WHITNALL SCHOOL DISTRICT
PROSPECTUS
[who we are]

PURPOSE!
The Whitnall School District engages learners in safe, academically challenging, and supportive experiences so that all students can reach their personal learning goals.
[what we do]

PASSION❤
The Whitnall School District embraces the unique story of every child.
[how we do it]

VALUES
Advancement | Belonging | Courage
[where we focus]

VISION👀
Every Whitnall graduate is prepared to realize their full potential and to positively impact local and global communities.
[why we do it]

WE'RE
WHITNALL
ALL IN!
About this guide

This course selection guide includes a four-year planning worksheet, information about the Advanced Placement, suggested requirements for admissions to four-year and technical colleges, and information about Career Clusters. The Career Clusters are tools to assist students and parents as they organize and plan for post-secondary education and careers. You will notice that there are 16 Career Clusters that include recommended courses and activities that provide a pathway for each career.

COURSE AVAILABILITY DISCLAIMER

This booklet lists courses, programs, and opportunities open to Whitnall High School students as of February 2020.

- Due to a low number of student requests, limited classroom seating or staff assignments, some courses may not be available for enrollment.
- Some programs, particularly co-op work-study programs, are dependent on community partnerships and may not be available. School counselors are prepared to assist students who may have to change their course selections, educational programs, or class schedules.
- Whitnall High School is dedicated to continuous improvements in our programs. At any time our faculty and district committees may be reviewing a number of course offerings. When changes are approved by the Board of Education, an update notice to this Guide will be made available. This Guide is posted on-line continuously throughout the year at www.whitnall.com under the high school academics page.
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Whitnall High School Course Guide

Planning Your WHS Education

This Guide is designed to assist each student in getting the most out of his/her High School education for a meaningful and productive life after High School. Whitnall High School wants its students to use the scheduling process to plan a four-year sequence which builds a sturdy foundation that can be used as a springboard into successful post-secondary education and a career field. This booklet is intended to be used by students and parents working together on a plan that results in a valuable High School experience.

How to use this guide:

1) Look at 16 career clusters, identify top 3 career clusters
2) Open the top career clusters 4 year planning guides
3) Identify required courses, and choice courses to further research

4) Visit the course department for these courses to read descriptions and identify any prerequisites

INTRODUCTION TO BUSINESS
Course #2210
Semester Course - 1/2 credit

Introduction to running or owning a business? This course is designed to help students develop a basic understanding of how businesses function in today’s society. Instruction includes an introduction to business management, financial planning, marketing and entrepreneurship through a hands-on business planning project. Careers in the business world and business ethics are also discussed.

INTRODUCTION TO MARKETING
Course #2245
Semester Course - 1/2 credit

Learn to develop a product and make it successful. Introduction to Marketing encompasses the study of marketing concepts, specifically the four Ps (product, place, price, promotion) of marketing a product. Students will create a realistic plan for marketing a product. This course fulfills a liberal arts requirement.

5) Enter course choices into blank 4 year planning document
6) Utilize 4 year planning document to choose classes in Infinite Campus
Whitnall High School Course Guide

The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

*Agriculture Food and Natural Resources*

Careers in designing, planning, managing, building and maintaining the built environment.

*Architecture and Construction*

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

*Arts, AV Technology & Communication*

Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.

*Business, Management and Administration*

Planning, managing and providing education and training services and related learning support services.

*Education and Training*

Planning, services for financial and investment planning, banking, insurance, and business financial management.

*Finance*

Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.

*Government and Public Administration*

Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

*Health Science*

Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

*Hospitality and Tourism*

Preparing individuals for employment in career pathways that relate to families and human needs.

*Human Services*


*Information Technology*

Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

*Law, Public Safety, Correction & Security*

Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

*Manufacturing*
Whitnall High School Course Guide

Marketing, Sales and Service

Planning, managing, and performing marketing activities to reach organizational objectives.

Science, Technology, Engineering & Mathematics

Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

Transportation, Distribution & Logistics

Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.
ADVANCED PLACEMENT COURSES

The Advanced Placement Program (AP) is a collaborative effort between motivated students, dedicated teachers, and committed high schools, colleges, and universities. Since its inception in 1955, the program has allowed millions of students to take college-level courses and exams and to earn college credit or placement while still in high school. Nearly 60 percent of United States high schools currently participate in AP, and most of the nation’s colleges and universities have an AP policy granting incoming students credit, placement, or both for qualifying AP exam grades.

The Advanced Placement Program is best known for giving high school students the opportunity to earn college credit, to save on college tuition, and even graduate early from college.

**Whitnall High School offers the following AP Courses:**

- AP Biology
- AP Chemistry
- AP Calculus (AB)
- AP Calculus (BC)
- AP Computer Science Principles
- AP Computer Science A
- AP English Literature and Composition
- AP French Language and Culture
- AP Government and Politics
- AP Human Geography
- AP English Language & Composition
- AP Microeconomics/AP Macroeconomics
- AP Music Theory
- AP Physics C - Mechanics
- AP Psychology
- AP Spanish Language and Culture
- AP Statistics
- AP Studio Art 2D
- AP Studio Art 3D
- AP Studio Art Drawing
- AP US History

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.

Students who participate in AP are ultimately given the responsibility to reason, analyze, and understand for themselves. Such intellectual training inevitably helps them succeed in college where these skills are essential. Students interested in pursuing a 4 year degree are strongly encouraged to take at least one Advanced Placement course while in high school.

Students are required to register for each AP course through the college board website the first week of class. AP teachers will have the individual join codes. Students who sign up for Advanced Placement courses will be strongly encouraged to take the AP Exam in May. The cost for this exam will be approximately $94.00. Students will not be denied the ability to take an Advanced Placement exam due to financial need. All students enrolled in an AP course are registered to take the exam. It is their responsibility to contact the AP Coordinator by November 1st to cancel the exam. Any cancellations or registrations after November 15th will incur a $40 fee.

For additional information on the Advanced Placement Program at Whitnall High School, see your school counselor or AP teacher.
Graduation Requirements

Beginning with the Class of 2020, to be eligible for a high school diploma, a student must earn a minimum of twenty-four (24) credits as follows:

Graduation requirements (Class of 2020 and beyond)

4.0 English Language Arts credits to include:
   1.0 English 9
   1.0 English 10
   1.0 English 11 or AP Language and Composition
   1.0 Elective English coursework (English 12)

3.0 Social Studies credits to include:
   1.0 Global Studies or AP Human Geography
   .5 Modern United States History or AP United States History (1.0 Credit)
   .5 Civics or AP Government and Politics (1.0 Credit)
   .5 Economics or AP Economics (meets Financial Literacy requirement) *
   .5 Elective Social Studies coursework

*A student not taking Economics or AP Economics must take Personal Finance (0.5) and an additional .5 credits of social studies.

3.0 Science credits to include:
   1.0 Biology
   1.0 Chemistry
   1.0 Physics

3.0 Mathematics credits

1.5 Physical Education credits to include:
   0.5 Fitness Education 9
   1.0 Elective Fitness coursework*

*A student may be eligible to complete an additional 0.5 credit in an additional elective in mathematics, science, English language arts, or social studies course in lieu of 0.5 credit of physical education for the purposes of high school graduation if s/he meets ALL of the following criteria:

   A. The student successfully completes an entire season in a WIAA high school sanctioned activity or school-based athletic club prior to the start of his/her senior year;
   B. The student, throughout the entire season, remains in good standing, academically eligible, and violates no tenet of the athletic code;
   C. The coach/advisor of the activity and high school athletic director verify, to the high school principal, that the student has satisfied the above criteria.
   D. Students must complete an application found in the school counseling office.

*A student with a disability who is not able to meet the legitimate requirements for participation in any of the high school’s WIAA sanctioned activities, per the WIAA, may be eligible if the student has participated in another organized physical activity of comparable rigor as approved by the high school principal under similar conditions stated above.

0.5 Health credit

Electives - 9.0 credits (Students electing to take Personal Finance to meet the financial literacy graduation requirement will need only 8.5 credits of electives.)

The Whitnall School District Board of Directors (Board) permits students in 7th or 8th grade to earn credit towards a high school diploma in any class taken that is approved by the Board for such purpose, provided that the student is academically prepared based on performance on approved pupil assessments. Any course designated for high school credit at the middle
Whitnall High School Course Guide

school level must be taught by a teacher with high school certification in the subject matter and must be taught using curriculum and assessments equivalent to those used in the subject at the high school level.

Credit may be earned in any subject area meeting the requirements under this policy.

Courses taken by middle school students for high school credit shall appear on the students’ high school transcript along with the grade received; however, the grade and class will not be factored into the students’ high school grade point average (GPA).

The Board directs the Superintendent to develop appropriate courses after determining annually whether sufficient student interest and appropriate staffing justifies offering such course(s). The Superintendent shall establish procedures to determine whether a middle school student is academically prepared to take any course approved for high school credit.

The Board shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by this Board as provided by State law.

In order to be granted a high school diploma, a student must successfully complete a civics assessment.

Students with disabilities who properly complete the programs specified in their Individualized Education Program (I.E.P.) and have received the recommendation of the I.E.P. Committee may participate in graduation activities and may be awarded a diploma (provided the student satisfied the District’s high school graduation requirements) or a certificate of attendance (provided the student is returning to the District for transition programming).

The principal of the high school shall prepare a report describing the District's policies on high school graduation standards, including a list of courses required under State law and the number of hours in each school term required to earn one (1) credit for those courses. Additionally, any change to the District's policies shall also be reported to the Department of Public Instruction or other appropriate agency after it has been approved by the Board and signed by the Board president, a District Administrator, and the principal.

A student may be denied participation in graduation activities for disciplinary reasons and/or for non-payment of fees.

All students who choose to participate in the graduation/commencement ceremonies must also abide by an attire/grooming code and participate in the scheduled practice unless excused by the principal.

It shall be the policy of the Board to periodically review and revise this policy specifying the criteria for awarding a diploma.

Early Graduation

The Board of Education acknowledges that some students are pursuing educational goals which include graduating from high school at an earlier date than their designated class.

Application for early graduation will be submitted to the high school principal in accordance with school regulations. The Board shall review recommendations from the principal, Superintendent, the student's parent(s), and other appropriate staff members when making its decision whether to grant early graduation or not.

The student may participate in graduation ceremonies with his/her designated class. Please note that students wishing to graduate early should take semester 2 of English during Semester 2 of their Junior year.

Early Graduation Form
## WHITNALL HIGH SCHOOL FOUR YEAR PLANNING GUIDE

Students should use the following template to plan their course work for their high school career.

### Grade 9

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**Total Credits:** 2.5

### Grade 10

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**Total Credits:** 3.5

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**Total Credits:** 4.0

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**Total Credits:** 5.0

### Freshman Academy

- **3.5 credits earned in 3 class periods**
- **Yes or No Honors Program?**

### Grade 11

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**Total Credits:** 4.0

### Grade 12

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**Total Credits:** 5.0

### Yes or No Open Campus?
Program Mission:
Modeled after a college honors program, the Whitnall High School Honors Program is designed to maximize the learning experiences for students within and beyond the classroom. It serves as an overlay of differentiated instruction and deeper learning opportunities in conjunction with the rigorous curriculum. The Honors Program delivers academic challenges and growth opportunities for exceptionally motivated students.

- The WHS Honors Program is for freshman and sophomore students.
- Students who complete the Honors Program requirements will earn an Honors distinction on their school transcript. The Honors Program is NOT grade-weighted.
- Each student is required to complete a variety of Learning Opportunities: Curated Experiences and Student Choice Experiences.

Student Profile:
Students who are likely to be successful in the WHS Honors Program will possess and/or have a commitment to growth in the following traits:

- Integrity - commitment to upholding the school's honor code
- Grit - courage and resolve; strength of character
- Self-Motivation & Self-Discipline
- Good Organizational Skills
- An avid interest in reading different types of texts
- Ability to work independently and collaboratively
- Desire to make the most of the high school experience
Please review Ag5430 - Class Rank and Laude Recognition for information about class rank for the graduating classes of 2021 & 2022 and the Laude Recognition for the classes of 2023 and beyond.

The purpose of the Laude System is to recognize students for the rigor of their academic program as well as their successes.

**Laude Criteria**

Courses earning laude semester credits are identified by high school administration and staff. A review process is in place for course additions or eliminations. Courses earning laude semester credits are those that are most rigorous, have potential to earn college credit, or are a capstone for a career pathway. Students transferring to Whitnall will earn laude points for passing Advanced Placement (AP) courses in a prior high school.

Laude courses are identified in the student course handbook and will earn one laude credit per semester of successful completion.

**Laude Score:** A student’s laude score will be determined by multiplying the following two factors:

1. The student’s cumulative GPA at the completion of the first semester of the senior year
2. The number of designated laude semester credits earned at the completion of the 2nd semester of the senior year.

**Students must have a minimum grade point of 3.500 to qualify.**

There are three levels of designation; summa cum laude, magna cum laude, and cum laude. The ranges for this recognition are as follows:

- **Summa Cum Laude:**
  - $\geq 80$ Laude Points
  - 3.5 - 4.0 GPA

- **Magna Cum Laude:**
  - 57-71.999 Laude Points
  - 3.5 - 4.0 GPA

- **Cum Laude:**
  - 40-56.999 Laude Points
  - 3.5 - 4.0 GPA

There may be some situations where students will be considered for laude recognition on an individual basis, such as students who take a semester or year abroad or who graduate early.
## Whitnall Laude Points

### Grade Point Average

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</tbody>
</table>

### Example

Student cumulative GPA through 1st semester of senior year = **3.685**

Courses (Laude Semester Credits): AP Psychology (2), AP Human Geography (2), AP US History (2), AP Calculus (2), AP Literature (2), Medical Terminology (1), Industry Certification (1) = **12** semester credits.

Calculation:

\[
3.68 \text{ (GPA)} \times 12 \text{ (Laude semester credits)} = 44.16 \text{ laude points with a designation of } \text{Cum Laude}
\]
Advanced coursework earning laude points

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.

<table>
<thead>
<tr>
<th>AP English Lit &amp; Comp (3401Y)</th>
<th>AP Human Geography (8801Y)</th>
<th>AP Physics 1(7501Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP French Language (4501Y)</td>
<td>AP Government and Politics (8901Y)</td>
<td>AP US History (8301Y)</td>
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<tr>
<td>AP Spanish Language (4601Y)</td>
<td>AP English Language and Composition (3421Y)</td>
<td>AP Computer Science Principles (6650Y)</td>
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<td>AP Calculus AB (6401Y)</td>
<td>AP Chemistry (7301Y)</td>
<td>AP Psychology (8501Y)</td>
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<td>AP Calculus BC (6403Y)</td>
<td>AP Biology (7201Y)</td>
<td>AP Micro and Macroeconomics (8601Y)</td>
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<td>AP Music Theory (1801Y)</td>
<td>AP Drawing &amp; Painting (1431Y)</td>
<td>AP Statistics (6501Y)</td>
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<tr>
<td>AP Computer Science A</td>
<td>AP 2-D Art &amp; Design (1441Y)</td>
<td>AP 3-D Art &amp; Design(1451Y)</td>
</tr>
<tr>
<td>Industry Certifications (1 semester point per industry certification)</td>
<td>Youth Apprenticeship / Skilled Certified Co-Op (1 semester point per industry certification)</td>
<td>PLTW and transcripted courses with earned postsecondary credit (points equal to 2X earned Whitnall credit)</td>
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### ART DEPARTMENT

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Semester Course</th>
<th>Prerequisite</th>
</tr>
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<tbody>
<tr>
<td><strong>Art Fundamentals</strong></td>
<td>.5</td>
<td>~ 1/2 credit</td>
<td>None</td>
</tr>
<tr>
<td><strong>Ceramics 1</strong></td>
<td>.5</td>
<td></td>
<td>Art Fundamentals, Drawing and Painting 1</td>
</tr>
<tr>
<td><strong>Ceramics 2</strong></td>
<td>.5</td>
<td></td>
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<tr>
<td><strong>Digital Arts 1</strong></td>
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<tr>
<td><strong>Digital Arts 2</strong></td>
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<tr>
<td><strong>Sculpture 1</strong></td>
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<tr>
<td><strong>Sculpture 2</strong></td>
<td>.5</td>
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<tr>
<td><strong>Drawing &amp; Painting 1</strong></td>
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</tr>
<tr>
<td><strong>Drawing &amp; Painting 2</strong></td>
<td>.5</td>
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</table>

*Offered alternate years Printmaking / Metalsmithing*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Semester Course</th>
<th>Prerequisite</th>
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</thead>
<tbody>
<tr>
<td><strong>Printmaking 1</strong></td>
<td>.5</td>
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<td><strong>Prerequisite:</strong> Art Fundamentals</td>
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<tr>
<td><strong>Printmaking 2</strong></td>
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<td><strong>Metalsmithing 1</strong></td>
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<td><strong>AP 3D Design</strong></td>
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<tr>
<td><strong>AP Drawing &amp; Painting</strong></td>
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### Art Fundamentals (WHS)

**Course #1000**  
**Semester Course ~ 1/2 credit**  
**Prerequisite:** None  
Grade(s) offered: Any student who has not taken 7th/8th grade Art or Drawing/Painting 1

Currently, WHS students wishing to take art are required to choose from very specific content, regardless of whether they have experienced foundational art education in middle school. Art Fundamentals will provide a foundation of the basics and fundamentals of art, along with developing a deeper understanding of the Elements of Art and Principles of Design. Helping students develop a stronger base of artistic knowledge will help to bridge any gap that might occur between middle school art, and allow students to make more informed choices of the variety of art courses offered at an advanced level.

### CERAMICS 1

**Course #1311**  
**Semester Course ~ 1/2 credit**  
**Prerequisite:** Art Fundamentals or Drawing and Painting 1

As an introduction to ceramics, students will explore a variety of techniques and approaches to working with clay including coils, slab construction, and surface design. The goals of Ceramics are for students to understand proper methods of clay construction, become familiar with historical and contemporary artists working with clay, and to create original and meaningful artwork, including functional and nonfunctional pieces with personal, social or cultural significance. Projects are given as problem-solving exercises allowing students to demonstrate skills with the techniques they learn in the form they choose.
CERAMICS 2
Course #1312
Semester Course – 1/2 credit
Prerequisites: C or higher in Ceramics 1

Students will continue to explore various approaches to working with clay. Students will be required to participate in assigned projects, but will be expected to execute artwork at an advanced level. Projects are given as problem-solving exercises similar to those in Ceramics; however, criteria will be more rigorous and processes more advanced. Students will be expected to create original and meaningful artwork while developing unique and innovative voices through their bodies of work.

DIGITAL ARTS 1
Course #1220
Semester Course – 1/2 credit
Prerequisite: Art Fundamentals or Drawing and Painting 1

Digital art is something that influences everyone hundreds of times daily. Product labels, logos, advertisements, textbook covers, and websites are all created digitally. Students will be introduced to this new and rapidly evolving way of expression and will be asked to explore its social and cultural significance. They will explore creative forms such as digital photography, animation, typography, photo manipulation and digital illustration. This course is designed to explore a variety of digital media creation platforms and software, including photoshop, illustrator, and various iPad apps. Projects are given as problem-solving exercises, similar to receiving a commission in the design world, and will create pieces using methods and techniques of their choice to best represent their ideas. Students will be expected to create original and meaningful artwork while developing unique and innovative voices through their bodies of work.

DIGITAL ARTS 2
Course #1230
Semester Course – 1/2 credit
Prerequisites: C or higher in Digital Arts 1

Students will continue to explore various approaches to digital designs. Students will be required to participate in assigned projects and will be expected to execute artwork at an advanced level. Projects are given as problem-solving exercises similar to those in Digital Arts 1; however, criteria will be more rigorous and processes more advanced. Students will be expected to create original and meaningful artwork while developing unique and innovative voices through their bodies of work.

DRAWING AND PAINTING 1
Course #1111
Semester Course – 1/2 credit

*DRAWING
Students will explore art making which focuses on a variety of drawing introductory drawing skills. Students will explore realistic, cartoon, and abstract drawing, while applying a basic understanding of the elements and principles of design. They will practice creating interesting and well-developed compositions using a variety of media. Students will be introduced to historical and contemporary artists working with 2-dimensional designs such as illustrators and graphic novelists. Projects are given as problem-solving exercises, students will be expected to problem solve and develop original artwork that is personally, socially or culturally meaningful while developing unique and innovative voices through their bodies of work.

*PAINTING
Students will explore art making which focuses on painting and other 2 dimensional media. Students will learn a variety of skills and techniques, as well as a basic understanding of the elements and principles of design. They will practice creating interesting and well-developed compositions using a variety of media. Students will be introduced to historical and contemporary artists working with 2-dimensional designs such as illustrators, graphic novelists, painters, collage artists, and mixed media artists. Projects are given as problem-solving exercises, students will be expected to problem solve and develop original artwork that is personally, socially or culturally meaningful while developing unique and innovative voices through their bodies of work.
DRAWING AND PAINTING 2  
Course #1112  
Semester Course ~ 1/2 credit  
Prerequisite: C or higher in Drawing and Painting 1

Students will continue to explore various approaches to 2-dimensional designs focusing on drawing and painting. Students will be required to participate in assigned projects and will be expected to execute innovative artwork at an advanced level. Projects are given as problem-solving exercises similar to those in Drawing and Painting 1; however, criteria will be more rigorous and processes more advanced. Students will be expected to create original and meaningful artwork while developing unique and innovative voices through their bodies of work.

METALSMITHING 1 (offered 2020-21)  
Course #1321  
Semester Course ~ 1/2 credit  
Prerequisite: Art Fundamentals or Drawing and Painting 1

Metalsmithing is an artistic process that requires time and dedication, leaving students feeling empowered and accomplished. Students will have the opportunity to create wearable art, functional objects and/or sculptural projects. Students will study contemporary and historical examples of metalwork so as to learn how to express ideas through the artistic choices. We will experiment with cutting, surface, textures, joining metals, and finishing techniques. Students taking Metalsmithing will leave the class with an appreciation for art, a better understanding of themselves, and a quality collection of their own artwork.

METALSMITHING 2 (offered 2020-21)  
Course #1322  
Semester Course ~ 1/2 credit  
Prerequisites: C or higher in Metalsmithing 1

Students will continue to explore various approaches to Metalsmithing. Students will be required to participate in assigned projects and will be expected to execute artwork at an advanced level. Projects are given as problem-solving exercises similar to those in Metalsmithing 1; however, criteria will be more rigorous and processes more advanced. Students will be expected to create original and meaningful artwork while developing unique and innovative voices through their bodies of work.

PRINTMAKING 1 (offered 2021-22)  
Course #1331  
Semester Course ~ 1/2 credit  
Prerequisite: Art Fundamentals or Drawing and Painting 1

Printmaking is an art form based on multiples. Through printmaking, students will explore their identities by creating artwork that has personal, social, or cultural meaning. Students will learn various traditional and experimental printmaking techniques that may include monotype, linocut, intaglio, and silkscreen. Through problem solving, students will create an original work that follows specific criteria. Projects are given as problem-solving exercises. Through experimentation, discussion, practice and critique, students will learn to create imagery that clearly conveys their intended messages to create original and meaningful artwork while developing unique and innovative voices through their bodies of work.

PRINTMAKING 2 (offered 2021-22)  
Course #1332  
Semester Course ~ 1/2 credit  
Prerequisite: C or higher in Printmaking 1

Students will continue to explore various approaches to printmaking. Students will be required to participate in assigned projects and will be expected to execute artwork at an advanced level. Projects are given as problem-solving exercises similar to those in Printmaking 1; however, criteria will be more rigorous and processes more advanced. Students will be expected to create original and meaningful artwork while developing unique and innovative voices through their bodies of work.
SCULPTURE 1
Course #1113
Semester Course ~ 1/2 credit
Prerequisite: Art Fundamentals or Drawing and Painting 1

Fiber arts are some of the most traditional creative media. In Fibers, students will explore a range of fiber based media (cardboard, paper, wood, fabric, thread, and yarn) learning techniques which may include; paper making, basketry, weaving, felting, and sewing. Students will learn about differences in how these traditional crafts were done in a variety of cultures, compared with techniques and styles of today. Projects are given as problem-solving exercises allowing students to demonstrate skills with the techniques they learn in the form they choose.

SCULPTURE 2
Course #1114
Semester Course ~ 1/2 credit
Prerequisites: C or higher in Sculpture 1

Students will continue to explore various approaches to 3-dimensional designs. Students will be required to participate in assigned projects and will be expected to execute artwork at an advanced level. Projects are given as problem-solving exercises similar to those in Sculpture 1; however, criteria will be more rigorous and processes more advanced. Students will be expected to create original and meaningful artwork while developing unique and innovative voices through their bodies of work.

YEARBOOK (Grades 10-12 Only)
Course #1461Y
Year Course ~ 1 credit

In this project based class, students will develop and apply the skills of graphic design, photography and journalism to create Whitnall's yearbook, Magnum Opus. Subjects covered will include: journalistic writing, including body copy, captions, and headline writing; digital photography; design; and marketing and sales. The class is solely responsible for the content, design, and selling of the yearbook. Students learn to work collaboratively to manage a full-scale production that involves innovating, creating, editing, enhancing, advertising, selling, and distributing our very own book. High quality work is demanded. Since there is a heavy emphasis on writing, students should already be competent writers and feel comfortable publishing their work. Some work outside of our scheduled class is expected. This course may be taken more than once for credit.

AP Studio Art 2D Design
course #1441
Year ~ 1 credit
Prerequisite: B or higher in three art courses (at least one of which must be an advanced course).

Students must also submit a portfolio of 12 art works to the instructor in order to be accepted into the AP Program. A teacher, student and parent contract acknowledging workload must be signed as this course requires summer work and work completion outside of class time. Due to the nature of the course, a summer workload of four projects must be completed prior to the start of the course.

Students in 2D Design will focus on three goals:
1. Creation and curation of a variety of artworks in a variety of media (breadth) demonstrating the elements and principles of design. This will include gathering artwork completed in previous art classes and completing additional work as necessary.
2. Analysis of their artwork and effective communication of their concepts via a detailed written artist statement.
3. Preparation and submission of a series of artwork (concentration) which demonstrate mastery of a particular media and explore a significant and meaningful idea as the basis for a continuing investigation on a particular topic.

AP Studio Art 3D Design
Course #1451
Year ~ 1 credit
Prerequisite: B or higher in three art courses (at least one of which must be an advanced course).
Students must also submit a portfolio of 8 art works to the instructor in order to be accepted into the AP Program. A teacher, student and parent contract acknowledging workload must be signed as this course requires summer work and work completion outside of class time. Due to the nature of the course, a summer workload of 4 projects must be completed prior to the start of the course.

Students in 3D Design will focus on three goals:

1. Creation and curation of a variety of artworks in a variety of media (breadth) demonstrating the elements and principles of design. This will include gathering artwork completed in previous art classes and completing additional work as necessary.
2. Analysis of their artwork and effective communication of their concepts via a detailed written artist statement.
3. Preparation and submission of a series of artwork (concentration) which demonstrates mastery of a particular media and explore a significant and meaningful idea as the basis for a continuing investigation on a particular topic.

**AP Studio Art - Drawing & Painting**

*Course #1431*

*Year ~ 1 credit*

**Prerequisite:** B or higher in three art courses (at least one of which must be an advanced course).

Students must also submit a portfolio of 8 art works to the instructor in order to be accepted into the AP Program. A teacher, student and parent contract acknowledging workload must be signed as this course requires summer work and work completion outside of class time. Due to the nature of the course, a summer workload of 4 projects must be completed prior to the start of the course.

Students in AP Drawing & Painting will focus on three goals:

1. Creation and curation of a variety of artworks in a variety of media (breadth) demonstrating a variety of mark-making techniques. This will include gathering artwork completed in previous art classes and completing additional work as necessary. Drawings and paintings may be completed in any wet or dry media, but cannot include photography or digital collage.
2. Analysis of their artwork and effective communication of their concepts via a detailed written artist statement.
3. Preparation and submission of a series of artwork (concentration) which demonstrates mastery of a particular media and explore a significant and meaningful idea as the basis for a continuing investigation on a particular topic.
INTRODUCTION TO BUSINESS
Course #2210
Semester Course – 1/2 credit

Interested in running or owning a business? This course is designed to help students develop a basic understanding of how businesses function in today’s society. Instruction includes an introduction to business management, financial planning, marketing and entrepreneurship through a hands-on business planning project. Careers in the business world and business ethics are also discussed.

INTRODUCTION TO MARKETING
Course #2480
Semester Course – 1/2 credit

Learn to develop a product and make it successful. Introduction to Marketing encompasses the study of marketing concepts, specifically the four P's (product, place, price, promotion) of marketing a product. Students will create a new product and apply concepts covered in class to create and present a marketing plan for the product. The sales process is also learned and demonstrated. A "must have" course for students interested in competing in DECA competitive events.
ACCOUNTING I
Course #2320
Semester Course ~ 1/2 credit

This course is designed to introduce the student to the basic accounting procedures and vocabulary of the “language of business.” Students will learn to complete all the accounting procedures of a sole proprietorship service business. Through the application of both paper and software exercises and simulations, students will experience the entire accounting cycle from analyzing transactions to completing financial statements. This course is STRONGLY recommended for any student who is considering a career in business or owning/managing a business venture.

ACCOUNTING 2
Course #2340
Semester Course ~ 1/2 credit

Take your accounting knowledge to the next level. Through advanced application of both paper and software exercises and simulations, students are able to master the accounting cycle of partnerships and corporations. Topics examined include payroll, corporate taxes, uncollectible accounts, depreciation and inventory. This course is STRONGLY recommended for students who are considering a career in business or owning/managing a business venture.

PERSONAL FINANCE (Grades 10-12 Only)
Course #2500
Semester course ~ 1/2 credit

So you want to be a millionaire? Personal Finance is a course designed to give you the tools to make this happen. Students will learn to manage their financial future through information and exercises regarding budgeting and spending, banking, investing, completing and reconciling a checkbook, housing options and insurance. Course fulfills the financial literacy graduation requirement.

EVENT AND PROJECT MARKETING
Course #2490
Semester Course ~ 1/2 credit

Event and Project Marketing provides students with an exciting venue to learn about these fascinating areas within the sports and entertainment, hospitality and tourism industries. Students will explore event planning, sponsorships, public image, endorsements, legal issues, recreation marketing and the entertainment industry. These venues will be used to cover the basic foundations and principles of marketing. Real-world projects and simulations will be used to bring this subject to life.

EMPLOYABILITY SKILLS
Course# 2411Y
Year Course ~ (Online or in person instruction)

This course must be taken concurrently with an Internship, Co-Op, or Youth Apprenticeship. Students will develop skills and knowledge needed to seek, obtain, and maintain employment. Topics will include personal skill and aptitude assessments, resume development, job search, the interview process, job responsibility, benefits, and business ethics. Documents will be prepared that will help a student in their current and future employment. This course is offered online but students will meet weekly to provide flexibility in their work-based learning experience.
COOPERATIVE EDUCATION
Course #2413/4
Year Course ~ 1 credit
Concurrent enrollment in Employability Skills

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. The program is designed to provide paid work experience for junior and senior high school students which contributes substantially to their educational and occupational development. Students learn technical tasks and employability skills validated by business and industry representatives in cooperation with high school, technical college and university instructors. The student attends school part of the day and works part of the day. A teacher supervises this arrangement in one of the following areas: agriculture, business, family and consumer, marketing, or technology education.

Student may only leave class period early to go to work if they are in good standing with high school credits. This may be revoked if senior is failing a class needed for graduation.

INTERNSHIP
Course # 2520
Year Course ~ 1 credit
Concurrent enrollment in Employability Skills

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 Employability Skills classroom instruction. If needed, work hours can be completed during the school year and additional hours during the summer.

YOUTH APPRENTICESHIP
Course # YAP 1 / YAP 2
Year course ~ 1 credit
Concurrent enrollment in Employability Skills

SERVICE LEARNING
Course # 2510
Semester Course~.5 credit

Service learning is for students who wish to be actively involved in school- or community- based volunteer experiences. By participating in service learning students will develop their knowledge, skills, and talents by engaging in real world, hands-on, and meaningful service experiences. Service learning opportunities may include volunteering at schools, healthcare facilities, daycare centers, animal shelters, or other community-based organizations. Service learning experiences earn .5 credit for one semester and can be repeated but for no additional credits. Examples include classroom aide, school service aide, and student IT help desk.

SCHOOL STORE / ENTERPRISE
Course # 2410
Year Course~ 1 credit
Prerequisite: Two of the following Business/Marketing courses: Introduction to Business, Introduction to Marketing, Accounting 1, Work experience in the school store

In this innovative, co-curricular, capstone course several classes from different disciplines will be combined to incorporate manufacturing skills with business and marketing related skills to design, produce and bring a product to market in an effort to earn a profit. Students will experience the process of managing a production process through hands-on activities while focusing on either the business side or manufacturing side of the process.

Business and marketing skills gained will include; researching costs of manufacturing, facilitating and participating in meetings, applying the marketing mix (product, place, price, promotion) to a product, decision-making and problem solving skills, product development, tracking and calculating income and preparing financial statements. Students in this class will also participate in the operation of Charlie B’s, the Whitnall school store.
ENGLISH 9
Course #3121Y
Year Course ~ 1.0 credit

English 9 is a year-long literature and writing-based course. It utilizes a thematic approach to the study of genres and their literary elements and devices. The themes include identity, love and brotherhood, journey, and government and power. Various texts will be analyzed, stressing critical thinking skills through class discussion and composition. The skills of acquiring knowledge, comprehension, application, analysis and other higher-level thinking skills will be emphasized.

Students will also study grammar and vocabulary relative to strong communication skills. Composition skills will be enhanced through the study of a variety of paragraph types and essays. Students will be expected to publish their work on their own time.

ENGLISH 10
Course #3221Y
Year Course ~ 1.0 credit

The primary objectives of this course are to analyze literature organized by theme that spans the American literary movements and to develop more complex composition skills. 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.

Students are re-acquainted 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 technology, to produce research essays. The research papers will include preliminary investigation, organizing, writing and revising.
AMERICAN STUDIES (BUNDLED)
Course #3441Y
Year Course ~ 1.0 credit

Integrated American Studies is a blended English and US History course for 10th grade students that emphasizes the connections between literature, culture, and history. Students who take Humanities will have the opportunity to study American history simultaneously with literature from the period. The connectivity between the two disciplines will emphasize and reinforce the connectivity of concepts that are taught in isolation in a regular tenth grade US history and English course. This class creates a learning experience that adds depth and diversity to the students’ experience. This course will be taught as a double period and will be taken in lieu of regular 10th grade history and 10th grade English. Integrated American Studies will count as a two credit course, and will meet the 10th grade requirements for both Social Studies and English.

ENGLISH 11
Course #3321Y
Year Course ~ 1.0 credit

This year-long required course integrates fundamentals and skills of speech and the traits and skills of writing, specifically analyzing expository writing to develop 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.

AP ENGLISH LANGUAGE AND COMPOSITION
Course #3421Y
Year Course ~ 1.0 credit

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. The pace, rigorous college-level curriculum, instructional methods, and assignments are designed for advanced students who plan to attend a college or university after high school graduation. The AP test will be administered in May to those students interested in earning college credit for the course.

ENGLISH 12
Course #3431Y
Year Course ~ 1.0 credit

In English 12, students are given the choice of a variety of nine-week segments with each segment being worth a quarter credit. Segments will be targeting post-secondary skills in reading, writing, speaking, and listening. Nine-week offerings include: Short Stories, Contemporary Novels, British Literature, and Creative Writing.
AP ENGLISH LITERATURE AND COMPOSITION
Course #3401Y
Year Course ~ 1 credit

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.

LITERARY PUBLICATIONS
Course #3530
Semester Course ~ 1/2 credit

Literary Publishing is designed for students to explore and refine various writing styles, the writing process, and publication for a specific audience. Students will also read model texts in different forms/genres as part of the writing process. Students will share and critique each other’s work in a workshop-style format, and use that feedback to revise written texts to make that text ready for publication. Students will write poems, stories, plays, and more. All students will have their work published in whole or in part.

SPEECH 201 (TC)
Course #3540
Semester Course ~ 1/2 credit MATC Transcripted Credit (Must be 16 when enroll in the class)

The purpose of this course is the development of speaking skills. Stress is placed upon speech content, organization and delivery. Growth in poise and confidence is a major goal of this course. This course can be taken concurrently with a year long English class, but can not be taken in lieu of a year long English class.

Transcripted credits may transfer to a 4 year universities and other technical college schools. Students should check transfer agreements at institutions of interest. The credit wizard will show how it transfers to 2 -4 year WI state schools.
https://www.wisconsin.edu/transfer/wizards/

INTRODUCTION TO HUMAN COMMUNICATION
Course PIE #COMM110
Semester Course ~ 1/2 credit (Must meet UW Whitewater PIE eligibility requirements )

This is a basic course designed to help students increase their effectiveness in public speaking and interpersonal communication through learning current theory and developing skills through actual classroom experiences. This is a beginning course in principles of oral communication designed to develop confidence and precision through classroom speaking. Students will be expected to adhere to UW-Whitewater standards and requirements.
Students will be placed in the appropriate course based on their previous language experiences or teacher recommendation. In some cases, personal interview might be needed to find the best fit.

**FRENCH 1**  
Course #4111Y  
Year Course ~ 1.0 credit

**SPANISH 1**  
Course #4131Y  
Year Course ~ 1.0 credit

Students will develop listening, speaking, reading and writing skills in order to meet basic survival needs when communicating. They will focus on their listening and reading comprehension skills, and they will learn to make inferences while interacting with authentic oral and written materials supported by visual cues. Students will demonstrate language acquisition through short, appropriate verbal and written responses. They will use basic language to interact within familiar contexts. Students will gain insight into other cultures, as well as their own, through a variety of level-appropriate, authentic resources and technology. Students will use current Web-based tools and mobile applications to track their progress and refine their skills.

**FRENCH 2**  
Course #4211Y  
Year Course ~ 1.0 credit

**SPANISH 2**  
Course #4231Y  
Year Course ~ 1.0 credit

Students will continue to build on previously acquired language skills. Students will further develop their language skills through listening and reading. Basic structural patterns in the language will be practiced and reinforced. Students will begin to use more complex structures to communicate through both speaking and writing. Students will demonstrate their developing skills through stories, skits, songs, poetry, and personalized statements. Students will continue to increase
awareness and appreciation of various world cultures through a variety of level-appropriate, authentic resources. Students will use current Web-based tools and mobile applications to track their progress and refine their skills.

FRENCH 3
Course #4311Y  
Year Course ~ 1.0 credit

SPANISH 3
Course #4331Y  
Year Course ~ 1.0 credit

Students will continue to develop their skills in speaking, listening, reading, and writing in the target language in order to begin using the language more creatively and independently. Communication skills will be related to everyday topics and students will be able to describe, narrate, compare, and summarize in familiar contexts. Students will further explore the similarities and differences of various cultures through a variety of level-appropriate, authentic printed and audio resources. Students will use current Web-based tools and mobile applications to track their progress and refine their skills.

FRENCH 4 (GW)
Course #4411Y  
Year Course ~ 1.0 credit

SPANISH 4 (GW)
Course #4431Y  
Year Course ~ 1.0 credit

Students will continue to develop previously acquired language skills. They will continue to create with the target language as they build confidence in their speaking, listening, reading and writing skills. Students will be able to initiate and maintain communication. They will describe, narrate, compare, and summarize through the use of culturally appropriate, authentic resources. Students will use more advanced structures to communicate in present, past and future time frames. Through the exploration of the beliefs and values of different cultures, students will continue to demonstrate their understanding of the various similarities and differences of those cultures. Students will use Web-based tools and mobile applications to track their progress and refine their skills.

AP FRENCH LANGUAGE & CULTURE (GW)
Course #4501Y  
Year Course ~ 1.0 credit

AP SPANISH LANGUAGE & CULTURE (GW)
Course #4601Y  
Year Course ~ 1.0 credit

Students will continue to refine previously acquired language skills as they prepare for life as global citizens beyond the high school setting. They will continue to develop the skills of independent language learners by striving to use the target language in creative ways to navigate various social interactions. Students will be able to speak, listen, read, and write about topics of personal, local and global importance. Students will continue to explore more advanced structures to convey meaning in a variety of time frames. Authentic materials such as oral, printed, and digital media will be used to provide students with a variety of resources to strengthen their skills in analyzing and synthesizing. Students will use current Web-based tools and mobile applications to track their progress and refine their skills. As a result of this course, students may choose to take their post-secondary placement test or the Advanced Placement test in the target language.
ACTING “YOURSELF”  
Course #0001  
Semester course ~ 1/2 credit  
May only be taken once for credit

Communication and acting is a great skill for those who do not necessarily dream of a career in the theatre. In many ways, theatre is the ultimate liberal art and can help to prepare you for an almost endless range of careers following graduation. As a result of this class, students will be able to:

This class prepares students for an amazing variety of collaborative, creative, people-oriented careers to:

● Use their voice — Diction, clarity, vocal technique, body language  
● Body Language — Be comfortable in their own movements.  
● Appearance - First impressions  
● Preparation  
● Making the presentation  
● Delivery  
● Problem solve

ADVANCED ACTING - Thinking outside of the box The Finale  
Course #0002  
Semester course ~ 1/2 credit  
Prerequisite - Acting Yourself with a B or higher.  
This class will perform for a public audience at the end of the semester.

This advanced course is to give students the ability to participate in varied aspects of performance and art with special attention to the fundamentals of putting on a stage show. Students will learn to read and visualize art for meaning, understanding and evaluation. Students will rehearse to create a performance while working in collaboration with other classmates to create an ensemble effort.

The content includes, but is not limited to:

● Create production/performance  
● Explain aesthetics of theatre and of art  
● Apply knowledge of theatrical elements  
● Evaluate theatrical and artistic performance  
● Comprehend and evaluate the content and artistic aspects of oral and visual presentations  
● Identify relationships between language and culture  
● Express ideas through formal presentation.
MUSICAL THEATRE ENSEMBLE Let’s Go on with the Show!
Course #1850
Semester ~ 1/2 credit
This class may be taken more than once.

This ensemble class will be the first semester show for a public audience. Musical Theatre Ensemble is an important part of building life skills that develop the whole person. Focus will be on healthy performance techniques for success in auditions and performance. Students are given exposure to different styles of singing, dancing, and acting. This ensemble is designed to teach each student how to explore and expand all boundaries of what is theatrically possible. Each student will obtain the skills necessary to perform and become comfortable on stage. The purpose and process of producing a show in a class setting is to develop the students for performance which relates to the standards of Theatre Curriculum. The curriculum is flexible and can change depending on student needs, budget, or time frame. This class can be used as a toolbox of resources and tips to improve an already existing performer or new performer.
Whitnall High School Course Guide

MATHEMATICS DEPARTMENT

CLASS OF 2023 AND BEYOND

Grade 9

- Algebra 2
  - 1 credit
- Analytic Geometry
  - 1 Credit

Grade 10

- Pre-Calculus 1
  - Data Analysis & Functions
  - .5 credit
- Algebra 2
  - 1 credit

Grade 11

- AP Calculus
  - 1 credit
- Pre-Calculus 1
  - Data Analysis & Functions
  - .5 credit

Grade 12

- AP Calculus
  - 1 credit
- AP Statistics
  - 1 credit
- Pre-Calculus 2
  - Stats and Trig
  - .5 credit
- Intro to Statistics
  - .5 credit
- Intro to Calc
  - .5 credit
- Quantitative Reasoning
  - .5 credit
- Technical Math
  - .5 credit

Math Extension
- .5 Elective Credit

Integrated Math & Chemistry/Physics I
- 1 credit
Integrated Math & Chemistry/Physics II
- 1 credit
### ANALYTIC GEOMETRY
**Course #6251Y**  
**Year Course - Grade 9 ~ 1.0 credit**  
**Prerequisite:** Algebra 1

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.

### ALGEBRA 1
**Course #6131Y**  
**Year Course ~ 1.0 credit**

In Algebra 1 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.

### ALGEBRA 2
**Course #6141Y**  
**Year Course ~ 1.0 credit**  
**Prerequisite:** Algebra 1

In Algebra II 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;
Whitnall High School Course Guide

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.

PRE-CALCULUS 1: Data Analysis and Functions (offered beginning 2021-22)
Course #6431
Semester Course ~ .5 credit
Prerequisite: Algebra 2

Data Analysis and Functions completes Algebra 2, Algebra 2 progression. Students will collect, analyze, process, and display data involving trigonometric, logarithmic, polynomial, and other functions using a variety of tools and resources.

PRE-CALCULUS 2: Stats and Trig (offered beginning 2021-22)
Course #6432
Semester Course ~ .5 credit
Prerequisite: Pre-Calculus 1

Course will offer students a rigorous pace to build foundation with both Calculus and Statistics, allowing for informed decision-making in subsequent math courses. Will allow entry into AP Calculus AB and providing a foundation of statistics for students to enter AP Statistics.

AP CALCULUS AB (GW)
Course #6401Y
Year Course ~ 1.0 credit
Prerequisite: Pre-Calculus 2

Calculus consists of further analysis in trigonometry, logarithms, sequences, series and 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 is required.

AP CALCULUS BC (GW)
Course #6403Y
Year Course ~ 1.0 credit
Prerequisite: AP Calculus AB

This course is designed for students who successfully completed AP Calculus AB. Upon successful completion of the course, students will possess a strong understanding of the topics found in a first and second semester college calculus course. By passing the AP exam given in May, students may earn the appropriate college credit for their work. Extensive use of a graphics calculator is required.

MATH EXTENSION
Course #6511
Semester Course ~ .5 elective credits - does not count toward graduation requirements in Mathematics
Prerequisite: None

This semester/half-credit course will be available as an Elective to supplement or receive deeper support on material and concepts in math classes. Students taking Math Extension may repeat the course, but only .5 credit will count toward total graduation credit requirements. Math Extension counts toward general elective credits.

QUANTITATIVE REASONING (offered beginning 2021-22)
Course #6521
Semester Course ~ .5 credits
Prerequisite: Pre-Calculus 1

Focusing on problem solving and mathematical thinking, this course is recommended for students who are planning to attend a post-secondary institution (2-year or 4-year), but may not need to fulfill math requirements as part of post-secondary education plans.
AP STATISTICS (GW)
Course #6501Y
Year Course ~ 1.0 credit
Prerequisite: Pre-Calculus 2 or Intro to Stats

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data: Describing patterns and departures from patterns; Sampling and Experimentation: Planning and conducting a study; Anticipating Patterns: Exploring random phenomena using probability and simulation; and Statistical Inference: Estimating population parameters and testing hypotheses. Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course.

TECHNICAL MATH (offered beginning 2021-22)
Course #6531
Semester Course ~ .5 credits
(transcribed credit) MATC transcribed credit. Must be 16 or older when enroll
Prerequisite: Pre-Calculus 1

This course will provide an option for students considering a two-year degree by articulating the course. Since this will not be offered for a couple years, details about the specific course to earn transcribed credit is not yet available but want to provide to students for the intent of planning.

INTEGRATED MATH 1/PHYSICS/CHEMISTRY
Course #6101Y
Year Course ~ 1.0 credit
Prerequisite: Instructor recommendation

Integrated Physics/Chem & Math 1 introduces the foundational concepts of Physics and Chemistry while providing an interdisciplinary approach to include the mathematical principles of algebra, probability, and geometry. This course is offered for students who would benefit from and/or prefer an interdisciplinary approach to learning Math and Science. Students will explore the integrated study of Chemistry, Physics and Mathematical concepts to deepen understanding of chemistry and earth science fundamentals and motion and stability, energy, and waves. Students will earn 1.0 math credits and 1.0 science credit.

INTEGRATED MATH 2/PHYSICS/CHEMISTRY
Course #6411Y
Year Course ~ 1.0 credit
Prerequisite: Integrated Physics/Chemistry & Math 1

Integrated Physics/Chem & Math 2 continues the study of physics and chemistry while providing an interdisciplinary approach to include the mathematical principles of advanced algebra, probability, and geometry. This course is designed for students who would benefit from and/or prefer an interdisciplinary approach to learning math and science. Through an inquiry-based, student-centered approach to advanced physics and chemistry concepts, students will apply advanced algebra, probability, and geometry. Students will earn 1.0 math credits and 1.0 science credit.

PRE-CALCULUS
Course #6431
Semester Course ~ .5 credit

The material covered in Precalculus 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.
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 to college and majoring in a non-mathematical or non-science field should consider taking statistics. *A graphing calculator is required.*
INFORMATION TECHNOLOGY AND COMPUTER SCIENCE DEPARTMENT

AP COMPUTER SCIENCE PRINCIPLES (GW)
Course #6650
Year Course ~ 1 credit
Prerequisites: Completion of Algebra 1

In AP CS Principles, you will be able to answer these questions, and more:
- Unit 1 - How does the internet work? How do computers communicate with each other?
- Unit 2 - How do 1s and 0s create color images? How do files get compressed and what types of compressions are there?
- Unit 3 - How do computer programs actually work?
- Unit 4 - How does encryption work? How does Big Data change the way we do things? Is my personal data actually private?
- Unit 5 - How do I create an app that others can use? How can I create something amazing using basic tools?

This course is available to high school students in grades 9-12. It is recommended that a student has basic algebra skills, is very self-motivated and disciplined, and willing to put in a lot of effort. Remember, this is an AP class. The second semester is mostly programming. You don’t need to have prior programming experience but it would help.

AP COMPUTER SCIENCE A (GW)
Course #6600
Year Course ~ 1 credit
Semester Course ~ 1/2 credit prerequisite Intro to Programming

This is course is equivalent to an intro level programming course in college. We will programming with the Java language. This course is similar to the half-credit “Programming with Java” course but will go much further in detail and cover more topics so you can be ready for college. This course is highly recommended if you’re thinking of being a software engineer. Topics that will be covered are: primitive types, using Objects, if statements, iteration, writing classes, arrays, ArrayLists, 2D arrays, inheritance, and recursion.
**IT / WEB ESSENTIALS**
Course #6620
Semester Course ~ 1/2 credit

This class will cover three main topics:
- Web Design (HTML & CSS) - You’ll learn how to make some amazing websites that you’ll be proud of
- Programming - You’ll learn how to make 2D games that are actually fun to play
- Computer Hardware - you will learn about the components of a computer, you will disassemble and reassemble a computer, and you will learn how computers work

**INTRO TO PROGRAMMING**
Course #6640
Semester Course ~ 1/2 credit

Have you ever wanted to learn how to make a game like Hangman? You’ll learn how to and more using the friendly language of Python. You’ll also learn how to make a trivia game, a guess the number between 1 and 100 game, and a calculator.

**PROGRAMMING WITH JAVA**
Course #6660
Semester Course ~ 1/2 credit
**Prerequisite Intro to Programming or Consent of Instructor**

This class will be using the skills we learned in Intro to Programming but extending it using the Java language. Java is a common language used in college, it’s used in the AP CS A class, and it’s used by billions of devices worldwide. This class, or APCSA, is needed in order to take Game Design. You can take this class and then APCSA if you want the AP credit but there will be repeated information.

**GAME DESIGN**
Course #6685
Semester Course ~ 1/2 credit
**Prerequisite Programming with Java or 1 credit APCSA**

Have you ever wanted to make a 3D game and be certified like a professional game designer? We will be learning how to make games using the popular Unity game engine. There will be videos to walk you through each step and fun games to make along the way. Throughout the course you will be designing and creating the video game you’ve always wanted to play.

**IT CERTIFICATION**
Course #6695
Independent Study ~ 1/2 credit

Earn industry recognized certifications from Microsoft or Adobe. This is a great way to add to your resume, college admission essay, and build your career skills. Work is done independently and is self-paced, although you will check-in with a teacher who will also get you setup. In order to get credit you will need to pass the certification test. The following certifications are offered:
- Microsoft: Excel, Word, Powerpoint, Technology Associate (MTA)
- Adobe: Illustrator and Photoshop
- Comp TIA: A+
DIGITAL COMMUNICATIONS 1
Course #6670
Semester Course ~ 1/2 credit

This course is intended to engage student learning in the field of digital media and communications with hands-on projects and real-world activities. This course is based upon the development of a specific set of skills that would be required in the field of Digital Media. Specific competencies or skill areas include graphic design, audio production, video production, and social media.

DIGITAL COMMUNICATIONS 2
Course #6680
Semester Course ~ 1/2 credit
Prerequisite Digital Communications 1

This course extends the foundational skills in Digital Communications 1 and applies advanced topics of audience analysis, media selection, market analytics, and content development. Students will engage in soliciting projects from within the district and community to develop both advanced technical skills and customer service skills.

EXPERIENTIAL LEARNING
Youth Apprenticeship, Co-Op, Internship

You will have the opportunity to work at a job and get credit. Depending on what type of job you decide to work at you will be put into either a Youth Apprenticeship program, a Co-Op, or an Internship. We will work with you to help you get connected and on your way to having the career you want.
## MUSIC DEPARTMENT

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Level</th>
<th>Credit</th>
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<tbody>
<tr>
<td><strong>CONCERT CHOIR</strong></td>
<td></td>
<td></td>
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<tr>
<td>Course #1521Y</td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>Year Course – 1.0 credit</td>
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<td>This choral group is open to any student interested in vocal music. The Concert Choir performs several formal and informal concerts throughout the year. The ensemble prepares music in many different genres including Classical, Vocal Jazz, Musical Theatre and Pop. Students will learn the basics of reading musical notation, rhythm reading, and sight singing. Members of the choir will have opportunities to perform or compete as a soloist or in an ensemble. No prior singing experience is required. May be taken more than once for credit.</td>
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| **ADVANCED CHORUS**                          |             |        |
| Course #1531Y                               |             | 1.0    |
| Year Course – 1.0 credit                    |             |        |
| This choir’s enrollment is based upon the director’s placement after an assessment of the student’s abilities. Students are required to demonstrate at higher levels of musical theoretical knowledge, sight singing abilities, vocal tone production, and the ability to be a strong independent vocalist. This ensemble is a mixed and balanced ensemble of Basses, Tenors, Altos and Sopranos. The ensemble prepares music in many different genres including Classical, Vocal Jazz, Musical Theatre and Pop in both accompanied and a cappella music. Students will continue to learn advanced reading musical notation, rhythm reading and sight singing. Members of the choir will have opportunities to perform or compete as a soloist or in an ensemble. May be taken more than once for credit. |
BEGINNING BAND
Course #1601Y
Year Course ~ 1.0 credit

This course is designed to teach students how to play an instrument through performance and the study of music theory. Students will learn proper technique, music literacy, music theory, and musical expression through student centered instruction. This course is recommended for students who are new to playing a band instrument or have prior experience with an instrument but have not been an active participant in music ensembles.

CONCERT BAND (Standard level wind ensemble)
Course #1611Y
Year Course ~ 1.0 credit

This ensemble is open to 9th and 10th grade students. Students in the Concert Band perform at the winter concert, solo and ensemble festival, pops concert, and spring concert, as well as community events and festivals throughout the school year. All members of the Concert Band are also members of the Whitnall Marching Falcons. The Concert Band fosters high musical standards while allowing its members to further develop their musical and technical skills. This ensemble studies high quality traditional and contemporary band music, and focuses on building upon its members' instrumental abilities in the areas of tone production, individual and ensemble intonation, rhythmic precision, and musicality. Many members of the Whitnall High School Concert Band also perform in the Whitnall Jazz Band. May be taken more than once for credit.

SYMPHONIC BAND (Advanced wind ensemble)
Course #1621Y
Year Course ~ 1.0 credit
Prerequisite - 11th or 12 grade, or with the teacher's approval

This ensemble is open to all 11th and 12th grade students, as well as the 9th and 10th grade students with the teacher's approval. Students in the Symphonic Band perform at the winter concert, solo and ensemble festival, pops concert, and spring concert, as well as community events and festivals throughout the school year. All members of the Symphonic Band are also members of the Whitnall Marching Falcons. This ensemble studies advanced literature for winds and percussion drawn from the highest quality traditional and contemporary repertoire. Symphonic Band students focus primarily on development of musicality. Symphonic Band students serve on an as needed basis as members of the WHS Chamber Orchestra (a combination of the WHS Orchestra and select Symphonic Band musicians as determined by the instrumentation of the music being studied). Private lessons are strongly encouraged for all Symphonic Band students. May be taken more than once for credit.

JAZZ ENSEMBLE (Advanced Jazz Music Offering); Held Before School
Course # 1911Y
Year Course ~ 1/4 credit per semester

This course meets 7:00 to 7:45 AM on Tuesdays and Thursdays. Enrollment is based upon enrollment in a WHS Concert Ensemble and/or the director’s placement after an assessment of the 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 will 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. May be taken more than once for credit.

ORCHESTRA
Course #1711Y
Year course ~ 1.0 credit

Enrollment is based upon the director’s placement after an assessment of the 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 multimeter 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 the 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. May be taken more than once for credit.

**MUSIC PRODUCTION & INDUSTRY 1**  
Course #1820  
**Semester Course ~ 1/2 credit**

This course is designed to give students the opportunity to create, produce, mix, edit and engineer music through the latest digital recording and sequencing technologies. Topics covered will include: sampling live audio production; MIDI production; art of mixing and mastering; recording studio basics; software and sound exploration; methods of music production; and the role of the producer/engineer. As a result of this course, students will develop creative and critical thinking skills, along with overall musicianship, which will be showcased through music compositions (mostly digital recordings) and creative listening assignments. Students will also have the opportunity to work with professional studio musicians on and off campus.

**MUSIC PRODUCTION AND INDUSTRY 2**  
Course #1821  
**Semester Course ~ 1/2 credit**  
**Prerequisites: Instructor Approval or Music Production & Industry 1**

This course will build upon the skills and techniques developed in Music Production and Industry 1. Students will refine abilities in songwriting, audio editing, engineering, and producing music. Students will use the latest digital recording technology to create unique music compositions. Students will also deepen their understanding of the elements of music such as form, rhythm, meter, melody/harmony, pitch, timbre, and texture. As a result of this course, students will deepen their creative and critical thinking skills along with overall musicianship, which will be showcased through music compositions, reflections, and creative listening assignments.

**ROCK BAND 1**  
Course #1841Y  
**Semester Course~ 1/2 credit**

This course is designed for students who want to develop music-making skills and music literacy using primarily rock and pop music. This entry level course is designed for all students, so little or no prior experience is needed. Those students without formal musical reading skills or prior musical ensemble experience are encouraged to enroll. Hands-on instruction will be given on guitar, electric bass, drum set, keyboard, and vocals. Students will develop skills on each instrument, create ensembles, and explore music performance. Each student will be exposed to live sound reinforcement and be given the opportunity to “run” a live concert (either in or outside of class). Students who wish to take Rock Band for the year should enroll in Rock Band I and Rock Band 2.
ROCK BAND 2
Course #1842
Semester Course ~ 1/2 credit
Prerequisites: Instructor Approval or Rock Band 1

This course is designed for students who wish to continue their music making abilities and deepen their knowledge of rock music while further exploring group music performance. Course content will focus on elements within rock music as well as a continued focus on the fundamental elements of music. This intermediate level course is designed for those students who have an interest in group music making (specifically rock music) and instrumental exploration. Hands on instruction will continue on guitar, electric bass, drum set, keyboard, and vocals. Students will further develop their understanding in live sound reinforcement and will be responsible for running sound during live shows. Students who wish to take Rock Band for the year should enroll in Rock Band I and Rock Band 2.

AP MUSIC THEORY (GW)
Course #1801Y
Year Course ~ 1.0 credit
Prerequisites: Must be concurrently enrolled in a music performance class (Symphonic Winds and Percussion, Concert Band, Jazz Band, Orchestra, or Concert Choirs)

In this course, students will develop the ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Students will develop these skills by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course progresses to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation. Important components of the course include music terminology, notational skills, basic compositional skills, musical analysis, and aural skills. The course will prepare students to complete the AP Music Theory exam in May.
Heart rate monitor straps are a requirement for all PE classes and will be available in the school store for $20.

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**Grade 9**

<table>
<thead>
<tr>
<th>PE 9</th>
<th>.5 credit</th>
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</thead>
<tbody>
<tr>
<td>Health</td>
<td>.5 credit</td>
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**Individual & Team Sports 1**
Course #9120
Semester Course – 1/2 credit

Students will be presented with opportunities to develop and refine sports skills in activities such as volleyball, basketball, floor hockey, soccer, speedball, ultimate Frisbee, Eclipse ball, lacrosse, flag football, and water sports. In addition, concepts of sportsmanship, etiquette, and teamwork will be developed. They will also focus on improving skills to compete in a recreational setting.

**Individual & Team Sports 2**
Course #9121
Semester Course – 1/2 credit

**Strength and Conditioning 1**
Course #9122
Semester Course – 1/2 credit

**Strength and Conditioning 2**
Course #9123
Semester Course – 1/2 credit

**Lifetime Activities 1**
Course #9124
Semester Course – 1/2 credit

**Lifetime Activities 2**
Course #9125
Semester Course – 1/2 credit

**Fitness Trends**
Course #9126
Semester Course – 1/2 credit

**Yoga**
Course #9127
Semester Course – 1/2 credit

**Outdoor Pursuits**
Course #9128
Semester Course – 1/2 credit

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**PE 9**

Course #9111

Semester Course – 1/2 credit

There will be physical activity and classroom components throughout the year that will coincide to provide students with the knowledge they need to begin leading a healthy lifestyle for years to come. They will also be required to assess their present level of total wellness.

**Health**

Course #9101Y

Year Course ~ 1/2 credit (¼ credit per semester)

During this course, freshman students will acquire knowledge that will help them enhance their physical, social, and emotional well-being.

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**Individual and Team Sports 1**

Course # 9120

Semester Course ~ 1/2 credit

Prerequisite: PE9/Health
Individual and Team Sports 2
Course #9140
Semester Course ~ 1/2 credit
Prerequisite: Individual and Team Sports 1

This course is designed to further improve the physical fitness and skill development of students who enjoy team and individual sports. Students will learn about the concepts of sportsmanship, teamwork, and strategies that are essential to their successful participation in team sports. The units in this course will include: ultimate Frisbee, speedball, soccer, football, volleyball, basketball, water sports, Eclipse Ball, lacrosse and floor hockey. Those who successfully complete this course should be able to compete in recreational or competitive local leagues.

Strength and Conditioning 1
Course #9420
Semester Course ~ 1/2 credit
Prerequisite: PE9/Health

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training and overall fitness training and conditioning. This course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

Strength and Conditioning 2
Course #9430
Semester Course ~ 1/2 credit
Prerequisite: Strength and Conditioning 1

This course is designed for students interested in improving their physical fitness through strength training methods. The course will concentrate on the basic skills of strength training in a safety-first environment. Students will learn the physiology of muscle development and anatomy of the body associated with specific exercises. Conditioning activities are included on a regular basis to increase students’ cardio respiratory endurance. Students will assess their current fitness level, develop a goal-oriented fitness program and chart their fitness progress. Students are expected to improve their level of fitness through participation in strength training and conditioning exercises.

Lifetime Activities 1
Course #9315
Semester Course ~ 1/2 credit
Prerequisite: PE9/Health

This course is for the student who cannot get enough of being physically active in all lifetime activities. Students will be able to participate in a variety of fitness related sports and activities that will help them be “fit for life.” Instructional units may include recreational games, softball, tennis, disc golf, badminton, pickleball, kayaking, water sports volleyball and the fitness center.

Lifetime Activities 2
Course #9316
Semester Course ~ 1/2 credit
Prerequisite: Lifetime Activities 1

This course is designed to expand on a variety of activities that can be pursued throughout an individual’s lifetime. Emphasis will focus on skill improvement, sportsmanship, strategy, and a health enhancing level of fitness. Improving levels of fitness is a semester long goal for this course. This course provides diverse offerings to meet the individual needs of all students and to develop competency in lifetime activities.

Yoga
Course #9510
Semester Course – 1/2 credit
Prerequisite: PE9/Health

This course is designed for students interested in getting a great workout at their own level. Yoga workouts will develop flexibility, strength, endurance and balance. In this course students will be educated on the exercise techniques of yoga, with additional instruction in body weight training and breathing techniques. Using movement with breath will increase strength, flexibility, coordination, concentration, and body awareness while calming the mind and reducing stress. Students challenge themselves at their own level (modifications provided). Yoga blocks and mats are recommended, but not required.

Fitness Trends
Course #9520
Semester Course – 1/2 credit
Prerequisite: PE9/Health

This course will allow students to experience new and current trends in health and fitness such as Yoga, Pilates, Zumba, Kickboxing, Water Aerobics, Kettlebells, PiYo, Cardio Dance and more. Students will participate in different fitness activities that will help them reach personal goals and will ultimately understand the importance of living a healthy lifestyle. There will be a fee for the field trips.

Outdoor Pursuits
Course #9560
Semester Course – 1/2 credit
Prerequisite: Completion of 1 PE credit prior to enrollment
Offered 2nd Semester only (25 student maximum)
A course fee of $50 is applied to student accounts to pay for field trips

This course offers students the opportunity to experience lifetime sports as they develop an appreciation of the outdoors. Warm weather activities may include hiking, biking and fishing, outdoor nutrition and cooking, orienteering, archery, kayaking and rock climbing. Cold weather activities may include cross-country skiing, snowshoeing and outdoor survival challenges. Adventure education is another strong component of this class with challenge activities that promote trust, problem-solving used to create the positive social climate needed for teamwork. A number of field trips are planned as an extension of what is learned in class. A course fee of $50 is applied to student accounts to pay for field trips.
In August of 2010, The Whitnall School Board approved the following science sequence allowing all students equal access to the core components of science:

- All students will take a full year of Biology, Chemistry and Physics.
- Placement will be determined by the result of the ACT Suite tests.
- All levels work with the same topics but at varied depths of understanding.
- Integrated courses may not be college preparatory.

**BIOLOGY**

Course #7221Y

Year Course ~ 1.0 credit

Biology is the study of structure and function, inheritance, evolution, and ecology. Students are expected to apply their content knowledge to key scientific concepts such as systems and system models, patterns, stability and change, and cause and effect. Science and engineering practices focus on constructing explanations and designing solutions, engaging in argument from evidence, and developing and using models.
AP BIOLOGY (GW)
Course #7201Y
Year Course ~ 1.0 credit
Prerequisite: Chemistry

The AP Biology course is designed to be the equivalent of an introductory college biology course. Three general areas will be covered which include: 1. Molecules and Cells, 2. Heredity and Evolution, 3. 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 may be required to 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.

AP CHEMISTRY (GW)
Course #7301Y
Year Course ~ 1.0 credit
Prerequisites: Accelerated Chemistry and Algebra 2 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 in order to prepare students for the AP exam in May.

MEDICAL TERMINOLOGY (TC)
Course #7700
Semester Course ~ 1/2 credit  MATC Transcribed Credit
►Must be 16 when course begins.

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 statewide technical college medical terminology course. Students earning a grade of C, 77% or better will be awarded three transcripted credits by Milwaukee Area Technical College. Students earning less than 77% will earn an F by MATC and Whitnall.

Students are required to pay for class materials. The cost of the textbook/workbook needed is due the first week of class. The cost will be approximately $80.00.

CHEMISTRY
Course #7321Y
Year Course ~ 1.0 credit

Chemistry is an integrated course that will provide a study of both chemistry and earth science fundamentals including atomic structure, periodic trends, intermolecular forces, chemical reactions, nuclear chemistry, plate tectonics, the formation and early history of Earth. Students will study the relationships between greenhouse gases, their effect on the atmosphere, and the stability or changes of the chemistry of the ocean and other bodies of water.
ACCELERATED CHEMISTRY
Course #7451Y
Year Course ~ 1.0 credit

Prerequisite: Successful completion of biology and algebra class of 2020 and beyond, successful completion of geometry. Accelerated Chemistry is for students that plan on entering a science, engineering, medical or health related field or moving on to AP Chemistry. Students will need advanced knowledge in algebraic mathematical concepts. This course is a lab-oriented, in-depth study of the fundamental concepts of chemistry with an emphasis on observing patterns, recognizing cause and effect, and finding relationships between energy and matter. Major topics include: atomic theory and structure, the periodic table, chemical reactions, stoichiometry, thermochemistry, nuclear chemistry, reaction rates, and equilibrium.

PHYSICS
Course #7421Y
Year Course ~ 1.0 credit

Project-focused course that explores motion and stability (forces and interactions), energy, and waves. Students are expected to apply their content knowledge to key scientific concepts such as cause and effect, patterns, stability and change, systems and system models, and matter and energy. Science and engineering practices focus on obtaining, evaluating, and communicating information, developing and using models, planning and carrying out investigations, asking questions and defining problems, using mathematical and computational thinking and analyzing and interpreting data in science classes.

ACCELERATED PHYSICS
Course #7461Y
Year Course ~ 1.0 credit

Accelerated Physics is for students who will eventually take AP Physics C. As in Physics, students will apply their content knowledge to key scientific concepts such as cause and effect, patterns, stability and change, systems and system models, and matter and energy. Because this is an accelerated course, students will move at a faster pace and explore content at a deeper level.

AP PHYSICS C- MECHANICS
Course #7511Y
Year Course ~ 1.0 credit

Prerequisite: Successful completion or concurrent enrollment of calculus
AP Physics C is recommended as a second-year physics course for students interested in the physical science and/or engineering. Calculus is used to formulate physical principles of electricity and magnetism and solve problems. Inquiry is applied to the study of matter and energy and their interaction. Topics include static and dynamic equilibrium, linear and rotational kinematics, oscillations, gravitation, electrostatics, magnetostatics, electric circuits, and electromagnetism.

INTEGRATED PHYSICS/CHEMISTRY & MATH 1
Course #7101Y
Year Course ~ 1.0 credit

Prerequisite: Instructor recommendation

Integrated Physics/Chem & Math I introduces the foundational concepts of Physics and Chemistry while providing an interdisciplinary approach to include the mathematical principles of algebra, probability, and geometry. This course is offered for students who would benefit from and/or prefer an interdisciplinary approach to learning Math and Science. Students will explore the integrated study of Chemistry, Physics and Mathematical concepts to deepen understanding of chemistry and earth science fundamentals and motion and stability, energy, and waves. Course will take 2 periods, students will earn 1.0 Math credit and 1.0 Science credit.
INTEGRATED PHYSICS/CHEMISTRY & MATH 2
Course #7111Y
Year Course ~ 1.0 credit
Prerequisite: Integrated Physics/Chemistry & Math 1

Integrated Physics/Chem & Math 2 continues the study of physics and chemistry while providing an interdisciplinary approach to include the mathematical principles of advanced algebra, probability, and geometry. This course is designed for students who would benefit from and/or prefer an interdisciplinary approach to learning Math and Science. Through an inquiry-based, student-centered approach to advanced physics and chemistry concepts, students will apply advanced algebra, probability, and geometry. Course will take 2 class periods. Students will earn 1.0 math credits and 1.0 science credit.

HUMAN ANATOMY AND PHYSIOLOGY
Course #7800
Semester Course ~ .5 credit

Human Anatomy and Physiology contains lecture/discussion and lab work related to the human body. The main theme is how human body structure is related to function. Students make slides from animal tissues and research specific diseases. Students may opt out of dissection activities and will be provided appropriate alternative educational activities. This class is recommended for students interested in health careers.

ENVIRONMENTAL SCIENCE
Course #7621
Semester Course ~ .5 credit
Prerequisite: Successful Completion of Biology and Accelerated Chemistry and/or Chemistry in Earth Systems

This project based course will deepen scientific understanding presented in biology and chemistry to focus on the interaction of humans and their relationships within the 4 Earth Systems: biosphere, geosphere, hydrosphere, atmosphere. Course topics include resource management, human population, effects of global climate change, pollution control and alternative energy sources. This course will utilize trips to the school forest to conduct field studies utilizing various surveying techniques for the collection of data and observations.

SCIENTIFIC RESEARCH and PROJECT DEVELOPMENT
Course #7632
Semester Course ~ .5 credit
Prerequisite: Students must submit an initial project proposal for the next school year to their science teacher by June.

This elective science course is intended for juniors and seniors interested in continuing their study through an independent project in science, engineering, mathematics, or computer science. Participating students should have a significant science background prior to entering the course. Projects are subject to considerable peer and teacher review during all phases of development. Students will lead in areas of project development, timelines, collecting data, defending procedures, and presenting results. The instructor advises students on the research process, information sources, and contacts. Instruction is also provided on such topics as data collection and presentation, statistical interpretation of results, protocols for research, and presentation skills. Successful completion of at least two sciences in different disciplines (to be chosen from Earth Science, Biology, Chemistry, Physics, or AP Sciences). Can be taken more than once for credit.
**SEMINAR COURSES**

**DESIGN BY NUMBER**
Course #0005S
9 Week Course ~ ¼ Credit – Pass/Fail

This course will incorporate geometry, physics, construction, art, robotics and computer programming in order to learn about contemporary artists who use math, physics and science in their art making process. Students will experiment with a variety of mark making techniques and machines. Students will work individually or in small groups to design a machine capable of making marks in an artistic manner or a piece of artwork created through the application of mathematical and/or scientific concepts. The seminar will conclude with students showcasing their finished machines in use. Students will present the science/math/design behind their machines.

**GAME DESIGN**
Course #0006S
9 Week Course ~ ¼ Credit - Pass/Fail

This course will incorporate Science, Math and English in order to create a board game. Students will work in teams to design, implement, and test their game. The end product will showcase a complete working game which will include rules, art, game pieces, game board, and have a historical or current social studies theme. Whether you love games, enjoy history or math, or like to express your artistic side, there is something for everyone!

**THE CULTURE OF SUPERHEROES AND SUPERVILLAINS**
Course #0007S
9 Week Course ~ ¼ Credit - Pass Fail

This course will incorporate Art, English, Social Studies and Physics in order to engage in a debate of DC superheroes vs Marvel superheroes or a trial with Superman, Wonder Woman, and Red Skull. Students will role play a judge, defense and prosecuting attorneys.

**DA VINCI BY DESIGN**
Course #0012S
9 Week Course ~ ¼ Credit - Pass/Fail

Move beyond the theoretical and BUILD something. From start to finish trace the roots of innovation. Understand the conditions that make innovation possible, see the designs as Da Vinci would, work through the design and understand the physics behind it… then, make it happen.

What's the point? Imagine a class that explores the innovation and problem solving as one of the world’s most innovative people, Leonardo da Vinci, did. You will work in teams to learn the history and reasoning of Da Vinci innovation, sketch the physics and mechanics of movement with the end result of designing and constructing your own working model of one of Da Vinci’s machines.

Again, what’s the point? We get to build what we learn.

**WHO ARE YOU? GENEALOGICALLY SPEAKING**
Course #0013S
9 Week Course ~ ¼ Credit - Pass/Fail

This course is your personal journey through time and discovery of Who You Are. Where do you come from, what did your family members have to live through and overcome? Were there successes, were there failures, were there heroes or villains in your past? What role does DNA and science play in your personal discoveries of who you are? What better way to share your discoveries than to bring them to the 21st century. Create a media presentation of your discoveries, or create a website that you can share with your family to help bring to light information and events that your parents or grandparents never knew about their own family. Design your own inquiry into your own life. Through the use of ancestry software, the unearthing of YOUR past is yours to investigate.
**ADVENTURES IN ARCHAEOLOGY**  
Course # 0014S  
9 Week Course ~ ¼ Credit - Pass/Fail

This seminar will involve analysis of aerial maps and surveys, research from historical records, and a number of school forest trips to determine possible dig sites. The seminar will culminate with a hands-on archaeological survey of the forest. Maybe you think we will find some artifacts from the 1800’s or perhaps we find some Native American objects; come research and test your hypothesis!

**BACKPACKING THROUGH EUROPE**  
Course #0015S  
9 Week Course ~ ¼ Credit - Pass/Fail

This course will incorporate Global Language, English, Social Studies, Art, Music and Financial Literacy in order to create a culturally-rich and diverse itinerary for a personalized travel experience in Europe. Students will create and present their detailed itinerary, including costs, preparations, cultural connections, transportation, lodging, etc.

**LATIN AMERICAN LITERATURE**  
Course #0016S  
9 Week Course ~ ¼ Credit - Pass/Fail

Will incorporate Spanish, Social Studies and English in order to explore texts that shaped Latin America. Students will demonstrate an understanding of Latin American history, politics, human rights, gender roles, social classes through text.

**MULTICULTURAL WELLNESS**  
Course #0017S  
9 Week Course ~ ¼ Credit - Pass/Fail

This course will incorporate Health, Physical Education, Global Language and Social Studies in order to:  
- Create healthy ethnic recipes in French or Spanish that will be made into an ethnic class cookbook.  
- Teach the class a physical activity that is unique to a French or Spanish speaking country.  
- Research health concerns and create a campaign to encourage public health in a French or Spanish speaking country.  
- Advocate for lunch variety at school by creating multicultural menu options and presenting it to Food Service.

**TRAVEL THROUGH HISTORY EN FRANCAIS**  
Course #0018S  
9 Week Course ~ ¼ Credit - Pass/Fail

This course will incorporate Social Studies, Art, French and English in order to create a digital portfolio of mementos of travel through time.

**SCIENCE IN LITERATURE**  
Course #0019S  
9 Week Course ~ ¼ Credit - Pass/Fail

Annalee Newitz once said, “The most powerful works of Science Fiction don’t describe the future - they change it.” Both Science and Literature can help us dream new ideas, challenge old assumptions and create new visions. This class aims to look at important ideas positioned in Science Fiction works and describe the science behind those ideas. At the end of the nine-week seminar, students will be expected to present a scientific idea, using a scientific tool, and create and develop literature around that idea and tool.
ALTERNATIVE & COMPLEMENTARY MEDICINE
Course #0020S
9 Week Course ~ ¼ Credit - Pass/Fail

This seminar course will incorporate Science and Social Studies in order to investigate complementary and alternative medical treatments used around the world. Students will choose a treatment and research, in depth, the biological processes affected by the treatment, the cultures which discovered the treatment and which currently use the treatment, and the barriers of acceptance in modern medicine. The final assessment will include students designing a project to present their findings. Topics explored will include therapies and treatments from a variety of cultures, such as fasting, acupuncture, and medicinal herbs.
### WHS Course Guide

**SOCIAL STUDIES DEPARTMENT**

#### Grade 9
- AP Hum Geography
  - 1 credit
- Global Studies
  - 1 credit

#### Grade 10
- AP US History
  - 1 credit
- American Studies (Bundled)
  - 1 credit
- Modern US History
  - .5 credit

#### Grade 11
- AP Gov and Politics
  - 1 credit
- Civics
  - .5 credit
- Economics
  - .5 credit

#### Grade 12
- AP Economics
  - 1 credit
- AP Psychology
  - 1 credit
- AP World History
  - 1 credit

**Personal Finance/Economics Credit Clarification**

Students must complete three social studies credits, which may include .5 Economics. Students who choose not to take Economics, must also take .5 credit of Personal Finance to meet the Financial Literacy requirement and then select another .5 social studies elective course.

**GLOBAL STUDIES**

Course #8211Y

Year Course ~ 1.0 credit

In this introductory Social Studies course, freshman will investigate common themes focusing on world events and analyze the impact these themes have had on human interactions in a global community. Students will engage in document-based inquiry that is driven by case studies that focus on real world current events and their lasting impacts on an ever-changing global society. Students will utilize historical and contemporary events with emphasis on improving skill building techniques in preparation for higher order thinking and writing processes. A focus on ACT and college readiness skills will better prepare students for success as they build their foundation in secondary education.
AP HUMAN GEOGRAPHY
Course #8801Y
Year Course ~ 1.0 credit

The purpose of this course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students interpret maps and analyze geospatial data to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Students will use geographic methods to pose and solve problems related to human-environment interaction in our current society through real-world case studies and simulations. The students will also be prepared for the Advanced Placement examination in Human Geography administered in May by the College Board.

MODERN U.S. HISTORY
Course #8111Y
Semester Course ~ 1/2 credit

In this course, sophomores will explore important themes in the modernization of America from the Industrial Revolution to the present. Although this course primarily examines the point of view of American history, it analyzes the impact these themes have had on human interactions throughout a global community. Class participation through discussions, debates, and role-playing activities is required. Students will utilize historical and contemporary events with emphasis on improving college-readiness skills, higher order, analytical thinking, and the writing processes. Critical reading skills, including sourcing, contextualization, effective reasoning, and close reading, are emphasized throughout the course.

AP UNITED STATES HISTORY
Course #8301Y
Year Course ~ 1.0 credit

Students in this course will be exposed to rigorous, intensive work meant to be the equivalent of an introductory freshman college course in American History. They will develop and use the same skills, practices, and methods employed by historians: analyzing documents; developing arguments; making comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. Assessments are designed to give students frequent practice with the types of multiple-choice questions, free-response questions, and document-based questions that appear on the AP Exam. Classroom instruction includes discussion and debates, simulations, and collaborative group work. The students will also be prepared for the Advanced Placement examination in Human Geography administered in May by the College Board.

CIVICS
Course #8510
Semester Course ~ 1/2 credit

Students will learn the ways in which citizens of the United States can be participants in our society and government at all levels. Through simulations and social science labs, students will immerse themselves in topics including the role of citizens in the electoral process, how people can engage elected officials in meaningful discussion, addressing the root causes of problems in America and exploring strategies for change, and taking a critical and questioning view of current events. While exploring these topics, students will be learning aspects of the structure and function of our government at local, state, and national levels which provides the foundation for success on the state civics exam and knowledge expected of a civically engaged adult.

ECONOMICS
Course #8610
Semester Course ~ 1/2 credit

Economics is designed to prepare students for skilled decision-making as consumers, financial planners, and citizens participating in the American free enterprise system and global economy. Students will investigate basic economic concepts, different examples of market structures and world economies, supply and demand, trade, and the role of government in
Whitnall High School Course Guide

influencing and measuring the economy. The course will employ a variety of learning strategies to empower students with skills and material that fosters their economic and financial literacy.

**AP ECONOMICS  AP Micro Economics and AP Macro Economics**

**Course #8601Y**

**Year Course ~ 1.0 credit**

AP Economics is designed to provide students with a learning experience equivalent to typical introductory college courses in Micro and Macroeconomics. Students will learn to think like economists – to question and evaluate economic models and explore the consequences of economic decisions. Semester one focuses on Microeconomics, which is designed to provide students with a thorough investigation of the principles of economics as they apply to individuals, households and businesses. Students will also investigate instances in which private markets fail to allocate resources efficiently and examine the role of government in improving efficiency. Semester two focuses on Macroeconomics which is designed to provide students with a thorough investigation of the economy as a whole. Topics of investigation include fiscal and monetary policy and measures of economic performance such as GDP, inflation, and unemployment. With respect to the global economy, students will also have ample opportunities to examine the impact of international trade, finance, and currency exchanges on national economies. Various economic schools of thought are introduced as solutions to tackle economic instability and promotion of economic growth.

**ADVANCED PLACEMENT WORLD HISTORY**

**Course #8401Y**

**Year Course - 1.0 credit**

The purpose of the AP World History course is to develop a greater understanding of the evolution of global process and contacts in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional and technological patterns that, along with geography, set the human stage. Periodization, explicitly discussed forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contact among societies that form the core of world history as a field of study. Students are expected to take the Advanced Placement World History exam.

**AP PSYCHOLOGY**

**Course #8501Y**

**Year Course ~ 1.0 credit**

This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This course is designed to present an experience equivalent to that obtained in an undergraduate introductory psychology course. In doing so, the students will complete material that most colleges require in order to take upper level courses in psychology. The students will also be prepared for the Advanced Placement examination in Psychology administered in May by the College Board.
SOCIOMETRY
Course #8520
Semester Course ~ 1/2 credit

The successful Sociology student will reflect numerous times regarding how groups affect you and how you affect groups. Students will be challenged to think about how other people view themselves, live their lives differently, and see their world as different from yours. Students will learn and apply the concepts of Sociology throughout the course: a sociological perspective, imagination, the three sociological theories, the founders of the course (history) and the fact that common sense can never be used 100% of the time in trying to understand people and their groups. The course incorporates group discussion, inquiry, guest speakers and field trips. Students will be asked to solve a social issue and ask/answer questions concerning culture, bureaucracies, socialization, deviance, sports, gender and current social issues!

CRUCIAL QUESTIONS FOR DIALOGUE
Course #8460
Semester Course ~ 1/2 credit

This semester long course will develop students' critical thinking so they can better learn to communicate their ideas, listen to others, and engage in productive discussion, even when beliefs and opinions don't match up. Students will learn to ask big questions so that they can develop a foundation for intellectual inquiry rooted in justice, fairness and empathy. The goal of the class is for students to create an authentic reasoned voice while listening to and empathizing with opposing views. Students will select current social topics, issues and questions to be investigated and discussed.

PSYCHOLOGY: HEALTH PSYCHOLOGY
Course #8540
Semester Course ~ 1/2 credit

This course is designed to introduce students to the principles of psychology as they relate to health and wellness. Students will examine the biological, psychological, and social factors that influence physical and mental health, such as stress, personality, lifestyle factors, and genetics to come to a greater understanding of how to make choices that allow for a healthy lifestyle. Class discussions, real-world applications, and projects will be incorporated throughout the course to facilitate student learning and encourage students to apply their learning in their daily lives. CRIMINAL JUSTICE
Course #8580
Semester Course ~ 1/2 credit

This is an inquiry-based project driven course that introduces students to the criminal justice system through a two-fold examination of criminal/constitutional law and criminal procedure. Through the study of essential criminology concepts students will analyze historical and contemporary American society. Students will engage in various inquiry projects and debates that analyze various contemporary legal issues, including: criminal defenses; hate crimes/groups; the prevalence of American gang culture; sensitive and racially motivated crimes; cybercrimes; criminal statistics; correctional facilities, and capital punishment. Utilizing law enforcement guest speakers, students will evaluate criminal investigation theory and community policing strategies. Students will also explore potential career pathways surrounding forensic science, identify modern forensic techniques, and then design and evaluate a crime scene. The crime scene will function as the basis for a culminating assessment of criminal law and procedure in a mock trial.

AP GOVERNMENT & POLITICS
Course #8901Y
Year Course ~ 1.0 credit

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they complete a political science research or applied civics project. An emphasis in this AP-level course is what students should be able to do with the knowledge they develop and how to apply it within their current and future lives. Students will be asked to apply political problems and current issues to the course content throughout the school year.
Integrated American Studies is a blended English and US History course for 10th grade students that emphasizes the connections between literature, culture, and history. Students who take Humanities will have the opportunity to study American history simultaneously with literature from the period. The connectivity between the two disciplines will emphasize and reinforce the connectivity of concepts that are taught in isolation in a regular tenth grade US history and English course. This class creates a learning experience that adds depth and diversity to the students’ experience. This course will be taught as a double period and will be taken in lieu of regular 10th grade history and 10th grade English. Integrated American Studies will count as a two credit course, and will meet the 10th grade requirements for both Social Studies and English.
SPECIAL EDUCATION, INTERVENTION, & CREDIT RECOVERY

READING INTERVENTION
Course # ReadInt
Semester Course ~ Non-credit bearing

Whitnall High School has a process in place to identify students who need extra support in addition to their core courses. These supplemental supports and interventions are available to all students based on criteria specific to each supplemental support option. Other non-credit bearing supplemental support options are afforded to students through a comprehensive high school schedule where extra time is designated.

CREDIT RECOVERY
Course # CR
Semester Course ~ .5 credit per course completed

Credit recovery is most commonly defined as a structured means for students to regain credit in order to graduate from high school. The length of credit recovery courses shall be dictated by the skills and knowledge the student needs to recover and not be a fixed length of seat time. Core academic credits include credits required for graduation in English, social studies, mathematics, health and science. For these courses, students must retake the same course required for graduation. Credit Recovery courses can be delivered face-to-face, online, or blended during the school year or during summer school.

PRE-ALGEBRA
Course #EE6191Y
Year Course ~ 1.0 credit
Teacher placement per IEP Plan

Designed for students who need to develop their math skills to further understand variables, solving equations, graphing and problem solving prior to enrolling in Algebra.

ENGLISH
Course #EE3851Y
Year Course ~ 1.0 credit
Teacher placement per IEP Plan

This course is a reading, writing, and comprehension program designed to meet the needs of students whose reading and writing achievement is below the proficient level. The program directly addresses individual needs through high interest literature and direct instruction in reading and writing skills with an emphasis on oral and written communication.

LITERATURE
Course #EE3371Y
Year Course ~ 1.0 credit
Teacher placement per IEP Plan

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
Course #EELS01/02
Year Course ~ .5 credit
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.

STUDY SKILLS
Course #BS01/02
Semester course and/or year ~ 0.25 credit per semester
Teacher placement per IEP Plan

Prerequisites: Individualized Education Plan as determined by IEP Team
This course provides academic and socioemotional support, development of behavioral self-regulation strategies, cultivation of executive functioning skills, and self-awareness to facilitate independent and successful lifelong learners.

VOCATIONAL SKILLS
Course # EEVS1/2
Semester Course ~ .5 credit
Teacher placement per IEP Plan

Prerequisites: Individualized Education Plan as determined by IEP Team
This course will incorporate skills that help ensure a smooth transition for students to the adult world. Topics will include: resume development, applications, self-advocacy skills, career awareness, and development of self-awareness.

SOCIAL THINKING
Course # EE****
Semester Course ~ .5 credit
Teacher placement per IEP Plan
INTRO TO DESIGN ENGINEERING
Course #5511
Semester Course ~ 1/2 credit

This course is open to all students who would like to gain insight into the field of high technology. The course will cover technology dealing with building trades, manufacturing, and engineering. Topics will include construction designs, materials and methods used in the building industry, the principles of creating, packaging, and selling products, working with materials and methods used in industry. Intertwined within the course will be engineering principles such as simple machines, structural analysis, and reverse engineering through technical drawing and 3D modeling. This is a project-based, hands-on course.

MANUFACTURING MATERIALS AND PROCESSES 1
Course #5560
Semester Course ~ 1/2 credit

This course is an introduction to manufacturing processes and manufacturing systems including assembly, machining, injection molding, casting, thermoforming, and more. Emphasis is on the physics and randomness and how they influence quality, rate, cost, and flexibility with attention to the relationship between the process and the system, and the process and part design. Project (in small groups) requires fabrication (and some design) of a product using several different processes (as listed above).
MANUFACTURING MATERIALS AND PROCESSES 2
Course #5570
Semester Course ~ 1/2 credit

This course is a continuation of manufacturing processes and manufacturing systems. Advanced projects will utilize 3D modeling, assembly, machining, casting, and more with an emphasis on precision and tolerances through mass production. Projects requires analysis of the production process to take raw material to finished replicated products.

BUILDING TRADES 1
Course #5540
Semester Course ~ 1/2 credit

In this course, students work with full-size construction materials. Students will perform rough carpentry construction projects such as a bathroom or storage buildings. Students will study job site safety, concrete foundation work, masonry foundation work, framing a building, basic plumbing, and basic electrical. Students will learn to make plans and estimate materials. Field trips to building trades/sites and building supply dealers are planned.

BUILDING TRADES 2
Course #5550
Semester Course ~ 1/2 credit

In this course, students continue to work with full-size construction materials. This course will continue instruction on finish carpentry projects related to a bathroom or storage building. Students will study job site safety, drywall, flooring, tile setting, cabinetry, and finish work. Students will learn project management skills and service and material cost and billing. Field trips to building trades/sites and building supply dealers are planned.

ENGINEERING DRAWING 1
Course #5580
Semester Course ~ 1/2 credit

Learn to apply the processes that are used in engineering design. Students will be introduced to the philosophy of technical problem solving. Students will study and practice brainstorming, sketching, geometric solids, measurement, materials CAD, dimensioning, and isometric drawings. Communication skills, which include sketching, technical drawing, report writing, and presentations will be addressed. Students will work in teams to solve problems that are influenced by consumer, marketing, and technical considerations. This is a hands-on laboratory and computer intensive course that will allow students to experience design and technology issues.

ENGINEERING DRAWING 2
Course #5590
Semester Course ~ 1/2 credit

Learn to apply math, science, and systems principles that are the basis for engineering. Students will be introduced to the history and disciplines of engineering. Students will study and practice engineering systems, materials, reliability, and kinematics. Communication skills, which include sketching, technical drawing, report writing, and presentations will be addressed. Students will work in teams to solve problems that are influenced by financial, social, and environmental considerations. This is a hands-on laboratory and computer intensive course that will allow students to experience business and technology issues.

MANUFACTURING & ENGINEERING ENTERPRISE
Course #5660Y
Year Course ~ 1 credit
Prerequisite: One of the following Tech Ed courses: Design Engineering, Manufacturing, Engineering Drawing

In this innovative, co-curricular, capstone course several classes from different disciplines will be combined to incorporate manufacturing skills with business and marketing related skills to design, produce and bring a product to market in an effort
to earn a profit. Students will experience the process of managing a production process through hands-on activities while focusing on either the business side or manufacturing side of the process. Manufacturing skills gained may include but are not limited to; CNC operations such as plasma cutting, laser engraving, routering, and milling, in addition to additive and subtractive manufacturing processes. Students will learn prototyping skills for fabricating saleable products and goods as well as design skills necessary for both the creation of said products and the aesthetics necessary to bring the product to purchase grade.
Early College Credit Program (ECCP) and Start College Now

Wisconsin's Early College Credit Program and Start College Now program, formerly known as Youth Options, allows public high school juniors and seniors who meet certain requirements to take post secondary courses at a University of Wisconsin institution, a Wisconsin technical college, one of the state's participating private nonprofit institutions of higher education or tribally-controlled colleges. Approved courses count toward high school graduation and college credit. The program opens the door to greater learning opportunities for motivated students considering a technical career, wishing to begin college early, or preparing themselves to enter the workforce immediately after high school graduation.

Eligibility
The Early College Credit Program and Start College Now program are available to Wisconsin public school juniors and seniors who meet the following requirements: have completed the 10th grade, are in good academic standing and have a student's intention of enrolling in a postsecondary institution. Maintain satisfactory attendance and comply with the compulsory school attendance law under §118.15(1)(a), Wis. Stats.

Please note applications will not be accepted late. Students must have their applications to the Counseling Office by October 1st (for a spring course) and March 1st (for a fall course). Late applications will not be accepted.

Students with a Disability
Students with a disability are encouraged to participate in the Early College Credit Program and/or Start College Now program. The school board may, however, refuse to permit a student with a disability to attend a technical school or college if the cost would impose an undue financial burden on the school district.

Applying for the Early College Credit Program and/or Start College Now
Students need to complete a Whitnall High School Early College Credit Program/Start College Now application at https://tinyurl.com/y8ibi8uy as well as an Early College Credit Program application and/or a Start College Now application and submit it to the Counseling Office following all instructions on the forms. The ECCP form is available from the Counseling Office or at: https://dpi.wi.gov/dual-enrollment/eccp/application. The Start College Now application is available from the Counseling Office or at: https://mywtcs.wtcsystem.edu/student-success/career-prep/new-start-college-now (formerly youth options). Students can determine their school district ECCP/Start College Now point of contact at: https://dpi.wi.gov/dual-enrollment/youth-options/contact. Students will also need to complete admissions forms for their selected college after getting Whitnall district approval on their ECCP and/or Start College Now application. These college admission forms are typically online on that college’s website.

Determining High School Credit and Comparability
The school board determines whether a postsecondary course is eligible for high school credit, how much high school credit may be awarded, and whether the course is comparable to a course offered at the school district.

Payment of Tuition and Fees
The school board must pay for any course that is taken for high school credit and that is not comparable to a course offered in the school district. A student must pay for any postsecondary course taken that is comparable to a course offered at the school district. A student must pay for a postsecondary course that is not used for high school credit. A student must pay for incidental college fees (such as a parking permit) and for equipment, tools, supplies and consumables (notebooks, workbooks, uniforms) which will become the property of the student. The school board must pay for the cost of any books and fees for all approved courses and materials for students attending an Institute of Higher Education. The school board may require the return of books and materials in a usable form. The school board cannot expect the student to pay the cost of tuition, books, and fees then reimburse the student if the student passes the course. The student may be required to reimburse the school district for tuition and fees if the student drops or fails the course.
Whitnall High School Course Guide

Additional Information
Early College Credit Program and Start College Now information and materials, including forms, answers to common questions, timelines, contact persons, and administrative rules, are available for ECCP at https://dpi.wi.gov/dual-enrollment/eccp/application and for Start College Now at https://mywtcs.wtcsystem.edu/student-success/career-prep/new-start-college-now-(formerly-youth-options).
Whitnall High School students wanting to apply for the Early College Credit Program and/or Start College Now class must do the following:
· At course request time, during the year prior to taking the courses, students need to request “Early College Credit Program/Start College Now” as a class for the semester(s) they wish to enroll.
· Fill out the appropriate paperwork and submit it to your school counselor by the timeline listed.

To enroll in a class for fall semester, all forms must be received by your school counselor by March 1.
To enroll in a spring semester class, all forms must be received by your school counselor by October 1.

The Board of Education recognizes the value to students and to the District of students participating in programs offered by the University of Wisconsin system institutions, Technical Colleges, tribally controlled colleges and private, nonprofit higher education institutions in Wisconsin.

The Board will allow high school juniors and seniors who satisfy the eligibility requirements under the Early College Credit Program and Start College Now program statute and the administrative rules of the Department of Public Instruction to enroll in an approved course at an institution of higher education while attending in the district. Students will be eligible to receive college and high school credit for completing course(s) at institutions of higher education provided they complete the course(s) and receive a passing grade.

The School District’s responsibility to pay for tuition, fees, books and other necessary materials shall be limited to eighteen (18) postsecondary credits per student.
**Consortium Classes**

The Southwest School to Work Consortium includes the school districts of Franklin, Greendale, Greenfield, St. Francis and Whitnall. These districts have worked together to provide the opportunity for students to take a class(es) that may not be offered at their high school but is offered at a neighboring school.

**Shared Class Guidelines**

- Transportation is the responsibility of the student/parent. Carpooling is acceptable BUT there should be a plan in case the driver is ill – passengers are expected to be able to get to class. This is not a reason to be absent.
- Prerequisites that are established for the class must be met; modifications for different course names will be made.
- All course syllabus info/guidelines are to be followed by students from the home district. Materials are to be brought to class daily.
- Parking follows the rules of the school where the class is taught – no fee is paid. Permit may be required and appropriate paperwork must be completed.
- The school calendar of the school where the class is being taught dictates the student’s schedule. Students are expected to be on time and attend whenever the class meets. If by chance the home/sending school does not have school, but the class is meeting, the student is expected to attend, and if not present, this would count as an absence.
- Students may need a study hall before or after the shared class to accommodate travel time. Home schools are to modify the student’s schedule to allow the student time to travel between districts.
- Note that when there are “shortened days” for in-service/grading, etc., the student is still expected to attend – the HOME school makes the accommodation for the schedule. The student may miss a class or be late – it is to be excused. It is easier to make up or get missed work from classes at the home school.
- If the student is ill and will miss class, then two things must be done. First, follow the policies of the home school to call in the absence. Second, call and leave a message for the teacher BEFORE the class meets to let the teacher know of the absence.
- The course will follow the grading scale of the school where the class is taught. That letter grade will be sent to the home high school for each grading period. If class can be taken for advance standing at the Technical College, the student will complete appropriate paperwork if they are interested.
- The exam schedule of the HOST school is priority. However, if possible, arrangements may be made to reschedule to accommodate the many schools’ different schedules. Students who graduate “early” will have to take their exams early. The exception is for the Project Lead the Way Classes (Intro to Engineering Design and Principles Of Engineering.) Their final is a National test with a single test date – that will be after Whitnall’s Graduation. Students will be advised of this prior to graduation.
- The consortium coordinator will work with the classroom teacher to try to work out conflicts and concerns.
- Consequences for repetitive misbehaviors or concerns may have to be dealt with by the appropriate person (counselor or assistant principal) at the home school.

Shared Consortium Course list – Whitnall students are only eligible to participate in courses not offered on campus

[Click Here for shared list]
Career and Service Learning Experiences

The Whitnall School District believes that students should be provided the opportunity to be exposed to a variety of careers and workplace settings in their journey to discover postsecondary career options. These career and service learning experiences provide opportunities for students to develop skills and dispositions for career and personal success. As part of their Academic and Career Plans, these experiences provide relevance and hands-on learning to develop their postsecondary education alternatives.

These career and service learning experiences include both paid and non-paid options and range from exposure to a more immersive experience. The time commitment, credits, and prerequisites vary for different options. Some experiences may qualify students for state certificates and/or industry credentials. The chart at the end of the section provides a summary of the options.

Service Learning Experiences
Service learning is for students who wish to be actively involved in school- or community-based volunteer experiences. By participating in service learning, students will develop their knowledge, skills, and talents by engaging in real world, hands-on, and meaningful service experiences. Service learning opportunities may include volunteering at schools, healthcare facilities, day care centers, animal shelters or other community-based organizations. Service learning experiences earn .5 credit for one semester and can be repeated but for no additional credits. Examples include classroom aide, school service aide, and student IT help desk.

Work-Based Learning Experiences
Work-based learning is for students who wish to use a paid work experience in conjunction with coursework to develop workplace skills and competencies. These experiences will allow students to develop a mentorship relationship with professionals. An internship will allow students to experience a broader experience within a range of careers and workplace settings whereas a Co-Op and Youth Apprenticeship provides a more focused work experience within specific fields and careers in which a student has an interest.
<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>SERVICE LEARNING</th>
<th>INTERNSHIP AND CO-OP</th>
<th>YOUTH APPRENTICESHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>Explore different careers and work environments.</td>
<td>Internship: Provides an initial exposure to the world of work Co-Op: Provides a work experience aligned with a student's career interests. Can lead to state certification in qualified areas.</td>
<td>DWD program that supports the development of desired skills aligned to a student's career interests. Leads to industry certification in qualified areas.</td>
</tr>
<tr>
<td>Eligibility</td>
<td>Grades 10-12</td>
<td>Work permit Internship: Grades 11-12 Co-Op: Grades 11-12</td>
<td>Work permit Grades 11-12</td>
</tr>
<tr>
<td>Paid/Unpaid</td>
<td>Unpaid</td>
<td>Paid</td>
<td>Paid</td>
</tr>
<tr>
<td>Required Work Hours</td>
<td>75 per semester Submission of verified hours (signed and dated by supervisor)</td>
<td>Submission of bi-weekly timesheets (signed and dated by supervisor) Co-Op: 240 hours (In-district credit) 480 hours (State Certificate)</td>
<td>450 hours in 1 year 900 hours in 2 years</td>
</tr>
<tr>
<td>Prerequisite Coursework</td>
<td>N/A</td>
<td>Internship: None Co-Op: Related 1.0 credit in content area</td>
<td>Related 1.0 credit in content area</td>
</tr>
<tr>
<td>Concurrent Coursework</td>
<td>N/A</td>
<td>Employability Skills</td>
<td>Employability Skills (Year 1)</td>
</tr>
<tr>
<td>Semester/Year</td>
<td>Semester</td>
<td>Internship: Semester Co-Op: Year</td>
<td>Year</td>
</tr>
<tr>
<td>High School Credit</td>
<td>0.5 credits per semester Repeated for no credit</td>
<td>Internship: 0.5 credits per semester Co-Op: 1.0 or 2.0 credits per year</td>
<td>1.0 or 2.0 credits per year</td>
</tr>
<tr>
<td>Release Time</td>
<td>With school permission</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Transportation</td>
<td>Student/Parent</td>
<td>Student/Parent</td>
<td>Student/Parent</td>
</tr>
<tr>
<td>Graded/Ungraded</td>
<td>Pass/Fail</td>
<td>Internship: Pass/Fail Co-Op: Graded</td>
<td>Graded</td>
</tr>
<tr>
<td>Postsecondary Credit</td>
<td>None</td>
<td>Possible</td>
<td>Possible</td>
</tr>
<tr>
<td>Additional Workforce Credentials</td>
<td>N/A</td>
<td>Possible</td>
<td>Possible</td>
</tr>
<tr>
<td>Supervised by</td>
<td>Counselor Service Learning Coordinator</td>
<td>Employability Skills teacher Employer</td>
<td>Employability Skills teacher Apprenticeship Coordinator Employer</td>
</tr>
<tr>
<td>Content areas</td>
<td>Any content area. Recommended before Internship or Youth Apprenticeship placements. Internship: Any work experience may qualify Co-Op: Business, Childcare, Culinary, Marketing, TEE</td>
<td>Youth Apprenticeship Programs (YAP) may be available in the 16 career cluster areas</td>
<td>Youth Apprenticeship Programs (YAP) may be available in the 16 career cluster areas</td>
</tr>
</tbody>
</table>
Form Links

Class Drop Request Form

Co-op Registration Form

Open Campus Release Form
Seniors may have one hour of off campus hr 7 or hr 1 in lieu of a study hall, if credits for graduation permit. This may be revoked at any time if grade in a required class falls below passing.

WIAA PE Waiver Form