mountain biking, disc golfing, table tennis and ultimate Frisbee.

PHYSICAL EDUCATION / WELLNESS / PERSONAL FITNESS**Semester course - Grades 10, 11, 12****Course# 9410*****Prerequisite:*** *This course does not take the place of a required physical education course (Grades 9-10-11).*

Health promotion and wellness is designed for students who are interested in pursuing future careers in health and fitness related fields, such as coaching, athletic training, personal training and dietetics. Up-to-date information will be provided to give students background knowledge and hands-on experience necessary for future health related careers. The course will focus on personal fitness through in-class activities.

PERSONAL STRENGTH AND FITNESS TRAINING**Course# 9420****Semester course—Grades 9, 10, 11, 12*****May be taken no more than 2 times during high school.***

In this course, students will be educated on personal goal setting, proper nutrition, strength training, cardiovascular endurance, and life time maintenance of their bodies.

****Due to safety and space, class size will be limited to 25 students per class.*****YOGA, PILATES & FITNESS****Course# 9440****Semester course—Grades 10, 11, 12**

May be taken 2 times during high school.

Yoga/Pilates/Fitness elective is offered to any student entering 10th, 11th or 12th grade. This is a course designed for students interested in getting a great workout. Activities covered will be yoga, Pilates, meditation, balance ball and core workouts.

In this course, students will be educated on the exercise techniques of yoga and Pilates, with additional instruction in aerobic fitness and meditation. Students will participate daily in a class designed to increase their level of fitness and promote a healthy mind, body and spirit. In this course, students will work toward improvement in all five of the key areas of being physically fit. The class will provide individual, exciting and challenging workouts that can be performed at several different levels from beginner to advanced.

Students need to be willing to purchase a set of 3-5 lb. hand weights. Yoga blocks and yoga mats are recommended, but not required.

HEALTH**Semester course—Grade 9****Course# 9110**

The ninth grade health course is designed to provide the student with opportunities to take over the management of their own life by becoming aware of himself/herself and to better understand himself/herself.

The main objectives are to have the student build on his/her assets, and through better understanding of self, to develop an understanding of others. Instruction in the health course covers risks and decision making, heredity, cardiovascular health, nutrition, emotional health, mental illness, drugs, anatomy and physiology of the human body, and human growth and development.

Parents wishing their students to be exempt from the Health Education unit titled "Human Growth and Development" must place their wishes in writing. Direct the letter to the high school principal. Upon receipt of the written request, the principal will then identify alternatives for the exempted unit.

Technical Education



The technology of tomorrow will continue to change just as the computer industry is changing today. The trend in industry is to solve problems with faster and more precise machines while incorporating advanced technologies. Employers are looking for people with a desire to learn and do quality work and possess good people skills. Future employees need to be able to work individually and in small groups, use a hands-on approach, along with being dependable and on time. Students need to be able to follow directions, possess and be able to demonstrate basic skills taught in high school, and have a willingness to become life long learners.

INTRODUCTION TO TECH. SYSTEMS

Course# 5511

Semester course - Grades 9, 10, 11, 12

This course is offered as a requirement for all 9th grade students who want to study in the technology field. Emphasis of this course will be on exposing the students to SAFETY, engineering and design, machine technology and woodworking. Throughout the semester students will be designing their ideas into real life. Students will experience design principles all the way from the brainstorming until the finished product. This will give students understanding of what designers and engineers do in the fields of construction, manufacturing, transportation and communication.

COMMUNICATIONS (Offered alternating years)

Semester course - Grades 9, 10, 11, 12

OFFERED IN 2012-2013

Course# 5520

Prerequisite: Introduction to Tech Systems

Communications is a major industry in our world. More than half the American population is involved with the development, use, storage, and transmission of information. The course explores and gives an overview of the graphic area. The purpose of this course is to introduce students to the world of communications (verbal and non-verbal). Some of the student activities could be: making a tile(s), designing a product using current computer programs to make pamphlet(s), and explore amateur ham radio.

CONSTRUCTION

Semester course - Grades 10, 11, 12

Course# 5540

Prerequisite: Introduction to Tech Systems

The construction course provides students with a working understanding of the essential elements associated with designing, planning and constructing a structure. Students learn major concepts involving homebuilding construction and possibly cover commercial or industrial buildings. Course involves hands-on activities, using modern construction tools and a variety of materials. The area we cover are: foundations, flooring structure, wall construction, framing practices, ceiling structures, roofing systems, truss design, roofing practices, etc.

ADVANCED CONSTRUCTION

Semester course - Grades 10, 11, 12



Course# 5550

Students electing this course should have a desire to become involved in construction type activities. Projects that enable students to apply knowledge and skills in the use of carpentry hand and power tools are utilized in this course. The student may be required to work independently or in a group. Type of work may involve using rough or finish carpentry, or a combination of both. Quality of work is expected to be at a higher level because this is an advanced class. Some of the previous projects have been portable storage workstations, garage, storage buildings, gazebo, storage cabinets, display case, redesigning and remodeling office area, etc.

Technical Education

MANUFACTURING [Offered in alternating years]**Semester course - Grades 10, 11, 12****Prerequisite:** Introduction to Tech Systems

OFFERED IN 2012-2013

Course# 5560

The manufacturing course provides students with a general introduction to the material processing and management component of a manufacturing activity. The student may have to work independently or with a small group depending on the product selected. The idea of the course is to develop project(s) and thus produce a saleable item using various equipment. The product may involve woodworking, metal-working or a combination of both.

ENHANCED COURSE**TRANSPORTATION AND ENERGY****Semester course - Grades 9, 10, 11, 12****Prerequisite:** Introduction to Tech Systems**Course# 5580**

This course is the study of transportation systems dealing with the methods by which we move people and goods. Transportation will also cover the energy used when moving people and goods. The areas studied will be land, Marine, atmospheric and energy with selected content from each in a past, present and future perspective. Suggested student activities may include rocketry, boat design, train travel, bridge building, CO² cars, internal combustion, engines, etc. Computer programs aid in reinforcement with certain activities.

INTRODUCTION TO AUTO-CADD**Semester course - Grades 9, 10, 11, 12****Prerequisite:** Algebra I or consent of Instructor**Course# 5650**

This course will emphasize the operation of two-dimensional and three-dimensional objects on the computer by using an interactive design program known as Auto-CADD. All drawings produced in this class will be performed on the computer.

ADVANCED AUTO-CADD**Semester course - Grades 9, 10, 11, 12****Prerequisite:** Introduction to Auto CADD**Course# 5670**

Only juniors and seniors will receive college credit. Sophomores who take this class will receive only high school credit.

NEW COURSE(S)**DO IT YOURSELF HOME IMPROVEMENT & MAINTENANCE****Semester course - Grades 10, 11, 12****Prerequisite:** None**Course# 5570**

This course is for any student interested in hands-on learning, saving money, and future home and/or automobile ownership. The course is also an introduction for any student interested in a career as electrician, plumber, auto repairs, or construction. This course is designed to teach students "do-it-yourself" projects around the house, including electricity, plumbing, and remodeling, as well as basic auto maintenance such as changing a tire, changing oil and checking air and fluids.

PROJECT LEAD THE WAY PROGRAM ~ OFF CAMPUS**PLTW: INTRODUCTION TO ENGINEERING DESIGN****Course #PLTW21/PLTW22****Year course, Grades 10, 11, 12****Credit: 1.0 credit Prerequisite: Algebra and Biology concurrently****Location: Greenfield High School; Students must provide their own transportation****TIME: To be determined**

Students use a problem-solving model to improve existing products and invent new ones. They learn how to apply this model to solve problems in and out of the classroom. Using sophisticated three-dimensional modeling software, students communicate the details of the products. Emphasis is placed on analyzing potential solutions and communicating ideas to others.

Technical Education



Off Campus Consortium Classes

CONSTRUCTION 2

Course# 0GF550

Year course, Grade 12

Credit: 1 credit **Prerequisite:** Construction 1**Location:** Greenfield High School (Students must provide their own transportation to GHS)

Construction 2 will enable the student to become familiar with house framing, design, building practices and regulations, and those machines and power tools common to carpentry. They will develop skills that will enhance their ability to gain employment in the construction field. They will also be able to perform the task of upkeep and remodeling around the home.

NETWORKING ACADEMY 1—CISCO I

Course# 0CISCO1/0CISCO2

Year course, Grade 11,12

Credit: 1 credit **No Prerequisite****Location:** 7:40 to 8:31 AM at St Francis High School ~

Must allow 2nd hr for transportation and report back to home school by the start of 3rd hour.

Students must provide their own transportation to St. Francis High School

This is the 1st year of a two-year CISCO course. The first year looks at networking for home and small businesses and working at a small to medium business or ISP. The curriculum includes PC installation, Internet connectivity, physical media (cabling), networking devices, IP addressing, LAN topologies, electrical issues, setting up personal routers, setting up servers, network monitoring and basic troubleshooting. Students will create their own Ethernet cables and complete other lab work in simulations on the computer and with actual CISCO equipment. The semester exam counts for 20% of the semester grade. http://www.cisco.com/web/learning/netacad/get_involved/BecomeAStudent.html

ASSISTANT CHILD CARE TEACHER (ACCT)

Semester course, Grade 11, 12

Credit: 1/2 credit **Prerequisite:** Human Development**Location:** Greenfield High School **Time:** 11:02 to 11:55 AM.


Subject to space availability and scheduling of students. Must provide your own transportation to Greenfield High School.

Please refer to **Page 49** in the Family and Consumer Science Department for additional information.**PROJECT LEAD THE WAY ~ PRINCIPLES OF ENGINEERING**

Year course, Grades 10, 11, 12

Credit: 1.0 credit **Prerequisite:** Biology, Algebra One and Geometry or concurrent with Physics or Chemistry**Location:** Greenfield High School; **Students must provide their own transportation****TIME:** 7:00 to 7:50 AMPlease refer to **Page 60** in the Science Department for additional information.**PROJECT LEAD THE WAY ~ INTRODUCTION TO ENGINEERING DESIGN**

Year course, Grades 10, 11, 12

Credit: 1.0 credit **Prerequisite:** Algebra and Biology concurrently**Location:** Greenfield High School; **Students must provide their own transportation****TIME:** To be determinedPlease refer to **Page 68** in the Technical Education Department for additional information.


Off Campus Consortium

Off Campus Consortium Classes

INTRODUCTION TO WELDING

Prerequisites: Grade 11, 12 ~ approved Youth Options request

Location: 2:00 to 3:30 PM at MATC South Campus ~ Monday thru Thursday

Credit: 1.0 Credit, One Semester

Students must provide their own transportation to MATC South Campus

Introduction to Welding is offered as a Youth Options class at the MATC South Campus, during the fall semester. Applications for Youth Options which are available from the school counselor(s) must be completed by March 1, 2010. Students enrolling in this course will participate in the fundamentals of arc and oxyfuel welding and then advance their skills in gas tungsten and wire welding. Students will be dismissed from their high school classes at approximately 1:30 PM and must provide their own transportation to the MATC South Campus. A second semester course consisting of advanced welding techniques may be offered through Youth Options and MATC.

INTRODUCTION TO AUTO TECHNOLOGY (Level 1)

Prerequisites: Grade 11, 12

Location: Greendale High School ~ **Program location/articulation subject to change**

Credit: 1.0 Credit ~ Year course

Must provide own transportation to Greendale High School.

Introduction to Automotive will provide students with an opportunity to learn the fundamental principles of the automobile. This course involves units of study in safety, tool identification, general maintenance, electrical systems, fuel and emission systems, engine components, power train, chassis and the suspensions, brake, cooling and exhaust systems. Activities will include lecture, demonstrations, computer modules and laboratory activities. The students must furnish parts or supplies when working on their own automobiles.

A materials fee may be charged. Students must also provide appropriate shoes and work clothing. Due to limits in class sizes, a selection process may be required to determine which applicants will be enrolled in the class **It is suggested that students check with the Guidance Office for updated information.**

ADVANCED AUTO TECHNOLOGY (Level 2)

Prerequisites: Grade 12 ~ Intro Auto Technology (Level I) with a grade of "C" or higher and recommendation of instructor

Location: Greendale High School ~ **Program location/articulation subject to change**

Students must provide their own transportation to class and to the work site.

Advanced Automotive Technology is a daily two-hour class at Greendale High School. After a brief refresher course in shop safety and tools/equipment, the second year student will build on the skills in electrical systems, fuel and emission systems, engine components, power train, chassis and the suspensions, brake, cooling and exhaust systems. Having learned the ability to work with tools safely in Intro to Automotive Technology, the student will enter into more hands-on performance of maintenance on vehicles supplied by teachers, students, parents and other outside resources. Independent thinking and time management will be highly emphasized.

Wisconsin Automotive Youth Apprenticeship Certificate opportunity is available with employment in the automotive field.

A materials fee may be charged. Students must also provide appropriate shoes and work clothing. Due to limits in class size, a selection process may be required to determine which applicants will be enrolled in the class. *It is suggested that students check with the Guidance Office for updated information.*

Off Campus Tech Prep

MATC — GRADE 12

Courses may be taken for a semester or as a year long course. *Courses change throughout the school year.

Location: MATC downtown **(Students must provide their own transportation to MATC)**

Credit: 1.0 credit per semester

Auto Engine Servicing

Course# MAUTOA1/2

This course enables students to describe and identify internal and external parts of an auto engine; describe and identify proper uses of tools used in servicing automobile engines; practice automotive machine shop skills using high-tech boring and properly fitting all engine parts; and completely assemble an engine on stand and test run it for final engine performance.

Advanced Auto Engine Servicing

Course# MADVA1/2

Prerequisite: Auto Engine Servicing

This course provides students the opportunity to enhance skills learned in Automotive Engine Servicing through repetition and more hands-on experience.

Culart Exploration/Co-Op

Course# MCULEA

This course focuses on introductory food service information and preparation. Key topics are food safety guidelines, sanitation, an introduction to tools and equipment and basic principles of cooking and baking.

Short Order Specialty Sandwich 1

Course# MS0SS1A

Semester 1

Students enrolled in the food court class are presented opportunities to learn food production and customer service skills in an actual on-the-job cafeteria setting at MATC. The classroom is used in conjunction with the cafeteria setting to teach skills needed to prepare food products and to introduce students to the fundamentals of safety and sanitation used in a commercial kitchen.

Short Order Specialty Sandwich 2

Course# MS0SS1B

Semester 2

This course allows students the opportunity to enhance skills learned in Short-Order Specialty Sandwich 1, allowing the student more hands-on experience.

CAREER FOCUSED OPPORTUNITIES

YOUTH APPRENTICESHIP PROGRAMS

These are paid work based opportunities that enable students, with **Senior** status, to develop skills in their chosen career area while learning in the classroom and on the job. Upon completion of 450 hours of related work experience and completion of the Competency Checklist, students are granted a Level 1 Youth Apprenticeship Certificate from the Wisconsin Department of Workforce Development. Students must provide their own transportation to the worksite. See the Guidance Department for a listing of related Youth Apprenticeship classes.

AUTOMOTIVE TECHNOLOGY

- ◆ Paid on the job work experience in the auto industry
Prerequisite: Must have completed Auto 1 and be concurrently enrolled in Auto 2

HEALTH

- ◆ Nursing Assistant Paid on the job work experience as a Certified Nursing Assistant
Prerequisite: Must have completed and passed Summer CNA Training
- ◆ Pharmacy Technician: Paid on the job work experience will prepare students to take the Pharmacy Technician Certification Exam
Prerequisite: Must be enrolled in an advanced Science class or Medical Terminology class

FINANCE

- ◆ Paid on the job work experience in a bank or accounting office
Prerequisite: Must be enrolled in a Business or Marketing class

HOSPITALITY/RESTAURANT & FOOD SERVICE

- ◆ Paid on the job work experience in a sit down restaurant with banquet facilities
Prerequisite: Must be enrolled in a Foods or Marketing class

INFORMATION TECHNOLOGY

- ◆ Paid on the job work experience using computer software and hardware skills
Prerequisite: Must be enrolled in an Information Technology class

OFF CAMPUS COURSE OFFERING

The classes listed below do not include a work component. Classes are available to students with **Junior or Senior** status. Students must provide their own transportation to the class site. **Class availability is subject to space, scheduling and location change.**

Certified Nursing Assistant	Application process for summer class. Must be senior status fall of 2011.
Assistant Childcare Teacher	ACCT certification possible, meets at Greenfield High School Prerequisites: Human Development
Auto Technician	Auto 1 & 2 classes, meets at Greendale High School
CISCO	Computer Networking, meets at St. Francis High School
Construction 2	Hands on building experience, meets at Greenfield High School
Welding	Prerequisite: Youth Options application completed by March 1, 2011. Class meets at the MATC Oak Creek campus (Howell Avenue) 2:00 to 3:30 PM Monday thru Thursday ~ Students will be released at approximately 1:30 PM.
Project Lead the Way Programs * Principles of Engineering * Intro to Engineering Design	Check with your Guidance Department for titles, availability & times, meets at Greenfield High School. Additional PLTW courses available at Greendale High School. Prerequisites: Geometry or concurrent Biology

For more information: contact Sandy Buehler, Consortium Coordinator, 414-281-6200 Ext #2438

APPENDIX A

NCAA FRESHMAN—ELIGIBILITY STANDARDS QUICK REFERENCE SHEET



The NCAA initial-eligibility rules have changed.

If you plan to enroll in any Division I or Division II college or university in fall 2005 or after, please read this information carefully.

For students entering any college or university on or after August 1, 2005, your NCAA initial eligibility will be evaluated under the new rules as described on this sheet.

For students entering Division I college or university on or after August 1, 2008, your NCAA initial eligibility will be evaluated under the 16 core-course as described on this sheet.

THE NEW RULE:

- ◆ **INCREASES** the number of core courses from 13 to **14**. This additional core course may be in any area: English, mathematics, natural/physical science, social science, foreign language or nondoctrinal religion/philosophy. The breakdown of core-course requirements is listed below.
- ◆ **CHANGES** the Division I initial-eligibility index, or sliding scale.
- ◆ The 16 core-course rule **INCREASES** the number of core courses from 14 to **16** for Division I only. Students must complete **three** years of mathematics (Algebra I or higher) and **four** years of additional core courses. The additional core course may be taken in any area: English, mathematics, natural/physical science, social science, foreign language or nondoctrinal religion/philosophy. The breakdown of the requirements is listed below:

DIVISION I 2005-2007	DIVISION I 16 CORE-COURSE RULE 2008 and after	DIVISION II 2005 and after
14 Core Courses:	16 Core Courses:	14 Core Courses:
4 years of English	4 years of English	3 years of English
2 years of mathematics (Algebra I or higher)	3 years of mathematics (Algebra I or higher)	2 years of mathematics (Algebra I or higher)
2 years of natural/physical science (1 year of lab if offered at high school)	2 years of natural/physical science (1 year of lab if offered by high school)	2 years of natural/physical science (1 year of lab if offered by high school)
1 year of additional English, mathematics or natural/physical science	1 year of additional English, mathematics or natural/physical science	2 years of additional English, mathematics or natural/physical science
2 years of social science	2 years of social science	2 years of social science
3 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy)	4 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy)	3 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy)

EQUAL EDUCATIONAL OPPORTUNITIES FOR STUDENTS

The Whitnall School District is committed and dedicated to the task of providing the best education possible for every student in the District for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the entire student body.

The right of a student to be admitted to school and to participate in curricular, extracurricular, student services, recreational or other programs or activities shall not be abridged or impaired because of a student's sex, race, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, handicap or physical, mental, emotional, or learning disability.

Students, who have been identified as having a handicap or disability as defined by federal and state guidelines, shall be provided with reasonable accommodations in educational services or program. Students may be considered handicapped or disabled under this policy even if they are not covered under the District's special education policies and procedures.

The District shall also provide for the reasonable accommodation of a student's religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing and approved by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, release time from school to participate in religious activities, and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

Complaints regarding the interpretation or application of this policy shall be referred to the Superintendent and processed in accordance with established procedures. Concerns regarding alleged violations should be referred to the Superintendent of Schools.

Whitnall School District
Superintendent of Schools
5000 S 116th Street
Greenfield, Wisconsin 53228
(414) 525-8411

Notice of this policy and its accompanying complaint procedures shall be published at the beginning of each school year and posted in each school building in the District. In addition, a student nondiscrimination statement shall be included on student and staff handbooks, course selection handbooks or other published materials distributed to the public describing school activities and opportunities.